

*Rediscovering Democracy:*  
A Report on the  
Kentucky Summit on  
**Civic Literacy**  
*education ★ participation*

Prepared by the Kentucky Workgroup on Civic Literacy and Engagement

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## Executive Summary

One of the fundamental tenets of American society – indeed, of any democracy – is that the success and vitality of democratic government is directly dependent on the full and active participation of its citizens. The ideal society has a knowledgeable and well-informed electorate, full and open discussion of community issues, fair elections with maximum voter participation, and gracious acceptance of the will of the majority while maintaining the rights of the minority.

Implicit in this ideal society are expectations of widespread civic literacy and a high level of civic engagement.

- ★ Civic literacy encompasses knowledge and understanding of basic principles of government and community processes.
- ★ Civic engagement refers to active participation in the life of the community through voting, volunteerism, and awareness of current community issues.

## Civic Literacy and Engagement Become National Concerns

In recent decades, society realized these expectations were not met among the youngest generations. Educators, government officials, and social critics pointed with increasing alarm to young Americans' apparent loss of interest in and detachment from virtually all aspects of the political process and community life. Three pervasive themes highlight the decline of civic awareness and participation among America's youth:

### 1. Low rates of voter registration and even lower voter turnout continues to be a trend among young adults.

The most visible and long-standing indicator of young Americans' disinterest in politics is their voting behavior. Excluding the recent 2004 Presi-

dential election, the percentage of 18-24 year olds who register to vote and who actually voted was 20 percentage points or more below the average for all age groups and more than 30 percentage points below the average among senior citizens.

According to the *US Census Bureau, Statistical Abstract of the United States: 2003*, 45.4 percent of the eligible 18-24 year-olds registered to vote, and 32.3 percent voted, as compared to the 63.9 percent registration rate and 54.7 percent turnout rate for all eligible voters in the 2000 Presidential election. This pattern was similar in Kentucky where 48.5 percent of the state's 18-24 year-olds registered, but less than 23 percent actually voted. This is more than 20 percentage points below the state's overall averages of 69.7 percent voter registration and 54.9 percent voter turnout.

A 2003 survey conducted by the Alliance for Representative Democracy and reported at the First Annual Congressional Conference on Civic Education found that only 66 percent of Americans aged 15-26 thought voting was a necessary quality for good citizenship. In contrast, 83 percent of those over 26 said voting was a necessary quality of good citizenship.

### 2. Disappointing test scores suggest that many teens and young adults are unaware of the basic concepts and principles that shaped America. Many lack even a fundamental understanding of how communities and governments work.

Young adults' growing detachment from civic affairs is not limited to voting. National surveys of incoming college freshmen conducted each year by UCLA's Higher Education Research Institute reveal an overall pattern of declining interest in public affairs.

From the time the surveys began in 1960, the percentage of students claiming they "followed public affairs most of the time" held fairly steady at about 25 percent. In 1976 the percentage began to decline, falling to 5 percent in the year 2000. During this same period, the percentage of students indicating they "discuss politics" also declined from 30 percent in 1968 to 16 percent in 2000.



Students' apparent lack of basic knowledge (civic literacy) about governmental principles is as troubling as their disregard for civic engagement. A 2003 report by the University of Maryland's Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Carnegie Corporation states, "There are gaps in young people's knowledge of fundamental democratic principles and processes."

### **3. Most recently, there is a dramatic decline in the number of young people involved in the political process and other civic causes.**

The 1998 National Assessment of Educational Progress, known as The Nation's Report Card, found only 15 percent of students tested at the 4th grade level named "two services that the government pays for with taxes." Among 8th graders, only 6 percent described "two ways that countries benefit from having a constitution," and only 9 percent of 9th graders listed "two ways that a democratic society benefits from the active participation of its citizens."

The outlook became so bleak that in December 2003 the First Annual Congressional Conference on Civic Education convened in Washington D.C. "to address what needs to be done in order to ensure that our youth have the necessary civic knowledge, civic skills, and civic attitudes to be engaged citizens." Five Kentuckians were among the more than 350 participants: two state legislators, and representatives of the Kentucky Department of Education and the Administrative Office of the Courts.

## **Kentucky's Response: The Summit on Civic Literacy**

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The Kentucky Summit on Civic Literacy developed during the 2004 session of the Kentucky General Assembly. Senator Jack Westwood and Representative Tanya Pullin, participants in the Congressional Conference on Civic Education, introduced what eventually became a joint resolution passed by both chambers of the legislature. The resolution instructed Secretary of State Trey Grayson, whose recent election campaign

stressed the need to engage young Kentuckians more fully in the electoral process, to work with the Kentucky Department of Education and the Administrative Office of the Courts to host a statewide summit on civic literacy. This summit was to involve a wide cross-section of Kentuckians with "the goal of determining a strategy for enhancing long-term civic engagement and literacy within the Commonwealth."

By early summer, the Kentucky Workgroup on Civic Literacy and Engagement convened. Chaired by Secretary of State Grayson, it included key members of his administrative staff, representatives of the Department of Education, the Administrative Office of the Courts, and Northern Kentucky University.

## **The Summit Convenes**

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The Summit attracted more than 170 participants from across the Commonwealth. Those in attendance included interested citizens, high school and college students, teachers, administrators, representatives from colleges and universities, educational organizations, media, non-profit organizations, state and county agencies, and elected officials including Governor Ernie Fletcher and Secretary of State Trey Grayson.

Key presentations illuminated current conditions and challenges facing the Commonwealth and the nation with respect to young adults' low levels of civic literacy and engagement. A number of national experts, Kentucky teachers, and representatives of community organizations highlighted available teaching materials related to civics topics and opportunities for civic engagement. Topics included:

- ★ *We the People ... the Citizens and the Constitution*, a highly acclaimed national civic education program for grades 4-12, was among the classroom-oriented materials highlighted. The program is available to Kentucky schools through the Administrative Office of the Courts.
- ★ Kids Voting Kentucky, a program that combines classroom lesson plans with mock elections, allows anyone under the age of 18 to cast their own vote for candidates when accompanying their parents to the polls.



- ★ Teen Court, a non-school-based program, gives teenagers an opportunity to participate in the juvenile justice system. Teens serve as prosecutors, defense “attorneys,” court officers, and jury members during the trial and sentencing of actual juvenile offenders charged with non-violent offenses.

Additional presentations looked beyond traditional classroom instruction by addressing service learning, an approach that integrates community service projects with classroom instruction, to encourage civic engagement.

Utilizing information gathered from the previous educational sessions, summit focus groups began developing strategies for enhancing civic literacy and engagement within the Commonwealth.

## Guiding Principles

Participants endorsed the following four principles as guidelines for future civic literacy initiatives:

- ★ “A widespread knowledge of civic processes (civic literacy) and a willingness to become actively involved in these processes (civic engagement) are essential to maintaining the representative form of democracy we enjoy in the United States and in Kentucky.”
- ★ “Although P-16 schools play an important role in developing civic literacy and encouraging civic engagement, families, community organizations, government agencies, and businesses must also assume some responsibility for promoting civic literacy and civic engagement.”
- ★ “Faced with mounting evidence within the state and the nation that the level of civic engagement among young adults is lower than in any other segment of the population and with disheartening test scores related to civic literacy, the public and private sectors in Kentucky must unite in strengthening the civic mission of our schools and in promoting civic engagement by citizens of all ages.”
- ★ “Kentucky needs citizens who both understand and actively engage in the democratic processes of their

community, state, and nation. Programs that center only on Constitutional principles or political theory and foster civic literacy without encouraging active participation are not enough. Neither are service learning or internship programs that put students to work in the community but don’t fully explain why their involvement is important or how it fits into the bigger picture. We must combine theory with practice in our efforts to enhance civic literacy and civic engagement.”

## Recommended Next Steps

The Secretary of State and members of the Kentucky Workgroup on Civic Literacy and Engagement should work closely with the legislative leadership during the 2005 legislative session and ask the General Assembly to further civic literacy efforts in Kentucky by:

- ★ allocating funds for civic literacy initiatives that could be used to support annual or biennial follow-ups to the Summit as well as new and expanded efforts to promote civic literacy and engagement throughout the Commonwealth; and
- ★ proclaiming October as a month devoted to civic literacy and engagement activities.

The Secretary of State and members of the Kentucky Workgroup on Civic Literacy and Engagement should assist Kentucky’s P-16 schools and individual teachers in promoting civic literacy and civic engagement in their classes and other school-based programs in some or all of the following ways:

- ★ encourage all state colleges and universities to join with Northern Kentucky University and its Scripps Howard Center for Civic Engagement in actively participating in efforts to enhance civic literacy and civic engagement at all educational levels, P-16;
- ★ work with state and private colleges/universities and with professional education groups, as funding becomes available, to facilitate courses and seminars that will train P-12 educators and provide them with both content knowledge and instructional methods that encourage civic literacy and civic engagement among their students;



- ★ expand the current Summit on Civic Literacy web site into a more fully developed resource of civics and civic education for Kentucky educators and enhancing it with on-line forum capabilities for teachers to share ideas;
- ★ continue providing *We the People* in-state training for Kentucky teachers across the Commonwealth;
- ★ partner with schools, education groups, and community organizations to host civic literacy and civic engagement workshops specifically tailored to meet the needs of middle school and high school students across the state, an opportunity that was requested by high school students attending the October Summit; and
- ★ examine Kentucky's P-12 content and assessment standards for government and civics.

Looking beyond the school system, the Secretary of State and the Workgroup on Civic Literacy and Engagement should attempt to engage a wider range of Kentuckians in assessing and addressing concerns about civic literacy and civic engagement through some or all of the following activities:

- ★ conduct regional forums and focus groups in various locations around the state to discuss civic literacy and civic engagement and identify appropriate ways of promoting them at the local level;
- ★ explore the possibility of securing foundation grants or private, corporate funding to support future Civic Literacy Initiatives of Kentucky;
- ★ build upon the research gathered for the 2004 Summit by conducting a statewide survey to more accurately gauge the current baseline level of civic literacy and civic engagement among Kentuckians and by developing a Kentucky Civic Literacy Index that combines statistics and other information from a variety of sources, thereby allowing researchers to meaningfully track progress in raising Kentucky's levels of civic literacy and civic engagement in the coming years;
- ★ explore the creation of a non-profit organization to facilitate civic literacy and engagement activities and promote cooperation among the many groups working on these tasks; and
- ★ consider holding annual or biennial Kentucky Summits on Civic Literacy.



Participants listen to general session speakers at the first Summit on Civic Literacy in Erlanger, Kentucky.



## Introduction

“I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is ... to inform their discretion by education.”



Thomas Jefferson  
Letter to William Charles Jarvis,  
September 28, 1820

“Civic education is the means of ensuring that our citizens will have the skills and knowledge necessary to fulfill the obligations of citizenship which are necessary to preserving the world’s oldest constitutional democracy.”



U.S. Senate Majority Leader  
William A. Frist  
Congressional Conference on Civic  
Education, December 2003

One of the fundamental tenets of any democracy is that the success and vitality of the society depends upon the full and active participation of its citizens. Citizen participation can take a variety of forms, each of which requires a different level of initiative on the individual’s behalf.

Some citizens will run for elective office, while others will work feverously behind the scenes supporting their favorite candidates through political parties and campaigns. Other citizens will choose to serve their government by volunteering for military service or working as a civil service employee. Still, the vast majority of citizens will not opt to serve in any of these capacities, but they will nonetheless play a vital role in the democratic process.

The principles embodied in the Declaration of Independence and the U.S. Constitution outline the basic expectations of every American citizen for an ideal society. These living documents underscore the importance of a knowledgeable and well-informed electorate, full and open discussion of community issues, fair elections



with strong voter participation, and gracious acceptance of the will of the majority while maintaining the rights of the minority. Civic literacy and engagement are essential to the success of this ideal society; however, there is a continual decline in the involvement of American citizens in the election of our government representatives and in the lawmaking process.

When people decry the lack of civic literacy today, their concern is about one or more of the following shortcomings:

- ★ Schools do not require students to read or fail to instill a proper appreciation for the great documents of American democracy such as the Declaration of Independence, the U.S. Constitution, the Bill of Rights, and the Emancipation Proclamation;
- ★ Many citizens do not fully understand the basic structure and processes of our federal, state and local governments;
- ★ Young people, in particular, do not fully understand the concepts of civil rights and tend to overlook, or ignore, the responsibilities that are supposed to exist in tandem with rights; and
- ★ Many people do not pay sufficient attention to community issues and concerns that confront American society.

When people decry the lack of civic engagement today, their concern is with the rising numbers of people who do not engage in the following activities:

- ★ registering to vote;
- ★ voting in elections, especially state and local elections which traditionally have much lower voter turn out than Presidential elections;
- ★ joining and actively participating in political parties;
- ★ willingly accepting and performing jury duty;
- ★ volunteering for military service;

- ★ entering public discussions or writing letters to the editor about important current issues;
- ★ joining activist organizations and campaigning for social causes;
- ★ volunteering their time and effort to work with their church, local schools, and community service organizations;
- ★ financially contributing to political and social causes;
- ★ being a good and helpful neighbor; and
- ★ staying informed about issues confronting society through diverse and credible sources.

The first step Kentucky took to address this problem was the Summit on Civic Literacy. State and national leaders gathered on October 5th, 2004 at Northern Kentucky University's METS Center to discuss how to improve the civic literacy of Kentucky's youth and to find a way to encourage young people to participate in the democratic process.



## Civic Literacy, Civic Engagement, and Civic Education Defined

The term “civics” came from the Latin root word *civitas*, meaning people united in a city or community. For many years, the terms only referenced governmental aspects of life in a community. Civics, as a classroom subject, dealt solely with government and its relationship to citizens at the various levels of society. In the latter half of the 20th century, courses in civics often expanded to encompass politics, economics, social values, and other aspects of community life. Courses became less identified with political science and began

drawing upon a wider range of social sciences, acquiring new titles such as citizenship and social studies.

**Civic literacy** encompasses a knowledge and understanding of the basic principles of government as well as a basic knowledge and understanding of community processes that are necessary to successfully function within society. It also implies a basic familiarity with the dominant social values and norms and an awareness of current issues that confront the society. Intellectual awareness and an understanding of concepts and ideas forms the foundation of civic literacy.

Michael Delli Carpini, Dean of the Annenberg School for Communication, defines **civic engagement** as:

“individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual volunteerism to organizational involvement to elec-



Secretary Grayson meets with school children from across the Commonwealth to promote the importance of civic literacy and engagement.



toral participation. It can include efforts to directly address an issue, work with others in a community to solve a problem or interact with the institutions of representative democracy. Civic engagement encompasses a range of specific activities such as working in a soup kitchen, serving on a neighborhood association, writing a letter to an elected official or voting. Indeed, an underlying principal of our approach is that an engaged citizen should have the ability, agency and opportunity to move comfortably among these various types of civic acts.”

Patricia Avery of the University of Minnesota claims that an ideal citizen would be both enlightened and engaged. She describes an enlightened or civically literate citizen as someone who understands the basic concepts of democracy such as popular sovereignty and constitutional government and knows how the system works. By paying attention to current events, he or she is able to recognize actions or events that could potentially undermine society’s principles and values. An enlightened citizen who chooses to remain unengaged may appreciate the norms of democracy and understand the nature of the public good, but is essentially operating as a bystander in society. He or she watches and understands but does not contribute. The enlightened and engaged citizen not only understands and appreciates what happens in the political arena but contributes to the public good by being attentive and concerned about the smooth operation of the system. In contrast, the engaged but unenlightened citizen who participates in politics without understanding “the game” may contribute to societal decision-making, but he or she is invariably watching out only for his or her own self-interest. The enlightened citizen is engaged out of concern for the system.



In order to actively participate in civic life, it is important for citizens to have some civic knowledge. According to Charles Quigley, Executive Director of the Center for Civic Education,

“The goal of civic education is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. To be effective a citizen must acquire not only a body of knowledge and skills, but also certain dis-

positions ... or traits of character such as civility, tolerance, and compassion that enhance the individual’s capacity to participate in the political process and contribute to the healthy functioning of the political system and the improvement of society.”

Without effective civic education, the health of society is impaired. Schools play a central role in civic education by providing students with a basic understanding of civic life, politics, government, and society, as well as a formal and structured explanation of the fundamental philosophy and values of our society and political system. While formal civic curriculum is important, Quigley asserts that it “should be augmented by related learning experiences in both school and community that enable students to learn how to participate in their own governance.” Providing civic education is not the sole responsibility of our formal education system; family, religious institutions, the media, government officials, and community groups all share in this responsibility.



# Civic Literacy and Engagement Become National Concerns

In recent decades, educators, government officials, and social critics across the country pointed with increasing alarm to young Americans' apparent loss of interest in and detachment from, virtually all aspects of the political process and community life. Three pervasive themes highlight the decline of civic awareness and participation among America's youth:

## 1. Low Rates of Voter Registration and Even Lower Voter Turnout Continue to be a Trend Among Young Adults

The most visible and long-standing indicator of young Americans' disinterest in politics is their voting behavior. For decades, the youngest Americans eligible to vote are those least likely to exercise that right. In 1972, the 26th Amendment to the Constitution gave voting rights to all 18 year-olds. Prior to its passage, many people believed that this right would encourage young people to vote; however, voter turnout fell steadily from 55 percent in 1972 to 32 percent in 2000 among 18-24 year olds.<sup>1</sup>

Excluding the recent 2004 presidential election, the percentages of 18-24 year olds registered to vote and those who actually voted was 20 percentage points or more below the averages for all age groups, and more than 30 percentage points below the average among senior citizens. According to the *U.S. Census Bureau, Statistical Abstract of the United States 2003*, 45.4 percent of the eligible 18-24 year-olds registered to vote, and 32.3 percent of them voted, as compared to the 63.9 percent registration rate and 54.7 percent turnout rate for all eligible voters in the 2000 presidential election.

1 Peter Levine and Mark Hugo Lopez, "Youth Voter Turnout has Declined, by Any Measure," CIRCLE Fact Sheet (September 2002), [http://www.civicyouth.org/research/products/Measuring\\_Youth\\_Voter\\_Turnout.pdf](http://www.civicyouth.org/research/products/Measuring_Youth_Voter_Turnout.pdf) (accessed November 2004).

Among senior citizens age 65 and older, 76.1 percent registered to vote while 67.6 percent actually voted.<sup>2</sup>

This pattern was similar in Kentucky where 48.5 percent of the state's 18-24 year-olds registered, but less than 23 percent actually voted. This is more than 20 percentage points below the state's overall averages of 69.7 percent voter registration rate and 54.9 percent voter turnout.

In non-presidential election years, the percentage of 18-24 year-old voters plummets even further nationally. During the 1998 state and congressional elections, 33.7 percent of the 18-24 year-olds registered to vote and only 16.6 percent voted. These statistics suggest that in the eyes of many young Americans, voting simply is not important.<sup>3</sup>

A 2003 survey conducted by the Alliance for Representative Democracy and reported at the First Annual Congressional Conference on Civic Education found that only 66 percent of Americans aged 15-26 thought voting was a necessary quality for being a good citizen. In contrast, 83 percent of those over age 26 said voting was a necessary quality of good citizenship.

## 2. Disappointing Test Scores Indicate That Many Teens and Young Adults are Unaware of the Basic Concepts and Principles That Shaped America

Young adults' growing detachment from civic affairs is not limited to voting. The American Freshman: National Norms Study, an annual survey of incoming college freshmen conducted by UCLA's Higher Education Research Institute (HERI), reveals an overall pattern of declining interest in public affairs.

From the time the surveys began in 1960, the percentage of students claiming they "followed public affairs most of the time" holds fairly steady at

2 U.S. Census Bureau, "Voting-Age Population, Percent Reporting Registered and Voted: 1980-2000," *Statistical Abstract of the United States, 2003*: 269, <http://www.census.gov/prod/www/statistical-abstract-03.html> (accessed November 2004).

3 Levine and Lopez.



about 25 percent. In 1976, the percentage began to decline, falling to 5 percent in the year 2000. During this same period, the percentage of students indicating they “discuss politics” also declined from 30 percent in 1968 to 16 percent in 2000.

A 2003 report by the University of Maryland’s Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Carnegie Corporation stated, “There are gaps in young people’s knowledge of fundamental democratic principles and processes.” The 1998 National Assessment of Educational Progress, known as The Nation’s Report Card, found only 15 percent of students tested at the 4th grade level named “two services that the government pays for with taxes.” Among 8th graders, only 6 percent described “two ways that countries benefit from having a constitution,” and only 9 percent of 9th graders listed “two ways that a democratic society benefits from the active participation of its citizens.” Additionally, 75 percent of all students assessed scored at or below the basic levels in civics.

Patricia Avery of the University of Minnesota suggests many students can give an abstract definition of key concepts of democracy such as freedom of speech and press, majority rule, or civil rights. They, however, have “a very thin understanding of those concepts” and “often are unable to explain how and why those concepts are related to the maintenance and improvement of constitutional democracy.”

### **3. More Recently, There is a Dramatic Decline in the Number of Young People Involved in the Political Process and Other Civic Causes**

Young Americans’ declining interest in politics and public affairs does not necessarily reflect an equal lack of interest in their communities. Organizations including CIRCLE, the Carnegie Corporation, and the University of Michigan’s Institute for Social Research reported that record numbers of young adults now participate as community service volunteers.

According to these sources, volunteerism among teenagers and young adults began rising in 1990 and continued steadily upward ever since. HERI’s 2003 survey of incoming college freshmen reported that 83 percent of students surveyed did some volunteer work in high school; however, very little of their volunteering involved civic or political concerns. Their volunteerism almost entirely focused on youth service organizations, health care, social service programs, and religious organizations. A survey conducted for “The Civic and Political Health of the Nation: A Generational Portrait” (Sept. 2002) reported that only 6 percent of volunteers under the age of 25 devoted any time or effort to political parties, political candidates, and/or political causes.

Alarmed by these nationwide trends, the National Association of Secretaries of State (NASS) initiated a major study of 18-24 year-olds. They found that young Americans were “dropping out of the electoral process because they lack interest, trust, and knowledge when it comes to American government. They don’t see their citizenship as an opportunity for involvement, they don’t know how or where to get the information or skills they need for greater participation in civic life.” A second study conducted by the NASS in 2003 concluded, “The future of American democracy seems pretty bleak.”

The outlook became so bleak that in December 2003 the First Annual Congressional Conference on Civic Education convened in Washington D.C. “to address what needs to be done in order to ensure that our youth have the necessary civic knowledge, civic skills, and civic attitudes to be engaged citizens.” Five Kentuckians were among the more than 350 participants.



## The Congressional Conference on Civic Education

Vowing to take action to reaffirm the historic mission of schools, top state officials, legislators, and education leaders from throughout the country gathered in Washington, D.C. September 20-22, 2003 for the First Congressional Conference on Civic Education. The Conference was sponsored by the Alliance for Representative Democracy, which is comprised of the National Conference of State Legislatures, the Center on Congress at Indiana University, and the Center for Civic Education. The Majority and Minority Leaders of the United States Senate, as well as the Speaker and Democratic Leader of the House of Representatives, served as hosts for the event.

More than 350 delegates from all 50 states and the District of Columbia participated in the event, where they began mapping strategies to increase the teaching of civics in their state and change state education requirements and practices. Kentucky's delegation was comprised of Senator Jack Westwood; Representative Tanya Pullin; Hon. Cicely Lambert, Director of the Kentucky Administrative Office of the Courts; Natalie Stiglitz, Social Studies Consultant with the Kentucky Department of Education; and Dr. Deborah Williamson, State Facilitator for the Congressional Conference.

Each state delegation left the conference resolved to develop a plan of action to restore the civic mission of its state's schools and to form the nucleus of an organization to carry out the plan. While at the conference, Kentucky's delegation formulated a plan to introduce legislation to support civic education and engagement, form a workgroup devoted to exploration of the status of civic education in the Commonwealth, and convene a statewide summit during fall 2004.

The Second Annual Congressional Conference was held in Washington, D.C. December 4-6, 2004. State delegations reported on progress made to date including:

1. Civic education-related legislation was introduced in eight states and passed in three.
2. Thirty-nine states have formed active coalitions on civic education whose members include the delegation to the conference, other state policy makers, and education officials.
3. Thirteen states held statewide conferences and summits modeled on the Congressional Conference.
4. Nineteen states have conducted surveys of current policies affecting civics on the district and state level.

As initially planned during the first Congressional Conference, Kentucky's progress to date includes introduction of legislation by delegates Senator Westwood and Representative Pullin, the passage of SJR 80 during the 2004 General Assembly, organization and implementation of a statewide summit chaired by Secretary Grayson, and completion of a preliminary report to be presented to the General Assembly during the 2005 session.

Joining the Kentucky delegation during 2004 were the Hon. Trey Grayson, Secretary of State and the Hon. Joseph E. Lambert, Chief Justice of the Kentucky Supreme Court.

The Kentucky Congressional Conference delegation will return to Washington, D.C. during late September 2005 and once again report on the state's progress.

The Congressional Conference on Civic Education is funded by the U.S. Department of Education by an act of Congress.



## Kentucky's Response: The Summit on Civic Literacy

The Kentucky Summit on Civic Literacy developed from discussions at the Congressional Conference on Civic Education and was enacted during the 2004 session of the Kentucky General Assembly. Senator Jack Westwood and Representative Tanya Pullin, participants in the Congressional Conference on Civic Education, introduced joint resolutions passed by both chambers of the legislature.

The resolution, known as SJR 80, instructed Secretary of State Trey Grayson, whose recent election campaign

stressed the need to engage young Kentuckians more fully in the electoral process, to work with the Kentucky Department of Education and the Administrative Office of the Courts to host a statewide summit on civic literacy. This summit was to involve a wide cross-section of Kentuckians with “the goal of determining a strategy for enhancing long-term civic engagement and literacy within the Commonwealth.”

By early summer, the Kentucky Workgroup on Civic Literacy and Engagement formed to serve as an organizing committee. Chaired by Secretary of State Trey Grayson, the workgroup included key members of his administrative staff and representatives from the Kentucky Department of Education, the Administrative Office of the Courts, and Northern Kentucky University. With the assistance of leaders from the Trust for Representative Democracy and financial support from the Alliance for Representative Democracy, the Center for Civic Education, R.C. Durr, and Workgroup partners, the Workgroup designed a statewide summit, representing the first step in a multi-year commitment to improve civic literacy in the Commonwealth.



Congressman Lee Hamilton addresses Summit participants via satellite television.



## The Summit Convenes

The day-long Kentucky Summit on Civic Literacy convened on Tuesday, October 5th, 2004 at Northern Kentucky University's Metropolitan Education and Training Services (METS) Center.

The summit attracted more than 170 participants from across the Commonwealth. The mix of participants clearly fulfilled the expectations of the General Assembly that the Summit would involve "a diverse range of student, teacher, and administrator representatives from K-16 education, media, civic organizations, and elected officials." Among those in attendance were:

- ★ more than three dozen students from five high schools and six colleges or universities;
- ★ 23 teachers and administrators from 17 P-12 schools;
- ★ 25 faculty members and administrators from eight colleges or universities;
- ★ 6 elected officials, including the Governor, the Secretary of State, and a Supreme Court Justice;
- ★ 30 administrators and staff members from 12 state and county agencies;
- ★ 11 representatives from educational organizations;
- ★ 12 representatives from 10 non-educational, non-profit organizations;
- ★ 3 editors and media executives; and
- ★ more than a half-dozen interested citizens who listed no affiliation.

Presentations illuminated current conditions and challenges facing Kentucky and the nation with respect to young adults' low level of civic literacy and civic engagement. A number of national experts, Kentucky teachers, and representatives of community organizations highlighted available teaching materials and opportunities for civic engagement.

Utilizing information gathered from the educational sessions, summit focus groups began developing strategies for enhancing civic literacy and engagement within the Commonwealth.

The day ended with a plenary session where participants considered input from the discussion groups, agreed upon a statement of principles that ought to shape



Senator Westwood (left), Secretary Grayson, and Representative Pullin pose for a photo at the 2004 Summit on Civic Literacy.

the future of the Summit process, and developed recommendations for subsequent steps that will be presented to the General Assembly during the 2005 legislative session.



## Preliminary Assessment of Kentucky's Civic Literacy \*

There is certainly no dearth of both academic and popular literature on the topic of civic literacy. A legion of literature exists detailing the current state of affairs. A most recent and salient report compiled by the Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement at the University of Maryland (CIRCLE), documents the current state of civic education in the U.S. In their report, the authors cite four goals of civic education in America. They state that competent and responsible citizens:

- ★ “are informed and thoughtful. They have a grasp and an appreciation of history and the fundamental processes of American democracy; an understanding and awareness of public and community issues; an ability to obtain information when needed; a capacity to think critically; and a willingness to enter into dialogue with others about different points of view and to understand diverse perspectives. They are tolerant of ambiguity and resist simplistic answers to complex questions.
- ★ participate in their communities. They belong to and contribute to groups in civil society that offer venues for Americans to participate in public service, work together to overcome problems, and pursue an array of cultural, social, political, and religious interests and belief.

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\* The following assessment was taken from a report written by Dr. Dean A. Minix with the assistance of Ginger Cumbee and Marl Renfro. The full report is available online at <http://civicsky.nku.edu>.

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- ★ act politically. They have the skills, knowledge, and commitment needed to accomplish public purposes – for instance, by organizing people to address social issues, solving problems in groups, speaking in public, petitioning and protesting to influence public policy, and voting.
- ★ have moral and civic virtues. They are concerned for the rights and welfare of others, are socially responsible, willing to listen to alternative perspectives, confident in their capacity to make a difference, and ready to contribute personally to civic and political action. They strike a reasonable balance between their own interests and the common good. They recognize the importance of and practice civic duties such as voting and respecting the rule of law.”<sup>4</sup>

Generally this informed discretion is a job left for our schools. Why, though, are schools important venues for civic education? CIRCLE contends that:

- ★ “It is crucial for the future health of our democracy that all young people...be knowledgeable, engaged in their communities and in politics, and committed to the public good.
- ★ Encouraging the development of civic skills and attitudes among young people has been an important goal of education and was the primary impetus for originally establishing public schools.
- ★ Schools are the only institutions with the capacity and mandate to reach virtually every young person in the country. Of all institutions, schools are the most systematically and directly responsible for imparting citizen norms.
- ★ Schools are best equipped to address the cognitive aspects of good citizenship – civic and political knowledge and related skills, such as critical thinking and deliberation.

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<sup>4</sup>The Civic Mission of Schools, A Report from Carnegie Corporation of New York and CIRCLE ( hereinafter, Circle), p. 5, [www.civicyouth.org](http://www.civicyouth.org).



- ★ Schools are communities in which young people learn to interact, argue, and work together with others, an important foundation for future citizenship.
- ★ Many non-school institutions that used to provide venues for young people to participate in civic and political affairs...have lost the capacity or will to engage young people. Schools, as major community institutions, can help reverse this trend and have an impact on other institutions...by providing quality education that improves young people's civic knowledge, skills, and intentions to vote and volunteer.
- ★ Forty state constitutions mention the importance of civic literacy among citizens, and 13 of them state that a central purpose of their educational system is to promote good citizenship, democracy and free government.<sup>5</sup>

The Kentucky Constitution mentions obliquely the issue of *civitas* when it states in the Preamble that: "We, the people of the Commonwealth of Kentucky, grateful to Almighty God for the civil, political and religious liberties we enjoy, and invoking the continuance of these blessings, do ordain and establish this Constitution."

In the Commonwealth, civic education is not included in the Code of Kentucky; however, the Kentucky Court of Justices plays a role in civic and law-related education.<sup>6</sup>

While schools are essential in meeting the goal of civic literacy and civic learning, the question is: Are they effective in teaching and engendering life-long civic learning?

The most recent, reliable data yield a dismal accounting of this effort by schools. "*The 1998 National Assessment of Educational Progress Report Card on Civics* – a national survey of students in the 4th, 8th, and 12th grades, showed just 25 percent of the students could reach a fairly basic 'proficient' score in civics."<sup>7</sup>

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5 Circle, p. 5.

6 Kentucky Civic Education Fact Sheet, Kentucky Summit on Civic Literacy binder, September 2004.

7 Ibid.

While Americans generally desire that the schools teach more civics, less and less time is devoted to it in schools. "Between 1988 and 1998, the proportion of 4th grade students who reported daily classes in social studies dropped from 49 percent to 39 percent. That steep decline means that only slightly more than 33 percent of America's elementary school children are regularly engaged in what is supposed to be a primary focus of schools: preparing young people to be informed, effective and responsible citizens."<sup>8</sup>

Kentucky's educational system requires that the public school system "allow and assist all students to acquire...knowledge to make economic, social and political choices, [instill] core values and qualities of good character to make moral and ethical decisions throughout his or her life, [obtain] understanding of governmental processes as they affect the community, the state, and the nation, and [gain] sufficient grounding in the arts to enable each student to appreciate his or her cultural heritage." KY-Section 158.6453 includes social studies in the statewide assessment program.

Most formal civics education today, as it has been for the past 90 years, is a single class in high school (usually 12th grade). This "too little, too late" curriculum obviously does not catch students who drop out of school.

Meanwhile school administrators, teachers, and parents all bemoan this dismal state of affairs; little attention is given this issue in K-12 curriculum.

Many factors contributed to this present state of civic education. Among these factors were:

- ★ decades of buffeting by changing societal views on the interpretation of American history;
- ★ a demonstrable increase in the knowledge students must possess in order to compete in the marketplace; and
- ★ the movement to defined standards in core subjects with its attendant, sometimes controversial, movement to assessments that emphasize a few subjects over others.

Several changes silently contributed to civic education's decline. The recently passed No Child Left Behind leg-

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8 Ibid.



isolation placed an emphasis on teaching and testing the core subjects of math, reading and science. Civics was not included in this testing format. Therefore, there are few civic education assessment tests available today.

## Government and Civics Educations

Kentucky’s Assessment and Accountability System requires meeting three out of four standards:

- ★ required courses for promotion
- ★ a civics assessment test with performance standards
- ★ state mandated teaching of government
- ★ civics exit exam required for graduation.<sup>9</sup>

The only standard Kentucky does not already include is a government and civics exit exam.

Kentucky’s students responded positively to existing educational programs. Between the years 1993 and 2003, students performing in the “Novice-non-performance” category fell over 200 percent while students performing in the “Distinguished” category increased by over 200 percent.<sup>10</sup>

Kentucky is one of seventeen states that has civics included in its standards, curriculum framework, and assessment for P-12, one of 18 states that include civics in its state accountability system, and one of 16 states to recently enact legislation related to civics studies education.<sup>11</sup>

In comparison to surrounding states, Kentucky is ahead of the game with respect to civics education requirements, but by revising its standards, the state can raise the bar for the rest of the nation.

### KENTUCKY

- ★ Graduation requirements: 3 credits of Social Studies, U.S. History, Economics, Government, World Geography, or World Civilization

9 Education Commission of the States, 2003: 1-2.

10 Kentucky Performance Report, 2003.

11 Education Commission of the States, 2003.

- ★ Written statement included in state’s constitution regarding importance of civics education: “Every Child, regardless of patronage or poverty, geography or location, will receive a world class education to prepare for productive adult life, continuing education, and responsible citizenship.”
- ★ Civics or social studies included in state assessment testing: Assessed in grades 5, 8, and 11

### INDIANA

- ★ Graduation requirements: 4 credits of U.S. Government, Citizenship, Politics, Importance of Civic Engagement, or American History
- ★ Written Statement included in state’s constitution regarding importance of civics education: Not as of 10/23/2004

Civics or social studies included in state assessment testing: Assessed in grades 5, 7, and 9

### MISSOURI

- ★ Graduation requirements: 2 credits of Social Studies (0.5 units must be in Government)
- ★ Written Statement included in state’s constitution regarding importance of civics education: Not as of 10/23/2004
- ★ Civics or Social Studies included in State assessment testing: Assessed in grades 4, 8, and 11

### OHIO

- ★ Graduation requirements: 0.5 credits of American Government, Beginning with the class of 2005, each student will be assessed in the 9th grade and must pass a proficiency test upon graduation from the 12th grade.



- ★ Written Statement included in state's constitution regarding importance of civics education: Not as of 10/23/2004
- ★ Civics or Social Studies included in State assessment testing. Assessed in grades 4, 6, and 9

### TENNESSEE

- ★ Graduation requirements: 3 credits of Social Studies, U.S. History, World History/Geography, Economics, or Government
- ★ Written Statement included in state's constitution regarding importance of civics education: Not as of 10/23/2004
- ★ Civics or social studies included in state assessment testing: No assessment

### VIRGINIA

- ★ Graduation requirements: 3 credits of History and Social Sciences (U.S. and Virginia History & Government)
- ★ Written Statement included in state's constitution regarding importance of civics education: Not as of 10/23/2004
- ★ Civics or Social Studies included in State assessment testing: Assessed in grades 3, 5, and 8

### WEST VIRGINIA

- ★ Graduation requirements: 3 credits of Social Studies
- ★ Written Statement included in state's constitution regarding importance of civics education: Not as of 10/23/2004
- ★ Civics or social studies included in state assessment testing: Assessed in grades K-11

## Volunteering to Help Others

Volunteerism is on the decline in the Commonwealth as it is nationally. Among college students, volunteering declined on average by approximately 11 percent from 2001-2003. However, data indicate that volunteering increases with the time students are exposed to education.

- ★ 33 percent of first year college students spend time each month volunteering with charitable, educational, or religious organizations;
- ★ 40 percent of college seniors volunteer; and
- ★ 20 percent of Kentucky's college students feel that college contributed to their willingness to volunteer and to their sense of welfare for the community.<sup>12</sup>

Another paradox is that young people today are more likely to sign up as a volunteer than to show up at the voting booth. Their experience as volunteers does not translate into broader participation. A survey of young Americans aged 15-25 conducted in early 2002 reveals that 50 percent deemed volunteering for community activities as most important versus just 12 percent who deemed voting and participating in politics and government as important.<sup>13</sup>

## Voting

The percentage of youth ages 17-24 who vote is extremely low compared to other age cohorts.

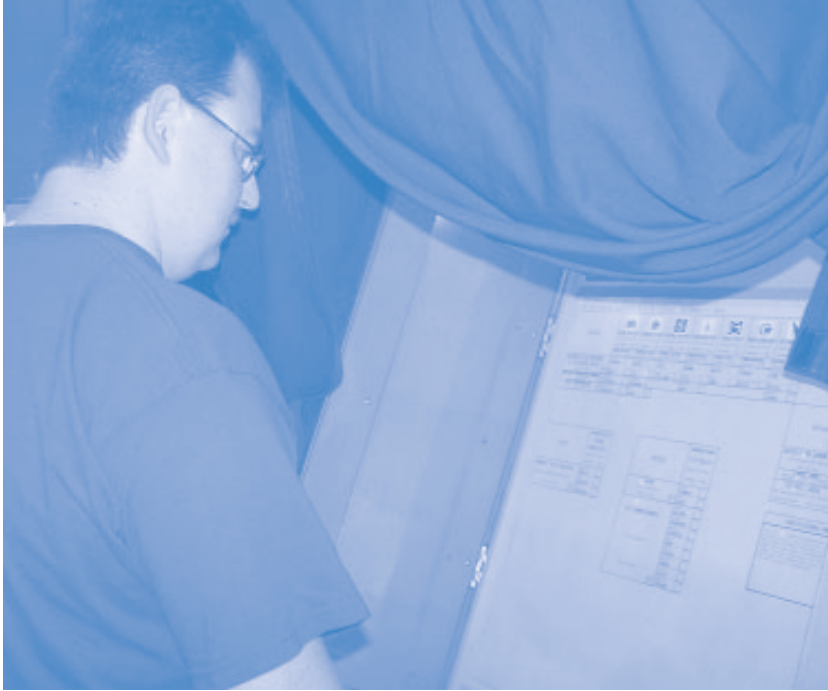
“Youth turnout has declined steadily since 1972 when 50 percent of 18-24 year-olds voted. By 1988, youth turnout plummeted to 36 percent. It rebounded a bit in 1992, but remains well behind the turnout of older voters.”<sup>14</sup>

The bottom line is that many millions of young Americans have registered and voted, and they constitute the

<sup>12</sup> National Survey of Student Engagement, 2003: 4-5.

<sup>13</sup> Ibid.

<sup>14</sup> www.cnn.com quoted reference <http://www.cnn.com/ALLPOLITICS/1996/NEWS/9606/28/18.year.old.voting/index.shtml> March 29, 2004.



A Kentucky citizen examines one of Kentucky's voting machines at the Office of the Secretary of State's booth during the 2004 State Fair.

and Y are less interested in politics. They pay less attention to news.

It is likely that this will change over their life cycles, but no generation measured in the last 50 years began at such a low level. Given the low starting point, how much will their interests in, and attention to, the political process increase?<sup>15</sup>

While Generations X and Y mirror usual youthful avoidance, the cohort gap in attention to public affairs is greater than it was for previous cohorts.

Forty percent of Generation X and Y respondents reported they had not watched national news broadcast on TV in the past week. Over one third (35%) reported that they had not read a daily newspaper in the past week.<sup>16</sup>

next generation of consistent voters in this nation. What about the millions more who do not register, or register, but do not vote? Does this group, who many political scientists call the “apathetic middle,” provide the stability for the political system, or its potential demise?

The fundamental question remains; “Why do young people not vote?”

Data and analysis provided by Suzanne Soule suggest that there is some basis for the charge that youth bear responsibility for part of the decline in social capital in America. The data demonstrate that there are some significant differences between Generation X (those people born between 1965 and 1978) and Generation Y (those born after 1978) and previous generations.

- ★ On average, these Generations X and Y possess less information about public affairs and are much less interested in public affairs.
- ★ Their understanding of what it means to be a citizen in a democracy is shallow and emphasizes rights rather than responsibilities.
- ★ In contrast to previous generations, Generations X

Professor Soule concludes her article by asking:

“Will these patterns hold as Generations X and Y mature?”

“Previous studies show significant increases in political engagement over the life cycle, with some decline...in later years. The data... captured Generations X and Y at the low point of their projected life cycle of political engagement. Personal concerns or world events may stir up these cohorts to inform themselves and to participate in the political process. More studies, especially longitudinal, are needed to determine which factors will motivate Generations X and Y to engage in politics. Data on young Americans is scant due to their small number in nationally representative samples.”<sup>17</sup>

15 Suzanne Soule, “Will They Engage?: Political Knowledge, Participation and Attitudes of Generation X and Y,” Center for Civic Education, Paper prepared for the German and American Conference.

16 Ibid., p. 4

17 Ibid., p. 18



## A Youthful View of Young Voters

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The following was written by Traci Carpenter, a senior at Michigan State University and the winner of an essay contest for college journalists sponsored by Newsweek and MTVU, MTV's college channel:

"I am the youth vote. And I'm tired of being preached at, studied and wooed. I want to be educated, listened to and, most of all, respected... I am neither lazy nor apathetic. I'm confused and frustrated. I am told to care about issues...when chances are high that I won't even find a job after I graduate from college. I juggle part-time jobs or a full-time class schedule, and I'm not necessarily available on Nov. 2. I cannot be accurately represented by percentages and statistics. I cannot be graphed and charted. I am not a Democrat, Republican or other. I'm a mixed bag of experiences and influences, and no one can predict how I will vote when I do vote...I do not even know if I will really vote at all. But I do know that I am 48 million strong...I am the youth vote."<sup>18</sup>

Student essays from the Commonwealth echo a similar theme.

Vick Locke, of Lexington, writes that, "America's young people must be encouraged to vote," while Mark Ball of Harlan offers a variety of hypotheses: "Children are being raised improperly. Schools are teaching wrong. Young people are working too hard. Young people aren't working hard enough. Everyone's too obsessed with money...All of these are interesting theories, but it has been determined that one large factor is that...[The youth] realize that the only way to fully show their contempt for political corruption is to not vote."

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18 Ms. Carpenter is the winner of an essay contest for college journalists sponsored by Newsweek and MTVU. See: <http://www.msnbc.msn.com/id/5351911/site/newsweek/> September 8, 2004.

19 [www.fairvote.org](http://www.fairvote.org) quoted reference <http://www.fairvote.org/contest/ky.htm> September 8, 2004.

Young people are making a difference by not voting and showing in fact that there is no difference.<sup>19</sup> This is indeed an awesome perspective given the fact that when all the 0-18 citizens (73.3 million) come of voting age, they will be larger than the current Baby Boomer generation (71.8 million).<sup>20</sup>

In this most recent presidential election, the youth vote was expected to be higher than it ever has been before; however, only about one in ten voters were 18-24 years old – roughly the same proportion of the electorate as in 2000. Still, in actual numbers, more young people did vote in this year's election, but, so did people in all other age groups as well.<sup>21</sup> The proportion of the youth vote in 2004 remained about the same as it was in previous years.

Between 1978 and 1999, however, Kentucky led the nation in the greatest rise in youth voter turnout rates with a 13 percent increase. In 1998, Kentucky ranked fifth in the nation for youth voter turnout, and it recently increased by an additional 10 percent.<sup>22</sup>

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20 [www.youthvote.org](http://youthvote.org) quoted reference <http://youthvote.org/info/factsheet.cfm> September 8, 2004.

21 [www.sfgate.com](http://sfgate.com) quoted reference <http://sfgate.com/cgi-bin/article.cgi?>

22 Kentucky Board of Elections, 2004, p. 1.



# Kentucky Public Schools and Civic Education

**Presented by: Commissioner Gene Wilhoit and Natalie Stiglitz, social studies consultant, Kentucky Department of Education**

Kentucky's Academic Expectations and Learning Goals, the Program of Studies for Kentucky Schools Grades Primary-12, and Kentucky's Core Content for Assessment form the Commonwealth's social studies education standards. Under the Kentucky Education Reform Act (KERA), Kentucky sets Academic Expectations and Learning Goals for social studies that all students are expected to achieve. The Program of Studies for Kentucky Schools Grades Primary-12 helps ensure that all students are provided with common content and have opportunities to learn at a high level by providing educators with a basis for establishing and/or revising their curricula. Finally, the Core Content for Assessment rep-

resents the content identified as essential for all students to know and is included on the state assessment. This content, along with Kentucky's Academic Expectations and Learning Goals and the Program of Studies, provides the focus for the development of the Kentucky Core Content Test (KCCT).

Kentucky schools, like most states, moved to integrate social studies knowledge into the social science course work instead of offering a stand-alone civics or American government middle school or high school class.

The traditional content of civics classes is incorporated into the larger context of social studies. Kentucky's social studies standards span five sub-domains of content: Government and Civics, Culture and Society, Economics, Geography, and Historical Perspective. The KCCT assesses Kentucky students on all social studies standards at grades 5, 8, and 11.

Kentucky is one of 17 states to include civics in its standards, curriculum framework, and assessment, and one of eight states that includes civics in its state accountability system. Kentucky students should meet the following Academic Expectations as a result of government and civics being embedded in the P-12 social studies curriculum:

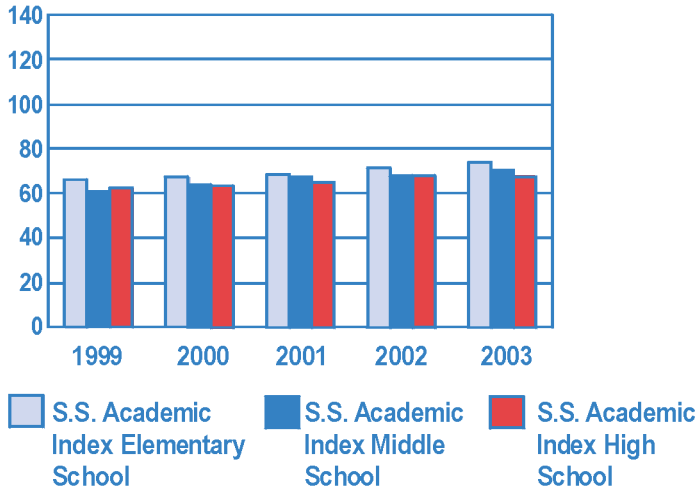
understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations; and accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.



**Natalie Stiglitz, social studies consultant, Kentucky Department of Education, addresses the general session at the 2004 Summit on the Civic Literacy.**

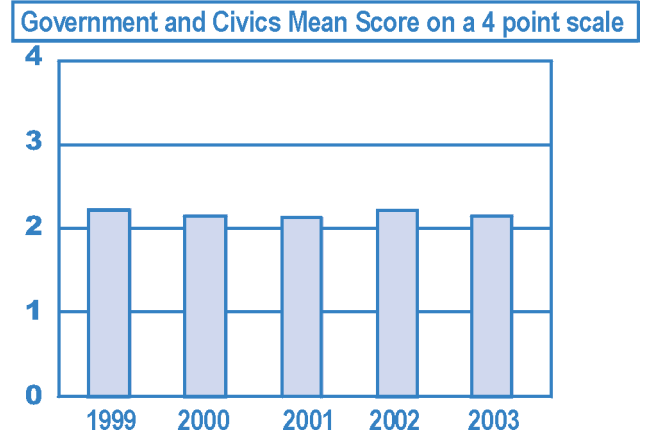


## Kentucky's Social Studies Academic Index on KCCT\*

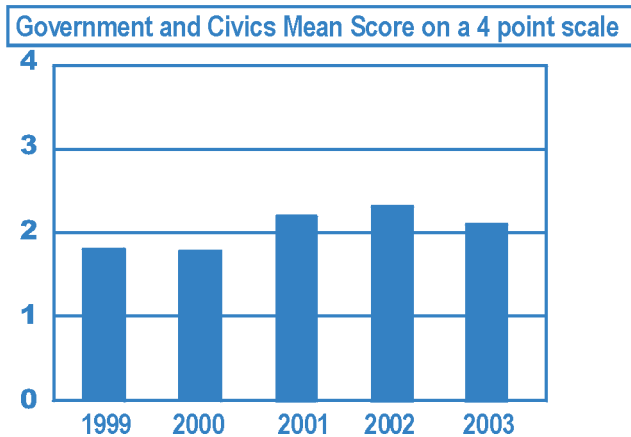


\* Kentucky Core Content Test, 140 point scale

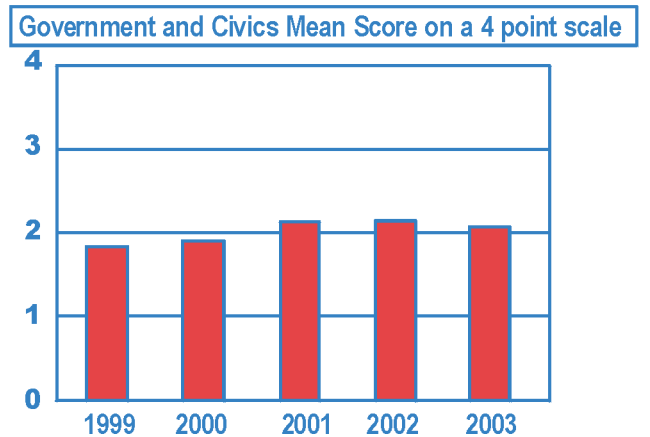
## Government and Civics 5th Grade S.S. State Level Mean Score KCCT



## Government and Civics 8th Grade S.S. State Level Mean Score KCCT



## Government and Civics 11th Grade S.S. State Level Mean Score KCCT





## Furthering Civic Literacy and Civic Engagement\*

### We the People: The Citizen and the Constitution

**Presenter: Julie Kuhnhein**, *social studies teacher, Highlands High School, Ft. Thomas*

*We the People: The Citizen and the Constitution* is a program that teaches students about American constitutional democracy, with the primary goal of promoting civic competence and responsibility among elementary, middle, and high school students. The program is published by the Center for Civic Education and funded by Congress. Since its beginning in 1987, more than 26 million students and 82 thousand educators have participated in *We the People*.<sup>23</sup>

The *We the People* program complements regular school curriculum by providing an innovative course of instruction on the history and principles of constitutional democracy in the United States while reinforcing the relevance of the Constitution and the Bill of Rights. The curriculum includes critical thinking exercises, problem-solving activities, and cooperative learning exercises that help develop intellectual and participatory skills while fostering attitudes that are necessary for students to participate as effective, responsible citizens.<sup>24</sup>

23 Ardice Hartry and Kristie Porter, “We the People Curriculum: Results of Pilot Test,” (MPR Associates, Inc, July 2004); Center for Civic Education, “We the People: The Citizen and the Constitution,” <http://www.civiced.org/wethepeople.php?link=intro> (accessed December 29, 2004).

24 Kentucky Court of Justice, “We the People: The Citizen and the Constitution,” [http://www.kycourts.net/AOC/yfc/law\\_related/AOC\\_YFC\\_WTP.shtm](http://www.kycourts.net/AOC/yfc/law_related/AOC_YFC_WTP.shtm) (accessed December 29, 2004).

As a culminating activity for *We the People*, students hold a simulated congressional hearing. Elementary, middle and high school teachers may hold noncompetitive hearings in front of a classroom or auditorium size audience. However, high school teachers are encouraged to participate in the competitive program in which students can compete at the congressional, state, and national level. Students utilize groups to prepare statements that they present in front of experts who serve as congressional committee members. Expert individuals, also referred to as an “authentic audience,” hear testimony from the student presenters and offer constructive feedback regarding content and presentation style. Students then answer questions asked by the committee members, demonstrating their knowledge and understanding of constitutional principles. By applying constitutional principles to contemporary issues, students come to appreciate the importance of the principles underlying our constitutional democracy.<sup>25</sup>

According to evidence found in a pilot study conducted by MPR Associates (2004), students participating in *We the People*:

- ★ developed a greater sense of citizen responsibility and obligations to the community;
- ★ had stronger feelings of political efficacy;
- ★ scored higher on achievement tests of knowledge of U.S. government and civics; and
- ★ showed greater interest in politics and current events.<sup>26</sup>

In Kentucky, the Administrative Office of the Courts (AOC) has a long-standing partnership with the Center for Civic Education, offering *We the People: the Citizen and the Constitution* and other related programs such as *We the People: Project Citizen* since the early 1990s. Project Citizen teaches middle school students about public policy through participation in local and state

25 J. Miller, “Citizenship Education and Service Learning Policy Brief,” National Center for Learning and Citizenship (Denver, CO, 2004); Kentucky Court of Justice.

26 Hartry and Porter.

\* This section offers a brief overview of existing programs and approaches that are successfully used in Kentucky schools and communities to encourage civic literacy and civic engagement among students and young adults. Each program was the subject of a full presentation and discussion during the Summit.



government. As part of the program, students identify and research a public policy concern in their community. Students then compile a portfolio that explains the problem, presents alternative policies, proposes a solution, and an action plan. Students submit their completed portfolio to the AOC where it is judged on persuasiveness, practicality, and coordination. Through Project Citizen, students learn about issues facing their community, fulfill their responsibility as citizens by actively engaging in their community, and develop research and communication skills.<sup>27</sup>

The AOC Law-Related Education Division is the contact for the We the People program. Each year the AOC sponsors free in-service training for educators. To date, almost 700 Kentucky educators are trained to use the *We the People: The Citizen and the Constitution* and 74 are qualified to use *We the People: Project Citizen* in their classrooms.

## Service-Learning and Civic Responsibility

**Presenter: Barbara Wallace**, *coordinator of service learning Scripps Howard Center for Civic Engagement, Northern Kentucky University*

The National Commission on Service-Learning describes service-learning as “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.”<sup>28</sup> Service-learning is not volunteerism, free labor, work for pay, or an internship, but rather, a method that emphasizes the learning that occurs through service.

By combining academic knowledge and technical skills with community service, service-learning focuses on

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27 Charles N. Quigley, Center for Civic Education, “We the People: Project Citizen,” [http://www.civiced.org/PC\\_PPT\\_110403.ppt](http://www.civiced.org/PC_PPT_110403.ppt) (accessed December 28, 2004).

28 “What is Service-Learning? Power Point Presentation” National Service-Learning Clearinghouse, [http://www.servicelearning.org/static/article/pages10.htm?search\\_term=service+learning+definition&m=all](http://www.servicelearning.org/static/article/pages10.htm?search_term=service+learning+definition&m=all) (accessed December 28, 2004).

civic awareness and responsibility, emphasizes critical thinking and social values, incorporates reflection, provides hands-on experience, and encourages career exploration. Service-learning is a particularly appealing approach for community-minded educators because it focuses equally on education and service, meets identified community needs, benefits both the students and the service recipients, enhances academic curriculum, and builds partnerships between schools and community-based organizations.

For example, when students collect trash from a streambed, they are providing a service to their community. After collecting the trash, students analyze what they found and share possible pollution sources to the community, as well as ways to reduce future pollution. In this example, students are not only helping their community, but also “learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues to the public, and practice communication skills by speaking to residents.”<sup>29</sup>

According to Eyler and Giles, authors of “Where’s the Learning in Service-Learning?” authentic service-learning experiences have the following common characteristics:

- ★ They are positive, meaningful and real to the participants.
- ★ They involve cooperative rather than competitive experiences promoting teamwork and citizenship.
- ★ They address complex problems in complex settings rather than simplified problems in isolation.
- ★ They engage problem-solving in the specific context of service activities and community challenges, rather than generalized or abstract concepts from a text book.
- ★ They provide students with the opportunity to identify the most important issues within a real-world situation through critical thinking.
- ★ They promote deeper learning as there are no “right answers” in the back of the book.

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29 “Service-Learning Is...” National Service-Learning Clearinghouse, [http://www.servicelearning.org/static/article/pages/10.htm?search\\_term=service+learning+definition&m=all](http://www.servicelearning.org/static/article/pages/10.htm?search_term=service+learning+definition&m=all) (accessed December 28, 2004).



- ★ They generate emotional consequences, which challenge values and ideas.
- ★ They support social, emotional, and cognitive learning and development.<sup>30</sup>

Additionally, national studies in service-learning suggest that students involved in successful programs improve grades, increase attendance, and develop personal and social responsibility.

In Kentucky, the Kentucky Campus Compact, a state-wide coalition of public and private colleges and universities, is “committed to integrating service-learning as a valued component of effective teaching and learning, meeting institutional civic responsibilities to help address the needs of the Commonwealth, and fostering the development of relevant collaborative partnerships between and among campuses.”

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30 Janet Eyler and Dwight Giles, Jr., *Where’s the Learning in Service-Learning?* (San Francisco: Jossey-Bass, 1999).



A University of Kentucky student practices voting on a sample ballot during the UK Student Government “Ballot Bash” in October of 2004.

For example, at Northern Kentucky University, Freedom-Focused Service-Learning courses seek to address the problems of illiteracy and racial tensions in the community while promoting an understanding of principles of freedom and democracy. As part of the course, NKU students help at-risk public school students develop service-learning projects based on the Underground Railroad.

## Kids Voting Kentucky

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**Presenters: Mark Neikirk**, *managing editor*  
*The Kentucky Post*  
**and Carri Chandler**, *external affairs specialist*  
*Toyota Motor Manufacturing*

Kids Voting Kentucky is the local chapter of Kids Voting USA (KVUSA), a national nonprofit, nonpartisan organization that teaches students about the concepts of citizenship, civic responsibility, democracy, and the importance of political participation. According to KVUSA, their mission is “to foster an informed participating electorate by education and actively engaging students and their families in voting and other elements of effective civic engagement.”<sup>31</sup>

Kids Voting Kentucky serves as the statewide coordinating organization for the 11 county Kids Voting chapters across the Commonwealth. Each chapter develops a program that meets its local needs while including two main components: a mock election for voters under the age 18 and the Civics Alive curriculum provided by KVUSA. Special Kids Voting ballots which include national, state, and local races are available at the polls on Election Day. Civics Alive, available to Kentucky classrooms online, offers activities that allow students to “develop critical-thinking skills, reflect on their roles and responsibilities as a citizen, and confidently participate in the civic life of our nation.”<sup>32</sup> In addition, some local chapters sponsor essay contests, speakers, issue luncheons, and hold voter education days for new voters.

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31 Kids Voting USA, “Overview,” <http://www.kidsvotingusa.org/about/overview.asp> (accessed December 30, 2004).

32 Kids Voting USA



## Kentucky Teen Court

**Presenters: Kentucky Supreme Court Justice Donald Wintersheimer and District Court Judge Karen A. Thomas**

According to American Youth Policy Forum, 2001, Teen Court is a

“program in which juvenile offenders are questioned, defended, and sentenced by their peers. Youth [Teen] Courts are the fastest growing crime intervention programs in the nation. They offer ways to engage the community in a partnership with the juvenile justice system to respond to juvenile crimes by increasing the awareness of delinquency issues at the local level and by mobilizing community members and youth to take an active role in addressing the problem.”<sup>33</sup>

Currently over 3,500 students from 31 counties and 30 judicial districts participate in the program.

The Administrative Office of the Courts (AOC) introduced a Teen Court pilot program in 1992 in Northern Kentucky as an option for low-level first time juvenile offenders. District judges saw Teen Court as a way of educating young people and community leaders about the juvenile justice system.

After five mandatory training sessions, participants are sworn in as Teen Court officers who serve as attorneys, jurors, bailiffs, and clerks. A District or Family Court Judge presides over the proceedings, which involve real juvenile cases. Dispositions that are rendered by the peer juries are binding and become part of the formal court record. During the court proceedings, offenders learn first-hand what their peers think of their actions, which is believed to have an immediate and meaningful effect on the individual.<sup>34</sup>

33 Banu Dole, “Youth Court: Civic Engagement and Character Education through Juvenile Accountability,” American Youth Policy Forum Brief (December 3, 2001), <http://64.226.111.21/forumbriefs/2001/fb120301.htm> (accessed December 20, 2004).

34 Kentucky Court of Justice, “Kentucky’s Teen Court Program,” [http://www.kycourts.net/AOC/yfc/law\\_related/AOC\\_YFC\\_TeenCourt.shtm](http://www.kycourts.net/AOC/yfc/law_related/AOC_YFC_TeenCourt.shtm) (accessed January 4, 2005); Deborah Williamson and James Wells, “Making Youth Court as Effective as Possible,” Technical Assistance Bulletin, no. 25 (2004).



Students from Highlands High School demonstrate the *We the People: The Citizen and the Constitution* curriculum.

According to Judge Karen Thomas,

“By participating, the teens are learning and understanding how the justice system works procedurally and they are learning to respect the system, to respect each other, and to respect the defendants. It can be a real eye-opening experience because they are dealing with real people and with real problems, and because many of the economic and social situations they encounter are incredibly different than their own.”

Service to Kentucky Teen Court is typically a full academic year or nine months in duration; a majority of student volunteers return to serve the court through high school graduation. This is an important point as the frequency, intensity, duration, and relevance of the program helps engender civic knowledge, skills and dispositions. Evaluations of Teen Court indicate that the program is a positive learning experience, and most volunteers would participate in the program again.

A study conducted by the AOC found that over 70 percent of defendants completed their sentences, and just under a third committed new offenses during the following year. Additionally, most defendants stated they understood their sentence and over 87 percent rated their sentence fair.<sup>35</sup>

35 Williamson and Wells.



## Beliefs, Attitudes, and Comments of Summit Participants

During the opening session of the Summit, participants completed a short survey that asked their opinions about several different aspects of civic literacy, civic engagement, and civic education. The following is a synopsis of the baseline data and comments gathered from the surveys. A complete set of tables displaying all of the data gathered from the survey is included in the appendix.

### When asked what someone must do to be considered a good citizen:

- ★ An overwhelming percentage of participants agreed that voting, obeying the laws, volunteering, donating money, paying attention to government decisions and political happenings, contacting your state legislator or member of Congress, and staying informed of current issues, are salient variables in civic literacy and civic education.
- ★ A majority of participants said that “taking personal responsibility for making things better” was the most important quality of being a good citizen.

### When asked about their feelings towards government:

- ★ An overwhelming percentage of participants stated that government is generally run for the benefit of all.
- ★ A slight percentage of participants stated that elected officials work to serve the public interest.
- ★ “Young people need to take more ownership in choosing the leaders of our country.”

### When asked how important it is to be civically engaged:

- ★ A majority of participants stated that there is a strong connection between civic literacy and civic engagement.
- ★ An overwhelming percentage of participants stated that opportunities for meaningful civic engagement are very/pretty important.
- ★ A large number of participants said that taking personal responsibility for getting involved to make things better for society was the primary factor in volunteerism.
- ★ A majority of participants supported the concept of offering every young person a chance to do a full year of national or community service and earn money towards college or advanced training.
- ★ “Involvement is the key.”
- ★ “I am involved in community service because there I can see the effects of my efforts.”
- ★ “Urban Outfitters (a popular clothing store for young people) has a shirt that reads, ‘voting is for old people’, and this supports the claim that our generation has been media influenced in a negative way.”

### When asked who is responsible for civic education and for promoting civic engagement:

- ★ An overwhelming majority of participants agreed that the family is the most significant variable in socializing our youth.
- ★ A large percentage of participants agreed that Kentucky schools should be responsible to see that Kentucky youth become more civically engaged.
- ★ A majority of participants either disagreed or strongly disagreed with the statement that “Kentucky youth are provided adequate opportunities at school to participate in civic activities.”



★ A majority of participants stated that they are either uncertain or opposed to the notion that educators and other civic leaders are important to the youth.

★ “We need to think about how we engage other people, ask them questions about their beliefs and what they can do about affecting change.”

**When asked how well Kentucky schools are preparing students to be involved citizens:**

★ A majority of participants either disagreed or strongly disagreed that “Kentucky’s civic and government standards adequately prepare Kentucky’s youth to be productive and democratic citizens.”

★ An overwhelming majority of participants stated that Kentucky’s classrooms do not adequately prepare our youth to be global citizens.

★ “Government and Civics classes have gotten less specific in their coverage of how government processes work.”

★ “Sports, studying and classes don’t leave a lot of time to be informed enough on who the candidates are to vote.”

**When asked what would make schools more effective in civic education:**

★ All participants said that it is important for our schools to teach civics and government.

★ An overwhelming percentage of participants stated that we should make classes on civics and government a requirement for high school graduation.

★ A majority of participants supported the requirement for all graduating high school students to complete a certain amount of community service to receive their diploma.

★ “Formal education on how government works need to be emphasized more- a greater requirement for civics in high schools needs to be instituted.”



Representative Pullin announces the joint resolution calling for a summit on civic literacy at a spring 2004 press conference.



## Small Group Sessions\*

Immediately following the Preliminary Assessment of Kentucky Civic Literacy, participants divided into small groups to explore the status of civics in Kentucky. Individuals experienced in civic education and one or more students facilitated these groups. Facilitators included: Paul Blanchard, Eastern Kentucky University; Rena Burden, Freedom's Answer; Aris Cedeño, Governor's Scholars Program and University of Louisville; Matt Steinfeld, Centre College; Gary Gregg, The McConnell Center; Amory Cox, Campbellsville High School; Carol Higdon, former school principal; Drew Trimble, Johnson Central High School; Charles Lindsey, Court Designated Worker, 38th Judicial District and We the People District Coordinator; Brad Lawrence, Henry Clay High School; Elaine Jarchow, Northern Kentucky University College of Education; and Andy Hixson, Northern Kentucky University.

\* Reported with assistance from Rebecca Mitchell Turney.

The six discussions groups were asked to frame their discussion around the following questions:

1. a. Why is it important to have public involvement in the civic affairs of Kentucky?  
b. How does civic education for Kentucky students (P-16) play a role in this effort?
2. In what ways is civic education and civic involvement currently being addressed in your community for Kentucky students (P-16)?
3. a. What ideas and suggestions do you have to enhance long-term civic education and civic involvement for Kentucky students (P-16)?  
b. What elements are needed to maintain a representative democracy?  
c. What institutions are responsible for promoting civic education and engagement?  
d. How should these institutions promote civic education and engagement?



Participants discuss ways to enhance civic literacy during small group sessions.



**Governor Fletcher delivers keynote address at the Summit on Civic Literacy.**

Within each group, a myriad of topics were explored; however, four resounding themes consistently appeared in each group: service-learning, involvement, civic education, and civic engagement.

Participants emphasized the need to integrate service-learning at all grade levels. Both adults and students argued that coupling community service requirement with a student's interest in his or her community increased the likelihood of continued service.

Participants agreed that the civic education of our youth does not solely depend on one entity but rather, several entities working together. Families must play a primary role in civic education. In addition, schools, government agencies, businesses, rotary clubs, churches and community groups need to establish partnerships in order to enhance the quantity and quality of civic education and engagement opportunities in and out of the classroom.

Civic education was the most discussed topic among the six groups. Civic education needs to be addressed before high school and should continue into post-secondary education. Schools should require at least one

stand alone civics course for high school graduation and if possible, incorporate civics into other subjects.

Participants argued that students would benefit from more hands-on learning opportunities, visits from government officials that are linked to classroom content, and a voice in school decisions. One facilitator said, Kentucky young people need to be more trusted and more empowered by the adults who work with them and by the communities in which they live

Finally, participants agreed that civic engagement and civic education are equally important. Participants suggested that there are ample civic engagement opportunities available; however, they concluded more publicity is needed so teachers and students are aware of civic programs offered.

All students should have the opportunity to participate in civic engagement programs, not just high achievers, additionally; engagement opportunities should be consistent across the state. Participants believe that by instilling the desire and responsibility to contribute to the community in students, they will create life long habits of civic engagement.



## Guiding Principles

Utilizing information gathered from small group discussions, facilitators and members of the Workgroup developed the following four principles as guidelines for future civic literacy initiatives:

- ★ “A widespread knowledge of civic processes (civic literacy) and a willingness to become actively involved in these processes (civic engagement) are essential to maintaining the representative form of democracy we enjoy in the United States and in Kentucky.”
- ★ “Although P-16 schools play an important role in developing civic literacy and encouraging civic engagement, families, community organizations, government agencies, and businesses must also assume some responsibility for promoting civic literacy and civic engagement.”
- ★ “Faced with mounting evidence within the state and the nation that the level of civic engagement among young adults is lower than in any other segment of the population and with disheartening test scores related to civic literacy, the public and private sectors in Kentucky must unite in strengthening the civic mission of our schools and in promoting civic engagement by citizens of all ages.”
- ★ “Kentucky needs citizens who both understand and actively engage in the democratic processes of their community, state, and

nation. Programs that center only on constitutional principles or political theory and foster civic literacy without encouraging active participation are not enough. Nor are service learning or internship programs that put students to work in the community but don’t fully explain why their involvement is important or how it fits into the bigger picture. We must combine theory with practice in our efforts to enhance civic literacy and civic engagement.”





## Recommended Next Steps

The Kentucky Summit on Civic Literacy was the first step to a multi-year process to increase civic literacy and engagement within the Commonwealth. The Summit provided the Workgroup and participants with insight regarding the status, need, and future direction of civic literacy and engagement in Kentucky.

The following are the recommendations of the first Kentucky Summit on Civic Literacy.

The Secretary of State and members of the Kentucky Workgroup on Civic Literacy and Engagement should work closely with the legislative leadership during the 2005 legislative session and ask the General Assembly to further civic literacy efforts in Kentucky by:

- ★ allocating funds for civic literacy initiatives that could be used to support annual or biennial follow-ups to the Summit as well as new and expanded efforts to promote civic literacy and engagement throughout the Commonwealth; and
- ★ proclaiming October as a month devoted to civic literacy and engagement activities.

The Secretary of State and members of the Kentucky Workgroup on Civic Literacy and Engagement should assist Kentucky's P-16 schools and individual teachers in promoting civic literacy and civic engagement in their classes and other school-based programs in some or all of the following ways:

- ★ encourage all state colleges and universities to join with Northern Kentucky University and its Scripps Howard Center for Civic Engagement in actively participating in efforts to enhance civic literacy and civic engagement at all educational levels, P-16;
- ★ work with state and private colleges/universities and with professional education groups, as funding becomes available, to facilitate courses and

seminars that will train P-12 educators and provide them with both content knowledge and instructional methods that encourage civic literacy and civic engagement among their students;

- ★ expand the current Summit on Civic Literacy web site into a more fully developed resource of civics and civic education for Kentucky educators and enhancing it with on-line forum capabilities for teachers to share ideas;
- ★ continue providing *We the People* in-state training for Kentucky teachers across the Commonwealth;
- ★ partner with schools, education groups, and community organizations to host civic literacy and civic engagement workshops specifically tailored to meet the needs of middle school and high school students across the state, an opportunity that was requested by high school students attending the October Summit; and
- ★ examine Kentucky's P-12 content and assessment standards for government and civics.

Currently, the University of Louisville McConnell Center is partnering, thanks to a Teaching American History grant from the Department of Education, with the Jefferson County Public Schools (JCPS) to run three summer institutions over the next three years focusing on American history for JCPS teachers. The Center continues its work of raising the understanding and excitement about contemporary American government by hosting major speakers and experts on American politics and history including U.S. Senator Joseph Lieberman (D-Connecticut), Condoleeza Rice (Presidents Nominee for Secretary of State) and Lt. General Josiah Bunting author of a biography of Ulysses S. Grant. Starting in 2005, the Center will begin hosting teacher training programs, running state-wide essay contests, and hosting conferences for students and scholars.

Looking beyond the school system, the Secretary of State and the Workgroup on Civic Literacy and Engagement should attempt to engage a wider range of Kentuckians in assessing and addressing concerns about civic literacy



University of Kentucky students view a voting machine during “Ballot Bash” 2004.

and civic engagement through some or all of the following activities:

- ★ conduct regional forums and focus groups in various locations around the state to discuss civic literacy and civic engagement and identify appropriate ways of promoting them at the local level;
- ★ explore the possibility of securing foundation grants or private, corporate funding to support future Civic Literacy Initiatives of Kentucky;
- ★ build upon the research gathered for the 2004 Summit by conducting a statewide survey to more accurately gauge the current, baseline level of civic literacy and civic engagement among Kentuckians

and by developing a Kentucky Civic Literacy Index that combines statistics and other information from a variety of sources thereby allowing researchers to meaningfully track progress in raising Kentucky’s levels of civic literacy and civic engagement in the coming years;

- ★ explore the creation of a non-profit organization to facilitate civic literacy and engagement activities and promote cooperation among the many groups working on these tasks; and
- ★ consider holding annual or biennial Kentucky Summits on Civic Literacy.



## SJR 80: A Joint Resolution Relating to Civic Literacy

Enacted during the 2004 Regular Session of the Kentucky General Assembly

WHEREAS, civic literacy encourages young people to be thoughtful and productive members of their communities and future leaders of the Commonwealth; and

WHEREAS, it is crucial to the future health of our representative democracy that all young people be knowledgeable about democratic principles and practices, engaged in their communities and in politics, and committed to the public good; and

WHEREAS, on the National Assessment of Educational Progress in 1998, 75 percent of students scored at “basic” or “below basic” levels; and

WHEREAS, according to a 2000 study by The Center for Information and Research on Civic Learning and Engagement, only 39 percent of Kentucky’s youth aged 18 to 24 voted; and

WHEREAS, according to “The Civic and Political Health of the Nation: A Generational Portrait” nearly one-half of 15 to 25 year olds indicate civic education increases their interest and participation in civic affairs; and

WHEREAS, the Northern Kentucky University Scripps Howard Center for Civic Engagement has been established to research and implement civic engagement programs for the future quality of life for Kentuckians; and

WHEREAS, individuals who have a clear understanding of the rights and responsibilities of citizenship in a representative democracy are more likely to exercise those rights and responsibilities to be competent and responsible citizens; and

WHEREAS, the need for civic literacy in our state is crucial to the long term social and political health of this Commonwealth;

NOW, THEREFORE,

Be it resolved by the General Assembly of the Commonwealth of Kentucky:

Section 1. The Office of the Secretary of State, with the assistance of the Department of Education and the Administrative Office of the Courts, is urged to establish a committee to convene a Summit for Civic Literacy at Northern Kentucky University with the goal of determining a strategy for enhancing long-term civic engagement and literacy within the Commonwealth, and recommending a plan for improving civic engagement and literacy before the 2005 Regular Session of the General Assembly.

Section 2. If the committee is established, the make-up of this committee shall include a diverse range of student, teacher, and administrator representatives from K-16 education, media, civic organizations, and elected officials, and shall be facilitated by the Northern Kentucky University Scripps Howard Center for Civic Engagement.

Section 3. If the committee is established, the committee shall provide a report with its findings and recommendations for future action to the Office of the Secretary of State no later than December 1, 2004.



## What Does it Mean to be an American Citizen?

A speech to The Kentucky Summit on Civic Literacy via live video from Washington, D.C.

**By The Honorable Lee H. Hamilton Vice-chair of the “9/11 Commission” & former U.S. Congressman from Indiana**

We are here today because the success of any democracy is determined by the participation of its citizens.

Lincoln asked whether a nation devoted to the values of liberty, equality, justice and opportunity “so conceived...can long endure.” In these words, he told us a truth about our democracy - that its survival is never guaranteed, and that its success demands wisdom, action and even vigilance from American citizens.

Thus, I focus my remarks today on the basic question: what does it mean to be an American citizen?

**First, what do we - as American citizens - owe?**

We begin with gratitude. As many have said, the joy of being an American is the joy of freedom and opportunity. We have been bequeathed freedom, justice and opportunity from the deeds and commitments - even the spilled blood - of Americans who came before us. We did not earn the inheritance. This nation of unequalled wealth and power, of freedom and opportunity, was given to us.

But no matter how rich and powerful it becomes, America is not - and never will be - a finished project. It is always aborning. You and I are handed a work in progress - one that can evolve for good or for ill.

American democracy makes a wager on its citizens. The

deal is simple - with freedom comes obligation, with liberty comes duty. If that deal is not kept, democracy is threatened.

Lincoln said at Gettysburg: “It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.” He spoke of a “new birth of freedom” so that government of, by and for the people would not perish. You and I must learn - and we must teach our young - the words we live by: the Constitution, the Declaration of Independence, and the other grand documents of American history. And we must learn and teach about the institutions that bring life and permanence to these words and deeds so familiar to us, so that they may fulfill Lincoln’s charge.

Democracy is not fixed like a monarchy. It is dynamic. Democracy reflects the will - and above all the action - of each generation of American citizens.

So what do we owe? As Americans we owe a profound debt of gratitude for the actions of those who preceded us, and we owe those who will follow an America that is even greater and more beautiful than it was transmitted to us. Why are we concerned?

We are concerned because too many Americans lack a basic understanding of our democracy - our institutions, our representative democracy, our obligation to those who came before, and what each of us can and must do to preserve the blessings of liberty. A multitude of surveys confirm our concerns. But we don’t even need to look at surveys or statistics to know that political participation and civic engagement is down basically across the board. People are voting less; paying less attention to their civic responsibility; ignoring the great lessons of the American experiment; participating less and complaining more.

There is a sense, particularly among many young people, that being an American citizen is no big deal, with no obligation attached to it - an endeavor not particularly worthy of their time and talent. I know of young people in Indiana who - when asked about the meaning of Memorial Day - respond by saying that it is the day that pools are opened, or the occasion for the Indianapolis 500 auto race.



All of us are aware of a disconnect between people and their elected representatives. People do not trust them. People think they do the bidding of powerful interests. People think they are not relevant to their day-to-day lives. People think that citizenship is hollow.

You and I are concerned because we know that if we are apathetic, passive, and cynical about our democracy, then we will invite leaders who abuse power. There is an old observation: a society of sheep must in time beget a government of wolves. You and I are concerned because we stand on a precipice. If American citizens increasingly become disengaged, then the entire American democratic enterprise is at risk. Indeed, sometimes I wonder about whether our democracy can continue as we know it if civic participation continues to decline as it has.

### **Why should you and I and others engage in civic activity?**

We have plenty of important things to worry about - doing our jobs, paying our bills, taking care of our families. No doubt, these private interests are civic virtues in their own right.

We are good - in this country - at speaking out for and protecting our individual interest. But all of us can benefit from giving at least some of our attention to advancing the public interest, or - as the founding fathers called it - the common good. Look around you. Many things need to be done in your community and country. Perhaps you are upset by the actions of your representative; or the school that your children attend. Or the quality of your health care; or the conditions of the roads that you drive on. Or even our nation's foreign policy.

Don't misunderstand me. Tending your own business and the affairs of your family is important. But civic engagement is your way of influencing for the better your neighborhood, community, state and nation. If you and I become involved our cynicism will dissipate and our morale improves. We may even see life become better, richer, and fuller for our fellow citizens.

I know people who vote, walk out of the booth, and say

and believe that their civic duty has been fully discharged. Voting is important - but not enough. Do you know who does not disengage when the voting is done? Interest groups; they begin their work the day after an election - they know that's when the real work begins. They know it and so should the rest of us.

If you are upset about the influence exerted by special interests; if you are upset about the actions of a public official; if you are upset about the condition of your local school; even if you are upset about a pothole in front of your house - civic engagement is a way of taking action to make your corner of the world better. What do we have on our agenda that is more important?

The key to good governance is simple: it is to hold power accountable. Civic engagement does just that. We engage because it improves our democracy, and it is the only way to make our government responsive to the people.

### **How, then, do we engage?**

If you ask them, most Americans want to be better people living in better communities, a better state, and a better nation. Often, they want to become involved but don't know how - don't know where to go, whom to talk to, what to do. Thus the job of civic education is not complete if we teach only its importance; we must be shown how to engage, how to participate, how to get off the sidelines and into the action. This may seem overwhelming at first. But I like the attitude of the builder who said: "I cannot solve the world's problems, but I can help build this house."

A constituent of mine was a diabetic. He approached me one day many years ago because he had no idea what was in the food on sale at the grocery store, and his health depended upon it. But he did more than just talk to me. He spoke around the community to who ever would listen; visited and wrote letters to all kinds of officials - county commissioners, state legislators, other members of Congress. Thanks to him, and many people of like mind and action, consumers now have meaningful labels on the food that they buy. We would all like to engage to resolve the big problem. Fixing health care;



saving social security; changing the tax code; defending our nation against its enemies. Some of us have those opportunities, but most of us don't.

All of us can engage most effectively through small, incremental changes. A school is rebuilt. Ramps for the handicapped are carved into street corners. A safety signal goes up in a dangerous intersection. A worthy, young disadvantaged student enters medical school. A young woman steps into the world with more opportunity than her mother. These are not insignificant examples. They save and improve lives and communities. The actions of my constituent and countless American citizens like him made many American lives healthier. This is the wellspring of our American democracy - countless small actions that make a better nation.

We engage by looking around us, seeing something that needs fixing, and doing something about it:

- ★ We can stay more informed about issues in our own communities, as well as the issues of the state and nation.
- ★ We can run for elective office or work for candidates of our choice.
- ★ We can vote in elections and hold each of our representatives accountable - from the president on down to a town council or commissioner.
- ★ We can join institutions of service - be it the Peace Corps, the armed services, Americorps, or local uniformed services.
- ★ We can volunteer for charitable causes and organizations.
- ★ We can join the sometimes messy, rough and tumble dialogue of democracy by writing letters to local papers or elected officials, asking questions or advocating positions.
- ★ We can give speeches or ask questions why things cannot be better across the street or across the world.

★ We can organize petition drives or letter writing campaigns.

★ We can join - or begin - organizations that reflect our views and enlarge our collective voice.

If you know your community - the problems that need addressing; the different kinds of people (not just the people like you); the issues; who is in charge; who has the power to get a message out; who can assemble people together - I can assure you, you will engage. Set goals; craft messages; organize; and - when successful - share the credit. Civic engagement is the greatest antidote for cynicism; it is also a great - maybe the best lesson of democracy.

When we become engaged in community life we no longer feel distant from the centers of power and decision-making. We come to understand our own communities, and appreciate how we can influence change. Perhaps most important, we gain an appreciation for the hard work of democracy - how to understand different points of view and forge a consensus behind a course of action towards a solution in a complex, busy and diverse society.

If we engage, we lessen the distance between ourselves and those who govern. And we gain understanding and appreciation for our country that can only make it - and the ongoing experiment of American democracy - stronger.

#### **In conclusion:**

You and I believe that democracy is the most worthy form of government. And we know that democracy cannot thrive - indeed, cannot exist - without the active participation of citizens. So we must get into our bones the ideas of representative democracy: the consent of the governed, the institutions of democracy in our nation, the necessity of participation, and the avenues for action that are open to all of us.

Our engagement brings out the very best within us. Our nation demands not only our competence, but also our passion.



President Kennedy’s words resonate through the years: “In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course... Ask not what your country can do for you; ask what you can do for your country.”

I cherish the citizen who says: I belong here; I have a role to play; I have a contribution to make.

What does it mean to be an American citizen? It means that we are blessed to be part of this nation; we are concerned about a shortage of civic awareness and engagement; and we should act to effect meaningful change and accountable government through countless avenues for civic action. Above all, it means we are responsible for tending to our own democracy, making it work for all and transmitting it to our children better than we inherited it.

You accept the responsibility of an American citizen. Fortunately there are many more Americans like you - but not enough. Our charge is to spread this message anew to all Americans.



# Civic Education Endeavors From a National Perspective

**Remarks by Ted McConnell  
Center for Civic Education  
Washington, D.C.**

It is a great pleasure to be here with you today for the first Kentucky Summit on Civic Literacy. The Cliff's Notes version of this event is that this is an occasion to reexamine the historic civic mission of our schools and to assess whether the schools of Kentucky are meeting that mission.

This conference is equally about seeking your involvement and your commitment to join in an effort to restore the civic mission of Kentucky's schools. The Kentucky Workgroup on Civic Literacy is seeking your involvement in this great and important crusade to ensure each school child in the Commonwealth is equipped with the knowledge necessary for fully informed and engaged citizenship.

In addition to our host's kind invitation to be here, I suspect that we all have some common motivations for being at this meeting. First would be a dedication to provide the very best education possible to every single Kentucky school child. I would guess that we also share a concern over the alarming rates of civic disengagement exhibited by most Americans today, especially our youth. A library full of studies, reports, voting statistics, and even best-selling books like Putnam's *Bowling Alone* reveal the sorry state of civic engagement in America today.

## **How do we tackle this problem and reverse the dangerous, downward slide of civic engagement?**

I suggest that the logical place to start is with our schools.

While other institutions such as the family and church

play a role in fostering our civic attitudes, the sole opportunity most Americans have to develop the knowledge, skills and dispositions necessary for engaged citizenship is during their school years. Our schools have a special and historic responsibility to foster civically aware and engaged citizens.

This responsibility is the Civic Mission of Schools. It's a mission considered so important by those who founded the system of free public education in this nation that they articulated it as THE central purpose of public education. To show how important citizenship education was to the founders of this republic, let me share an exchange that occurred between some very learned men and Thomas Jefferson. In the early 1820s these learned men were questioning Mr. Jefferson about the wisdom of granting such important powers as the right to vote to the common uneducated man. To their concerns Mr. Jefferson replied:

"I know of no safe depository of the ultimate power of the society but the people themselves, and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take the power away from the people, the remedy is to inform their discretion."

In formal 18th century language Mr. Jefferson is describing the vital importance of citizenship education to a free society.

This concept is still supported by a majority of Americans as shown by the annual Phi Delta Kappa /Gallup Poll on American Attitudes, in which, for the last 33 years, respondents have overwhelmingly concurred with the statement "Educating young people for responsible citizenship should be the primary goal of our schools."

## **How well are our schools meeting their central mission of citizenship education?**

The most recent and reliable national measurement we have in this area is the 1998 National Assessment of Educational Progress Report Card on Civics, a national survey of students in the 4th, 8th, and 12th grades, showed just 25 percent of the students could reach a fairly basic "proficient" score in civics.



It is a paradox that at the same time that Americans acknowledge the primacy of civic education, it is being given less and less attention in our schools. Time does not permit citing the abundant evidence of the current neglect of education for citizenship. But let me draw your attention to a few salient facts.

- ★ There is a marked trend away from civics and social studies in the elementary grades.
- ★ Between 1988 and 1998, the proportion of fourth grade students who reported daily classes in social studies dropped from 49% to 39%. That steep decline means that only slightly more than a third of America's elementary school children are regularly engaged in what is supposed to be the primary focus of schools, preparing young people to be informed, effective and responsible citizens.
- ★ Although the percentage of students enrolled in at least one high school government course has remained fairly consistent since the late 1920s, most formal education today consists of a single one semester course, usually in the twelfth grade. That is both too little and too late. What is even more disturbing is that those students who drop out of high school before the senior year, and who perhaps are in most need of citizenship education, are ill-equipped to assert their rights or to assume their obligations.
- ★ Another paradox is that while young people today are more likely to sign up as a volunteer than to show up at the voting booth, their experience as a volunteer does not translate into broader participation. A survey of young Americans aged 15 to 25 conducted in early 2002 revealed that half (49 percent) deemed volunteering for community activities as "most important" versus just 12 percent who deemed voting and participating in politics and government as "important."

Don't blame the teachers, principals and administrators for the sorry state civic education is in. Although nearly every state notes the importance of the civic mission of schools in its constitution or education codes, seldom is the subject given sustained and systematic attention.

Many factors have contributed to the sorry state civic education is in. Among them are:

- ★ decades of buffeting by changing societal views on the interpretation of American history;
- ★ a demonstrable increase in the knowledge a student must possess in order to compete in the marketplace;
- ★ the movement to defined standards in core subjects with its attendant, and sometimes controversial, movement to assessments that emphasize a few subjects over all others.

All these factors have contributed to the decline in civic education.

Many education professionals agree that the movement to assessment in core subjects is a positive development in public education. Many support the spirit behind the No Child Left Behind Act (NCLB). However, there is abundant evidence that NCLB and a lack of civic education assessments are arguably the greatest factors undermining civic education today. The focus on math, reading and science are pushing all other subjects to the edge. This is a dangerous trend we must and we will reverse!

Incidentally, this emphasis on just a few subjects over all others is not new. If you will, allow me to offer a personal anecdote. My Mother, having produced six children, became very concerned over the state of the schools in our hometown of Boise, Idaho. She became active in the local PTA and Idaho Education Association. Her activism continued from the 1940s through the 60s. She became the top education lobbyist in the legislature and was a co-chair of the 1955 White House Conference on Education. In the late 1950s she served on the National Council for Better Schools, the preeminent national education improvement body of its day. Shortly after Mom died, I found in her papers a copy of a letter she had written in 1959 to Roy Larson, chairman of the National Council for Better Schools, and Co-founder of Time/Life Magazines. In this 1959 letter Mother stated:



“Math and Science, Math and Science, ever since Sputnik that’s all we hear about. Just Math and Science. Roy, I’m sick to death of it. If Johnny and Susie won’t vote, won’t serve on juries, won’t get involved, this country will be in a beck of a fix.”

She was right forty five years ago and even more right today.

In most cases, the developments I’ve just cited are a result of decisions made by policymakers. And solutions to rectify what ails civic education are also to be found with local and state education policymakers,

And, I hasten to point out that the problems I have cited are national generalities based upon research into state practice; they are not specific or necessarily applicable to Kentucky. Certainly there are bright spots on the Kentucky civic education landscape.

- ★ One of the brightest of these was the passage this spring of legislation, introduced by Senator Jack Westwood and Representative Tanya Pullin, which established this summit and a Kentucky Workgroup on Civic Literacy under the direction of Secretary of State Trey Grayson.
- ★ The active involvement of public officials such as these is a great boon for civic education in Kentucky.
- ★ The state Department of Education should be commended for its role in fostering good standards in civic education and a reasonable assessment program in civics.
- ★ Kentucky’s schoolchildren benefit greatly from innovative civic education providers like the Administrative Office of the Courts that administers the We the People and Project Citizen programs, along with Street Law, Teen Court, Mock Court and the Appalachian Corridor Violence Prevention Project.
- ★ And, of course the brightest spots of all are the hundreds of dedicated, overworked, talented teach-

ers and administrators who strive each day to provide a quality civic education to Kentucky’s schoolchildren.

### What’s being done about this across the country?

There is a growing awareness in many states and among many education professionals that something must be done to improve civic education. I’d like to share two recent developments that provide both a national focus and a state and local motivation to the effort to restore the civic mission of our schools.

The first was the publication last spring of a report simply entitled *The Civic Mission of Schools*. This report has become the civic education community wide consensus document on what policymakers should do to strengthen civic education in each state. The report was coordinated by the Carnegie Corporation of New York and the Center for Information and Research on Civic Learning and Engagement (CIRCLE) at the University of Maryland. Carnegie and CIRCLE gathered the best minds in civic education and service learning to produce the report. It contains specific recommendations for policymakers at the district, state and national levels as well as recommendations for universities and the private sector. I urge you to take a good hard look at this report and especially it’s “six promising practices for effective civic education.” It is available on the web at [www.civicyouth.org](http://www.civicyouth.org).

The second recent event, nationally that brings many of us here today was the Congressional Conference on Civic Education. Last September over 350 state legislators, chief state school officers, state and local boards of education members, representatives of the governors, education professionals at all levels and civic educators met together for the first of five planned annual Congressional Conferences on Civic Education. It was sponsored by the Alliance for Representative Democracy which is comprised of the National Conference of State Legislators, the Center for Civic Education, and the Center on Congress at Indiana University, and it is chaired by that distinguished American patriot, former Congressman Lee Hamilton. It is hosted by the four leaders of Congress: the Speaker and Democratic Leader



on the House side; the Majority and Minority Leaders from the Senate side. It is truly a non-partisan effort that enjoys tremendous bi-partisan support.

The Conference is designed to bring state and local policymakers together with civic education and general education professionals to discuss the critical role civic education plays in fostering civic engagement as well to explore the current status of civic education. During the first conference the delegates participated in four panel discussions highlighting:

- ★ the critical relationship between civic engagement and civic education;
- ★ necessary supportive state and district policies that ensure a successful program in civic education;
- ★ teacher preparation and professional development for civic education teachers; and
- ★ best practice examples of effective civic education programs.

They also heard from a range of speakers including Senators John Glenn, Tom Daschle, Lamar Alexander and former Congressman Lee Hamilton, as well as nationally recognized experts in effective civic education policies and programs.

One thing the delegates never heard was any hint of a mandate. The Congressional Conference is not pushing any federal requirements or hidden agendas. The conference was about bringing concerned policymakers and educators from each state together to persuade each state to thoroughly examine its approach to civic education and decide for themselves whether or not their schools are fulfilling their historic civic mission.

I'm happy to report that each state left the Conference with a draft Campaign Plan that they are now busy implementing. Already, we are seeing results at the all important state and local levels.

- ★ In Idaho, the State Superintendent of Public Instruction, after attending the Conference, decided to add civic education to the four other subjects that form

her public Report Card on the performance of each of Idaho's schools.

- ★ The West Virginia School Board this last spring enacted a requirement that all high school students must take and pass a one semester civic education course. Board Vice Chair and Congressional Conference Delegation Coordinator Priscilla Haden was the driving force behind the new requirement. She and the West Virginia Delegation have formed a coalition whose first task is to help each school district meet the new course requirement.
- ★ The New York Delegation joined with the State Department of Education in inviting forty education and civic engagement stakeholder organizations to form a New York Coalition for the Civic Mission of Schools. The Coalition is off and running with a four point plan of action to strengthen and improve teacher preparation and continuing education agreed to.
- ★ Kentucky today joins twenty other states that have held or will hold over the next two months, a state summit type of conference, organized by the state's Congressional Conference Delegations. Thirty nine state delegations have or are forming broad/y inclusive coalitions of all education and civic engagement stakeholders to pursue a campaign to restore the civic mission of their state's schools.
- ★ Legislators who attended the Conference from eight states, including Kentucky, have introduced legislation to strengthen civic education in those states. Kentucky, Utah and Louisiana have actually passed and implemented such legislation.
- ★ To date active, widely inclusive coalitions have been formed in 34 states comprised of the delegation, other policymakers, representatives of education and civic engagement organizations, front-line administrators and teachers as well as concerned business leaders and citizens. Each of these coalitions is engaged in a campaign to restore the civic mission of their state's schools.



Those are but a few examples of the many positive activities coalitions created by the Congressional Conference Delegations are engaged in.

**Now, what about Kentucky?**

What can you do by coming together as a coalition to ensure that every Kentucky school child has the opportunity to become a fully engaged and participating citizen of this great state and nation?

Let this be your rallying cry:

“We concerned citizens of Kentucky will leave no child behind. We will ensure that every student has the knowledge skills and disposition necessary for fully engaged, knowledgeable and effective participation in this, the longest running experiment in self governance in the history of mankind.”



# Survey Results \*

## Frequency tables showing item-by-item responses

1. People often disagree about what it takes to be a good citizen. Which of the following must someone do to be considered a good citizen? (Select all that apply)

a. Vote in elections if they are eligible

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	4	4.4	4.4	4.4
yes	87	95.6	95.6	100.0
Total	91	100.0	100.0	

b. Obey the laws

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	4	4.4	4.4	4.4
yes	87	95.6	95.6	100.0
Total	91	100.0	100.0	

c. Volunteer their time to help others

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	20	22.0	22.0	22.0
yes	71	78.0	78.0	100.0
Total	91	100.0	100.0	

d. Donate money to help others

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	57	62.6	62.6	62.6
yes	34	37.4	37.4	100.0
Total	91	100.0	100.0	

e. Pay attention to government decisions and political happenings

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	8	8.8	8.8	8.8
yes	83	91.2	91.2	100.0
Total	91	100.0	100.0	

f. Contact your state legislator or Member of Congress when you care about a political policy issue or need help in dealing with a government problem

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	28	30.8	30.8	30.8
yes	63	69.2	69.2	100.0
Total	91	100.0	100.0	

g. Staying informed of current issues through diverse and credible information sources

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	4	4.4	4.4	4.4
yes	87	95.6	95.6	100.0
total	91	100.0	100.0	

2. Which of the following is the most important quality of being a good citizen? (Select only one answer)

- Taking personal responsibility for making things better.
- Voting
- Obeying the laws
- Paying attention to government and politics
- Contacting elected officials about issues and politics
- Volunteering to help others
- Donating money to help others
- Staying informed of current issues through diverse and credible information sources

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	48	52.7	52.7	53.8
b	18	19.8	19.8	73.6
c	8	8.8	8.8	82.4
d	2	2.2	2.2	84.6
e	2	2.2	2.2	86.8
f	3	3.3	3.3	90.1
h	9	9.9	9.9	100.0
Total	91	100.0	100.0	

\*Tabulated by Dr. Dean A. Minix with the assistance of Ginger Cumbee and Marl Renfro.



3. Which do you agree with more?

- a. People disagree on specific issues, so the political system must struggle to resolve various rules and interests.
- b. Americans agree on what is right and necessary, so it should be easy to pass the laws that the people want.
- c. No opinion

	Frequency	Valid Percent	Cumulative Percent	Percent
Valid a	87	95.6	95.6	95.6
b	2	2.2	2.2	97.8
c	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

4. Which do you agree with more?

- a. Conflict is unavoidable in the process of making laws because there are so many competing groups and interests.
- b. The process of making laws is full of unnecessary conflict.
- c. No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	78	85.7	85.7	85.7
b	13	14.3	14.3	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

5. Which do you agree with more?

- a. Political parties are an important way for people with similar views to make their opinions known.
- b. Political parties do more harm than good in politics.
- c. No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	72	79.1	79.1	79.1
b	18	19.8	19.8	98.9
c	1	1.1	1.1	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

6. Which do you agree with more?

- a. Debate, disagreement and compromise are natural and necessary parts of lawmaking.
- b. Legislators spend too much time bickering and arguing.
- c. No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	77	84.6	84.6	84.6
b	14	15.4	15.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

7. Which do you agree with more?

- a. I am personally responsible for getting involved to make things better for society.
- b. Making things better for society is a job for other people and government
- c. No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	1	1.1	1.1	1.1
b	90	98.9	98.9	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

8. Which do you agree with more?

- a. One of the most important ways by which Americans are represented is through the special interest groups they belong to.
- b. Special interest groups do more harm than good in politics.
- c. No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	1	1.1	1.1	1.1
b	46	50.5	50.5	51.6
c	29	31.9	31.9	83.5
c	15	16.5	16.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



## 9. Which do you agree with more?

- Most people elected to public office work to serve the public interest.
- Most people elected to public office work to serve their own personal interests.
- No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	61	67.0	67.0	67.0
b	16	17.6	17.6	84.6
c	14	15.4	15.4	100.0
Total	91	100.0	100.0	

## 10. Which do you agree with more?

- Making laws is a complicated job best left to elected representatives.
- The country would be better off if the public decided issues directly by voting on them.
- No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	70	76.9	76.9	76.9
b	12	13.2	13.2	90.1
c	9	9.9	9.9	100.0
Total	91	100.0	100.0	

## 11. Which do you agree with more?

- Government is generally run for the benefit of all.
- Government is run by a few big interests looking out for themselves.
- No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	58	63.7	63.7	64.8
b	25	27.5	27.5	92.3
c	7	7.7	7.7	100.0
Total	91	100.0	100.0	

## 12. Which do you agree with more?

- Elected officials care about what people in their districts think and take those opinions into account in their political decisions.
- Elected officials don't care what people like me think.
- No opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	1.1	1.1	1.1
a	82	90.1	90.1	91.2
b	3	3.3	3.3	94.5
c	4	4.4	4.4	98.9
s	1	1.1	1.1	100.0
Total	91	100.0	100.0	

## 13. Rank in terms of their importance to civic literacy (content knowledge) and civic engagement (voting, community service, service learning). Rank order 1-6 (1 = most important - 6 = least important).

- An implemented research-based civic education curriculum and its relevance to youth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	28	30.8	30.8	30.8
2	26	28.6	28.6	59.3
3	15	16.5	16.5	75.8
4	8	8.8	8.8	84.6
5	9	9.9	9.9	94.5
6	5	5.5	5.5	100.0
Total	91	100.0	100.0	

- Teacher/mentor relationships

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	23	25.3	25.3	25.3
2	22	24.2	24.2	49.5
3	15	16.5	16.5	65.9
4	15	16.5	16.5	82.4
5	9	9.9	9.9	92.3
6	7	7.7	7.7	100.0
Total	91	100.0	100.0	



c. Peer support for involvement in civic activities/ programs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	21	23.1	23.1	23.1
2	22	24.2	24.2	47.3
3	21	23.1	23.1	70.3
4	14	15.4	15.4	85.7
5	5	5.5	5.5	91.2
6	8	8.8	8.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

d. Frequency, duration, intensity, and relevance of civic project

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	10	11.0	11.0	13.2
2	26	28.6	28.6	41.8
3	12	13.2	13.2	54.9
4	20	22.0	22.0	76.9
5	13	14.3	14.3	91.2
6	8	8.8	8.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

e. Reinforcement from adult role models at home and in the community

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	1.1	1.1	1.1
1	41	45.1	45.1	46.2
2	15	16.5	16.5	62.6
3	11	12.1	12.1	74.7
4	8	8.8	8.8	83.5
5	8	8.8	8.8	92.3
6	7	7.7	7.7	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

f. A final product resulting from civic engagement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	3	3.3	3.3	3.3
1	14	15.4	15.4	18.7
2	17	18.7	18.7	37.4
3	10	11.0	11.0	48.4
4	11	12.1	12.1	60.4
5	9	9.9	9.9	70.3
6	27	29.7	29.7	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

14. Who do you believe should be responsible to see that Kentucky youth become more civically engaged (voting, community service, service learning)? Rank order 1 - 7 (1 = most responsible - 7 = least responsible).

a. Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	42	46.2	46.2	46.2
2	27	29.7	29.7	75.8
3	10	11.0	11.0	86.8
4	7	7.7	7.7	94.5
5	2	2.2	2.2	96.7
6	1	1.1	1.1	97.8
7	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

b. Churches

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	6.6	6.6	6.6
2	10	11.0	11.0	17.6
3	13	14.3	14.3	31.9
4	11	12.1	12.1	44.0
5	14	15.4	15.4	59.3
6	12	13.2	13.2	72.5
7	25	27.5	27.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



c. Civic Clubs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	9.9	9.9	9.9
2	13	14.3	14.3	24.2
3	16	17.6	17.6	41.8
4	16	17.6	17.6	59.3
5	21	23.1	23.1	82.4
6	11	12.1	12.1	94.5
7	5	5.5	5.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

d. Communities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	11	12.1	12.1	14.3
2	25	27.5	27.5	41.8
3	21	23.1	23.1	64.8
4	13	14.3	14.3	79.1
5	10	11.0	11.0	90.1
6	7	7.7	7.7	97.8
7	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100</b>	<b>100</b>	

e. Families

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	55	60.4	60.4	60.4
2	14	15.4	15.4	75.8
3	12	13.2	13.2	89
4	3	3.3	3.3	92.3
5	3	3.3	3.3	95.6
6	2	2.2	2.2	97.8
7	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

f. Government

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	10	11	11	13.2
2	18	19.8	19.8	33
3	13	14.3	14.3	47.3
4	16	17.6	17.6	64.8
5	11	12.1	12.1	76.9
6	16	17.6	17.6	94.5
7	4	4.4	4.4	98.9
69	1	1.1	1.1	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

g. Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	1.1	1.1	1.1
1	10	11	11	12.1
2	8	8.8	8.8	20.9
3	9	9.9	9.9	30.8
4	16	17.6	17.6	48.4
5	13	14.3	14.3	62.6
6	10	11	11	73.6
7	27	26.4	26.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

15. How important are the following factors in changing a youth's willingness to act civically responsibly?

a. Opportunities for meaningful civic involvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	69	75.8	75.8	75.8
2	13	14.3	14.3	90.1
3	9	9.9	9.9	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



b. Recognition for civic involvement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	35	38.5	38.5	38.5
2	38	41.8	41.8	80.2
3	14	15.4	15.4	95.6
4	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

c. Socio-economic status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	18	19.8	19.8	19.8
2	11	12.1	12.1	31.9
3	19	20.9	20.9	52.7
4	24	26.4	26.4	79.1
5	14	15.4	15.4	94.5
6	5	5.5	5.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

d. Cultural Barriers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	1.1	1.1	1.1
1	23	25.3	25.3	26.4
2	26	28.6	28.6	54.9
3	20	22	22	76.9
4	14	15.4	15.4	92.3
5	4	4.4	4.4	96.7
6	3	3.3	3.3	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

e. Experienced Domestic Violence

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	1.1	1.1	1.1
1	13	14.3	14.3	15.4
2	26	28.6	28.6	44
3	19	20.9	20.9	64.8
4	15	16.5	16.5	81.3
5	5	5.5	5.5	86.8
6	12	13.2	13.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

f. Transportation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	1	1.1	1.1	1.1
1	23	25.3	25.3	26.4
2	31	34.1	34.1	60.4
3	19	20.9	20.9	81.3
4	15	16.5	16.5	97.8
6	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

g. Involvement of local government leaders with youth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	25	27.5	27.5	29.7
2	47	51.6	51.6	81.3
3	13	14.3	14.3	95.6
4	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

h. Educational experiences

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	56	61.5	61.5	61.5
2	25	27.5	27.5	89
3	10	11	11	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

i. Community

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	15	16.5	16.5	16.5
2	31	34.1	34.1	50.5
3	28	30.8	30.8	81.3
4	8	8.8	8.8	90.1
5	3	3.3	3.3	93.4
6	6	6.6	6.6	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



16. How strong is the connection between civic literacy (content knowledge) and civic engagement (voting, community service, service learning) for Kentucky youth?

- a. Very Strong
- b. Pretty Strong
- c. Moderately Strong
- d. Not Too Strong
- e. Not at all Strong
- f. No Opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	42	46.2	46.2	47.3
b	16	17.6	17.6	64.8
c	13	14.3	14.3	79.1
d	12	13.2	13.2	92.3
e	3	3.3	3.3	95.6
f	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

17. Are educators and other civic leaders attuned to civic issues that are important to youth?

- a. Yes
- b. No
- c. Not Sure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	17	18.7	18.7	19.8
b	35	38.5	38.5	58.2
c	38	41.8	41.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

18. What civic issues are important to today's youth? Rate 1-7 (1 = most responsible - 7 = least responsible).

a. Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	17	18.7	18.7	18.7
1	26	28.6	28.6	47.3
2	18	19.8	19.8	67
3	9	9.9	9.9	76.9
4	12	13.2	13.2	90.1
5	3	3.3	3.3	93.4
6	3	3.3	3.3	96.7
7	3	3.3	3.3	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

b. Churches

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	18	19.8	19.8	19.8
1	3	3.3	3.3	23.1
2	10	11	11	34.1
3	10	11	11	45.1
4	17	18.7	18.7	63.7
5	10	11	11	74.7
6	11	12.1	12.1	86.8
7	12	13.2	13.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

c. Civic Clubs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	17	18.7	18.7	18.7
1	1	1.1	1.1	19.8
2	8	8.8	8.8	28.6
3	10	11	11	39.6
4	12	13.2	13.2	52.7
5	11	12.1	12.1	64.8
6	12	13.2	13.2	78
7	20	22	22	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



d. Communities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	19	20.9	20.9	20.9
1	9	9.9	9.9	30.8
2	13	14.3	14.3	45.1
3	17	18.7	18.7	63.7
4	10	11	11	74.7
5	12	13.2	13.2	87.9
6	9	9.9	9.9	97.8
7	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

e. Families

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	17	18.7	18.7	18.7
1	29	31.9	31.9	50.5
2	18	19.8	19.8	70.3
3	13	14.3	14.3	84.6
4	7	7.7	7.7	92.3
5	2	2.2	2.2	94.5
6	4	4.4	4.4	98.9
7	1	1.1	1.1	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

f. Government

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	18	19.8	19.8	19.8
1	5	5.5	5.5	25.3
2	6	6.6	6.6	31.9
3	12	13.2	13.2	45.1
4	17	18.7	18.7	63.7
5	10	11	11	74.7
6	12	13.2	13.2	87.9
7	11	12.1	12.1	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

g. Media

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	18	19.8	19.8	19.8
1	14	15.4	15.4	35.2
2	7	7.7	7.7	42.9
3	10	11	11	53.8
4	10	11	11	64.8
5	11	12.1	12.1	76.9
6	11	12.1	12.1	89
7	10	11	11	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

19. Given your experiences with Kentucky youth, how interested do you think Kentucky youth might be in a career in each of the following?  
 1 = Very Interested; 2 = Interested; 3 = Not Interested; 4 = Not at all Interested; 5 = Not Sure

a. School teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	7.7	7.7	7.7
2	50	54.9	54.9	62.6
3	22	24.2	24.2	86.8
4	3	3.3	3.3	90.1
5	9	9.9	9.9	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

b. Medicine-Doctor/Nurse

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	19	20.9	20.9	20.9
2	61	67	67	87.9
3	3	3.3	3.3	91.2
5	8	8.8	8.8	100.0
<b>total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



## c. Local Politician

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	3.3	3.3	3.3
2	11	12.1	12.1	15.4
3	52	57.1	57.1	

## d. Mechanic

	Frequency	Percent	Valid Percent	Cumulative Percent
valid 1	4	4.4	4.4	4.4
2	40	44	44	48.4
3	26	28.6	28.6	76.9
4	7	7.7	7.7	84.6
5	14	15.4	15.4	100.0
Total	91	100.0	100.0	

## e. Farming

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	4.4	4.4	4.4
2	20	22	22	26.4
3	37	40.7	40.7	67
4	16	17.6	17.6	84.6
5	14	15.4	15.4	100.0
Total	91	100.0	100.0	

## f. Law enforcement

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	3	3.3	3.3	5.5
2	57	62.6	62.6	68.1
3	17	18.7	18.7	86.8
4	2	2.2	2.2	89
5	10	11	11	100.0
Total	91	100.0	100.0	

## g. State representative

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	3	3.3	3.3	5.5
2	14	15.4	15.4	20.9
3	46	50.5	50.5	71.4
4	14	15.4	15.4	86.8
5	12	13.2	13.2	100.0
Total	91	100.0	100.0	

## h. Sales and marketing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	11	12.1	12.1	14.3
2	61	67	67	81.3
3	7	7.7	7.7	89
4	1	1.1	1.1	90.1
5	9	9.9	9.9	100.0
Total	91	100.0	100.0	

## i. Member of Congress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	1	1.1	1.1	3.3
2	19	20.9	20.9	24.2
3	43	47.3	47.3	71.4
4	15	16.5	16.5	87.9
5	11	12.1	12.1	100.0
Total	91	100.0	100.0	

## j. Business

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	29	31.9	31.9	34.1
2	49	53.8	53.8	87.9
3	3	3.3	3.3	91.2
5	8	8.8	8.8	100.0
Total	91	100.0	100.0	



k. Plumber, Electrician, Carpenter

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	8	8.8	8.8	11
2	48	52.7	52.7	63.7
3	16	17.6	17.6	81.3
4	7	7.7	7.7	89
5	10	11	11	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

l. Artist: music, theater

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	14	15.4	15.4	17.6
2	49	53.8	53.8	71.4
3	14	15.4	15.4	86.8
4	2	2.2	2.2	89
5	9	9.9	9.9	98.9
22	1	1.1	1.1	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

m. Lawyer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	2	2.2	2.2	2.2
1	16	17.6	17.6	19.8
2	56	61.5	61.5	81.3
3	8	8.8	8.8	90.1
4	1	1.1	1.1	91.2
5	8	8.8	8.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

20. What do you think is the principle barrier to greater civic participation among Kentucky youth?

- a. Education
- b. Family
- c. Money
- d. Opportunity
- e. Time
- f. Relevance
- g. Never Asked
- h. Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2.2	2.2	2.2
a	20	22	22	24.2
b	13	14.3	14.3	38.5
c	3	3.3	3.3	41.8
d	11	12.1	12.1	53.8
e	7	7.7	7.7	61.5
f	20	22	22	83.5
g	13	14.3	14.3	97.8
h	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

21. Kentucky youth are provided adequate opportunities at school to participate in civic activities.

- a = strongly agree; b = agree; c = disagree; d = strongly disagree; e = no opinion.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	3	3.3	3.3	4.4
b	20	22	22	26.4
c	36	39.6	39.6	65.9
d	22	24.2	24.2	90.1
e	9	9.9	9.9	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



22. Kentucky’s civic and government standards (Academic Expectations and Learning Goals, Program of Studies, and Core Content for Assessment) adequately prepare Kentucky’s youth to be productive democratic citizens.  
 a = strongly agree; b = agree; c = disagree; d = strongly disagree; e = no opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	2	2.2	2.2	3.3
b	20	22	22	25.3
c	34	37.4	37.4	62.6
d	19	20.9	20.9	83.5
e	15	16.5	16.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

23. Kentucky classrooms adequately prepare Kentucky youth to be global citizens.  
 a = strongly agree; b = agree; c = disagree; d = strongly disagree; e = no opinion

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	1	1.1	1.1	2.2
b	11	12.1	12.1	14.3
c	44	48.4	48.4	62.6
d	22	24.2	24.2	86.8
e	12	13.2	13.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

24. It is important for schools to teach about civics and government.  
 a. Very important  
 b. Important  
 c. Not important  
 d. Not at all important  
 e. Not sure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.1	1.1	1.1
a	80	87.9	87.9	89
b	10	11	11	100
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

25. When you think about government classes, civics classes, or American history classes you had in middle school or high school, which of the following topics did you study. (Select all that apply)

a. Studied the Constitution

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	22	24.2	24.2	24.2
1	69	75.8	75.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

b. Studied Congress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	34	37.4	37.4	37.4
1	57	62.6	62.6	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

c. Studied the Presidency

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	25	27.5	27.5	27.5
1	66	72.5	72.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



d. Studied how laws are made.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	25	27.5	27.5	27.5
1	66	72.5	72.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

e. Studied political parties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	54	59.3	59.3	59.3
1	37	40.7	40.7	100.0
<b>total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

26. Do you support or not support?  
1 = Support; 2 = Not Support; 3 = No Opinion

a. Requiring all graduating high school students to complete a certain amount of community service to receive their diploma?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	72	79.1	79.1	79.1
2	15	16.5	16.5	95.6
3	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

b. Making classes on civics and government a requirement for high school graduation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	86	94.5	94.5	94.5
2	3	3.3	3.3	97.8
3	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

c. Making classes on civics and government a requirement for middle school.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	79	86.8	86.8	86.8
2	6	6.6	6.6	93.4
3	6	6.6	6.6	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

d. Offering every young person a chance to do a full year of national or community service and earn money towards college or advanced training.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	79	86.8	86.8	86.8
2	8	8.8	8.8	95.6
3	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

27. What additional resources do Kentucky teachers need to actively engage Kentucky youth to be productive democratic citizens? (select all that apply)

a. Instructional resources

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	16	17.6	17.6	17.6
1	75	82.4	82.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

b. Professional development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	18	19.8	19.8	19.8
1	73	80.2	80.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



## c. More defined curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	53	58.2	58.2	58.2
1	38	41.8	41.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

## d. Instructional time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	37	40.7	40.7	40.7
1	54	59.3	59.3	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

## e. Required civics course to graduate

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	37	40.7	40.7	40.7
1	54	59.3	59.3	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

## f. More weight on state assessment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	64	70.3	70.3	70.3
1	27	29.7	29.7	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

## g. Collaboration between agencies (courts, community, local business/government)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	27	29.7	29.7	29.7
1	64	70.3	70.3	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

**DEMOGRAPHIC INFORMATION:**

28. Did you graduate high school? (select all that apply)

## a. In Kentucky

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	42	46.2	46.2	46.2
1	49	53.8	53.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

## b. Outside Kentucky

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	49	53.8	53.8	53.8
1	42	46.2	46.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

## c. Public School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	41	45.1	45.1	45.1
1	50	54.9	54.9	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

## d. Private School

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	82	90.1	90.1	90.1
1	9	9.9	9.9	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



29. What race or ethnic background do you most identify with? (Select one)

- a. Asian
- b. African American
- c. Caucasian
- d. Hispanic
- e. Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	1	1.1	1.1	1.1
b	5	5.5	5.5	6.6
c	78	85.7	85.7	92.3
d	3	3.3	3.3	95.6
e	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

30. How many hours a week do you work? (Select one)

- a. 0
- b. 1 to 20
- c. 21 to 35
- d. 36 - 45
- e. 46 or more

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid a	1	1.1	1.1	1.1
b	4	4.4	4.4	5.5
c	7	7.7	7.7	13.2
d	35	38.5	38.5	51.6
e	44	48.4	48.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

31. Which income level do you fall in? (Select one)

- a. < \$20,000
- b. \$20,000 - \$35,000
- c. \$36,000 to 45,000
- d. \$46,000 to \$60,000
- e. > \$60,000

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	2.2	2.2	2.2
2	1	1.1	1.1	3.3
5	1	1.1	1.1	4.4
a	12	13.2	13.2	17.6
b	14	15.4	15.4	33
c	16	17.6	17.6	50.5
d	10	11	11	61.5
e	35	38.5	38.5	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

32. What do you think is the principle barrier to greater civic participation among Kentucky youth? Rank order from (1-8) 1= the principal barrier; 8 = the least barrier.

a. Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	4	4.4	4.4	4.4
1	20	22	22	26.4
2	19	20.9	20.9	47.3
3	17	18.7	18.7	65.9
4	10	11	11	76.9
5	6	6.6	6.6	83.5
6	6	6.6	6.6	90.1
7	5	5.5	5.5	95.6
8	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



b. Family

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	7	7.7	7.7	7.7
1	20	22	22	29.7
2	18	19.8	19.8	49.5
3	14	15.4	15.4	64.8
4	13	14.3	14.3	79.1
5	9	9.9	9.9	89
6	6	6.6	6.6	95.6
7	3	3.3	3.3	98.9
8	1	1.1	1.1	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

c. Relevance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	4	4.4	4.4	4.4
1	27	29.7	29.7	34.1
2	23	25.3	25.3	59.3
3	10	11	11	70.3
4	12	13.2	13.2	83.5
5	4	4.4	4.4	87.9
6	2	2.2	2.2	90.1
7	5	5.5	5.5	95.6
8	4	4.4	4.4	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

d. Money

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	8	8.8	8.8	8.8
1	5	5.5	5.5	14.3
2	9	9.9	9.9	24.2
3	3	3.3	3.3	27.5
4	18	19.8	19.8	47.3
5	10	11	11	58.2
6	14	15.4	15.4	73.6
7	13	14.3	14.3	87.9
8	11	12.1	12.1	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

e. Never asked

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	11	12.1	12.1	12.1
1	15	16.5	16.5	28.6
2	17	18.7	18.7	47.3
3	15	16.5	16.5	63.7
4	10	11	11	74.7
5	9	9.9	9.9	84.6
6	6	6.6	6.6	91.2
7	6	6.6	6.6	97.8
8	2	2.2	2.2	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

f. Other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	36	39.6	39.6	39.6
1	1	1.1	1.1	40.7
2	3	3.3	3.3	44
3	3	3.3	3.3	47.3
4	2	2.2	2.2	49.5
5	9	9.9	9.9	59.3
6	3	3.3	3.3	62.6
7	8	8.8	8.8	71.4
8	26	28.6	28.6	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	

g. Opportunity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	11	12.1	12.1	12.1
1	8	8.8	8.8	20.9
2	9	9.9	9.9	30.8
3	17	18.7	18.7	49.5
4	9	9.9	9.9	59.3
5	11	12.1	12.1	71.4
6	12	13.2	13.2	84.6
7	6	6.6	6.6	91.2
8	8	8.8	8.8	100.0
<b>Total</b>	<b>91</b>	<b>100.0</b>	<b>100.0</b>	



h. Time

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	12	13.2	13.2	13.2
1	6	6.6	6.6	19.8
2	8	8.8	8.8	28.6
3	11	12.1	12.1	40.7
4	8	8.8	8.8	49.5
5	11	12.1	12.1	61.5
6	12	13.2	13.2	74
7	14	15.4	15.4	74.7
8	9	9.9	9.9	90.1
total	91	100.0	100.0	100.0