

	How does it increase civic knowledge?	How does it increase civic skills?	How does it increase civic dispositions?	Does it also increase civic capacities?
Definition:	An understanding of government structure, government processes, relevant social studies knowledge and concepts, and American history and political thought in a global context.	Competencies in the use of one’s voice, including basic writing, speaking, and listening skills and skills of research, investigation, and critical thinking; competencies in the use of practices of democratic coordination, political institutions, and media literacy.	Attitudes important in a democracy, such as a sense of civic duty, sense of efficacy, concern for the welfare of others, and commitment to trustworthiness and bridge-building.	Access to networks, opportunities to participate, and other forms of social capital that promote civic agency.
Elizabeth, NJ	Participants in Groundwork Elizabeth’s program engaged in civics lessons; they met with the Mayor as well as council members at the city and county to learn about their roles in government; they studied policy-making and local governance.	After researching and speaking with stakeholders, elected officials and policymakers, Groundwork Elizabeth fellows created a set of policy recommendations about issues that relate to them and their community to be considered for the City of Elizabeth 10-year master plan. They presented these findings and policy recommendations to the Elizabeth City Council and engaged in conversation about issues of concern to youth in Elizabeth. They developed writing, speaking, listening and research skills when preparing for interviews with stakeholders in the community, from the Mayor to administration at the regional hospital.	Groundwork Elizabeth participants increased their sense of civic disposition through positive interactions with elected officials and stakeholders in their community; they have shown a commitment to bridgebuilding through their willingness to engage in challenging conversations with each other with respect.	Relationship development with local government officials, county government, local YMCA and other non-profits in the community; CSP network through Community of Practice.
Newark, NJ	Abbott Leadership Institute (ALI) fellows took classes in government and Youth Participatory Action Research (YPAR). The Gem Project worked with youth as organizers, with an afrofuturist framework. They examined inequities across health, education, and the criminal justice system in the Black community. Gem project participants learned how to create and present a policy brief.	ALI fellows gained skills of writing, speaking and listening by learning how to interview and document the experiences of COVID on their communities. Based on their findings they created a set of recommendations for the City’s elected officials on the needs of young people post-COVID. The ALI fellows documented their findings on a website titled “COVID Summer 2020” to create an archive of stories and experiences across the Newark community. The Gem project fellows developed their voices through the creation and virtual display of art project focused on inequities across health, education, and the criminal justice system within the Black community. They also gained research and public speaking skills by helping to update and present a policy brief, titled Speak Up, Speak Out, on Facebook Live for stakeholders in their community.	Both ALI and The Gem Project focused on developing and assessing the social and emotional learning of the fellows. Both projects cultivated an understanding and appreciation of various types of democratic giving, including mutual aid, giving circles, lending circles, and gift circles – and the role that they can play in community resilience, as well as key dispositions, including self-efficacy, agency, social awareness, social emotional health/growth, and financial resilience.	Connecting Newark Youth One Stop and Career Center with the Abbott Leadership Institute and the Gem Project, as part of the Newark Summer Youth Employment Program, created a network of youth in Newark who now have had the experience of working as community organizers and documentarians, creating and curating art and archives and presenting policy recommendations to community members and elected officials.

<p>Kinston, NC</p>	<p>Fellows participating in summer/fall programming with Kinston Teens/NC Fields learned about and then hosted educational events for the community on voter engagement, the census and how to vote by mail. They learned about registering or updated the registration of citizens and why that is important. They learned about the differences and similarities between city and county boards, and how youth can meaningfully participate</p>	<p>Participants were trained in public speaking, and used it when engaging with potential voters as well as the city and county council boards. They engaged in critical thinking related to elections and voter engagement/suppression; they learned about the importance of community organizing in American democracy</p>	<p>Participating in a program created by two youth led, youth run community-based organizations, the CSP fellows experienced the benefits of working with community members and taking concerns and issues of the community directly to the decision-makers.</p>	<p>The Kinston Teens/NC Fields fellows worked closely with youth leadership in their community (Chris Suggs, Yesenia Cuello, Brittany Wilson) as well as developed relationships with both the city and county boards.</p>
<p>Lexington, KY</p>	<p>Prichard Committee Student Voice Team CSP fellows deeply engaged with state education policy as they developed recommendations for responsive education practices with respect to the impact on COVID-19 on youth from across Kentucky, based on a survey of nearly 13,000. Fellows learned about the value and efficacy of citizen participatory research and politics.</p>	<p>The Prichard Committee Student Voice Team, led by the “Core Six” - a committee of six dedicated high school students – engaged in data analysis, sophisticated critical thinking and state and federal policy analysis. They analyzed quantitative data from 13,000 student survey responses and collected 50 qualitative interviews with students from around Kentucky. The SVT engaged with the state Board of Education to schedule a time for them to present their initial findings, and practice advocating for themselves and articulating the importance of youth voice in the creation of policy that impacts their lives and the lives of students across the state.</p>	<p>The Prichard Committee SVT youth are empowered, mobilized and educated, with the skills to engage elected officials, policy makers and state-level stakeholders in sophisticated conversations about education policy and research. The youth are committed through research and policy work to elevate and amplify the voices of historically marginalized populations in KY. They are deeply committed to bettering the education system for all Kentucky students.</p>	<p>The CSP “core six” and other Student Voice Team members have access to network of SVT alumni; they are connected to the state education board, as well as university professors and graduate students, local and state policy makers and elected officials.</p>

<p>Minneapolis, MN</p>	<p>Fellows with the MN Young Champions (coalition between Youthprise and Bridgemakers) engaged in real-world learning experiences and developed knowledge and skills in the areas of civic engagement, political activities, and processes that involve all three branches of government, as well as non-governmental community and cross-sectoral problem-solving. Youth engaged in MN Young Champions, ages 18-24, are more aware of current employment laws and the impact on their ability to collect unemployment during COVID-19 and beyond.</p>	<p>The skills targeted for MN Young Champions specifically included organizing and advocacy, critical thinking, seeking and valuing multiple perspectives, civic engagement, being solutions oriented and action oriented.</p>	<p>Youth involved in MN Young Champions have a greater understanding of how to apply civic actions effectively in order to use their voice to effect change. They understand that their actions and voices helped local, state and federal elected officials respect their perspectives, particularly their ability to advocate for policies that impact their lives and the lives of youth across MN.</p>	<p>The connection of Bridgemakers and Youthprise provides an opportunity for youth interested involved in politics and policy-making to get direct access to state and federal elected officials. Youthprise has amassed a statewide network of partners who are now available to the MN Young Champions.</p>
<p>Houston, TX</p>	<p>Through a training in journalism and interviews with community members throughout Houston, as well as facilitating conversations between youth and local professionals and elected officials, the Institute of Engagement Shift Press fellows learned about local government, education policy and the importance of an independent press on American democracy</p>	<p>Shift Press Fellows as well as the 10 youth from Mi Familia and OCA Houston have increased civic skills including basic writing and editing, interviewing, research and storytelling, organizing and facilitation skills.</p>	<p>As a youth-led, youth-focused organization, the Institute of Engagement has a deep commitment to elevating the youth voices of across Houston. Shift press Fellows further developed their sense of community and commitment to the well-being of others in Houston and across Texas, as well as commitment to equity and representation in local government, policy and journalism.</p>	<p>The Institute of Engagement connected the Shift Press Fellows with the Mayor of Houston's Office of Education as well as policy makers, journalists, artists, non-profits and local elected officials.</p>

Goal: a new, improved system of civic education should be designed to produce citizens who are well-informed (i.e., they have a nuanced understanding of our history, government, civil society institutions and current affairs); productively engaged in working for the common good (i.e., they are active in their communities and able to work with all kinds of people without fear or contempt to craft solutions to their common problems); and hopeful about our democracy (i.e., they love their country for the lofty ideals it espouses, namely liberty and justice for all, while recognizing that we have often struggled to live up to those ideals).