

# 2024 Civic Advocacy Network: Application

This is the application for the Kansas State Department of Education's Civic Advocacy Network Award Program. This is a school-level application and the winners of this award will determine the system-level STAR Recognition award for Civic Engagement.

This application is due May 3, 2024. For questions, reach out to Jessica Dorsey at [jdorsey@ksde.org](mailto:jdorsey@ksde.org) or 785-296-3163.

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\* Indicates required question

1. Email \*

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2. USD Number \*

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3. School Name \*

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4. Building Principal Name \*

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5. School Street Address \*

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6. City \*

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7. Zip Code \*

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8. Contact Person for this Application \*

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9. Contact Phone Number \*

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## 10. School Building Type (select all that apply) \*

*Check all that apply.*

- ☐ Elementary School
- ☐ Middle/Junior High School
- ☐ High School

### Application Instructions

It is recommended that you print a copy of this application and then craft your responses so that they can be copied and pasted into the appropriate text boxes.

It is also recommended that you describe your evidence fully, with a few paragraphs and keep in mind that grant reviewers may not be familiar with education acronyms and curriculum/programs.

Describe two pieces of evidence that exemplify each proven practice. A list of possible pieces of evidence is included in the Civic Advocacy Network Plan. Please note that the list is not exhaustive and other pieces of evidence not listed may help to demonstrate how the proven practice has been or is being implemented in your school. The programs that are best and most widely implemented will be rewarded. Evidence described should be from the 2023-2024 school year.

A. A first piece of school-level evidence: Describe evidence of school or classroom wide practices, initiatives, programs and/or events that support the given proven practice. Examples – List of courses; assessments; service-learning projects; extracurricular activities offerings; school wide service day projects, school wide fund raisers, school government, elections, competitions, and awards.

B. A second piece of school-level evidence: Describe evidence of school or classroom wide practices, initiatives, programs and/or events that support the given proven practice. Examples – List of courses; assessments; service-learning projects; extracurricular activities offerings; school wide service day projects, school wide fund raisers, school government, elections, competitions, and awards.

C. Student-level evidence: How do you know it is working at your school? This is a success narrative. Tell your story. What leads you to believe that your efforts in this area are successful? Please redact personally identifiable information, such as name, grade, precise location, or teacher.

## Practice #1 Provide instruction in government, history, law, and democracy

"High-quality classroom instruction must remain at the foundation of civic learning.' However, classrooms of today are vastly different from traditional settings. There are new and exciting technologies available that provide students access to large amounts of information. Students can participate in more interactive, thought-provoking learning experiences aside from textbooks, handouts, paper quizzes, and the like." - Guidebook: Six Proven Practices For Effective Civic Learning

11. #1 A. How does my school provides instruction in government, history, law and democracy? \*

Please describe in detail your first piece of evidence of rigorous instruction in government, history, law, and democracy.

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12. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

13. #1 B. What is another way my school provides instruction in government, history, law and democracy? \*

Please describe in detail your second piece of evidence of rigorous instruction in government, history, law, and democracy.

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14. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

15. #1 C. How do you know this is working in your school? \*

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

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**Proven Practice #2** Incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important.

Civic learning curricula often fail to include controversial issues. As a result, young people may not learn how to engage productively with the issues and events that animate our political system today and will continue to do so in the future. "Diversity in thought can help students appreciate others' perspectives and understand the value of living in a place where differing views are embraced. Students engaged in healthy civic discourse have opportunities to practice researching current issues in their local communities, our country, and the world, and to come up with feasible solutions. – Guidebook: Six Proven Practices for Effective Civic Learning

16. #2 A. How does my school incorporate discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important? \*

Please describe in detail the first piece of evidence of the incorporation of discussion of current events and issues.

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17. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

18. #2 B. What is another way my school incorporates discussion of current local, national, and international issues and events in the classroom, particularly those that young people view as important?

Please describe in detail the second piece of evidence of the incorporation of discussion of current events and issues.

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19. What percentage of students in the school participate in this practice?

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- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

20. #2 C. How do you know this is working in your school? \*

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

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**Proven Practice #3** Design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.

Making the connection between academic objectives and service to the community can be accomplished in two ways: 1) Start with a service project and identify curricular objectives that align with the project, or 2) determine specific learning objectives and work with students to find a service project that will help them meet those objectives. One of service-learning's greatest benefits is that it is a malleable approach that can be adapted to fit a variety of age levels, learning settings, curricular needs, and timeframes, and it gives students the opportunity to co-create their learning experiences. – Guidebook: Six Proven Practices for Effective Civic Learning

21. #3 A. How does my school design and implement programs that provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction? \*

Please describe in detail the first piece of evidence of the application of programs that provide students with opportunities to apply what they learn through performing community service.

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22. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)



23. #3 B. What is another way my school provides students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction? \*

Please describe in detail the second piece of evidence of the application of programs that provide students with opportunities to apply what they learn through performing community service.

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24. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
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- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

25. #3 C. How do you know this is working in your school? \*

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

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**Proven Practice #4** Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.

Since most extracurricular activities take place outside traditional classroom settings, students have opportunities to study in an environment where they can apply what they learn in class to real-life contexts. They are able to use their knowledge and skills in meaningful scenarios. . . Students who have a strong sense of self and what they have to offer are more likely to find positive ways to contribute to their communities and society. – Guidebook: Six Proven Practices for Effective Civic Learning

26. **#4 A.** What does our school offer for extracurricular activities that provide opportunities for young people to get involved in their schools or communities? \*
- Please describe in detail the first piece of evidence of the application of programs that provide students with extra curricular opportunities for young people to get involved in their schools or communities.

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27. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

28. #4 B. What is another way that we offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities? \*

Please describe in detail the second piece of evidence of the application of programs that provide students with extra curricular opportunities for young people to get involved in their schools or communities.

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29. What percentage of students in the school participate in this practice?

*Mark only one oval.*

- ☐ A few (0-25%)
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- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

30. #4 C. How do you know this is working in your school? \*

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

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## Proven Practice #5 Encourage student participation in school governance.

Students today can participate in school governance in a variety of contexts: student council, youth advisory boards, and department committees, to name a few. . . Students should be allowed to practice civic skills within the relatively controlled environment of the classroom and within school walls. Here they can learn from challenges and triumphs, responses and failures—all the varied realities of the democratic process. -- Guidebook: Six Proven Practices for Effective Civic Learning

31. #5 A. How do we encourage student participation in school governance at our school? \*

Please describe in detail the first piece of evidence of the application of programs that encourage student participation in school governance.

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32. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
- ☐ Many (26-50%)
- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

33. #5 B. What is another way we encourage student participation in school governance at our school? \*

Please describe in detail the second piece of evidence of the application of programs that encourage student participation in school governance.

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34. What percentage of students in the school participate in this practice?

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- ☐ A few (0-25%)
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- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

35. #5 C. How do you know this is working in your school? \*

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

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## Proven Practice #6 Encourage student participation in simulations of democratic processes and procedures.

Mock trials and elections are traditional, popular, and effective programs for many high school students, and they provide many benefits—increased civic knowledge, teamwork, analytic thinking, public speaking, and more. Aside from these established simulations, technology can and does play a meaningful role in the classroom. Students can simulate a professional work environment by trading emails, planning meetings, and conducting research. – Guidebook: Six Proven Practices for Effective Civic Learning

36. #6 A. How do we encourage student participation in simulations of democratic processes and procedures at our school? \*

Please describe in detail the first piece of evidence of the application of programs that encourage student participation in simulations of democratic processes and procedures.

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37. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
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- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

38. #6 B. What is another way we encourage student participation in simulations of democratic processes and procedures at our school? \*

Please describe in detail the second piece of evidence of the application of programs that encourage student participation in simulations of democratic processes and procedures.

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39. What percentage of students in the school participate in this practice? \*

*Mark only one oval.*

- ☐ A few (0-25%)
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- ☐ Most (51-75%)
- ☐ Nearly All (76-95%)
- ☐ All (96-100%)

40. #6 C. How do you know this is working in your school? \*

Provide a success narrative about something that happened this year that you believe was a result of this practice in your school. (Please do not include personally identifiable information such as name, grade, precise location, or teacher.)

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## Community and Family Involvement

To adequately address the issues surrounding civic engagement, administrators, teachers, parents, and community partners must work together to empower, enable and promote the creation of real life civic engagement opportunities so that students are not simply equipped to be engaged in their communities, but are engaged in their community before leaving school.

41. This is an opportunity to provide evidence of innovative and successful ways that teachers, families, and community members have partnered together to provide civic engagement opportunities for students at your school. \*

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