

Welcome to our first "Civic Mission of Schools *Virtual Forum!*"



The content of our 5th Annual Civic Mission of Schools (CMS) Forum follows below in our *CMS Virtual Forum Chart*. The presenters are real experts in their fields! Click on our interactive site and download their presentations. A quick email will put you in direct contact for specific questions. Please share this site with your colleagues with the goal of expanding both civic education and service learning in your region. Feel free to contact our office with any questions.

Art Fisher

Region 8 Service Learning Lead

Serve - Learn - Achieve!

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Virtual forum matrix is available immediately below.

The *Virtual Civic Mission of Schools Forum 2006-7*

Please click on any topic-URLs for Organizations are under Contacts

Presentation	Presenter	Position	Organization	Contact Information
<i>Service—A National Perspective</i>	Bill Cirone	County Superintendent Of Schools	Santa Barbara County Education Office	805 964-4711 x5286 www.sbceo.org/cirone/bc-desk.html
<i>Civic Mission of Schools—A California Perspective</i>	Katie Moore	Senior Program Director	Constitutional Rights Foundation	213 316-2104 katie@crf-usa.org www.crf-usa.org
<i>Service Learning As A Teaching Methodology</i>	Katrina Soltero	Teacher, Service Learning Coordinator	Marymount School of Santa Barbara	805 569-1811 ksoltero@marymountsb.org www.marymountsb.org
<i>Youth Voice and Civic Responsibility in Service Learning</i>	John Minkler/ Don Hill	Executive Director/ Program Director	CA Center for Multicultural Cooperation/ Youth Services California	559 434-0645 / 510 302-0550 johnminkler@comcast.net / don@yscal.org www.civednet7.org/teachertools.html / www.yscal.org
<i>Character Counts / 40 Assets</i>	Sally Green	Principal	Canalino School (K-6)	805 684-4359 sgreen@cusd.net www.cusd.net/
<i>Latino Legacy Service Learning Project</i>	John Minkler	Executive Director	California Center for Multicultural Understanding	559 434-0645 johnminkler@comcast.net www//cmcweb.org/content/view/44/371
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<i>Mock Trial</i>	Eric Burrows	Teacher AP US and European History; Teacher of the Year '05	Constitutional Rights Foundation	805 967-4581 x326 eburrows@sbsd12.org http://crf-usa.org/law_government/mock_trial.



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October 25, 2006

I'm pleased to be with you today and want to start by personally acknowledging that I understand well that things don't just happen, they are made to happen. And the person who makes them happen for us in the critical arena of civic education and service-learning is Art Fisher. I want to thank Art and his team for all he does to advance this movement and for organizing this 5th Annual Region 8 Civic Mission of Schools Forum.

What we have embarked on, is indeed, a movement— a movement to reclaim and restore to our schools, one of the fundamental missions of education as envisioned by our founding fathers— the civic mission of education. Civic literacy, teaching our youth the knowledge, skills, and values they need to participate in a democratic society, is essential to the survival of our democracy and democratic way of life. Sadly, in the data driven, high-stake testing world education lives in, we often lose site of this fundamental and primary mission of education.

I submit, what good is it if a student has straight A's but if he is dishonest, late for work, doesn't vote or participate in civic life or care about the community-good?

Several years ago our Partners in Education board surveyed the business community and asked what they valued most in employees and what traits were they looking for in new hires. What they valued most were work ethic habits of honesty, personal responsibility, punctuality, being a team player, flexibility, and creativity.

They said if employees have the "right attitude" they can teach everything else. Sadly, today in many cases I see our schools having to move away from teaching civic literacy, "core values," and the work ethic, responding only to the test score pressures created by the No Child Left Behind Act (NCLB).

One answer can be found in service-learning. I like best the definition by astronaut and former Senator John Glenn who said, "Service-Learning is unique because it enables teachers to improve students' academic performance, sense of civic responsibility, self-confidence, and workplace skills with a single teaching method. It links classroom lessons with real-life learning... We firmly believe that it can become a central strategy for teaching and learning in our schools." Simply stated, service-learning links the core curriculum to service to the community.

Service-learning can be broken out into five elements:

1. Service: Present students with the opportunity to serve their school or community.

2. Core Curriculum: The service activity is directly linked into the core grade level curriculum.
3. Student Voice: Students are engaged as active participants and their voice is heard and valued.
4. Civic Responsibility: Students learn the value and skills needed for civic participation and helping solve school and community problems or providing services.
5. Reflection: Provides time for reflection regarding what they learned, how they felt.

There is an abundance of research that shows that service-learning is an effective tool to engage students in a way that enhances citizenship, knowledge, skills and is positive while supporting the core curriculum.

Research also shows clearly that it reduces the drop-out rate.

Locally, the Santa Barbara Foundation (SBF) is so impressed it has made mini grants of \$1,000 available to elementary teachers for projects that use service-learning to teach children the core values of caring, sharing and giving back to the community (i.e., philanthropy). Caring of our neighbors and our community is very much part of civic literacy. And providing hands-on service learning projects at an early age, is a wonderful way to achieve this goal, by making the core curriculum come alive.

As the newly-elected President of the National Center for Learning and Citizenship (NCLC), I have set as my two-year agenda to advance both service-learning and citizenship education by focusing on research and advocacy.

There is a growing body of research which includes a Carnegie Report and a Phi Delta Kappa review. What we hope to do at NCLC is to better package the research so it will be a more effective tool in advocacy. In today's world, in order to be effective at the policy table, we need hard data and we need to organize that data in a way that clearly shows the link between service-learning and engaged students, high academic achievement, and a lower drop-out rate.

In addition, NCLC as part of the Education Commission of the States (ECS) will use ECS resources to publicize, educate, promote, and support a renaissance in civic education, with service-learning as a tool for doing so. It is not an overstatement to say we are talking about the very survival of our democratic way of life.

Thank you for caring and for all you do!

Bill Cirone
Santa Barbara County Superintendent of Schools

[« Back to Presenters List](#)

Working Together to Educate for Democracy

Katie Moore

In this election year, the importance of involving all of our citizens in civic life is abundantly clear. In recent years, many Americans, particularly young people, have dropped out of the political system and do not believe their involvement makes a difference. From the earliest days of our Republic, preparing young people to become educated and engaged citizens has been a major goal of public education. With the many demands on today's teachers and students, our schools need to recommit to that task.

Thus was born [*Educating for Democracy: the California Campaign for the Civic Mission of Schools*](#). The Campaign is a project of [Constitutional Rights Foundation](#) (CRF) in collaboration with the [Center for Civic Education](#) and the [Alliance for Representative Democracy](#) along with major California education groups including the California Federation of Teachers, as well as a broad coalition of business leaders, judges, lawyers, and legislators.

The Campaign and its coalition members are working in several areas to promote the civic mission of schools, including state education policy, best practices, and research. Over the past two years, the Campaign has partnered with ten pilot high schools throughout the state, supporting teachers, administrators, and students as they developed and implemented a plan to strengthen civic education. [*The California Survey of Civic Education*](#), released in late 2005, illustrated the pressing need for better civic education strategies and the importance of the Six Promising Approaches detailed in the Carnegie Corporation's 2002 [*Civic Mission of Schools*](#) report.

Toward this end, the Campaign has launched several initiatives and sponsored activities such as:

- An online [California Resource Directory](#) of programs and materials for implementing the Six Promising Approaches to civic education.

- A collection of free classroom lessons and teacher training on the Constitution.
- A specially created activity for Constitution Day 2006 which engaged over 4000 students statewide and culminated in a display in the State Capitol.
- The Student Voter Project which includes a mock election that will be held on October 24 to promote youth involvement.
- An upcoming annual awards and recognition program, designed to recognize the outstanding contributions of schools that demonstrate their commitment to civic education.
- Leaders of the Fourth Congressional Civic Education conference in Washington D. C. invited a team from the California Campaign to attend the November event.

[**« Back to Presenters List**](#)

NLSC: What is Service-Learning?

(Cf. http://www.servicelearning.org/welcome_to_service-learning/service-learning_is/index.php#what)

Even though there are many different interpretations of service-learning as well as different objectives and contexts, we can say that there is a core concept upon which all seem to agree: Service-learning combines service objectives with learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. For example, if school students collect trash out of an urban streambed, they are providing a service to the community as volunteers; a service that is highly valued and important. When school students collect trash from an urban streambed, then analyze what they found and possible sources so they can share the results with residents of the neighborhood along with suggestions for reducing pollution, they are engaging in service-learning. In the service-learning example, the students are providing an important service to the community AND, at the same time, learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues to the public, and practicing communications skills by speaking to residents. They may also reflect on their personal and career interests in science, the environment, public policy or other related areas. Thus, we see that service-learning combines SERVICE with LEARNING in intentional ways. There are many other illustrations of how the combination is transforming to both community and students.

This is not to say that volunteer activities without a learning component are less important than service-learning, but that the two approaches are fundamentally different activities with different objectives. Both are valued components of a national effort to increase citizen involvement in community service, and at every age. The National Commission on Service-Learning in its recently issued report entitled "Learning in Deed: The Power of Service-Learning for American Schools," offers a definition of service-learning that incorporated the most essential features common to service-learning across the country. According to the Commission, service-learning is different from

volunteerism in that it is "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. " In 1990, the Corporation for National and Community Service conception of service-learning said that it:

- Promotes learning through active participation in service experiences
- Provides structured time for students to reflect by thinking, discussing and/or writing about their service experience
- Provides an opportunity for students to use skills and knowledge in real-life situations
- Extends learning beyond the classroom and into the community
- Fosters a sense of caring for others (as adapted from the National and Community Service Act of 1990)

Because of its connection to content acquisition and student development, service-learning is often linked to school and college courses, and inspires these educational organizations to build strong partnerships with community-based organizations. Service-learning can also be organized and offered by community organizations with learning objectives or structured reflection activities for their participants. Whatever the setting, the core element of service-learning is always the intent that both providers and recipients find the experience beneficial, even transforming.

[**« Back to Presenters List**](#)

Youth Voice and Civic Responsibility in Service Learning: Teacher Tools for Civic Education and Service Learning

John Minkler and Don Hill

In our book, *Teacher Tools for Civic Education and Service-Learning* (1) we offer practical tools to enhance civic responsibility and youth voice in service learning and project-based activities for P-12 students. Service Learning, of course, is a method of teaching that connects curriculum with community service, encouraging students to forge projects with partners inside and outside the school. It's simply good teaching because it makes clear the vital tie between education and good citizenship, and moreover, provides real motivation for the student to learn. As more and more young people are opting out of civic involvement, we need to make central again the civic mission ethic—holding service learning to the same high standards of academic subjects.

To aid in this, we are introducing the **Civic Responsibility Meter** (CR) tool; it helps practitioners to think creatively and productively about the civic educational potential of service learning and project-based education. Focus group responses of teachers and professors have confirmed that these tools are useful to stimulate constructive conversations on the relationship between civic education and service learning, as well as providing a valuable resource for both planning and assessing the civic responsibility components of service-learning projects. (Most projects will not address all of the components, as the CR meter is designed to spotlight areas of strength and weakness.)

The CR meter groups 13 components that identify degrees of civic responsibility relative to the projects' contributions in under areas of civic knowledge, problem solving skills, communication skills, respect, and civic engagement. Definitions of the components and suggestions for use with students are also given—from using the meter as an initial planning resource to using the meter to strengthen plans in multiple groups.

One example of the importance of Youth Voice in Civic Responsibility can be seen from the project of Mexican and Southeast Asian student immigrants attending a special class

for social studies and to learn English. The students had become keenly aware of traffic dangerously rushing by them in a school crosswalk. With the help and encouragement of their teacher, getting the city of Fresno to put in a stoplight at the crosswalk became their project. She supported them along each step of the way.

They wrote a letter to their principal for permission to learn and approach the Fresno Public Works Department to put in a stoplight. They then wrote a letter to the Director, asked for a visit to their school from the P. W. Department and when he came, showed the representative around the school and the dangerous crosswalk area. While the representative disappointedly decided that cutting down shrubs surrounding the crosswalk would do the job, the students nevertheless saw the necessity of being able to speak English, that their efforts had made the street safer, and that American local government works and is accessible for solving problems in the community.

The **Youth Voice Meter Tool** encourages maximum, age appropriate youth involvement in the learning process. While agreeing on the importance of encouraging active youth voice, however, there is less clarity and agreement on what it should mean at different age levels; expanding youth voice is an effective strategy for motivating student engagement and deepening student learning. Adults, while focusing on youth voice, can adapt the meter as a Participant Voice Meter. There is a tension between encouraging youth voice and avoiding partisan politics, so there is also a challenge to identify appropriate limit within which students can express their ideas and practice responsible decision-making and policy advocacy.

There are communication, conflict resolution and decision-making skills, which students must learn and practice to express youth voice effectively; without instruction and guidance, student decision-making discussions can break down into disrespectful arguments. It is worth the time to teach the skills of civil dialogue which are essential to practice the components of youth voice and for students to become effective citizens.

The Youth Voice Meter assesses the degree to which ten components are present in classroom learning and service-learning projects: offering suggestions for topics and activities; selecting the project; engaging and presenting relevant research and possible

alternatives; implementing with adults plans that together and jointly identify roles and responsibilities; selecting and developing community partnerships; participating in solving project problems; collaborating with adults on assessment design; collaborating with advisors to collect and evaluate assessment data; collaborating with adults on the design and facilitation of reflection and finally, presenting a public report of the project. Again, suggestions for using the Youth Voice Meter follows with significant, useful and comprehensive ideas—for example, asking the students completing a service-learning or civic education project to use the Y.V. Meter to reflect on the role of youth voice, or asking them to identify one or two youth voice opportunities that they think are particularly important to advocate for their use during all phases of the project. Expanded Youth Voice Meter Definitions of the ten Youth Voice Meter components follows in this section.

Exemplary Youth Service Service-Learning/Civic Education Projects can be seen in “A Place for Us.” A second-grade teacher asks her students if they see clean-up improvement possibilities and their school and classrooms; she asks them to walk around the school to think about it. In the next day discussion the students put dots on statements about the school. The students come up with spontaneous suggestions for improvement and divide the areas into committees. As spring approaches, the teacher is amazed to see that the two science committees have transformed their learning about erosion into the playground hillside with native plant seeds leading to students, parents and the custodian volunteering to dig a run-off ditch. The Art/Math Committee then creates a playground mural, drawn to scale and illustrating their school under the caption, “A Place for Us;” every classroom gets a copy. Finally, the students report their reflections on the projects with such remarks as “I think science is both fun and important.” Other examples of projects are available in the book along with analyses of selected projects using the Meters. The goal of Civic Responsibility, Youth Voice, and Service Learning is summed up in the excellent rationale that follows: “The goal of education in civics and government is informed, responsible participation in political life by competent citizens Committed to the fundamental values and principles of American constitutional democracy. (2)

Appendices follow in reports and recommendations on the Civic Mission of Schools, the Seven Elements of High Quality of Service Learning, “Civic Education and the Common Good.” Finally, the book offers “Civic Education Service Learning Internet Resources.”

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1. John Minkler, Ph.D. and Don Hill, M.A., *Teacher Tools for Civic Education and Service-Learning*, (Center for Multicultural Cooperation, Fresno, CA and Youth Service California) 2005. This book is available for \$12 by contacting <http://www.civednet7.org/teachertools.html> on the Web.

2. *In loc.sit.*, p. 22.

[« Back to Presenters List](#)

FORT DODGE: 40 ASSETS AND CHARACTER COUNTS
(<http://www.fortdodge.org/charactercounts/assets/asset.htm>)

In 1989, the Search Institute out of Minneapolis commissioned a nationwide study to identify what assets youth need in their lives to help them make the right decisions and avoid at-risk behaviors. The Search Institute went on to determine what communities could do to help their youth, which launched the Institute's Healthy Communities, Healthy Youth initiative.

Through their research, the Search Institute identified 40 Developmental Assets that are critical to healthy youth development. Currently, hundreds of communities across the country are initiating community-based projects around these 40 developmental assets.

The Search Institute's comprehensive research clearly indicates that the more assets youth have, the less likely they are to participate in at-risk behaviors. The Search Institute's Healthy Communities, Healthy Youth initiative has become very popular across the United States with progressive communities that are interested in truly protecting youth from at-risk behaviors and providing nurturing, healthy environments.

Youth leadership and character building initiatives offer asset building opportunities for young people that can make a difference in their development into positive, healthy and productive citizens.

How important is it to have some of the 40 Assets?

Based on Search Institute's study of almost 100,000 youth in 213 towns and cities across the United States during the 1996-1997 school year, this chart shows that the more assets young people experience, the less likely they are to engage in a wide range of risky behaviors, and the more likely they are to engage in positive behaviors.

 0-10 Assets 11-20 Assets 21-30 Assets 31-40 Assets

WHAT ARE THE 40 ASSETS?

(Cf. www.search-institute.org/assets/)

Search Institute's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults.

The Developmental Asset framework is categorized into two groups of 20 assets.

External assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive use of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development.

The twenty internal assets identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets are about positive values and identities, social competencies, and commitment to learning. The internal Developmental Assets will help these young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence.

We invite you to thoroughly explore Search Institute: read about each of the 40 Developmental Assets, learn more about the research behind the assets, and discover all the resources and support services Search Institute provides to assist those who are ready to begin improving the lives of young people and their communities.



Asset Categories

External Assets

The first 20 Developmental Assets focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

- **Support**-Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations and institutions that provide positive, supportive environments.
- **Empowerment**-Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- **Boundaries and expectations**-Young people need to know what is expected of them and whether activities and behaviors are "in bounds" and "out of bounds."
- **Constructive use of time**-Young people need constructive, enriching opportunities for growth through creative activities, youth programs

Internal Assets

A community's responsibility for its young people does not end with the provision of external assets. Caring adults must make a similar commitment to nurturing the internal qualities that guide positive choices and foster a sense of confidence, passion, and purpose. Young people need this wisdom to make responsible decisions about the present and future. The framework includes four categories of internal assets:

Commitment to learning: Young people need to develop a lifelong commitment to education and learning.

- **Positive values**-Young people need to develop strong values that guide their choices.
- **Social competencies**-Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- **Positive identity**-Young people need a strong sense of their own power, purpose, worth, and promise.

THE SIX PILLARS OF CHARACTER

(Cf. <http://www.charactercounts.org/defsix.htm>)

Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

COLOR SCHEME

Trustworthiness : blue
Think "true blue"

Respect : yellow/gold
Think The Golden Rule

Responsibility : green
Think being responsible for a garden or finances; or as in being solid and reliable like an oak

Fairness : orange
Think of dividing an orange into equal sections to share fairly with friends

Caring: red
Think of a heart

Citizenship : purple
Think regal purple as representing the state

T R R F C C

Students can use this acronym to help them remember that people with good character are *terrific*:

T rustworthiness
R espect
R esponsibility
F airness
C aring
C itizenship

[« Back to Presenters List](#)



Sí sal
puede!

Written by MaryJane Skjellerup

Wednesday, 18 January 2006

About the Latino Legacy Project

The mission of the Latino Legacy Project is to inspire and empower Latino youth and families to play an active role in shaping the future of the Information Age by expressing their ideas, perspectives and insights through the power of digital communications.

A 2000 report by Forrester Research, a highly regarded Internet research firm in Cambridge, Mass., found that Latinos are now the second-largest group in the nation on the Internet, ahead of whites, and behind only Asian Americans. The report, based on a survey of 80,000 U.S. households, found that while access to the Internet from home had shot up for all ethnic groups, Latinos had benefited the most. Nevertheless, there still remain many Latino families who do not yet have technology access and understanding.

School performance, college entrance and graduation statistics, and levels of participation in high wage jobs and professions by Latinos are still lower than their Anglo and Asian-American counterparts. Latinos are now more than 11 percent of the total work force. Yet, they make up less than 4 percent of the technical work force. In an increasingly diverse society, it is also important that the values of the Latino community are understood and respected by all Americans, and that Latinos have a greater “share of voice” in the media of the Information Era.

The Latino Legacy Project seeks to address these issues by providing a unique way to give voice to the Latino community and encourage the development of the skills necessary for Latinos of all ages to participate more fully in the “digital dialogue” of the 21st century. A cornerstone of the Latino Legacy Project is the production of a rich tapestry of life stories based on the personal experiences of their friends, families and neighbors that can be shared-in Spanish and English--with a global audience over the Internet.

While these “digital stories” may lack the polish and technical sophistication of professional Hollywood or TV productions, they are often more compelling and poignant expressions of personal courage, persistence and good humor than what typically finds its way to the screen. Handcrafted by people who have unique and powerful perspectives on life, they enrich and empower the lives of us all, helping to break down barriers between people and strengthening the bonds of community.

The 2005 Latino Legacy Pioneer Stories (created in partnership with FUSD Title III) will soon

be offered to social studies teachers throughout California, to foster excitement among students as a supplement to curriculum about the life and work of Cesar Chavez and the United Farm Worker Movement.

Today the Latino Legacy Project is being expanded throughout the Central Valley through partnerships with schools, businesses and other nonprofits. With the help of our growing family of partners, and supporters like you, we hope to share this exciting program with communities throughout America.

[**« Back to Presenters List**](#)



The California YMCA

Model Legislature & Model Court

John Ciambrone

Background

The California YMCA Model Legislature & Court is a statewide youth educational program involving more than 2,200 high school sophomores, juniors, and seniors, in a six month "hands on" experience. Since its inception 55 years ago, the program has used a variety of activities to build, encourage, and strengthen those life assets and character traits that will help high school youth become involved, responsible adults who are decent and respected citizens. The tool used is a high quality experiential and educational simulation based upon California's State government. The program is very comprehensive, and its impact on the youth participants is dramatic.

The core purpose of this highly regarded program is exemplified in the program's motto, *"Democracy Must Be Learned By Each Generation "*.

In California, where it is not uncommon to have 50 languages and as many cultural traditions present in school classrooms, we cannot assume that democracy and our representative political system is a shared cultural value (we know it is not). If we are going to have an informed and participating electorate who share a common value system, we must take steps to develop those values in widely disparate cultural groups.

The YMCA Model Legislature & Court teaches the values of democracy by creating citizen leaders from a cross-section of the State's high school population, providing them with the opportunity to experience government first hand and to learn how to solve community problems through the democratic process. The program also helps develop within these youth an attitude of self-help and self-confidence for their personal futures.

How The Program Works

The program begins in September when 2,200 young people and 400 volunteers at approximately 90 locations throughout the State, meet as individual delegations to discuss issues facing California, as well as ways to implement their solutions through the legislative and judicial processes. During a nine month period, the teen delegates write bills, prepare briefs, select governmental positions to role-play, attend statewide training conferences, and run for various elected offices. The program reaches its peak in Sacramento at the State Capitol with the convening of the five day Model Legislature & Court each February. There, "real" government moves over and the teen delegates "take over", using the historic halls, chambers, and offices of our State Capitol, Supreme Court, and Governor's Office.

What It Teaches

- Citizenship - *making a difference solving community problems through the democratic process.*
- Leadership - *being a positive role model through example.*
- Service - *helping others by tying into real experiences and issues.*
- Diversity - *appreciating cultural differences in each other's backgrounds.*
- Skills - *enhancing communication and personal organization.*
- Self Confidence - *becoming confident in one's abilities to deal with life's experiences.*

- Values - making decisions based upon one's deeply held beliefs, and principles.
- Respect - respecting others regardless of their views, backgrounds, or stations in life.

Everyone Has A Role

Each youth delegate is trained, and serves in an important position in this model government. These roles include Senator, Assemblymember, Committee Chair, Legislative Lobbyist, Page, Forum Member, National Issues Commission Member, Chaplain, Constitutional Officer, Governor's Cabinet Member, State Board Member, Legislative Analyst, Judicial Review Member, and Justice or Attorney in the Supreme Court, Appellate Court, Trial Court, Jury Trial. Others include Television Broadcast Media News Reporter, Anchor Person, Camera Person, Newspaper Reporter and Editor, and Historian.

Who Is Served

The program is open to all high school youth whether or not they are members of the YMCA. The sponsoring organizations, usually community YMCAs, form one or more delegations by recruiting teenagers at high schools or through teen outreach programs. In some cases, delegations are sponsored directly by schools or other organizations in order for the program to provide opportunities to all interested high school youth at any location in the State.

Learning From The Best

The Model Legislature & Court takes pride in the fact that all program events, planning meetings, committees, and legislative/court sessions are run by the youth delegates themselves.

At the Model Legislature & Court in Sacramento, the impressive display of youth development and leadership doesn't just happen. In the background is the enormous involvement of a large contingent of dedicated volunteer adults (many of whom were once participants themselves) giving time and expertise to teach, coach, and support the young people in their program experience.

This adult involvement includes both a Statewide Board of Directors consisting of 33 highly qualified individuals, plus seven youth representatives, and a 15-member Advisory Board made up of State legislators, constitutional officers, commissioners, and corporate business leaders.

On the local level, this involvement includes YMCA directors, educators, parents, government officials, and business owners.

On the program operational level, more than 300 local delegation advisors, and over 180 volunteer staff from throughout the State (*judges, attorneys, assistant district attorneys, lobbyists, appointed government officials, chief executive officers, Youth & Government alumni, etc.*) work to prepare and deliver the statewide training conferences & election conferences as well as the grand finale itself -- the *YMCA Model Legislature & Court*.

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[**« Back to Presenters List**](#)

Civic Education: Curricular Materials

(Cf. http://www.civiced.org/trs_index.php)

The following are selected curricular materials available from the Center for Civic Education. All may be printed or downloaded.

Quotations for Use in Civic Education

Sample lessons from Center for Civic Education textbooks

Res Publica: An International Framework for Education in Democracy

This document represents an international effort to develop a resource that can be used in the creation of curricular programs designed to develop educational programs to prepare young people and adults for citizenship in a constitutional democracy. Participation in this project is open to any individual or organization.

Education for Democracy: CALIFORNIA CIVIC EDUCATION SCOPE & SEQUENCE

Civics Syllabi

CIVITAS: A Framework for Civic Education - Executive Summary

A comprehensive model framework for civic education in the nations elementary and secondary schools, designed as a resource tool for curriculum developers, school administrators, teachers, and scholars.

Comparative Lessons for Democracy

Resource materials intended for use in high school government, comparative government, world history, and current affairs classes

Constitutional Democracy: Outlines of Essential Elements and Indices

Preliminary draft for review and comment

Interdisciplinary Strategies

A work in progress comprised of prompts and strategies in literature, reading, writing, and math that use *We the People...* and *Foundations in Democracy* curricular materials as a base. This work was compiled as a project of the Allentown School District, Pennsylvania, and the Center's School Violence Prevention Program as a means to address state standards and testing in reading, writing, and math.

1413KB: PDF file - requires the free [Adobe Acrobat Reader](#)

Literature for Young Adults: Examining Issues of Violence and Conflict Resolution

An annotated bibliography by Alita Zurav Letwin

[« Back to Presenters List](#)

Mock Trial

Eric Burrows

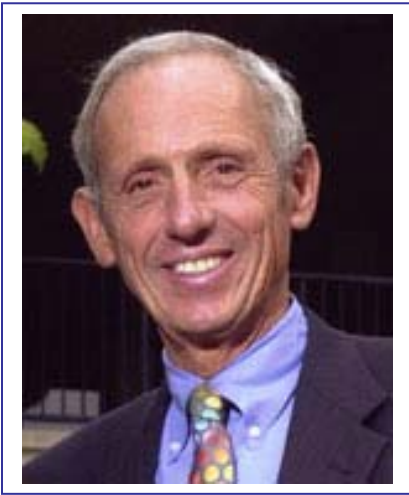
The fact that San Marcos has won the Santa Barbara County Mock Trial Championship five out of the past seven years is a testament to the ability of the students at San Marcos. The fact that in five of those years a junior varsity team has placed in the final four speaks further to the students' ability. The fact that San Marcos has won the California State Championship two out of the past three years means that the students at San Marcos are simply amongst the best in the nation. However the secret behind that excellence is community.

We have built a community at San Marcos Mock Trial—a community based on several features. First, we believe in the student's ability. Maybe no one believes more passionately in the student's ability to achieve, to excel, to learn, and to comprehend than I do. Never has a student failed in mock trial. Every team member has been able to do that which has been asked of them or that which they have demanded of themselves.

Second, we dedicate ourselves to the student's success—long hours don't describe what it takes for the students to succeed, but it is the only way that they will have the opportunity to develop their ability as mock trial members. They need the patient attention to detail that comes from long hours spent working on their presentations. They need the intense work reviewing their understanding of legal principles and processes. They must know the evidence code so as to compete against the other team—they must be taught that code and they must apply it to the facts of the case. Then they need to know it better and more rigorously than the other team. All of this requires time—it is the most rewarding process to see the student understand and apply the code to a case—and it requires dedication to the belief in the student.

Finally, it is the ability to involve the community that distinguishes San Marcos Mock Trial—it is truly a community building exercise to coach a successful mock trial team. The parents must know that the endless hours are worth the sacrifice for their child. The student is only as good as the attorney coach is willing to make them. We have six local attorneys volunteering their time to be with our team. It is those hours of imparting the subtleties of trial that make the difference for the student. That an experienced and knowledgeable trial attorney would take the time to teach them makes all the difference for the student. “Wow, this adult cares enough for them to take their Wednesday evenings and Saturday afternoons to teach me how to be an attorney.” Quite simply, success has come from community for us at San Marcos Mock Trial.

[**« Back to Presenters List**](#)



Bill J. Cirone

Bill Cirone, county superintendent of schools in Santa Barbara County, California, has a long track record of leadership in education, business, and civic affairs. Elected to his current position in 1982 and re-elected in 1986, 1990, 1994, 1998, and 2002, he has been a teacher and administrator, and has also worked as an executive in the private sector.

Bill has chaired the California Arts Task Force, the national board of directors of IMPACT II - The Teachers Network and the California Fiscal Crisis Management Assistance Team (FCMAT). Bill is currently on the board of the Santa Barbara Community Foundation (Past Chair), KDB Classical Radio (Chair), the National Center for Learning and Citizenship (Chair Elect), the First 5 Commission of Santa Barbara County, the Council on Alcoholism and Drug Abuse and Fighting Back Task Force (Co-Chair). Bill is past president of the National Community Education Association and currently serves on many foundations and nonprofit boards. He has won numerous awards for his achievements, including the Anti-Defamation League's Distinguished Community Service Award. He is also the only superintendent to receive the California State PTA Honorary Service Award, the Santa Barbara News-Press Lifetime Achievement Award, Public Servant of the

Year, and Community Action Champion, Community Action Commission Lifetime Achievement Award, and the Wildlife Sanctuary Community Service Award.

The driving philosophy behind all of Bill' s educational accomplishments is his deep-rooted belief that all kids can learn. Through his leadership, his office has led conferences, community dialogues, and workshops to insure that educational delivery systems are geared to meet the needs of ALL kids. He also believes that community service is a critical means for helping to achieve "civic literacy"--the knowledge of how to be a productive citizen in our society--and for helping students to become responsibly engaged in their communities.

Bill works in partnership with both the print and electronic media to provide the public with a mix of commentaries about critical issues and parenting tips. His radio commentaries air daily on several county radio stations; and his newspaper columns appear bi-weekly as well. Bill writes: "If our students are our future as a community and a society, then teachers are the unsung heroes and heroines who mold the future through their skills, their wiles, and their daily feats. When I was teaching in Harlem I used to feel that teachers were insuring their own immortality because their ideas and the lives they touched would live on after them. I realize now that teachers insure immortality for all of us. The school districts are the vehicles used as the delivery system for that lofty purpose. A strong system of public education shores up the very foundation of a democracy."

www.sbceo.org/cirone/cirone.shtml)

[« Back to Presenters List](#)

Katie Moore

Katie Moore, Senior Program Director with Constitutional Rights Foundation (CRF) came to the organization in 1998 as program assistant to the executive director. Since then she has been involved with CRF in a variety of capacities that include the Service-Learning Co Lead for Los Angeles County and supervising staff on numerous direct-service programs. These include CRF's Youth Internship Program, Youth Leadership for Action, Summer Law Institute and the CMS Youth Action Committee. Katie is also the director of Deliberating in a Democracy, an international teacher training program that involves US high school teachers and students and their counterparts in former Soviet Bloc countries. She completed her Masters Degree in Organizational Management from Antioch University, Los Angeles in the spring of 2006.

Katie has many years of experience developing and implementing innovative educational programs involving youth and adults from diverse cultural and socio-economic backgrounds. As Director of Adult Education at Prologue Alternative High School in Chicago IL, she discovered her interest in engaging students in experiential learning through community organizing. After moving to Los Angeles she worked with senior citizens in the theater community through Mob Rule, Inc., and became an active board member of LACER, an arts- and literacy-based after school program.

[**« Back to Presenters List**](#)

Katrina Soltero

Katrina Soltero is the fourth grade teacher at Marymount School in Santa Barbara, as well as the Service Learning Coordinator for the whole school. Her interest in service learning as a powerful teaching methodology and as a way to positively impact the community began during her undergraduate years at Dartmouth College in New Hampshire. Dartmouth has a wonderful organization called the Tucker Foundation whose mission is "to educate Dartmouth students to think and act as ethical leaders and responsible citizens in the global community through service, character development, and spiritual exploration."

Since part of Marymount's mission statement is "to cultivate in each student a lifelong passion for service and instill confidence, courage, integrity and responsible citizenship," she has found that service learning is a natural fit for Marymount as well. She has developed a service learning theme for each grade level based on the students' developmental needs and interests, as well as each teacher's affinities. Over the summer she developed a curriculum guide for each grade level with suggested objectives, activities, community contacts, and related literature connections. She has received enthusiastic support from Marymount's Parent Council, whose theme this year is "Angels in Action."

[**<< Back to Presenters List**](#)

Don Hill

Don Hill is Program Director at Youth Services California. Don was director of the Service Learning 2000 Center at Stanford University from 1992-2001. Under his leadership, the Center became a nationally recognized leader in K-12 service learning technical assistance and training. He is author of numerous articles on service learning including *Death of a Dream Service Learning 1994-2010*.

Don has also served as the Director of the Professional Development Center at the Stanford/Schools Collaborative; as a board member of the San Mateo Elementary School District; and as a high school social studies teacher and department head at Aragon High School in San Mateo, California.

(Cf. <http://www.yscal.org/whoweare/staff.html>)

[« Back to Presenters List](#)



Sally Green

Sally Green is the Principal of Canalino School in the Carpinteria Unified School District. Canalino is a neighborhood school on a sprawling campus located in the Carpinteria Valley near Santa Barbara, serving Kindergarten through Sixth grade students taught by twenty-four highly qualified teachers, two Resource teachers, SDC teacher, fully credentialed Computer Lab Teacher, Migrant Teacher, and Instrumental Music Teacher. Nineteen well-qualified Instructional Assistants work closely with each of the teachers to increase student learning.

A complete Multi-Media Center houses a computer lab, and well-stocked library. The *Computers for Families* program, has donated too many 4th - 6th grade students free computers for their homes. This has allowed teachers to integrate technology into the curriculum. *Canalino Beautiful* is an "Adopt-a-Spot" for Carpinteria Beautiful, resulting in all students participating in Service Learning Projects to keep the campus clean. 4th and 5th grade *Service Learning Projects* include recycling, and restocking trout in a local lake, restoring the Carpinteria Sand Dunes, and *Books for Kids by Kids*. A "Character Counts" program, including Good Manners is a part of the regular day's instruction.

(Cf. www.cusd.net/home/Misc_docs/SARC/CANALINO%20SARC%202005.doc)

[« Back to Presenters List](#)



John Minkler

John was a high school history/civics teacher for 26 years. He is author of *Active Citizenship*, *Empowering America's Youth*, a curriculum on civic responsibility and service-learning and co-author, with Don Hill, of *Teacher Tools for Civic Education and Service-Learning*. He is the Service-learning Co-Lead for Region 7 (central valley) with the statewide network established by Youth Service California. John is Executive Director of the Center for Multicultural Cooperation, which engages hundreds of high school students in digital storytelling projects, and the new California Youth Democracy Alliance:

Our challenge is to provide training and opportunities for students to engage directly in the democratic process at school, local, state and national levels. It is time to go beyond simulations, student government and service-learning, as valuable as these are. We know that when students are given the training and the opportunity, they become enthusiastic participants in the democratic process, often with creative new ideas and perspectives. Beyond just getting more young voters, we need to prepare the next generation of leaders, who are willing and able to address the complex problems we are passing on to them.

(Cf. http://www.webdialogues.net/cs/dialogue-stu_discussions/print/dup/1301)

[« Back to Presenters List](#)



John Ciambrone

John has been a full time YMCA professional for over 30 years and is currently the President/CEO of the California YMCA Youth & Government. The California YMCA Youth & Government serves all the YMCAs in the State through a Model Legislature & Court Program and a Model United Nations Program. These programs serve 2500 teens in grades 7 to 12 representing close to 90 YMCAs.

Prior to taking his current position, John was the President/CEO of the Channel Islands YMCA for over 10 years. The Channel Islands YMCA is a six branch operation serving most of Santa Barbara and Ventura Counties in California. During John's tenure, the YMCA raised \$14,000 million to build new YMCA facilities in Camarillo and the Santa Ynez Valley, as well complete a renovation of the Santa Barbara YMCA. He was also instrumental in implementing a community wide character development program called "Character Counts!"

John's YMCA career included positions with the Fanwood-Scotch Plains YMCA and Newark YMCA in New Jersey and the Reading YMCA, Philadelphia YMCA, and Quakertown YMCA in Pennsylvania.

John holds a BA in Sociology from Kutztown State College, Kutztown PA and a Master's Degree in Community Development from Springfield College, Springfield, MA.

John's volunteer activities have included membership in Rotary International having served as President of two different clubs, United Way, CASA (Court Appointed Special Advocates), and served on the steering committee for the Council on Alcohol and Drug Abuse.

John, and his wife Debby, have three children ages 11, 15, and 20 and currently are residing in Santa Barbara, California.

[**<< Back to Presenters List**](#)

Ron Sima

Ron is a consultant at the Center for Civic Education and coordinator of Dare to Dream. He was a high school history/civics teacher for 26 years. He is author of *Active Citizenship, Empowering America's Youth*, a curriculum on civic responsibility and service-learning. John is the Co-Chair of the Task Force on the Revitalization of Citizenship Education for the National Council for the Social Studies.

(Cf. www.socialstudies.com/c/article.html?article@ronsima+s@rHx48NI96hFhg)

[« Back to Presenters List](#)



Eric A. Burrows

"You know that you should really do what your heart tells you is right!" My wife continued with her words of encouragement as we drove south, heading to a family holiday celebration. We were discussing my career options as we considered our move to the Santa Barbara area from our home in Oakland. I loved my job with the Alameda County District Attorney's office. I was just coming off my felony trial rotation and was enthusiastic about the work in criminal justice. But as we continued to drive and talk, I began to consider seriously a career in teaching. I had always wanted to teach, and in fact had investigated Stanford's teacher training program in my senior year there, but a Coro Public Affairs Leadership Fellowship had taken me in another direction. In the intervening years I had worked with a public service organization in New York City, worked in private business in Washington D.C. and received my law degree. Each of those steps had allowed me to work in some manner in the public sphere, endeavoring to do good for others.

The commitment to service and community was certainly there as a Deputy District Attorney, but the possibility to work with and to invest in our youth in a positive manner, seeking to assist rather than incarcerate pulled on me heavily. With Linda's encouragement, I investigated the teacher training programs and resigned from my job with the District Attorney's Office. Of course my friends were shocked, and my

colleagues perplexed; how could I leave the legal profession to be a high school teacher? But my family knew the worth of the move, as my mother had just retired after 20 years teaching 6th grade and Dad had just finished 20 years as a college professor. With their support I went to school at night in Oakland and did my student teaching during the day, first at Oakland High School, then at Oakland Technical High School. Even with the usual difficulties of student teaching, I knew the choice had been correct—the joy of being with students and seeing their success proved to be remarkable.

The move to the Central Coast has worked out beautifully—we love living in the Santa Ynez Valley, and I have been able to teach now for ten years at San Marcos High School in Santa Barbara. One of the successes at San Marcos stemmed from the position the principal entrusted to me when I was first hired. I was given the Advanced Placement United States History classes. There were only a couple of classes and the pass rate was at 13% the year prior to my arrival. The opportunity to build this program has been one of the most rewarding accomplishments in my career. There are currently five classes of students - over 150 students—taking A.P. U.S. History at San Marcos. Since I have built the program, the pass rate for the exam has been between 70% - 80 % and we have more students take the exam and pass the exam at a higher rate than any other school in the county. The class serves as a recruiting tool for San Marcos, as its reputation in the community is almost legendary. "You have to take Mr. Burrows' class—it is the best class you will ever take!"

I have also been fortunate to have administrators who have fostered innovative teaching. With the indispensable assistance of colleagues in the English Department, I have created an interdisciplinary class combining A.P. U.S. History with GATE American Literature in a rigorous examination of "The American Experience." For eight years "The American Experience" has led the innovative curriculum at San

Marcos, with hundreds of students emboldened in their academic and intellectual pursuits. While I promise on the first day of class that it will be the hardest class they will ever take, it does create scholars with a love for life long learning who return from college, law school, and graduate school crediting the start of their academic career in "The American Experience." To look back ten years to my hopes and fears leaving the legal profession, I now can say that my highest hopes have been met by developing and teaching this class.

To say that I have made a difference in my students' lives stems also from my work over the past years with Mock Trial. I have coached the San Marcos team for ten years, with tremendous success coming from the commitment and talent of these remarkable young people. San Marcos fields two teams, with the Junior Varsity team placing in the final four of the County Mock Trial Competition five of the past six years. The Varsity team has won the county championship seven of the past nine years, with three fifth place finishes at the State Mock Trial Championship. Two out of the past three years, San Marcos Mock Trial won the California State Championship!

Accomplishments are certainly wonderful, but it is the opportunity to work with and coach these young people that has truly made a difference in my life. Nothing can be more rewarding than to see the shy 15-year old who had never spoken in public give a stirring opening statement to help win the county finals. Then to see her two years later lead a Mock Trial team to the state finals, then chart her career at Stanford, and finally see her return this past year, and while waiting on her Washington, D.C. job, coach a junior varsity team to the county finals, training my own son in courtroom excellence - nothing can be more rewarding. The hopes of ten years ago have been met—I am making a difference.

[« Back to Presenters List](#)



“It is important for students to understand that community service is a critical means for helping to achieve ‘civic literacy’—the knowledge of how to be a productive citizen in our society...It is important for all of us to be responsibly engaged in our communities.” -Bill Cirone



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