



Four Year Implementation Plan: 2016- 2020

Seattle School District, Proposal Draft # 3

Submitted January 13, 2015

“That the schools make worthy citizens is the most important responsibility placed on them.”

- Franklin Delano Roosevelt

Presented to*

The Seattle School Board
Superintendent & Staff, Seattle Public Schools

Submitted by

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*Previous iterations shared in 2012, 2013, & 2014 with various SPS/Board leaders

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Note:

This document outlines the Civics for All plan and vision that so many Seattle organizations, politicians, children's advocates, teachers, and others have supported so ardently.

Nonetheless, it is a working, imperfect document – we look forward to your feedback, your suggestions, and your visions about crafting a collective implementation plan works for all. While this document is longer than anyone would like, it is hopefully a reasonable length for a significant curriculum policy proposal. Please consult the website should you have any immediate questions.

As noted, the implementation plan proposal itself is only 6 pages long (pps 12-18).

The key feature of the staggered implementation plan is that it is designed for success, for smooth integration into teachers' plans, and for ease of adoption for all of us overworked educators --- in the classroom, on the board, and amongst SPS staff as well. Goals are clear and attainable. Exhibit A of this: the first year involves mock elections, and **only** mock elections.

So whether the Superintendent Procedure 201SSP.C approach is more efficacious or the Instructional Materials Committee and adoption route seems a better fit, we can and will come up with a workable plan I trust. **One obvious course is to commit to mock elections now for next year and engage the \$250,000 KCE grant money and address the other three elements without rushing.** Either way, folks are counting on and rooting for us ---including tens of thousands of kids!

Remember: this is **the feel good initiative** that benefits all of our students, staff, and communities across the city from Lake City to Rainier Beach and from the CD to West Seattle! What's not to like about teaching kids how to become thoughtful voters and citizens?!!!

Thank you for your time, your close consideration, and Happy Holidays to you and yours.

Yours in civics,
 Hutch

Web Hutchins
 CFA Director
 SPS teacher

Executive Summary

Civics for All is a student-centered, teacher-friendly, and parent-engaging proposal to increase K-12 student knowledge, interest, and engagement in civics via a simple, proven focus on VOTING & MOCK ELECTIONS that mirror adult elections at an age appropriate scale. [Mock elections are the initiative's centerpiece](#) because they are the centerpiece of democracy, they are simple to do, and they have been piloted and used at thousands of schools nationwide as well as many in Seattle. Moreover, the act of voting is simply a metaphor for the activation and distillation of authentic student voice and wise civic decision-making that happens in school throughout the year.

The proposal calls for city-wide K-12 mock elections as a simple stand-alone in the first year, the 2016-2017 school year. After that the remaining 3 elements of the program would be slowly integrated in the following two years, with evaluation and reflection in the fourth year. 2016 is the “must” year to do this because [we have great support](#) across all communities, [the \\$250,000 KCE grant](#) is a “use it or lose it” offer, and we have a hot presidential election. The King County Elections/KCE grant provides \$50,000 per year for 5 years, primarily for publishing for SPS age appropriate, mock materials for voter registration, voter pamphlet/guides, ballots, etc.

The architecture of the pedagogical model is clear and simple, like a pyramid. The three supporting curricular elements -- [banners, CBAs, and media literacy](#) -- lend essential structure, time, and relevance for conducting meaningful mock elections and civics work the year round. In other words, without these essential elements, students would be lacking the tools to fully develop their civic identities.

Conceptually, the three elements support the annual process of building a more thoughtful and civically intelligent student body whose voting sophistication increases each year a la Jerome Bruner’s spiral curriculum.

Staggered Implementation: Four Curricular Elements

Year 1- 2016-2017

Introduce mock elections & (re)build Civics Fusion/webpage with civics curricular materials

Year 2- 2017-2018

Banner posted: Political Spectrum; media literacy element introduced

Year 3- 2018-2019

Banner posted: Essential Civics Questions; Classroom based assessments (CBAs) implemented

Year 4- 2019-2020

Program Evaluation, Reflection and Refinement

Guiding Quotes

“Civic education is, therefore, political education.”

- Encyclopedia of Philosophy, Stanford University

Civics is ethics, ethics is politics, and, ergo, civics is politics.

- Aristotle (paraphrased)

Now is the time to make real the promise of democracy, and transform our pending national elegy into a creative psalm of brotherhood.

- Martin Luther King Jr., 1963

Let's Make History On Tuesday, November 8, 2016!!!

"Picture it: Each autumn, Seattle will sizzle with youthful political energy as nearly 100 schools, 53,000 citizen-scholars and their families engage in democracy's most sacred acts: discussing issues, ideas and initiatives, choosing candidates and voting...in the nation's largest ever city-wide mock election."

- [Seattle Times op-ed about Civics for All](#), August 20, 2013 by Judi Billings and Web Hutchins

The Civics for All Initiative Has 6 Elements

The 4 Core Curricular Elements (to be instituted in order below):

1. [Annual mock elections](#) – using age appropriate “mock” voters’ pamphlets, voter’s ballots, voters registration forms – all funded by KCE; learning about candidates and issues; voter registration of family & comm. members; watching select debates, critiquing them via banners and media lit; etc.
2. Banners:
 - i. [Essential Civics for All Questions](#) - posted in every classroom
 - ii. [Political Spectrum](#) - posted in all grades 7-12 social studies classrooms
3. [Media literacy](#), esp. related to electoral politics and current events.
4. [Three Civics CBAs](#) in each year of K-12 social studies

The 2 Administrative Elements

5. [Civics website/Fusion page](#) – this is important for sharing, improving, etc.
6. [Professional Development](#) – Civics Across the Curriculum – optional but desirable

Notes:

- There was a civics page under the district's "Fusion" system – it may have already been revived under the new system – we need an online site as a sharing tool for teachers and admin alike as they plan all school elections.

- PD is outrageously expensive and hard to come by--- it not essential or a “must have” for CFA in any way.....Certainly, however, a short district –wide hour of PD would be wise practice before the first election in fall 2016. Otherwise, the board and SPS administration will have to review long-term planning options for PD.

Overlooked RCWs on Civics Education

Seattle Public Schools is failing to meet at least the spirit if not the letter of the state's expectations regarding civics education, including portions of: RCW 28A.150.210 & RCW 28A.230.095.

RCW 28A.150.210

[Basic education — Goals of school districts.](#)

A basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to (2) Know and apply the core concepts and principles.....of social sciences; **civics** and history, including different cultures and **participation in representative government....**

Findings -- Intent -- 1993 c 336: "The legislature further finds that improving student achievement will require:

- (1) Establishing what is expected of students, with standards set at internationally competitive levels; *CFA Note: civics education is a top priority in all Scandinavian countries and many Western European nations, all of whom have students who are far more civically knowledgeable and engaged than the US children.*
 - (2) Parents to be primary partners in the education of their children, and to play a significantly greater role in local school decision making; *Civics for All directly engages parents in school elections and other activities.*
 - (3) Students taking more responsibility for their education; *Civics for All does this.*
 - (5) Making instructional programs more relevant to students' future plans; *Civics for All does this.*
 - (7) An educational environment that fosters mutually respectful interactions in an atmosphere of collaboration and cooperation. *Civics for All encourages this type of teamwork in education.*
- Findings -- 1993 c 336:

(3) (e) **"Encourage collaboration among middle or junior high schools and secondary schools in developing successful transition programs** and to encourage articulation agreements between secondary schools and community and technical colleges." *Civics for All forms and features an articulated K-12 curriculum that helps clarify transitions for students moving forward.*

RCW 28A.230.095

[Essential academic learning requirements](#) and assessments — Verification reports.

(2) Beginning with the 2008-09 school year, school districts shall require students in the seventh or eighth grade, and the eleventh or twelfth grade to each complete at least one classroom-based assessment in civics. Beginning with the 2010-11 school year, school districts shall require students in the fourth or fifth grade to complete at least one classroom-based assessment in civics. The civics assessment may be selected from a list of classroom-based assessments approved by the office of the superintendent of public instruction. *Just 3 Civics CBAs for 13 years of schooling is all that is required!*

Findings -- 2006 c 113: "The legislature finds that instruction in social studies....is important to ensure a well-rounded and complete education. In particular, *the civic mission of schools is strengthened and enhanced by comprehensive civics education and assessments. The legislature finds that effective and accountable democratic government depends upon an informed and engaged citizenry, and therefore, students should learn their rights and responsibilities as citizens, where those rights and responsibilities come from, and how to exercise them.*"

[2006 c 113 § 1.]

Why is Civics for All Needed?

Most students know far too little – Because our standards are clearly too low

Current civics requirements are absolutely inadequate. Currently, in the social studies, the state of Washington (and the Seattle School District) require a shockingly low amount of civics instruction – only one Civics CBA (essentially one week of instruction) is required in [5th, 7th, and 12th grades](#).

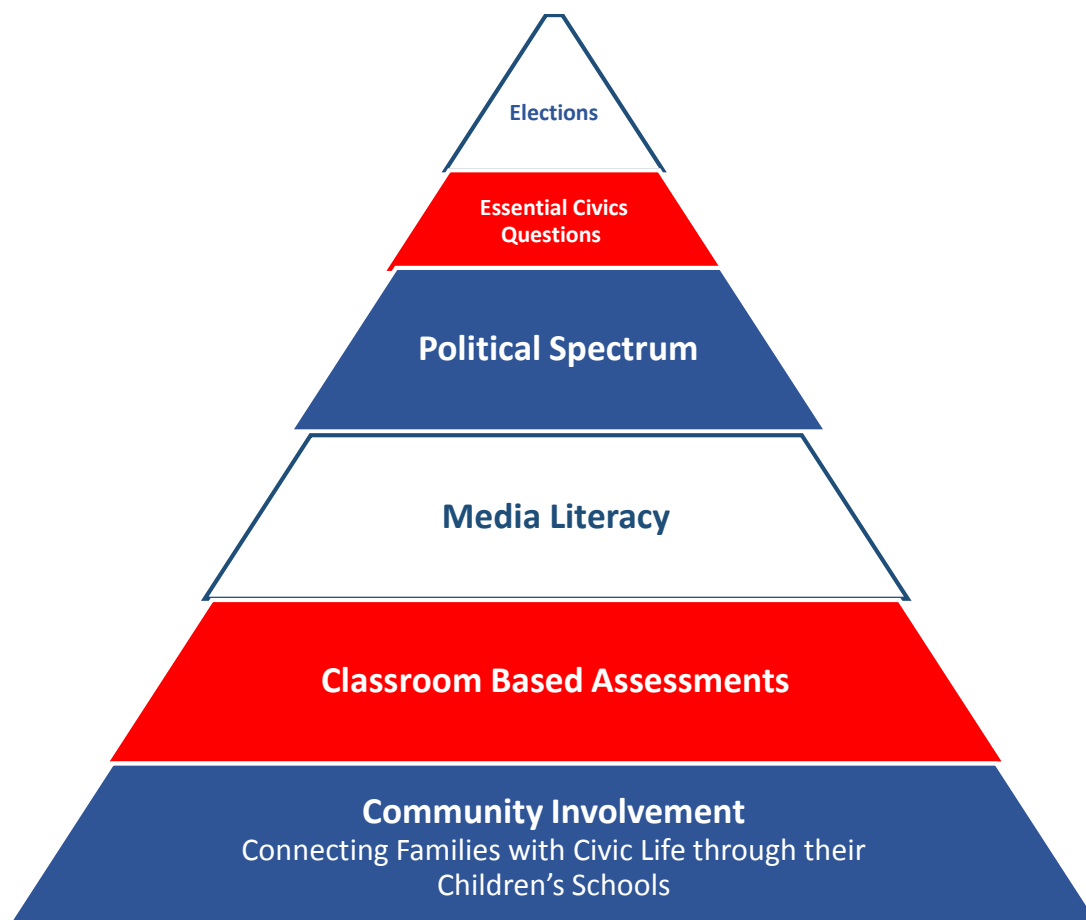
Narrative

Our democracy is in absolute crisis by every measure. Voter turnout drops to all-time lows, year after year. Less than 20% of 18-29 year olds vote in mid-term elections--as contrast, voter turnout in Scandinavia averages 83%, where

student mock elections are accepted curricular features. Most kids know little about their democracy: 75% of American [teens failed](#) the last national civics test and only 2% of 4th graders performed at the Advanced level. Further, many Seattle youth display a profound sense of alienation and apathy about their government and civic life.

Worse, research from [Yale](#), [CIRCLE](#), [Harvard](#), and [Stanford](#) all prove the obvious – the civics gap, which parallels the academic achievement gap, is [disenfranchising our youth of color at alarming rates](#). Our district's estimable work on race and equity must be enhanced with a civics component for all kids if we really want to end the scourge of institutional racism.

Civics for All provides the most efficient, efficacious, and logical solution to engaging our young people in democracy: VOTING & ELECTIONS!!! By teaching them why and how VOTING takes place we teach them and prepare them for a life time of civic awareness and involvement.



Like the massive supporting limestone blocks of a pyramid, the supporting curricular elements can stand alone, yet together they help students discover and articulate their voice in civic's summative act: VOTING!

History: Civics for All Design, Adaptation, Long Push for Adoption

The Civics for All Initiative was first presented to Nancy Coogan and Anita Morales on March 30, 2011 by Web Hutchins. On June 15th, 2011, Mr. Hutchins' Franklin High students presented the Initiative to the Seattle School Board ---see inspiring student video testimonies at www.civicsforall.org .

Since then, **the original proposal has been scaled way down.** The original proposal ([see Ed. Leadership article](#)) was to teach civics across the curriculum and intentionally integrate it into all disciplinary instruction. Since then, after wide-ranging research and consultation with teachers, numerous education think-tanks, and Seattle school district personnel, the wall to wall approach was seen as too complicated for adoption at this time, so the proposal has been refined into its present, simple form.

Essential, Overarching Philosophy: Respect for our community, our teachers, and for current curriculum plans and other SPS initiatives

Civics for All is designed to give a good, essential infusion of civics learning to our students with a minimum of increased work load on teachers and administrators. It is a feel-good initiative that the diverse communities of Seattle have already embraced -it is impossible to find any opposition to it. Likewise, the vast majority of SPS secondary social studies teachers --over fifty of them already have endorsed it, and many more teachers and administrators as well (see [Supporters](#)).

Civics for All does not dictate any pure content per se because that is the prerogative of the social studies and curriculum leaders in JSCEE. CFA is non-didactic -- e.g. we don't presume to suggest that the 4th Amendment will be covered in 4th, 8th, and 10 grade, or that, for instance, all 6th grade teachers must instruct their pupils about the lessons of Socrates during the same week of Roman history. Rather, we propose overlaid curricular elements and a summative annual autumnal experience (mock elections) that help lend relevance and civics connections to current social studies curriculum.

Our curriculum elements are designed to work within and to accentuate current expectations and parameters of SPS curriculum models and content, including the [Common Core, which aligns perfectly with CFA](#) studies. Moreover, the 4 elements offer great opportunities for sharing and development of new modalities of learning, as well as the establishment of deeper curricular, cognitive, and dispositional links between elementary, middle, high school, and the adult world, as per [RCW 28A.150.210; c 336: \(3\) \(e\)](#).

Presentations:

To date, Civics for All leadership has met/presented to the following SPS folks: (dates are approx.)

- SPS high school SS teachers with Scottie Benson(?) (old ss mgr.) (Hutchins) 2012
- SEA President John Knapp (Hutchins and Margit McGuire) 2013
- SEA board of directors (Hutchins) 2013
- SPS curriculum director Shauna Heath (Hutchins and Margit McGuire) 2013
- SPS School board C & I Committee (Hutchins) 2013-2014
- SPS -- Tolle (?), Heath, Vasquez, to discuss implementation plan (Hutchins and Judi Billings) 2014
- SPS PASS -- principals association -- (Hutchins and Judi Billings) 2013

Note: Civics for All has also been presented and well received at the [National Council of Social Studies](#) Convention, the State Social Studies Council Convention, the UW Bridge Conference, etc.

Four Year Implementation Rationale:

The four year implementation plan is a very slow roll out that is designed to give all employees (primarily social studies teachers in the 6-12 cohort) district-wide plenty of time to implement the Civics for All Initiative in a very organized, thoughtful manner which guarantees pedagogical efficacy, maximizes student learning, and sets the foundations for long-term success for all. It allows for **extensive planning in the year before** various planks in the proposal are put into classroom use. The elements that are easiest to implement are done first with the more complex ones done in the following year.

This phased in format allows for fine tuning and sharing of ideas as teachers' comfort levels with the initiative increases. Some teachers are already quite familiar and adept with these basic pedagogical tools and will hopefully help others out. Many if not most teachers and schools have run mock elections in presidential years at the very least.

Finally, by keeping it simple and emphasizing the mock election in the first year a clear statement will be heard by all: the Seattle School District places a high value on civics and on democracy! This is a great way to start!

Rationale for Each of the Four 4 Core Curricular Elements

Introduction: The Spiral Curriculum is the Unifying, Baseline Pedagogical Concept for the 4 CFA Elements

- 1) **Annual mock elections**
- 2) **Banners**
 - a. **The Political Spectrum**
 - b. **Civics Essential Questions**
- 3) **Three Civics CBAs in each year of K-12 social studies**
- 4) **Media literacy, esp. related to electoral politics and current events.**

The 4 Core Elements Provide a Crucial Spine to Our Students Civics Learning and a Best Practice Spiral Curriculum effect to our overall K-12 SPS Social Studies curriculum

Each of the elements links to, integrates with, and supports the others seamlessly. For example, if a teacher wanted to look for political bias in media coverage of the anti-immigration debate both banners would be of aid in forming a neat CBA that might also present the topic as an election issue similar to the 1940 election in America (pre-Japanese Amer. Internment) or in the 1933 appointment of Hitler as German chancellor.

The frequent and yearly revisiting of core skills, questions, and dispositions in the K-12 curriculum is a core best practice that Civics for All serves. This [spiral curriculum, developed by J. Bruner](#), is especially helpful in developing big picture ideas for students, like democracy and citizenship for instance.

As Jill Geary wrote: *"As RCW 28A.150.200(s) says, basic education is defined in part as "the opportunity to develop the knowledge and skills necessary to meet the state-established high school requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for.... citizenship." An understanding of civics is fundamental to citizenship in this country, and therefore civics should be included in the high school curriculum at a minimum, but a spiral model that revisits basics at an age appropriate level throughout K-12, combined with experiential learning opportunities would be fantastic for each child and promote the development of true analytical/critical thinking skills."*

1) Annual mock elections

Best practice – no question. Establishing this as a Seattle tradition offers so many ways to engage the students and community...

Rick Burke wrote me enthusiastically about, *“The range of possible educational tie-ins ranging from:*

- *US/State Government, current events, specific debate issues & public speaking, etc.*
- *Broad and enthusiastic support from many movers and shakers in local and state politics.*
- *The possibility of using CFA as a tool to bring legislators into the schools (which they need to fund)*

2) Banners

The banners are absolutely essential to the program for a variety of reasons:

- Most kids are visual learners, and all benefit from recurrent review and reinforcement, including call and response and other approaches.
- Helping kids succeed. Political spectrum poster – this is a no-brainer- not having a clear and easily visible representation of the political spectrum in our social studies classrooms is like not having a map, or like not having posted the periodic table of the elements in a science class. Civics is politics, as Aristotle suggested many times. The spectrum is a constant in any thoughtful analysis of most every issue that arises across the curriculum (think global warming [science], or The Great Gatsby [LA], or analysis of tax rates [math], or immigration [foreign languages], as well as the social studies. Plus kids love the contentiousness of politics so it increases opportunities for engagement, especially among at risk kids.
- [Essential Questions](#) are an established, highly versatile ["best practice"](#) with a long pedigree - they promote the sort of inquiry based thinking that is highly valued by colleges and employers. The ability to use timeless [essential civics questions](#) also offers students the foundations to devise and ask their own EQs.
- Credibility of civics: Civics has been required for decades and for decades it has been widely overlooked – teachers are stressed about standards (which are often posted on the wall) – Having civics posters in every room or schools makes a very significant statement of importance for students and teachers alike – Civics is Crucial!
- Visual Reminder – Visual Cue: [Essential Civics Questions](#) posters provide teachers with a crucial reminder not just that civics matters, but that lessons should be tied into civics: I am reminded to refer to [Essential Civics Questions](#) just because it is on my classroom wall – sometimes students even remind me to consider them! For example, in 2012, the EQ banner helped my students and I frame and analyze classic Civics questions that relate to the “Hunger Games,” to the political/financial collapse in Greece, and to the gun control debate following the elementary school massacre at Newtown. For teachers in non-social studies disciplines the civics posters will be even more essential as a prompt to teach from and a prompt to learn from – a visual cue is hugely important to help build teacher buy in and student engagement.
- Visual Continuity - Touchstones: Civics posters provide a crucial touchstone as students move from class to class and grade to grade, aiding in vertically integrated instruction and all school awareness about civics.
- Visual learners: For visual learners the banners are essential of course.
- Teacher freedom: The banners do not prescribe content to be taught – rather they offer time honored frameworks for analysis within which teachers can choose various “frames” to present material.

a) Banner – The Political Spectrum



The basic liberal/conservative dialectic is an amazingly effective & versatile pedagogical construct because it:

- 1) Offers students a clear theoretical framework of analysis for complex civic/political issues and a basis for more complex models
- 2) Empowers kids – they hear the vocabulary of the spectrum everywhere but many of them don’t know the terms – understanding the spectrum **brings them to the table** to intelligently discuss the connections between the Occupy Wall Street movement, foreign policy decisions in Libya and Afghanistan, tax policies and the cost of college, etc.
- 3) Makes differentiated instruction a breeze – it’s ease of accessibility encourages rapid upward growth through the ZPD (zone of proximal development) for low and high skilled learners alike (Vygotsky, 1978)
- 4) Provides a strong foundation for multi-year scaffolding and recursive learning via the “spiral curriculum” (Bruner, 1960)
- 5) Leverages and supports teenagers need to “individuate” and build their own identity as outlined by Erick Erickson (1950)
- 6) Most of the “Essential Civics Questions” lend themselves to easy classification on the political spectrum because they are intentionally framed to encourage dialectical analysis, or what is called binary reasoning.
- 7) Invites families into the schoolhouse conversation – year in and year out, one of the most powerful and productive assignments is the “Parent Political Interview” in which students ask their parents a mix of “Essential Civics Questions” and current events questions – many students report that it is the most engaging and empowering conversation they have ever had with their parent. Have your students try it!

b) Banner – Essential Civics Questions

All classrooms district-wide will be anchored and connected by the “[Essential Civics Questions](#)” banner. [Essential questions](#) have long been considered best practice – for engaging students and for construction of more fluid interdisciplinary curriculum design.

The expectation will be that students and teachers will weave these questions into unit plans whenever appropriate---and they are invariably relevant both for elections and current events. These banners (similar to ones already used by some SSD teachers) help K-12 students/teachers make civics connections between classes, grades, and their schools. They are an essential part of the spiral curriculum that is best practice in the best schools in the U.S., including [Coalition for Essential Schools](#) (Brown University) adherents like Nathan hale High School.

The rationale is clear: these anchor schema serve the cause of equity for all and they provide continuity of academic care, expectations, and understanding for transient students and staff as well.

The “Essential Civics Questions” help link history studies and current events issues almost seamlessly as they are based on the timeless tensions in human experience.

3) Three Civics CBAs in each year of K-12 social studies

The Civics for all initiative calls for three civics CBAs to be completed at each grade level – this dedicated time for teachers and students to spend on civics meets is an essential feature of the proposal and dovetails easily with both [state](#) and [district](#) content & skills requirements. For more info on CBAs click [here](#) and [here](#). It is understood that the wide majority of social studies classes would do one or two of the CBAs each autumn as an “Election/Voting” CBA, leaving one or two Civics CBAs for the remaining 8 months of the school years.

Some have voiced concerns that 3 civics CBAs per year is too many. Evidence and experience indicate it should not be a concern because: DBQ (document based question) CBAs are becoming extremely common in our classrooms and almost always contain civics/politics/ethics elements. CFA could accentuate this trend. Civics infused DBQ CBAs also align closely with the Common Core’s emphasis on distilling argumentative claims from complex non-fiction texts.

A typical “diet” of 3 Civics CBA’s in a given year might include:

- 1) One civics focused CBA around elections issues, debates, registration drives, etc.
- 2) One media civics CBA
- 3) One civics based DBQ CBA on a current event like Muslim immigration

CBA options around elections are endless – some examples–

- 1) Watch televised debates view/analyze with media literacy skills;
- 2) Watch televised campaign ads, view/analyze with media literacy skills;
- 3) Voter registration drives and district wide - competitions;
- 4) Essential questions connections to candidates’ platforms;
- 5) location on [Political Spectrum banner framework](#) of candidates’ positions on key issues; etc.
- 6) Discussion of Muslim immigration issue via [Political Spectrum banner framework](#);
- 7) Year round, civics issues arise constantly especially in terms of political and ethical dimensions associated with content, current events; etc.

Also, as the district website instructs: “teachers may choose from a number of CBAs that focus on History, Geography, Economics, **and Civics.**” Finally, as noted below, parameters and accountability measures will need establishment, hopefully with an emphasis on minimizing recording and filing time of scores, etc.

4) Media literacy: Civic literacy is unattainable without media literacy

- [Media-literacy](#), especially related to electoral politics and current events, will be a required objective. There are many ways to approach K-12 scaffolding of media literacy – [here are 12 good habits of mind](#)
- Current events coverage, from organizations like [CNN Student News](#) (5 min. daily segments available, no cost) and others would occur frequently to merge civic literacy with media-literacy via current events.
- Media literacy lessons are extremely popular with students and their interest in television and skills with computers and social media offer an enormous opportunity to extract more productivity from them. Great [lessons like these](#) can help immediately.
- Seattle is a nationally recognized hotbed of [civic media education initiatives](#) – there are boundless opportunities for growth and partnerships in this area. [Puget Sound Off](#), the award winning website, is a superb tool for teachers to use to cultivate civic engagement for youth in areas of personal interest.

Media literacy skills help youth:

- Develop critical thinking skills
- Understand how media messages shape our culture and society

- Identify target marketing strategies
- Recognize what the media maker wants us to believe or do
- Name the techniques of persuasion used
- Recognize bias, spin, misinformation, and lies
- Discover the parts of the story that are not being told
- Evaluate media messages based on our own experiences, skills, beliefs, and values
- Create and distribute our own media messages
- Advocate for media justice

Staggered Implementation Plan: 2016 - 2020

Early Work: Winter & Spring of 2016 Endorsements, Engaging, Planning, and Preparation for Fall 2016 Mock Election

1) **January – teacher/admin. engagement:**

(Note – in May of 2014 a district-wide Survey Monkey poll of member about Civics for All and civics education was in the process of being sent out via the Principal Communicator but never was sent out)

- a. SPS district-wide Survey Monkey poll of member about Civics for All and civics education – surveys to be conducted via Principal communicator or similar – surveys are finished and await online vetting by those who want to – they are separate but similar surveys, 40 questions each, for K-12 teachers, K-12 administrators, secondary social studies teachers (who will do most of the work with CFA of course)
- b. SEA Board of Directors discussion re: C & I comm. role, etc.

2) **January & February --- District leadership engagement**

- a. Meetings with school board members as needed
- b. **Get CFA on C & I Comm. schedule**, discuss if an Instructional Materials Committee (RCW 28A.320.230) is immediately necessary for 1st year elections, if so, planning that process
 - 1 Re adoption – since first year is simply mock elections, perhaps the committee can fast track that aspect of the proposal – K-12 elections pure and simple are, obviously, %100 time proven, best practice all school activities that have been done forever across the country
- c. Meeting(s) with Heath, Tolley, Vasquez et al as necessary
- d. Review/fine-tune implementation plans
- e. Engage the superintendent in the process with the board
- a. Late January - Tally up the Survey Monkee scores and post results for all to see, invite feedback
- f. SEA Board of Directors – Although this body is **very supportive** of the Initiative, they want to make sure membership supports it before they vote and offer their formal support
- g. Contact KCE with updates

3) **February 3 – School Board engagement and public support day for CFA**

- b. Wednesday Feb. 3 School Board Meeting –
 - 1 “Get out the vote for CFA Day” with 50 Supporters or so
 - 2 Testimony, by CFA board members, including Judi Billings, Zenrique Tellez, et al, with request and call for a motion for a board vote for support of Civics for All

- c. Principals' engagement – if necessary, Hutchins and Billings/McGuire will present to PASS again

4) **March – School board takes a formal vote on adopting the CFA Initiative**

- o board presents their recommendation to the Superintendent and given that all goes well by late March, early April:

The Civics for All Initiative is adopted! Cheers and a Deep Sigh of Relief!!!! Back to Work/Implementation

5) **April: District Publicity Machine goes into action** –THIS IS WHEN IT GETS FUN AND EXCITING – AND ITS ONLY THE BEGINNING:

- i) Inviting the community to participate in planning, envisioning, etc.
- ii) Notifying local and national media of the plan
- iii) Inviting orgs. to money, support, and engagement with the Civics for All Initiative / elections
 - o Regarding money transfers – we are a 501(c)3 – but it will be preferable to move the money through the district or the Alliance for Education, or another way

6) **April/May**

- Contact KCE with updates
- Load Civics /Fusion page with essential documents/materials
 - a. This will be quite easy
 - b. Working with Kathleen et al , we will front-load any and all documents, links, etc. that relate to civics and Civics for All onto the already established Fusion page – with Common Core connections as well
 - c. Our primary focus will be on clarity of organization – as such we will have “File Folders” for each of the 6 planks in the Initiative
- Elections Planning Packets forwarded to all SS department heads and school principals teachers: heads up about the coming year's focus: **elections**
- Schools begin their own planning – super easy –
- Each school needs to find a volunteer civics/elections coordinator on staff to begin the planning and follow through the next fall
- First task: rough estimate of voting materials needed for fall registration and voting

Year One: 2016-2017 School Year - “Mock Elections”

Key Dates:

Presidential Debates: Tues Oct. 4, Sunday October 9, Wednesday Oct 19

October 10 - Voter Registration Deadline!!!! Must be post-marked by this day

2016 United States presidential election is on Tuesday, November 8, 2016

- 1) A few quick notes about staging mock elections:
 - a. Mock elections are easy to do – pretty simple process and tons of fun of course
 - b. KCE is providing all the paperwork to make it as authentic an exp. as poss. ---
 - c. SOS (Sec. of State office in Oly) loves SPS for doing this and will provide all the support any principal wants
 - d. KCE prefers paper – SOS prefers online voting – its each schools choice – but schools who do online would/should likely do paper balloting as well to gain the habit of voting by mail in WA

2) Online Support:

- a. All materials, and website references will be made available online with the district's software – yet some docs will be available on the Civics for All site too
- b. Email contact established with principals and social studies department heads for information sharing
- c. There are many, many online voting orgs and articles, incl. [Elementary Voting](#), [KidsVotingUSA](#), etc.

3) September/October --- Materials disseminated to all schools:

- a. Age appropriate, mock materials for voter registration, voter pamphlet/guide, ballots, etc.
- b. Authentic Registration forms – for VOTERS REGISTRATION CONTESTS!
 - i. Voter's registration information (a key component)
- c. Lesson plans on Initiatives and referendums
- d. Lesson plans for debate analysis and media literacy
- e. Contact info to key parties like: KCE, SOS, etc.
- f. Ideas for Engaging parent groups, PTSA, LOWVs etc.
 - i. Schools should decide early if they want to engage parents/parent groups in the voting process and contact them
 - ii. Parents can me election monitors, vote collectors and officials, etc.

4) September/October/November:

- a. Notes/letters to Parents – suggestions for engagement, [voter registration](#), etc.
- b. Voter registration is a huge activity in the run-up to the election – see below and appendix

EDUCATOR DIRECTIONS TO CONDUCT VOTER REGISTRATION DRIVES:

For elementary schools:

- 1) For Elementary schools – principals can work with staff to determine from which grade level up would be able to responsibly carry out the 2 two basic parts of elections: voter registration of family and friends and voting at school. 3rd- 4th graders and up would likely be able to register voters perhaps.
- 2) The civics coordinator would facilitate the process
- 3) Each classroom teacher would run the process out of her/his room.
- 4) For K-4 classes there are many ways to participate in practice voting, etc. Check the innumerable websites on the topic linked on this document and online.

For middle schools and high schools:

The process is extremely simple:

- 1) For high and middle schools it's most logical, efficient, and easiest when the student voter registration drive is carried out in social studies classes
- 2) Social studies departments should choose a civics coordinator to be the "point person"
- 3) Point teachers at schools make call to King County Elections to have registration forms delivered or prepared for pickup - or this would be done centrally
- 4) Forms are distributed to all students in each social studies class with haste
- 5) Teachers spend 120 seconds reviewing how to fill in the form so students can make sure folks do it properly. [Or more if necessary.](#)
- 6) Students discuss, plan, and identify their "victims" for their registration sales pitch! You can give them whatever time you like. Get them to COMPETE to register the most – see below!!!
- 7) Students should have new voters fill out forms completely on the spot and then students "turn in" their registration forms for credit if you like.

That is all there is to it!!! See appendix below for more ideas, info, letters to parent templates describing the process, etc.

First Annual mock election – Nov. 8, 2016 - first SPS District-wide election!!!

- a. This should be a huge day of celebrating youth in democracy!!!!
- b. National press – guaranteed!!!
- c. The key to conducting the best possible school elections is to let the students be as involved as much as possible
- d. Online or offline elections---each school chooses their style
 - 1 Online via [the Sec. of State's Office](#)
 - 2 Offline –variety of basic approaches – [NYT](#) , [UVA Center for Politics](#), [Michigan Govt. TV](#) , [Fair Vote.org](#) , [National Student/Parent Mock Election](#) ,
- e. This is the major event of the fall, without a doubt
- f. After the election: Evaluation, Reflection, Refinement for the following year, etc.

Winter and Spring 2017 – begin preparations for Year Two: 2017-2018 school year

- A) Social Studies Departments begin planning methods/lessons to use the Political Spectrum Banner (gr. 6-12)
- B) Working with teachers on media literacy lessons – especially related to electoral politics – aligns perfectly with the spectrum – “identifying political bias in advertisements, speeches, etc.”
 - a) Sharing – SS and LA teachers – via Fusion and email and meetings will share ideas on how they already successfully use media in their classrooms and how they might improve their practice with it
 - b) Best practices and best lessons will be shared and used
- C) Prepping for implementation of “Essential Civics Questions” Banner- in 2018
 - a) Elementary school teachers and grade 6-12 Social Studies Teachers will discuss, choose and vote on the top 10 questions they want on the “Essential Civics Questions” Banner
 - b) Their vote will be reported to Hutchins / Heath / etc
 - c) They can use these questions informally during Year Two

Year Two: 2017-2018 school year – Implementation of Political Spectrum Banner and Media Literacy

Political Spectrum Banner - posted in all secondary social studies classrooms

- A) About 30 are already posted now! From 2013 school year.
- B) First step is to get all of the banners ordered – in process now
- C) Getting banners shipped with hanging materials to schools
- D) Teachers will be encouraged to have them up by winter break, strongly encouraged by spring break, and up for sure by the end of the year –
 - a. Or janitors do it in the summer? Probably not a good idea!

- D) Helping teachers with the Political Spectrum is focused solely in the secondary social studies – half of them already have the banner and tons of lesson plans – we will share and build everyone up to %100 capacity asap
- E) Discuss how to use the Essential Questions and the political spectrum with the election- vis a vis the candidates and the gun control initiative – KILLS TWO BIRDS WITH ONE STONE!
- F) Discuss long-term planning for year two, especially for how to integrate the essential questions in your syllabi and how to use them to connect past and present in your social studies lessons
- G) using Essential Questions with the Common Core
- H) The “*Essential Civics for All Questions*”- are going out to an incredibly diverse set of teachers and grades – we will develop a targeted package of instructional materials to go with each for each area
- I) When we email out lesson plan ideas, connections to the Common Core will be front and center
- J) Encourage teachers to do a CBA on the election in preparation for future CBA election opportunities – CRUCIAL!

Media Literacy Implementation---

SPS could adopt LA’s Center for Media Literacy’s Five Key Questions across our K-12 curriculum to build a common approach/terminology to media literacy

The Five Key Questions are:

- [Who created this message?](#)
- [What creative techniques are used to attract my attention?](#)
- [How might different people understand this message differently from me?](#)
- [What lifestyles, values and points of view are represented in, or omitted from, this message?](#)
- [Why is this message being sent?](#)

"The Five Key Questions," applied across the curriculum, from language arts to social studies, from science to art, would allow teachers to introduce core skills of critical thinking, analysis and evaluation along with the creative communication skills so necessary in a global media culture," explained Tessa Jolls , president of CML. Jolls' " [Words of Wisdom](#)" for classroom implementation are featured in the resource as guidelines to newcomers in the field of media literacy.

Actions:

- 1) Implementation of the **media literacy** program will basically involve taking the plans from the prior year’s work (see above) and involve maximizing their impact in the classroom.
- 2) Same holds true for the **CBAs** – much of the real work of putting together lessons and formats to help all teachers succeed as civics-minded instructors will have taken place in the year prior.
- 3) None-the-less we will remain vigilant about providing clear **CBA** options for teachers as important current events arise and the like – these events invariably provide opportunities to use media literacy skills and find connections to history content in the classroom or to LA work as well.
- 4) The easiest way for teachers to begin working on media literacy in their class is to share materials and/or to merge civic literacy with media-literacy via current events and to do an (electoral)

current events coverage unit in a day or a week, from organizations like [CNN Student News](#) (5 min. daily segments available, no cost)

- 5) [Media-literacy](#), especially related to electoral politics, will be a required objective, primarily in social-studies and language-arts classrooms.
- 6) Sharing – SS and LA teachers – via Fusion and email and meetings will share ideas on how they already successfully use media in their classrooms and how they might improve their practice with it
- 7) Best practices and best lessons will be shared and used
- 8) I am hoping that a local media non-profit like the UW's CCRE, or Puget SoundOff, or the UW's Common - Language Project will get involved once the district formally adopts Civics for All
- 9) Media literacy can be infused at the most basic levels or at very high levels of sophistication depending upon a range of factors. It can also leverage amazing outside resources that *extend beyond the school day* with many local NGOs, like [PugetSoundOff](#).

Prepping teachers and schools for Year Three 2018-2019

A) Banner—"Essential Civics Questions,"

B) CBAs

A) Prepping for implementation of "Essential Civics Questions" Banner- in 2018

There should be an Elementary and a Secondary set of ECQs

- a) Elementary school teachers and grade 6-12 Social Studies Teachers will discuss, choose and vote on the top 10 questions they want on the "Essential Civics Questions" Banner-
- b) Their vote will be reported to Hutchins / Heath / etc. and selections will be tallied and a final 10 SPS Essential Civics Questions will be selected and banners ordered

B) Prepping for implementation of CBAs in the Core

- a) Teachers are already familiar with CBAs, and with civics CBAs in the Core in particular, so that helps!
- b) We could recommend strongly that all teachers consider getting one of their CBAs in the Core done on the fall election – this is very easily done – many teachers already do civics CBAs with elections but do so informally
- c) I will commit to making sure this is as turnkey as possible while, at the same time providing tons of diverse approaches and meeting Core needs as well if possible
- d) **Info on clear parameters on CBAs and how to file them will be cleared with much input from Shauna Heath – this will be crucial**
- e) I will mail out as much good information and as many examples of good civics CBAs in the Core as I can
- f) Margit is sending over CBA-like info for the lower elementary grades
- g) We can also propose that social studies teachers be given PD time or department meeting time or similar to work on Civics CBAs

Year Three 2018-2019 School Year- Implementing Essential Civics for All Questions and CBAs

Teachers will receive banners in the spring prior or in September and post them in a spot that works for them in their room - hopefully not too many will be posted on the ceiling!!! (As a legendary [Franklin High teacher, Ralph Neubeck](#), used to do with his EARL posters)

Implementing Essential Civics for All Questions:

[Essential Questions](#) are an established, highly versatile “[best practice](#)” with a long pedigree – they promote the sort of inquiry based thinking that is highly valued by colleges and employers. The ability to use timeless [essential civics questions](#) also offers students the foundations to devise and ask their own EQs.

The [Essential Civics Questions](#) banner will hang in all K-12 classrooms but it will get most use in the social studies, where an excellent rule of thumb for teachers is to identify and infuse at least 1 or 2 [essential questions](#) into each unit plan, overlaying or alongside the prime questions in a given CBA or DBQ.

Most of the “Essential Civics Questions” lend themselves to easy classification on the political spectrum because they are intentionally framed to encourage dialectical analysis, or what is called binary reasoning. This is an excellent and easy way to build student understanding about the political and civic issues found in all good social studies topics and work.

Year Four 2019-2020 - “Evaluation, Reflection, Refinement”

Evaluation of the program’s efficacy will be solicited from all essential constituent parties. This will likely be done via an electronic survey but also in face to face discussions amongst key stakeholders. This process of reflection is, of course, crucial to maintaining and producing the best possible learning experiences for our kids.

If district staff seems to enjoy civics and finds that kids learn more when it is part of their schooling, the sky is the limit for improving and expanding Civics for All. Two obvious expansion areas include: Service –Learning and Legislative service-learning projects.

Also, we will want KCE to participate in this process as it will be the 4th year of their 5 year grant.

Accountability Throughout

The main accountability feature is the standard one. When the district adopts policy the chain of command is expected and required to enforce its implementation, from the superintendent to the EDs, to the principal, to the classroom teacher. The teacher is the crucial component here and the vast majority if not the entire secondary cohort is familiar with EQs, the political spectrum, media literacy, CBAs, and, of course, elections.

One fun accountability measure will be in comparing the registration successes and voting patterns from grade to grade and from school to school. I am certain we could get the Seattle Times to cover this as well as other media.

Currently, the solitary civics CBAs that are required at 5th, 7th, and 11th grade are collected electronically by most in-building social studies department chairs, and forwarded to the SSD’s social studies coach downtown. We are seeking to expand this accountability measure to include the much larger Civics for All annual crop of civics CBAs. A key consideration herein is to make the accountability system as turn-key as possible for all.

Each school will have a "Civics Coordinator" for the first 3 years of the Initiative to help facilitate implementation of the program as well as accountability. Hopefully we can find funds to pay them otherwise we would simply get volunteers to do it.

Internal accountability: the proposal is so turnkey and can improve academic engagement and achievement so quickly that as teachers experience success with the approaches they will undoubtedly share with one another.

Civics for All – In Alignment with District Goals and Plans

Seattle School District Strategic Plan: Goals for 2013-2018

- 1) Ensure Educational Excellence and Equity for Every Student
- 2) Improve Systems Districtwide to Support Academic Outcomes & Meet Students' Needs
- 3) Strengthen School, Family and Community Engagement

Goal One: Civics for All (CFA) seeks to eliminate the civics gap that is plaguing Seattle youth of color and lower-incomes, just as it is across the country. In shrinking that gap, research proves that the achievement gap in academics is shrunk too. Equity is seved in multiple ways when civics lessons are infused into our schools. [See Race & Equity page.](#)

Goal Two: CFA offers a seamless, K-12 approach to vertically aligning the curriculum district-wide with non-didactic best-practices that support increased student engagement and academic achievement while nurturing unique student civic ideals and student voice.

Goal Three: CFA's bedrock principle, that democracy and voting are shared community concerns, rests on abundant research showing that the infusion of civics studies, and especially mock elections, offers administrators and schools alike an ideal tool to build connections between the classroom and the living room and to forge stronger school\ community bonds.

Civics for All Aligns with and Supports Nearly the Entire Bevy of District Initiatives:

- CFA supports and aligns with major district Teaching and Learning initiatives, including: 1. Curriculum maps; 2. Planning backwards; 3. Danielson; 4. Common Core; 5. DBQs
- CFA supports the MTSS (Multi-Tiered Systems of Support) approach by providing curricular frameworks which offer Tier 1, 2, and 3 students to find academic challenge and success within their zones of proximal development even when heterogeneously grouped (e.g. banners provide student access to conceptual frameworks that vertically scaffold diverse learners within classrooms and across grade-levels as well)
- CFA supports district wide work on attacking the Achievement Gap and building stronger Family and Community connections between schools and families, especially in South Seattle schools.
- CFA provides equity district-wide for all students at all schools in the arts of civics and citizenship.

CFA Builds Bridges

- CFA emphasizes teaching “civics across the curriculum,” mirroring and extending prior district initiatives on teaching literacy and math across the curriculum.
- CFA elections and related activities build bridges between the classroom and the living room, between schools and the communities in which they are found
- CFA builds bridges between teachers and academic disciplines, thereby cutting down the “silo effect” between classes and grades and increasing administrative influence and curricular control on a system-wide and city-wide basis.
- CFA aligns perfectly with and supports implementation of the Common Core (SS) for secondary social studies reading and writing expectations.
- CFA aligns with and supports the District’s Instructional Services Department current work on Curriculum Alignment in the social studies, as well as science and all core subjects.
- CFA facilitates work with the Common Core in non-social studies courses with ease.
- CFA promotes use of non-fiction civics texts which social studies starved elementary school teachers crave. This is an area of enormous opportunity: using more civics texts in alignment with the Common Core Standards at the elementary level could really boost student engagement and, consequently, achievement.
- CFA aligns with and steps ahead of the federal government’s likely adoption of civics requirements attached to Race to the Top funds.

CFA will be a PR boon for the Seattle School District and will build good will city-wide — it has been absolutely embraced by the city of Seattle

- CFA helps the district respond to and frame problems as civic opportunities to grow and facilitates honest AND productive classroom, school-level and district level conversations about difficult topics in our schools and democracy — e.g. recent press releases about district problems with racially disproportionate discipline and with the race curriculum
- CFA helps fill the character education gap in our District’s strategic plan, to wit: because CFA provides for recursive analysis of the civic virtues (like the Common Good, civic duty, tolerance, honesty, respect, responsibility, fairness, patriotism, etc.) via intentional use of Essential Civics Questions, students receive opportunities for growth in character and values development that is embedded in coursework and not simply forced upon them.
 - Harvard University reports that a staggering “85% of parents want schools to teach values.”
- CFA provides a common instructional language for the entire school staff. Further, since civics is the language of values and ethics, CFA provides schools with new tools to encourage and enforce civility on campus.

- CFA views the inter-marrying of all disciplines with content, like civics, as essential to build the cognitive connectivity that marks life in the 21st century. This wholistic approach benefits students, teachers, and administrators alike because civics/politics connections are the building blocks for great citizenship, both in school and after graduation.
- CFA promotes increased participation, especially for at risk and/or minority pupils in student government and extra-curriculars; this can improve school climate, lower discipline problems, and increase academic achievement for all students.
- CFA facilitates productive scaffolding between disciplines and grades. The timeless tensions it addresses can be addressed at the most fundamental level by a first grader and at the deepest level by a 12th grader. This is crucial because the fluidity of civics/politics topics allows kids at all skill levels to achieve a certain amount of success throughout their academic career.

Alignment with National Assessments and Skill Set Emphases:

- Civics for All is “Civics in the Core” because civics studies align so smoothly with the coming Common Core State Standards’ emphasis on distilling argumentative claims from non-fiction texts.
- Civics for All aligns directly with and will facilitate student success on the “New SAT,” which is slowly aligning with the Core and will emphasize America’s founding documents and current events analysis for the first time in the history of the test.
- Civics for All cultivates “21st Century Skills,” Including: Creative and Critical Thinking, Communication Skills, Collaboration skills, Growth Mindset and Perseverance

Common Concerns/Reservations About New Adoptions Like Civics for All:

Time:

- **School Board Time crunch:** Members feel overwhelmed with all the other agenda items/plans/adoptions/work on the docket –
- **Classroom/school day time crunch:** Is there time for mock elections and Civics for All in our time stressed school days?
- **JSCEE Administration Efficacy and Expediency**

Politics:

- **Political capital:** Is pushing for Civics for All the wisest use of school board and school board members’ capital with SPS administration?
- **The Seattle Process:** have all constituent groups been engaged?

Alignment: How well does Civics for All align with other district programs and agendas? Quite well indeed!

Brief Answers and Links Addressing Common Concerns/Reservations....

School Board Time crunch: Members feel overwhelmed with all the other agenda items/plans/adoptions/work on the docket

- The SPS SB has overwhelming amounts of work, but as with any administrative position, but top 10 priorities are chosen early – if a proposal is not a priority it becomes a nagging bother of course – the good thing about Civics for All is it is an unabashedly and absolutely student-centered proposal – it is all positive and almost zero contentiousness – almost everyone in Seattle supports democratic citizenship education
- Best of all – Civics for All aligns smoothly with virtually every major initiative/program/adoption in SPS and serves to laterally and vertically integrate core curriculum and objectives across the district
- **JSCEE Administration Efficacy and Expediency**
 - There are tremendous gains/advantages for administration with CFA– click here
- **Classroom/school day time crunch:** Is there time for mock elections and Civics for All in our time stressed school days?
 - Absolutely. Many schools already do mock elections – I’ve run them before and K-12 social studies curriculum standards and requirements all require multiple CBAs, with civics as a choice for all of them. time exists for the elections and 3 CBAs per year
- **Politics:**
 - **Political capital:** Is pushing for Civics for All the wisest use of school board and school board members’ capital with SPS administration?
 - Again, Civics for All is a wildly popular proposal (see all orgs and individuals on Supporters page), esp. with parent groups– the number one constituency for administrative staff as well as the board!
 - It is a way to forge positive alliances and build bridges between all stakeholders, not just the board and admin., but also teachers, race equity leaders, civics experts, etc.
 - **The Seattle Process:**
 - **The work of the Seattle Process has mostly all been done – stakeholders across the city have already considered and committed to it – they love it.** Civics for All could and should be adopted in such positive, smooth manner that is a rebuke to the stalling delays that characterize the worst of the Seattle Process!

Alignment: Civics for All aligns with other district programs and agendas

1. Seattle School District Strategic Plan: Goals for 2013-2018

2. Common Core

1. CFA promotes use of non-fiction civics texts which social studies starved elementary school teachers crave. This is an area of enormous opportunity: using more civics texts in alignment with the Common Core Standards at the elementary level could really boost student engagement and, consequently, achievement.
2. Civics for All is “Civics in the Core” because civics studies align so smoothly with the coming Common Core State Standards’ emphasis on distilling argumentative claims from non-fiction texts.
3. Restorative justice – CFA aligns directly with the crucial objectives of the restorative justice movement, e.g.: eliminating disproportionality in discipline, academic achievement, empowering student voice, etc. Further, like restorative justice, Civics for All offers improved understandings about these issues by building bridges between students, schools, families, and the community.
4. Testing issues – CFA might help engage our youth in age appropriate discussions about standardized testing, including the SAT, because CFA will facilitate student success on the “New SAT,” which is slowly aligning with the Core and now emphasizes America’s founding documents and current events (media literacy) analysis for the first time in the history of the test (Founding Documents and Great Global Conversation).
5. Academic disproportionality –
 1. CFA promotes increased participation, especially for at risk and/or minority pupils in student government and extra-curriculars; this can improve school climate, lower discipline problems, and increase academic achievement for all students.
 2. CFA helps make the Common Core accessible to kids of color, helping to eliminate the savage inequities in civics education and across the K-12 system.
 3. Evidence for civics efficacy in this domain is unimpeachable – see Race & Equity page and research.

Alignment with other domains:

1. CFA supports and aligns with major **district Teaching and Learning initiatives**, including: 1. Curriculum maps; 2. Planning backwards; 3. Danielson; 4. Common Core; 5. DBQs
2. CFA supports the MTSS (Multi-Tiered Systems of Support)
3. Vertically integrated curriculum – see “Promotion of the K-12 “spiral curriculum”
4. Curriculum Alignment – CFA aligns with and supports the District’s Instructional Services Department current work on Curriculum Alignment in the social studies, as well as science and all core subjects.
5. Middle school social studies adoption (2015) – CFA aligns perfectly with the content selections and especially the dispositions and skills emphasized e.g. “Reading Like a Historian,” which Kathleen Vasquez, SPS Lit. and SS manager rightfully calls “disciplinary literacy.” “Reading Like a Historian” is the brain-child of former UW Ed. prof. Sam Wineburg, and is central to the CFA approach to sorting out facts and arguments in historical/political frameworks.
6. Arts Initiative – arts media and civics align wonderfully

7. Achievement Gap – see [Harvard article](#)
8. Character education because CFA provides for recursive analysis of the civic virtues (like the Common Good, civic duty, tolerance, honesty, respect, responsibility, fairness, patriotism, etc.) via intentional use of [Essential Civics Questions](#), students receive opportunities for growth in character and values development that is embedded in coursework and not simply forced upon them. Harvard University reports that a staggering “85% of parents want schools to teach values.”
9. Pre-K – TBD
10. Writing across the curriculum see Common Core
11. 21st Century Thinking Skills – [P21 Framework](#)
 1. e.g. Learning, Literacy, and Life Skills, including: Critical Thinking, Media Literacy, Leadership, etc.

Budget

One-time foundational expenses:

- 1) All classroom civics banners – \$ 99,000 (\$30 per vinyl banner for 3300 classroom teachers)
 - 2) Gr. 6-12 Soc. Studies political spectrum banners – \$ 4500 (\$30 per vinyl banner for 150 approx. teachers)
- Note: approximately 30 SPS sec. Soc. Studies teachers are already using the political spectrum banners
- 3) Enhanced SPS Civics webpage – \$ 1,000 – 3,000 ???

Total: \$ 105,000 (approx.)

Annual expenses:

- 1) “Civics coordinators” — \$40,000 per year – **Optional** –
- 2) Elections — \$ 50,000 per year – KCE ([King County Elections has granted \\$50,000](#) per year for five years for mock elections materials)
- 3) Administration of CBA filing (poss. labor expense—entering civics CBA into downtown data bases takes time – an alt. solution is poss. perhaps since these are not state required CBAs) – \$5,000 approx. – process TBD

Total: \$ 45,000 (approx. and not essential per se as volunteers are likely to step forward)

Explanation of expenses

- 1) “Civics coordinators”—One per building — annual, recurrent expense— \$300-600 depending on size of school, difficulty of job— 97 schools total in SSD and approximately 80 full size schools - optional
- 2) Elections – [King County Elections will cover expenses](#)
- 3) Essential Civics Questions Banners Banner on all 3100 classroom walls
- 4) Pol. Spectrum banners—on all 145 social studies gr. 6-12 classroom walls

Other potential Expenses:

- 1) Professional Development

a. \$\$\$ per day of PD?

2) Core Texts, e.g. - optional

a. [True Patriot](#), Eric Liu and Nick Hannauer, Seattle, 2007. \$10 per student for gr. 6-12 students

- if the initiative was adopted we could undoubtedly get this duo to donate 10,000 copies of their excellent book, *True Patriot*. [Eric Liu is a big supporter](#) of our work.

Fundraising and legalities:

There is no immediate need to raise money, however this should be one of the easiest initiatives to fundraise for should we need to. People have already offered donations which have been turned down for the time being.

The Alliance for Education offered a few years ago to receive/channel donation money for Civics for All.

A lead attorney and manger at Foster Pepper PLLC is working on opening a 501c3 account for us if it is deemed necessary and is also outlining additional copyright documents, etc.

Appendix

“The Banners”

The political spectrum and the essential questions.

There are in the proposals’ frameworks- they are essential tools in critical thinking – [click here to see the website](#) for more information



CIVICS FOR ALL ESSENTIAL QUESTIONS

- 1) How should we define the “Common Good” and how can young people help one another to work for it?
- 2) Should government take an active or passive role in our economy and society?
- 3) To what extent should wealth increase a citizen’s influence and power in a democracy?

See the rest of the [questions online click here.](#)



Seattle Public Schools and the 2012 Election Season:

Community Voter Registration Drive

Teaching students the value of empowering others by
registering community members to vote!

Hi Civics Supporters and Colleagues,

This document was written to make it easy for you to run a community voter registration drive at your elementary, middle, or high school. As such the document is in **Word Doc** format--- feel free to change it anyway you like and please send me any suggestions for clarifying improvements! Thanks.

Listed below is some basic information and directions about how social studies teachers, administrators, and others throughout any district can give students the knowledge and materials to register eligible citizens to vote. **Voter registration** is an absolutely super civics education opportunity – and it takes very little time.

Remember, there are two categories of voter registration in schools:

- 1) **Registering 17 and 18 year old students at your (high) school** – for info, see your school's social studies department head, or register [online at the WA Sec. of State Office](#), or order registration forms from [King County Elections](#).
 - a. **Registering all seniors to vote is a commitment that SPS senior social studies (government) teachers made back in 2012** for all SPS high schools. These students can also be superb leaders and helpers in organizing the broader objectives of the Community Voter Registration Drive explained here.
- 2) **Registering non- students – including immediate and extended family** members, friends and families and community members, see other registration options below. **THIS IS THE FOCUS OF THIS DOC!**

Community Voter Registration Drives are Top Shelf Civics Activities!

In Action: E Pluribus Unum and Working for the Common Good:

Basic Overview and Rationale:

The educational goal of a voter registration drive is to provide students with the powerful and memorable civic experience of helping others to become active voters. Students are given all of the information and voter registration forms that they need to go out and get as many of their family members and eligible friends, neighbors, and community members as possible to sit down and fill out the simple, one page registration document. I've had kids register people at church, basketball games, and many other neighborhood places in South Seattle.

I hope you will give it a shot – it is super easy to do (King County Elections will deliver you the single page registration forms!!!!) and I guarantee your students will profit from the experience. I have done this for years with 9-12 graders and it is wonderful: *the kids feel proud about their work, they learn about the process, they gain a sense of agency in empowering others, it takes very little instructional time, and offers great extension activities if you like.*

Also, **Community Voter Registration Drives bring great dividends to your class:** Since they occur early in the year, voter registration drives offer:

- 1) a memorable touchstone experience as your social studies class:
 - a) moves forward for the rest of the year, and,

- b) as it studies the election and its aftermath, *including the anticipated analysis of how low voter turnout and registration issues affected the final vote* (this is a good issue to note/study in advance).
- 2) a way to build unity within classrooms, departments, schools,
 - 2) an opportunity for low-skilled kids to succeed and get off to a strong start in class,
 - 3) leverage to increase student interest in the elections, civics, etc.
 - 4) An enormous, unlimited selection of extension activities --- especially around pre and post election interviews and discussions.

Legalities:

The SSD Legal Department has signed off on this district wide “Get Out the Vote” effort with the provision that it be conducted with an absolutely non-partisan ethos and process. This is as it should be, of course. Also, FYI, attached below/or online is Legal’s 8/31/2012 email “*Re: Election, Initiative, Referendum, and Levy Related Activities - Guidelines for School District Personnel.*”

Crucial dates:

Early October --- All registration forms must postmarked by **early** October-or dropped off at KCE
First Tuesday in November – Election day!

REGISTERING VOTERS IS EASY!!!!

THE TEACHER TO STUDENT TO FAMILY/COMMUNITY CONNECTION

Deciding how many forms to order per school:

*** 3 registration forms per student is the average – some register none and some register 5 or 6. Therefore, a school with 1000 students should get 3000 forms, while 4A schools might order 4000 – 6000.

*** Note: 1000s of forms seems like a lot but it is not – 5000 is equivalent to ten reams of copy paper or one box of it. And, it is ok to have extras! They keep and can be returned or simply kept for future registration efforts.

EDUCATOR DIRECTIONS TO CONDUCT VOTER REGISTRATION DRIVES:

For elementary schools:

The process is extremely simple:

- 5) For Elementary schools – principals can work with staff to determine if there is enough time to do this assignment/activity this year. If so:
- 6) For Elementary schools – principals can work with staff to determine from which grade level up would be able to responsibly carry out the basic requirements of the process. 4th graders would likely be able to register voters perhaps.
- 7) A point person would have to be chosen and then simply follow the directions above, except:
- 8) Each classroom teacher would run the process out of her/his room.

For middle schools and high schools:

The process is extremely simple:

- A. For high and middle schools it’s most logical, efficient, and easiest when the student voter registration drive is carried out in social studies classes
- B. Social studies departments should choose a registration “point person”
- C. Point teachers at schools make call to King County Elections to have registration forms delivered or prepared for pickup
- D. Forms are distributed to all students in each social studies class with haste

- E. Teachers spend 120 seconds reviewing how to fill in the form so students can make sure folks do it properly. Or more if necessary.
- F. Students discuss, plan, and identify their “victims” for their registration sales pitch! You can give them whatever time you like. Get them to COMPETE to register the most – see below!!!
- G. Students should have new voters fill out forms completely on the spot and then students “turn in” their registration forms for credit if you like.

That is all there is to it!!!

Related process info/ideas for planning, motivation, etc.

- 1) Clip boards can be very helpful in this vein of civic work – plus kids love them because it makes them feel more officious!
- 2) Participants can earn Community Service Learning Hours at most schools
- 3) Each student should attempt to register as many folks as possible, including: all family members, and at least 2-6 other adults - that has been a reasonable goal over the years – obviously the “availability” of folks to register will vary from neighborhood to neighborhood – ambitious students can go search out folks to register beyond the confines of their neighborhood
- 3) **Participation can be maximized in many ways:**
 - a. Have students **COMPETE** against one another in a given class (**KIDS LOVE THIS**), have your classes compete against other classes for most completed, turned in forms, whole grades can compete against one another, or even schools.
 - b. Encourage students to “Get the Vote Out” in their neighborhoods, places of worship, even the mall. It takes so little time and *is very rewarding for the students* - and brings their families into the school/politics nexus in a powerful way.
- 4) Non-essential notes: a) for that small percentage of kids who do not have social studies this fall, a simple note or two in the bulletin can get them in, b) registering seniors in class or at school in a larger group can be made into a great ceremony and learning opportunity on occasion.

Internet resources

[Washington State Elections](#) – Sec. of State’s Office

- Note: in mult. languages

[King County Elections](#)

- Note: in mult. languages

[League of Women Voters \(King Co./Seattle\)](#)

VERY IMPORTANT FOR SOME FAMILIES: Both provide background data for any students' family members that might have questions about eligibility to vote.

I hope these documents are helpful in your efforts to push voter registration and participation with your students. Feel free to contact me if you have any questions!

Yours in Civics,
Hutch

Civics for All in News

Tireless quest for more civics instruction winning backers ...

Originally published Friday, April 4, 2014 in the *Seattle Times*

King County Council Votes Unanimously to Support Civics for All!

Originally published Monday, March 17, 2014 on Metropolitan King County Council Website

Seattle City Council Votes Unanimously to Support Civics for All!

Originally published Monday, March 17, 2014 on Seattle City Council Website.

City & County Councils Support Civics for All Initiative

On March 17, 2014 the Seattle City Council and King County Council passed tandem “Resolutions of Support for the Civics for All Initiative.” The 9-0, 9-0 unanimous votes signify a major voice of support for the Seattle School District to adopt Civics for All in the Seattle Public Schools.

For PD here is the proposal for Day One:

The Civics for All Initiative: Professional Development, first day

Tentative proposal for Fall 2016 or 2017

Logistics:

- a) All schools and staffs will remain in their buildings
- b) All schools will follow the same Activity schedule, with some differences in Common Core text readings for elementary and secondary levels
- c) All staff meeting rooms should be wired to receive real-time Skype presentations

Activity Schedule:

Introduction:

- 1) Introduce Civics for All idea and give rationale
- 2) Inspirational speech from Justice Sandra Day O’Connor, via Skype
- 3) Motivating words from Superintendent Nyland, via Skype

Morning Session:

- 1) Defining civics – developing a shared understanding
- 2) Establish rationale for need for citizenship education
- 3) Sharing what we already do successfully civics-wise
- 4) Read excerpts on civics from masters: Aristotle, Jefferson, Parker, et al.
 - a. Using Common Core literacy standards
- 5) Hand out and review examples of inter-disciplinary lessons - e.g. civics in science, civics in special ed., etc.
- 6) Review lessons learned so far

Break

- 7) Review the district civics website page/Fusion - show folks the lessons they just used;
- 8) Have small groups create new interdisciplinary lessons with prompts and texts;

- 9) Watch video of great civics lessons in non-social studies classes;
- 10) Review Rationale as link to
- 11) Review pedagogical underpinnings (spiral curriculum and Erickson's stages of development)

Lunch

- 12) Watch Annenberg democracy video
- 13) Non-fiction texts and the Common Core;
 - a. examples with TTTT and RA
 - b. finding the right text, developing questions and modes of inquiry, using evidence to build an argument
 - c. Using and inculcating "Civics for All Essential Questions" and the political spectrum into civics lessons;
- 14) Voting and elections - discuss voting options and procedures for November; 15) Media literacy and civics - how to infuse into your classroom.

END OF PD day 1.

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A community commitment to Democracy – from KidsRVoting.org

The Kids Voting Approach to Civic Education

If our children are to become the ideal citizens of tomorrow, we must make them educated and engaged today. This process requires more than a basic understanding of government. Instead, we must build their knowledge base while also cultivating the dispositions and habits required by the duties of citizenship. In order to do this, schools must take a dynamic, and multi-faceted approach. The influential Civic Mission of Schools report (Carnegie & CIRCLE, 2003) outlined six promising approaches to civic education. The Kids Voting program directly utilizes four of these practices to create a learning experience that results in dramatic and long-lasting effects.

The approaches are:

1. Provide instruction in government, history, law and democracy.

The Civics Alive! curriculum serves to instill a foundational understanding of how our government works. From government to history to law, Civics Alive! ensures that students have a firm grasp on the complexities and intricacies of American democracy. Beginning in the earliest grades and continuing all the way through high school, the Civics Alive! curriculum aids students in developing the knowledge and understanding necessary for lifelong democratic citizenship.

2. Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.

What makes the Kids Voting approach to discussion so effective is its use of various political agents and events. First, KVUSA coordinates with the election cycle to capitalize on the increased energy and interest in politics. Second, KVUSA strongly incorporates mass media into discussion. This not only injects the students into the national conversation, but it also assists in building strong media literacy skills. Third, and most importantly, the KVUSA approach bridges the classroom with the home.

By uniting the two most important arenas for political socialization, KVUSA is able to increase the amount and duration of its effects. These effects include, but are not limited to, increased news consumption, increased deliberative dispositions, and development of an individual political identity.

3. Design and implement programs that provide students with the opportunity to apply what they learned through performing community service that is linked to the formal curriculum and classroom instruction.

An effective civic education must transcend the classroom walls and reach into the community. That is why KVUSA couples the Civics Alive! curriculum with the Destination Democracy program. This program offers students the opportunity to interact with community members by

working at a polling station or volunteering on get out the vote campaigns. This opportunity to employ their classroom lessons in a real political environment allows students to establish independent political identities and increased political efficacy.

4. Encourage students' participation in simulations of democratic processes and procedures

The Kids Voting program culminates in students participating in a mock election. This election focuses on the same issues being addressed in the real election and even uses a ballot that mirrors the real one. This process helps dispel the myths and mysteries of the voting booth. Furthermore, research shows that simulations develop improved civic skills and are integral to fostering interest in politics, service, and local government.

The remaining two approaches identified in the report, encouragement of student participation in school governance and offering of extracurricular activities, are better suited to be addressed by the individual schools. However, while not directly addressed by KVUSA, these two approaches certainly benefit from the energized political atmosphere created by Kids Voting participation.

Kids Voting Effects

The multifaceted, political immersion approach of Kids Voting is unique in its ability to cultivate the skills and desire necessary for long term political engagement. Thanks to numerous rigorous studies, KVUSA can claim the following outcomes.

Kids Voting has wide-reaching impact on civic development

Kids Voting is able to create wide-reaching effects because it incorporates the most powerful agents of political socialization: schools, elections, families, peer groups, and mass communication. By instituting such an inclusive program, KVUSA has dramatic effects on a wide range of civic development measures. Students exposed to KVUSA curriculum demonstrate higher levels of news attention, cognition, discussion with parents and friends, deliberative dispositions, and civic identity.

For example, in terms of news attention, one study found that 76% of participants reported frequently or occasionally watching news about the campaign on television and 73% reported following the campaign on the radio. After the passage of one year, participation is associated with increased social capital through higher levels of political activity at school and higher levels volunteering in the community.

Kids Voting is a catalyst for long-term civic engagement

The most impressive aspect of KVUSA is the lasting impact of the curriculum. One year after the initial participation, KVUSA demonstrated effects in 21 of 25 curriculum measures. Specifically, KVUSA netted positive effects in levels of media use, discussion, cognition, opinion formation, and civic participation. In fact, students demonstrated *increased* levels of cognition, deliberative habits, and ideology. Table 1 illustrates the curriculum's influence compared to the effects of individual and family background. After looking at the table, the most important benefits become apparent. Kids Voting USA participation has the largest impact on media and discussion habits. This is important because frequent media use and discussion are the building blocks for lifelong engagement.

Moreover, KVUSA's influence remained significant for the following measures a full *two years* after participation: attention to Internet news, frequency of discussion with friends, testing opinions in conversation, support for unconventional activism, volunteering, and campus activism. Kids Voting USA is able to achieve these effects because students develop the self-sustaining democratic habits of news consumption and discussion.

A community commitment to Democracy

Summary of Kids Voting Effects One Year Later (% of Variance Explained)

*Note: While Kids Voting accounted for an increase in variance in all 25 tests, the results were not statistically significant for the following items: opinion confidence, party identification, support for unconventional politics, and intention to vote in 2004. This simply means that chance cannot be ruled out as the cause of the variance.

**Source: CIRCLE. (2004, September)

Kids Voting serves as a catalyst for deliberative democracy

Deliberative democracy rests on the very principle that citizens should desire to test their opinions

out in conversation. Kids Voting USA prepares students for this form of discursive citizenship by developing the necessary democratic dispositions. Specifically, numerous studies demonstrate that KVUSA promotes willingness to disagree, willingness to listen to opponents, testing out opinions in conversation and challenging the views of parents. Furthermore, students participating in the KVUSA program significantly expand their discussion networks. This broadening of discussion networks increases the likelihood of encountering differing opinions. When you couple the participants growing news consumption with their expanding discussion network, you find a strong foundation for deliberative democracy.

Kids Voting closes the civic education gap

Great divides in political involvement still exist along racial and socioeconomic status lines. Therefore, any successful civic education program must work to narrow these gaps. In numerous studies, KVUSA has demonstrated that ability. For example, low-SES students and parents from San Jose closed gaps in political knowledge, media use, discussion, and opinion formation after participating in the program. Moreover, Hispanic students in El Paso County narrowed or completely closed gaps in attention to news, attention to a state amendment enforcing English only instruction, knowledge, integration of new information, willingness to listen to opposing views, willingness to disagree, and support for conventional politics. These dramatic changes illustrate KVUSA's ability to close the civic education gap.

Kids Voting creates civic bonding of the school and family

The two most important environments for civic growth are the school and the family. Working independently, these two spheres tend to have impacts that are marginal and fleeting. Kids Voting unites these two spheres to create long-term changes at the individual, family, and community levels. Kids Voting USA participants, inspired by classroom activity, demonstrate increased levels of student-initiated discussion at home. This discussion then spurs increased news attention and knowledge among children and parents. These new habits serve to create a political environment at home that is self-sustaining.

The effects at home then boomerang back to the school by parents encouraging their children to more freely express themselves in class discussions (see figure 1 for a diagram of this process). KVUSA then enlivens the community by growing discussion networks and prompting greater intention to vote among the participants and their parents. Additionally, one study showed that KVUSA participation in 2002 predicted the following civic involvement measures for parents in 2004: news attention, cognition, discussion inside and outside the home, deliberative habits, support for unconventional participation, volunteering, and activism.

Kids Voting's positive effects on voting perceptions and turnout

Central to the KVUSA mission is increasing the importance of voting among youth and increasing voter turnout rates among adults. While this may seem too lofty of a goal, the KVUSA program is up to the task. As a result of the inclusive, multifaceted approach, seventy-six percent of participants reported that it is important for people to vote on Election Day. Even more encouraging is the uniformity shown across grade levels. This helps to dispel the myth that civic education has little effect at the high school level. These results beg the question: does this increased importance of voting translate to actual voting when participants become of voting age?

The short answer is yes. An analysis of voter turn out rates in Kansas demonstrated that KVUSA not only increased voter turnout in the short run, but it also increased voter turnout over time. Additionally, first time voters in counties using Kids Voting "voted at a higher rate than their counterparts in other counties" (Linimon & Joslyn, 2002, p. 25). Specifically, the voting rate for registered 18 year-olds was six percentage points higher for kids participating in KVUSA than those not participating.

In addition to increasing positive perceptions and first-time voter turnout, KVUSA is associated with increase voter turn out among parents. For example, one study compared selected areas in 15 states to comparable areas in the same vicinity that did not utilize the Kids Voting program. The researchers found that the 15 areas using KVUSA demonstrated a 2.2% increase in turnout. This is by no means an isolated finding. Similar studies have found that areas using KVUSA

demonstrate a 1.7-3.9% increase in voter turnout. Furthermore, two studies using post-election surveys tried to isolate the specific influence of Kids Voting by asking if the program was the *determining factor* for their decision to vote.

The first study of an Arizona statewide election found that 2.6% of *all voters*, not just parents of participants, said that Kids Voting was the determining factor for their decision to vote. This translates to an additional 50,000+ voters going to the polls on Election Day because of Kids Voting USA. The second survey spanning five states found that 2.9 percent of registered voters stated that they cast their ballot “solely due to the existence of the KV program” (Merrill, 1993). These findings cannot be understated. Kids and parents are becoming more politically aware and engaged, and this energy is compelling them to go to the polls and cast their votes.

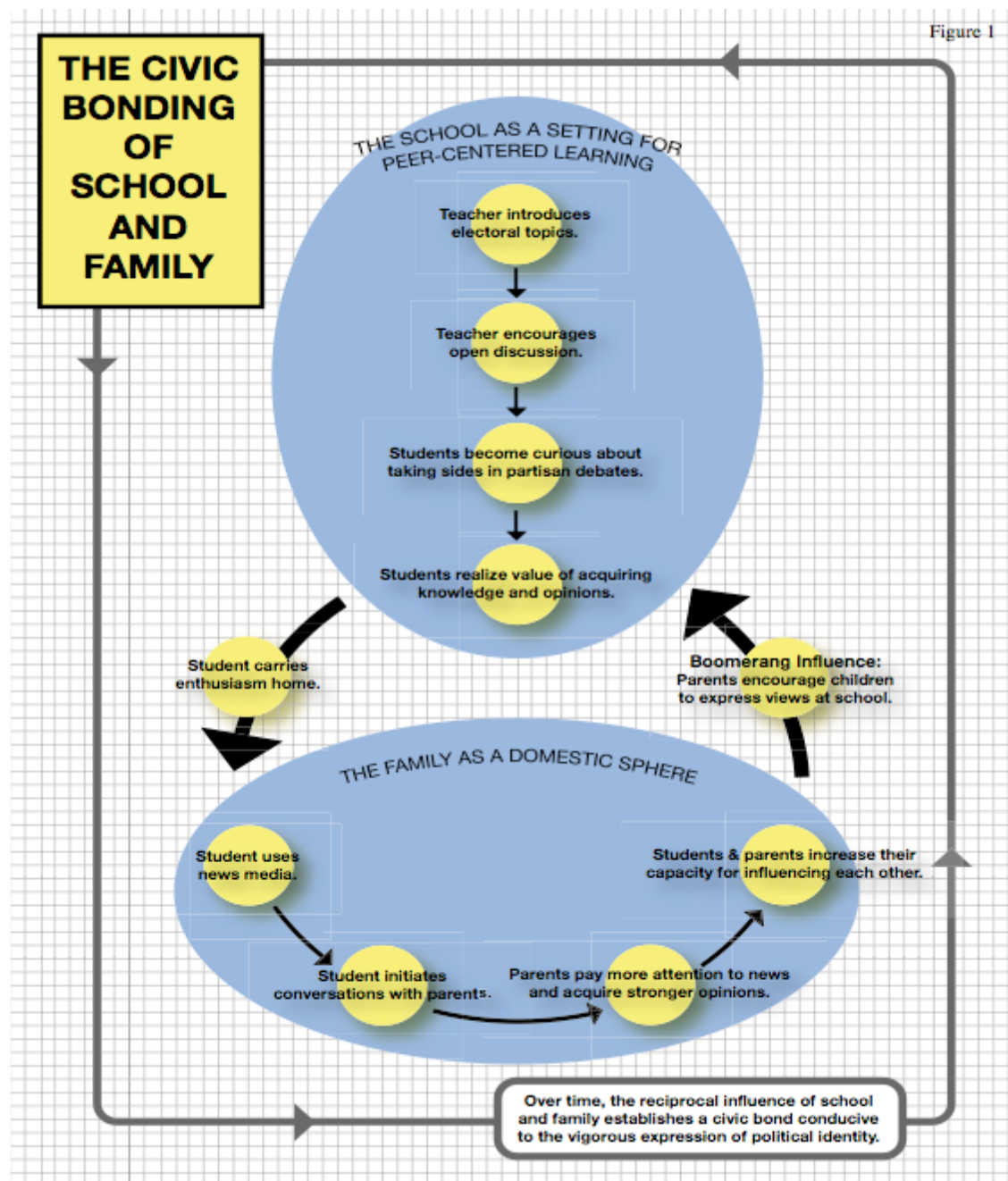
The overall impact of Kids Voting

As the above results outline, KVUSA transforms the major aspects necessary for knowledgeable and engaged civic participation. The program equips students with the habits and skills necessary for a life of civic participation. KVUSA gives rise to a lively domestic sphere that encourages the sustained political growth of the parent and child. This blossoming domestic sphere then feeds back into the school and community by transforming the norms of political engagement and discussion.

Supported by a revitalized domestic sphere, students have the confidence to actively participate in classroom discussion. They begin to broaden their discussion networks and when the time comes, they increase their voter turnout rates. Adults too are caught up in the wave of political engagement. Adults begin following and discussing politics with a broadening array of people, and like their children, they flock to the polls in higher numbers. All of these agents and effects seamlessly combine to create a community committed to democracy.

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Banner Bids for Pol. Spectrum and Essential Civics Questions Banners From: "The UPS Store 6129 (Ballard - Seattle)"
To: "Web Hutchins"

Sent: Monday, September 17, 2012 10:25:34 PM Subject: Price Quote Banner Hi Web, I know you have put a lot of efforts in this and I hope your proposal goes through. Below are the price quotes for banners: 9

- 1 - Banner 2 feet long and 10 feet wide (last one you picked up on Sunday):
- 2 • 1 Banner: Retail \$115; discounted price for you \$100 plus \$0.50/grommet
- 3 • 50 Banners: Retail \$100; discounted price for you \$75 plus \$0.50/grommet
- 4 • 100 Banners: Retail \$90; discounted price for you \$68 plus \$0.50/grommet
- 5 • 150 Banners: Retail \$75; discounted price for you \$60 plus \$0.50/grommet

6 2 - PREVIOUS BANNER (5 feet long and 3 feet wide): • Thin Paper: o 1 Banner: Retail \$73; discounted price for you \$63 plus \$0.50/grommet o 50 Banners: Retail \$63; discounted price for you \$53 plus \$0.50/grommet o 100 Banners: Retail \$55; discounted price for you \$45 plus \$0.50/grommet o 150 Banners: Retail \$50; discounted price for you \$40 plus \$0.50/grommet

7 • Thick paper: o 1 Banner: Retail \$75; discounted price for you \$65 plus \$0.50/grommet o 50 Banners: Retail \$65; discounted price for you \$55 plus \$0.50/grommet o 100 Banners: Retail \$55; discounted price for you \$50 plus \$0.50/grommet o 150 Banners: Retail \$50; discounted price for you \$45 plus \$0.50/grommet
Please feel free to contact me if you have any questions or need more information. I look forward to working with you on this project.

Thank you. Ali

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