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Evaluation Report

Project Citizen

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Prepared for:

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Exhibits

Project Citizen is a citizenship education program sponsored by the Center for Civic Education (CCE). Its primary aim is to teach students in Grades 5-12 how to monitor and influence public policy in the context of a specific community problem. As part of their Project Citizen projects, students proceed through several steps including:

- Identifying public policy problems in their school or community through class discussion and research;
- Selecting a problem to address by vote or consensus;
- Conducting research on the problem through the library, Internet, surveys, and/or other methods;
- Developing a portfolio. Students discuss problems, brainstorm and evaluate alternative policies and develop public policy. The class develops an action plan to address the problem that, along with alternatives and research, is presented in a portfolio, a documentary display that consists of four panels representing each of these steps;
- Presenting their portfolios to judges in simulated legislative hearings. Judges include influential community members who pose questions to students that allow them to demonstrate their knowledge of public policy. Classes may compete at all levels, from school to city to state to the national showcase; and
- Reflecting on their learning experience.

Methods

Data on the impacts of Project Citizen were collected using pre- and post-surveys of participating and comparison students and surveys of participating and comparison teachers. Data evaluated for this report comprised:

- Surveys of 232 Project Citizen students and 203 comparison students in Grades 6-8;
- Surveys of 177 Project Citizen students and 138 comparison students in Grades 9-12;
- Essays of 211 Project Citizen students and 166 comparison students in Grades 6-8;
- Essays of 100 Project Citizen students and 119 comparison students in Grades 9-12; and
- Surveys of 12 Project Citizen teachers and 7 comparison teachers.

Student surveys measured civic knowledge, defined as knowledge of democracy and public policy; civic skills, defined as public policy problem-solving and civic discourse skills; and citizen responsibility. Surveys also gathered information about student demographic and academic characteristics and, in the case of program students, Project Citizen experiences. On essay tasks, students were presented with a controversial public issue and asked to adopt and support a position on the issue and to describe the steps they would take to promote passage of relevant policy. Teacher surveys measured characteristics, such as experience and teaching strategies, and in the case of participating teachers, experience using Project Citizen and the quality of Project Citizen instruction.

Results

Students who participated in Project Citizen increased in civic development, including their levels of civic knowledge, civic discourse skills, and public policy problem solving skills. Students in Grades 6-8 improved significantly more than matched comparison students in knowledge of public policy, concepts of democracy, and public policy problem solving skills. Students in Grades 9-12 made significantly greater gains than comparison students in public policy problem solving skills, civic discourse skills, and knowledge of public policy, improving from an average of 56% to 70% correct. Project Citizen students also improved in their essay writing skills. Grades 6-8 and Grades 9-12 students improved significantly more than matched comparison students in their ability to incorporate into persuasive writing the systematic approach outlined in Project Citizen of identifying, articulating, and researching a public problem and advocating for a particular policy solution. In addition, Grades 9-12 students gained significantly more than matched comparison students in persuasive writing ability.

Teacher experience and skills moderated student outcomes. Teacher experience using Project Citizen was positively associated with increased public policy knowledge among students in Grades 6-8 and with increased public policy problem solving skills and current civic activity among students in Grades 9-12. In Grades 6-8, students of more skilled Project Citizen teachers improved more than others in their knowledge of public policy, while in Grades 9-12, students of more skilled teachers increased more in public policy problem solving skills.

The study found little variation in the impacts of Project Citizen due to differences in implementation, such as project duration. Among students in Grades 6-8, the duration of Project Citizen was significantly linked to one outcome: persuasive writing ability, while duration was unrelated to student outcomes in Grades 9-12. In Grades 6-8, the only project component associated with any outcome was presenting a portfolio at a showcase. Students who did not present their portfolios at a showcase showed slightly greater gains on two essay dimensions than those who did present a portfolio. In Grades 9-12, no single project component was associated with any study outcome; however, students who experienced more components of Project Citizen made greater gains on one essay dimension. The failure to find effects for project components may have been due to the similarity in implementation of Project Citizen across classrooms. Implementation data indicated that nearly all participants experienced full implementation of the Project Citizen curriculum.

Participating in Project Citizen had similar impacts on students regardless of gender, home language, and level of participation in extracurricular activities. Group differences in the growth of students from different ethnic backgrounds occurred for two outcomes. In Grades 6-8, non-White Project Citizen participants improved more in their persuasive writing ability than matched comparison students. In Grades 9-12, non-Hispanic Project Citizen students were more apt to remain committed to personal responsibility at the same level than non-Hispanic comparison students.

Project Citizen is a citizenship education program sponsored by the Center for Civic Education (CCE) in collaboration with the National Conference of State Legislators. Its aim is to teach students in Grades 5-12 how to monitor and influence public policy at the state and local levels by focusing on a specific local or state issue selected by students. A textbook and teacher's guide provide the framework for instructing students in how to analyze and formulate public policy. Students work together in small groups or as a class to complete several steps including:

- Identifying public policy problems in their school or community through class discussion and research;
- Selecting a problem to address by vote or consensus;
- Conducting research on the problem through the library, Internet, surveys, and/or other methods;
- Developing a portfolio. Students discuss problems, brainstorm and evaluate alternative policies and develop public policy. The class develops an action plan to address the problem that, along with alternatives and research, is presented in a portfolio, a documentary display that consists of four panels representing each of these steps;
- Presenting their portfolios to judges in simulated legislative hearings. Judges include influential community members who pose questions to students that allow them to demonstrate their knowledge of public policy. Classes may compete at all levels, from school to city to state to the national showcase; and
- Reflecting on their learning experience.

Students document their progress during Project Citizen on a "board" or portfolio and keep detailed documentation notebooks. They present both the boards and notebooks to a panel of expert judges. Students who receive high scores at this level may be selected to present their projects at a regional or state showcase.

Studies have shown positive effects for the Project Citizen curriculum on aspects of students' civic knowledge, skills, and dispositions. For example, Tolo (1997) found that students who participated in Project Citizen believed they could have an impact on their communities and ultimately did. Teachers and students felt that participating in Project Citizen helped students develop a better understanding of public policy and how government works, become better informed about and more engaged in their communities, and form a commitment to active citizenship.

Vontz, Metcalf, and Patrick (2000) examined the effects of Project Citizen on the development of civic knowledge, skills, and dispositions of adolescents in Indiana, Latvia, and Lithuania. They found that participants in Project Citizen made greater gains in civic knowledge and skills than comparison students. In addition, there were significant effects for Project Citizen on students' civic efficacy and intent to participate in civic activities. Liou (2003) discovered that Taiwanese students who participated in Project Citizen made greater gains than comparison students in civic skills and two civic dispositions: political interest and commitment to the rights and responsibilities of democratic citizens. Root and Northup (2006) investigated the impacts of

Project Citizen on students in Grades 3-5 and 6-12 in the Czech Republic, Slovakia, and the United States. Their results showed that Grades 6-12 Project Citizen students made significantly greater gains than comparison students in their endorsement of the democratic value of having many different organizations available for people who wish to belong to them, and of citizens' freedom to believe whatever they want to believe. United States and Czech Project Citizen students displayed significantly greater gains in their knowledge of public policy than comparison students. Finally, across all countries, there was a significant impact for participation in Project Citizen on students' civic skills.

In addition to investigating impacts, researchers have examined whether the national context, student characteristics, or aspects of students' experience moderate the effects of participating in Project Citizen. Vontz and colleagues (2000) found no differences in the effects of Project Citizen on students in Indiana, Latvia, and Lithuania; while Root and Northup (2006) discovered differences in impacts across the Czech Republic, Slovakia, and the United States. With respect to student characteristics, studies have shown associations between level of maternal education and media exposure and student gains (Vontz, et al., 2000; Liou, 2003). In addition, Liou (2003) reported that Taiwanese students' confidence in the likelihood of attending college significantly predicted their growth in civic dispositions.

Liou (2003) noted that greater teacher experience with Project Citizen and a positive classroom climate were positively associated with students' gains in civic skills, while classroom climate was linked to civic dispositions. Vontz and colleagues (2000) discovered that students who took Project Citizen as an extracurricular activity or as a combined extracurricular and curricular project made greater gains than those in curricular programs alone. In addition students who investigated a school-based issue and who attempted to implement their action plans showed greater growth than others. Finally, Root and Northup (2006) found that the quality of students' Project Citizen experience (e.g., the frequency with which they had input into projects, felt they made a contribution, etc.) was significantly associated with gains in civic skills, public policy knowledge, and current and intended civic participation among students in Grades 6-12.

The purpose of this evaluation study was to examine the effects of Project Citizen in United States middle and high schools in Colorado and Michigan during the 2006-2007 school year.

Colorado

In Colorado, Project Citizen was disseminated through the Center for Education in Law and Democracy (CELD), a nonprofit, nonpartisan educational organization offering a range of civic education programs for teachers and students. First offered as a pilot program, Project Citizen expanded to elementary, middle, and high school classrooms throughout the state particularly among Denver Public School teachers who participated in CCE's Violence Prevention Program.

Colorado's Content Standards for Civics specify that students should learn about citizen participation and develop an understanding of how to monitor and influence local and state government. Project Citizen was used in some classrooms to help students master these outcomes. In Colorado, Project Citizen was also implemented in other disciplines, including language arts, English as a second language (ESL), science, service-learning, and geography. At

the middle school level, the program was sometimes team taught to reach objectives of more than one discipline.

Since 1999, CELD has sponsored an annual Project Citizen showcase at the state capitol. Teams from around Colorado compete for an opportunity to present. In 2006, students from 32 classrooms participated in the state showcase.

Michigan

In Michigan, dissemination of Project Citizen was organized by the Michigan Center for Civic Education, which introduced Project Citizen as a pilot program in Michigan in 1996. In recent years, the program expanded to over 45 classes in over 30 different schools. The Center worked primarily with middle school teachers for this program, which fit best with the 8th-grade civics course, meeting the Michigan standard of identifying and monitoring public policy issues. The Center conducted an annual *Project Citizen Showcase and Hearings* at the Michigan State Capitol. Portfolios were judged and displayed over a 2-day period, with hearings before a panel of legislative staffers and public policy experts on the third day. Senate district and/or school district hearings were held prior to the state showcase to allow more students to participate in hearings before an authentic audience.

Organization of This Report

This report presents the results of analyses of the impacts of Project Citizen from data collected during the 2006-2007 school year. Information about the methodology of the study, including the sample, data collection instruments, procedures, and data analysis is presented in the next section. The report next describes the results of analyses of student and teacher data. The report ends with conclusions of the study. Copies of instruments for data collection can be found in the Appendix.

Evaluation Questions

The following five questions guided the evaluation of Project Citizen:

1. In what ways, if any, does Project Citizen affect participating students' civic knowledge, skills, and dispositions, particularly their understanding of public policy and skills in shaping it? How do students who participate in Project Citizen compare with similar students (matched by demographics and achievement) who do not participate?

2. In what ways, if any, does Project Citizen affect participating students' literacy performance, particularly their ability to compose quality persuasive essays and to engage in civic discourse?

3. To what extent do teacher characteristics (e.g., experience teaching Project Citizen and skills in implementing the Project Citizen curriculum) moderate student outcomes?

4. How do the impacts of Project Citizen on students vary by specific project components, including duration, development of an action plan, and presentation before an authentic audience?

5. What are the impacts of Project Citizen when controlling for those student characteristics that may influence the outcomes, such as age and participation in extracurricular activities?

Sample

Potential classrooms for the study were identified by state or national coordinators of Project Citizen. Teachers using the curriculum were approached about their willingness to participate in the study. Those who agreed were asked to identify matched comparison teachers whose classrooms were similar to the Project Citizen classrooms in grade, subject area, and student demographic and achievement profiles. Exhibit 1 displays the Project Citizen sites and classrooms included in the study.

Exhibit 1. Project Citizen and Comparison Classrooms Included in the Evaluation

Location	Project Citizen School	Comparison School	Grade
Colorado	Aurora Central High School	Aurora Central High School	9
	Basalt High School	Glenwood Springs	11
	Manual High School	Manual High School	12
	Northglenn High School	Northglenn High School	9
	Thornton High School	West High School	11/12
	West High School	--	9
Michigan	Hanover Horton Middle School	Big Bay de Noc	8
	Nellie B. Chisholm Middle School	Gladstone Middle School	8
	Noble K-8 School	Oakridge Middle School	7
	Pierce Middle School	Pierce Middle School	6
	Sturgis Middle School	Sturgis Middle School	6
	Winterhalter K-8	Winterhalter K-8	6
Oklahoma	Union 8th Grade	Union 8th Grade	8
	Webbers Falls Elementary School	Porum Elementary School	6

Survey data were collected from 409 Project Citizen respondents and 341 comparison students. Exhibit 2 shows the number of study participants by grade level and group.

Exhibit 2. Number of Respondents by Grade Level and Group

Grades	Number of Project Citizen Student Respondents	Number of Comparison School Student Respondents
6-8	232	203
9-12	177	138
Total	**409**	**341**

Exhibit 3 displays the characteristics of student respondents in Grades 6-8. As indicated, more Project Citizen and comparison students were in eighth grade than in any other grade. While Project Citizen students were enrolled in Grades 6, 7, and 8, there were no comparison students in 7th grade. A somewhat larger percentage of comparison students than Project Citizen students were male, while Project Citizen students were more likely to be Black/African American and to participate in extracurricular activities than comparison students. Project Citizen students were more likely to have studied government and reported earning higher grades than comparison students.

Exhibit 3. Student Respondent Characteristics, Grades 6-8

	Project Citizen (*N* = 409)		Comparison (*N* = 341)	
	N	**Percent**	*N*	**Percent**
State				
Michigan	196	84.5	179	88.2
Oklahoma	36	15.5	24	11.8
Grade				
6	35	15.4	41	20.5
7	23	10.1	0	0.0
8	170	74.6	159	79.5
Age				
11	12	5.2	16	8.0
12	37	16.0	23	11.5
13	125	54.1	95	47.5
14	54	23.4	64	32.0
15	3	1.3	2	1.0
Gender				
Male	114	49.4	113	55.9
Female	117	50.6	89	44.1
Ethnicity[a]				
White	194	83.6	171	84.2
Black/African American	25	10.8	5	2.5
American Indian/Alaskan Native	14	6.0	27	13.3
Hispanic/Latino	14	6.0	17	8.4
Asian/Pacific Islander	4	1.7	3	1.5
Other	0	0.0	0	0.0
Language Spoken at Home				
English	228	98.3	194	96.5
Spanish	4	1.7	6	3.0
Other	0	0.0	1	0.5
Extracurricular Activities[a]				
Sports	150	64.7	117	57.6
Academic Club	24	10.3	12	5.9
After-School Club	16	6.9	5	2.5
Student Leadership Group	19	8.2	20	9.9
Other Clubs	20	8.6	21	10.3
Job	20	8.6	18	8.9
None of the Above	56	24.1	68	33.5
Have you studied government in school?				
Yes	162	71.1	71	35.1
No	66	28.9	121	64.9
Grades				
Mostly A's	110	47.4	52	25.6
Mostly B's	82	35.3	82	40.4
Mostly C's	38	16.4	61	30.0
Mostly D's	6	2.6	13	6.4
Mostly F's	3	1.3	5	2.5

Note: [a] Respondents could select more than one category. Only responses from students who completed an item were included in the percentages.

Exhibit 4 displays the characteristics of participants in Grades 9-12. Project Citizen students were more apt to be in 9th or 11th grade and less apt to be in 12th grade than comparison students. Project Citizen students were more often from ethnic minority groups than were comparison participants. A larger percentage reported having studied government and earning high grades.

Exhibit 4. Student Respondent Characteristics, Grades 9-12

	Project Citizen United States (N = 177)		Comparison United States (N = 138)	
	N	**Percent**	*N*	**Percent**
State				
Colorado	177	100.0	138	100.0
Grade				
7	1	0.6	0	0.0
9	109	63.0	62	47.7
10	--	--	--	--
11	58	33.5	15	11.5
12	5	2.9	53	40.8
Age				
12	1	0.6	0	0.0
13	2	1.1	1	0.7
14	77	43.5	44	32.5
15	33	18.6	22	16.2
16	41	23.2	9	6.6
17	22	12.4	38	27.9
18	0	0.0	20	14.7
19	0	0.0	1	0.7
Missing	0	0.0	1	0.7
Gender				
Male	75	42.4	69	50.4
Female	102	57.6	68	49.3
Ethnicity[a]				
White	88	49.7	90	65.2
Black/African American	7	4.0	6	4.3
American Indian/ Alaskan Native	5	2.8	1	0.7
Hispanic/Latino	78	44.1	73	52.9
Asian/Pacific Islander	9	5.1	4	2.9
Language Spoken At Home				
English	129	74.6	79	59.8
Spanish	39	22.5	48	36.4
Other	5	2.9	5	3.8
Have you studied government in school?				
Yes	116	65.5	53	38.4
No	59	33.3	83	60.1
Grades				
Mostly A's	59	33.3	23	16.7
Mostly B's	73	41.2	59	42.8
Mostly C's	40	22.6	52	37.7
Mostly D's	11	6.2	3	2.2
Mostly F's	2	1.1	2	1.4

	Project Citizen United States (N = 177)		Comparison United States (N = 138)	
	N	Percent	N	Percent
School Activities[a]				
Sports	70	39.5	54	39.1
Academic Club	14	7.9	8	5.8
After-School Club	13	7.3	3	2.2
Student Leadership Group	10	5.6	11	8.0
Other Clubs	49	27.7	11	8.0
Job	30	16.9	25	18.1
None of the above	61	34.5	52	37.7

Note: [a] Respondents could select more than one category.
Only responses from students who completed an item were included in the percentages.

Essay tasks about a public policy problem were administered to Project Citizen and comparison students in the United States. Essays were completed by:

- 211 Project Citizen and 166 comparison students in Grades 6-8; and
- 100 Project Citizen and 119 comparison students in Grades 9-12.

A survey was distributed in spring 2007 to Project Citizen and comparison teachers whose students participated in the study. Twelve Project Citizen teachers and seven comparison teachers completed the surveys for a response rate of 100%. (Note: Two teachers who taught both Project Citizen and comparison classes completed a Project Citizen survey.)

Exhibit 5 presents the characteristics of the teacher survey respondents in Project Citizen and comparison classrooms. The majority of teachers in both groups were female. While most teachers in both groups had substantial teaching experience, Project Citizen teachers were more apt to have been teaching 10 years or less. Fifty-eight percent of Project Citizen teachers had implemented the curriculum three or more times.

Exhibit 5. Teacher Survey Respondent Characteristics

	Project Citizen (*N* =12)		Comparison (*N* = 7)	
	Frequency	**Percent**	**Frequency**	**Percent**
Gender				
Male	5	41.6	3	42.9
Female	7	58.3	4	57.1
Grade Levels Taught[a]				
Grades 6-8	6	50.0	6	85.7
Grades 9-12	7	58.3	1	14.3
Years Teaching in a K-12 School				
2 years or less	1	8.0	1	14.3
3 to 5 years	4	33.3	1	14.3
6 to 10 years	1	8.0	0	0.0
10 to 20 years	2	16.6	2	28.6
More than 20 years	4	33.3	3	42.9
Number of times previously taught Project Citizen				
Never	0	0.0	--	--
Once	2	16.6	--	--
Twice	3	25.0	--	--
Three or more times	7	58.3	--	--

Note: [a] Respondents could select more than one category.

Data Collection

In January 2007, students completed pre-surveys and pre-essays. In May or June, post-surveys and post-essays were administered to students, and surveys were administered to Project Citizen and comparison teachers.

Student Surveys

Student pre-surveys included measures of student demographic and academic characteristics including:

- Age;
- Ethnicity;
- Gender;
- Grade level;
- Grade point average (GPA);[1]
- Home language;
- Involvement in extracurricular activities; and
- Prior history of coursework in government or civics.

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[1]GPA was calculated by using a survey item that asked students to indicate what letter grade(s) they received most of the time and then by assigning to letter grades (A through D) a corresponding number of 4 through 1.

Both pre- and post-student surveys included measures of the following outcomes.

Civic/Political Knowledge

Knowledge questions were designed to assess students' understanding of two civic/political domains: essential characteristics of a democracy and public policy. The knowledge of democracy items were derived from a sample of state assessments in history and government and included two factual multiple choice items about the definition of a democratic system (Grades 6-8), the role of freedom of the press (all grades), and the function of political parties (Grades 9-12). Surveys also included a concepts of democracy scale adapted from the IEA Civic Education Study (Williams et al., 2002) on which students rated, from 1 = very bad to 5 = very good, *how good or bad it would be for a democratic society* if:

- Many organizations were available for citizens to join;
- Citizens were asked to give time to solve community problems;
- Citizens tried to change laws they thought were unfair to some people;
- Citizens could replace elected officials;
- Citizens could believe in whatever religion they wanted to;
- Citizens who said bad things about the government could be arrested (reverse scored); and
- Citizens had the right to organize public meetings to criticize government actions.

Depending on the grade level, knowledge of public policy was assessed through four or five factual multiple choice items. Items were constructed for this study and measured students' understanding of:

- The definition of public policy;
- Types of information needed to solve a hypothetical policy problem;
- Levels of government responsible for particular public problems;
- The potential effectiveness of a hypothetical policy; and
- Problems likely to result from a hypothetical social trend (Grades 9-12).

Civic Skills

Several items asked students to rate their competence on two types of civic skills identified as important outcomes of the Project Citizen evaluation. These included the ability to solve public policy problems and one type of literacy, the ability to engage in civic discourse. On public policy problem-solving items, students were asked to rate their skill at activities such as *knowing how to find out what the problems are in my community*, and *knowing who to contact to solve a problem in my community*. Civic discourse items asked students how competent they were at tasks such as *writing or saying what I think about a problem in my community*, and *listening to other people even when I disagree with them*. Students rated their skills on a 4-point scale from 1 = very bad to 4 = very good.

Civic Dispositions

Two dimensions of the disposition of civic responsibility were assessed in the study. On a measure of attitudes toward the responsibilities of citizens in general, students were presented with activities such as voting in every election and being informed about problems in their community, and asked whether these were things that citizens in a democracy have to do, should do, can do if they want to, or were not important to do. The second scale, which was intended to assess students' sense of personal civic responsibility, presented the same list of activities and asked whether these were things that students felt they personally had to do, should do, could do if they wanted, or were not important to do.

Current Participation in Civic Activities

Students rated the frequency with which they engaged in activities associated with participation in either the formal political system or civil society including discussing politics with family and friends, attending a meeting at school or in the community, writing a letter to someone in government, donating money to an organization that works on problems in the community or country, and doing something to improve my school or community. Frequency of participation was rated on a scale of 1 =never to 5 =very often.

Student Essays

Students in Project Citizen and comparison classrooms completed pre- and post-essays within 5 to 10 days after their surveys were taken. Essay prompts presented students with a description of a controversial public issue and data that could be used to support two opposing positions about how best to resolve the issue. For example, the January prompt for sixth- through twelfth-graders stated, *A group of citizens is trying to get a law passed that would require ambulance drivers to obey the speed limit at all times. If the law passes, ambulance drivers would not be able to drive faster than the legal speed, even in an emergency.* Students were presented with alternative positions on the issue and asked to take a stand and write a persuasive letter to a government official in support of their position. On the next task, *students were to imagine that their classmates agreed with them and wanted to propose a policy based on their views and to explain steps that their class should take to attempt to have their policy adopted.* Finally, *students were asked whether they would keep trying to have their proposed policy adopted if it were rejected and to list the steps that they would follow.* Essays were scored using a rubric organized around three dimensions intended to measure students' ability to write persuasively for civic purposes. Each dimension included one or more indicators as shown in Exhibit 6.

Exhibit 6. Scoring Dimensions and Indicators

Dimension	Indicators
1. Civic Thinking and Problem Solving	• Statement of issue position • Use of supporting evidence • Representation of alternative positions • Position summary
2. Persuasive Writing Ability	• Organization • Word choice • Use of writing conventions • Voice
3. Use of the Project Citizen Steps to Address a Public Policy Problem	• Number of steps from the Project Citizen process used in students' descriptions of efforts to have a policy solution adopted

Indicators were scored on a 5-point scale: 1 =beginning, 3 = developing and 5 = proficient. For example, statement of issue position was scored as *beginning* if students did not state a position at all; *developing* if the essay included a position statement, but the statement was difficult to locate or unclear; and *proficient* if the essay included a clear position statement. Indicators were summed to obtain a total score for each dimension. (See Appendix for the essay scoring rubric.)

Teacher Surveys

Both Project Citizen and comparison teachers were asked to report their teaching experience, grade level, and subject area. In addition, teachers indicated the number of class sessions (from none to more than 10) that they had devoted to various civics topics during the fall semester (e.g., national history, world history, the rights of citizens in a democracy). Project Citizen teachers completed this measure with respect both to Project Citizen and to their instruction outside of Project Citizen. Teachers reported their frequency of use of various teaching methods (e.g., lecture, debates or discussions, role play, or simulations) on a scale of rarely or never to every day or almost every day. Finally, a scale adapted from Anderson, Avery, Pederson, Smith, and Sullivan (1997) asked teachers to rate their agreement (from strongly disagree to strongly agree) with sixteen quotes about the purposes of citizenship education. Four quotes were included to represent different perspectives on citizenship education: traditional, communitarian, cultural pluralism, and critical.

The survey for Project Citizen teachers included several additional questions. Teachers were asked about the number of times they had taught Project Citizen, program duration, and program intensity (number of times per week that Project Citizen was taught). They rated students' perceived engagement in Project Citizen from very low to very high. On an open-ended item teachers were to explain the public policy issue their students had selected and to briefly describe their project(s).   Finally, teachers indicated how frequently (from never/almost never to always/almost always) they had used various quality practices in teaching Project Citizen, such as, *Project Citizen activities promoted higher order thinking skills . . ., students played a large role in selecting their Project Citizen issue,* and *reflection occurred at the end of Project Citizen.*

Moderators of Outcomes

The study examined the contribution of three types of potential moderators to student outcomes: teacher characteristics, program components, and student characteristics. Two characteristics of Project Citizen teachers were included as moderators: experience using Project Citizen and skills in implementing the curriculum. The experience item asked how many times teachers had used Project Citizen with their classes (never, once, twice, or three or more times). Skills were measured by asking teachers to rate the frequency with which they used 13 practices hypothesized to be associated with quality Project Citizen practice, such as, *connections were made between Project Citizen* and *my curriculum* and *students played a large role in designing and implementing their projects*.

Program components included as moderating variables were the duration of Project Citizen; three elements of the curriculum, including development of an action plan, presentation of a portfolio to school or community leaders, and presentation of a portfolio at a showcase, and total number of elements of the Project Citizen curriculum experienced by students. Students indicated elements of the curriculum in which they had participated on a checklist on the student survey. Finally, student characteristics used as moderators included gender, ethnicity, home language, and participation in extracurricular activities.

Internal Reliability of Student Surveys

Reliability analyses[2] were conducted of the scalability of pre-survey measures on both the Grades 6-8 and Grades 9-12 surveys. Exhibits 7 and 8 list the measures and display the alpha coefficients, number of items, means, standard deviations, and response range for each measure.

Grades 6-8 Survey Subscale Reliability Analyses

Subscale alpha coefficients for the Grades 6-8 surveys, which are displayed in Exhibit 7, ranged from .523 to .810. For the purposes of this evaluation study, the minimally acceptable alpha coefficient was set at .65. Thus, four Grades 6-8 subscales had acceptable alpha coefficients: Public Policy Problem Solving Skills, General Citizen Responsibility, Personal Citizen Responsibility, and Current Civic Activity.

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[2]Reliability or internal consistency is a measure of how well multiple items on a survey measure the same characteristic.

Exhibit 7. Student Survey Subscale Characteristics and Internal Reliability, Grades 6-8

Subscale	*N*	Number of Items	Internal Reliability	Range	Mean	*SD[a]*
Civic Knowledge–Concepts of Democracy	88	8	.523	1-4	3.26	.385
Civic Skills–Public Policy Problem Solving Skills	418	5	.742	1-4	2.56	.122
Civic Skills–Discourse Skills	418	5	.572	1-4	2.65	.148
Civic Dispositions–General Citizen Responsibility	412	10	.699	1-4	2.74	.593
Civic Dispositions–Personal Citizen Responsibility	408	10	.810	1-4	2.78	.579
Current Civic Activity	417	6	.722	1-5	2.24	.541

Note: Range responses were based on a 4- or 5-point scale where 1 = low and 4 or 5 = high. [a]The standard deviation is a measure of how spread out a set of values is. Higher standard deviations indicate greater variability in data across respondents.

Grades 9-12 Survey Subscale Reliability Analyses

As indicated in Exhibit 8, alpha coefficients for the Grades 9-12 subscales ranged from .650 to .855. Thus, subscales had adequate internal consistency.

Exhibit 8. Student Survey Subscale Characteristics and Internal Reliability, Grades 9-12

Subscale	*N*	Number of Items	Internal Reliability	Range	Mean	*SD*
Civic Knowledge–Concepts of Democracy	43	12	.715	1-4	3.32	.210
Civic Skills–Public Policy Problem Solving	254	6	.796	1-4	2.53	.161
Civic Skills–Discourse Skills	258	5	.650	1-4	2.71	.293
Civic Dispositions–General Citizen Responsibility	299	10	.695	1-4	2.80	.471
Civic Dispositions–Personal Citizen Responsibility	225	10	.855	1-4	1.63	.474
Current Civic Activity	300	6	.792	1-5	2.21	.484

Note: Range responses were based on a 4- or 5-point scale where 1 = low and 4 or 5 = high.

Equivalency of Students in Project Citizen and Comparison Classrooms

Prior to the analyses of outcome data, analyses were conducted on Project Citizen and comparison students' pre-survey and pre-essay scores to determine the comparability of groups.

Multivariate analyses of variance (MANOVAs)[3] were conducted of group differences on pre-survey subscales with adequate reliability, measures without adequate reliability, and pre-essay scores. The MANOVA of group differences on the subscales revealed a significant overall difference ($F(4, 422) = 4.05$, $p = .003$). Based on this finding, univariate analyses of variance (ANOVAs)[4] tested for initial group differences on individual subscales. Displayed in Exhibit 9, the results showed significant initial differences between Project Citizen and comparison students on three subscales: Public Policy Problem Solving Skills, Personal Citizen Responsibility, and Current Civic Activity. A MANOVA of pre-survey differences on the Civic Discourse Skills measure was also significant ($F(5, 412) = 7.56$, $p = .000$). Finally, a MANOVA of differences between Project Citizen and comparison students on dimensions of the pre-essays including civic thinking and problem solving, persuasive writing ability, and use of the Project Citizen steps to address a public policy problem showed a significant overall difference ($F(3, 375) = 3.44$, $p = .017$). Follow-up ANOVAs indicated that Project Citizen and comparison students differed significantly in their pre-essay scores on persuasive writing ability $F(1, 379) = 5.76$, $p = .017$) and use of the Project Citizen steps to address a public policy problem $F(1, 379) = 6.93$, $p = .009$).

Additional analyses determined that including GPA as a covariate in the MANOVAs would substantially control for pre-existing differences on survey subscales, measures, and essays. Thus, GPA was used as a covariate in analyzing the outcomes.

Exhibit 9. Means for Grades 6-8 Pre-Survey Subscales

Subscale/Dimension	Significance	Project Citizen Student Mean	Comparison Student Mean
Civic Skills–Public Policy Problem Solving	.000***	2.66	2.45
Civic Skills–Discourse Skills	.000***	2.73	2.54
Civic Knowledge–Concepts of Democracy	.749	3.11	3.13
Civic Dispositions–General Citizen Responsibility	.067	2.77	2.71
Civic Disposition–Personal Citizen Responsibility	.046*	2.81	2.72
Current Civic Activity	.005**	2.33	2.14
Essay Dimension: Civic Thinking and Problem Solving	.263	7.87	7.58
Essay Dimension: Persuasive Writing Ability	.017*	7.51	6.86
Essay Dimension: Use of the Project Citizen Steps to Address a Public Policy Problem	.009**	.94	.79

*$p < .05$. **$p < .01$. ***$p < .001$.

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[3]Multivariate analysis of variance (MANOVA) is a statistical procedure that examines differences between two or more groups when there is more than one dependent, or outcome, variable.
[4]Analysis of variance (ANOVA) is a statistical procedure that examines differences in outcomes for two or more groups.

Grades 9-12

The MANOVA of the pre-survey subscale scores of Grades 9-12 students showed a significant overall difference between Project Citizen and comparison students ($F(6, 268) = 2.35$, $p = .032$). As a result, individual ANOVAs were conducted of group differences on each subscale. The results, which are shown in Exhibit 10, revealed that Project Citizen and comparison students differed significantly on all pre-survey subscales, except Public Policy Problem Solving Skills. The MANOVA of pre-essay differences between groups on the three dimensions from the writing rubric was also significant ($F(3, 215) = 15.28$, $p < .001$). Follow-up ANOVAs showed that Project Citizen and comparison students differed significantly on each dimension of the pre-essays: civic thinking and problem solving, persuasive writing ability, and use of the Project Citizen steps to address a public policy problem.

Additional analyses revealed that including GPA in the MANOVAs of Grades 6-8 pre-survey subscales and pre-essay scores and Grades 9-12 pre-survey scores substantially increased the equivalency between groups on these variables. In addition, including gender and grade level largely controlled for group differences in Grades 9-12 students' pre-essays. Thus, GPA was included as a covariate in the appropriate Grades 6-8 and Grades 9-12 analyses, and gender and grade level were included as independent variables in the analyses of change over time in Grades 9-12 students' essay scores.

Exhibit 10. Means for Grades 9-12 Pre-Survey Subscales

Subscale/Dimension	Significance	Project Citizen Student Mean	Comparison Student Mean
Civic Skills–Public Policy Problem Solving	.326	2.56	2.49
Civic Skills–Discourse Skills	.016*	2.76	2.61
Civic Knowledge–Concepts of Democracy	.006**	3.18	3.04
Civic Dispositions–General Citizen Responsibility	.033*	2.82	2.72
Civic Disposition–Personal Citizen Responsibility	.009**	2.83	2.67
Current Civic Activity	.019*	2.29	2.07
Essay Dimension: Civic Thinking and Problem Solving	.000***	9.43	7.59
Essay Dimension: Persuasive Writing Ability	.000***	10.18	7.92
Essay Dimension: Use of the Project Citizen Steps to Address a Public Policy Problem	.000***	1.28	.89

*$p < .05$. **$p < .01$. ***$p < .001$.

This section presents the results of analyses of student surveys and student essays on civic problems. Group differences over time on each outcome are presented for students in Grades 6-8 first, followed by students in Grades 9-12. Next, differences over time on the student essays are presented.

> *The most important [aspect of Project Citizen] is the emphasis on how to be an active citizen- empowering students to have influence in their community and showing them how they go about taking action. I think it brings students closer to government, when they often feel disconnected. Also, it makes them aware of things that are facing the community.* – Project Citizen Teacher

Impacts on Civic Knowledge and Skills

To determine the impacts of participation in Project Citizen, the data were analyzed using repeated measures ANCOVAs[5] including group (either Project Citizen or comparison) as an independent variable. In addition, student GPA was used as a covariate to control for initial group differences in subscale scores for both Grades 6-8 and 9-12 students.

Grades 6-8

Civic Knowledge

> *We learned about rules, laws, ordinances, and policies and what level of government was involved with each one.* – Project Citizen Student

The Grades 6-8 student survey included 6 objective, multiple-choice civic knowledge items. Two items pertained to characteristics of democratic societies, while four concerned aspects of public policy. A 7-item scale was also used to assess the accuracy of students' understanding of essential features of democratic systems of government. The percentages of correct responses on the objective knowledge about democracy questions and knowledge about public policy items were determined. A repeated measures ANCOVA showed a significant difference between Project Citizen and comparison students' change over time in their percent correct on the public policy knowledge items, $F(1, 430) = 12.42$, $p < .001$). As indicated in Exhibit 11, Project Citizen students improved more in their knowledge of public policy than comparison students did.

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[5]Analysis of covariance (ANCOVA) is a statistical procedure that examines differences in outcomes for two or more groups while controlling for characteristics not associated with the intervention, such as respondent demographics or responses on a pre-survey.

Exhibit 11. Group Differences Over Time in Knowledge of Public Policy, Grades 6-8
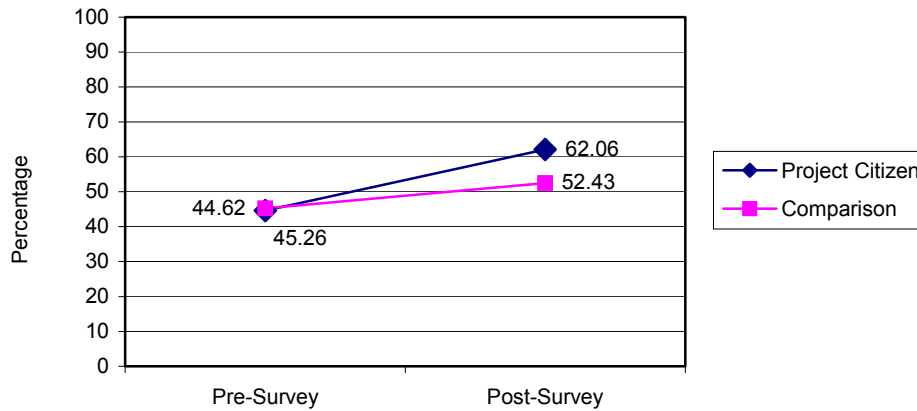
Because of the low internal reliability of the Grades 6-8 concepts of democracy measure, repeated measures ANCOVAs were conducted on each item on the scale. Results revealed significant time by group interactions for five items:

1. *When many different organizations are available for people who wish to belong to them (F(1, 196) = 7.29, p = .008);*

2. *If citizens who did not like their original leaders could elect ones they liked better (F(1, 251) = 14.84, p < .001);*

3. *If citizens could believe in whatever religion they wanted to believe in (F(1, 327) = 106.67, p < .001);*

4. *If citizens tried to get the government to change laws that were unfair to some people (F(1, 251) = 5.24, p = .023); and*

5. *If citizens were asked to give some time each week to help their community (F(1, 225) = 7.05, p = .009)*

As indicated in Exhibit 12, Project Citizen students showed an increase in their belief that each of these conditions was "good in a democracy," while comparison students' agreement with each statement declined.

Exhibit 12. Group Differences in Concepts of Democracy, Grades 6-8

How good or bad would each of the following be in your new democracy?	Project Citizen				Comparison			
	Pre-Survey		Post-Survey		Pre-Survey		Post-Survey	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
If many organizations were available for people to join.	3.27	.656	3.44	.590	3.21	.800	3.09	.747
If citizens who did not like their original leaders could elect ones they liked better.	2.98	.88	3.17	.86	3.04	.80	2.79	.736
If citizens could believe in whatever religion they wanted to believe in.	3.60	.691	3.63	.638	3.70	.557	2.94	.447
If citizens tried to get the government to change laws that were unfair to some people.	2.90	.841	3.05	.880	2.69	.956	2.57	1.003
If citizens were asked to give some time every week to help their community (planet).	3.30	.609	3.35	.632	3.29	.791	2.90	.629

Civic Skills

This is the most important civic (skill) they learn, because they must form a dialogue among themselves. For students today, this is one of the few times they can take a position and defend it. – Project Citizen Teacher

Students in Grades 6-8 rated their competence at several public policy problem solving activities such as *knowing how to find out what the problems are in my community* and *thinking of different ways to solve a problem in my community*. A repeated measures ANCOVA showed a statistically significant time by group interaction on the Public Policy Problem Solving Skills subscale ($F(1, 429) = 21.71$, $p < .001$). Exhibit 13 graphically represents this finding and indicates that Project Citizen students' public policy problem solving skills increased more over time than those of comparison students.

Exhibit 13. Group Differences in Public Policy Problem-Solving Skills, Grades 6-8
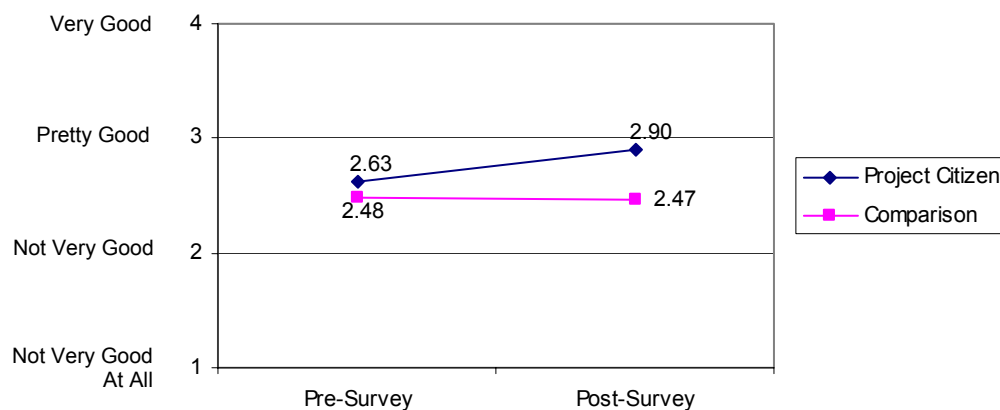
Civic Dispositions

> *I've learned that a citizen should not only be part of the community, but should be in the community and see what's happening and work to change it.*
> – Project Citizen Student

Student surveys assessed two dimensions of civic responsibility: students' beliefs about the duties of democratic citizens, in general, and their sense of their responsibility to fulfill these duties. Repeated measures ANCOVAs showed no significant differences in Project Citizen and comparison students' change over time on the General Citizen Responsibility or the Personal Citizen Responsibility subscales. Examination of the descriptive data for the General Citizen Responsibility subscale indicated that at both times, average scores for the majority of students in both groups ranged between 2.5 and 3.0. Similarly, average scores for both groups on the Personal Citizen Responsibility subscale were concentrated between 2.5 and 3.0. Thus, students varied between seeing activities such as voting or attending meetings to make decisions about one's community as things that citizens, in general, or they, personally could do or "should do," with more responses falling in the "should do" category. The finding that students' attitudes showed little change over time may have been due to inadequacies in the measures or the relatively stable nature of civic responsibility as a disposition. In addition, the fact that most students viewed civic activities as optional or obligatory (but not mandatory) offers support for the view of Damon (2006) and other social scientists (e.g., Adelson & O'Neill, 1966) that young people's understanding of the personal liberties conferred by democratic citizenship precedes their understanding of the legitimate rights of communities to make claims on their citizens.

Civic Participation

> *It is your responsibility as a citizen to bring forth problems of your society, because if you don't they will never be solved.* – Project Citizen Student

The pre- and post-survey asked students to rate the frequency with which they engaged in activities related to political or community life. An average Current Civic Activity score was obtained for this subscale. A repeated measures ANCOVA showed no significant differences in Project Citizen students' and comparison students' change over time in current civic activity. A review of descriptive results for this subscale showed that Project Citizen students reported slightly higher levels of civic activity than comparison students on both the pre and post-survey. However, average scores for the majority of students in both groups ranged between 2.0 = rarely to 3.0 = sometimes. The finding of no group difference over time may reflect a lack of alignment between activities mentioned in the Current Civic Activity subscale and the focus of the Project Citizen curriculum. While Project Citizen seeks to strengthen students' capacity to identify and analyze public problems and construct policy solutions to these problems, the subscale included activities such as attending meetings or discussing politics with family and friends.

Grades 9-12

Civic Knowledge

We learned what branches of government are responsible for different issues.
– Project Citizen Student

A repeated measures ANCOVA revealed a significant time by group interaction in students' percent correct on the objective knowledge about democracy items ($F(1, 307) = 27.23$, $p < .001$). As indicated in Exhibit 14, Project Citizen students' scores remained higher overall, while comparison students, whose pre-survey scores had been lower, made greater gains.

Exhibit 14. Group Differences Over Time in Knowledge About Democracy, Grades 9-12
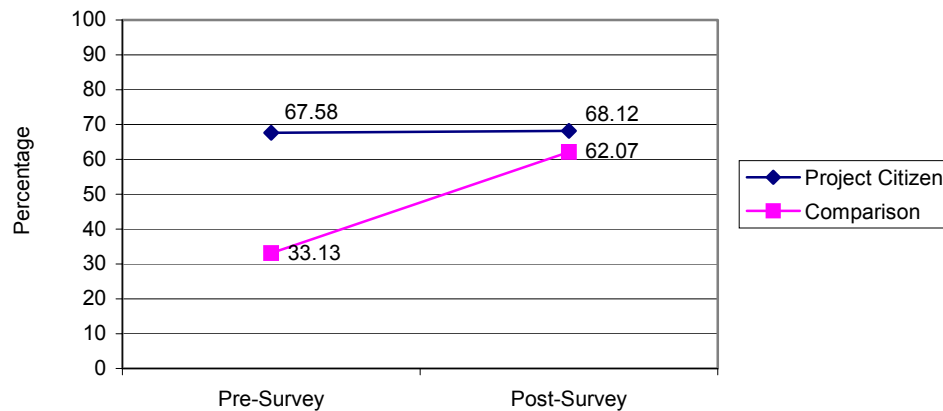
A repeated measures ANCOVA revealed a significant time by group interaction in students' percent correct scores on the objective public policy items ($F (1, 307) = 8.321$, $p < .001$). As is evident in Exhibit 15, Project Citizen students made markedly greater gains in their public policy knowledge than comparison students, improving from an average of 56% to 70% correct.

Exhibit 15. Group Differences Over Time in Knowledge of Public Policy, Grades 9-12
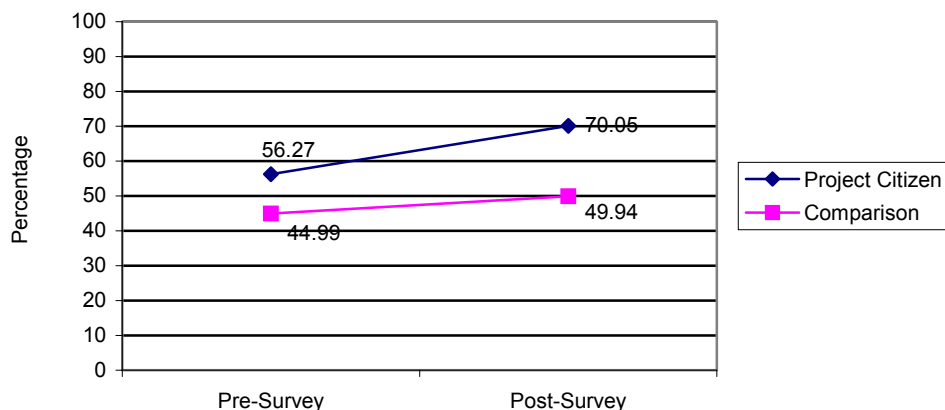
Civic Skills

> *There's times when you can be on both sides. There's things you agree with on both sides. You have to listen to both to figure out where you stand.* – Project Citizen Student

Grades 9-12 students rated their public policy problem solving skills using the same subscale used by Grades 6-8 students. A repeated measures ANCOVA revealed a significant time by group interaction ($F(1, 253) = 12.83$, $p < .001$). Results displayed in Exhibit 16 indicated that Project Citizen students increased more in their problem solving skills than comparison students.

Exhibit 16. Group Differences Over Time in Public Policy Problem-Solving Skills, Grades 9-12
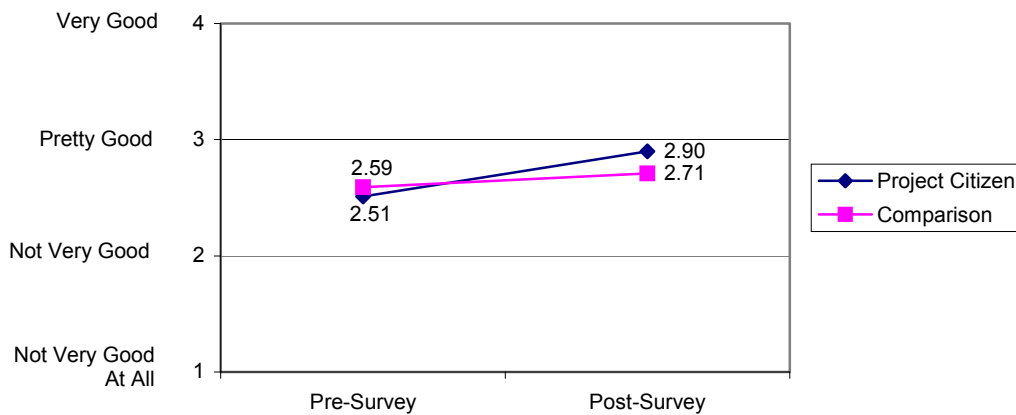
Civic Dispositions

> *You have to be aware of what is going on, pay attention to the news. The more aware you are, the bigger impact you can make as a citizen.* – Project Citizen Student

Civic responsibility among Grades 9-12 students was assessed using a General Citizen Responsibility subscale and a Personal Responsibility subscale. Repeated measures ANCOVAs revealed no differences between Project Citizen and comparison students' in their growth in either subscale.

Civic Participation

> *Sometimes as a teenager you can be looked down upon. Project Citizen gives you a chance to speak out and make a difference.* –Project Citizen Student

Civic participation among Grades 9-12 students was measured using the same Current Civic Activity subscale used with Grades 6-8 students. A repeated measures ANCOVA showed no

significant differences over time in Project Citizen students' and comparison students' civic activity.

Impacts on Literacy Performance

The effects of Project Citizen on literacy skills were determined by examining group differences over time in students' civic discourse skills and essay scores. GPA was included as a covariate in analyses of Grades 6-8 students' civic discourse skills and essay results and Grades 9-12 students' civic discourse skills, while gender and grade level were used as independent variables in analyzing essay results for Grades 9-12. The following section discusses the results for each outcome for each grade level.

Grades 6-8

Civic Discourse Skills

> *If you do not listen to other people and their ideas, you won't get the whole perspective.* – Project Citizen Student

Because of the low internal reliability of the Grades 6-8 civic discourse skills measure, repeated measures ANCOVAs were conducted of group differences over time on individual civic discourse items. Results showed no significant differences over time between Project Citizen and comparison students on any civic discourse skill.

Essays

Repeated measures ANCOVAs showed a significant time by group interaction on one dimension of persuasive writing ability: use of the Project Citizen steps to address a public policy problem ($F(1, 374) = 28.89$ $p < .001$). When asked how they would seek to persuade government leaders to adopt a particular policy, Project Citizen students were better able than comparison students to articulate a process that involved identifying and conducting research on a problem and persuading others based on evidence.

Exhibit 17. Differences Over Time Between Project Citizen and Comparison Students' Essay Scores, Grades 6-8

Dimension	Df	F	Significance	Group	Pre-Essay Mean	SD	Post-Essay Mean	SD
Use of the Project Citizen Steps to Address a Public Policy Problem	1, 374	28.89	.000	Project Citizen	.95	.595	1.76	.953
				Comparison	.80	.511	1.06	.489

Grades 9-12

Civic Discourse Skills

> *They learn how to explain their issue. They all write letters for their action plans. They do e-mails. They look at different methods of communication and figure out the best way to communicate about their issue.* – Project Citizen Teacher

Repeated measures ANCOVAs were conducted of group differences over time among Grades 9-12 students on the Civic Discourse Skills subscale. Results revealed a significant difference in Project Citizen and comparison students' change over time on this subscale ($F(1, 253) = 7.86$, $p = .005$). As is evident in Exhibit 18, Project Citizen participants increased more in civic discourse skills than comparison students.

Exhibit 18. Group Differences Over Time in Civic Discourse Skills, Grades 9-12
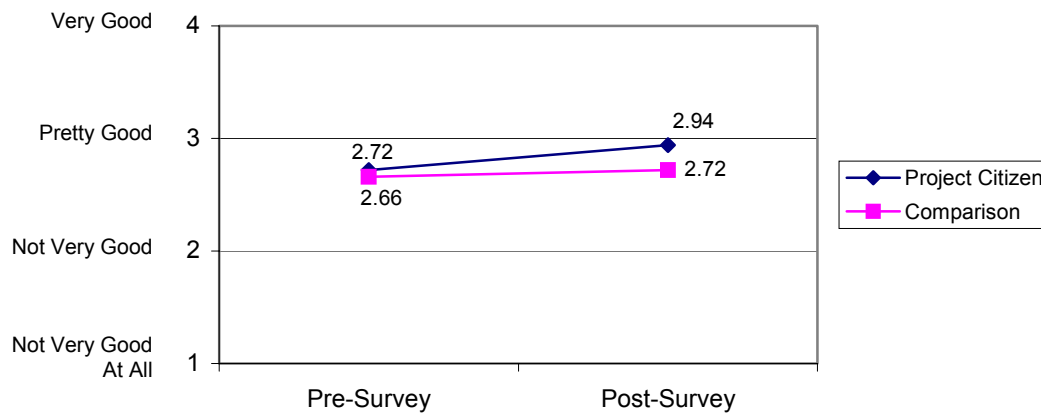
Essays

Repeated measures ANOVAs showed significant time by group interactions for two dimensions of the essays: civic thinking and problem solving ($F(1, 198) = 5.43$, $p = .027$) and use of the Project Citizen steps to address a public policy problem ($F(1, 198) = 10.84$, $p = .052$). As indicated in Exhibit 19, essays by Project Citizen students showed greater improvement on these dimensions than those of comparison students.

**Exhibit 19. Differences over Time Between Project Citizen
and Comparison Students' Essay Scores, Grades 9-12**

Dimension	Df	F	Significance	Group	Pre-Essay Mean	SD	Post-Essay Mean	SD
Civic Thinking and Problem Solving	1, 198	5.43	.027	Project Citizen	9.43	2.104	9.67	3.292
				Comparison	7.59	2.563	7.16	2.302
Use of the Project Citizen Steps to Address a Public Policy Problem	1, 198	10.84	.052	Project Citizen	1.18	.915	2.30	1.04
				Comparison	1.01	.791	1.39	.748

Moderators of Impact

Analyses were conducted to determine whether three types of moderating variables contributed to the outcomes: teacher characteristics, program components, and student characteristics. The following section discusses the results of these analyses.

Teacher Characteristics

Separate MANOVAs explored the moderating effects of Project Citizen teacher characteristics on student survey subscale scores and essay scores. All analyses used difference scores as the dependent variables. Moderators were entered into the MANOVAs as independent variables (teacher experience) or as covariates (teacher quality practice scores). Follow-up univariate ANOVAs tested for effects of teacher characteristics on specific subscales and essay dimensions, when results of MANOVAs were significant. ANOVAs showing significant effects for teacher quality practice on student difference scores were followed by correlational analyses to determine the direction of the effects. The following section reports the results of the analyses of teacher moderators, beginning with those for students in Grades 6-8.

Grades 6-8

A MANOVA revealed a significant overall relationship between teacher experience and subscale difference scores ($F(12, 432) = 2.149$, p < .013). Follow-up ANOVAs showed a significant association between teacher experience using Project Citizen and students' change over time in knowledge of public policy $F(2, 220) = 5.426, p < .005$). As indicated in Exhibit 20, students whose teachers had used Project Citizen three or more times showed a substantially greater increase in the percentage of public policy items they answered correctly than those whose teachers had had less experience with Project Citizen. Students of teachers who had used the curriculum once performed most poorly.

Exhibit 20. Impacts of Teacher Experience With Project Citizen, Grades 6-8

Outcome	Times Teacher Used Project Citizen	N	Mean Difference Score	SD[6]
Knowledge of Public Policy	Once	7	-14.29	19.67
	Twice	25	9.00	28.76
	Three or More Times	191	19.37	29.98

A MANOVA of the relationship between teacher experience using Project Citizen and difference scores on the essay dimensions was significant $F(3, 208) = 4.998, p < .002$). Follow-up ANOVAs showed that teacher experience was significantly associated with students' change over time in persuasive writing ability $F(1, 210) = 6.327, p < .013$) and use of the Project Citizen steps to address a public policy problem $F(1, 210) = 8.328, p < .004$). As is evident in Exhibit 21, students whose teachers had used Project Citizen twice increased more on the essay dimensions than those whose teachers had implemented the curriculum three or more times.

Exhibit 21. Impacts of Teacher Experience With Project Citizen, Grades 6-8

Outcome	Times Teacher Used Project Citizen	N	Mean Difference Score	SD
Persuasive Writing Ability	Twice	23	2.527	3.31
	Three or more times	189	1.878	2.04
Use of the Project Citizen Steps to Address a Public Policy Problem	Twice	23	1.291	1.20
	Three or more times	189	.746	.989

A MANOVA to examine the relationship between the quality of teachers' practice in implementing Project Citizen and student difference scores on the survey subscales was significant ($F(6, 216) = 3.217, p < .005$). Subsequent ANOVAs and correlational analyses indicated that quality practice was significantly positively associated with student gains in knowledge of public policy ($F(1, 221) =14.919, p < .001, r = .266$). Students of teachers who were more skilled at using Project Citizen increased more than others in their mastery of public policy concepts.

Grades 9-12

A MANOVA using teacher experience with Project Citizen as the independent variable and student survey subscale scores as the dependent variables was significant ($F(16, 278) = 1.698, p < .047$). Follow-up ANOVAs revealed that teacher experience was significantly associated with changes over time in Grades 9-12 students' Public Policy Problem Solving Skills $F(2, 145) = 5.109, p < .007$) and Current Civic Activity $F(2, 145) = 3.088, p < .049$). Exhibit 22 displays the mean difference scores and standard deviations for these outcomes for teachers with different levels of experience with Project Citizen. The more experience teachers had had implementing Project Citizen, the greater their students' gains in problem solving. In addition, students whose

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[6]The standard deviation is a measure of how spread out a set of values is.   Higher standard deviations indicate greater variability in data across respondents.

teachers had had more experience using Project Citizen reported higher levels of civic activity than those whose teachers had used it once. However, students of teachers who had used the curriculum twice showed slightly greater increases in their current civic activity than students whose teachers had implemented Project Citizen three or more times.

Exhibit 22. Impacts of Teacher Experience With Project Citizen, Grades 9-12

Outcome	Times Teacher Used Project Citizen	N	Mean Difference Score	SD
Public Policy Problem Solving	Once	35	.154	.547
	Twice	68	.452	.518
	Three or more times	45	.506	.513
Current Civic Activity	Once	35	-.132	.691
	Twice	68	.188	.713
	Three or more times	45	.173	.517

The MANOVA of the relationship between teacher experience using Project Citizen and difference scores on the essay dimensions was not significant.

A MANOVA of the relationship between teachers' quality Project Citizen practice scores and difference scores on the student survey subscales was significant ($F(8,139) = 2.270$, $p = .026$). Follow-up ANOVAs and correlational analyses showed that the quality of Project Citizen teachers' practice was significantly positively related to Grades 9-12 students' gains over time in Public Policy Problem Solving Skills ($F(1, 146) = 8.972$, $p = .003$). That is, students of teachers who more frequently used quality practices in teaching Project Citizen demonstrated greater growth in problem solving than others. A MANOVA of the relationship between the quality practice measure and student difference scores on the essay dimensions was also significant ($F(3,83)=3.688$, $p = .015$). However, follow-up ANOVAs failed to find associations between teacher quality practice and difference scores on specific essay dimensions.

Effect of Student Project Citizen Experiences

MANOVAs were conducted in order to determine whether components of students' Project Citizen projects were associated with difference scores on the student survey subscales and the essay dimensions. The contributions of the following components were examined:

- Duration of the Project Citizen experience;
- Development of an action plan;
- Presentation of a portfolio to school and community members;
- Presentation of a portfolio at a showcase; and
- Total number of elements of the Project Citizen curriculum experienced by students.

Where MANOVAs led to significant results, subsequent univariate ANOVAs were performed to test for the effects of project components on specific subscale or essay difference scores

A MANOVA of the relationship between the duration of Project Citizen and difference scores on the essay dimensions was significant ($F(6,416) = 2.435$, $p = .025$). Follow-up ANOVAs showed that the time spent on Project Citizen instruction was significantly related to students' change over time in persuasive writing ability ($F(2,209) = 5.549$, $p = .004$). Exhibit 23 displays the mean difference scores for students in classrooms where Project Citizen was used for varying durations. As the exhibit shows, students exposed to Project Citizen for 7 to 8 weeks made the greatest gains in persuasive writing ability, followed by those who participated for 5 to 6 weeks. Students in classrooms where Project Citizen was used for more than 10 weeks demonstrated very little change in persuasive writing.

Exhibit 23. Impacts of Duration of Project Citizen on Persuasive Writing Ability, Grades 6-8

Duration (Number of Weeks of Project Citizen)	N	Mean Difference Score	SD
5-6 Weeks	166	1.958	3.173
7-8 Weeks	22	3.455	2.154
9-10 Weeks	---	---	---
More than 10 Weeks	24	.500	2.378

A MANOVA showed a significant overall relationship between presentation of a portfolio at a showcase and Grades 6-8 students' difference scores on the essay dimensions ($F(3,206) = 3.045$, $p = .03$). Follow-up ANOVAs revealed that this component of the curriculum was significantly associated with difference scores on the dimensions of civic thinking and problem solving ($F(1,208) = 5.397$, $p = .021$) and persuasive writing ability ($F(1, 208) = 4.833$, $p = .029$). An examination of both groups' mean difference scores in civic thinking and problem solving showed that students who presented a portfolio at a showcase declined slightly on this outcome, while those who did not increased slightly. A review of the groups' mean difference scores in persuasive writing ability indicated that both those who presented a portfolio at a showcase and those who did not increased; however, gains were greater among students who did not present a portfolio. Caution should be used in drawing conclusions about the meaning of these changes over time given the subjective nature of the essay scoring.

Exhibit 24. Impacts of Presentation of Portfolio at a Showcase on Essay Dimensions, Grades 6-8

Presentation of Portfolio at a Showcase	N	Civic Thinking and Problem Solving Mean Difference Score	SD	Persuasive Writing Ability Mean Difference Score	SD
Presented Portfolio	168	-.4583	3.095	1.720	3.141
Did Not Present Portfolio	44	.6364	2.737	2.818	2.635

Grades 9-12

A MANOVA revealed a trend toward an association between the duration of Project Citizen in 9th- through 12th-grade classrooms and student change over time on the essay dimensions ($F(9, 249) = 1.554$, $p = .053$). However, ANOVAs to test for associations between duration and scores on specific essay dimensions were not significant.

MANOVAs showed no significant associations between individual components of the Project Citizen experience, such as development of an action plan or presentation at a showcase, and Grades 9-12 students' difference scores on any subscale or essay dimension. However, a MANOVA of the overall relationship between the total number of components of the Project Citizen curriculum and student difference scores on the essay dimensions ($F(3,96) = 2.717$, $p = .049$) was significant. Follow-up ANOVAs and correlational analyses indicated that the total number of components of Project Citizen experienced by students was significantly positively linked to their growth in use of the Project Citizen steps in discussing how they would attempt to persuade political leaders to adopt a particular policy solution ($F(1,98) = 6.964$, $p = .010$, $r = .258$). This suggests that more complete implementation of the program improves students' ability to identify, explain, and conduct research on a problem and to use evidence-based reasoning to persuade public leaders to adopt a particular public policy solution.

Effects of Student Demographics and Other Characteristics

Repeated measures ANOVAs were conducted of differences over time between Project Citizen and comparison students on the subscales and essay dimensions, while controlling for student characteristics expected to influence the outcomes. Using a fractional factorial design, student group (Project Citizen vs. comparison), GPA, gender, ethnicity, home language (for students in Grades 6-8 only), and number of extracurricular activities were entered as independent variables. Post-survey subscale scores and post-essay scores were used as dependent variables. Home language was not included in the analyses of Grades 9-12 student data, because almost all students identified English as their home language.

Grades 6-8

Repeated measures ANOVAs revealed a significant time by group by ethnicity interaction effect on persuasive writing ability ($F(2, 359) = 5.98$, $p = .003$). Exhibit 25 displays the growth for students on this dimension of the essays. As indicated, White and non-White Project Citizen participants and White comparison students showed improvement over time in skills such as organization, voice and use of writing conventions, while non-White comparison students showed little change over time. No other interaction effects for student characteristics were found.

Exhibit 25. Group Differences Over Time in Persuasive Writing Ability by Ethnic Background, Grades 6-8
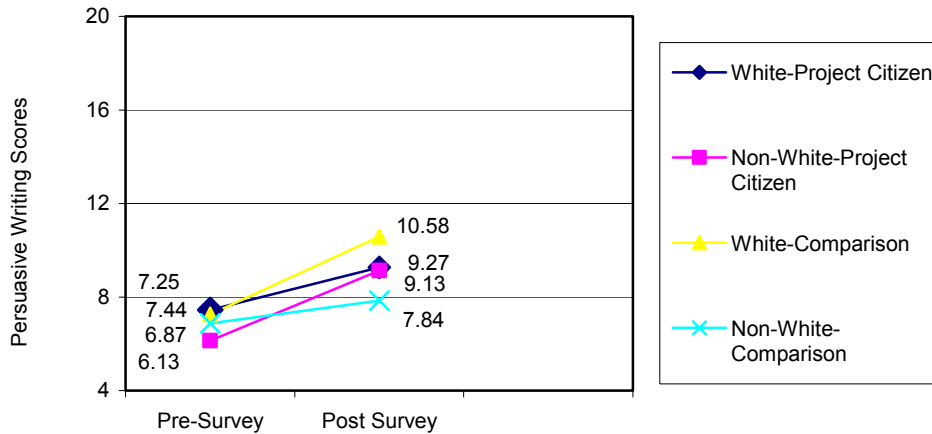
Grades 9-12

Among students in Grades 9-12, repeated measures ANOVAs revealed a significant time by group by ethnicity interaction effect on Personal Civic Responsibility ($F(2, 205) = 4.52$, $p = .012$). As Exhibit 26 shows, non-Hispanic and Hispanic Project Citizen students and Hispanic comparison students remained level over time in their sense of personal civic responsibility, while Non-Hispanic comparison students declined.

Exhibit 26. Group Differences Over Time in Personal Citizen Responsibility by Ethnic Background, Grades 9-12
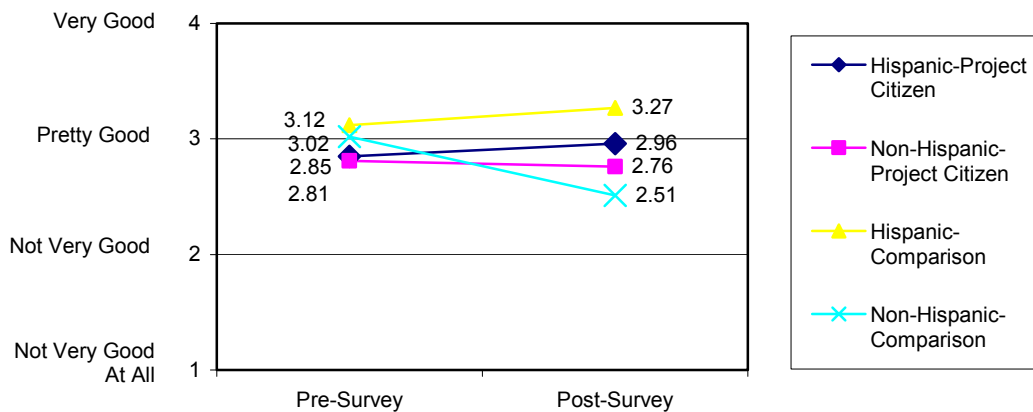
Repeated measures ANOVAs showed a significant time by group by ethnicity interaction effect on students' knowledge of democracy ($F(2, 275) = 3.42$, $p = .034$). Mean pre and post percent correct scores on knowledge of democracy items for student groups are displayed in Exhibit 27. As indicated, comparison students in both ethnic groups initially scored much lower than their Project Citizen counterparts on the knowledge of democracy items and made greater gains. Non-White comparison students, in particular, demonstrated substantially greater increases in knowledge of democracy than their Project Citizen peers. It may be that students with higher

initial knowledge of democracy are more apt to select into or be recruited by teachers into classes using Project Citizen.

Exhibit 27. Group Differences Over Time in Knowledge of Democracy by Ethnic Background, Grades 9-12
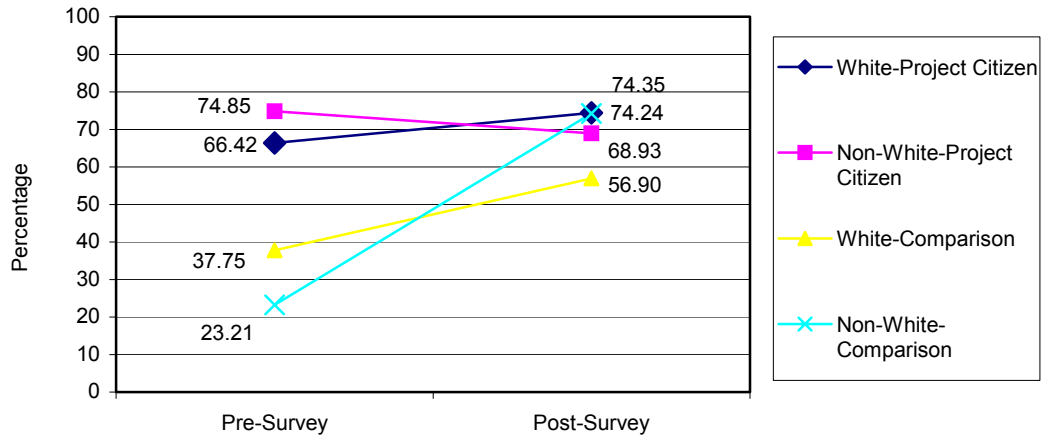
Conclusions

Students who participated in Project Citizen increased in civic development, including their levels of civic knowledge, civic discourse skills, and public policy problem solving skills. Students in Grades 6-8 improved significantly more than matched comparison students in knowledge of public policy, concepts of democracy, and public policy problem solving skills. Students in Grades 9-12 made significantly greater gains than comparison students in public policy problem solving skills, civic discourse skills, and knowledge of public policy, improving from an average of 56% to 70% correct. Project Citizen students also improved in their essay writing skills. Grades 6-8 and Grades 9-12 students improved significantly more than matched comparison students in their ability to incorporate into persuasive writing the systematic approach outlined in Project Citizen of identifying, articulating, and researching a public problem and advocating for a particular policy solution. In addition, Grades 9-12 students gained significantly more than matched comparison students in persuasive writing ability.

Teacher experience and skills moderated student outcomes. Teacher experience using Project Citizen was positively associated with increased public policy knowledge among students in Grades 6-8 and with increased public policy problem solving skills and current civic activity among students in Grades 9-12. In Grades 6-8, students of more skilled Project Citizen teachers improved more than others in their knowledge of public policy, while in Grades 9-12, students of more skilled teachers increased more in public policy problem solving skills.

The study found little variation in the impacts of Project Citizen due to differences in implementation, such as project duration. Among students in Grades 6-8, the duration of Project Citizen was significantly linked to one outcome: persuasive writing ability, while duration was unrelated to student outcomes in Grades 9-12. In Grades 6-8, the only project component associated with any outcome was presenting a portfolio at a showcase. Students who did not present their portfolios at a showcase showed slightly greater gains on two essay dimensions than those who did present a portfolio. In Grades 9-12, no single project component was associated with any study outcome; however, students who experienced more components of Project Citizen made greater gains on one essay dimension. The failure to find effects for project components may have been due to the similarity in implementation of Project Citizen across classrooms. Implementation data indicated that nearly all participants experienced full implementation of the Project Citizen curriculum.

Participating in Project Citizen had similar impacts on students regardless of gender, home language, and level of participation in extracurricular activities. Group differences in the growth of students from different ethnic backgrounds occurred for two outcomes. In Grades 6-8, non-white Project Citizen participants improved more in their persuasive writing ability than matched comparison students. In Grades 9-12, non-Hispanic Project Citizen students were more apt to remain committed to personal responsibility at the same level than non-Hispanic comparison students.

Recommendations

Enhance professional development for Project Citizen, with an emphasis on elements of quality practice. The finding that teacher skill at implementing Project Citizen was related to increased student knowledge of public policy and problem solving skills suggests that high quality practice should be a focus of future professional development activities. Future activities should help teachers consider and plan how they will incorporate elements such as the promotion of higher order thinking skills, connection to the curriculum, and student input into their implementation of Project Citizen. In order to achieve optimal outcomes, future training should incorporate features of effective professional development, such as coherence with other district and school initiatives, opportunities for active learning, and job-embeddededness (Garet, Porter, Desimore, Birman, & Suk, 2001).

A larger research study is needed to examine differences in the effects of Project Citizen due to variations in student characteristics and program implementation. Although the results indicated slight differences in how students from different ethnic backgrounds responded to Project Citizen, the small number of minority students in the study permitted only the broadest group comparisons. Previous research has found few differences by ethnic group in Project Citizen impacts (Vontz et al., 2000; Soule, 2003, 2000). A larger study involving efforts to deliberately sample from diverse populations would more conclusively show how Project Citizen affects students from different groups. In addition, a larger study including a greater range of implementation approaches (or an experiment involving controlled variations) would shed additional light on the effects of particular program components on student outcomes.

Efforts to develop new instruments and refine existing ones should continue. The failure to find changes over time in civic responsibility and current civic activities may have been due to a lack of alignment between the measures of these outcomes and the goals of Project Citizen. In addition, civic skills taught through Project Citizen, such as consensus-building, were not captured by the instruments. The Center for Civic Education should continue to engage in efforts to improve assessment tools, such as convening focus groups of Project Citizen coordinators and practitioners to review and modify instruments, to develop new measures that better address important outcomes of the curriculum, and to pilot test these with diverse groups.

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Appendix

Treatment Student Pre-Survey, Grades 6-8
Treatment Student Post-Survey, Grades 6-8
Treatment Student Pre-Survey, Grades 9-12
Treatment Student Post-Survey, Grades 9-12
Treatment Student Pre-Essay, Grades 3-5
Treatment Student Post-Essay, Grades 3-5
Treatment Student Pre-Essay, Grades 6-12
Treatment Student Post-Essay, Grades 6-12
Essay Scoring Rubric, Grades 3-5
Essay Scoring Rubric, Grades 6-12
Treatment Teacher Survey
Comparison Teacher Survey

Participant Assent Form
Project Citizen Evaluation
Treatment Group

We are conducting a research study of students' opinions about themselves, their school, and their community. This is a *survey,* not a test. There are no right or wrong answers, but it is important that you answer each question honestly. The survey will be given in your classroom, and will take about 15-20 minutes.

You do not have to participate in the study, and you can stop participating at any time. You can skip a question if you do not want to answer it. It you decide not to participate, there will be no negative consequences. If you have any questions about the survey, please raise your hand and the person giving the survey will help you. We will make every effort to keep your answers confidential. Other than the researchers, no one will know your answers, including teachers, your parents or other students. Please print and sign your name if you agree to participate in the study.

Name (please print):_____

Signature _____

Your school: _____

(THIS PAGE LEFT BLANK ON PURPOSE.)

School: _____ Teacher:_____

1. **Today's Date:**
   _____

2. **Grade in School (for example, 6th grade, etc): _____**

3. **Age: _____**

4. **Are you a male or a female?**
   ☐ Male
   ☐ Female

5. **How would you describe your ethnic background? (CHECK ALL THAT APPLY.)**
   ☐ White
   ☐ Black/African American
   ☐ American Indian/Alaskan Native
   ☐ Hispanic/Latino
   ☐ Asian/Pacific Islander
   ☐ Other
   (specify):_____

6. **What language do you *mostly* speak at home?** (If you speak two languages at home, please check only the one that you speak the most often.)
   ☐ English
   ☐ Spanish
   ☐ Korean
   ☐ Chinese
   ☐ Other (specify):_____

7. **In addition to taking classes, what activities are you involved in at school? (CHECK ALL THAT APPLY.)**
   ☐ Sports
   ☐ Academic Club (for example, Math Club, Drama Club)
   ☐ After School Club (for example, Scouts)
   ☐ Student Leadership Group (for example, Student Council)
   ☐ Other Clubs
   ☐ Job
   ☐ None of the above

8. **What grades do you get, on average?**
   ☐ Mostly A's
   ☐ Mostly B's
   ☐ Mostly C's
   ☐ Mostly D's
   ☐ Mostly F's

9. **Have you ever taken a class in government or civics?**
   ☐ Yes
   ☐ No

PART I. ATTITUDES ABOUT YOURSELF

10. People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:

	Not Good At All	Not Very Good	Pretty Good	Very Good
a. Writing or saying what I think about a problem in my community	❏	❏	❏	❏
b. Listening to other people even when I disagree with them	❏	❏	❏	❏
c. Explaining problems in my community to others	❏	❏	❏	❏
d. Being able to figure out whether an opinion is based on facts	❏	❏	❏	❏
e. Knowing how to find out what the problems are in my community	❏	❏	❏	❏
f. Speaking in front of a group of people	❏	❏	❏	❏
g. Doing research on a problem in my community	❏	❏	❏	❏
h. Knowing who to contact to solve a problem in my community	❏	❏	❏	❏
i. Knowing how to figure out if a solution to a community problem was successful	❏	❏	❏	❏
j. Thinking of different ways to solve a problem in my community	❏	❏	❏	❏

PART II. CIVIC INFORMATION

Please answer each of the following questions to the best of your knowledge. (Choose only one answer.)

11. Which of the following would most likely cause a government to be called non-democratic?

❏ If people were prevented from criticizing the government
❏ If political parties disagreed with each other often
❏ If people had to pay high taxes
❏ If every person had the right to a job

12. **Which of the following impacts on freedom of the press is most likely to happen if a large publisher buys many of the smaller newspapers in a country?**

   ❑ Government censorship of the news is more likely.
   ❑ There will be less diversity of opinions presented.
   ❑ The price of the country's newspapers will be lowered.
   ❑ The cost of advertising in the newspapers will be reduced.

13. **Last month, there was an earthquake in Ms. Smith's city. Now Ms. Smith's students want to create a public policy to help the victims of the earthquake. Which of the following is an example of how they could create a public policy to help the victims?**

   ❑ Carry out a fund raising drive to help earthquake victims
   ❑ Send a proposal to the town council to give earthquake victims free rent for one month
   ❑ Make quilts for earthquake victims
   ❑ Write a brochure to inform people in their community about earthquake safety

14. **Your city has decided to build a new school. Which of these facts about neighborhoods in the city would be most important in deciding where to build the school?**

   ❑ The political parties that people in different neighborhoods belong to
   ❑ The ages of people in the families in different neighborhoods
   ❑ The occupations of people in different neighborhoods
   ❑ The religious beliefs of people in different neighborhoods

15. **A group of students is trying to do something about the problem of obesity at their school. They want school officials to make a policy requiring the cafeteria to serve healthier food. Which type of government group would students contact to cause school officials to create this policy?**

   ❑ National
   ❑ Regional
   ❑ State
   ❑ Local

16. **A group of students learns that many newborn babies in their country are born with a disease that can easily be cured. Of the following policies that students could propose, which would have the <u>quickest</u> impact on the problem?**

   ❑ A policy requiring all new immigrants to be tested for the disease
   ❑ A policy requiring that medical schools train doctors to recognize the disease
   ❑ A policy to provide free health care to new parents
   ❑ A policy requiring hospitals to test new babies for the disease

17. You and your classmates have just taken a spaceship to a planet in a new solar system. You want to make your new planet into a democracy. How good or bad would each of the following things be in your new democracy?

	Very Bad	Bad	Don't know	Good	Very Good
a. If many different organizations were available for citizens to join	❑	❑	❑	❑	❑
b. If citizens who did not like the original leaders could elect ones they liked better	❑	❑	❑	❑	❑
c. If those who started the government did not have to obey the same laws as other citizens	❑	❑	❑	❑	❑
d. If citizens could believe in whatever religion they wanted to believe in	❑	❑	❑	❑	❑
e. If citizens tried to get the government to change laws that were unfair to some people	❑	❑	❑	❑	❑
f. If citizens were asked to give some time every week to help their new planet	❑	❑	❑	❑	❑
g. If the police could arrest a citizen who said bad things about the planet	❑	❑	❑	❑	❑
h. If citizens had the right to organize public meetings to criticize the actions of planet leaders	❑	❑	❑	❑	❑

PART III. ATTITUDES ABOUT THE ROLES OF PEOPLE IN THEIR COUNTRY

18. In a democracy, there are things that people <u>have</u> to do as citizens. There are things that they <u>should</u> do, but do not have to do. There are things that citizens in a democracy <u>can</u> do if they want to. Finally, there are things that are <u>not important</u> for people to do as citizens. Please mark whether each item is something that a citizen has to do, should do, can do, or is not important to do. (Choose only one.)

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❑	❑	❑	❑
b. Pay their fair share of taxes	❑	❑	❑	❑
c. Know the names of their senators or representatives	❑	❑	❑	❑
d. Obey the law	❑	❑	❑	❑
e. Speak out for people who are treated unfairly	❑	❑	❑	❑
f. Play sports	❑	❑	❑	❑
g. Learn about the problems in their town or state	❑	❑	❑	❑
h. Know how people in their town have solved problems in the past	❑	❑	❑	❑
i. Discuss problems in their town or state with others	❑	❑	❑	❑
j. Attend meetings to make decisions about their town or country	❑	❑	❑	❑
k. Travel	❑	❑	❑	❑
l. Create policies to make government better	❑	❑	❑	❑

19. Now think about yourself as a citizen. Please mark each item according to whether it is something you think you <u>have</u> to do, <u>should</u> do, <u>can</u> do if you want to or is <u>not important</u> to do. (Choose only one answer for each statement.)

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❏	❏	❏	❏
b. Pay their fair share of taxes	❏	❏	❏	❏
c. Know the names of their senators or representatives	❏	❏	❏	❏
d. Obey the law	❏	❏	❏	❏
e. Speak out for people who are treated unfairly	❏	❏	❏	❏
f. Play sports	❏	❏	❏	❏
g. Learn about the problems in their town or state	❏	❏	❏	❏
h. Know how people in their town have solved problems in the past	❏	❏	❏	❏
i. Discuss problems in their town or state with others	❏	❏	❏	❏
j. Attend meetings to make decisions about their town or country	❏	❏	❏	❏
k. Travel	❏	❏	❏	❏
l. Create policies to make government better	❏	❏	❏	❏

20. Please indicate how often, if ever, you participate in the following activities:

	Never	Rarely	Sometimes	Often	Very Often
a. Discuss politics with my family and friends	❑	❑	❑	❑	❑
b. Attend a meeting of a student group	❑	❑	❑	❑	❑
c. Attend a meeting in the community	❑	❑	❑	❑	❑
d. Donate money to an organization that works on problems in my community or country	❑	❑	❑	❑	❑
e. Write a letter expressing an opinion to someone in government	❑	❑	❑	❑	❑
f. Do something to improve my school and/or community	❑	❑	❑	❑	❑

THANK YOU FOR COMPLETING THIS SURVEY!

Participant Assent Form
Project Citizen Evaluation
Treatment Group

If you remember, in the fall, you filled out a survey as part of a study by RMC Research Corporation. The survey asked about your opinions about yourself, your school, and your community. Researchers at RMC want to use the information you give us to make teaching and learning better. Today, we are giving another survey to find out what your opinions are <u>now</u>. Before we start, there are a few things to remind you of about the survey. First, this is a *survey,* not a test. There are no right or wrong answers, but it is important that you answer each question honestly. The survey will take about 20-25 minutes to complete.

You do not have to participate in the survey, and you can stop participating at any time. You can skip a question if you do not want to answer it. If you decide not to participate, there will be no negative consequences. If you have any questions about the survey, please raise your hand and the person giving the survey will help you. We will make every effort to keep your answers confidential. Other than the researchers, no one will know your answers, including your teacher, your parents, and other students.

If you agree to participate, please print and sign your name below, and put your school name. Thank you for your help.

Name (please print):_____

Signature _____

Your School: _____

(THIS PAGE LEFT BLANK ON PURPOSE.)

School: _____ Teacher:_____

1. **Today's Date: _____**

PART I. ATTITUDES ABOUT YOURSELF

2. **People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:**

	Not Good At All	Not Very Good	Pretty Good	Very Good
a. Writing or saying what I think about a problem in my community	❏	❏	❏	❏
b. Listening to other people even when I disagree with them	❏	❏	❏	❏
c. Explaining problems in my community to others	❏	❏	❏	❏
d. Being able to figure out whether an opinion is based on facts	❏	❏	❏	❏
e. Knowing how to find out what the problems are in my community	❏	❏	❏	❏
f. Speaking in front of a group of people	❏	❏	❏	❏
g. Doing research on a problem in my community	❏	❏	❏	❏
h. Knowing who to contact to solve a problem in my community	❏	❏	❏	❏
i. Knowing how to figure out if a solution to a community problem was successful	❏	❏	❏	❏
j. Thinking of different ways to solve a problem in my community	❏	❏	❏	❏

PART II. CIVIC INFORMATION

Please answer each of the following questions to the best of your knowledge. (Choose only one answer to each question.)

3. **Which of the following would most likely cause a government to be called non-democratic?**

   - ❑ If people were prevented from criticizing the government
   - ❑ If political parties disagreed with each other often
   - ❑ If people had to pay high taxes
   - ❑ If every person had the right to a job

4. **Which of the following impacts on freedom of the press is most likely to happen if a large publisher buys many of the smaller newspapers in a country?**

   - ❑ Government censorship of the news is more likely.
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   - ❑ The price of the country's newspapers will be lowered.
   - ❑ The cost of advertising in the newspapers will be reduced.

5. **Last month, there was an earthquake in Ms. Smith's city. Now Ms. Smith's students want to create a public policy to help the victims of the earthquake. Which of the following is an example of how they could create a public policy to help the victims?**

   - ❑ Carry out a fund raising drive to help earthquake victims
   - ❑ Send a proposal to the town council to give earthquake victims free rent for one month
   - ❑ Make quilts for earthquake victims
   - ❑ Write a brochure to inform people in their community about earthquake safety

6. **Your city has decided to build a new school. Which of these facts about neighborhoods in the city would be most important in deciding where to build the school?**

   - ❑ The political parties that people in different neighborhoods belong to
   - ❑ The ages of people in the families in different neighborhoods
   - ❑ The occupations of people in different neighborhoods
   - ❑ The religious beliefs of people in different neighborhoods

7. **A group of students is trying to do something about the problem of obesity at their school. They want school officials to make a policy requiring the cafeteria to serve healthier food. Which type of government group would students contact to cause school officials to create this policy?**

   ❑ National
   ❑ Regional
   ❑ State
   ❑ Local

8. **A group of students learns that many newborn babies in their country are born with a disease that can easily be cured. Of the following policies that students could propose, which would have the <u>quickest</u> impact on the problem?**

   ❑ A policy requiring all new immigrants to be tested for the disease
   ❑ A policy requiring that medical schools train doctors to recognize the disease
   ❑ A policy to provide free health care to new parents
   ❑ A policy requiring hospitals to test new babies for the disease

9. **You and your classmates have just taken a spaceship to a planet in a new solar system. You want to make your new planet into a democracy. How good or bad would each of the following things be in your new democracy?**

	Very Bad	Bad	Don't know	Good	Very Good
a. If many different organizations were available for citizens to join	❑	❑	❑	❑	❑
b. If citizens who did not like the original leaders could elect ones they liked better	❑	❑	❑	❑	❑
c. If those who started the government did not have to obey the same laws as other citizens	❑	❑	❑	❑	❑
d. If citizens could believe in whatever religion they wanted to believe in	❑	❑	❑	❑	❑
e. If citizens tried to get the government to change laws that were unfair to some people	❑	❑	❑	❑	❑
f. If citizens were asked to give some time every week to help their new planet	❑	❑	❑	❑	❑
g. If the police could arrest a citizen who said bad things about the planet	❑	❑	❑	❑	❑
h. If citizens had the right to organize public meetings to criticize the actions of planet leaders	❑	❑	❑	❑	❑

PART III. ATTITUDES ABOUT THE ROLES OF PEOPLE IN THEIR COUNTRY

10. In a democracy, there are things that people <u>have</u> to do as citizens. There are things that they <u>should</u> do, but do not have to do. There are things that citizens in a democracy <u>can</u> do if they want to. Finally, there are things that are <u>not important</u> for citizens to do. Please mark whether each item is something that a citizen has to do, should do, can do, or is not important to do.

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❑	❑	❑	❑
b. Pay their fair share of taxes	❑	❑	❑	❑
c. Know the names of their senators or representatives	❑	❑	❑	❑
d. Obey the law	❑	❑	❑	❑
e. Speak out for people who are treated unfairly	❑	❑	❑	❑
f. Play sports	❑	❑	❑	❑
g. Learn about the problems in their town or state	❑	❑	❑	❑
h. Know how people in their town have solved problems in the past	❑	❑	❑	❑
i. Discuss problems in their town or state with others	❑	❑	❑	❑
j. Attend meetings to make decisions about their town or country	❑	❑	❑	❑
k. Travel	❑	❑	❑	❑
l. Create policies to make government better	❑	❑	❑	❑

11. Now think about yourself as a citizen. Please mark each item according to whether it is something you think you <u>have</u> to do, <u>should</u> do, <u>can</u> do if you want to or is <u>not important</u> to do.

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❑	❑	❑	❑
b. Pay their fair share of taxes	❑	❑	❑	❑
c. Know the names of their senators or representatives	❑	❑	❑	❑
d. Obey the law	❑	❑	❑	❑
e. Speak out for people who are treated unfairly	❑	❑	❑	❑
f. Play sports	❑	❑	❑	❑
g. Learn about the problems in their town or state	❑	❑	❑	❑
h. Know how people in their town have solved problems in the past	❑	❑	❑	❑
i. Discuss problems in their town or state with others	❑	❑	❑	❑
j. Attend meetings to make decisions about their town or country	❑	❑	❑	❑
k. Travel	❑	❑	❑	❑
l. Create policies to make government better	❑	❑	❑	❑

12. Please indicate how often, if ever, you participate in the following activities:

	Never	Rarely	Sometimes	Often	Very Often
a. Discuss politics with my family and friends	❑	❑	❑	❑	❑
b. Attend a meeting of a student group	❑	❑	❑	❑	❑
c. Attend a meeting in the community	❑	❑	❑	❑	❑
d. Donate money to an organization that works on problems in my community or country	❑	❑	❑	❑	❑
e. Write a letter expressing an opinion to someone in government	❑	❑	❑	❑	❑
f. Do something to improve my school and/or community	❑	❑	❑	❑	❑

QUESTIONS ABOUT PROJECT CITIZEN

13. How much time did your class work on Project Citizen during the past school year?

- ❑ Less than one month.
- ❑ Less than one semester, but more than one month.
- ❑ Through one semester.
- ❑ Through the school year.

14. Think back on your Project Citizen project this year. Check each item that was something that your class did during Project Citizen.

	(Check all that apply.)
1. Identified an important problem in our community.	❑
2. Decided as a group which problem we would work on.	❑
3. Found out about our problem from the internet, newspapers, or magazines.	❑
4. Found out about our problem from personal experience.	❑
5. Found out about our problem from surveys or interviews.	❑
6. Learned which branch or office of government deals with our problem.	❑
7. Learned which groups in the community have different opinions about our problem.	❑
8. Thought about different policies for dealing with our problem.	❑
9. Wrote a policy.	❑
10. Made an action plan.	❑
11. Wrote e-mails or letters to get support for our policy.	❑
12. Met with people in government or community to get support for our policy.	❑
13. Made a portfolio about our project.	❑
14. Presented our portfolio to school or community leaders.	❑

	(Check all that apply.)
15. Presented our portfolio at a showcase.	❏
16. Got our policy passed.	❏
17. Wrote about what we learned after Project Citizen was over.	❏

15. Thinking about your Project Citizen project during the past school year, please say how much you agree or disagree with each of the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	I helped choose the Project Citizen problem.	❏	❏	❏	❏
b.	I helped plan activities for Project Citizen.	❏	❏	❏	❏
c.	I did interesting things for Project Citizen.	❏	❏	❏	❏
d.	I talked about my opinions in class.	❏	❏	❏	❏
e.	I talked about Project Citizen at home.	❏	❏	❏	❏
f.	My research for Project Citizen helped my class or group.	❏	❏	❏	❏
g.	What we learned for Project Citizen helped our school or community.	❏	❏	❏	❏
h.	Our action plan was a success.	❏	❏	❏	❏
i.	I learned things that I will use again.	❏	❏	❏	❏
j.	Adults listened to our ideas.	❏	❏	❏	❏

16. Thinking about your <u>classroom</u> during the past school year, please say how much you agree or disagree with each of the following statements.

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	In this class, I can make up my own mind about things we talk about.	❏	❏	❏	❏
b.	In this class, the teacher encourages us to say what we really think.	❏	❏	❏	❏
c.	In this class, we talk about both sides of an issue.	❏	❏	❏	❏
d.	In this class, students can express their opinion even if they disagree with others.	❏	❏	❏	❏

Thank you for taking this survey!

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Participant Assent Form
Project Citizen Evaluation
Treatment Group

We are conducting a research study of students' opinions about themselves, their school, and their community. This is a *survey,* not a test. There are no right or wrong answers, but it is important that you answer each question honestly. The survey will be given in your classroom, and will take about 15-20 minutes.

You do not have to participate in the study, and you can stop participating at any time. You can skip a question if you do not want to answer it. It you decide not to participate, there will be no negative consequences. If you have any questions about the survey, please raise your hand and the person giving the survey will help you. We will make every effort to keep your answers confidential. Other than the researchers, no one will know your answers, including teachers, your parents or other students. Please print and sign your name if you agree to participate in the study.

Name (please print):_____

Signature _____

Your school: _____

(THIS PAGE LEFT BLANK ON PURPOSE.)

School: _____ Teacher:_____

1. **Today's Date:**
   _____

2. **Grade in School (for example, 6th grade, etc): _____**

3. **Age: _____**

4. **Are you a male or a female?**
   ☐ Male
   ☐ Female

5. **How would you describe your ethnic background? (CHECK ALL THAT APPLY.)**
   ☐ White
   ☐ Black/African American
   ☐ American Indian/Alaskan Native
   ☐ Hispanic/Latino
   ☐ Asian/Pacific Islander
   ☐ Other
     (specify):_____

6. **What language do you *mostly* speak at home?** (If you speak two languages at home, please check only the one that you speak the most often.)
   ☐ English
   ☐ Spanish
   ☐ Korean
   ☐ Chinese
   ☐ Other (specify):_____

7. **In addition to taking classes, what activities are you involved in at school? (CHECK ALL THAT APPLY.)**
   ☐ Sports
   ☐ Academic Club (for example, Math Club, Drama Club)
   ☐ After School Club (for example, Scouts)
   ☐ Student Leadership Group (for example, Student Council)
   ☐ Other Clubs
   ☐ Job
   ☐ None of the above

8. **What grades do you get, on average?**
   ☐ Mostly A's
   ☐ Mostly B's
   ☐ Mostly C's
   ☐ Mostly D's
   ☐ Mostly F's

9. **Have you ever taken a class in government or civics?**
   ☐ Yes
   ☐ No

PART I. ATTITUDES ABOUT YOURSELF

10. People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:

	Not Good At All	Not Very Good	Pretty Good	Very Good
a. Writing or saying what I think about a problem in my community	❑	❑	❑	❑
b. Listening to other people even when I disagree with them	❑	❑	❑	❑
c. Explaining problems in my community to others	❑	❑	❑	❑
d. Being able to figure out whether an opinion is based on facts	❑	❑	❑	❑
e. Knowing how to find out what the problems are in my community	❑	❑	❑	❑
f. Speaking in front of a group of people	❑	❑	❑	❑
g. Doing research on problems in my community	❑	❑	❑	❑
h. Knowing who to contact to solve a problem in my community	❑	❑	❑	❑
i. Knowing how to figure out if a solution to a community problem was successful	❑	❑	❑	❑
j. Thinking of different ways to solve a problem in my community	❑	❑	❑	❑

11. In a democratic country, one function of having more than one political party is to:

❑ Represent different opinions in the legislature
❑ Limit political corruption
❑ Prevent political demonstrations
❑ Encourage economic competition

12. Which of the following impacts on freedom of the press is most likely to happen if a large publisher buys many of the smaller newspapers in a country?

❑ Government censorship of the news is more likely.
❑ There will be less diversity of opinions presented.
❑ The price of the country's newspapers will be lowered.
❑ The cost of advertising in the newspapers will be reduced.

13. **Last month, there was an earthquake in Ms. Smith's city. Now Ms. Smith's students want to create a public policy to help the victims of the earthquake. Which of the following is an example of how they could create a public policy to help the victims?**

   ❑ Carry out a fund raising drive to help earthquake victims
   ❑ Send a proposal to the town council to give earthquake victims free rent for one month
   ❑ Make quilts for earthquake victims
   ❑ Write a brochure to inform people in their community about earthquake safety

14. **A country has a declining birth rate and increasing life span. Which of the following problems will have to be solved as a result of this trend?**

   ❑ Building new school buildings
   ❑ Funding retirement plans for the elderly
   ❑ Funding low income housing
   ❑ Combating crime and violence

15. **A group of students is trying to influence their city commission to put in a stop sign near their school. Which of the following types of information would be most helpful in their research?**

   ❑ A national survey of city planners about traffic congestion
   ❑ Interviews with residents living near the school about the problem
   ❑ An Internet study of worldwide causes of accidents
   ❑ Statistics about the impact of alcohol on youth driving

16. **A group of students is trying to do something about the problem of obesity at their school. They want school officials to make a policy requiring the cafeteria to serve healthier food. Which type of government group would students contact to cause school officials to create this policy?**

   ❑ National
   ❑ Regional
   ❑ State
   ❑ Local

17. **A group of students learns that many newborn babies in their country are born with a disease that can easily be cured. Of the following policies that students could propose, which would have the quickest impact on the problem?**

   ❑ A policy requiring all new immigrants to be tested for the disease
   ❑ A policy requiring that medical schools train doctors to recognize the disease
   ❑ A policy to provide free health care to new parents
   ❑ A policy requiring hospitals to test new babies for the disease

18. You and your classmates have just taken a spaceship to a planet in a new solar system. You want to make your new planet into a democracy. How good or bad would each of the following things be in your new democracy?

	Very Bad	Bad	Don't know	Good	Very Good
a. If many different organizations were available for citizens to join	❑	❑	❑	❑	❑
b. If citizens who did not like the original leaders could elect new ones	❑	❑	❑	❑	❑
c. If new arrivals from Planet Earth were expected to give up the language and customs of their former countries	❑	❑	❑	❑	❑
d. If citizens of the planet could believe in whatever religion they wanted to believe in	❑	❑	❑	❑	❑
e. If citizens tried to get the government to change laws that were unfair to some people	❑	❑	❑	❑	❑
f. If citizens were asked to attend meetings to discuss problems on their new planet	❑	❑	❑	❑	❑
g. If government leaders were trusted without question	❑	❑	❑	❑	❑
h. If the police could arrest a citizen who said bad things about the government	❑	❑	❑	❑	❑
i. If the government provided a lawyer for people accused of a crime too poor to pay for one	❑	❑	❑	❑	❑
j. If citizens were asked to give some time every week to help their new planet	❑	❑	❑	❑	❑
k. If citizens kept track of the ways in which their elected representatives voted	❑	❑	❑	❑	❑
l. If people had the right to organize public meetings to criticize the actions of planet leaders	❑	❑	❑	❑	❑

PART III. ATTITUDES ABOUT THE ROLES OF PEOPLE IN THEIR COUNTRY

19. **In a democracy, there are things that people <u>have</u> to do as citizens. There are things that they <u>should</u> do, but do not have to do. There are things that citizens in a democracy <u>can</u> do if they want to. Finally, there are things that are <u>not important</u> for people to do as citizens. Please mark whether each item is something that a citizen has to do, should do, can do, or is not important to do. (Choose only one answer for each statement.)**

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❏	❏	❏	❏
b. Pay their fair share of taxes	❏	❏	❏	❏
c. Know the names of their senators or representatives	❏	❏	❏	❏
d. Obey the law	❏	❏	❏	❏
e. Speak out for people who are treated unfairly	❏	❏	❏	❏
f. Play sports	❏	❏	❏	❏
g. Learn about the problems in their town or state	❏	❏	❏	❏
h. Know how people in their town have solved problems in the past	❏	❏	❏	❏
i. Discuss problems in their town or state with others	❏	❏	❏	❏
j. Attend meetings to make decisions about their town or country	❏	❏	❏	❏
k. Travel	❏	❏	❏	❏
l. Create policies to make government better	❏	❏	❏	❏

20. Now think about yourself as a citizen. Please mark each item according to whether it is something you think you <u>have</u> to do, <u>should</u> do, <u>can</u> do if you want to or is <u>not important</u> to do. (Choose only one answer for each statement.)

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❑	❑	❑	❑
b. Pay their fair share of taxes	❑	❑	❑	❑
c. Know the names of their senators or representatives	❑	❑	❑	❑
d. Obey the law	❑	❑	❑	❑
e. Speak out for people who are treated unfairly	❑	❑	❑	❑
f. Play sports	❑	❑	❑	❑
g. Learn about the problems in their town or state	❑	❑	❑	❑
h. Know how people in their town have solved problems in the past	❑	❑	❑	❑
i. Discuss problems in their town or state with others	❑	❑	❑	❑
j. Attend meetings to make decisions about their town or country	❑	❑	❑	❑
k. Travel	❑	❑	❑	❑
l. Create policies to make government better	❑	❑	❑	❑

21. Please indicate how often, if ever, you participate in the following activities:

	Never	Rarely	Sometimes	Often	Very Often
a. Discuss politics with my family and friends	❑	❑	❑	❑	❑
b. Attend a meeting of a student group	❑	❑	❑	❑	❑
c. Attend a meeting in the community	❑	❑	❑	❑	❑
d. Donate money to an organization that works on problems in my community or country	❑	❑	❑	❑	❑
e. Write a letter expressing an opinion to someone in government	❑	❑	❑	❑	❑
f. Do something to improve my school and/or community	❑	❑	❑	❑	❑

THANK YOU FOR COMPLETING THIS SURVEY!

Participant Assent Form
Project Citizen Evaluation
Treatment Group

If you remember, in the fall, you filled out a survey as part of a study by RMC Research Corporation. The survey asked about your opinions about yourself, your school, and your community. Researchers at RMC want to use the information you give us to make teaching and learning better. Today, we are giving another survey to find out what your opinions are <u>now</u>. Before we start, there are a few things to remind you of about the survey. First, this is a *survey,* not a test. There are no right or wrong answers, but it is important that you answer each question honestly. The survey will take about 25 minutes to complete.

You do not have to participate in the survey, and you can stop participating at any time. You can skip a question if you do not want to answer it. If you decide not to participate, there will be no negative consequences. If you have any questions about the survey, please raise your hand and the person giving the survey will help you. We will make every effort to keep your answers confidential. Other than the researchers, no one will know your answers, including your teacher, your parents, and other students.

If you agree to participate, please print and sign your name below, and put your school name. Thank you for your help.

Name (please print):_____

Signature: _____

School: _____

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Project Citizen Study
Student Post-Survey (Grades 9-12)
Treatment Group

School: _____ Teacher:_____

1. **Today's Date: _____**

PART I. ATTITUDES ABOUT YOURSELF

2. **People are good at some activities, and not good at other activities. Please rate how good you are at doing the following activities:**

	Not Good At All	Not Very Good	Pretty Good	Very Good
a. Writing or saying what I think about a problem in my community	❏	❏	❏	❏
b. Listening to other people even when I disagree with them	❏	❏	❏	❏
c. Explaining problems in my community to others	❏	❏	❏	❏
d. Being able to figure out whether an opinion is based on facts	❏	❏	❏	❏
e. Knowing how to find out what the problems are in my community	❏	❏	❏	❏
f. Speaking in front of a group of people	❏	❏	❏	❏
g. Doing research on problems in my community	❏	❏	❏	❏
h. Knowing who to contact to solve a problem in my community	❏	❏	❏	❏
i. Knowing how to figure out if a solution to a community problem was successful	❏	❏	❏	❏
j. Thinking of different ways to solve a problem in my community	❏	❏	❏	❏

PART II. CIVIC INFORMATION

Please answer each of the following questions to the best of your knowledge. (Choose only one answer to each question.)

3. **In a democratic country, one function of having more than one political party is to:**

   ❑ Represent different opinions in the legislature
   ❑ Limit political corruption
   ❑ Prevent political demonstrations
   ❑ Encourage economic competition

4. **Which of the following impacts on freedom of the press is most likely to happen if a large publisher buys many of the smaller newspapers in a country?**

   ❑ Government censorship of the news is more likely.
   ❑ There will be less diversity of opinions presented.
   ❑ The price of the country's newspapers will be lowered.
   ❑ The cost of advertising in the newspapers will be reduced.

5. **Last month, there was an earthquake in Ms. Smith's city. Now Ms. Smith's students want to create a public policy to help the victims of the earthquake. Which of the following is an example of how they could create a public policy to help the victims?**

   ❑ Carry out a fund raising drive to help earthquake victims
   ❑ Send a proposal to the town council to give earthquake victims free rent for one month
   ❑ Make quilts for earthquake victims
   ❑ Write a brochure to inform people in their community about earthquake safety

6. **A country has a declining birth rate and increasing life span. Which of the following problems will have to be solved as a result of this trend?**

   ❑ Building new school buildings
   ❑ Funding retirement plans for the elderly
   ❑ Funding low income housing
   ❑ Combating crime and violence

7. **A group of students is trying to influence their city commission to put in a stop sign near their school. Which of the following types of information would be most helpful in their research?**

   ❑ A national survey of city planners about traffic congestion
   ❑ Interviews with residents living near the school about the problem
   ❑ An Internet study of worldwide causes of accidents
   ❑ Statistics about the impact of alcohol on youth driving

8. **A group of students is trying to do something about the problem of obesity at their school. They want school officials to make a policy requiring the cafeteria to serve healthier food. Which type of government group would students contact to cause school officials to create this policy?**

    ❑ National
    ❑ Regional
    ❑ State
    ❑ Local

9. **A group of students learns that many newborn babies in their country are born with a disease that can easily be cured. Of the following policies that students could propose, which would have the quickest impact on the problem?**

    ❑ A policy requiring all new immigrants to be tested for the disease
    ❑ A policy requiring that medical schools train doctors to recognize the disease
    ❑ A policy to provide free health care to new parents
    ❑ A policy requiring hospitals to test new babies for the disease

10. **You and your classmates have just taken a spaceship to a planet in a new solar system. You want to make your new planet into a democracy. How good or bad would each of the following things be in your new democracy?**

	Very Bad	Bad	Don't know	Good	Very Good
a. If many different organizations were available for citizens to join	❑	❑	❑	❑	❑
b. If citizens who did not like the original leaders could elect new ones	❑	❑	❑	❑	❑
c. If new arrivals from Planet Earth were expected to give up the language and customs of their former countries	❑	❑	❑	❑	❑
d. If citizens of the planet could believe in whatever religion they wanted to believe in	❑	❑	❑	❑	❑
e. If citizens tried to get the government to change laws that were unfair to some people	❑	❑	❑	❑	❑
f. If citizens were asked to attend meetings to discuss problems on their new planet	❑	❑	❑	❑	❑
g. If government leaders were trusted without question	❑	❑	❑	❑	❑
h. If the police could arrest a citizen who said bad things about the government	❑	❑	❑	❑	❑

	Very Bad	Bad	Don't know	Good	Very Good
i. If the government provided a lawyer for people accused of a crime too poor to pay for one	❏	❏	❏	❏	❏
j. If citizens were asked to give some time every week to help their new planet	❏	❏	❏	❏	❏
k. If citizens kept track of the ways in which their elected representatives voted	❏	❏	❏	❏	❏
l. If people had the right to organize public meetings to criticize the actions of planet leaders	❏	❏	❏	❏	❏

PART III. ATTITUDES ABOUT THE ROLES OF PEOPLE IN YOUR country

11. **In a democracy, there are things that people <u>have</u> to do as citizens. There are things that they <u>should</u> do, but do not have to do. There are things that citizens in a democracy <u>can</u> do if they want to. Finally, there are things that are <u>not important</u> for people to do as citizens. Please mark whether each item is something that a citizen has to do, should do, can do, or is not important to do.**

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❏	❏	❏	❏
b. Pay their fair share of taxes	❏	❏	❏	❏
c. Know the names of their senators or representatives	❏	❏	❏	❏
d. Obey the law	❏	❏	❏	❏
e. Speak out for people who are treated unfairly	❏	❏	❏	❏
f. Play sports	❏	❏	❏	❏
g. Learn about the problems in their town or state	❏	❏	❏	❏
h. Know how people in their town have solved problems in the past	❏	❏	❏	❏
i. Discuss problems in their town or state with others	❏	❏	❏	❏

	Have to Do	Should Do	Can Do	Is Not Important to Do
j. Attend meetings to make decisions about their town or country	❑	❑	❑	❑
k. Travel	❑	❑	❑	❑
l. Create policies to make government better	❑	❑	❑	❑

12. **Now think about yourself as a citizen. Please mark each item according to whether it is something you think you <u>have</u> to do, <u>should</u> do, <u>can</u> do if you want to or is <u>not important</u> to do.**

	Have to Do	Should Do	Can Do	Is Not Important to Do
a. Vote in every election	❑	❑	❑	❑
b. Pay their fair share of taxes	❑	❑	❑	❑
c. Know the names of their senators or representatives	❑	❑	❑	❑
d. Obey the law	❑	❑	❑	❑
e. Speak out for people who are treated unfairly	❑	❑	❑	❑
f. Play sports	❑	❑	❑	❑
g. Learn about the problems in their town or state	❑	❑	❑	❑
h. Know how people in their town have solved problems in the past	❑	❑	❑	❑
i. Discuss problems in their town or state with others	❑	❑	❑	❑
j. Attend meetings to make decisions about their town or country	❑	❑	❑	❑
k. Travel	❑	❑	❑	❑

	Have to Do	Should Do	Can Do	Is Not Important to Do
l. Create policies to make government better	❑	❑	❑	❑

13. Please indicate how often, if ever, you participate in the following activities:

	Never	Rarely	Sometimes	Often	Very Often
a. Discuss politics with my family and friends	❑	❑	❑	❑	❑
b. Attend a meeting of a student group	❑	❑	❑	❑	❑
c. Attend a meeting in the community	❑	❑	❑	❑	❑
d. Donate money to an organization that works on problems in my community or country	❑	❑	❑	❑	❑
e. Write a letter expressing an opinion to someone in government	❑	❑	❑	❑	❑
f. Do something to improve my school and/or community	❑	❑	❑	❑	❑

PART IV. QUESTIONS ABOUT PROJECT CITIZEN AND SCHOOL

14. How much time did your class work on Project Citizen during the past school year?

- ❑ Less than one month.
- ❑ Less than one semester, but more than one month.
- ❑ Through one semester.
- ❑ Through the school year.

15. Think back on your Project Citizen project. Check each item that was something your class did during Project Citizen.

	(Check all that apply.)
1. Identified an important problem in our community.	❑
2. Decided as a class on the problem to study.	❑
3. Found out about our problem from the internet, newspapers, or magazines.	❑
4. Found out about our problem from personal experience	❑
5. Found out about our problem from surveys or interviews.	❑
6. Learned which branch or office of government deals with our problem.	❑
7. Learned which groups in the community have different opinions about our problem.	❑
8. Thought about alternative policies for dealing with our problem.	❑

	(Check all that apply.)
9. Wrote our own policy.	❑
10. Developed an action plan for getting our policy passed.	❑
11. Planned ways to get community groups to support our policy.	❑
12. Wrote e-mails or letters to get support for our policy.	❑
13. Met with people in government to get support for our policy.	❑
14. Made a portfolio about our project.	❑
15. Presented our portfolio to people from the school or community.	❑
16. Presented our portfolio at a showcase.	❑
17. Got our policy passed.	❑
18. Wrote about what we learned after Project Citizen was over.	❑
19. Talked about what we learned after Project Citizen was over.	❑

16. Thinking about your Project Citizen project during the past school year, please say how much you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I helped choose the Project Citizen problem.	❑	❑	❑	❑
b. I helped plan activities for Project Citizen.	❑	❑	❑	❑
c. I did interesting things for Project Citizen.	❑	❑	❑	❑
d. I talked about my opinions in class.	❑	❑	❑	❑
e. I talked about Project Citizen at home.	❑	❑	❑	❑
f. My research for Project Citizen helped my class or group.	❑	❑	❑	❑
g. I learned things that I will use again.	❑	❑	❑	❑
h. What we learned for Project Citizen helped our school or community.	❑	❑	❑	❑
i. Our action plan was a success.	❑	❑	❑	❑
j. Adults listened to our ideas.	❑	❑	❑	❑

17. Thinking about your classroom during the past school year, please say how much you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. In this class, I can make up my own mind about things we talk about.	❏	❏	❏	❏
b. In this class, the teacher encourages us to say what we really think.	❏	❏	❏	❏
c. In this class, we talk about both sides of an issue.	❏	❏	❏	❏
d. In this class, students can express their opinion even if they disagree with others.	❏	❏	❏	❏

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PROJECT CITIZEN EVALUATION STUDY

WRITING ACTIVITY

GRADES 3-5

TREATMENT GROUP

YOUR NAME (Please print.):_____

YOUR TEACHER'S NAME (Please print.):_____

YOUR SCHOOL NAME (Please print.):_____

TODAY'S DATE: _____

Directions: Below is an imaginary situation about a school problem. Read the information and then answer the questions that follow.

A group of parents is worried about the number of children at their elementary school who are overweight. They sent a petition asking the school cafeteria to stop serving French fries and desserts.

First, school leaders took a survey to see how many children in the school were overweight, underweight, or normal weight. Here are the results:

Children in different weight groups

Legend:
- Overweight children
- Underweight children
- Normal weight children
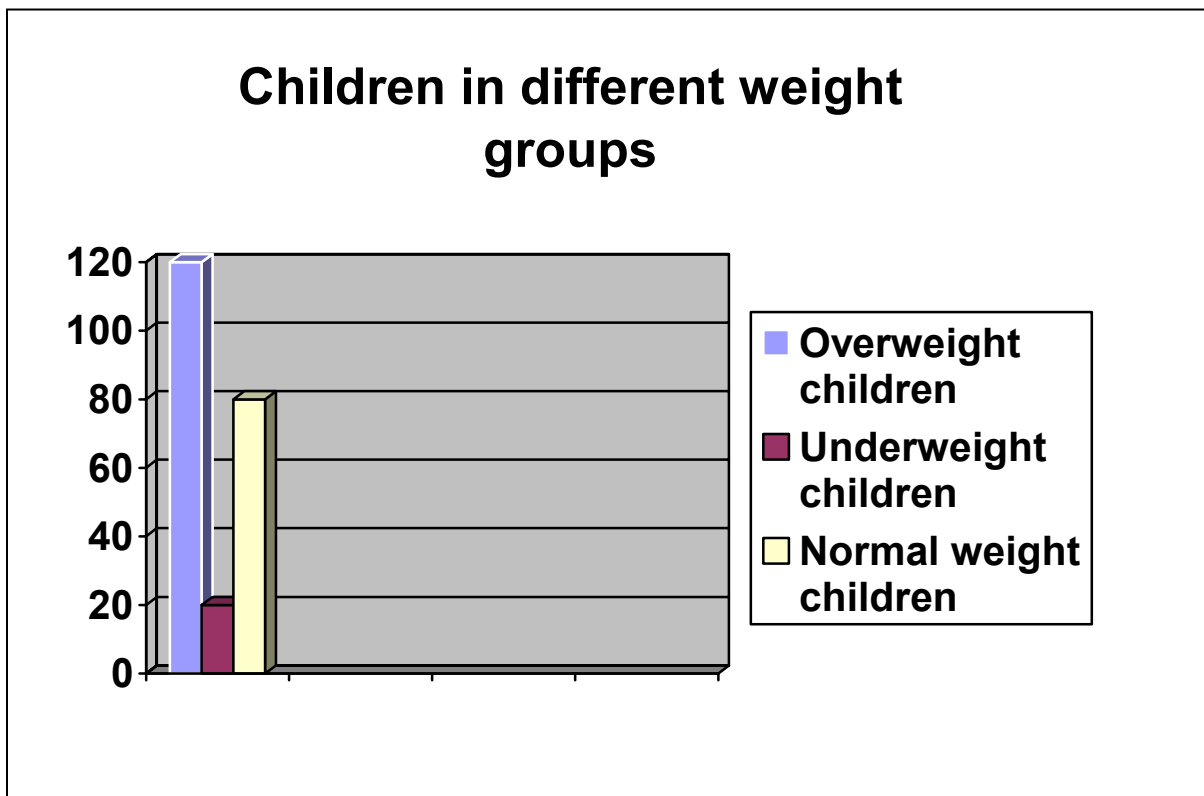
Next, school leaders asked the children how they would feel if the cafeteria stopped serving French Fries and dessert. Here are the results:

Children's opinions

Legend:
- Children who AGREE that the school should stop serving these foods.
- Children who DISAGREE and want the school to keep serving these foods.
- Children who don't have an opinion.
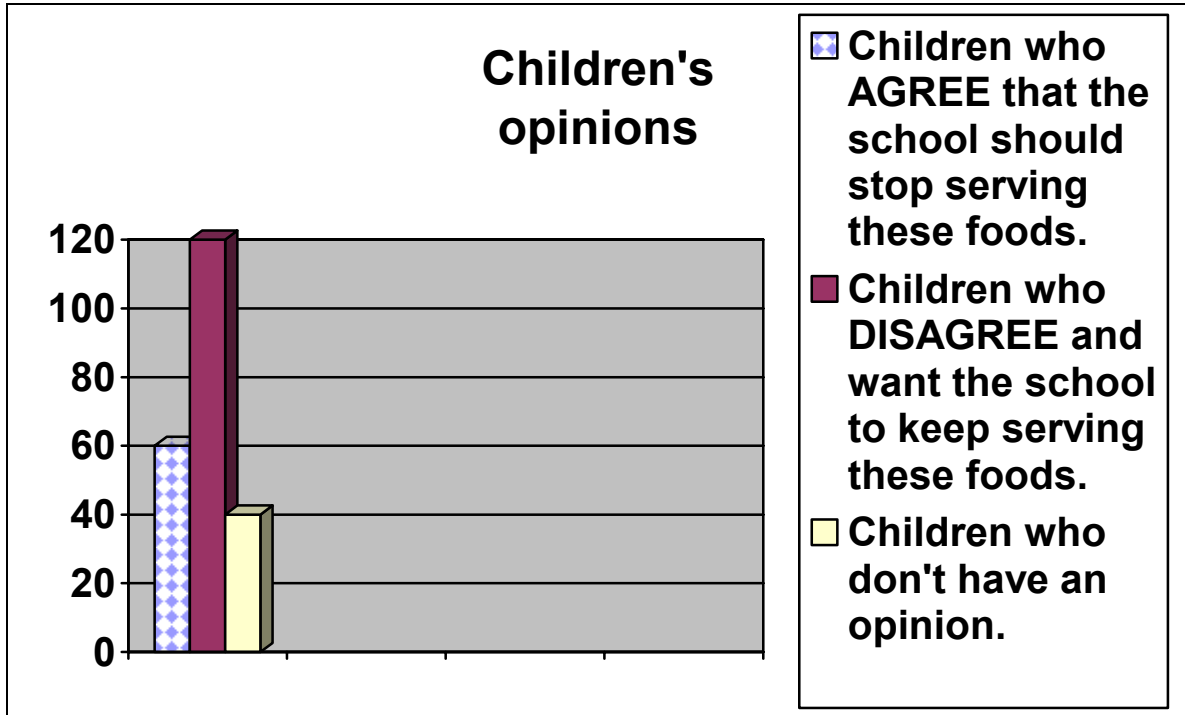
Questions

1. Imagine that you are a student at this school. What do you think the school should do? Should the cafeteria stop serving children French Fries and dessert? Or should it keep on serving them? Using this page, write a letter to a school leader about your opinion. Use facts to say why you have this opinion.

2. Now imagine that your class voted and they agreed with your opinion. Your class decided to ask the school board to pass a policy (rule) based on your opinion. What steps should your class follow to get your school board to create this policy? What should your class do first, second, third, and so on?

3. Now imagine that your and your classmates presented your idea to the school board and they turned it down.

a. What would you do? (Check one.)

_____ Stop trying to get the policy passed.	_____ Keep trying to get the policy passed.

b. If you said that you would keep trying, what things would you do?

PROJECT CITIZEN EVALUATION STUDY
POST WRITING ACTIVITY
GRADES 3-5
TREATMENT
SPRING, 2006

YOUR NAME (Please print.):_____

YOUR TEACHER'S NAME (Please print.):_____

YOUR SCHOOL NAME (Please print.):_____

TODAY'S DATE: _____

**Directions: Below is an imaginary situation about a school problem. Read the information and then answer the questions that follow.**

A group of parents is worried about the number of children at their elementary school who are not passing the state reading test. They sent a petition asking the school to have recess less often, so that children can spend more time in their classrooms. The parents want to have recess 2 days a week, instead of 5 days a week like the school does now.

These parents did a survey to see how many children in the school were not passing the state reading test. Here are the results:

Children's scores on the reading test.

Legend:
- Children with high scores
- Children with medium scores
- Children not passing
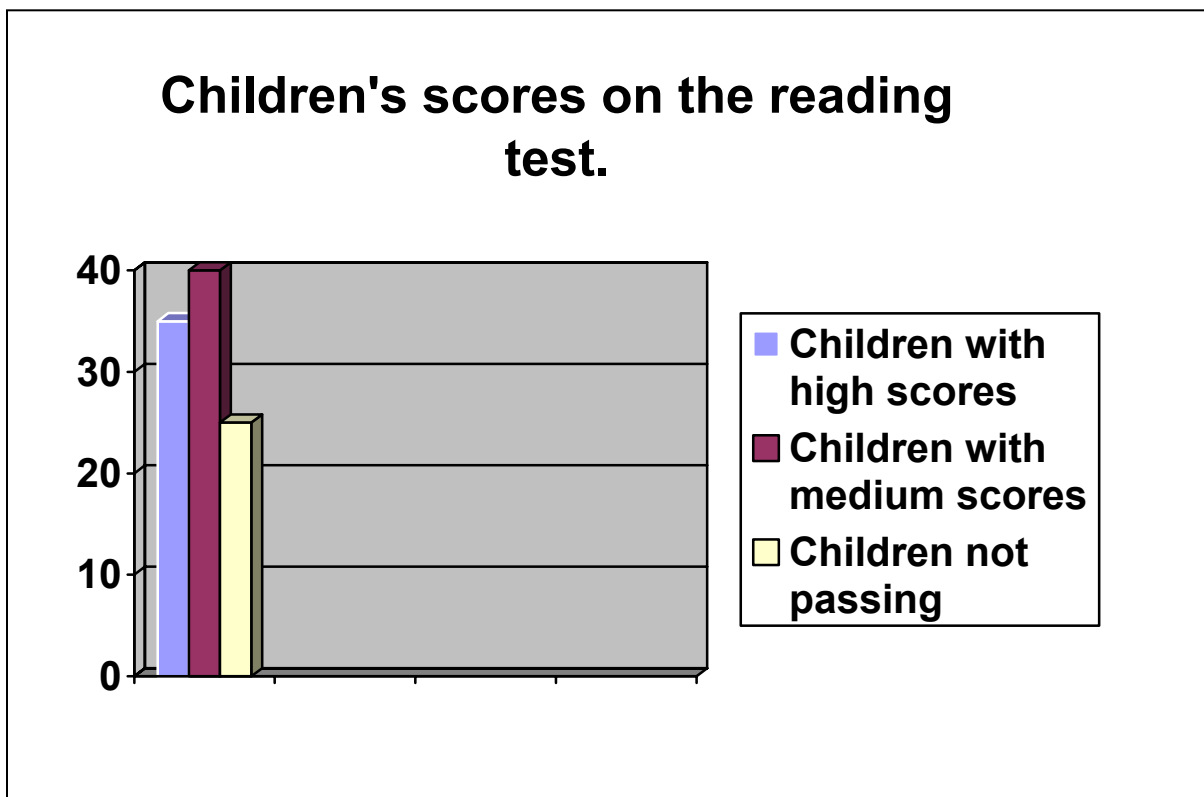
Other parents disagree with this group of parents. They think that when children have recess more often, they work harder in school. These parents did a survey of how hard children work at schools where there were different amounts of recess. Here are the results:

Recess and How Hard Children Work in School

number of days of recess
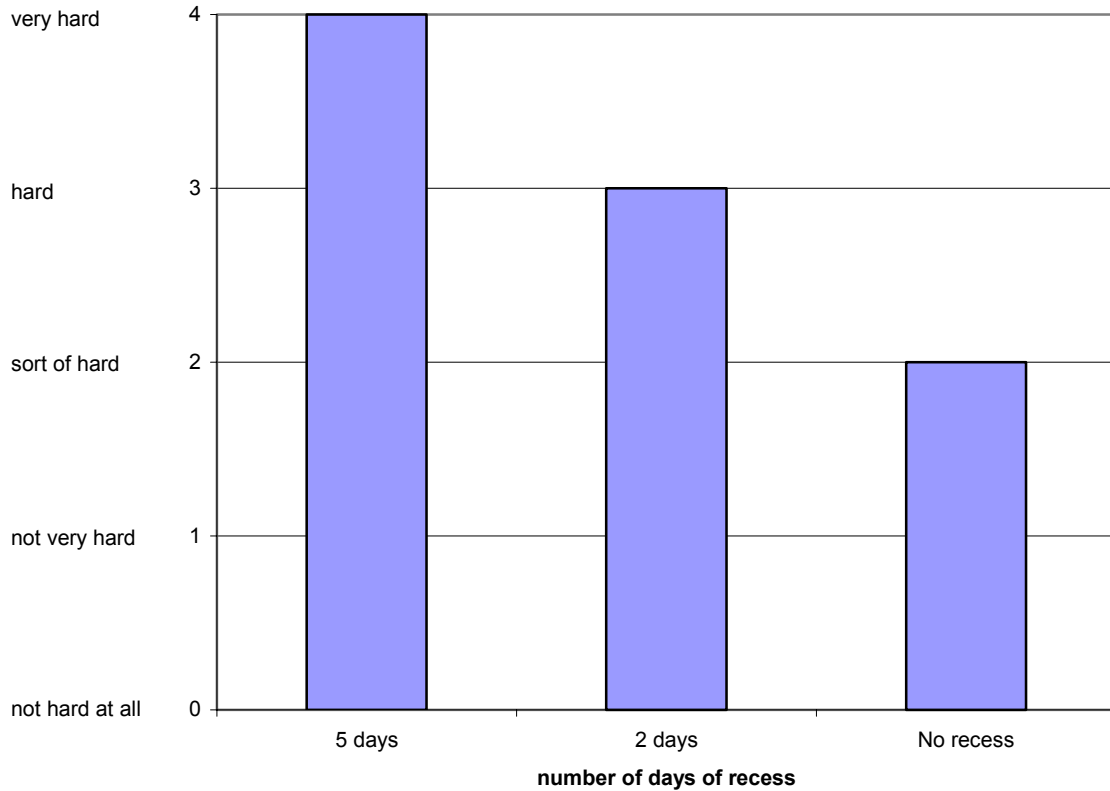
Questions

1. Imagine that you are a student at this school. What do you think school leaders should do? Should they have recess 2 days a week to give students more time to read? Or should they keep on having recess 5 days a week? Using this page, write a letter to a school leader about your opinion. Use facts to say why you have this opinion.

2. Now imagine that your class voted and they agreed with your opinion. Your class decided to ask the school board to pass a policy (rule) based on your opinion. What steps should your class follow to get your school board to create this policy? What should your class do first, second, third, and so on?

3. Now imagine that your and your classmates presented your idea to the school board and they turned it down.

    a. What would you do? (Check one.)

_____ Stop trying to get the policy passed.	_____ Keep trying to get the policy passed.

    b. If you said that you would keep trying, what things would you do?

PROJECT CITIZEN EVALUATION STUDY

FALL WRITING ACTIVITY

GRADES 6-12

TREATMENT GROUP

YOUR NAME (Please print.):_____

YOUR TEACHER'S NAME (Please print.):_____

YOUR SCHOOL (Please print.):_____

TODAY'S DATE: _____

PLEASE TURN TO THE NEXT PAGE

Directions: Read the following imaginary information about a public policy issue and answer the questions at the end.

A group of citizens is trying to get a law passed that would require ambulance drivers to obey the speed limit at all times. If the law passes, ambulance drivers would not be able to drive faster than the legal speed, even in an emergency.

Read the following information about this issue.

Part A. The group that wants to pass the law did a survey of the number of traffic accidents caused each year in the U.S. by ambulances on their way to emergencies. Here are the results:

Number of traffic accidents caused by ambulances

7,000	
6,000	
5,000	
4,000	
3,000	
2,000	
1,000	
0	

Part B. However, another group of citizens does not believe that ambulances should be required to obey the speed limit at all times. This group is afraid that more deaths will happen if ambulances are made to slow down. This group points out these facts:

- ❖ Each year, 20,000 people who are injured in car crashes die. Many of these deaths happen because an ambulance does not come in time to get the person to the hospital.

- ❖ In rural parts of the country (far away from cities), it often takes 60 minutes between the time of a car crash until the ambulance arrives at the hospital. Often this is too late to help people who are injured in a car crash.

Part C. However, the group that wants ambulances to obey speed limits conducted a study of the number of people who are killed or injured each day in accidents with ambulances.

| | Number of people injured in crashes with ambulances every day |
| | Number of people killed in crashes with ambulances every day |
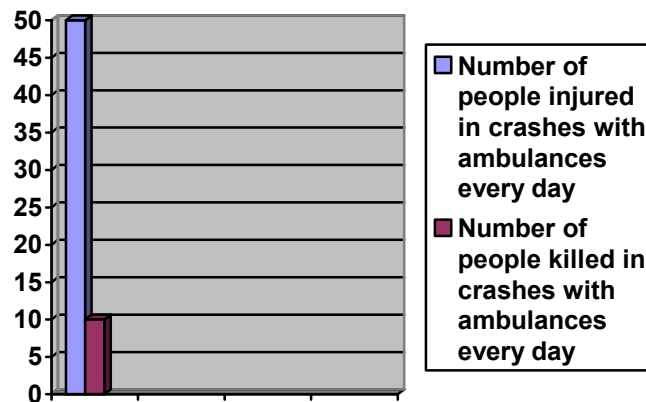
Please complete the following tasks:

Task 1: *Taking a stand*.

Imagine that the students in your classroom have been asked to take a stand on the issue: **Should Congress pass a law requiring ambulance drivers to obey the speed limit at all times?** You may either support or oppose the law. Using the front and back of this page, write a letter to someone in government explaining your position. Use information to support your views. In your letter, think about and try to deal with the points that could be raised by people with a different opinion.

Task 2: *Taking action*.

Imagine that your class agrees with the position that you have taken. They want to get a policy or law based on your point of view about whether ambulance drivers must obey the speed limit at all times. What steps would you take to get your policy accepted by your state government? What would you do first, second, third, and so on?

Task 3: *Responding to the government*

Now imagine that your state legislature vetoed your class' idea.

a. What would you do next? (Check one.)

_____ Stop trying to get the policy passed.	_____ Keep trying to get the policy passed.

b. If you said that you would keep trying, what steps would you take?

PROJECT CITIZEN EVALUATION STUDY

POST WRITING TASK

GRADES 6-12

YOUR NAME (Please print.):_____

YOUR TEACHER'S NAME (Please print.):_____

YOUR SCHOOL (Please print.):_____

TODAY'S DATE
_____

PLEASE TURN THE PAGE.

Directions: Read the following imaginary information about a public policy issue and answer the questions at the end

A group of citizens is trying to get the legislature to pass a law against using animals in medical research. Read the following information about this issue.

Part A. A survey was taken of the percent of different types of animals used in medical research. Here are the results.

Animals used in medical studies

Legend:
- Rats & mice
- Dogs, cats, primates
- Other
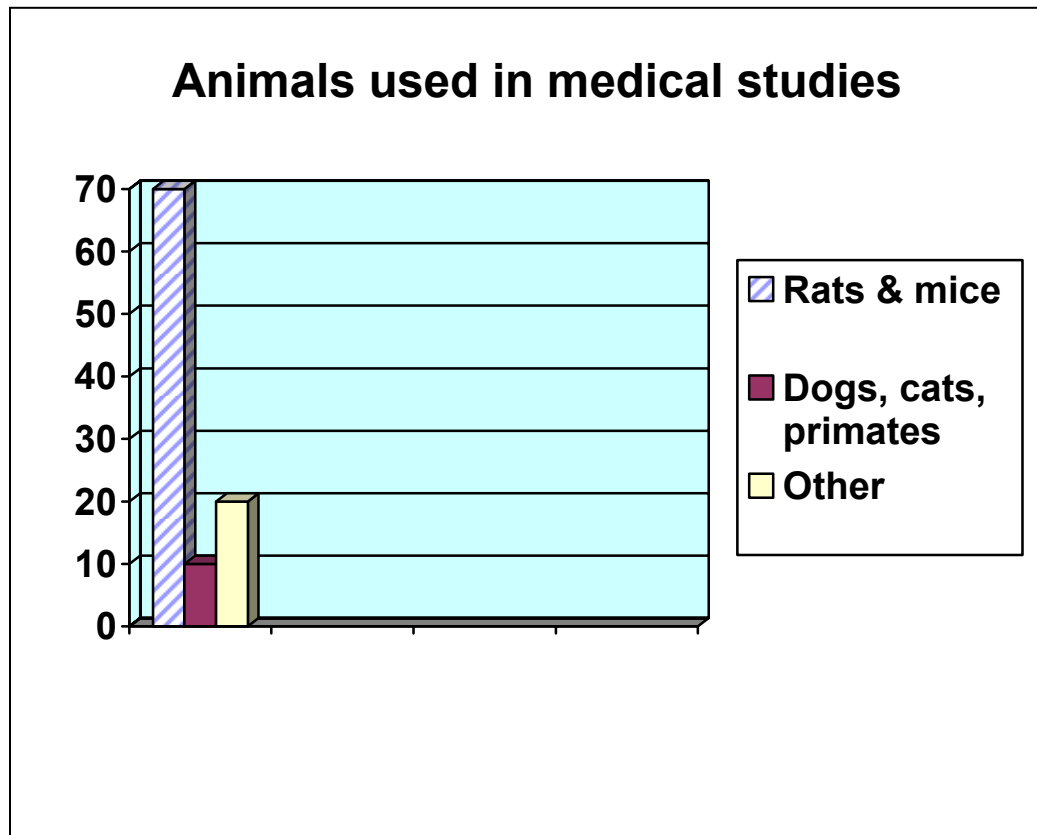
PLEASE TURN THE PAGE.

Part B. Some scientists who oppose the ban also made a list of all the diseases that have been cured because animals were used in research studies. Some of these diseases include:

- ❖ Smallpox
- ❖ Polio
- ❖ Organ transplants
- ❖ Heart disease
- ❖ Some types of cancer
- ❖ Diabetes

Part C. Other scientists conducted a survey of the number of studies in which animals are not given painkillers, because painkillers might affect the results. Below are the results of this survey:
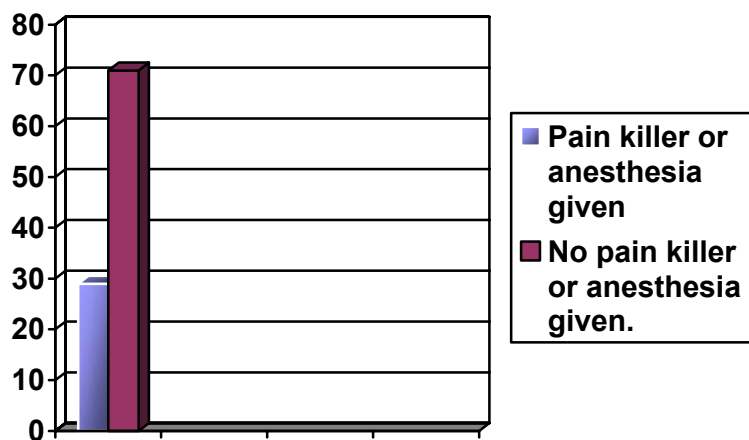
PLEASE TURN THE PAGE.

Please complete the following tasks:

<u>**Task 1**</u>. ***Taking a stand***.

1. Imagine that the students in your classroom have been asked to take a stand on the issue: **Should medical research using animals be banned?** You may either support or oppose the ban. Using the front and back of this page, write a letter to someone in government explaining your position. Use information to support your views. In your letter, think about and try to deal with the points that could be raised by people with a different opinion.

Task 2. *Taking action.*

Imagine that your class agrees with the position that you have taken. They want to get a policy or law based on your point of view about whether medical research using animals should be banned. What steps would you take to get your policy accepted by your state government? What would you do first, second, third, and so on?

Task 3: *Responding to the government*

Now imagine that your state legislature vetoed your class' idea.

a. What would you do next? (Check one.)

_____ Stop trying to get the policy passed.	_____ Keep trying to get the policy passed.

b. If you said you would keep trying, what steps would you take? What would you do first, second, third, and so on?

Project Citizen Outcomes, Measures, and Sample Items
Younger Student Essay

Following are rubrics for scoring each section of the essay for indicators of the Project Citizen outcomes:

Task 1 will be scored for 2 civic skill outcomes of Project Citizen: problem solving skill and persuasive writing ability. The following two rubrics will be used for this score.

Civic Skills Rubric:
Development of thinking and problem solving. Task #1.

Civic Skills: Thinking and Problem Solving				
Project Citizen outcome	**Dimension**	**Scoring system**		
		1-Beginning	*3-Developing*	*5-Proficient*
Identifies conflicts and controversies to be addressed	States a position	Does not state a position	States a position, but it is buried or unclear.	Clearly states a position
Information from multiple sources	Supporting evidence	Does not give reasons to support a position	Gives one or two reasons, but reasons are weak, that is, based on personal opinion, rather than evidence.	Gives clear, accurate reasons in support of position.
Can explain competing perspectives. Explains the reasoning of people who disagree.	Understanding of alternative perspectives	Does not give reasons against the position.	Acknowledges that there are reasons against the position, but does not explain them.	Explains reasons against the position.

Civic Skills Rubric: Development of thinking and problem solving. Task 1. Total Score: _____

Civic Skills Rubric:
Persuasive writing ability. Task #1

<table>
<tr><td colspan="5" align="center">Civic Skills: Persuasive writing</td></tr>
<tr><td>Project Citizen outcome</td><td>Dimension</td><td colspan="3" align="center">Score</td></tr>
<tr><td></td><td></td><td>1-Beginning</td><td>3-Developing</td><td>5-Proficient</td></tr>
<tr><td>Communicates ideas in authentic ways</td><td>Organization</td><td>Essay may consist of one or more than one section, but is disorganized and difficult to follow.</td><td>Either: Essay includes a short, but well-organized section, or more than one section (introduction, body, and/or conclusion), organized in some places, but confusing and difficult to follow in others.</td><td>Essay is well organized. Has a clear introduction, body, and conclusion.</td></tr>
<tr><td>Communicates ideas in authentic way</td><td>Word choice</td><td>Very limited vocabulary, not adequate to the task. Writer uses only a small number of words. Essay may show some errors in word choice.</td><td>Vocabulary is simple, but adequate to the task.</td><td>Word choice is varied and interesting. Some complex vocabulary is used.</td></tr>
<tr><td>Uses accepted writing conventions</td><td>Conventions</td><td>Regardless of length, essay shows many errors in spelling, punctuation, and/or grammar. Errors make essay difficult to read.</td><td>Either: Essay is short (1-4 sentences) and shows good mastery of writing conventions. Or the essay is long with accurate use of some writing conventions (spelling, punctuation, grammar), but several errors.</td><td>Essay indicates strong control over writing conventions (spelling, punctuation, grammar, usage and paragraphing).</td></tr>
</table>

Civic Skills Rubric: Persuasive writing ability. Task #1. Total score:_____

Knowledge of how public policy is made and changed.
Task 2.

Knowledge of how public policy is made				
Project Citizen outcome	Dimension	Score		
		1-Beginning	3-Developing	5-Proficient
*Note for the following section, please also calculate the student's total score on number of steps used.				
❖ Evidence of critical thinking/problem solving skills ❖ Takes action to do things that government can't do ❖ Proposes action that is realistic	Steps in solving public problem	Answer includes 0 of the Project Citizen steps for solving public problems.	Answer includes 1-2 of the Project Citizen steps for solving public problems.	Answer includes 3 or more of the following steps in the Project Citizen process: 1. Identifying an important problem in the community; 2. Learning more about the problem (mention of interviews, reading newspapers, or other print materials, radio, t.v., or the internet); 3. Selecting an important community problem; 4. Gathering information about the problem (Mention of needing to find out the seriousness of problem, how widespread it is, what law or policy exists to address the problem, how good they are, what levels of govt. deal with the problem, different community groups that have an opinion about the problem, their positions, advantages/disadvantages of their positions). 5. Considering alternative policies related to the problem. 6. Proposing a new policy 7. Developing an action plan for getting the policy implemented (mention of identifying influential individuals groups or officials who might support the policy,

				brainstorming ideas for getting their support; identifying influential individuals, groups, officials who might be opposed, gaining their support) 8. Determining whether the proposed policy is constitutional

Knowledge of how public policy is made. Total score: _____

Persisting in the face of obstacles
Task 3:

Project Citizen outcome	Dimension	Score		
	Persistence	Score 0 for "Stop trying." Score 1 for "Keep trying to get the policy passed."		
		1-Beginning	3-Developing	5-Proficient
	Steps in persisting to solve a public problem	Answer includes 0 of the Project Citizen steps for solving public problems.	Answer includes 1 of the Project Citizen steps for solving public problems.	Answer includes 2 or more steps in the following Project Citizen process for solving public problems: 1 Identifying additional influential individuals, groups, or officials who might support the policy and taking steps to get their support 2. Identifying individuals, groups, officials who oppose the policy and taking steps to gain their support 3. Gathering additional information about the problem to persuade others. 4. Revising the policy to address the objections of opponents.

Project Citizen Outcomes, Measures, and Sample Items

Following are rubrics for scoring each section of the essay for indicators of the Project Citizen outcomes:

Task 1 will be scored for 2 civic skill outcomes of Project Citizen: problem solving skill and persuasive writing ability. The following two rubrics will be used for this score.

Civic Skills Rubric: Development of thinking and problem solving. Task #1.

Civic Skills: Thinking and Problem Solving				
Project Citizen outcome	**Dimension**	**Scoring system**		
		1-Beginning	*3-Developing*	*5-Proficient*
Identifies conflicts and controversies to be addressed	Statement of issue position	Unclear or missing statement of position.	General position statement, typically one sentence, does not reflect the complexity of the problem described in the prompt.	Clear statement of position that incorporates the complexity of the problem described in the prompt. Extends beyond a simple statement.
Information from multiple sources	Supporting evidence	Most supporting statements reflect personal opinion. Essay provides limited or no support for position based on facts in the prompt, or if evidence is discussed, there are major errors of interpretation.	Supports position using one or two sources of evidence provided in the question, but not all relevant information is discussed. Discussion may or may not include errors of interpretation.	Supports position using all relevant supportive information in the essay question. Interpretation and discussion of supporting evidence are entirely or mostly error-free.
❖ Can explain competing perspectives	Understanding of alternative perspectives	Does not refer to opposing position or evidence, or includes	The evidence cited mainly supports the writer's position. The	Competing argument and contrary evidence, as well as arguments to counter the opposing position are

Civic Skills: Thinking and Problem Solving				
Project Citizen outcome	**Dimension**	**Scoring system**		
		1-Beginning	*3-Developing*	*5-Proficient*
❖ Explains the reasoning of people who disagree		major errors in interpretation (e.g., believing that opposing evidence supports the student's position).	letter may refer to the opposing position or to contrary evidence, but the reference is "tacked on." Analytical discussion of the evidence for the competing perspective, or attempts to counter it, are not integrated into the letter.	integrated as part of the structure of the letter.
Evidence of critical thinking/problem solving skills	Summary	No summary section is provided.	A summary section simply restates the writer's position.	Summary section restates the writer's position with reference to support for the position.

Civic Skills Rubric: Development of thinking and problem solving. Task 1. Total Score: _____

Civic Skills Rubric: Persuasive writing ability. Task #1

Project Citizen outcome	Dimension	Score		
		1-Beginning	*3-Developing*	*5-Proficient*
Communicates ideas in authentic ways	Organization	Essay has no sense of direction. Ideas are randomly sequenced making the essay confusing and difficult to follow.	Either: the essay has only one section or includes different sections with some well-organized and others difficult to follow and confusing. In the case of multiple sections, the essay may lack balance; with the writer devoting extensive space to some points and skimming over others. There may be few or no signals for transitions.	Essay has more than one section, logically organized. May include words to signal transitions (e.g., first, second, third, etc.). The main points of the essay are clear. The letter shows a strong sense of direction, with all pieces supporting the writer's position.
Communicates ideas in authentic way	Voice	No unique voice expressed; instead, essay writer seems to have struggled simply to get ideas on paper. No apparent awareness of audience.	At times, writer may convey a unique voice, but the letter sounds generic. Tone is appropriate, but shows little or no passion or commitment to position. The essay reflects little or no awareness of audience other than the teacher.	Writer conveys a unique voice. Expresses passion for and commitment to position. Writer shows clear sensitivity to audience perspective, referring to and providing types of information likely to be needed by the audience and/or appealing to the audience's thoughts and feelings.
Ability to communicate ideas	Vocabulary	Limited vocabulary. Simple word choice. Some inaccurate choice of words.	Vocabulary is adequate to task, but not varied or interesting. Few sophisticated words. Word choice is mostly accurate.	Interesting, varied vocabulary. Some sophisticated word choice. Word choice is accurate.
Uses accepted writing conventions	Conventions	Errors in spelling, punctuation, grammar, and/or paragraphing are numerous and frequent. Errors are distracting, making the essay difficult to read.	Essay shows accurate use of some writing conventions (e.g., mostly accurate spelling; appropriate use of beginning and ending punctuation, some paragraphing). But essay also includes noticeable errors (e.g., some misspellings, inaccurate or missing punctuation, missing paragraphing).	Essay indicates strong control over writing conventions (spelling, punctuation, grammar, usage, and paragraphing). Spelling, punctuation, usage, and paragraphing are entirely or mostly accurate. Errors are either absent or so minimal that the reader needs to search for them.

The top title row of the table reads: **Civic Skills: Persuasive writing**

Civic Skills Rubric: Persuasive writing ability. Task #1. Total score:_____

Student performance on Task 2 will be scored for evidence of student understanding of how public policy is made and research and problem solving skills using the following rubric.

<table>
<tr><td colspan="6" align="center">Knowledge of how public policy is made</td></tr>
<tr><td>Project Citizen outcome</td><td>Dimension</td><td colspan="4" align="center">Score</td></tr>
<tr><td>Research skills</td><td></td><td colspan="2">1-Beginning</td><td>3-Developing</td><td>5-Proficient</td></tr>
<tr>
<td>❖ Documentation of high quality research
❖ Information from multiple sources with competing perspectives</td>
<td>Question 2a. Knowing additional facts needed</td>
<td colspan="2">No answer, or answer refers to facts already provided in the prompt, or additional facts named would not be useful in making a decision.</td>
<td>Answer includes 1 for additional idea for information that would help in making a decision about the issue.</td>
<td>Answer includes 2-3 specific, realistic ideas for additional facts that would be helpful in making a decision about the issue (e.g., whether research could be done without using animals, the number of animals killed in research).</td>
</tr>
<tr>
<td>❖ Documentation of high quality research
❖ Information from multiple sources with competing perspectives</td>
<td>Question 2b. Knowing where to find facts</td>
<td colspan="2">No answer</td>
<td>Answer identifies 1-2 sources of information.</td>
<td>Answer includes at least 3 sources of information.</td>
</tr>
<tr><td colspan="6">*Note for the following section, please also calculate the student's total score.</td></tr>
<tr>
<td>❖ Evidence of critical thinking/problem solving skills

❖ Takes action to do things that government can't do

❖ Proposes action that is realistic</td>
<td>Question 2c. Steps in solving public problem</td>
<td colspan="2">Answer includes 0-1 of the Project Citizen steps for solving public problems.</td>
<td>Answer includes 2-4 of the Project Citizen steps for solving public problems.</td>
<td>Answer includes 5-8 steps of the Project Citizen elements for solving public problems:
1. Brainstorming community needs;
2. Conducting research on community needs (mention of surveys, asking people questions, interviews, reading newspapers, etc.);
3. Using criteria to select an important community need.
4. Learning about and evaluating existing policies related to the problem
5. Proposing an action plan, solution or a new policy;

6. Communicating the plan to the public or individuals or groups in the community</td>
</tr>
</table>

Knowledge of how public policy is made				
Project Citizen outcome	**Dimension**	Score		
Research skills		*1-Beginning*	*3-Developing*	5-Proficient
				in order to develop support. 7. Working as a group to implement the plan. 8. Implementing the plan (depending on the plan, this may involve taking the issue to court, writing a letter to someone in government, or carrying out a service project, etc.).
❖ Can identify who makes public policy ❖ Understands the role of government in solving problems ❖ Contacts policy makers at the appropriate level and agencies	Question 2d. Organization to contact	No answer	Information about whom to contact is general and vague (e.g., "organizations that help animals") or inaccurate.	Answer includes specific information about who to contact that reflects knowledge of actual government or community organizations or individuals (e.g., the humane society, specific state or federal government offices and/or legislators.)

Knowledge of how public policy is made. Total score: _____

Project Citizen Teacher Survey
RMC Research Corporation
Treatment Group
Spring 2006

Thank you so much for agreeing to participate in this study of the effects of the Project Citizen curriculum on students. The survey should take approximately 25 minutes to complete. Your candor is appreciated. All of the information included on this survey will be treated confidentially.

1. **Your name: _____**

2. **Your school: _____**

3. **Grade level of your Project Citizen class(es): _____**

4. **Number of years you have been teaching: _____**

5. **In which subject area(s) do you teach Project Citizen?**

    _____

6. **In which subjects do you hold a teaching certificate or license?**

    _____

7. How many times have you used Project Citizen with your classes?

- ❑ Never
- ❑ Once
- ❑ Twice
- ❑ Three or more times

8. How many <u>weeks</u> did you and your students spend on Project Citizen this year?

- ❑ 3-4
- ❑ 5-6
- ❑ 7-8
- ❑ 9-10
- ❑ More than 10

9. On average, how many <u>hours per week</u> did your students spend on Project Citizen?

- ❑ 1-2
- ❑ 3-4
- ❑ 5-6
- ❑ 7-8
- ❑ 9-10
- ❑ More than 10

10. Did you teach Project Citizen as (Check one):

- ❑ An in-class learning experience
- ❑ An extracurricular activity
- ❑ Both an in-class and an extracurricular activity

11. What percentage of your students participated in Project Citizen this year?
_____

12. **In the following table, list the classes (title and hour) in which you included Project Citizen and the public policy issue(s) students chose to address in this class. Please include a brief description of the Project Citizen project(s) students conducted. (If you need additional space, please use the back of this page.)**

Class	Public Policy Issue(s) Addressed	Brief Description of Project Citizen Project

13. **On average, how would you rate your students' level of engagement in Project Citizen? (Circle one).**

Very low	Low	Moderate	Fairly high	Very high

14. <u>As part of Project Citizen</u>, please estimate how many class periods you spent on the following topics during the past academic year.

	More than 10 class periods	7-10 class periods	3-5 class periods	1-2 class periods	None
a. The U.S. Constitution	❑	❑	❑	❑	❑
b. American history	❑	❑	❑	❑	❑
c. World history	❑	❑	❑	❑	❑
d. Current events	❑	❑	❑	❑	❑
e. Federal or state government	❑	❑	❑	❑	❑
f. Local government	❑	❑	❑	❑	❑
g. The rights of citizens in a democracy	❑	❑	❑	❑	❑
h. The responsibilities of citizens in a democracy	❑	❑	❑	❑	❑
i. Elections and the voting process	❑	❑	❑	❑	❑
j. How to analyze political issues	❑	❑	❑	❑	❑
k. Controversial political issues and alternative perspectives on those issues	❑	❑	❑	❑	❑
l. Assessment of community needs	❑	❑	❑	❑	❑
m. How public policy is made or changed	❑	❑	❑	❑	❑
n. How to debate an issue	❑	❑	❑	❑	❑
o. How citizens can create social change	❑	❑	❑	❑	❑
p. The need to respect differences in opinions and/or cultural backgrounds	❑	❑	❑	❑	❑
q. Core democratic values or principles	❑	❑	❑	❑	❑
r. Social problems (e.g., poverty)	❑	❑	❑	❑	❑

15. **Outside of your instruction in Project Citizen**, please estimate how many class periods were spent on these topics during the past academic year.

	More than 10 class periods	7-10 class periods	3-5 class periods	1-2 class periods	None
a. The U.S. Constitution	❑	❑	❑	❑	❑
b. American history	❑	❑	❑	❑	❑
c. World history	❑	❑	❑	❑	❑
d. Current events	❑	❑	❑	❑	❑
e. Federal or state government	❑	❑	❑	❑	❑
f. Local government	❑	❑	❑	❑	❑
g. The rights of citizens in a democracy	❑	❑	❑	❑	❑
h. The responsibilities of citizens in a democracy	❑	❑	❑	❑	❑
i. Elections and the voting process	❑	❑	❑	❑	❑
j. How to analyze political issues	❑	❑	❑	❑	❑
k. Controversial political issues and alternative perspectives on those issues	❑	❑	❑	❑	❑
l. Assessment of community needs	❑	❑	❑	❑	❑
m. How public policy is made or changed	❑	❑	❑	❑	❑
n. How to debate an issue	❑	❑	❑	❑	❑
o. How citizens can create social change	❑	❑	❑	❑	❑
p. The need to respect differences in opinions and/or cultural backgrounds	❑	❑	❑	❑	❑
q. Core democratic values or principles	❑	❑	❑	❑	❑
r. Social problems (e.g., poverty)	❑	❑	❑	❑	❑

16. In thinking about the teaching techniques you used in the past year, how frequently did you use each of the following (in all subjects, not just Project Citizen):

	Every day or almost every day	A few times a week	A few times a month	A few times a semester	Rarely or never
a. Lectures	❑	❑	❑	❑	❑
b. Textbook reading	❑	❑	❑	❑	❑
c. Videos, DVDs, or television	❑	❑	❑	❑	❑
d. Supplemental reading materials such as newspapers, novels, primary source documents	❑	❑	❑	❑	❑
e. The Internet	❑	❑	❑	❑	❑
f. Community service or volunteering	❑	❑	❑	❑	❑
g. Visits to government or community institutions	❑	❑	❑	❑	❑
h. Debates or discussions	❑	❑	❑	❑	❑
i. Mock trials, role plays, or other simulations	❑	❑	❑	❑	❑
j. Assignments in which students analyze media presentations of information	❑	❑	❑	❑	❑
k. Assignments in which students write letters expressing their opinions	❑	❑	❑	❑	❑
l. Research reports	❑	❑	❑	❑	❑
m. Multiple choice tests	❑	❑	❑	❑	❑
n. Essay question tests	❑	❑	❑	❑	❑
o. Presentations or products students share with the community	❑	❑	❑	❑	❑
p. Student generated projects	❑	❑	❑	❑	❑
q. Cooperative learning	❑	❑	❑	❑	❑

17. Each quote below represents a particular perspective on the goals of citizenship education in a democracy. Please read the quotes, and indicate the degree to which they align with your beliefs. That is, to what extent do you "strongly agree," "agree," feel "neutral," "disagree," or "strongly disagree" with each quote?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. "Democracy cannot work without a knowledgeable electorate. Thus, schools should teach students the founding principles of democracy, such as individual liberty and majority rule."	❑	❑	❑	❑	❑
b. "Schools should stress that democracy is more than a type of government; it is a way of living together. The more people participate in shared interests and the more numerous their contacts with others, the more democratic their society will be."	❑	❑	❑	❑	❑
c. "In a democratic society, education must be compatible with the culture of the student. We need a multitude of styles of education for a multicultural society."	❑	❑	❑	❑	❑
d. "A major goal of citizenship education in a democracy should be to teach students to ask questions about their society to avoid tacitly endorsing and supporting the status quo."	❑	❑	❑	❑	❑
e. "A priority for citizenship education is to teach students to understand their rights and privileges in a democracy and to respect the rights and privileges of others."	❑	❑	❑	❑	❑
f. "Schools should teach that good democratic citizenship goes beyond obeying the law. It means consideration for the social welfare rather than for selfish interests."	❑	❑	❑	❑	❑
g. "Citizenship education should teach students to be critically-minded participants in democratic processes and to closely monitor the performance of their elected representatives."	❑	❑	❑	❑	❑
h. "Citizenship education should teach that oppressed groups deserve rights and representation based on their group's unique needs."	❑	❑	❑	❑	❑

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
i. "A priority of citizenship education is to make students aware of their civil and political rights as citizens."	❑	❑	❑	❑	❑
j. "Citizenship education should teach students about power and how it works. This includes understanding the practices of racism, sexism and class exploitation in everyday life."	❑	❑	❑	❑	❑
k. "Not every group in the country shares the same values. Cultural groups should have the right to transmit their values about citizenship to their children through the schools."	❑	❑	❑	❑	❑
l. Citizenship education should help students realize that each citizen is free to enjoy whatever status, privilege and power he is capable of winning for himself "out of the general striving."	❑	❑	❑	❑	❑
m. "Citizenship education should teach that good citizenship means far more than accepting one's duties in a society. Good citizens must think critically about authority and distance themselves from traditional ways of doing things."	❑	❑	❑	❑	❑
n. "Citizenship education should teach active participation in the community in order to help students learn a sense of responsibility and obligation to others."	❑	❑	❑	❑	❑
o. "Citizenship education should teach that good citizenship is a continuous process- that what citizens do between elections is just as important as what they do during elections."	❑	❑	❑	❑	❑
p. "This is a multicultural nation, and therefore, knowledge in our schools should reflect the experiences and goals of all groups in our society."	❑	❑	❑	❑	❑

18. For each item listed below, please check the box that best describes how often this element was a part of your Project Citizen instruction this year.

	Always or Almost Always	Often	Sometimes	Never or Almost Never
a. Project Citizen activities promoted higher-order thinking skills, such as problem solving and critical thinking.	❏	❏	❏	❏
b. Project Citizen activities required students to communicate information.	❏	❏	❏	❏
c. Project Citizen activities helped students develop personal efficacy (i.e., the feeling that they can make a difference).	❏	❏	❏	❏
d. Project Citizen students engaged in tasks that met genuine needs in the *school*.	❏	❏	❏	❏
e. Project Citizen students engaged in tasks that met genuine needs in the *community*.	❏	❏	❏	❏
f. Connections were made between Project Citizen and my curriculum.	❏	❏	❏	❏
g. Connections were made between Project Citizen and civics objectives, concepts, and skills.	❏	❏	❏	❏
h. Students played a large role in *selecting* their Project Citizen issue.	❏	❏	❏	❏
i. Students played a large role in *designing* and *implementing* their Project Citizen projects.	❏	❏	❏	❏
j. Communication with diverse individuals was fostered through Project Citizen.	❏	❏	❏	❏
k. Communication with school or community leaders was fostered through Project Citizen.	❏	❏	❏	❏
l. Our class had ongoing discussions about what students were learning through Project Citizen.	❏	❏	❏	❏
m. Reflection occurred at the end of Project Citizen.	❏	❏	❏	❏

Thank you very much for completing this survey!

Project Citizen Teacher Survey
RMC Research Corporation
Comparison Group
Spring 2006

Thank you so much for agreeing to participate in this study of the effects of the Project Citizen curriculum. This survey should take 20 minutes to complete. Your candor is appreciated. All of the information included on this survey will be treated confidentially.

1. **Your name: _____**

2. **Your school: _____**

3. **Grade level and subject(s) of your comparison class(es) for Project Citizen:**

   _____

4. **Number of years you have been teaching: _____**

5. **In which subject area(s) do you teach Project Citizen?**

   _____

6. **What curriculum, if any, do you use to teach citizenship and civics to students?**

   _____

7. Whether you teach social studies or another subject, how many class periods did you spend on the following topics during the past academic year?

	More than 10 class periods	7-10 class periods	3-5 class periods	1-2 class periods	None this year
a. The U.S. Constitution	❑	❑	❑	❑	❑
b. American history	❑	❑	❑	❑	❑
c. World history	❑	❑	❑	❑	❑
d. Current events	❑	❑	❑	❑	❑
e. Federal or state government	❑	❑	❑	❑	❑
f. Local government	❑	❑	❑	❑	❑
g. The rights of citizens in a democracy	❑	❑	❑	❑	❑
h. The responsibilities of citizens in a democracy	❑	❑	❑	❑	❑
i.. Elections and the voting process	❑	❑	❑	❑	❑
j. How to analyze political issues	❑	❑	❑	❑	❑
k. Controversial political issues and alternative perspectives on those issues	❑	❑	❑	❑	❑
m. Assessment of community needs	❑	❑	❑	❑	❑
n. The definition of public policy	❑	❑	❑	❑	❑
o. How to debate an issue	❑	❑	❑	❑	❑
p. How citizens can create social change	❑	❑	❑	❑	❑
q. The need to respect different opinions	❑	❑	❑	❑	❑
r. Core democratic values or principles	❑	❑	❑	❑	❑
s. Social problems (e.g. poverty)	❑	❑	❑	❑	❑

8. In thinking about the teaching techniques you used in the past year, how frequently did you use each of the following (in _all_ subjects)?

	Every day or almost every day	A few times a week	A few times a month	A few times a semester	Rarely or never
a. Lectures	❑	❑	❑	❑	❑
b. Textbook reading	❑	❑	❑	❑	❑
c. Videos, DVDs, or television	❑	❑	❑	❑	❑
d. Supplemental reading materials such as newspapers, novels, primary source documents	❑	❑	❑	❑	❑
e. The Internet	❑	❑	❑	❑	❑
f. Community service or volunteering	❑	❑	❑	❑	❑
g. Visits to government or community institutions	❑	❑	❑	❑	❑
h. Debates or discussions	❑	❑	❑	❑	❑
i. Mock trials, role plays, or other simulations	❑	❑	❑	❑	❑
j. Assignments in which students analyze media presentations of information	❑	❑	❑	❑	❑
k. Assignments in which students write letters expressing their opinions	❑	❑	❑	❑	❑
l. Research reports	❑	❑	❑	❑	❑
m. Multiple choice tests	❑	❑	❑	❑	❑
n. Essay question tests	❑	❑	❑	❑	❑
o. Presentations or products students share with the community	❑	❑	❑	❑	❑
p. Student generated projects	❑	❑	❑	❑	❑
q. Cooperative learning	❑	❑	❑	❑	❑

9. Each quote below represents a particular perspective on the goals of citizenship education in a democracy. Please read the quotes, and indicate the degree to which they align with your position. That is, to what extent do Please you "strongly agree," "agree," are "neutral," "disagree," or "strongly disagree" with each quote?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. "Democracy cannot work without a knowledgeable electorate. Thus, schools should teach students the founding principles of democracy, such as individual liberty and majority rule."	❑	❑	❑	❑	❑
b. "Schools should stress that democracy is more than a type of government; it is a way of living together. The more people participate in shared interests and the more numerous their contacts with others, the more democratic their society."	❑	❑	❑	❑	❑
c. "In a democratic society, education must be compatible with the culture of the student. We need a multitude of styles of education for a multicultural society."	❑	❑	❑	❑	❑
d. "A major goal of citizenship education in a democracy should be to teach students to ask questions about their society to avoid tacitly endorsing and supporting the status quo."	❑	❑	❑	❑	❑
e. "A priority for citizenship education is to teach students to understand their rights and privileges in a democracy and to respect the rights and privileges of others."	❑	❑	❑	❑	❑
f. "Schools should teach that good democratic citizenship goes beyond obeying the law. It means consideration for social welfare rather than regard for selfish interests."	❑	❑	❑	❑	❑
g. "Citizenship education should teach students to be critically-minded participants in democratic processes and to closely monitor the performance of their elected representatives."	❑	❑	❑	❑	❑
h. "Citizenship education should teach that oppressed groups deserve rights and representation based on their group's unique needs."	❑	❑	❑	❑	❑

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
i. "A priority of citizenship education is to make students aware of their civil and political rights as citizens."	❏	❏	❏	❏	❏
j. "Citizenship education should teach students about power and how it works. This includes understand the practices of racism, sexism and class exploitation in everyday life."	❏	❏	❏	❏	❏
k. "Not every group in the country shares the same values. Cultural groups should have the right to transmit their values about citizenship to their children through the schools."	❏	❏	❏	❏	❏
l. Citizenship education should help students realize that each citizen is free to enjoy whatever status, privilege and power he is capable of winning for himself "out of the general striving."	❏	❏	❏	❏	❏
m. "Citizenship education should teach that good citizenship means far more than accepting one's duties in a society. Good citizens must think critically about authority and distance themselves from traditional ways of doing things."	❏	❏	❏	❏	❏
n. "Citizenship education should teach active participation in the community in order to help students learn a sense of responsibility and obligation to others."	❏	❏	❏	❏	❏
o. "Citizenship education should teach that good citizenship is a continuous process-that what citizens do between elections is just as important as what they do during elections."	❏	❏	❏	❏	❏
p. "This is a multicultural nation, and therefore, knowledge in our schools should reflect the experiences and goals of all groups in our society."	❏	❏	❏	❏	❏

Thank you very much for completing this survey!