Developing Indicators and Measures of Civic Outcomes for Elementary School Students

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ABSTRACT

Over the past decade, public attention on the importance of the civic development and education of youth has grown. To address these concerns, the East Bay Conservation Corps (EBCC) Charter School opened in 1996 with the explicit mission to prepare and engage students grades K through 12 as caring citizens who are capable and motivated to fully participate in our democracy. While content standards and assessments readily exist to articulate the academic and artistic development of students, youth civic development, especially at the elementary level, has been under-conceptualized. What is needed is a more robust, comprehensive developmental framework for citizenship education that begins with younger ages and addresses civic skills and dispositions to the same degree as civic knowledge.

The product from this project is a set of tested, reliable measures of civic knowledge, civic thinking skills, civic participation skills and civic dispositions that are referenced to recent efforts to provide frameworks of competencies in civic education. Two sets of instruments were developed using a comprehensive conceptual framework for civic indicators at the elementary level. The measures include a student survey of student civic knowledge, skills and attitudes that relate to dispositions, which is the focus of this report; a set of corresponding grade level observation checklists of student skills and behaviors was also developed.

Starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriate but also consistent with the goals of many elementary schools to foster prosocial skills and behaviors. In addition, there is a need for greater attention to age-appropriate, instrument identification and development for elementary aged students to document student civic development by focusing on what they <u>can</u> do, an important and often overlooked facet of K-12 civic education research and practice. Addressing this need will also assist other public elementary schools interested in recapturing their civic mission and in creating a K-12 developmental framework for civic development.

SECTION I: BACKGROUND

Over the past decade, public attention on the importance of the civic development and education of youth has grown due to patterns of perceived youth civic disengagement, including declining voting rates among 18-24 year olds, low interest in political participation and deliberation, and gaps in knowledge about fundamental democratic principles and processes (Carnegie Corporation and CIRCLE, 2003; Niemi and Junn, 1998; Putnam, 1996, 2000). As a result, increasing numbers of foundations, state legislatures and organizations have focused attention on how to promote civic engagement and prepare youth for their role as active and responsible citizens.   To address these concerns, the East Bay Conservation Corps (EBCC) Charter School opened in 1996 with the explicit mission to prepare and engage students grades K through 12 as caring citizens who are capable and motivated to fully participate in our democracy.

Since 1983, the EBCC has provided leadership in serving low-income urban youth and in developing active learning strategies that imbue young people with a sense of their role in the community. The EBCC Charter School includes two divisions. The Corpsmember High School opened in September of 1996 and is focused on meeting the immediate educational and employment needs of students between the ages of 17 to 24 years. The Elementary Level of the EBCC Charter School, the focus of this study, opened in September of 2001 and was created out of the belief that public schools must prepare children for the challenges, opportunities and responsibilities of life in a democratic, pluralistic society. The EBCC Charter School strives to instill in students three kinds of literacy:

> *Academic Literacy:* The ability to read, write, speak, calculate, reason, and conduct processes of inquiry with clarity and precision.

> *Artistic Literacy:* The ability to learn and creatively express oneself through the visual, performing, literary arts, and technology, and

> *Civic Literacy:* The ability to "let your life speak" by participating thoughtfully, responsibly, and passionately in the life of the community with concern for the common good.

The curriculum framework and overall design for the school was created through a three year planning process by a national team of educators representing all grade levels and from various fields of expertise, including civic education, spiritual development, research and evaluation, and educational policy. When looking for guidance in planning the school, however, we encountered many limitations to the existing civic education literature that are well summarized by Torney-Purta and Vermeer (2004).

> Most standards and assessments of civic development focus on civic knowledge with significantly less attention paid to civic skill building or the formation of civic dispositions. Many lists of citizenship competencies and standards frequently consist of encyclopedic coverage of details of government structures or historical documents that may have little meaning to students and do not connect to their own identity as a citizen with responsibilities and rights or to their motivation to learn about their communities. The desired outcomes are often complex, making it difficult to adapt them for students in the early years of elementary school or for immigrants and/or second-language learners. They also typically cover the same topic at several grades (such as the founding of the United States) rather than cumulatively building more complex understanding based on earlier basic concepts. Finally, the topics tend to focus primarily on patriotic observances that are important but insufficient as preparation for engaged citizenship (Torney-Purta and Vermeer, 2004, p. 1).

Because of these limits within the existing citizenship education literature, we experienced the need to articulate an appropriately broad framework for citizenship development and civic engagement at the elementary level that fit with the EBCC Charter School mission. In addition, we were unable to find developmentally appropriate instruments for students of this age that would help us document progress and challenges in implementing this broader civic framework at the elementary level in an urban setting. As a result, in partnership with Abt Associates and Brandeis University, the East Bay Conservation Corps proposed this project to address one of CIRCLE's priority areas to identify developmentally appropriate indicators to assess progress in civic education at the elementary grades. With a national team of civic education and service-learning experts, we developed and piloted test measures of civic outcomes appropriate for younger school students. The product from this project is a set of tested, reliable measures of civic knowledge, skills, dispositions and behaviors that are referenced to recent efforts to provide frameworks of competencies in civic education.

The focus of this report is to summarize the process of developing and pilot testing the measures, including the reliability and validity of the measures. Two sets of instruments were developed using a comprehensive conceptual framework for civic indicators at the elementary level that included civic knowledge (what students should know about citizenship), civic thinking skills (cognitive civic skills students should posses), civic participation skills (participatory civic skills students should possess) and civic dispositions (civic dispositions, students should possess), expanding the framework used in Torney-Purta & Vermeer, 2004 and adapting it for use in this setting. The measures include a student survey of student civic knowledge, skills and attitudes that relate to dispositions, which is the focus of this report; we also developed a set of corresponding grade level observation checklists of student skills and behaviors. (See Appendix A for the Student Survey used in the national pilot and Appendix B for the Student Observation Checklists.)

The rest of this report is organized in the following way: Section I (Background) continues with an overview of the issue of civic development at the elementary level and the proposed project to develop assessments. The needs for measures not addressed by existing instruments as well as the challenges faced when assessing civic development at the elementary level are also addressed. Section II (Methodology) describes the project methodology in more detail and Section III (Design of Instrument) outlines the instrument design process, including the conceptual frameworks and items that were identified or adapted for use in the student survey. Section IV (Results) presents evidence of the reliability and validity of the student survey as well as findings from the student survey. Section V (Conclusion and Implications) provides discussion of the results and implications for this work, including proposed next steps to continue to improve the measures and support civic development in the elementary grades.

OVERVIEW OF ISSUE AND PROJECT

Much of the discussion and research on youth civic engagement and civic education is focused on high school aged youth, college students and young adults (e.g. Andolina, Keeter, Zukin and Jenkins, 2003; Eyler and Giles, 1999; Morgan and Streb, 2001; National Association of Secretaries of State, 1999; Perry and Katula, 2001; Walt Whitman Center for the Culture and Politics of Democracy, 1998). Between ninth grade and college graduation, there are substantial gains in political knowledge and civic skills but the starting point is not a total lack of knowledge or unformed attitudes. For example, studies suggest that young children demonstrate awareness of social issues and exhibit understanding of democratic decision-making processes, democratic principles such as rights and freedoms, and concepts of fairness (Berman, 1997; Berti, 2005; Helwig, 1998; Helwig and Jasiobedzka, 2001; Hess and Torney, 1967; Moore, Lare and Wagner, 1985). Studies of elementary and middle school students also suggest that the average student in democratic countries is already a member of his

or her political culture by the end of elementary school. For example, the students' trust in government-related institutions already match in many respects those of adults in their society (Hess and Torney, 1967; Torney-Purta and Vermeer, 2004).   Because the early grades represent a critical opportunity to lay a foundation upon which civic knowledge, skills and dispositions can grow, it is important to examine what is appropriate to expect of elementary grade level students regarding civic outcomes such as knowledge, dispositions, skills and behaviors.

However, there is some disagreement among civic education researchers about whether explicit civic education should start at the elementary level. It has been suggested that the cognitive development required by civic education is not well suited to or developmentally appropriate for five to ten year olds. This sole emphasis on civic education as teaching civic content, however, actually limits a more robust, comprehensive understanding of civic education as the teaching of civic knowledge, skills and dispositions. As a result, civic education at the elementary level remains seriously underconceptualized and has meant that there has been limited attention paid to a developmental framework for civic education that extends from grade K-12. This project reframed this issue in a different way: What does civic development look like at the elementary grades? And how do we measure it in a way that will stimulate reflection on the part of researchers and educators about directions that are appropriate in this area?

Although civic education research may not focus on the elementary grades, other research in areas relevant to civic education have found fertile ground in this age range. For example, social and emotional development, moral development, character development, and conflict resolution/ violence prevention programs are all relevant to the development of civic skills and dispositions and are considered developmentally appropriate for elementary grade students (e.g. Flannery et al., 2003; Lickona, 1991; Turiel, 1983; Watson et al., 1989). For researchers and practitioners in civic education at the elementary level, it would

be helpful to view such work in the context of a broader civic education framework.

At the same time, the practice of civic education at the elementary level has far outpaced the support provided by research, and such research deserves more attention. For example, CityYear, a full-time national service program targeting 17-25 year olds in 17 cities across the country, initiated an effort in 2003 to create a Civic Index to track the civic awareness, motivation, capacity, identity and actions of elementary and middle school students tutored by City Year corpsmembers. The Constitutional Rights Foundation has continued to expand its work in Teaching American History at elementary schools. The Association for Supervision and Curriculum Development in partnership with The First Amendment Center created the First Amendments Schools (FAS) project in 2001 to help elementary, middle and high schools affirm First Amendment principles and put them into action throughout their communities.

In addition, there is a substantial need for more research on civic development for youth in urban areas who face particular challenges to civic engagement (e.g. Hart and Atkins, 2002) and for youth from immigrant, racial and ethnic minorities (Junn, 2004; Sanchez-Jankowski, 2002). For example, there is evidence that youth from immigrant or racial/ethnic minorities may define civic engagement in different ways that do not fit traditional measures or understandings of civic engagement and education. While in-depth exploration of these populations are not the primary focus of this study and such further study is needed, the expanded framework of civic development beyond traditional civic education that is focused on teaching content and the resulting instruments for assessment represent important contributions to the field of civic education research and practice. Although the development of the instruments occurred as a result of our work in an elementary school with diverse student demographics in a distinctly urban environment, our desire to expand the concept of civic development at the elementary level to value content, skills and dispositions clearly resonated

with educators in rural, suburban and other urban communities who work with diverse student populations.

NEED FOR MEASUREMENT NOT FILLED BY OTHER INSTRUMENTS:

One of the biggest challenges faced by educators of the EBCC Charter School in 2001 when launching the elementary school was the dearth of tested measures to assess civic development outcomes of elementary school students, particularly their civic attitudes, skills and dispositions. While content standards and assessments are readily available to articulate the academic and artistic development of students, youth civic development, especially at the elementary level, was understood in a rather vague way. Our staff spent a considerable amount of time developing a set of school wide expectations that constituted a broad framework for civic literacy of what we expected students to know and be able to do. In brief, it includes components of personal responsibility, caring for others and for the community, and leadership to take positive actions. A recent California Department of Education document articulating the relationship between service-learning and civic responsibility accurately captures our ultimate goal of creating caring, capable citizens who fully participate in our democratic society:

> Individuals participate and engage in the affairs of their community in a variety of ways and along a continuum of commitment. This continuum begins with commitment at the personal level, through individual volunteerism and community service, for example, and extends to active participation in civic affairs in ways that promote systemic change by addressing deeply rooted issues of public policy. Each level of commitment is beneficial to the community and serves to empower youths both individually and collectively, and as such, serves the greater good. Civic education seeks to encourage

youths to participate across the continuum of commitment, but especially to identify public systems that inadequately serve the common good and work to change them. (California Department of Education, 2003, p.5)

In addition to our own search for curriculum and assessment, through an inquiry of other civic education programs at the elementary level, we were not the only ones struggling with these issues. In fact, when hearing about this project, many of those schools and programs volunteered to pilot test our measure, demonstrating the need for such instruments. While a number of substantial measures exist for middle school, high school and post-secondary students (e.g. Andolina, Keeter, Zukin and Jenkins, 2003; Kahne and Middaugh, 2005; Torney-Purta, Lehmann, Oswald & Schulz, 2001; Walt Whitman Center for the Culture and Politics of Democracy, 1998), we did not identify comparable measures for younger students through a review of the literature, although we did find a few instruments that addressed some aspects of our multidimensional framework of civic development that included knowledge, skills and dispositions.

For example, items from the National Assessment for Educational Progress (NAEP) were heavily focused on civic content which we acknowledge is an important component of civic education. Such content is not, however, the only priority for civic development at the elementary grades especially given other interests in students' prosocial and emotional development at that age level. Also, NAEP items are released for use on a very limited basis (though a number of screened items from NAEP were released on the web at www.ecs.org/qna in 2005). As noted earlier, the national service program, CityYear, created a Civic Index that included constructs such as civic awareness, motivation, capacity, identity and actions in addition to aspects of youth development and academic learning. Their assessment,

however, did not include components of civic skills or knowledge and thus did not fit our framework of civic outcomes that drew from current work in civic development and education.

When we expanded our review of assessments beyond those self-described as civic or citizenship development to include what we considered important components of civic education (such as certain skills or attitudes), we found more measures from fields such as social and emotional development, character development, and school climate assessments. For example, web-based databases exist for social and emotional research compiled by organizations such as the Center for Social and Emotional Education (www.csee.net) and The Collaborative for Academic, Social and Emotional Learning (www.casel.org) with assessments relevant for the elementary grades. A similar database and assessment index exists for the character education field (www.character.org) with research and instruments that focus on elementary aged students and younger. CART, or the Compendium of Assessment and Research Tools, has also compiled a list of assessment tools for youth development programs (www.cart.rmcdenver.com) although there were few measures for elementary aged students. Another widely recommended set of measures to assess school climate and sense of community that are relevant to the social, emotional and moral development of elementary aged students were those developed for the Child Development Project by the Developmental Studies Center (Watson et al., 1989). Several of their constructs focused on measuring social competence, conflict resolution, caring for others and democratic values.

Reviewing examples of these instruments was useful to capture the language appropriate to elementary school students and to examine the potential connections to civic development, but

these assessments were limited in scope for educators interested in capturing the broader and multi-dimensional nature of civic development within an instrument. As a result, this project addressed an important need in the research and practice of youth civic engagement, especially since at the time we developed our proposal and our instrument, the Education Commission of the States had not yet incorporated extensive screened civic disposition items in their web site (www.ecs.org/qna).

The EBCC Charter School presented an ideal environment to develop these measures given its educational philosophy, curriculum and careful selection of teachers and other staff who are knowledgeable about and committed to the academic, artistic and civic development of its students. It also represented an opportunity to develop measures within a multicultural, socioeconomic and religiously diverse student population in an urban area. A glimpse of the elementary school's 2004-05 enrollment data paints the picture of a very diverse student population. 22% of the students/families classify themselves as multi-ethnic, 54% African American, 14% white, 7% Hispanic, 1% Pacific Islander, and 2% Asian. Students and families of the school are also linguistically diverse with home language backgrounds that include Spanish, Punjabi, Japanese and Burmese. The school is also socio-economically diverse with 39% of all families eligible for free lunch and 22% eligible for reduced-priced lunches with the remaining 39% of families exceeding the qualifying level for free and reduced lunches. These numbers alone, however, do not accurately describe our unique population. For example, in family household surveys, we have found that many of our students come from homes where the overall socio-economic level is low but where the average education level of the child's caregiver(s) is quite high (e.g. two or more years of college).

This unique demographic terrain, which we believe is an outcome of the EBCC's multi-dimensional and dynamic urban context, is both a challenge and, we believe, a perfect opportunity to

study the development of an active citizenry. The intent of this project, however, was not only to support the school in its assessment and evaluation efforts, but also to contribute its products to the larger civic education fields of research and practice.

CHALLENGES OF ASSESSMENT OF CIVIC DEVELOPMENT AT THE ELEMENTARY LEVEL

Developing assessments for civic development at the elementary level presents several challenges faced by civic education researchers and practitioners interested in this age group. For this project, one set of challenges concerned the choice of the assessment format. For example, student self-reported assessments through paper-pencil measures with Likert or numbered scales are most efficient in capturing large amounts of data. Based on a review of existing civic education programs at the elementary level, however, it was determined that a reliable student survey using a relatively simple-to-use Likert scale (from 1 to 4) was needed to reflect a broader conception of civic development at the elementary level. The issue of uneven reading abilities at the elementary level, however, precluded the use of this instrument with children younger than third grade. So although it was limited to upper elementary grades, we felt it would be an important contribution to the fields of civic education research and practice.

In addition, to provide teachers of students in kindergarten through second grade with an assessment tool that was consistent with our conceptual frameworks, we developed student observation checklists of students' skills and behaviors. Teachers at the EBCC Charter School found them useful in documenting civic literacy throughout the year, but they were not the focus of this study. At this point, they remain a teacher-focused tool that can be adapted to any classroom to document skills and behaviors that are relevant to civic development. Clearly, there is much more work to be conducted to verify the validity and reliability of the observation checklists, as will be discussed in the final section.

The second set of challenges was conceptual in nature. In elementary grades,

there is a tendency to award "good citizenship" grades based on obedience to classroom and school rules and demonstration of good work habits (neat handwriting, homework completion, etc.). Yet other conceptions of citizenship and civic engagement also exist and ultimately may be deemed desirable, such as active participation in one's community or a principled position from which individuals question unjust rules, laws or circumstances. (See Kahne and Westheimer, 2003 for a brief discussion of various conceptions of citizenship.) As a result, we felt a need to frame civic development at the elementary level that connected these seemingly conflicting views of citizenship to prepare all of our students for the full spectrum of civic commitment and engagement opportunities.

In creating our civic development framework for the elementary grades, we decided that with younger children, it was important to build a foundation of democratic knowledge, skills and dispositions that will enable students to understand what it means to be part of a larger group or community. In addition to promoting prosocial skills that could be viewed as civic participation skills, part of that knowledge and skill set is to take responsibility for oneself and one's actions; to realize that consequences come with one's choices; to recognize the effect that individual actions and choices have on larger groups; and to understand the need for rules that are in effect for the safety and welfare of the larger group.

With this foundation in place, as children mature, they would be better able to make thoughtful choices that may question classroom, school and society's rules. They would make such choices with a greater understanding and awareness of the consequences of their choices and with reasoning to back up their choices. Children as young as five are able to question and make judgments (for example, when they deem a situation as "not fair"). They are not able, however, to articulate reasons why certain decisions or choices should be made which is more developmentally appropriate in older grades.

In short, at the elementary level, the developmental foundations for civic engagement is a democratic orientation to others and an

identification with them as fellow members of the body politic - so listening, respecting others, being responsible for one's own actions, is what happens in the elementary grades. Our ultimate goal is to create a K-12 framework that encourages and prepares our students to participate across the continuum of civic commitment, but especially to identify public systems that inadequately serve the common good and to work to change them (California Department of Education, 2003).

SECTION II: METHODOLOGY

To guide this project and provide constructive feedback on its products, we convened a distinguished advisory team of civic education and youth development researchers and practitioners:

- **JoAnn Jastrzab,** Principal Research Associate, Abt Associates, Cambridge, Massachusetts

- **Alan Melchior,** Deputy Director and Senior Research Associate at the Center for Youth and Communities, Brandeis University, Waltham, Massachusetts

- **Connie Flanagan,** Professor, Penn State University, University Park, Pennsylvania

- **Joseph Kahne,** Professor and Director of the Institute for Civic Leadership, Mills College, Oakland, California

- **Mary McFarland,** Past President of the National Council of the Social Studies and Education Consultant, Chesterfield, Missouri.

- **Yolanda Peeks,** Director of Professional Development Services, Developmental Studies Center, Oakland, California

- **Judith Torney-Purta,** Professor, University of Maryland, College Park, Maryland

The project launched with a visit of the advisory team to the EBCC Charter School to allow the team to observe the teachers and students in order to develop a common understanding about which civic outcomes may be reasonably expected in the elementary-aged children. The site visit included a working session involving the advisory team members and EBCC Charter School teachers and administrators to identify constructs associated with civic education in elementary school.

A conceptual framework was developed and revised based on feedback from the advisory team using constructs of civic literacy (Personal Responsibility, Civic Responsibility, and Leadership) that were originally developed by the faculty and staff at the EBCC Charter School as important components of civic development at the elementary level. (The conceptual frameworks will be discussed in more detail in Section III.)   Following the visit, the advisory team refined the measures through regular email correspondence and continued to monitor current research to identify any relevant measures that have been validated as part of other studies.

A. INITIAL PILOT

The first pilot version consisted of two versions of a student survey that contained different scales and items to maximize our opportunity to pilot the widest range of items. One version (37 items) was administered to the fourth grade class (n=20) of the EBCC Charter School in June of 2005. The other version (38 items) was administered to the fifth grade class (n=19) at the same time. The students spent approximately 20 minutes answering the questions. Items or words that caused students to raise their hands and ask questions during the administration of the survey were noted for revision. Four or five students also participated in focus groups after completing the survey to identify any items which they considered unclear or otherwise problematic. Questions asked during the focus groups included "what did you think about the survey?", "which words were confusing to you?" and "which questions were hard for you to answer?" Students' observations about the survey ranged from "it was boring" and "easy" to "you should have asked more questions about what we think about academics" to "it was

interesting" and "I liked answering the questions."

B. SECOND PILOT (REVISION AND NATIONAL PILOT PHASE)

Based on feedback from the initial pilot and comments from our advisory team, the survey was shortened to four pages, including one page of survey instructions and student information. Items were revised or eliminated based on student questions about confusing items or words. In addition, based on factor analysis and Cronbach's coefficient alpha results for each of the constructs in the student survey, more items were eliminated to increase the reliability of the constructs. For example, in many cases the negatively stated items were difficult for students of this age to answer.

A national sample of 550 elementary and middle school students were recruited to test the reliability of the measures from elementary schools involved in the following organizations and networks, many of which the EBCC has established collaborations and partnerships: Education Commission of the States, Corporation for National and Community Service Learn and Serve America schools, national AmeriCorps programs working in schools such as City Year, National Service-Learning Partnership, National Council for the Social Studies, the First Amendment Schools, California Department of Education CalServe Office, Constitutional Rights Foundation and Youth Service California among others. We obtained written parental consent in advance of any testing of students and those consent forms reside at the local sites.

What was affirming about the schools that decided to participate was that principals and teachers first reviewed the survey and then volunteered to participate in the study because they found value in the survey.   In total, 40 teachers from 18 schools in seven states participated in the national pilot, including students from Alaska, New Hampshire, California, Massachusetts, Kansas, Indiana and Minnesota.

The primary goal was to seek the participation of upper elementary grade students (fourth or fifth grades). 12 third graders (2.2%) participated in the survey. 175 fourth graders

(32.3%) and 256 fifth graders (46.9%) constituted the bulk of the data. 46 sixth graders (8.4%) also participated in the pilot and in one site, a district administrator also included 56 seventh and eighth grade students (10.3%).

The national sample of convenience was very diverse. Although 16.4% of the students declined to state their race or ethnicity, of those students who did, white students constituted 35.7% of the sample, with the next largest group representing multiracial or other groups (22.4%). Latino students represented 19.8% of the national sample, with African American (8.3%), Asian/Pacific Islander (9.1%) and American Indian (4.3) students constituting the remainder of the sample. The sample was somewhat skewed toward females (57.5%) versus males (42.5%).

Most of the classrooms reported that they involved their students in some aspect of civic education, whether it was teaching American history within a specific classroom or involvement in a school-wide or district-wide initiative to promote character development, civic education, and/or service-learning.

SECTION III: DESIGN OF INSTRUMENT
A. DEFINITION OF VARIABLES TO BE MEASURED:

To guide this project, we initially developed a conceptual framework that corresponded to the different levels of students: (1) kindergarten and first grade; (2) second and third grade; and (3) fourth and fifth grade. The framework for each grade span included the following civic components deemed important and relevant to foster in elementary grades:

(1) Personal Responsibility: The student demonstrates responsible behaviors and good judgment and accepts responsibility for one's own behavior. The student also demonstrates responsible work habits such as staying on task, working independently

and showing best effort.

(2) Caring for Others and Community: The student shows courtesy and respect for others and finds ways to help others. The student also shows respect for and is able to identify needs and solutions for group and community.

(3) Leadership: The student takes initiative and acts as role model to help group, class or school to make a positive difference.

In addition, each grade-specific framework consists of Civic Knowledge, Civic Thinking Skills, Civic Participation Skills and Civic Dispositions that are critical to the development of civic literacy, drawing from the format of the assessment database being complied by staff of the National Center for Learning and Citizenship at the Education Commission of the States (see Figures 1 – 3). These concepts and skills were developed with input from the EBCC Charter School teachers' understanding of what "civic literacy" and "citizenship" looked like at each grade level. In addition, civic education experts served as advisors to this project and the following documents served as resources that informed the content and format of the frameworks: *Developing Citizenship Competencies Kindergarten through Grade 12* (Torney-Purta and Vermeer, National Center for Learning and Citizenship – Education Commission of the States), *History--Social Science Content Standards for California Public Schools* (California Department of Education), *Education for Democracy: California Civic Education Scope and Sequence* (Center for Civic Education/Los Angeles County Office of Education), *Creating Effective Citizens* (National Council for the Social Studies) and the *National Standards for Civics and Government* (Center for Civic Education).

Figure 1. K-1 THEME: Taking Responsibility for Self and Fostering Awareness of Others

Schoolwide Expectations for Civic Literacy	Civic Knowledge	Civic Thinking Skills	Civic Participation Skills	Civic Dispositions
	What students should know about citizenship	*Cognitive civic skills students should possess*	*Participatory civic skills students should possess*	*Civic dispositions students should possess*
	Know:	*Be able to:*	*Be able to:*	*Demonstrate:*
Personal Responsibility *Reponsible Behavior* • Uses good judgment and accepts responsibility for own behavior *Work Habits* • Stays on task, works independently and shows best effort **Caring for Others and Community** *Concern for Others* • Shows courtesy and respect for others and finds ways to help others *Concern for Group or Community* • Shows respect for and is able to identify needs and solutions for group and community **Leadership** Takes initiative and acts as role model to help group, class or school to make a positive difference	What a "community" is and means (such as family, classroom, school, church, YMCA, etc.) What it means to be an active, responsible citizen or community member by participating in positive ways in the community Reasons for rules and laws Likeness and difference in our pluralistic society-- - cultural groups, customs, holidays, etc.	Recognize individual uniqueness as well as similarities and differences among people (starting with themselves and expanding to others) Show awareness of other people's thoughts, feelings and/or experiences To think and talk about what s/he is doing and why Share one's own opinions after gathering information and providing supporting evidence	Manage one's own behavior and develop the ability to comply with positive "group norms" Communicate with others including listening to others and appropriately expressing one's views Demonstrate group membership skills such as sharing, taking turns and being considerate of others, voting on class issues, and abiding by decisions arrived at by consensus or vote Cooperate with peers and resolve conflict without fighting – use grade level appropriate language of conflict resolution such as "I" messages	Respect oneself and exercise appropriate independence, such as expressing one's needs, taking care of personal hygiene, tying shoes, etc. Willingness to focus on given tasks within a classroom environment Willingness to follow norms/rules and "live with" the consequences of their behavior Respect others, others' belongings, respect animals, and the environment Courtesy and empathy for the feelings of others Willingness to take action to help others and to provide service to the classroom or school community

Figure 2. SECOND/THIRD GRADE THEME: Helping Others and Our Community

Schoolwide Expectations for Civic Literacy	Civic Knowledge	Civic Thinking Skills	Civic Participation Skills	Civic Dispositions
	What students should know about citizenship	*Cognitive civic skills students should possess*	*Participatory civic skills students should possess*	*Civic dispositions students should possess*
	Know:	*Be able to:*	*Be able to:*	*Demonstrate:*
Personal Responsibility *Reponsible Behavior* • Uses good judgment and accepts responsibility for own behavior *Work Habits* • Stays on task, works independently and shows best effort **Caring for Others and Community** *Concern for Others* • Shows courtesy and respect for others and finds ways to help others *Concern for Group or Community* • Shows respect for and is able to identify needs and solutions for group and community **Leadership** • Takes initiative and acts as role model to help group, class or school to make a positive difference	What is a larger community – such as neighborhood and city and what it means to be part of a community What it means to be an active, responsible citizen or community member Leaders in a community and what they do -- how decisions get made, who makes them and how they affect us Importance of rules and laws and how they are created and changed Relationship of past to present History of diverse cultures in the local community and our pluralistic democracy	Compare community life long ago with life today Demonstrate problem solving and analytical skills by identifying issues and needs, studying to build knowledge, and proposing possible solutions Gather information and begin to generalize and transfer understanding to other experiences Use basic decision making process for addressing needs in neighborhood organizations and city government Take the perspective of others to understand how people feel and what they intend by what they do	Participate in designing, implementing and analyzing community needs assessment Give input on possible solutions to larger community (such as neighborhood and city) needs Initiate contact, hold a conversation with and demonstrate the ability to build a relationship with a community member Engage in thoughtful civil dialogue about important personal, school, and community issues Cooperate with peers and helps others avoid and settle conflicts	Willingness to balance group needs with personal needs Interest in taking action to address needs and issues in the larger community Responsibility and caring for animals, plants, people and environment in larger community Recognize the authority of people and institutions in the local community and recognize the opportunity for change and growth Ability to reflect on a process and gain insight for future experiences Respectful exposure to diverse opinions and people

Figure 3. FOURTH/FIFTH GRADE THEME: Taking Leadership to Make a Positive Difference

Schoolwide Expectations for Civic Literacy	Civic Knowledge	Civic Thinking Skills	Civic Participation Skills	Civic Dispositions
	What students should know about citizenship	*Cognitive civic skills students should possess*	*Participatory civic skills students should possess*	*Civic dispositions students should possess*
	Know:	*Be able to:*	*Be able to:*	*Demonstrate:*
Personal Responsibility *Reponsible Behavior* • Uses good judgment and accepts responsibility for own behavior *Work Habits* • Stays on task, works independently and shows best effort **Caring for Others and Community** *Concern for Others* • Shows courtesy and respect for others and finds ways to help others *Concern for Group or Community* • Shows respect for and is able to identify needs and solutions for group and community **Leadership** Takes initiative and acts as role model to help group, class or school to make a positive difference	What it means to be an active, responsible citizen or community member What is a larger community – such as neighborhood, city and state and what it means to be part of a community Basic understanding of leaders, structures, functions and powers of local, state and federal governments and how they impact local issues Democratic values such as equality, justice, rights and responsibilities Why it is important to participate in a democracy History of social issues and social change movements	Analyze problems and think through potential solutions, consequences and obstacles Demonstrate research skills such as finding multiple sources, analyzing validity of information, drawing conclusions and presenting findings Use basic decision making process for addressing needs in neighborhood organizations and city government Take the perspective of others to understand how people feel and what they intend by what they do	Analyze community issues and needs and propose and work on possible solutions Demonstrate communication skills by listening carefully to others and using appropriate language to accurately express one's ideas and opinions Listen to different ideas in a group setting and work with others to formulate a suggestion that works for the group Engage in thoughtful civil dialogue about important personal, school, and community issues Cooperate with peers and helps others avoid and settle conflicts Apply knowledge to propose and implement civic action	Sense of responsibility and initiative to take action Commitment to balance self-interest with interest in the common good such as concern for future generations Responsibility and caring for animals, plants, people and environment in larger community Willingness to consider multiple perspectives and to participate in discussion to build consensus Respect for diverse opinions and people Critical thinking about institutions and government in the larger state and national community

IDENTIFICATION OF ITEMS

Items for the student survey were identified or adapted from existing instruments. Instruments reviewed for appropriate items that fit our conceptual framework for civic development included the following: Child Development Project (Developmental Studies Center), CityYear Civic Youth Development Index Survey (CityYear), California Civic Index (Kahne and Middaugh/ Mills College), KIDS Consortium Student Survey (Melchior/Brandeis University), Four-Fold Youth Development Model (Purdue University), Civic Responsibility Survey (Furco et al./University of California, Berkeley), among others. In addition, new items were created through collaboration with the EBCC elementary school teachers.

LIST OF CONSTRUCTS AND ITEMS IN NATIONAL PILOT

The items selected for the national pilot are categorized by scale below. The numbers in parentheses represent the item number on the survey. We used a Likert scale from 1 to 4 which was consistent with other measures for elementary school children. The responses ranged from 1 (Strongly Disagree or "No Way!"), 2 (Disagree or "Not really"), 3 (Agree or "Sort of") and 4 (Strongly Agree or "Yes!").

Personal Responsibility: This construct was defined as demonstrating responsible behaviors and work habits.

Personally Responsible Behaviors – Moral
1. If I break something, I try to fix it. (Item #1)
2. I put things away when I am done with them. (Item #22)
3. I always try to do my best work. (Item #25)
4. If I do not do a good job, I try to do better the next time. (Item #31)

Personally Responsible Behaviors – Conventional
5. I usually do what I'm supposed to do. (Item #12)
6. It is important for me to follow the rules even if no one is watching. (Item #19)
7. I think it is important for people to follow the rules. (Item #38)

Civic Responsibility: This construct was defined as caring for others, valuing group work, caring for community, appreciating diversity and demonstrating environmental stewardship.

Concern for Others
8. I try to help when I see people in need. (Item #4)
9. When I make a decision, I try to think about how other people will be affected. (Item #10)
10. I try to be kind to other people. (Item #11)
11. I apologize when I hurt someone's feelings. (Item #20)
12. I want to help when I see someone having a problem. (Item #46)

Value of Group Work
13. To solve most problems, I have to learn how to work with others. (Item #2)
14. I can learn more from working on group projects than from working alone. (Item #16)
15. I like working with other people on group projects. (Item #24)

Caring for Community
16. I spend time on projects with other people to help the community. (Item #23)
17. I think it is important to change things that are unfair in society. (Item #27)
18. I have done things to help people in my community. (Item #37)
19. I believe that I can make a difference in my community. (Item #42)

Appreciating Diversity
20. I want to have friends who have different backgrounds from me. (Item #14)
21. I can learn a lot from people with backgrounds and experiences that are different from mine. (Item #43)

Environmental Stewardship

22. I try to get my family to recycle at home. (Item #6)
23. I have a responsibility to help keep the community clean. (Item #17)
24. I try to get my friends to recycle bottles and cans. (Item #39)
25. I do my part to help the environment. (Item #47)

Leadership Efficacy: This construct was defined as demonstrating the attitudes and actions of taking leadership positions.

26. Once I know what needs to be done, I am good at planning how to do it. (Item #7)
27. When I see something that needs to be done, I try to get my friends to work on it with me. (Item #13)
28. I am pretty good at organizing a team of kids to do a project. (Item #18)
29. If I'm the leader of a group, I make sure that everyone in the group feels important. (Item #21)
30. I feel like I can stand up for what I think is right, even if my friends disagree. (Item #28)
31. When I see something that is wrong, I try to change it. (Item #33)

Civic Thinking Skills: This construct was defined as the ability to think critically.

32. It is important for me to get information to support my opinions. (Item #5)
33. I am able to give reasons for my opinions. (Item #29)
34. I keep my mind open to different ideas when planning to make a decision. (Item #30)

Civic Participation Skills: This construct was defined as skills in perspective taking, communication, group membership and conflict resolution.

Perspective Taking Skills

35. I try to think how someone else would feel before I say something. (Item #3)
36. I make sure I understand what another person is saying before I respond. (Item #48)
37. When I am listening to someone, I try to understand what they are feeling. (Item #49)

Communication Skills

38. I try to think before I say something. (Item #9)
39. I summarize what another person said to make sure that I understood. (Item #36)
40. I try to watch other people's body language to help me understand what they are trying to say. (Item #41)

Group Membership Skills

41. When I play with others, I take turns. (Item #44)

Conflict Resolution Skills

42. If friends are fighting, I try to get them to talk to each other and stop fighting. (Item #8)
43. If a friend is mad at me, I try to understand why. (Item #40)
44. I know how to avoid a fight when I need to. (Item #45)

School as a Community: This scale was adapted from a much longer scale created by the Developmental Studies Center used to assess the sense of community that exists within school.

45. Most students at this school treat each other with respect. (Item #15)
46. Most students seem to care about each other, even people they do not know well. (Item #26)
47. Teachers at this school won't let students make fun of other students. (Item #32)
48. Students have an opportunity in this school to debate and discuss issues. (Item #34)
49. Students feel like they are an important part

of the school. (Item #35)
50. Students can talk to the teachers in this
school about things that are bothering
them. (Item #50)

Civic Knowledge Items: Five items were selected to represent concepts and standards covered primarily in grades three through five.

51. Which of these people make local laws?
    a. *Police officers*
    b. *Newspaper reporters*
    c. *City council members*
    d. *Business leaders*

52. July 4 is a national holiday that celebrates the day when:
    a. *the American colonies declared their independence from Britain*
    b. *the Pilgrims arrived in the New World.*
    c. *women won the right to vote in elections.*
    d. *the Civil War officially ended.*

53. "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

What are you promising when you say the pledge of allegiance?
    a. *I promise to be loyal to the ideals of the United States.*
    b. *I promise to study the laws of the United States.*
    c. *I promise to salute the flag when I see it in parades.*
    d. *I promise to join the army of the United States.*

54. A student notices that the playing fields at her school have become littered with trash. How could she best show her civic responsibility?
    a. *Complain to her friends that no one at the school cares about the way it looks.*
    b. *Ignore the mess and take her friends to play in an area that is still clean*
    c. *Organize her class or school club to clean up the playing fields.*
    d. *Call the police to report that the school's fields are dirty.*

55. What is a good reason to have laws?
    a. *To get people into trouble.*
    b. *To help the president make money.*
    c. *To protect people.*
    d. *To keep police busy.*

The civic knowledge items were included to represent the comprehensive framework of civic knowledge, skills and dispositions within the survey and were also requested by several of the pilot sites. Given the significant attention focused on civic content in grades K through 12, the bulk of the development work for this project centered on the civic skills and dispositions that have received limited attention at the elementary level. As a result, the focus of this report is on the first 50 items of the survey. The following section describes the reliability and validity of the student scale.

SECTION IV: RESULTS
RELIABILITY:

Reliability of the survey scales was measured generating Cronbach's alpha scores for each of the constructs. The results for the full national sample are illustrated in the following table:

In general, when outlier items are removed,

there were good reliabilities for most scales ranging from .64 to .78 with exception of two scales: Appreciating Diversity and Critical Thinking Skills.

Several possible factors may account for the low reliability for Appreciating Diversity scale. The limited number of items included in this scale (only two items) is one that deserves more research; the addition of more items would likely increase its reliability.   Also, there were problems reported by survey administrators and students about the language of the items. For example, students in several sites reported that the word "background" in the phrase "different backgrounds" was confusing or not familiar. This was not an issue in the pilot phase, possibly because such language may be more common in urban, diverse communities. As our nation's pluralistic democracy continues to diversify, this scale requires additional attention to assess students' understanding and appreciation of diverse backgrounds and experiences.

The Critical Thinking Scale also demonstrated low reliability. Once again, this

Scale	# of Items in Scale (National Pilot)	Internal Consistency	Outlier Items	Internal Consistency w/o Outliers
Personally Responsible Behaviors (Originally two scales)	4	.42 (Moral)		.68 (Combined)
	3	.63 (Conventional)		
Concern for Others	5	.74		.74
Value of Group Work	3	.58	Item #2	.66
Caring for Community	4	.69	Item #27	.72
Appreciating Diversity	2	.49		.49
Environmental Stewardship	4	.71		.71
Leadership Efficacy	6	.64		.64
Critical Thinking Skills	3	.48		.48
Civic Participation Skills	10	.82	Items #3 and #9 caused this scale to split into two factors	.78
School as Community	6	.64		.64
Civic Knowledge	5	NA	NA	NA
TOTAL SCALE	55			

may be due to the small number of items (only three items) currently in the scale. The addition of more items might increase reliability. In addition, although our teachers and students in the initial pilot phase did not report concerns about these items, several students in the national pilot sites found these items to be somewhat confusing, indicating that both the language and concepts in the scale may be challenging for this age group. Clearly, given the desirability to promote aspects of critical thinking as an important skill for citizenship, this scale warrants additional attention, including further clarification of the construct given the various connotations to the phrase, "critical thinking." That is, of what, if anything, do we expect students at this age to be thinking critically?

A few other findings regarding the overall reliability of the scales should be noted. First, the Personally Responsible Behaviors scale had originally been organized into two separate scales to reflect the distinction between moral and conventional thinking that is considered developmentally appropriate for this age group. This distinction also emerged during the findings from the initial pilot phase. However, based on factor analysis of the national sample data, these items did fit into one scale and combining the items from the original two separate scales into one improved its reliability significantly. We also acknowledge that a survey is not the best methodology to make fine distinctions such as this. As a result, we suggest using it as a combined

scale for Personally Responsible Behaviors.

Second, based on factor analysis, the Civic Participation scale contained two items, Item #3 ("I try to think how someone else would feel before I say something.") and Item #9 ("I try to think before I say something."), which caused the ten item scale to break into two factors. As a result, although removing those items caused the reliability to drop slightly from .82 to .78, we suggest removing those items to create a single scale and one factor. Finally, although we suggest removing Items #2 ("To solve most problems, I have to learn how to work with others.") and #27 ("I think it i's important to change things that are unfair in society. ") to increase the reliabilities of the scales, analyses of the reliability of the scales by racial and ethnic group revealed some interesting patterns that suggest the items could be useful for some subpopulations, as will be discussed in more detail in the next section.

RELIABILITY OF SCALE WITH SUBPOPULATIONS

We also tested the reliability of each scale using subpopulations of the national sample, by gender, by age and by racial/ethnic groups. These reliabilities are generated using data that removed the outlier or other perceived problematic items cited above (item #2, item #3, item #9 and item #27).

When analyzing the results by gender, there did not appear to be major differences in the reliability of the scales. The two problematic

Scale	Internal Consistency by Racial/Ethnic Group (without Outlier Items #2, #3, #9 and #27)	
	Boys (n=231)	Girls (n=313)
Personally Responsible Behaviors	.72	.61
Concern for Others	.76	.65
Value of Group Work	.64	.67
Caring for Community	.70	.72
Appreciating Diversity	.49	.50
Environmental Stewardship	.68	.74
Leadership Efficacy	.68	.59
Critical Thinking Skills	.46	.50
Civic Participation Skills	.81	.72
School as Community	.62	.67

scales, Appreciating Diversity and Critical Thinking, remained unreliable for both groups. The Leadership Efficacy scale for girls was lower (.59) than for the national sample. However, its reliability was not improved by removing additional items which suggests that girls may have had issues with the items or the construct, a suggestion that may not be surprising to those familiar with gender analysis of leadership styles but this finding should be further explored.

When analyzing the demographics of the national by grade, there were only 12 third graders and seven seventh graders in the national sample. As a result, to examine reliability of the scale by age, we excluded the third grade students and analyzed reliability of the scale for fourth grade (n=176), fifth grade (n=256) and sixth through eighth grades (n=102) to constitute a middle school age population.

Overall, the scales remained generally reliable across age groups from grades four through eight. The two scales, Appreciating Diversity and Critical Thinking Skills, continued to show low reliability, even as students mature, indicating that the scales are problematic and not an issue of reading level or comprehension. It is interesting to note that the reliability for the Value of Group Work scale increased slightly (from .66 to .68) for the middle grades when item #2 was included. This suggests that the item is less confusing and perhaps more appropriate for this age group than for fourth or fifth grade students.

Given the work of Junn (2004) and Sanchez-Jankowski (2002), it was viewed as worthwhile to assess the reliability of the scales by racial and ethnic group to see if there were differences among them. Unlike the reliability analyses of the other subgroups by gender or age, analyses by racial and ethnic group is mostly suggestive, especially for those smaller groups such as African American and Asian/Pacific Islander students. Because the number of Native American students was so small (n=20), the results for that subgroup are not reported here and the survey should be administered with a larger number of students to test its reliability. Overall, these analyses should

Scale	Internal Consistency by Racial/Ethnic Group (without Outlier Items #2, #3, #9 and #27)		
	Fourth Grade (n=176)	Fifth Grade (n=256)	Sixth-Eighth Grades (n=102)
Personally Responsible Behaviors	.70	.68	.65
Concern for Others	.69	.77	.71
Value of Group Work	.65	.65	.66
Caring for Community	.75	.72	.71
Appreciating Diversity	.48	.46	.57
Environmental Stewardship	.70	.70	.78
Leadership Efficacy	.68	.64	.61
Critical Thinking Skills	.45	.56	.37
Civic Participation Skills	.81	.78	.78
School as Community	.66	.64	.69

be viewed as exploratory in nature and should be the subject of further study.

As illustrated by the table above, there was some variation in the reliability of the scales, with most of the scales demonstrating reliability across most groups with a few exceptions. The Concern for Others, Caring for Community and

of the scale for African Americans. Had it been included, the reliability would have increased from .32 to .60 for African Americans but would have decreased the reliability of the scale from .63 to .47 for Latino students, indicating the need to test the items and scale with larger numbers of students to ensure that the scale is still valid to use with those

Scale	Internal Consistency by Racial/Ethnic Group (without Outlier Items #2, #3, #9 and #27)				
	White (n=164)	Latino (n=91)	African American (n=38)	Asian/Pacific Islander (n=42)	Other/Multi-ethnic (n=105)
Personally Responsible Behaviors	.79	.49	.70	.62	.70
Concern for Others	.76	.79	.66	.75	.71
Value of Group Work	.69	.63	.32	.40	.65
Caring for Community	.76	.75	.82	.74	.70
Appreciating Diversity	.26	.56	.18	.60	.50
Environmental Stewardship	.72	.78	.73	.76	.67
Leadership Efficacy	.60	.73	.45	.71	.64
Critical Thinking Skills	.51	.57	.16	.43	.53
Civic Participation Skills	.79	.86	.49	.66	.80
School as Community	.72	.38	.65	.75	.57

Environmental Stewardship showed decent reliability (.60 to .82) across the groups.   However, the Personally Responsible scale for Latino students dropped in reliability to .49. Interestingly, when Item #25 ("I always try to do my best work.") was excluded, the reliability of the scale went up to .60. In fact, the reliability of that scale increased for all subgroups, except for White students, when that item was removed. However, since the scale remained reliable for the other groups with that item included, it is suggested that the item remain within that scale but be carefully analyzed with samples including significant number of Latino populations.

The reliability scores of the Value of Group Work scale excluded Item #2 ("To solve most problems, I have to learn how to work with others.") Excluding this item reduced the reliability

subgroups.

Although the reliabilities for Caring for Community were consistently above .60 across the subgroups, when Item #27 ("I think it i's important to change things that are unfair in society.") was included in the scale, it increased the reliability of the scale in some groups (Latino and Other/Multi-Ethnic) and decreased the reliability of the scale in other groups (White, African American and Asian/Pacific Islander). For the last two groups, the effect was to dramatically reduce the reliability of the scale from .74 to .48 for Asian/Pacific Islander students.

Other scales such as Leadership Efficacy and Civic Participation also decreased below .60 for African American students, again suggesting the need to check the scales with larger populations of students. However, as indicated earlier,

these findings represent trends to be further explored given the small numbers of some of the subpopulations. The use of qualitative data collection such as interviews and focus groups would be particularly helpful to explore the potential reasons for these differences or issues with the items and scales.

VALIDITY:

Evidence for content validity of the student survey is strong in that the selected survey items were based on the conceptual frameworks described above; the instrument includes items from other measures of civic and social development; the instrument was reviewed for its content by teachers and administrators concerned and experienced with civic development and civic education at the elementary level; and the items were reviewed by a national advisory group of experts in service-learning, youth development and civic education.

To collect evidence for construct validity of the student survey, we also examined correlations between the scales (see Appendix C). Overall, we would expect correlations to be fairly high among some of these scales as they all attempt to measure some component of civic development that holds concern for others and community as a valued attitude and motivation to use skills and demonstrate certain behaviors. However, theoretically, even with relatively high correlations of .50 to .60 among some of the scales, we still articulate each scale as a distinct component of civic knowledge, skills or dispositions.

For example, the Civic Participation Skills scale was highly correlated with the most scales including Personal Responsibility (.653), Concern for Others (.684) and Leadership Efficacy (.613). It makes sense that students who feel a strong sense of personal responsibility and concern for others would report higher levels of civic participation skills as they would motivated by such attitudes to communicate and work well with others. However, the Civic Participation Skills scale measures the relative importance students place on certain skills versus attitudes.

The following scales were distinct from all of the others with correlations of .50: Value of Group Work, Appreciating Diversity, Critical Thinking Skills and School as Community. Two of these scales (Appreciating Diversity and Critical Thinking Skills) were unreliable and so it is not surprising that the correlations would be low. We would also expect the School as Community scale to be distinct because it assesses students' school climate and does not represent a self-assessment of knowledge, skills or attitudes. It is interesting that the Value of Group Work is distinct from other scales, suggesting that it represent a relatively unique component of civic development that should be further explored.

Given the relatively high correlations among some of the scales, two future activities would be helpful to confirm construct validity: confirmatory factor analysis (which will probably show correlated factor models) and an attempt to correlate specific aspects of the student observation check list to the corresponding parts of the student survey.

To further examine evidence of construct validity, we also analyzed the survey results by gender and by racial and ethnic groups. Mean scores for girls were consistently higher than for boys in all of the scales, with eight of the eleven mean differences by scale being statistically significant at the .05 level (see Appendix D). Since many of the items reflected a helping orientation, this finding is consistent other studies that report a greater likelihood of girls or young women interested in volunteering and helping others (Hess and Torney, 1967; Jenkins, 2005).

Finally, given the small number of student responses within some of the racial and ethnic subgroups, we examined findings by scale comparing the responses of students who were white and non-white. We also excluded students who identified as multi-ethnic or other as it was unclear how strongly they identified with a particular ethnic or racial group (see Appendix E). Based on this comparison, there were two scales with mean differences at the .05 level (Value of Group Work and Concern for Others). Interestingly, this data suggests that students of racial and ethnic minorities may value group work more than white students. The difference goes in the other

direction with the Concern for Others scale in that white students seem to value a more generalized concern for others more than non-white students who may be more concerned with the interests and welfare of their own ethnic group. These findings, while very exploratory, could support Sanchez-Jankowski's argument that white students and students from ethnic and racial minorities view civic engagement in different ways and also supports the constructive validity of the scales. In addition, white students slightly outperformed non-white students on the civic knowledge items. Although the difference was small, it was significant. This also confirms previous research that suggests that white students tend to outperform non-white students on tests of civic content (Niemi and Junn, 1998). (For descriptive statistics of the full national sample, see Appendix F.)

SECTION V: CONCLUSION AND IMPLICATIONS

Based on the EBCC's work as a public elementary school with an intentional focus on creating capable, caring citizens as well as the interest demonstrated by the teachers in schools and districts who piloted this instrument, there is clearly a need for a research-based, comprehensive developmental framework for citizenship education that begins with younger ages and addresses civic skills and dispositions to the same degree as civic knowledge. Starting at a young age to foster developmental foundations for civic engagement includes a democratic orientation to others and identification with them as fellow members of a community and body politic. This focus is not only developmentally appropriate but consistent with the goals of many elementary schools to foster prosocial skills and behaviors. It is also an important and often overlooked facet of K-12 civic development and education.

SUGGESTIONS FOR NEXT STEPS

Our study found that it was not only feasible and appropriate to teach civics to elementary school students, it is also possible to measure the outcomes associated with this education. While this is a first step, there needs to be much more thinking both about what it means to learn civic

skills and dispositions at an early age and how to assess them. This is an important contribution, but would benefit from a richer literature on both the teaching and assessment sides of the equation. Judging from the number of types of schools interested in this pilot, there is an unmet need to support elementary school educators and researchers in these areas.

As a result we plan to disseminate a summary of this study and copies of the instruments to networks of researchers, practitioners and policy makers interested in civic education and development, including the Compendium of Assessment and Research Tools managed by RMC Research Corporation; Education Commission of the States; American Youth Policy Forum; Corporation for National and Community Service; National Council of the Social Studies; the First Amendment Schools; Association for Supervision and Curriculum Development; and the National Service-Learning Partnership. We also believe that interest will not be limited to school-based initiatives as many community based organizations such as 4-H, Scouts, Girls/Boys Clubs and others are also eager for assessments and so we plan to share our results with those networks as well.

In particular, there are several possibilities for building upon and expanding this work, including:

- refinement of the student survey instrument to improve the language and the addition of items that link the survey to other instruments for older students/youth;
- additional data collection and analysis to improve evidence for the validity of instrument, including expanding, piloting and revising corresponding teacher rating checklists for use to collect evidence for criterion validity;
- the collection of evidence to improve the reliability of instrument such as testing and retesting the survey and recruiting a larger more representative national sample, especially with students from schools not extensively engaged in civic education and larger samples of students from various racial and ethnic groups; and

- the development of curriculum materials for teaching civic education at the elementary level that is consistent with the conceptual framework described in this study.

In many ways, the elementary level is an ideal time to create a strong and meaningful foundation for the civic knowledge, skills, and dispositions needed to prepare and engage students as active citizens through a more robust, comprehensive developmental framework for citizenship education that begins with younger ages and addresses civic skills and dispositions to the same degree as civic knowledge. Similarly, driven by our needs to assess the work of our school, there is a need for greater attention to age-appropriate, instrument identification and development for elementary aged students to document student civic development by focusing on what they <u>can</u> do. Addressing this need will also assist other public elementary schools interested in recapturing their civic mission and in creating a K-12 developmental framework for civic development.

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Appendix A: Student Survey Used in National Pilot

Student Survey
Fall Semester, 2005

Dear Student:

By taking this survey, you are helping to create a survey that will help us understand what students think about their schools and communities. **Please try to answer these questions as honestly and accurately as possible.** It is important that I understand how you think and feel about these issues.

If there are words you do not understand, please CIRCLE them.

If there are questions you do not understand, please CIRCLE the number of the question.

Everything you say will be kept private so please do not put your name on this form. But please complete the Student Information section below to help us match your responses at the end of the year. Thank you so much for your time and effort.

Sincerely,

Bernadette Chi
East Bay Conservation Corps Charter School, Oakland, California

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STUDENT INFORMATION

1. Today's Date: _____

2. Your School:_____ Teacher:_____ Grade:_____

3. Gender: ☐ Boy   ☐ Girl

4. When is your birthday? _____(Month/Day/Year)

5. What is your middle initial? ____ (If you do not have a middle name, please put "Z".)

6. What is your ethnic/racial group? (Optional)
   ☐ European/white   ☐ Asian/Pacific Islander
   ☐ Latino/Hispanic   ☐ American Indian
   ☐ African American   ☐ Other (or more than one ethnic/racial
   group)

Student Survey - Page 1

PART I: Please circle the number that shows what you think about each statement.

	No Way!	Not really	Sort of	Yes!
Example: I like ice cream.	1	2	3	(4)

	No Way!	Not Really	Sort of	Yes!
1. If I break something, I try to fix it.	1	2	3	4
2. To solve most problems, I have to learn how to work with others.	1	2	3	4
3. I try to think how someone else would feel before I say something.	1	2	3	4
4. I want to help when I see someone in need.	1	2	3	4
5. It is important for me to get information to support my opinions.	1	2	3	4
6. I try to get my family to recycle at home.	1	2	3	4
7. Once I know what needs to be done, I am good at planning how to do it.	1	2	3	4
8. If friends are fighting, I try to get them to talk to each other and stop fighting.	1	2	3	4
9. I try to think before I say something.	1	2	3	4
10. When I make a decision I try to think about how other people will be affected.	1	2	3	4
11. I try to be kind to other people.	1	2	3	4
12. I usually do what I am supposed to do.	1	2	3	4
13. When I see something that needs to be done, I try to get my friends to work on it with me.	1	2	3	4
14. I want to have friends who have different backgrounds from me.	1	2	3	4
15. Most students at this school treat each other with respect.	1	2	3	4
16. I can learn more from working on group projects than from working alone.	1	2	3	4
17. I have a responsibility to help keep the community clean.	1	2	3	4
18. I am pretty good at organizing a team of kids to do a project.	1	2	3	4
19. It is important for me to follow the rules even if no one is watching.	1	2	3	4
20. I apologize when I hurt someone's feelings.	1	2	3	4

PAGE 2: *Please circle the number that shows what you think about each statement.*

	No Way!	Not Really	Sort of	Yes!
21. If I'm the leader of a group, I make sure that everyone in the group feels important.	1	2	3	4
22. I put things away when I am done with them.	1	2	3	4
23. I spend time on projects with other people to help the community.	1	2	3	4
24. I like working with other people on group projects.	1	2	3	4
25. I always try to do my best work.	1	2	3	4
26. Most students seem to care about each other, even people they do not know well.	1	2	3	4
27. I think it is important to change things that are unfair in society.	1	2	3	4
28. I feel like I can stand up for what I think is right, even if my friends disagree.	1	2	3	4
29. I am able to give reasons for my opinions.	1	2	3	4
30. I keep my mind open to different ideas when making a decision.	1	2	3	4
31. If I do not do a good job, I try to do better the next time.	1	2	3	4
32. Teachers at this school will not let students make fun of other students.	1	2	3	4
33. When I see something that is wrong, I try to change it.	1	2	3	4
34. Students have an opportunity in this school to debate and discuss issues.	1	2	3	4
35. Students feel like they are an important part of this school.	1	2	3	4
36. I summarize what another person said to make sure that I understood.	1	2	3	4
37. I have done things to help people in my community.	1	2	3	4
38. I think it is important for people to follow the rules.	1	2	3	4
39. I try to get my friends to recycle bottles and cans.	1	2	3	4
40. If a friend is mad at me, I try to understand why.	1	2	3	4
41. I try to watch other people's body language to help me understand what they are trying to say.	1	2	3	4
42. I believe that I can make a difference in my community.	1	2	3	4

PAGE 3: *Please circle the number that shows what you think about each statement.*

	No Way!	Not Really	Sort of	Yes!
43. I can learn a lot from people with backgrounds and experiences that are different from mine.	1	2	3	4
44. When I play with others, I take turns.	1	2	3	4
45. I know how to avoid a fight when I need to.	1	2	3	4
46. I want to help when I see someone having a problem.	1	2	3	4
47. I do my part to help the environment.	1	2	3	4
48. I make sure I understand what another person is saying before I respond.	1	2	3	4
49. When I am listening to someone, I try to understand what they are feeling.	1	2	3	4
50. Students can talk to the teachers in this school about things that are bothering them.	1	2	3	4

PART II: Please answer the following questions by <u>circling the best response (a, b, c, or d).</u>

51. Which of these people make local laws?

     a. Police officers   *c. City council members*
     b. Newspaper reporters   *d. Business leaders*

52. July 4 is a national holiday that celebrates the day when:

     a. the American colonies declared their independence from Britain   *c. women won the right to vote in elections.*
          d. the Civil War officially ended.
     b. the Pilgrims arrived in the New World.

53. "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

     What are you promising when you say the pledge of allegiance?

     a. I promise to be loyal to the ideals of the United States.   *c. I promise to salute the flag when I see it in parades.*
     b. I promise to study the laws of the United States.   *d. I promise to join the army of the United States.*

54. A student notices that the playing fields at her school have become littered with trash. How could she best show her civic responsibility?

     a. Complain to her friends that no one at the school cares about the way it looks.   *c. Organize her class or school club to clean up the playing fields.*
     b. Ignore the mess and take her friends to play in an area that is still clean   *d. Call the police to report that the school's fields are dirty.*

55. What is a good reason to have laws?

     a. To get people into trouble.   *c. To protect people.*
     b. To help the president make money.   *d. To keep police busy.*

☺ ***Thank you for your best effort!!*** ☺

Appendix B: Student Observation Checklists for Grades K/1, 2/3 and 4/5

Student Observation Checklist of Civic Skills and Behaviors

For Kindergarten and First Grades

Directions: The intent of this assessment is to assist you in documenting student civic development during the school year and to provide evidence for your report card ratings on student civic literacy.

Please respond to the following question for each of the items below, using a scale of 1 to 4:

How frequently does the student exhibit the described skill or behavior?
1 = Almost never   2 = Sometimes   3 = Frequently   4 = Almost always

	Start of Year	1st Report	2nd Report	End of Year
PERSONAL RESPONSIBILITY				
Personally Responsible Behavior				
Makes responsible choices during independent work or free time				
Raises hand before speaking				
Shows impulse control				
Uses materials respectfully				
Performs class job				
Picks up belongings				
Productive Work Habits				
Makes efficient use of class time				
Participates in class and actively engages in the material				
Works independently with minimum teacher support by attempting to resolve questions before seeking help				
Completes class assignments				
Works with care and shows best effort				
CARING FOR OTHERS AND FOR COMMUNITY				
Caring for Others				
Shares materials with others				
Is sympathetic toward others' pain or struggles				
Voluntarily helps peers who require it				
Does not tease others based on characteristics that are different from him/her (gender, race, class, disability, etc.)				
Caring for Group or Community				
Demonstrates concern for needs in the class or community.				
Is cooperative in group situations with peers				
Puts trash and recycling items in appropriate receptacles				
Does not waste resources/materials				

How frequently does the student exhibit the described skill or behavior?

1 = Almost never   2 = Sometimes   3 = Frequently   4 = Almost always

	Start of Year	1st Report	2nd Report	End of Year
LEADERSHIP				
Is able to help make decisions that benefit the group				
Leads by setting a good example for others				
Takes care of others				
Perspective Taking Skills				
Changes behavior if it negatively affects others				
Critical Thinking Skills				
Is able to give reasons for his/her opinions				
Brainstorms different solutions to problems				
Communication Skills				
Listens while others are speaking (e.g., as in circle or sharing time)				
Expresses needs and feelings in a constructive manner				
Shows appropriate body language to demonstrate active listening (e.g. leans toward the speaker, faces the speaker, nods head, etc.)				
Confidently and clearly expresses her/his thoughts in front of a group				
Group Membership Skills				
Can accept not getting her/his own way				
Cooperates with peers in group activities				
Takes turns when in groups				
Can work in pairs or small groups				
Conflict Resolution Skills				
Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self when necessary)				
Expresses emotions appropriately (e.g. without becoming violent or shutting down for long periods of time)				
Uses "I" messages or other respectful communication to resolve problems				

Student Observation Checklist of Civic Skills and Behaviors

For Second and Third Grades

Directions: The intent of this assessment is to assist you in documenting student civic development during the school year and to provide evidence for your report card ratings on student civic literacy.

Please respond to the following question for each of the items below, using a scale of 1 to 4:

How frequently does the student exhibit the described skill or behavior?
1 = Almost never   2 = Sometimes   3 = Frequently   4 = Almost Always

	Start of Year	1st Prog Report	2nd Prog Report	End of Year
PERSONAL RESPONSIBILITY				
Personally Responsible Behavior				
Makes constructive choices during free time				
Raises hand before speaking				
Picks up belongings				
Shows impulse control				
Follows through on responsibilities such as class job				
Productive Work Habits				
Completes class and homework assignments				
Is organized (e.g. locates materials quickly and starts work)				
Participates in class and actively engages in the material (e.g. asks clarifying questions)				
Works independently with minimum teacher support by attempting to resolve questions before seeking help				
Listens carefully to teacher instructions and direction for assignments				
Stays on task and shows best effort				
CARING FOR OTHERS AND FOR COMMUNITY				
Caring for Others				
Voluntarily helps peers who require it (e.g. shares materials, etc.)				
Is concerned about the feelings of others (e.g. asks about a student who is upset or includes a student who is left out)				
Actively respects others in actions and words				
Shows patience with younger children				
Caring for Group or Community				
Demonstrates concern for needs in the class or community.				
Is cooperative in group situations with peers				
Is able to see the needs of the group as important as one's own (e.g. waits turn, accepts not getting own way if group decides differently, etc.)				
Does not single out or tease others based on characteristics (e.g. gender, race, class, neighborhood, disability, etc.)				
(continued on next page)				

How frequently does the student exhibit the described skill or behavior?
1 = Almost never   2 = Sometimes   3 = Frequently   4 = Almost Always

	Start of Year	1st Prog Report	2nd Prog Report	End of Year
Caring for Group or Community (continued)				
Is able to work on a project with a person who is different from him/her				
Puts trash and recycling items in appropriate receptacles				
Encourages other students to recycle or to clean up				
Does not waste resources/materials				
LEADERSHIP				
Assumes leadership role in peer activities				
Is able to help make decisions that benefit the group				
Advocates for changes or improvements				
Makes choices to do what is right, even when peers make other choices				
Perspective Taking Skills				
Shows understanding for other people's feelings, ideas or actions				
Is able to interpret what peers are trying to do and understand their intentions				
Is aware of the effect of his/her behavior on others				
Critical Thinking Skills				
Is able to give reasons for his/her opinions				
Is able to separate facts from opinions				
Demonstrates problem solving skills (e.g. brainstorms multiple solutions to a problem, breaks tasks into simpler activities, etc.)				
Communication Skills				
Expresses needs and feelings in a constructive manner				
Listens to the ideas of others even if s/he disagrees with them				
Can succinctly present main idea or point				
Asks questions that extends what is being discussed				
Shows appropriate body language to demonstrate active listening (e.g. leans toward the speaker, faces the speaker, nods head, etc.)				
Confidently and clearly expresses her/his thoughts in front of a group				
Group Membership Skills				
Compromises with peers when situation calls for it				
Works with others to solve a problem				
Is willing to wait his/her turn				
Conflict Resolution Skills				
Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self when necessary)				
Expresses emotions appropriately (e.g. without becoming violent or shutting down for long periods of time)				
Uses "I" messages or other respectful communication to resolve problems				
Tries to use own resources first and then seeks mediator if needed				

Student Observation Checklist of Civic Skills and Behaviors

For Fourth and Fifth Grades

Directions: The intent of this assessment is to assist you in documenting student civic development during the school year and to provide evidence for your report card ratings on student civic literacy.

Please respond to the following question for each of the items below, using a scale of 1 to 4:

How frequently does the student exhibit the described skill or behavior?

    1 = Almost never   *2 = Sometimes*   *3 = Frequently*   *4 = Almost always*

	Start of Year	1st Prog Report	2nd Prog Report	End of Year
PERSONAL RESPONSIBILITY				
Personally Responsible Behavior				
Makes responsible choices during free time				
Follows through on responsibilities such as class job				
Uses materials respectfully				
Shows impulse control				
Productive Work Habits				
Completes class and homework assignments				
Is organized (e.g. locates materials/items quickly and starts work)				
Participates in class and actively engages in the material				
Works independently with minimum teacher support by attempting to resolve questions before seeking help				
Stays on task and shows best effort				
CARING FOR OTHERS AND FOR COMMUNITY				
Caring for Others				
Voluntarily helps peers who require it (e.g. shares materials, etc.)				
Is concerned about the feelings of others (e.g. asks about a student who is upset or includes a student who is left out)				
Shows patience with younger children				
Caring for Group or Community				
Demonstrates concern for needs in the class or community.				
Is cooperative in group situations with peers				
Is able to see the needs of the group as important as one's own (e.g. waits turn, accepts not getting own way if group decides differently, etc.)				
Does not single out or tease others based on characteristics (e.g. gender, race, class, neighborhood, disability, etc.)				
Is able to work on a project with a person who is different from him/her				
Puts trash and recycling items in appropriate receptacles				
Considers effect of behavior/choices on the environment				
Does not waste resources/materials				

How frequently does the student exhibit the described skill or behavior?

1 = *Almost never*   *2* = *Sometimes*   *3* = *Frequently*   *4* = *Almost always*

	Start of Year	1st Prog Report	2nd Prog Report	End of Year
LEADERSHIP				
Assumes leadership role in peer activities				
Is able to help make decisions that benefit the group				
Advocates for changes or improvements				
Makes choices to do what is right, even when peers make other choices				
Perspective Taking Skills				
Shows understanding for other people's feelings, ideas or actions				
Is able to interpret what peers are trying to do and understand their intentions				
Is aware of the effect of his/her behavior on others				
Critical Thinking Skills				
Is able to give reasons for his/her opinions				
Is able to separate facts from opinions				
Demonstrates problem solving skills (e.g. brainstorms multiple solutions to a problem, breaks tasks into simpler activities, etc.)				
Communication Skills				
Expresses needs and feelings in a constructive manner				
Listens to the ideas of others even if s/he disagrees with them				
Can succinctly present main idea or point				
Asks questions that extends what is being discussed				
Shows appropriate body language to demonstrate active listening (e.g. leans toward the speaker, faces the speaker, nods head, etc.)				
Confidently and clearly expresses her/his thoughts in front of a group				
Group Membership Skills				
Compromises with peers when situation calls for it				
Works with others to solve a problem				
Is willing to wait his/her turn				
Conflict Resolution Skills				
Appropriately copes with aggression from others (e.g., tries to avoid a fight, walks away, seeks assistance, defends self when necessary)				
Expresses emotions appropriately (e.g. without becoming violent or shutting down for long periods of time)				
Uses "I" messages or other respectful communication to resolve problems				
Tries to use own resources first and then seeks mediator if needed				

Appendix C. Pearson Correlations between Scales

	Personal Respons.	Concern for others	Value of Group Work	Caring for Community	Appreciate. Diversity	Env. Steward.	Leadership Efficacy	Critical Thinking	Civic Part. Skills	School as Dem. Comm.
Personal Responsibility	1	.599(**)	.296(**)	.507(**)	.265(**)	.413(**)	.579(**)	.346(**)	.653(**)	.428(**)
Concern for Others	.599(**)	1	.253(**)	.532(**)	.264(**)	.520(**)	.561(**)	.392(**)	.684(**)	.367(**)
Value of Group Work	.296(**)	.253(**)	1	.292(**)	.166(**)	.248(**)	.352(**)	.148(**)	.352(**)	.300(**)
Caring for Community	.507(**)	.532(**)	.292(**)	1	.261(**)	.640(**)	.571(**)	.339(**)	.556(**)	.405(**)
Appreciating Diversity	.265(**)	.264(**)	.166(**)	.261(**)	1	.286(**)	.331(**)	.283(**)	.366(**)	.192(**)
Environmental Stewardship	.413(**)	.520(**)	.248(**)	.640(**)	.286(**)	1	.467(**)	.312(**)	.487(**)	.356(**)
Leadership Efficacy	.579(**)	.561(**)	.352(**)	.571(**)	.331(**)	.467(**)	1	.414(**)	.613(**)	.341(**)
Critical Thinking	.346(**)	.392(**)	.148(**)	.339(**)	.283(**)	.312(**)	.414(**)	1	.449(**)	.250(**)
Civic Participation Skills	.653(**)	.684(**)	.352(**)	.556(**)	.366(**)	.487(**)	.613(**)	.449(**)	1	.448(**)
School as Community	.428(**)	.367(**)	.300(**)	.405(**)	.192(**)	.356(**)	.341(**)	.250(**)	.448(**)	1

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Appendix D. Tests of Significance for Findings by Gender

		t	df	Mean Difference (Boys minus Girls)	Std. Error Difference
Personal Responsibility**	Equal variances assumed	-4.175	496	-.16574	.03970
Concern for others**	Equal variances assumed	-6.772	493	-.29537	.04362
Value of Group Work*	Equal variances assumed	-2.136	519	-.14839	.06948
Caring for Community**	Equal variances not assumed	-3.616	435.222	-.21085	.05832
Appreciating Diversity	Equal variances not assumed	-1.634	420.187	-.10871	.06654
Environmental Stewardship*	Equal variances not assumed	-2.266	449.083	-.14601	.06444
Leadership Efficacy**	Equal variances assumed	-3.804	486	-.17622	.04632
Critical Thinking*	Equal variances not assumed	-2.219	442.084	-.10886	.04905
Civic Participation Skills**	Equal variances assumed	-6.141	479	-.29749	.04845
School as Community	Equal variances not assumed	-.925	433.057	-.04158	.04494
Civic Knowledge	Equal variances not assumed	-1.394	419.244	-.02993	.02148

* Indicates significance at <.05 level

**Indicates significance at <.01 level

Appendix E. Tests of Significance for Findings by White and Non-White Subpopulations

		t	df	Mean Difference (White versus Non-Whites)	Std. Error Difference
Personal Responsibility	Equal variances assumed	-.295	331	-.01479	.05008
Concern for Others*	Equal variances not assumed	2.166	322.371	.12170	.05619
Value of Group Work*	Equal variances not assumed	-2.228	310.895	-.18569	.08334
Caring for Community	Equal variances not assumed	.747	314.671	.05436	.07275
Appreciating Diversity	Equal variances assumed	1.770	323	.13760	.07773
Environmental Stewardship	Equal variances not assumed	-.528	322.835	-.04159	.07877
Leadership Efficacy	Equal variances not assumed	.241	317.580	.01362	.05649
Critical Thinking	Equal variances not assumed	.791	325.795	.04577	.05786
Civic Participation Skills	Equal variances not assumed	-.696	308.617	-.04300	.06178
School as Community	Equal variances not assumed	-.614	281.535	-.03326	.05416
Civic Knowledge**	Equal variances not assumed	2.962	314.224	.07571	.02556

* Indicates significance at <.05 level

**Indicates significance at <.01 level

Appendix F. Descriptive Statistics of Full National Sample.

Scale	N	Minimum	Maximum	Mean	Std. Deviation
Personal Responsibility	503	1.14	4.00	3.4913	.44330
Concern for others	500	1.00	4.00	3.5050	.49989
Value of Group Work	526	1.00	4.00	3.3484	.78418
Caring for Community	504	1.00	4.00	3.0920	.64916
Appreciating Diversity	496	1.00	4.00	3.2823	.71825
Environmental Stewardship	510	1.00	4.00	2.8375	.71615
Leadership Efficacy	493	1.17	4.00	3.2130	.51194
Critical Thinking Skills	507	1.33	4.00	3.3902	.53950
Civic Participation Skills	486	1.00	4.00	3.3182	.54221
School as Community	477	1.00	4.00	3.3566	.48081
Civic Knowledge	476	.00	1.00	.7462	.22879

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