



Advancing Civic Learning in Alaska's Schools

Final Report of the Alaska Civic Learning Assessment Project

November 2006



Special Thanks to the Alaska Civic Learning Assessment Project Advisory Board:

DANA FABE
BARBARA JONES

Chief Justice, Alaska Supreme Court; ATJN Co-Chair
Chair, Alaska Bar Assn LRE Committee; ATJN Co-Chair

SUELLEN APPELLOF
MARY BRISTOL
SENATOR CON BUNDE
MORGAN CHRISTEN
REPRESENTATIVE JOHN COGHILL
PAM COLLINS
ESTHER COX
JOHN DAVIS
SUE GULLUFSEN
ELIZABETH JAMES
DENISE MORRIS
PAUL ONGTOOGUK
DEBORAH O'REGAN
PAUL PRUSSING
MACON ROBERTS
KRISTA SCULLY
LAWRENCE TROSTLE

Past President, Alaska PTA
We the People – The Citizen & the Constitution
Alaska State Legislature
Judge, Alaska Superior Court
Alaska State Legislature
We the People – Project Citizen
Alaska State Board of Education & Early Development
Alaska Council of School Administrators
Alaska Legislative Affairs Agency
49th State Fellows Program, UAA
Alaska Native Justice Center
College of Education, UAA
Executive Director, Alaska Bar Association
Alaska Dept. of Education & Early Development
Anchorage School Board
Pro Bono Coordinator, Alaska Bar Association
Justice Center, UAA



The Alaska Civic Learning Assessment Project was made possible by a grant to the Alaska Teaching Justice Network (ATJN) from the national Campaign for the Civic Mission of Schools. The ATJN is an initiative of the Alaska Court System and the Alaska Bar Association's LRE Committee, with support from Youth for Justice, a program of the Office of Juvenile Justice & Delinquency Prevention, U.S. Department of Justice. For more information about the ATJN, please contact Barbara Hood, Coordinator, at 907-264-0879 or bhood@courts.state.ak.us. The recommendations in this report will be carried forward by Alaska's delegation to the U.S. Congressional Conference on Civic Education. For more information about the delegation's efforts, please feel free to contact delegation chair Mary Bristol at 907-333-6725 or akbristol@gci.net.



Alaska Civic Learning Assessment Project

Final Report and Policy Brief *November 2006*

A Special Project of the
Alaska Teaching Justice Network
In Cooperation With the
Institute of Social & Economic Research
University of Alaska Anchorage

Please direct comments, additions or corrections to:

Project Co-Directors:

Prof. Letitia Fickel, UAA College of Education
907-786-4426, aflcf@uaa.alaska.edu

Barbara Hood, Alaska Court System
907-264-0879, bhood@courts.state.ak.us

Research Co-Directors:

Alexandra Hill, UAA ISER
907-786-5436, anarh1@uaa.alaska.edu
Prof. Diane Hirshberg, UAA COE & ISER
907-786-5413, hirshberg@uaa.alaska.edu

A healthy democracy depends on the participation of citizens, and that participation is learned behavior; it doesn't just happen. As the 2003 report "The Civic Mission Schools" noted: "Individuals do not automatically become free and responsible citizens, but must be educated for citizenship." That means civic learning—educating students for democracy—needs to be on par with other academic subjects.

**--Sandra Day O'Connor & Roy Romer
"Not By Math Alone"
The Washington Post, March 25, 2006**

Americans are blessed to live in the world's oldest democracy, and this nation remains a beacon of liberty for the world. But for this or any democracy to work, it must rely on informed and engaged citizens—citizens who understand how their government and political system work as well as their own rights and responsibilities. In recent years, as civic learning has been pushed aside, society has neglected a fundamental purpose of American education, putting the health of our democracy at risk.

**--National Advisory Council,
Campaign for the Civic Mission of Schools,
"Call to Action" April 17, 2006**

(T)here is an urgent need to address the low level of civic engagement in America ... Civic education should be seen as a core subject. Well-defined state standards and curricular requirements are necessary to ensure that civic education is taught effectively at each grade level ... Strengthening the civic mission of schools must be a shared responsibility of the public and private sectors at the community, local, state, and national levels.

**--First Annual Congressional Conference on Civic Education
September 2003, Washington, D.C.**

There is now strong evidence that we have allowed the crucial processes and learning indispensable to productive citizenship to become marginalized. In too many schools today, hands-on experience that might teach and train young people in the vital tasks of citizenship remain untaught, unexperienced, and untested ... This neglect must be remedied.

**--Bruce O. Boston, American Youth Policy Forum & Association for
Supervision & Curriculum Development, *Restoring the Balance
Between Academics and Civic Engagement in Public Schools*, 2005**

TABLE OF CONTENTS

I. INTRODUCTION	1
A. Civic Education in America.....	1
B. National Research Findings	3
C. Alaska’s Unique Challenges to Fostering Civic Learning.....	5
II. THE ALASKA CIVIC LEARNING ASSESSMENT PROJECT	8
A. Key Findings of ACLA Project.....	8
B. The Alaskan Educational Context	9
C. Survey of Civic Learning Opportunities in School Districts.....	10
D. Snapshot of Civic Knowledge: The ACLA Civics Quiz	16
E. Student and Elder Voices: Responses from Focus Groups	18
III. FINDINGS.....	21
IV. RECOMMENDATIONS	22
V. CONCLUSION.....	26
APPENDICES.....	28

I. INTRODUCTION

A. *Civic Education in America*

In late 2002, the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and Carnegie Corporation of New York, in consultation with the Corporation for National and Community Service, convened a series of meetings involving some of the nation's most distinguished and respected scholars and practitioners in the area of civic education. The purpose was to determine, based on solid data and evidence, the components of effective and feasible civic learning programs. Representing a diversity of political views, a variety of disciplines, and various approaches, these individuals shared a common vision of a richer, more comprehensive approach to civic education in the United States, notwithstanding some disagreement about aspects of how civic education should be conducted.

Their final report, entitled *The Civic Mission of Schools*, is a compelling statement of the national landscape regarding civic learning and the critical role that schools play in fostering citizenship education. Below is an excerpt from the report's Executive Summary:

For more than 250 years, Americans have shared a vision of a democracy in which all citizens understand, appreciate, and engage actively in civic and political life. In recent decades, however, increasing numbers of Americans have disengaged from civic and political institutions such as voluntary associations, religious congregations, community-based organizations, and political and electoral activities such as voting and being informed about public issues. Young people reflect these trends: they are less likely to vote and are less interested in political discussion and public issues than either their older counterparts or young people of past decades. As a result, many young Americans may not be prepared to participate fully in our democracy now and when they become adults.

Recognizing that individuals do not automatically become free and responsible citizens but must be educated for citizenship, scholars; teachers; civic leaders; local, state, and federal policymakers; and federal judges, have with the encouragement of the president of the United States, called for new strategies that can capitalize on young people's idealism and their commitment to service and voluntarism while addressing their disengagement from political and civic institutions. One of the most promising approaches to increase young people's informed engagement is school-based civic education.

The CIRCLE report identified the following major reasons why schools are

important venues for civic education:

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

As a result of the CIRCLE report, the national *Campaign for the Civic Mission of Schools* (CCMS) was launched in 2004, funded by the Carnegie Corp and the Knight Foundation (www.civicmissionofschoools.org). The CCMS campaign is working with coalition members and advocates across the political spectrum to dramatically elevate civic learning as an educational priority. The ultimate goal of the campaign is to ensure that schools in the U.S. provide each and every student with a citizenship education that allows them to acquire the skills, knowledge and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Such citizens are those who:

- are informed and thoughtful about the history and processes of American democracy and public and community issues and have the ability to obtain information, think critically, and participate in dialogue with others who hold different perspectives;
- participate in their communities through organizations working to address cultural, social, political, and religious interests and beliefs;
- act politically using the skills, knowledge and commitment needed to accomplish public purposes such as group problem solving, public speaking, petitioning and protesting, and voting; and

- have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in their ability to make a difference.

As part of the CCMS campaign, competitive grants were awarded to 18 states for projects to advance civic learning. In September 2004, the Alaska Teaching Justice Network (ATJN), a statewide coalition of public, educational, legal, and judicial organizations and individuals dedicated to advancing law-related education in Alaska, secured a small grant from the campaign to conduct the Alaska Civic Learning Assessment (ACLA) Project. The goal of the ACLA Project is to better understand the current state of K-12 civic learning in Alaska and to assess the civic knowledge and experiences of Alaska's youth. The project has focused on both civics topics common across the United States and those unique to Alaska, with the goal of informing efforts to improve civic education in the state.

After a brief overview of national research on civic education, this report presents findings from the ACLA Project research on the current status of civic education in Alaska, the civic knowledge of youth and adults, and the attitudes about civic education held by educators, youth and elders.

B. National Research Findings

A key aspect of the Campaign for the Civic Mission of Schools has been to support the dissemination of findings from state-level, national, and international research studies. To meet this goal, the campaign has collaborated with a number of other non-profit organizations, foundations, governmental agencies, and private companies, including CIRCLE, the Center for Civic Education, the Education Commission of the States/National Center for Learning and Citizenship, the National Center for Educational Statistics/National Assessment of Educational Progress (NAEP), and the Albert Shanker Institute. Significant study findings from these entities have included the following:

- ***Low Civics Proficiency.*** In 1998, on the last administration of the National Assessment of Educational Progress in civics, only 23% of 4th graders, 23% of 8th graders, and 26% of 12th graders scored at or above “proficient”-the level all students are expected to reach. (NAEP, 1998)
- ***Long-term Decline in Daily Social Studies Offerings.*** Between 1988 and 1998, the proportion of 4th graders who reported taking social studies daily fell from 49% to 39%. (NAEP, 1998)
- ***Social Studies Instruction Reduced in Majority of School Districts in Response to No Child Left Behind Act.*** In response to the NCLB, 71% of districts report reducing elementary school instructional time in at least one other subject to make more time for reading and math. Social studies was

identified by a majority of districts as an area that had been reduced. (Center of Education Policy, 2006).

- **No Civics Focus in Social Studies Standards; Standards Not Teachable in Time Allowed.** Of the 48 states with statewide standards for social studies, not one has developed a document that has both a clear focus on civic/political education and is teachable in the limited time teachers have with their students. (Albert Shanker Institute, 2003)
- **Over Half of States Have No Accountability System for Civics.** Forty-one states have state statutes that specifically provide for the teaching of government, civics and/or citizenship, and forty-one states require a course or credit requirement in government or civics for high school graduation. But fewer than half of state accountability systems address civics. (Albert Shanker Institute, 2003)
- **Existing Civics Performance Measures Are Inadequate.** The content in existing standards can rarely be properly covered in the limited time available to teachers. Therefore, neither student nor teacher performance can be adequately measured by current standardized tests. (Albert Shanker Institute, 2003)

The declining emphasis on civics means a decline in knowledge about American civic values and culture and an accompanying decline in civic engagement. Studies show a strong relationship between civic learning opportunities and citizen awareness and participation. For example:

- **Learning Leads to Engagement.** Youth who are exposed to coursework on government and civics are two to three times more likely to vote, pay attention to government and contact elected officials on issues. (National Conference of State Legislatures, 2003)
- **U.S. Youth Have Only Average Conceptual Understanding of Democratic Principles.** Research on international comparisons indicates young people in the U.S. generally are adept at evaluating political information that comes to them via mass media. However, their conceptual understanding of core principles of democracy and citizenship—such as the free speech—is only average when compared with students in other countries—even students in some new democracies. (CIRCLE/IEA Civic Education Study, 2004)
- **Discussion At Home Fosters Higher NAEP Civics Scores.** Students who said they discussed their school studies (in any subject) at home at least once or twice a week had higher NAEP civics scores than those who did so less frequently. (NAEP, 1998)

- **Wide Disparities in Civic Knowledge Based on Home Resources.** There are large differences in civic knowledge between those U.S. students who come from homes with many literacy or educational resources who expect to attend college, and those who lack these resources and do not expect to attend college (or may not even plan to complete high school). (CIRCLE/IEA Civic Education Study, 2004)

In the context of this research, there is great cause for concern that the shifts in educational goals in recent decades are leaving many of America's young people uninformed about their government and unprepared to take part in it, even at the most basic level. Many young people do not have access in their homes to civic discussion or educational resources that would foster their knowledge and participation in the civic life of their communities, making the role of schools especially vital.

In recent years, formal endorsements of the need to improve civic learning in the nation's schools have come from all corners, including the National Governor's Association; the National Conference of State Legislatures; the Conference of Chief Justices, representing the heads of the judiciaries in all U.S. states and territories; and the Judicial Conference of the United States, the governing body of the federal courts. Clearly, leaders of all branches of government recognize the threat an uninformed and disengaged citizenry poses to our democratic institutions. Put simply, less civic learning means less civic engagement. When people don't learn their rights and responsibilities, they don't exercise them, and our democracy suffers.

C. Alaska's Unique Challenges to Fostering Civic Learning.

Alaska has seen several promising civic education initiatives in recent years, including the following:

- **State Standards.** Alaska's State Board of Education adopted "Alaska Contents Standards" for Government and Citizenship that include key civic principles that students should know and understand. These standards serve as a critical underpinning for efforts to further civic education. (<http://www.eed.state.ak.us/standards/pdf/standards.pdf>)
- **Congressional Conference Delegation.** Alaska has sent a bipartisan delegation of state political leaders to the U.S. Congressional Conferences on Civics Education in Washington, DC, in 2003, 2004 and 2005. These delegates, under the coordination of long-time civic educator Mary Bristol, actively support civic education in the state, and several will return to the fourth conference in November 2006, where they will present the recommendations in this report. (www.representativedemocracy.org)

- **Center for Civic Education Programs.** Several national civic education programs have been implemented in Alaska, with growing success, most notably those of the Center for Civic Education (CCE). The high school program, *We the People...The Citizen and the Constitution*, has sponsored statewide competitions on knowledge about the U.S. Constitution for several years, and teams from West High School in Anchorage have participated in the national competition for each of the past five years. CCE's middle school program, *Project Citizen*, which challenges students to seek solutions to community problems, has also met with great success, and in 2004 Alaska's winning team received high honors at the *National Showcase for Project Citizen* at the National Conference of State Legislators (NCSL). (www.civiced.org)
- **Legislature's "Back to School" Program.** Alaska's legislators embrace the NCSL's "Back to School" program, which places them in classrooms each fall. Alaska has consistently ranked in the top 10 states for participation. (www.ncsl.org)
- **Close Up.** The Alaska Close Up program has brought students and teachers to Juneau for over 20 years to gain first-hand experience with state government. Over 3000 students have participated during this time. (www.serrc.org; www.closeup.org)
- **Kids Voting/Youth Vote.** Programs featuring mock elections have been used successfully in several communities to allow students to learn and practice the decision-making process entailed in voting. The state Youth Vote Ambassador program also educates young people about exercising the franchise. (www.kidsvoting.org; www.lwvanchorage.org/downloads/About_Youth_Vote.doc; ltgov.state.ak.us/vote/)
- **Youth Courts.** The Youth Court movement is strong in Alaska, with over fourteen operating courts statewide. United Youth Courts of Alaska, a non-profit organization, provides support to the local courts and sponsors an annual statewide conference. (www.alaskayouthcourt.org)
- **Alaska Teaching Justice Network.** The Alaska Court System and the Alaska Bar Association spearheaded efforts to promote law-related education (LRE) in the state by founding the ATJN, a coalition of lawyers, judges, educators and others. The network sponsored highly successful statewide conferences on law-related education, *Educating*

on Law and Democracy, in 2004 and 2005, and established an LRE website. (www.alaskabar.org/teachingjustice)

- **Alaska Bar Association LRE Committee.** The Alaska Bar Association sponsors an LRE Committee that is active in promoting Law Day and other educational activities. In 2005 and 2006, the Bar offered grants totaling \$10,000 to support LRE programs in the state. (www.alaskabar.org)
- **Color of Justice.** Alaskan members of the National Association of Women Judges sponsor this program to encourage young women and youth of color to consider careers in the judiciary. The program features an annual two-day workshop in Anchorage, at both the UAA campus and the Anchorage courthouses. Since 2003, over 300 students statewide have participated. (www.nawj.org; bhood@courts.state.ak.us)

Despite the variety and extent of these efforts, Alaska remains without a strong base for ensuring the continued growth and success of civic learning opportunities. Compared with other states, Alaska has lagged behind the nation in several key respects. For example:

- **No State Statute Recognizing Civics as a Key Mission of Schools; No State Required Civics Course.** According to the Education Commission of the States, Alaska is one of only three states that has *neither* a state-level statute specifying that civic learning is a required element of the public school mission *nor* a state-level course or credit requirement for civics. Alaska has only an administrative code stating that "(a) goal of the state public school system is to provide a working knowledge of...government and citizenship..." (04 AAC 04.030) (Education Commission of the States, April 2004)
- **No State Officer Dedicated to Advancing Civic Learning.** The Alaska Department of Education and Early Development has no staff specifically dedicated to developing or supporting civic education or civic learning opportunities.
- **No Curriculum Directors for Civics.** Only one school district in the state has a curriculum director dedicated to social studies generally (Anchorage School District), and no school district has staff dedicated specifically to civics curricula and civic learning opportunities.
- **No Formal Center for Law-Related Education [LRE].** In 2003, Alaska was identified by the federal Office of Juvenile Justice and Delinquency Prevention's *Youth for Justice*

program as one of only five states in the nation without a formal center for law-related education. To our knowledge, we are also the only state with no paid staff dedicated to law-related education in any organization. These circumstances led the Alaska Court System to pursue a two-year “revitalization” grant from Youth for Justice to form the *Alaska Teaching Justice Network*, but that funding has now ended and the long-term viability of a broader civic learning network will depend on a wider base of support and stronger institutional partnerships.

- ***No Professional Organization for Social Studies Educators.*** Although Alaska has had a chapter of the national Council for the Social Studies in the past, which is currently attempting to revitalize, the organization has struggled to maintain a presence in the educational community and was for many years inactive.

Past efforts to create a sustained and vital presence for civic learning in Alaska have faltered despite dedicated efforts. These and other circumstances underscore the pressing need for a new and comprehensive approach to civic education in our state—one that is long-standing, viable, and responsive to issues unique to Alaska.

II. THE ALASKA CIVIC LEARNING ASSESSMENT PROJECT

A. Key Findings of ACLA Project

The goal of the Alaska Civic Learning Assessment Project is to better understand the current state of K-12 civic learning in Alaska. To develop this understanding, the Institute of Social and Economic Research, under the guidance of the Alaska Civic Learning Assessment Project advisory committee, undertook three research activities: (a) a survey of Alaska School Districts; (b) a civics quiz, administered to a wide range of Southcentral Alaskans; and (c) focus groups with both youth and adults to discover what youth are learning and think they should be learning about civics. Below is a summary of the key findings from this research:

- ***Most Alaskan Students are Exposed to Civics in School.*** Most Alaska high schools require a civics course for graduation, and most elementary school students are exposed to some civics in their classes, according to the district survey. However, Alaska’s high school drop-out rates are high, and many young people leave school without any exposure to civic learning opportunities.
- ***Time & Resources for Civics Are Limited.*** District personnel feel that the amount of civics education offered is limited by time, resources, and competing priorities, especially preparation for high-stakes testing.

- ***Lack of Civic Knowledge is Widespread.*** Based on our quiz results, there is widespread lack of even basic civics knowledge among many Alaskans.
- ***Civics Education is Widely Viewed as Important.*** The young people, adults, and school administrators we spoke with all think civics education is important.
- ***Support Exists for More In-Depth & Challenging Civic Learning Opportunities.*** Both young and old in our focus groups feel that the civics education in Alaska's schools should be more in-depth and challenging.

In the sections below, we offer a brief background of Alaska's educational system to provide context for evaluating the research, descriptions of data collection methods, and summaries of the data collected. Results from the school district surveys are tabulated and included in the text; results of the civic knowledge quizzes are highlighted in the text and included in more detail in the appendices; and general summaries of the feedback from focus groups are included in the text.

B. The Alaskan Educational Context

Alaska is a unique state with a population, environment and educational context that is quite different from anywhere else in the United States. There are 503 schools statewide, in 53 school districts, serving almost 134,000 students. The variety of school settings is enormous. There are 109 rural schools serving grades PE-12, while in urban districts there are large comprehensive high schools with enrollments of over 2000 students. Each school district is governed by an elected school board, which determines hiring procedures, curriculum, and policies for their district. The State Board of Education and Early Development, appointed by the governor, sets statewide education policy, including state academic content and performance standards and high school graduation requirements. The State Commissioner of Education, appointed by the State Board with the governor's approval, heads the state Department of Education & Early Development. The Department exercises general supervision over the public schools in Alaska, provides research and consultative services to school districts, establishes standards and assessments, administers grants and endowments, and provides educational opportunities for students in special situations. In addition to establishing statewide education policies, the state retains the primary responsibility for school funding. Only a few local communities have a significant tax base and provide some local funding to school districts. In the remainder, state and federal funding make up school budgets entirely.

Demographically, the statewide student body is 58% White, 26% Alaska Native/American Indian, 6% Asian/Pacific Islander, 5% Black, 4% Hispanic and 2% mixed. However, the student population is not distributed evenly throughout the state. There are rural communities where 99% of the students are Alaska

Native, and where many families still speak their indigenous languages at home, while in other, more urban locales, the population is predominantly white. Anchorage and nearby communities resemble many large cities throughout the United States, with a student body that is highly diverse ethnically and economically, and changing rapidly. Student achievement among different ethnic groups mirrors the national picture, with White and Asian students typically scoring higher on standardized tests and having higher high school graduation rates than Alaska Native, African American and Hispanic students.

C. *Survey of Civic Learning Opportunities in School Districts*

The School Districts survey was designed to collect information on current civics education in Alaska's public schools. We constructed a draft protocol based on similar surveys from other states, with added questions about Alaska-specific topics. After receiving comments from the advisory board and revising the instrument, we initially administered the survey in the spring of 2005. Our goal was to collect data from all 53 of Alaska's school districts, so we continued with telephone follow-up into fall 2005 and spring 2006. For the spring 2006 effort, we cut the length of the survey by about half, asking only the most important questions. Ultimately, we talked to 34 districts, with full survey response from 23. The 34 districts combined taught 83% of the students enrolled in Alaska public schools in 2005/06. These districts included large, urban districts, rural borough districts, small city districts and Rural Education Attendance Areas, and their enrollment ranged from fewer than 100 students to almost 50,000.

We asked to interview the district staff person responsible for social studies instruction. In only one district were we referred to someone whose only job assignment was overseeing the social studies curriculum. In 14 districts we were referred to a superintendent or assistant superintendent; ten referred us to a curriculum coordinator (not limited to social studies), 6 to a principal and 2 to other district personnel.

Three-quarters of the responding districts (15 districts) required a civics course for their secondary students—typically a government class (Table 1). Together, these districts enroll over 90 percent of students in surveyed districts. Only eleven districts offered a civics elective to their secondary students, but those eleven serve 75 percent of surveyed districts' students. Almost all districts report including civics units in other courses, such as U.S. or Alaska history for secondary students (28 districts), and in the elementary grade social studies classes (27 districts).

Table 1
HOW DOES YOUR DISTRICT OFFER CIVICS CURRICULUM?

General Civics		
	Secondary	Elem
Required and Elective	8	
Required only	17	
Elective only	3	
Civics in other courses	5	27
No civics	1	5
Alaska-Specific Civics		
Both Alaska-Specific Courses, and Included as parts of other courses	15	
Alaska Specific Courses only	7	
Included as parts of other courses only	4	19
No Alaska-specific material	6	11

Fewer districts report offering Alaska-specific civics classes: 23 provided secondary classes, and four more included Alaska-specific material in other courses. In elementary grades, 19 districts included material in social studies classes. The state Board of Education recently passed a new graduation requirement, mandating that all Alaska high school students complete one semester of Alaska Studies. The courses developed in anticipation of this requirement do include civics content.

We asked questions about topics covered in various parts of the curriculum; those questions were in the full version, to which 23 districts responded. The tables and narrative below reflect the data of those 23 districts responding ‘yes’ to questions about the inclusion of specific content in the curriculum.

Table 2
**WHICH OF THE FOLLOWING TOPICS ARE COVERED
IN THE VARIOUS PORTIONS OF YOUR CIVICS CURRICULA?**

Topic	Elementary	Secondary Required	Secondary Elective
a. Individual rights	15	16	4
b. Authority	15	17	4
c. Responsibility	17	17	4
d. Fairness	17	15	3
e. Diversity	16	15	3
f. Role of a citizen	14	17	5
g. Structure of government	13	17	5
h. Other	0	0	0

Of the districts surveyed, only three (3) include a law-related education course or content in their curriculum. Within that curriculum, all three districts included content related to the rule of law, the First Amendment, U.S. Supreme Court cases, and Federal laws especially important to Alaskans. Two district curricula also included international law and non-governmental organizations. Only one district included content on international human rights in the curriculum.

Because the survey respondents were district level personnel, we did not include questions about instructional strategies or classroom practices. However, we did ask if civic education projects or simulations were included in social studies curriculum, and if the districts were involved in co- or extra-curricular civic education programs. Fourteen districts indicated that their curriculum included the more “active” learning opportunities of projects and simulations, with mock trials being the most common.

Table 3

WHICH OF THESE PROJECTS OR SIMULATIONS ARE INCLUDED?

Topic	Yes
a. Moot courts	5
b. Mock elections	10
c. Mock trials	11
d. Negotiations	1
e. Legislative hearings	3
f. Project Citizen	3
g. Youth/Elders Conferences	8
Other: Westward Movement	1
Other: Youth Court	1

A total of nineteen districts indicated that students had opportunities to participate in a variety of co- or extra-curricular civic learning opportunities. However, because of the nature of the survey, we are unable to determine the frequency of these types of learning opportunities, nor if students have equal access to participating in such opportunities.

Table 4
WHICH CO- OR EXTRA-CURRICULAR CIVIC LEARNING PROGRAMS DO YOU OFFER?

Topic	#	Topic	#
Civic empowerment	19	Peer mediation	3
Civics mosaic	19	Project Citizen	2
Close-up	15	Service learning	9
Conflict resolution	1	Voter registration	4
Junior State of America	0	We the People	2
Mock election	7	YMCA/YWCA youth & government	0
Mock trial	4		
Model UN	1	Youth court	7
Native leadership	8	Youth leadership	1
Other: Law Day	1	Other: Student Government	2

As noted previously, we were interested not only in student opportunities to learn about civics and government generally, but also to know what Alaska specific content was included in district curriculum. As indicated on this survey item, elementary students are exposed to less Alaska specific content, much as they are exposed to less general civic learning opportunities.

Table 5

**WHICH OF THE FOLLOWING TOPICS ARE COVERED
IN THE VARIOUS PORTIONS OF YOUR ALASKA-SPECIFIC UNITS?**

Topic	Elementary	Secondary Required	Secondary Elective
Alaska history before 1700	7	18	3
Alaska history since 1700	10	19	4
Alaska constitution	3	15	5
Alaska legislature	3	16	5
Alaska state courts	1	13	4
Tribal courts	0	13	3
Alaska local governments	8	15	5
Tribal governments/sovereignty	1	15	4
Native corporations	4	15	5
State and local current events	9	13	5
ANCSA and ANILCA	2	16	4
Alaska civil rights issues	2	12	4
Permanent Fund	2	13	5
Other: Education History of Alaska	0	1	0

The district staff we talked to clearly considered civics education important (Table 6, below), although they rated school boards as placing somewhat lower importance on it, and were only somewhat satisfied with the civics education their districts provide.

Table 6

QUESTIONS ON IMPORTANCE OF CIVICS EDUCATION

	Highly important	Somewhat important	Not very important
How important do you think it is to educate our young people in civics?	87%	13%	0%
How important is it to have civics education in the core curriculum?	70%	27%	3%
How important is civics education to your school board?	50%	46%	4%
	Highly satisfied	Somewhat satisfied	Not very satisfied
How satisfied are you that civics education opportunities in your district are creating informed, active, and engaged citizens?	20%	73%	7%

Districts report the biggest obstacles to improving civics education are a lack of money and time, but they also report that standards-based instruction has either left little time for areas not on high-stakes tests, or has otherwise crowded “non-essentials” out of the curriculum. So, both instructional time and the teacher’s time appear to be barriers. Four districts reported no barriers to improving civics education.

Table 7

WHAT DO YOU THINK ARE THE BIGGEST OBSTACLES TO IMPROVING CIVICS EDUCATION IN YOUR DISTRICT?

	Percent "YES"
No funds	48%
No time	43%
Standards-based instruction ¹	48%
Other social studies priorities	34%
Lack of [suitable] teachers or teacher support	16%
No student interest	14%
No administrative support	3%
Controversial topics	3%
Need better/more materials	3%
Need more parents to help with parenting / social skills.	3%
No Barriers	13%

We asked districts an open-ended question about what would help them improve their civics education; Table 8 shows their responses. The top three responses all relate to materials. Increased state requirements—either a course or a test—rated low, although one-third of our respondents thought that revised state social studies standards would be helpful. These responses do not directly address the time or money barriers cited in Table 7. However, in this closed-response question in Table 3 we did not offer “increased time”. The widespread desire for more and better materials may indicate that these educators believe well-designed, ready-to-use materials save teachers’ preparation time.

¹ The survey did not provide a definition of “standards-based instruction” to respondents, and in Alaska this term can mean several things, ranging from instruction aligned with state standards to specific reform initiatives such as the “Chugach Model.”

Table 8
HOW HELPFUL WOULD EACH OF THE FOLLOWING BE
IN IMPROVING THE CIVICS EDUCATION PROGRAM IN YOUR DISTRICT?

	Percent “Very Helpful”
Improved classroom materials	64%
Access to on-line materials/services	56%
Program materials for in-service training	56%
Networking opportunities w/teachers/administrators	36%
Revised state Social Studies standards	33%
Statewide conferences/workshops for teachers	32%
Summer institutes for teachers	28%
Community support for civics education	27%
Mentoring from master teachers	26%
Many elective options	24%
State-required civics course	22%
University credit for civics courses	20%
Administrative support for civics education	12%
Statewide assessment of civics/social studies	7%

D. Snapshot of Civic Knowledge: The ACLA Civics Quiz

The survey of districts offered us insight into the current status of civic related curriculum, and thus sheds some light on what Alaska students have the opportunity to learn. However, we wanted to get some sense of the “civic knowledge competence” of Alaska citizens. Therefore, we created a civics quiz, “How Civic Are You?” as a way to informally measure civic knowledge among Alaskans and to promote awareness of the ACLA project. We asked for suggestions for questions from all those engaged in the project and the advisory board, and then narrowed the list to 80 questions covering a broad range of state and local, current and historical issues. Since the quiz was intended to be taken quickly, we eliminated any questions that called for extended answers, and broke the 80 questions into four 20-question versions.

The quizzes were given to 106 people at the Alaska State Fair in 2005. Most were adult Alaskans; a few told us they were new to the state. Some respondents were children, from upper elementary grades through high school.

We also administered the quiz to 169 students and faculty at UAA on Constitution Day in September 2005. We chose the UAA venue in order to reach students close to high school age, but over 18, thus avoiding the institutional difficulties of conducting research with minors.

In order to keep the quizzes as short and unthreatening as possible, we did not collect demographic data on the form, although we did talk to respondents about their civic education background. Thus, while the results do not comprise a random sample, and cannot be generalized to the population, they do present a snapshot of a wide range of Southcentral, primarily urban and suburban Alaska residents.

The quizzes were designed to have questions ranging from easy (who is Alaska's governor?) to obscure (what does "ICWA" stand for?). There were enough obscure questions that we didn't expect most people to know all, or even three-quarters of the questions. But most respondents had no more than one-third of questions correct—some had only one or two. What stood out in both venues was the number of questions left blank.

Complete results for the four separate quizzes are included in the Appendices to this report. Some noteworthy responses included the following:

- 94% knew the age requirement to be U.S. President;
- 94% knew the two countries nearest to Alaska;
- Between 80-90% identified 18 as the correct voting age;
- Between 80-90% knew the year Alaska became a state;
- Most know some (but not all) of the requirements to serve on a jury;
- Only three out of four (75%) knew that Alaska's governor is Frank Murkowski;
- Fewer than half could name all three members of Alaska's Congressional delegation; and
- 17% could not name any member of Alaska's Congressional delegation.

Questions on Alaska-specific laws, common acronyms and famous people saw the least knowledge among respondents:

- 80-90% percent of respondents left each of the Alaska-specific questions blank;
- Fewer than three-quarters recognized "PFD" as the permanent fund dividend;
- Only 8% were able to identify "ICWA" as the Indian Child Welfare Act;

- Only 3% were able to identify “ANILCA” as the Alaska National Interest Lands Conservation Act;
- Only half identified “BLM” as the Bureau of Land Management;
- Only half recognized Jay Hammond as a former governor;
- About one-third of respondents stated that they paid a state or local income tax (although there are none);
- 43% claimed to pay federal property taxes (although there are no such taxes).

Alaska’s transient population likely contributes to the general lack of civic knowledge, both national and local. Nevertheless, the quiz results suggest that Alaska, like the rest of the nation, needs to re-focus attention on civic literacy and to revitalize civic learning in our communities.

E. Student and Elder Voices: Responses from Focus Groups

Three focus groups were conducted as part of this study.² We had planned initially to hold more, but had difficulty both in gaining access to organizations where we could hold focus groups and in recruiting participants. Two focus groups were cancelled when participants failed to arrive as scheduled. Nonetheless, the three focus groups that were held featured very different populations that shared thoughtful reflections and ideas on civic learning and participation.

Facilitators began each focus group by introducing themselves and the Alaska Civic Learning Assessment Project. We asked each participant to introduce themselves, and then began a semi-structured conversation around our focus group questions:

- What do you think civic education is?
- Have you had civic education classes or covered these topics in some of your classes? If yes, tell us something about the classes and what you learned. (For elders, did you have classes/cover topics when you were in school?)
- What do you see as the role of a citizen?
- What do you think students should learn about your local community and about Alaska in terms of civic education? What makes these places special and different from the lower 48?
- Where do you think students should learn about this? (Probes include home, school, church, other places.)

² The locations for the focus groups, and more specifics on the participants are not included to preserve the confidentiality of the focus group participants.

1. Elders

We spoke with a group of Native elders who were originally from Northwest Alaska, but now live in urban Anchorage. These elders described civic education as reaching out and helping the community. One elder had been part of the school government and most of them shared that they had been involved in their council meetings when they lived in their villages. They were all currently involved in their church meetings, but told us that only adults are participating in these, and not the young people. They felt, however, that young people need to become more involved. In their view, parents and elders need to set an example for the young people, as doing this is the key to teaching children. The elders explained that when children see their parents or other role models being involved, they too will want to be active. For example, children will want to vote if they see their parents voting. Communicating with children was also something they felt was important. The elders were an informed group, able to name their elected representatives and familiar with state history.

2. Middle School Students

This focus group was with generally high achieving middle school students in grades 7-9. Participants were white, Asian, Native and black. They had an idea of what civic education is and provided examples such as: “how the government and economy are run,” “youth court,” “my role as a citizen,” “how to follow laws as a citizen,” and “contributing to the community.” The students told us they do not know much about past events, but know about current events. Even so, they felt that they should be learning more about current events at the national and local level, as well as more in general about Alaska. The students believed they should learn about civic education at school and from the newspapers, not merely textbooks. They were also concerned about the degree of isolation of those who live in villages, and also about what they saw as a lack of understanding about the state among both urban and rural students.

While the students generally talk with their families about politics, they shared that they are afraid to do so with classmates. They stated that they were concerned about offending them. They also felt that most of their classmates express their parents’ opinions, not original thoughts on politics. A couple of the students described problems with teachers who express their personal political opinions in class. One noted that society separated church and school, and thus should not now mix the two.

These youth wanted more discussion in school about civil liberties and believed that at least some civic education should be taught in earlier grades, starting in the 5th or 6th grades, rather than as the focus of just one class in high school. Overall, these students did not do very well on the civic education quiz.

3. Native High School Students

The final focus group was with Alaska Native high-school-age students. This group included students with a wide range of academic success and socio-economic backgrounds. These students defined civic education as being about

the government, education in civics, what the administration is deciding about what they should learn, and what type of education is given to them from the administration.

When asked to describe their role as citizens, the students said they should register to vote when they turn 18, try to keep Anchorage safe and clean, and register with the Selective Service if they are male. As citizens in their school, they described their roles as keeping it clean, not getting in fights, and not antagonizing people. None of the students were involved in student government. One self-identified as an anarchist and told us how she had developed, through conversations with a friend, a commitment to peaceful anarchy.

Two of the students were seniors and had completed a Government class. They explained that in that course they learned about different governments around the world, but not about Alaska's State government or Anchorage's municipal government. They did remember discussing the role of citizens in the class.

When asked about their Alaska Studies course, the students told us it covered the Alaska Constitution and U.S. government, the history of Alaska and statehood, the founding of Anchorage, the regions, ANCSA, ANILCA, and ANWR. The students wanted this class to focus on Alaska's government, rights and constitution more than it currently does. Moreover, they complained of the limited and less than engaging learning activity of simply completing packets. Instead they would have preferred engaging in in-depth learning. Overwhelmingly, they stated they want more open discussions in their social studies classes, where everyone can express their own opinions. They also expressed their desire to have teachers focus on what is going on in the political world. They argued that discussions like this, rather than packets and paperwork, should be required for the class.

We asked the students what they thought they should learn in school about their local community and about Alaska in terms of civic education. They replied that students should learn everything about the government, including both Native and non-Native issues. They said they wanted to learn about the differences between Native and non-Native peoples' rights and legal standing. One student repeated that they should have knowledge "about everything." Another student noted that learning history is "okay because we don't want to repeat it." This was a common theme—the preference for having history taught in ways that allow students to learn from the mistakes of the past. The students also emphasized the need to learn history specific to Alaska.

All the students stated their belief that civic education should be taught both at schools and in the home. They shared that when they learn new concepts at school, they run those ideas by their parents to see what they think. When asked about community work options in their classes, they shared that only King Career Center classes offered these types of community service/learning opportunities.

Finally, these young people expressed sadness that other students at their school did not want to learn about Native culture. They were concerned about

this because they believe that their generation needs to learn about Native culture or it will die.

4. Summary of Focus Groups

Our small sample of students and elders share a common belief that young people need more civic education and engagement. While the elders argued for adults fostering engagement by serving as role models for young people, the students focused on the need to create better civic awareness through more and improved civic education in their schools. The views of our focus group participants mirror those of school district personnel: civic education is important, and needs a greater focus within our schools and communities.

III. FINDINGS

As summarized previously in this report, the key findings of the ACLA research are as follows:

- ***Most Alaskan Students are Exposed to Civics in School.*** Most Alaska high schools require a civics course for graduation, and most elementary school students are exposed to some civics in their classes, according to the district survey. However, Alaska's high school drop-out rates are high, and many young people leave school without any exposure to civic learning opportunities.
- ***Time & Resources for Civics Are Limited.*** District personnel feel that the amount of civics education offered is limited by time, resources, and competing priorities, especially preparation for high-stakes testing.
- ***Lack of Civic Knowledge is Widespread.*** Based on our quiz results, there is widespread lack of even basic civics knowledge among many Alaskans.
- ***Civics Education is Widely Viewed as Important.*** The young people, adults, and school administrators we spoke with all think civics education is important.
- ***Support Exists for More In-Depth & Challenging Civic Learning Opportunities.*** Both young and old in our focus groups feel that the civics education in Alaska's schools should be more in-depth and challenging.

These findings suggest that our state faces many of the same challenges to civic learning that have been identified nationally. Most Alaskan students receive some level of civics education, most school districts view it as highly important (87%), and the majority of districts (70%) view it as sufficiently important to warrant inclusion in the core curriculum. However, only a small minority of districts (20%) are satisfied that their educational offerings in civics are creating

informed, active and engaged citizens. Support for civics education is broad-based and strong, yet confidence in the effectiveness of current civics education programs is low. This dissatisfaction is echoed in the focus groups' concern that civics education needs to be more in-depth and challenging. It is also borne out by the widespread lack of civic knowledge among Alaskans evidenced by low scores on the civics quizzes.

What the research reveals is a significant disparity between the high value Alaskans place on civic education and the relatively low priority civics education receives in the day-to-day life of our schools. Lack of time, lack of resources, and conflicting priorities are most often cited as obstacles to civic learning, not lack of importance, lack of interest, or lack of administrative and community support. Apparently, educators would like to do more to advance civic learning if they had the realistic ability to do more, and students would be interested in expanded civic learning opportunities if such opportunities existed. It is our hope that the information in this report will lead to recommendations for bridging this gap between what Alaskans aspire to in the area of civic learning and what is currently available. With creativity and commitment, we can ensure that our schools have the tools they need to help prepare our young people for one of their most important life-long achievements: active citizenship.

IV. RECOMMENDATIONS

On September 22, 2006, a group of over 40 educators, community leaders, lawyers, legislators and others concerned with civic learning gathered on the campus of the University of Alaska Anchorage for the Civic Learning Policy Roundtable. See Appendix A. Participants were asked to review in advance the first three sections of this report (above) and the special report from the Campaign for the Civic Mission of Schools entitled *Advancing the Civic Mission of Schools: What Schools, Districts, and State and Federal Leaders Can Do*. They were also encouraged to bring to the roundtable specific recommendations for enhancing civic learning in our state, based on their own experience or the information in the reports. At the event itself, participants were introduced to the Open Space dialogue format (www.openingspace.net), which allowed them to develop their own questions for discussion and host their own discussion groups. Many dynamic discussions ensued on a range of topics and concerns. All questions presented and major recommendations and ideas generated were documented in the *Record of Proceedings*, which is included in this report as Appendix A.

The *Record of Proceedings* from the Civic Learning Policy Roundtable provides the most specific details on concrete steps that can be taken to promote civic learning for young people in Alaska. We have made no effort to weigh or rank the recommendations at this time, and believe that each offers an important contribution to the decisions that need to be made to strengthen the civic mission of our schools. The ideas revealed several major themes, however, from which the project steering group has identified the following general recommendations:

1. ESTABLISH A SUSTAINABLE STATEWIDE COORDINATING ENTITY FOR CIVIC LEARNING AND ENGAGEMENT.

Although several nationally affiliated civic learning programs and activities exist in Alaska, their availability to Alaskan students and teachers is not consistent or widespread. Organizers are often volunteers, and resources are limited. Coordination between groups is difficult, time-consuming, and done on an ad hoc basis. Additionally, there is no current entity that monitors civics standards, develops curriculum, or ensures evaluation and accountability. A statewide entity could act in an oversight and support role to carry out many of the other recommendations in this report. Responsibilities would include: (1) advancing civic learning opportunities for all Alaskan students; (2) advocating for effective policies, programs and funding; (3) reaching across disciplines (law, education, public policy) to ensure a focused and coordinated approach; (4) serving as the clearinghouse for Alaska-specific teacher resources, and as a liaison to national resources; (5) serving as the liaison between civic learning programs and community volunteers, and ensure consistent community input; (6) overseeing standards, curriculum, and teacher professional development; (7) ensuring effective measurement of outcomes and accountability; and (8) developing incentive and reward programs for exemplary schools and teachers. Several participants suggested that this entity be managed cooperatively by the Lieutenant Governor's office and the Department of Education and Early Development. Suggestions for a possible name included "Office of Community Engagement."

2. RECOGNIZE AND HONOR EXEMPLARY SCHOOLS AND TEACHERS.

Schools should be given incentives to encourage civic learning opportunities and create civically engaged student bodies. Criteria should be identified under which a participating school can qualify for certification as a "School of Civic Distinction." Similar recognition or awards should be developed for teachers who demonstrate a strong commitment to civic learning.

3. START CIVIC LEARNING EARLY IN THE CURRICULUM, AND INCLUDE IT SYSTEMATICALLY AT ALL GRADE LEVELS.

Most Alaskan students are exposed to formal civics curricula during only a few periods of their K-12 education. This is too infrequent for adequate civic knowledge and experience to be gained or for the important lessons of citizenship to be instilled. Civics lessons or experiences should be infused systematically into the classroom at all grade levels, to reinforce the concept that citizenship is a privilege and responsibility that

informs your entire life, not an academic topic that is studied only rarely.

- 4. PROVIDE BASIC CIVICS CURRICULA FOR EACH GRADE LEVEL BASED ON THE SIX RECOGNIZED BEST PRACTICES FOR CIVIC LEARNING.** The Department of Education and Early Development should develop basic civics curricula for each grade level that teachers across the state could access on a voluntary basis. The curricula should be in a simple, sustainable, accessible format, and should be based on the six best practices for civic learning identified by the CCMS campaign (see Appendix E). Implementation of all or part of the curricula would be a criterion for certification as a “School of Civic Distinction.”
- 5. ENSURE TEACHER PROFESSIONAL DEVELOPMENT BASED ON BEST PRACTICES.** Although six main best practices for fostering civic learning and engagement have been identified by the CCMS campaign (Appendix E), several of these methods, such as simulations, deliberative dialogue on current events, or discussions of controversial issues, are not used regularly in Alaska’s classrooms. Districts indicate that teachers would be better able to employ these methods if more professional development opportunities were available. Also, teachers are better prepared to use these methods when they are included in pre-service curricula at the university level. The programs of the Center for Civic Education have been shown to be especially effective for youth, and classroom teachers experienced in these curricula could assist with training and mentoring. Professional development opportunities should be varied and include not only conferences, training academies and seminars, but on-line and distance learning options as well.
- 6. CONNECT CIVIC LEARNING TO READING AND MATH.** Districts report that less attention is paid to civics as more focus is given to the subjects of reading and math, which are prioritized in testing under the No Child Left Behind Act. Curricula or programs that integrate national, state and local civics content into reading and math instruction can successfully engage students in civic learning without diminishing attention to tested subjects. For example, reading lists with civic content could be developed for all grade levels and used as part of the standard reading curriculum.
- 7. DEVELOP AND IMPLEMENT A COORDINATED OUTREACH AND EDUCATION CAMPAIGN ON THE IMPORTANCE OF CIVIC ENGAGEMENT.** Research indicates that students who

participate in civics discussions at home are much more likely to become civically engaged. Community outreach and education should be undertaken to inform parents of this important role and support them in their efforts to raise the civic awareness of their children. Community organizations should also be encouraged to help young people, their families, and all citizens elevate the level of civic discussion in their homes.

8. **ADOPT METHODS FOR EVALUATING OUTCOMES OF CIVIC LEARNING.** Any efforts to strengthen civic learning in the schools must include methods for measuring their effects, both short-term and long-term. Measurements should address not only civics outcomes, such as future civic engagement and participation, but outcomes in other subjects as well, particularly reading and math.
9. **ENSURE EQUITABLE CIVIC LEARNING OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS.** Civic learning opportunities are not evenly available across the state or across the spectrum of student achievement. Some programs and opportunities are limited to larger communities, while others are more prominent in rural areas. In addition to geographic disparity, existing civics programs tend to involve higher achievers, not lower achievers or at-risk youth. Efforts to promote civic learning should ensure that opportunities extend to and engage youth across the spectrum of achievement.
10. **ENSURE THAT ALASKA-SPECIFIC CIVIC KNOWLEDGE AND EXPERIENCE IS PROMINENT IN THE CURRICULUM.** Alaska's unique history and laws, such as those affecting Alaska Natives (ANCSA) and Alaska lands (ANILCA), should be infused into civics curricula. Additionally, the diversity of our state's communities--both ethnically and geographically—should be considered in any strategies to advance civic learning. Every community has opportunities for civic engagement, but these will differ based on the size, location and the nature of the community. A small rural village with a governing tribal council presents a different civic backdrop than a large urban center, and educators and policymakers must be creative in adapting their strategies to meet local needs and interests.

V. CONCLUSION

Alaskan educators, students, and community members place a high value on meaningful civic learning in our schools, yet research both statewide and nationally shows a steady decline in the attention paid to advancing civic learning opportunities. As the research in this report indicates, the state of civic knowledge and awareness among Alaskans is not what it should be. Young Alaskans will not learn the privileges and responsibilities of citizenship unless we teach them. We hope that through the research and recommendations included in this report we can help elevate the importance of educating for citizenship in Alaska and ensure that our schools have what they need to instill in students the commitment to life-long civic engagement. The strength of our democracy and the health of our communities demand no less.

APPENDICES

Appendix A Record of Proceedings from Civic Learning Policy Roundtable,
September 22, 2006

Appendix B How Civic Are You? Quizzes

Appendix C Answer Key to How Civic Are You? Quizzes

Appendix D Table of Quiz Responses

Appendix E Six Promising Practices for Civic Education

Appendix F Additional Comments Receive

APPENDIX A

Civic Learning Policy Roundtable

September 22, 2006

University of Alaska Anchorage

RECORD OF PROCEEDINGS

Open Space Dialogue

The Question:

HOW CAN WE AS COMMUNITY LEADERS ADVANCE CIVIC LEARNING IN OUR SCHOOLS?

A. What are the best practices & leading states in civic learning? Presenter: Beau Bassett

Recommendations:

- 1) What is civic engagement vs. civic learning
 - a. Is there a common meaning/definition?
 - b. Knowledge vs. participatory
- 2) Key elements of best practices
 - a. Quality experience for students
 - b. Motivations/empowerment
 - c. Expand out of schools, involve parents & community
 - d. Measured results/assessment
 - e. \$--Resources
 - f. Curricula
 - g. Focus
 - h. Training
 - i. Re: Project Citizen, Center for Civic Education, Senate legislative hearing competition (H.S.), Kids Voting institutionalized (in polling places, not in classrooms), Alaska's Youth Vote Ambassador program
 - j. Review other states – North Carolina, Arizona, heavy state support & legislators
 - k. Need public policy statement as well as center/coordinator
 - l. Foster climate, coordinated professional development (e.g., does UAA School of Education teach service learning?)

B. How do we reach more underserved youth with civic engagement opportunities? Presenter: Polly Carr

Recommendations:

- 1) Start the process earlier – put kids in plays, have them role play government positions
- 2) Need to go to them (youth, parents) – people have other life concerns & it's difficult to come to us
- 3) Continue process through each grade, set curriculum and modeling, civic content
- 4) Staff development
- 5) Civic affairs office at each school or district
- 6) Have formal connection between schools and outside programs that can help schools and engagement
- 7) Create a "school of civic distinction" certificate, ideally a joint effort between the Lt. Gov. office and DEED.
 - a. Must be an incentive
 - b. Involve everyone, based in school organization
 - c. Multiple students (not just super kids)

- d. Not academically based, service based
- e. The certificate is tied to the participation and support of local organizations offering meaningful opportunities for youth engagement. Similar to school-business partnerships...its school-community organizations partnerships with the purpose of getting youth more involved in the community.
- f. Culturally based teacher training

Additional points:

- 8) Avoid the “superkid” syndrome – reaching the kids who are already engaged
- 9) Democracy does “to” them and “for” them not “with” them, it’s a cycle to parents to kids. I’m a victim instead of a part
- 10) Creates unheard, unseen segment
- 11) Making civic field trips and school clubs available to all
- 12) Aspects – not just voting
- 13) Framework for understanding poverty
- 14) Media

**C. How do we get students to buy in/get more youth engagement?
Presenters: Carol Waters, Sen. Con Bunde**

Recommendations

- 1) There needs to be an operative discussion about what is the meaning/role of government? In school and in the larger society. What are the powers? Responsibilities? for health, safety and welfare?
- 2) By the time students are old enough to be voters, it’s too late - the education needs to happen earlier – get the students early, instill understanding in early grades
- 3) People need to take responsibility as part of the government – WE are the government, the people are not separate from the government
- 4) Students need to see they can make a difference – highlight not just famous folk but teachers, precinct organizers etc.
- 5) Students need better opportunities to get involved in their community
- 6) Appeal to the self interest of potential voters (thoughtfully)

Comments

- 7) The pendulum has swung from too much complacency (in the 50s e.g.) to too much counterculture (the 60s) and has not swung back enough to the right balance, maybe because this is the “entitlement generation”
- 8) There isn’t ownership to strengthen it – Sen. Bunde tries to convey to students that they can have an impact – he finds the question he is asked most is what is the level of the dividend they are getting?
- 9) There is a greater circumstance in Alaska that we need to address
- 10) There are a narrow group of students at UAA that are interested in government, law, base level of knowledge
- 11) Where are we having a dialogue on democratic principals in grades 9-12, earlier?
- 12) High school, middle school students focused on material gains rather than citizenship
- 13) How do we get people to want to vote, even before they are really informed?
- 14) Government class at Chugiak High inspired student to become a voter
- 15) How do you get students active in government?
- 16) We are seeking support not only from traditional middle class urban population but also for a vast diverse state, immigrants, rural & urban, the common vehicle for all this is public schools
- 17) Need to have teachers help students integrate work into the community, not just class-based civic education, but broader
- 18) How do community organizations communicate with school districts to let them know of opportunities
- 19) How do we engage? Based on relationships, who does the asking, inviting?

D. Can civic education be included in NCLB?
Presenter: Fran Ulmer

Comments

Educators must teach to the test, not to the child, because of resources, so other courses like civics get short shrift. NCLB has no requirement for civics, so we suggest some other way to encourage schools to teach it, for example AYP extra points. This could be part of the re-authorized NCLB. Reading and writing are tested; why not include important subjects like civics, history, science in the reading content? Recommendations for addressing civics education in NCLB:

- 1) Test students on civic knowledge just like reading skills, or include civic content in the tests for reading skills. Including civics in testing would make more resources available.
- 2) Reward schools in points or \$\$ for teaching civic education
- 3) Develop "New Age Curriculum" for reading, writing, math to include civics and social studies & make curriculum available on-line
- 4) Train teachers on how to incorporate civics
- 5) Reward & recognize teachers who are doing a great job

E. Are there opportunities to learn about political and legal status of Alaska Natives?
Presenter: Paul Ongtooguk

Recommendations:

- 1) Visiting Alaska Native speakers and AFN delegation in classroom. And an urban/rural exchange
- 2) Readers digest version of legal/political status, including ANCSA, non-profits, tribes, regional corps
- 3) Alaska studies requirement for H.S. graduation, AK studies teacher requirement
- 4) Educate teachers so they are better able and are more knowledgeable to teach Alaska studies. Enliven the teachers' training so it is more interactive and less "deathly." (also enliven high school classes)
- 5) Cultural awareness for legislators, educators, municipal staff, etc. Also educate about 13 regional corporations, ANILCA and ICWA and other important related acronyms)
- 6) Alaska Native is not used in legislature, "rural" used as a substitute, need to use tribal/Native terms

F. Aside from editorial content, in what ways can the daily newspaper nurture/foster civic responsibility?
Presenter: Matt Nevala

Recommendations:

- 1) Reporting about civic education in the classroom. knowing what civic activities are going on: Law Day, We the People, Project Citizen, Move Forward, Moot Court,
- 2) National Global and Youth Service Day
- 3) Newspaper has ½ page on education on Thursdays in 13 weeks – maybe do civic education
- 4) Covenant House to go there and teach about getting involved
- 5) Quiz on civic education like today's – put this in

Additional points

- 6) What kind of content: here's where to regularly put content where youth look – A.D.N., list how to vote, where to go. Encourage Demographic, to aka their kids to vote
- 7) We on "weekly update" that lists all youth events – www.aydc.org
- 8) Civic responsibility - what different cultures think about civic responsibilities
- 9) Make sure you don't re-create the wheel
- 10) Dialogue – get teens/youth talking

- 11) National newspaper week – 5 days that newspapers...
- 12) Current event out of the paper and do assignment on it. What if this happened for different subjects
- 13) Silent snow – book signing
- 14) Provide halls, residential life, work with college campuses as well as high schools
- 15) How to connect with staff – some young teachers don't vote
- 16) How to vote/where to vote/how people stand on issues/why vote

**G. How can we get the Center for Civic Education project-based activities taught to new teachers before graduating from universities?
Presenters: Pamela Orme, Pam Collins**

Recommendations

- 1) Preservice teacher training from Center for Civic Ed, We the People programs, Center for Civic Ed fully funded program, The Citizen and the Constitution (high school), Project Citizen (middle school), We the People (elem)
- 2) Train university faculty
- 3) Hosting of teacher interns
 - a. Teachers bureau (experienced teachers who will welcome interns)
 - b. Rural outreach - to teachers in the bush
 - c. Regional competitions (district level)
- 4) Link to reading/math performance –need to document the success and get the word out that it leads to improved outcomes and better test scores, document the results
 - a. Evaluate
 - b. Outcomes
 - c. Verify to policy and decision makers
 - d. Speaking/note-taking/critical reading & thinking skills result
 - e. Show how CCE incorporates civic content into reading & math
- 5) Make the issues relevant and timely for the students
 - a. How to identify the issues locally and provide resources to help connect the dots
 - b. Find teachers who are comfortable teaching controversial issues
 - c. Change the philosophy at universities and teacher training institutions regarding raising and facilitating discussion of controversies – you need light & heat!
- 6) Rural and urban teachers are avoiding controversy
 - a. Kids sit in classrooms and read the worksheets and don't engage
 - b. Kids want more, earlier, they understand what's missing
- 7) Civics should start early – at the beginning,
- 8) Teach responsibilities along with rights
- 9) 40% don't graduate H.S. in AK, 45% of AK Natives don't graduate, 32% of 9th graders in Anchorage graduate
- 10) Incorporate AK Native, political entities in rural areas, Alaska Native institutions and organizations
 - a. Needs to be tribal governance component to engage Alaska Native students and communities
- 11) Teach the fundamentals
 - a. Constitution
 - b. Pledge of allegiance
 - c. Declaration
- 12) Bolster people's knowledge of these so they can have good discussions about the issues – and develop a better understanding
- 13) "Foundations for democracy" – CCE – take to villages
- 14) Pair PC/WTP format with Alaska Native substantive component
- 15) Outreach plan for the programs stateside – as partners, summer training institutes
- 16) Identifying local tribal people to be the conduit to the programs (they're not leaving the village like teachers who turnover) – tie in with the regional non-profit corps (ex, education liaisons)

17) Showcase field trip with experienced CCE

H. How do 9-12 educators teach (techniques) law/civics so that post-secondary students (voters) are prepared to apply knowledge in context?

Presenter: Pamela Kelly

Recommendations

- 1) Current events
- 2) Issues-based, local focus
- 3) Combating ageism – 15 to 17 too remote - “Rock the Vote”
- 4) Teacher education
 - a. Limitations – NCLB, A.D.N., curriculum
- 5) Newspaper in classroom
 - a. Empirical research about use
- 6) Role-playing – a way to find out what they do
- 7) Student government
 - a. Mil levy in Michigan to get track at school
- 8) Student issues – organization for change, get them involved
 - a. Parking
 - b. Closed campus
 - c. Hats
 - d. “what f” lecture & dialogue
- 9) Political fallout?
- 10) Ombudsman?
 - a. Bitoz
 - b. Smoking before 18, buying at 19
- 11) Videos on civic ed before, oh, 1950! Student written and produced
- 12) School spirit as community
- 13) Opportunity to brainstorm with faculty about curriculum
- 14) Comparative studies – US Rights vs. other place, AK opportunities vs. other place

I. How do we support civic education on a statewide basis?

Presenter: Suellen Appeloff

Recommendations

- 1) Have someone responsible – Lt. Gov. should be responsible (have the job of) or an office within the Lt. Gov office, statutorily mandate civic education commission, like the historical commission – or mandated position in DEED or UAA or non-profit or AK Bar, clearinghouse, statewide info, coordination, Commission of Civic Learning?
- 2) Dept of ed provide standardized curriculum, not mandatory but available
- 3) Teacher training program – mentoring etc
- 4) Connect with Alaska Studies requirement – public policy and how it works here
- 5) Website – print and other materials, speakers bureau

J. How to get community organizations to provide more opportunity for young people? Are schools and community organizations not connecting?

Presenter: Becky Judd

Recommendations/key additional points:

- 1) Organizations should not just fill a Volunteer Coordinator position – get a well-qualified person
- 2) Having community organizations be more specific on what they want – making expectations of youth more clear
- 3) There is a civic education and educational aspect (emotional and social connections)

- 4) A need within larger communities to have a central leading volunteer organization. Need a center for coordinating training, volunteering, brokering between youth and schools, organizations, religious groups, government opportunities.
- 5) Where the center is located is critical. Don't want ownership getting bogged down with bureaucracy, politics – loses its mission and its effectiveness. Potential Anchorage players – in addition to United Way: (a) UAA could be the outreach and focal point (cons: it's an academic institution); (b) Alaska Community Foundation could be key to driving this center for civic engagement; (c) MOA could take leadership or create Office of Community Engagement, like with recycling (con: depends on leadership in the Mayor's office).
- 6) People want more input to the volunteer center.
- 7) Getting people engaged to solve a community problem
- 8) ASD community resource department – work with youth serving agencies, need to connect with the wider community
- 9) Daniel "If I knew I could make a difference when I was young" – having an emotional/social connection
- 10) Keeping kids motivated, interested
- 11) Failure to learn - service learning is the key we're missing
- 12) How do we help kids feel connected – need to have a continuum of activities, service experiences

K. How can we civically engage students living on college campuses?

Presenter: Michael Votava

- 1) Help students understand the power of one. Show students the impact one person can have on society.
- 2) Can Bonner Leaders from the UAA Center for Community Engagement and Learning lead discussions about civic engagement throughout the Anchorage community, i.e., recreation centers?
- 3) Students from the UAA Bonner Leaders or Alpha Phi Omega service fraternity could make other students aware of service projects or service plunges. Afterwards, peer leaders could lead reflection activities.
- 4) Sponsor a competition between universities and high schools to see which organization has the highest student voter registration rates.
- 5) Sponsor mock elections.
- 6) Organize a Candidate Day where students have the opportunity to meet candidates in upcoming elections.
- 7) Sponsor a gubernatorial debate.
- 8) Over 30 APU and UAA faculty members have been participating in workshops regarding how to facilitate difficult dialogues. Can these faculty members be invited to lead discussions in the Anchorage community?
- 9) How is it that different demographic populations will all be included in these conversations? Minority leaders need to be sought out to facilitate conversations on civic engagement.
- 10) Give students civic education quizzes.
- 11) Sponsor a trivia night where students receive 5-6 rounds of questions about civic education issues. Ask a local celebrity to host the event.
- 12) Seek out established student leaders and take them through civic engagement experiences.
- 13) Participate in the Anchorage Daily News civic education bowl.
- 14) Ask the UAA Justice center to consider offering a legal education masters degree or civil law degree.
- 15) Train university staff members to be voter registrars.
- 16) Provide students information on candidates in upcoming elections including candidates' contact information and briefs about their stances on issues. The UAA Faculty

Association website already contains some of this information, so students could be directed to this organization's webpage.

- 17) The Anchorage Daily News can encourage candidates to utilize Project Vote Smart.
- 18) Encourage students to become involved in neighborhood/community organizations, churches, etc.
- 19) Can we help students find the passion to be engaged?
- 20) Can classes offer engagement activities outside the classroom? If so, have students write reflections about their experiences.
- 21) Create a website of service opportunities available to students.
- 22) Students are at different developmental points in their lives in becoming engaged community members. Offer different types of civic engagement opportunities that will appeal to all students.
- 23) Provide students the skills to volunteer and reasons why they should.
- 24) Provide adult basic civic education in the Anchorage community. Encourage peer mentoring opportunities among students.
- 25) Teach students how to get involved, e.g., how to get on a local board, provide resources for local and state civic involvement.
- 26) Tie in the value of civic involvement to career services and graduate school.
- 27) Consider running Gavel to Gavel on University TV

Recommendations

- 28) Launch a civic education campaign. Hold voter registration drives. Sponsor civic education trivia contests. Count the number of hours students are involved in service projects. Chart the number of examples where the university serves as a public square. Hold the campaign once a year. Designate a university department to run the campaign.
- 29) Make civic education more visible at the university. Post signs in university buildings showing pictures and contact numbers for local representatives. Sponsor debates on campus. Invite local Anchorage organizations to host meetings on campus. Honor civic leaders and involved student leaders.
- 30) Utilize students, staff, and faculty to facilitate dialogues about civic education throughout the Anchorage community.
- 31) Sponsor annual days of service on campus and make them a university tradition. Teach students how to become involved in service activities and lead students through reflection activities after they participate.

L. What's worked in the past in civic ed?

Presenter: Bill Evans

Recommendations

- 1) Kids participate in mock elections (starting in elementary) and interaction (not just reading) in the classroom – mock trial – youth vote. Get them excited. Find out how/what they want to learn
- 2) Teaching reading and writing with civic materials. Not just get pulled in by book salesmen. Materials about engaged people who made a difference in community.
- 3) Create curriculum and evaluate curriculum that includes civic materials. Teachers can incorporate into their already full syllabus. Educate teachers. Encourage civic programs (ex)close-up)
- 4) Educate parents about importance of family communication and how it fosters civic engagement. Incorporate church as one means of getting message out. Get people engaged in positive community activities.
- 5) Encourage voting, show how everyone's vote counts. Material awards for voting, or at least registering.
- 6) A central coordinator for civic learning, now just volunteers & things fall through the cracks.
- 7) More civics in school – more involved community.

APPENDIX B

“HOW CIVIC ARE YOU?”—QUIZ A

Test your knowledge, have fun! Below are several questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

A1. Who is the current Governor of Alaska?

Jay Hammond Tony Knowles Ted Stevens Frank Murkowski

A2. How old do you have to be to become President?

18 35 25 21

A3. How many days can a special session called by the Governor last?

30 60 90 no limit

A4. Name a current U.S. Supreme Court justice.

A5. Which of the items below are qualifications to serve on a jury in Alaska? (Check all that apply.)

Never convicted of a felony at least 18 years old
 an Alaska resident A US citizen
 a high school graduate able to see and hear
 a registered voter able to read or speak English.

A6. In what year was the Alaska state constitution written?

1956 1959 1960 1971

A7. During Alaska's Territorial years (1912-1959) which town was the center of government?

Juneau Sitka Anchorage Fairbanks

A8. The Alaska Constitution establishes that 25% of what type of resources must be placed in the Permanent Fund?

mineral bonuses, royalties and related income all state taxes oil taxes natural resource taxes

A9. What kinds of state taxes does your household pay?

Income Property Sales Other _____

A10. Why are Alaska Natives allowed to hunt marine mammals such as seals, whales and polar bears?

A11. Can non-Natives hunt marine mammals?

yes no

A12. What was section 17 (d)(2) in ANCSA about?

A13. Who are these famous Alaskans? (just a very brief description)

- A. Katie John
- B. Morris Thompson
- C. Jay Hammond
- D. Peter Kalifornsky

A14. What do these acronyms stand for and why are they important to Alaska?

- A. AFN
- B. ANILCA (a law)
- C. NPFMC (a government entity)
- D. ICWA (a law)

“HOW CIVIC ARE YOU?” - QUIZ B

Test your knowledge, have fun! Below are 20 questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

B1. Where does Alaska's governor live?

Fairbanks Anchorage Juneau Depends on the governor

B2. How long is the term of a member of the Alaska House of Representatives?

2 years 4 years 6 years 8 years

B3. How long is the term of a member of the Alaska Senate?

2 years 4 years 6 years 8 years

B4. Name a current Alaska State Supreme Court justice

B5. How is the Chief Justice of the Alaska Supreme Court selected?

The governor appoints the Chief Justice the people elect the chief justice the 5 justices of the court elect the chief justice the Alaska Judicial Council chooses the chief justice

B6. What two countries are nearest to Alaska?

Canada and Russia Canada and Korea Russia and Japan Korea and Russia

B7. During Alaska's pre-Territorial years (1867-1912) where was the center of government located?

Fairbanks Juneau Anchorage Sitka

B8. When was the Permanent Fund established?

1959 1982 1976 1971

B9. How is the amount of the permanent fund dividend calculated each year?

B10. What kinds of federal taxes does your household pay?

income property Sales Other _____

B11. When did all Alaska Natives become US citizens?

1971 1867 1924 1959

B12. How many Federally recognized tribes are there in Alaska in 2005?

under 50 50-100 100-200 over 200

B13. Who are these famous Alaskans? (just a very brief description)

- A. Elizabeth Peratrovich
- B. Howard Rock
- C. Bob Bartlett
- D. Walter Soboleff

B14. What do these acronyms stand for and why are they important to Alaska?

- A. ANCSA (a law)
- B. ANWR (a place)
- C. IHS (a government entity)
- D. PFD

“HOW CIVIC ARE YOU?” - QUIZ C

Test your knowledge, have fun! Below are 20 questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

C1. How old do you have to be to vote?

16 21 18 35

C2. How many members make up the Alaska Senate?

3 20 40 100

C3. How many members make up the Alaska House of Representatives?

1 435 20 40

C4. If you had a t-shirt that showed a picture of a burning American flag, would it be legal to wear it in public?

yes no

C5. Would it be legal to wear that t-shirt in school?

yes no

C6. Are you allowed to actually burn the flag?

yes no

C7. When Alaska became a state, did it assume control of all land within the territory?

yes no

C8. Who has the power to change how dividends are calculated?

Governor Permanent Fund Corporation Alaska Legislature Alaska Oil and Gas Commission

C9. What kinds of local taxes does your household pay?

income property Sales Other _____

C10. Where does the state government get most of its money?

Oil taxes Federal funds Property taxes Other _____

C11. About how large is the Permanent Fund?

\$1,000 per Alaskan \$25 billion \$900 this year \$31 billion

C12. What's the significance of Dec. 18, 1971?

C13. Are there Indian reservations in Alaska?

yes no

C14. Who are these famous Alaskans? (just a very brief description)

- A. William Hensley
- B. William Egan
- C. Byron Mallott
- D. Walter Hickel

C15. What do these acronyms stand for and why are they important to Alaska?

- A. ANTHC (an organization)
- B. APOC (a government entity)
- C. IRA (a law)

“HOW CIVIC ARE YOU?” - QUIZ D

Test your knowledge, have fun! Below are 20 questions that range from facts every citizen should know to lesser-known tidbits of civic knowledge. For multiple choice questions, put a check next to the right answer; for short answer questions, write in the space provided.

D1. Who are Alaska's U.S. Senators and Representative?

D2. If the Governor vetoes a bill, he is required to explain why.

True False

D3. How long must Alaskans reside in the state to legally vote?

1 year 60 days 30 days 6 months

D4. When can judges make decisions overturning laws?

D5. Anchorage has a curfew for minors: 11 PM on weeknights and 1 AM on weekends and in the summer. If you wanted this law changed, who would you contact?

a member of the Anchorage Assembly the Anchorage police a state legislator Senator Stevens

D6. At what age are judges in Alaska required to retire??

65 75 70 no age limit

D7. What year did Alaska become a state?

1960 1971 1959 1867

D8. What two forms of local government are established in Alaska's constitution?

D9. What other types of local government exist in Alaska? (just give one example)

D10. Who owns most of the land in Alaska?

Municipalities State of Alaska Federal government Private individuals or corporations

D11. How big was the FY2006 budget? (both operating and capital budgets, but not including spending for Permanent Fund inflation proofing or dividends)?

\$2 billion \$7 billion \$5 billion \$20 billion

D12. What is a regional Native corporation?

D13. Who can be a Native corporation shareholder?

D14. Who are these famous Alaskans? (just a very brief description)

- A. Emil Notti
- B. Ernest Gruening
- C. Molly Hootch

D15. What do these acronyms stand for and why are they important to Alaska?

- A. BLM (a government entity)
- B. ICC (an organization)
- C. NAGPRA (a law)
- D. TAPS

APPENDIX C

“HOW CIVIC ARE YOU?”—QUIZ ANSWER KEY

Quiz A

- A1. Who is the current Governor of Alaska?** Frank Murkowski
- A2. How old do you have to be to become President?** 35 years old
- A3. How many days can a special session called by the Governor last?** 30 days
- A4. Name a current U.S. Supreme Court justice.** The 9 justices currently serving are William H. Rehnquist (Chief Justice), John Paul Stevens, Sandra Day O'Connor, Antonin Scalia, Anthony M. Kennedy, David H. Souter, Clarence Thomas, Ruth Bader Ginsburg, Stephen G. Breyer
- A5. Which of the items below are qualifications to serve on a jury in Alaska?**
- AS 09.20.010. Qualification of Jurors; Interpreters.
- (a) A person is qualified to act as a juror if the person is
- (1) a citizen of the United States;
 - (2) a resident of the state;
 - (3) at least 18 years of age;
 - (4) of sound mind;
 - (5) in possession of the person's natural faculties; and
 - (6) able to read or speak the English language.
- (b) A person is not disqualified from serving as a juror solely because of the loss of hearing or sight in any degree or a disability that substantially impairs or interferes with the person's mobility.
- (c) The court shall provide, and pay the cost of services of, an interpreter or reader when necessary to enable a person with impaired hearing or sight to act as a juror.
- A6. In what year was the Alaska state constitution written?** 1956
- A7. During Alaska's Territorial years (1912-1959) where was the center of government located?** Juneau
- A8. The Alaska Constitution establishes that 25% of what type of resources must be placed in the Permanent Fund?** 25 percent of all mineral bonuses, royalties and related income
- A9. What kinds of state taxes does your household pay?**
- ___income ___property ___Sales Other _____
- The answer to this question will vary somewhat by where you live. The state of Alaska doesn't levy any broad-based taxes on households (such as a state income or sales tax). State property taxes are restricted to oil and gas properties. Various local governments (boroughs and cities) levy property and sales taxes. And, unless you live in a U.S. territory (such as Puerto Rico or Guam), you probably pay federal income tax.
- A10. Why are Alaska Natives allowed to hunt marine mammals such as seals, whales and polar bears?** The Marine Mammal Protection act protects the hunting rights of Alaska Natives.
- A11. Can non-Natives hunt marine mammals?** No, not in the U.S.
- A12. What was section 17 (d)(2) in ANCSA about?** It authorized the Secretary of the Interior to withdraw 80 million acres for federal parks, forests, refuges, and wild scenic rivers. The lands identified under this provision were later designated in the Alaska National Interest Lands Act (ANILCA) of 1980.

A13. Who are these famous Alaskans? (just a very brief description)

A. **Katie John:** Katie John, Doris Charles, and the Mentasta Village Council, represented by the Native American Rights Fund, sued the U.S. in Federal Court claiming that the federal government had unlawfully excluded navigable waters and subsistence fishing from the protections of ANILCA. The plaintiffs won the case, leading to federal management of subsistence hunting and fishing on federal lands and waters in Alaska. On January 7, 2005, Katie John filed a law suit in the District of Alaska challenging the Secretaries' final rule implementing the prior Katie John mandate as being too restrictive in its scope. Katie John's complaint alleges that the Secretaries should have included Alaska Native allotments as public lands and further that the federal government's interest in water extends upstream and downstream from the Conservation Units established under ANILCA.

(Source: www.alaskool.org and the Native American Rights Fund web site)

B. **Morris Thompson:** The late Morris Thompson was Athabaskan, born and raised in the Yukon River Village of Tanana. He had a colorful career in both the private and public sectors, and was known as one of Alaska's most prominent business leaders. Morris served as special assistant to the Secretary of the Interior during the Nixon administration and, at age 34, became the youngest Commissioner of the Bureau of Indian Affairs. Morris was a former president of the Alaska Federation of Natives, founding Vice-President of Commonwealth North, co-chairman of the Alaska Federation of Natives, and a cabinet-level officer in Alaska Governor Walter J. Hickel's first administration. Employed by Doyon Limited Regional Corporation since 1981, Morris was originally hired as Vice-President and, in October 1985, he was appointed President and Chief Officer. When Morris took over Doyon in 1985, it had an operating loss of \$28 million. When he retired, it was generating \$70.9 million in annual revenues, had 900 employees and 14,000 stockholders. One month after retiring from Doyon, Morris passed away along with his wife, Thelma, and his daughter, Sheryl, on Alaska Airlines flight 261 returning from a vacation in Mexico.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

C. **Jay Hammond:** Jay Sterner Hammond was born in Troy, New York, in 1921. He graduated from high school in Scotia, New York, in 1940 and studied petroleum engineering at Penn State University (1940-1942). Hammond served as a U.S. Marine Corps fighter pilot in the South Pacific in World War II (1942-1945) and in China (1945-1946). He came to Alaska in 1946 where he worked as a bush pilot and guide; he also attended the University of Alaska in Fairbanks, graduating with a degree in biological sciences in 1949. Hammond then worked as a hunter for the U.S. Fish and Wildlife Service and became a master hunting and fishing guide. He homesteaded near Lake Clark in the early 1950s and married Bella Gardiner of Dillingham in 1952. He entered politics in 1959, serving as a representative in the Alaska State Legislature from Bristol Bay (1959-1965), and later as state senator (1967-1972) and President of the Senate (1971-1972). After leaving the state legislature, Hammond served as mayor of Bristol Bay Borough (1972-1974) and governor of Alaska (1974-1982). His administration was noted for its conservation efforts, the creation of the Alaska Permanent Fund (1976), and the passage of a constitutional amendment to limit state spending (1982). After retirement from office, Hammond wrote articles for Alaska newspapers and continued to advocate conservation and fiscal responsibility at the state level.

(Source: UAA library,

<http://www.lib.uaa.alaska.edu/archives/CollectionsList/CollectionDescriptions/GtoJ/HAMMO NDJ.wpd.html>)

D. **Peter Kalifornsky:** Peter Kalifornsky was born in 1911 at Kalifornsky village on the Kenai Peninsula. In his early years, Peter was raised by his aunts and his uncle, Theodore Chikalusion. Peter lived with his uncle at Snug Harbor where he learned Athabaskan stories, knowledge, and wilderness survival skills. In 1921, Peter returned to Kalifornsky village to be with his father and attend school until the 5th grade. In 1956, Peter contracted Tuberculosis and was sent to the hospital, where he eventually recovered. Peter

Kalifornsky is the last living speaker of his Athabaskan dialect. In the 1980s he began to work with the University of Alaska Fairbanks to preserve his cultural knowledge and language. During his adult years, Peter worked tirelessly to preserve the stories and language of the Dena'ina Athabaskan people.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

A14. What do these acronyms stand for and why are they important to Alaska?

A. **AFN** - The Alaska Federation of Natives was formed in October 1966, when more than 400 Alaska Natives representing 17 Native organizations gathered for a three-day conference to address Alaska Native aboriginal land rights. From 1966 to 1971, AFN worked primarily to achieve passage of a just and fair land settlement. On December 18, 1971 the Alaska Native Claims Settlement Act (ANCSA) was signed into law. At the state level, AFN continues to play an active role in the legislative process, promoting laws, policies and programs in areas such as health, education, resource development, labor and government.

B. **ANILCA** - The Alaska National Interest Lands Act (see A12).

C. **NPFMC** - The North Pacific Fishery Management Council is one of eight regional councils established by the Magnuson Fishery Conservation and Management Act in 1976. It has primary responsibility for groundfish management in the Gulf of Alaska, Bering Sea and Aleutian Islands, including cod, pollock, flatfish, mackerel, sablefish, and rockfish species harvested mainly by trawlers, hook and line longliners and pot fishermen. The Council also makes allocative and limited entry decisions for halibut.

D. **ICWA** - The Indian Child Welfare Act was adopted by Congress in 1978, and applies to child custody proceedings in state courts involving children of Native American ancestry. The provisions of the ICWA represent a dramatic departure from the procedural and substantive laws that most states have enacted to govern child custody proceedings.

QUIZ B

- B1. Where does Alaska's governor live?** Juneau
- B2. How long is the term of a member of the Alaska House of Representatives?** 2 years
- B3. How long is the term of a member of the Alaska Senate?** 4 years
- B4. Name a current Alaska State Supreme Court justice.** The five currently serving justices are: Dana Fabe (Chief Justice), Warren Matthews, Robert Eastaugh, Alexander Bryner, Walter Carpeneti.
- B5. How is the Chief Justice of the Alaska Supreme Court selected?** The 5 justices of the court elect the chief justice for a 3-year term.
- B6. What two countries are nearest to Alaska?** Canada and Russia
- B7. During Alaska's pre-Territorial years (1867-1912) where was the center of government located?** Sitka
- B8. When was the Permanent Fund established?** 1976
- B9. How is the amount of the permanent fund dividend calculated each year?**
- 1) Average the annual earnings of the fund over the most recent 5 years.
 2. Divide this amount by 2. That gives the total amount to be distributed as dividends.
 3. Divide that amount equally among all the approved applications. That gives the amount each individual receives.

B10. What kinds of federal taxes does your household pay?

___income ___property ___Sales Other _____

The answer to this question will vary somewhat by where you live. The state of Alaska doesn't levy any broad-based taxes on households (such as a state income or sales tax). State property taxes are restricted to oil and gas properties. Various local governments (boroughs and cities) levy property and sales taxes. And, unless you live in a U.S. territory (such as Puerto Rico or Guam), you probably pay federal income tax.

B11. When did all Alaska Natives become US citizens? Native Americans were granted citizenship pursuant to the Indian Citizenship Act of 1924 ...but there's more:

The 1867 Treaty of Cession with the Russians spelled out that the inhabitants of Alaska "with the exception of uncivilized native tribes, shall be admitted to the enjoyment of all the rights, advantages, and immunities of citizens of the United States. . ."

The Native peoples of Alaska were not second-class citizens. They were simply not citizens at all, at least the way most people understood the law. As the treaty put it, "The uncivilized tribes will be subject to such laws and regulations as the United States may, from time to time, adopt in regard to aboriginal tribes of that country."

It wasn't until 1915 that the territorial legislature came up with a complicated procedure for Natives to become citizens of the United States. The Alaska lawmakers said that every Native "who has severed all tribal relationship and adopted the habits of civilized life" could become a citizen.

A Native was eligible for a certificate by going to a local school to be examined by a majority of the teachers. "Such examination shall broadly cover the general qualifications of the applicant as to an intelligent exercise of the obligations of suffrage, a total abandonment of any tribal customs or relationship, and the facts regarding the applicant's adoption of the habits of a civilized life," the law said. The schools at that time were geared to promote assimilation of Natives into the white culture, so the teachers seemed the best able to make such judgments.

After the teachers approved the application, a Native person had to have at least five white citizens who had been in Alaska at least one year testify that they knew the applicant for at least a year. The witnesses also had to say that the prospective citizen had met the requirements of the law.

Then the certificate, after being endorsed by five citizens, had to be presented to the district court. To achieve citizenship, the Native had to say he was living "separate and apart from any tribe of Indians" and had "adopted the habits of civilized life."

(Source: <http://www.akhistorycourse.org/articles/article.php?artID=136>)

B12. How many Federally recognized tribes are there in Alaska in 2005? In 1994 there were 227 federally recognized tribes in Alaska, and several more have been recognized since then.

B13. Who are these famous Alaskans? (just a very brief description)

A. **Elisabeth Peratrovich:** Elisabeth Peratrovich was a major civil rights leader in Alaska. Elisabeth was born on July 4, 1911, in Petersburg, Alaska. She was the adopted daughter of Andrew and Mary Wanamaker, Presbyterian Church missionaries for Angoon, Klawock, Kake, and Kluckwan. Elisabeth attended elementary school in Petersburg and graduated from Ketchikan High School. After attending Sheldon Jackson College in Sitka, she furthered her education at Western College of Education in Bellingham, Washington where she met and married Roy Peratrovich in 1931. The couple moved to Klawock after college. She was a mother of three children, a member of the Presbyterian Church, and Grand Camp President for the Alaska Native Sisterhood. When Elisabeth and Roy moved to Juneau in 1941, she was shocked at the blatant discrimination against Natives. In Juneau, Roy served as the Alaska Native Brotherhood Grand President and Elisabeth as

the Alaska Native Sisterhood Grand President. They wrote a letter to the territorial Governor, Ernest Gruening, calling his attention to the un-American signs on the Douglas Inn, which read "No Natives Allowed." The letter reminded the Governor that Natives pay the required taxes to the territory—even the unjust school tax—to a system that excludes Native children from the public schools. Roy and Elizabeth lobbied extensively for the passage of an anti-discrimination law. In 1943, the Territorial Legislature finally considered the first anti-discrimination law, but it did not pass. When the issue came before the Senate again in 1945, it was Elizabeth's powerful testimony that moved the legislature to pass the first anti-discrimination law in the country which outlawed discrimination in housing, public accommodations, and restaurants in Alaska. Elizabeth was on the clerical staff of the Alaska Legislature for a number of years in the Territorial Treasurer's office and the Territorial Vocational Rehabilitation Department. Elizabeth remained active in Native American affairs, serving as the Alaskan representative to the National Congress of American Indians; she became a member of the executive council in 1955 and served on their Constitutional Committee. At the time she became ill with cancer, she was employed with the Juneau Credit Association and was a member of the Juneau Business and Professional Women's Club. She passed away in December 1958. In 1988, the Alaska Legislature established February 16 as "The Annual Elizabeth Peratrovich Day" to commemorate the anniversary of the signing of the Anti-Discrimination Act. (Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

B Howard Rock: Howard Rock was born in Point Hope Alaska in 1911 to a family of bowhead whale hunters. After attending the missionary school in Point Hope, he attended high school at the White Mountain Vocational school. In the late 1930's Howard studied art at the University of Washington. After college, he worked as an artist, carving in ivory until he was drafted during WWII; after the war, he returned to his artwork. In 1961 Howard returned to Point Hope and served as village spokesman in a dispute between the villagers and the Atomic Energy Commission. The Commission proposed a plan to explode five atomic bombs in order to build an underwater harbor. That same year, he was approached by the Arctic Slope Native Association to create a newspaper that would serve as a forum to advocate Native rights and causes, and in October 1962, the Tundra Times was formed. Under his direction, the paper grew to a circulation of over 3,500. During the 1960s, the Tundra Times was the only newspaper that linked Alaska Natives living in rural northern villages and kept their residents informed of political and social issues affecting Alaska Natives. AFN's first meeting occurred in 1966 after Howard published a letter by Emil Notti calling for a statewide meeting of Alaska Native Associations and organizations. In 1975, the Tundra Times was nominated for a Pulitzer Prize for meritorious public service. During his career, Rock received many awards including "Alaskan of the Year" in 1974 and "49er of the Year" in 1975. Rock served as the editor and publisher of the Tundra Times until his death in 1976. (Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

C. Bob Bartlett: Edward Lewis "Bob" Bartlett (April 20, 1904 – December 11, 1968) was an American politician, and was a member of the Democratic party. Bartlett was born in Seattle, Washington. After graduating from the University of Alaska in 1925, Bartlett began his career in politics. A reporter for the Fairbanks Daily News until 1933, he accepted the position of secretary to Delegate Anthony Dimond of Alaska. Three years later he became the chairman of the Unemployment Compensation Commission of Alaska. On January 30, 1939, President Franklin D. Roosevelt appointed him secretary of the Alaska Territory. Beginning in 1945, Bartlett served as the delegate from Alaska to the 79th and the six succeeding Congresses. Continuing his civic service, he was president of the Alaska Tuberculosis Association and served as a member of the Alaska War Council. He labored constantly for statehood; upon Alaska's admission to the Union in 1959 he became the first senator from Alaska and served until 1968. Bartlett possessed the reputation of a quiet man of achievement. The Library of Congress estimates that he had more bills passed into law than any other member in congressional history. Some of his bills included the Radiation Safety Bill and the Bartlett Act, requiring all federally funded buildings to be

accessible to the handicapped. Well-loved and respected by his constituents as well as his peers, Bartlett died December 11, 1968. Ted Stevens was appointed to replace him. (Source: Wikipedia, http://en.wikipedia.org/wiki/Bob_Bartlett ; license terms at http://en.wikipedia.org/wiki/Wikipedia:Text_of_the_GNU_Free_Documentation_License)

D. **Walter Soboleff:** Walter was born in 1908 in Kilisnoo, in Southeast Alaska, of Tlingit, German, Russian parentage. Well known for many years as a Tlingit leader, Walter has focused his attention on both the physical and spiritual needs of his people. He was ordained at the Alaska Presbytery in 1940, after receiving degrees from the University of Dubuque in Dubuque, Iowa. Walter has received two honorary doctorate degrees for his life's work, a Doctor of Divinity from Dubuque University and a Doctorate of Humanities from the University of Alaska. He has four children. Throughout his long career, Walter has held many local, statewide, and national positions, including seven terms as president of the Grand Camp of the Alaska Native Brotherhood, president of Kootznoowoo Inc., and Director of Sealaska Corporations. He served as chairman of the Alaska State Board of Education, nominated by former Governor Walter J. Hickel, for two years and was treasurer of the Tlingit and Haida Central Council, among holding other positions. Throughout his life, Walter has been a strong advocate for the preservation of the Tlingit language and culture. He currently serves as the chairman of the Board of Trustees for the Sealaska Heritage Foundation, and has served on the board for 14 years. (Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

B14. What do these acronyms stand for and why are they important to Alaska?

A. **ANCSA** - The Alaska Native Claims Settlement Act (1971) provided for the settlement of aboriginal land claims by the Native peoples of Alaska. Alaska Native groups received 40 million acres of land and \$962.5 million in compensation for their claims to any additional land. Regional and village Native Corporations were established to receive the money and land.

B. **ANWR** - The Arctic National Wildlife Refuge lies in northeastern Alaska from the Brooks Range to the Arctic Ocean. It includes the traditional homelands of Inupiat Eskimos on the coast and Gwitchin Athabaskan Indians of the interior. The coastal plain of the refuge is one of the calving grounds of the Porcupine caribou herd, and is also a possible location of large oil reserves.

C. **HIS** - The Indian Health Service, an agency within the Department of Health and Human Services, is responsible for providing federal health services to American Indians and Alaska Natives.

D. **PFD** - Permanent Fund Dividend – need we say more?

QUIZ C

- C1. How old do you have to be to vote? 18**
- C2. How many members make up the Alaska Senate? 20**
- C3. How many members make up the Alaska House of Representatives? 40**
- C4. If you had a t-shirt that showed a picture of a burning American flag, would it be legal to wear it in public? Yes**
- C5. Would it be legal to wear that t-shirt in school? Yes, in general students' free speech is protected. However, schools are allowed to restrict dress that would be disruptive, and speech (symbolic or not) that is dangerous, lewd, or disruptive. Also, some school rules (such as school uniforms) might prohibit such a t-shirt.**
- C6. Are you allowed to actually burn the flag? Yes.**

C7. When Alaska became a state, did it assume control of all land within the territory?
No, the federal government granted the state 28% ownership of its total area on statehood.

C8. Who has the power to change how dividends are calculated? The Alaska Legislature established the dividend program and can change it.

C9. What kinds of local taxes does your household pay?

___income ___property ___Sales Other _____

The answer to this question will vary somewhat by where you live. The state of Alaska doesn't levy any broad-based taxes on households (such as a state income or sales tax). State property taxes are restricted to oil and gas properties. Various local governments (boroughs and cities) levy property and sales taxes. And, unless you live in a U.S. territory (such as Puerto Rico or Guam), you probably pay federal income tax.

C10. Where does the state government get most of its money? The state gets most of its *general fund* money from oil revenues – a combination of sales of its one-eighth royalty share of oil produced, severance tax, property taxes and corporate income taxes on oil company activities in the state. However, in both FY 2005 and 2006, federal funds for a variety of capital and operating uses totaled more than oil revenues.

C11. About how large is the Permanent Fund? Right now, it's about \$31 billion

C12. What's the significance of Dec. 18, 1971? The Alaska Native Claims Settlement Act (ANCSA) was signed into law on that day.

C13. Are there Indian reservations in Alaska? Yes – Annette Island Reserve (which contains the town of Metlakatla) near Ketchikan.

C14. Who are these famous Alaskans? (just a very brief description)

A. **William Hensley:** Willie was born in Kotzebue, Alaska and raised in a large family on the delta of the Noatak River. Willie was named for his maternal grandfather, Iggiagruk. During his childhood, he grew up living a subsistence lifestyle, traveling to fish camp in the summer and living in the traditional sod house. Willie attended the Bureau of Indian Affairs schools in Kotzebue and Noorvik and high school in Tennessee at the Chilhowee Academy. In 1966, he graduated from George Washington University with a degree in political science and a minor in economics. The same year that Willie received his BA degree, he was elected to the Alaska State legislature, he managed NANA as a non-profit organization, and helped to found the Alaska Federation of Natives. While taking graduate courses at the University of Alaska in the mid-sixties, Willie wrote a seminal paper titled, "What Rights to Land Have Alaska Natives?" This paper provided one of the first descriptions of the legal and political history of Alaska Native rights to their ancestral lands. It provided the framework for Alaska Natives to understand the imminent threat to their lands brought about by the Statehood Act of 1959. Unknown to many Alaska residents at the time, this paper proved that, according to legal documents, Alaska Natives retained aboriginal title to most of Alaska. The paper was reproduced in the first AFN Convention in 1966. Subsequently, Willie served as one of the founders of AFN (as chairman of the Lands Committee in 1966); served as AFN Director, Executive Director, President and Co-Chair; served as a member of both the Alaska House and Senate; as Commissioner of Commerce; was a founder of the Northwest Alaska Native Association in the Kotzebue Region; and served as a Director and President of NANA Regional Corporation. Currently, Willie is the Manager of Federal Relations for the Alyeska Pipeline Service Company in Washington, DC.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

B. **William Egan:** "Born in Alaska, Raised in Alaska, Schooled in Alaska" was how 25-year-old William A. Egan advertised himself during his first campaign for Alaska Territorial Legislature in 1940. Without an opportunity to attend college, Egan received his political education in the legislature. Fifteen years later, Alaskans chose him to lead the Alaska

Constitutional Convention and then serve in Washington, D.C. as an Alaska-Tennessee Plan senator. In 1959, Egan, from small-town Valdez, became Alaska's first state governor - the only governor born and educated in Alaska during the first 43 years of statehood.

(Source: <http://www.eatower.alaskawriters.com/book4.html>, from the book, *Alaska's Homegrown Governor, A Biography of William A. Egan* by Dr. Elizabeth Tower)

C. **Byron Mallott:** Byron was born and raised in Yakutat, the ancestral home of his mother's Tlingit clan. Byron has been active in public and private sectors in Alaska since 1965 when he was elected mayor of Yakutat at age 22. He has worked for every governor since statehood, and served as the first Commissioner of the Department of Community and Regional Affairs from 1971-1974. Byron was director, Chairman, President, and Chief Executive Officer of Sealaska Corporation from 1972 (when the regional ANCSA Corporation was founded) until late 1992 when he retired after ten years as Chief Executive Officer. During Byron's tenure, Sealaska established a shareholder's permanent fund and a corporate investment portfolio with total holdings in excess of \$100 million. He is currently a member of the Board of Directors. His additional business experiences, both in Alaska and nationally, are extensive. Byron's public service includes his election as Mayor of the City and Borough of Juneau in October 1994, a position he resigned in February 1995 to attend to his Permanent Fund duties full-time. In 1977 and 1978, he was President of the Alaska Federation of Natives. He has served as chair of the Nature Conservancy of Alaska, and as a Director of the Alaska Public Radio Network. In December 1994, Byron completed a two-year appointment as Executive-in-Residence in the School of Business and Public Administration at the University of Alaska Southeast. He was appointed co-chair of the Governor's Commission on Rural Governance and Empowerment by Governor Tony Knowles in 1998. Currently, Byron is the President/Chief Executive Officer of the First Alaskans Foundation. He is married to Toni Mallott who teaches elementary grades in the Juneau School District. Together they have raised five children, the youngest of whom attends Juneau High School. Byron has received numerous awards and citations for his service including: Honorary Doctorate in the Humanities from the University of Alaska; Governor's Award for Service from the Alaska State Chamber of Commerce; and Citizen of the Year Award from the Alaska Federation of Natives.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

D. **Walter Hickel:** Born in Claflin, Kansas in 1919, Hickel came to Alaska in 1940 and worked as a bartender, carpenter, and developer. As the state's second governor from 1966 to 1969, he pushed to open Prudhoe Bay to oil development. He served as U.S. Secretary of the Interior from 1969 to 1970. In 1979, Governor Hickel and Alaska's first Governor, William A. Egan founded Commonwealth North, a public policy forum. During the 1980s, as a business leader, he founded Yukon Pacific Corporation which gained permission to export Alaska natural gas to Asia, which had to that time been prohibited. In 1990, he was again elected governor. In his second term he settled the Exxon Valdez lawsuits, pushed for establishment of community development quotas for fish caught in the North Pacific, and took the problem of by-catch fish waste to the 1992 Earth Summit in Rio, where he was the only governor asked to speak. He established the Northern Forum, a circumpolar association of northern regional governors. Today, Governor Hickel devotes much of his time to founding the Institute of the North at Alaska Pacific University to help teach people in Alaska and from around the globe about the obligations of ownership, as most of the world's resources are commonly owned. Hickel and his wife, Ermalee, have six sons and 16 grandchildren.

(Source: excerpted from <http://www.institutenorth.org/hickel.html>)

C15. What do these acronyms stand for any why are they important to Alaska?

A. **ANTHC** - The Alaska Native Tribal Health Consortium is a non-profit health organization owned and managed by Alaska Native tribal governments and their regional health organizations. The Consortium was created in 1997 to provide statewide Native health services.

B. **APOC** - The Alaska Public Offices Commission administers Alaska's disclosure statutes and publishes financial information regarding the activities of election campaigns, public officials, lobbyists and lobbyist employers.

C. **IRA** - The Indian Reorganization Act was legislation passed in 1934 in the United States in an attempt to secure new rights for Native Americans on reservations. Its main provisions were to restore to Native Americans management of their assets (mostly land); to prevent further depletion of reservation resources; to build a sound economic foundation for the people of the reservations; and to return to the Native Americans local self-government on a tribal basis. The objectives of the bill were vigorously pursued until the outbreak of World War II. Although the act is still in effect, many Native Americans question its supposed purpose of gradual assimilation; their opposition reflects their efforts to reduce federal condescension in the treatment of Native Americans and their cultures. (Source: <http://www.bartleby.com/65/in/IndianReo.html>)

QUIZ D

- D1. Who are Alaska's U.S. Senators and Representative?** Sen. Ted Stevens, Sen. Lisa Murkowski, Rep. Don Young
- D2. If the Governor vetoes a bill, he is required to explain why.** Yes, he must explain his objections.
- D3. How long must Alaskans reside in the state to legally vote?** 30 days
- D4. When can judges make decisions overturning laws?** Judges overturn laws (or parts of laws) that are in conflict with state or federal constitutions. (State judges interpret state constitutions and federal judges, the federal constitution)
- D5. Anchorage has a curfew for minors: 11 PM on weeknights and 1 AM on weekends and in the summer. If you wanted this law changed, who would you contact?** This is a municipal ordinance, so you could contact a member of the Anchorage Assembly, or the mayor. The assembly would have to act to change the law.
- D6. At what age are judges in Alaska required to retire?** In Alaska, judges must retire at age 70.
- D7. What year did Alaska become a state?** 1959
- D8. What two forms of local government are established in Alaska's constitution?** Boroughs and cities
- D9. What other types of local government exist in Alaska? (just give one example).** IRA governments, traditional (or tribal) councils, REAAs (school districts), Coastal Resource Service Areas
- D10. Who owns most of the land in Alaska?** The Federal government owns about 60 percent of Alaska's land.
- D11. How big was the FY2006 budget? (both operating and capital budgets, but not including spending for Permanent Fund inflation proofing or dividends)?** \$7 billion; for details, see the attached summary sheet on the budget from the state's Office of Management and Budget
- D12. What is a regional Native corporation?** A corporation established under ANCSA to receive and manage cash and land under the act and to operate for the common good of the Native shareholders.
- D13. Who can be a Native corporation shareholder?** Originally, an Alaska Native alive at the time that ANCSA was passed or their heirs after the original shareholder dies. Some corporations have also enrolled Alaska Natives born later as shareholders.

D14. Who are these famous Alaskans? (just a very brief description)

A. **Emil Notti:** Emil was born in 1933 in Koyukuk, an Athabaskan village where the Yukon and the Koyukuk rivers meet. He attended the Bureau of Indian Affairs school through the second grade. Emil left school to trap with his family for two years. He then entered the Ruby Territorial School in fifth grade and attended boarding school in Eklutna through the eighth grade. Emil was among the students in the first four-year graduating class from Mt. Edgecumbe boarding school in Sitka, Alaska. Emil, a Korean War veteran, served in the Navy for four years. He graduated from Northrup University in California with a Bachelor of Science degree. Shortly after receiving his degree, Emil returned to Alaska. After working a year for the FAA, Emil began his efforts to improve the welfare of Alaska Native people. He became involved with the Alaska land claims issue after working for the Deputy Commissioner of Health and Welfare on the Human Rights Commission. Concurrently, Emil was the President of the Cook Inlet Native Association. In his role as president, Emil sought to make Alaska Natives full participants in the new state by achieving a just land claims settlement, and improving education, health care, and economic opportunities. In 1966, Emil wrote a letter calling for a statewide meeting of Alaska Native associations and organizations. The letter was disseminated throughout the state in Howard Rock's newspaper, the Tundra Times. The meeting led to the formation of the Alaska Federation of Natives. Emil proceeded over the first meeting, and was voted the first AFN president. As president, he devoted his time to advocating the land claims issue throughout the United States. When AFN succeeded in achieving the Alaska Native Land Claims Settlement, Emil drew up the boundaries of what was to become the 12 Alaska State Regional Corporations using geographical, language, and cultural lines. Emil has spent the last ten years self-employed and recently completed a ten-year contract with AT&T. Emil is now a President Emeritus of AFN. He has an honorary Doctorate from Alaska Methodist University. Emil is married and has five sons and one daughter.

(Source: AFN web site <http://www.nativefederation.org/frames/people.html>)

B. **Ernest Gruening:** Ernest Gruening was territorial governor of Alaska in 1935-1953 and territorial senator in 1956-58. As governor, Gruening formed the Alaska Territorial Guard during WWII to alert the military of potential Japanese attacks from isolated areas like the Bering Sea. The guard was made up primarily of Alaska Natives from rural villages. As territorial senator, Gruening lobbied for Alaska statehood in Washington, D.C. and, following statehood, became a U.S. senator from 1958 to 1968.

(Source: Alaska Department of Commerce Community and Economic Development, at http://www.dced.state.ak.us/oed/student_info/learn/famousalaskans.htm)

C. **Molly Hootch:** Prior to 1976, many rural Native villages in Alaska lacked educational facilities beyond the 8th grade. Students who wished to attend high school were forced to fly long distances and live nine months of the year away from their homes. In 1972, a number of Native students joined together in a suit against the State of Alaska to provide high schools in over 100 Native villages. While the case is officially named Tibeluk v. Lind, for the Eskimo girl who joined the list of plaintiffs in 1975, it is commonly referred to as the Molly Hootch case for the student who headed the original list of plaintiffs. In 1976, the court ruled in the plaintiffs' favor and 126 villages were granted high schools. This case revolutionized education in Native Alaskan villages.

(Source: Alaska Department of Commerce Community and Economic Development, at http://www.dced.state.ak.us/oed/student_info/learn/famousalaskans.htm)

D15. What do these acronyms stand for and why are they important to Alaska?

A. **BLM** - The Bureau of Land Management, an agency within the U.S. Department of the Interior, administers about 85 million acres of Alaska's public lands.

B. **ICC** - The ICC (Inuit Circumpolar Conference) is an international organization which represents the Inuit people of the Arctic. The ICC is comprised of members from Alaska, Canada, Greenland, and Chukotka (Russia). ICC-Alaska, along with the other members, seeks to strengthen, protect, and develop Inuit rights and the circumpolar regions.

C. **NAGPRA** - The Native American Graves Protection and Repatriation Act is a Federal law passed in 1990. NAGPRA provides a process for museums and Federal agencies to return certain Native American cultural items -- human remains, funerary objects, sacred objects, and objects of cultural patrimony - to lineal descendants, culturally affiliated Indian tribes, and Native Hawaiian organizations.

D. **TAPS** - The Trans Alaska Pipeline System carries oil from North Slope production fields to the port of Valdez, where it is shipped on tankers to market.

APPENDIX D

Table of Quiz Responses: Quiz A

	% with Correct Answer	% with Incorrect Answer	% Left Blank
1 Current AK governor	75.8	22.7	1.5
2 Age for president	93.9	4.6	1.5
3 Maximum days for special session	30.3	65.2	4.5
4 Current Supreme Ct Justice	31.6	3	65.2
5a No felony convictions to serve on jury	37.9	60.6	1.5
5b AK resident to serve on jury	81.8	16.7	1.5
5c High school grad to serve on jury	78.8	19.7	1.5
5d Registered voter to serve on jury	50	48.5	1.5
5e 18 or older to serve on jury	87.9	10.6	1.5
5f US citizen to serve on jury	87.9	10.6	1.5
5g Seeing/hearing to serve on jury	66.7	31.8	1.5
5h Read/speak English to serve on jury	48.5	50	1.5
6 Year AK Constitution written	28.8	66.6	4.5
7 Center of govt pre-statehood	39.4	57.6	3
8 AK Const mandates saving 25% of what	18.2	77.2	4.5
9a State income taxes paid by HH	33.3	percent who indicated their household paid the specified tax	
9b State property taxes paid by HH	56.1		
9c State sales taxes paid by HH	10.6		
9d Other state taxes paid by HH	7.6		
10 Why Natives may hunt marine mammals	72.7	0	27.3
11 May Non-Natives hunt marine mammals	68.2	24.2	7.6
12 What ANCSA 17d2 is about	1.5	6.1	92.4
13A Who is Katie John	7.6	15.2	77.3
13B Who is Morris Thompson	3.0	4.5	92.4
13C Who is Jay Hammond	50.0	3.0	47.0
13D Who is Peter Kalifornsky	6.1	7.6	86.4
14A AFN is acronym for	39.4	3	57.5
14B ANILCA is acronym for	3	10.6	86.4
14C NPFMC is acronym for	3	1.5	95.5
14D ICWA is acronym for	7.6	0	92.5

Table of Quiz Responses: Quiz B

	% with Correct Answer	% with Incorrect Answer	% Left Blank
1 Residence of AK governor	67.2	31.4	1.5
2 AK House of Rep term	43.3	50.8	6
3 AK Senate term	53.7	44.8	1.5
4 Current AK Supreme Ct Justice	1.5	10.4	88.1
5 How Chief Justice selected	14.9	73.1	12
6 Countries nearest AK	94	4.5	1.5
7 Center of govt pre-territory	50.7	44.8	4.5
8 Year Permanent Fund established	32.8	65.6	1.5
9 How PFDs are calculated	14.9	47.8	37.3
10a Federal income taxes paid by HH	74.6	percent who indicated their household paid the specified tax	
10b Federal property taxes paid by HH	43.3	percent who indicated their household paid the specified tax	
10c Federal sales taxes paid by HH	7.5	percent who indicated their household paid the specified tax	
10d Other federal taxes paid by HH	11.9	percent who indicated their household paid the specified tax	
11 When AK Natives became US citizens	23.9	68.6	7.5
12 No of Federally recognized AK tribes	10.4	80.5	9
13A Who is Elizabeth Peratrovich	9.0	14.9	76.1
13B Who is Howard Rock	1.5	10.4	88.1
13C Who is Bob Bartlett	3.0	23.9	73.1
13D Who is Walter Soboleff	3.0	4.5	92.5
14A ANCSA is acronym for	17.9	11.9	70.2
14B ANWR is acronym for	55.2	10.4	34.3
14C IHS is acronym for	10.4	0	89.5
14D PFD is acronym for	73.1	1.5	25.4

Table of Quiz Responses: Quiz C

	% with Correct Answer	% with Incorrect Answer	% Left Blank
1 Voting age	84.9	15	0
2 Members in AK Senate	37	57.5	5.5
3 Members in AK House of Reps	45.2	50.7	4.1
4 T-shirt w/burning flag in public	75.3	21.9	2.7
5 T-shirt w/burning flag in school	42.5	54.8	2.7
6 Is flag burning allowed	43.8	54.8	1.4
7 AK controlled all land w/ statehood	65.8	27.4	6.8
8 Who can change dividend calculation	43.8	53.4	2.7
9a Local income tax paid by HH	31.5	percent who indicated their household paid the specified tax	
9b Local property tax paid by HH	82.2		
9c Local sales tax paid by HH	13.7		
9d Other local tax paid by HH	5.5		
10 State government revenue source	49.3	48	2.7
11 Size of Permanent Fund	39.7	56.2	4.1
12 Dec 18, 1971 significance	8.2	32.9	58.9
13 Indian reservations in AK	42.5	49.3	8.2
14 Who Wm Hensley is	2.7	4.1	93.2
15 Who Wm Egan is	11.0	26.0	63.0
16 Who Byron Mallott is	1.4	5.5	93.2
17 Who Walter Hickel is	41.1	4.1	57.5
18 ANTHC is acronym for	6.9	13.7	79.5
19 APOC is acronym for	4.1	12.3	83.6
20 IRA is acronym for	0	13.7	86.3

Table of Quiz Responses: Quiz D

	% with Correct Answer	% with Incorrect Answer	% Left Blank
1 Name Alaska's Congressional delegation	43.5	42.1	14.4
2 Governor must explain veto	30.4	66.7	2.9
3 Residency length to vote	18.8	75.3	5.7
4 When judges can overturn laws	20.3	31.9	2.9
5 Contact to change curfew law	62.3	34.7	2.9
6 Age judges must retire	4.3	91.3	4.3
7 AK statehood year	79.7	18.8	1.4
8 Forms of local govt from AK Const	21.7	59.5	18.8
9 Other types of local govt in AK	8.5	43.7	47.8
10 Owner of most AK land	65.2	31.8	2.8
11 Size of FY06 budget	46.4	37.6	15.9
12 Regional Native corp description	14.5	36.2	49.2
13 Who is Native corp shareholder	8.7	65.2	26.1
14A Who is Emil Notti	5.8	2.9	91.3
14B Who is Ernest Gruening	18.8	8.7	72.5
14C Who is Molly Hootch	11.6	2.9	85.5
15A BLM is acronym for	47.8	4.3	47.8
15B ICC is acronym for	8.7	4.3	86.9
15C NAGPRA is acronym for	2.8	2.9	94.2
15D TAPS is acronym for	7.2	2.9	89.8

APPENDIX E

SIX PROMISING PRACTICES FOR CIVIC EDUCATION

From *The Civic Mission of Schools* Report

1. **Provide instruction in government, history, law, and democracy.** Formal instruction in U.S. government, history, and democracy increases civic knowledge. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from politics.
2. **Incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives.** Conversations, however, should be carefully moderated so that students feel welcome to speak from a variety of perspectives. Teachers need support in broaching controversial issues in classrooms since they may risk criticism or sanctions if they do so.
3. **Have students apply what they learn** through performing community service that is linked to the formal curriculum and classroom instruction.
4. **Offer extracurricular activities** that provide opportunities for young people to get involved in their schools or communities, and ensure that everyone has the opportunity to participate.
5. **Encourage student participation in school governance.** A long tradition of research suggests that giving students more opportunities to participate in the management of their own classrooms and schools builds their civic skills and attitudes.
6. **Encourage students' participation in simulations of democratic processes and procedures.** Recent evidence indicates that simulations of voting, trials, legislative deliberation, and diplomacy in schools can lead to heightened political knowledge and interest. The data are not conclusive, but these approaches show promise and should be considered when developing programs and curriculum.

APPENDIX F

ADDITIONAL COMMENTS RECEIVED

Robert C. Beau Bassett,
Master Trainer
Points of Light Foundation
Friends of Alaska PYLI
Alaskayouthasresources@alaska.net
907-561-6630

Recommendations for advancing civic learning:

1. Include all Civic Stakeholders; especially diverse young people and marginalized groups;
2. Create a Clear, Shared Vision of Civic Education Strategy & Delivery;
3. Identify All Current Exemplary Civic Education Programs & Resources in Alaska which support the Civic Mission of Schools;
4. Put Emphasis on Youth Civic ++Skill Development & Youth ++Civic Actions; (See Components of a Common Education for Citizenship in A Democracy as described by John J. Patrick -2003); Students/youth want relevant experienced based learning...actually doing/participating...we need to greatly increase community based service-learning and participatory civic activities for young people;
5. Examine Exemplary Civic Education Programs & Strategies for Effective Delivery in other States; (North Carolina - Codified Civic Literacy in 2003/ UNC School of Government Runs Statewide Civic Education Consortium & website with available grade specific curriculum and programs); Maine is a lead state for Civic Mission of Schools (Dept. of Ed hosts statewide Website with state and national resources for teachers, parents, youth, community members);
6. Reduce Siloing efforts and Connect All Civic Education Initiatives In Community & In Schools (align with School Business Partnerships);
7. Create a Lead Consortium Organization possibly at UAA incorporating university student learning such as North Carolina has in its UNC School of Government ;
8. Make sure Alaska Civic Education Strategy focuses on the 40-50 % of youth dropping out of Schools and those least likely to be civically involved because of income, class, race;
9. Align Alaska Civic Education Strategy with important stakeholders which share interest in developing civic health including Alaska Community Foundation, Alaska State Community Service Commission, Alaska Faith & Community Based Initiative, United Way Of Anchorage, UAA Political Science Department and other Departments, APU, Adult Civic Clubs (Elks, Moose, Lions, Kiwanis, Rotary, etc.), Alaska Association of School Administrators; NEA/AEA;
10. Connect to important National Community Civic Programs for Youth i.e. Prudential's Spirit of Community Initiative Encouraging Youth Volunteerism (see North Carolina);
11. Connect Civic Education Strategy to Youth Organization Clearinghouses (Anchorage Promise, Communities In Schools, Anchorage Youth Development Coalition);
12. Integrate Civic Education, Service-Learning, Character Education, Youth Leadership Development, Citizenship Education, Law-Related Education, etc. and provide single point of web access;
13. Create Small Grant Program to support school & community based Civic Education innovations (see North Carolina);

14. Promote Service-Learning in all schools and community based organizations and provide resource support via web access;
15. Promote & Coordinate Youth Leadership Development for all youth of middle, high school and university age and provide support with web access;
16. Promote & Coordinate Youth Volunteerism for students of all ages and support with web access;
17. Promote Youth Active Participation In Government; Local (MOA, public & private Boards, community councils, etc) and State); internships, and support with web access;
18. Promote Youth in Philanthropy and support with web access;
19. Promote Youth/Student Recognition for Service & Citizenship and support with web access to awards;
20. Promote Youth Scholarships for Civic Contributions and support with web access;
21. Conduct Yearly Youth Forum for Civic Action, Citizenship & Volunteer Service and Issue a Report on best and promising practices in Alaska;



Acknowledgments

We are very grateful to the following organizations and individuals for their participation in the Civic Learning Policy Roundtable at UAA on September 22, 2006. Their ideas, enthusiasm and generous support were invaluable to the completion of the ACLA project and the recommendations contained in this report. ---The ACLA Project Directors

Chief Justice Dana Fabe
Alaska Supreme Court
Fran Ulmer, Director
UAA Institute of Social & Economic Research
Lt. Governor Loren Leman
Rachel Cramer, Lt. Governor's Office
Chancellor Elaine Maimon
University of Alaska Anchorage
UAA Strategic Opportunities Fund
John Dede, UAA
Office of Community Partnerships
Beverly Pfluger, UAA
Center for Community Engagement & Learning
Professor Diane Kozak, UAA
Student Leadership Coordinator
Krista Scully
Alaska Bar Association
Suellen Appellof
Alaska PTA
Nancy Andes, UAA Community Engagement
Madison Alger, UAA Student

Jane Angvik, Angvik & Associates
Bri Bales, UAA Student
Rick Barrier, Commonwealth North
Robert "Beau" Bassett, Points of Light Foundation
Mary Bristol, U.S. Cong. Conf. on Civic Education
Barbara Brown, Leadership Anchorage
Sen. Con Bunde, Alaska Legislature
Daniel Campbell, UAA Student
Polly Carr, AYE/NWF
Pam Collins, Goldenview Middle School
Memry Dahl, First Alaskans Institute
Sen. Bettye Davis, Alaska Legislature
Provost Michael Driscoll, UAA
Bill Evans, Anchorage Chamber of Commerce
Vic Fischer, ISER
Eileen Foley, Service High School
Rep. Berta Gardner, Alaska Legislature
Gerald Gates, APU Dept of Education
Carol Heyman, Chugach Electric Assn
Joe Garoutte, Alaska Native Justice Center
Michelle Lekanof, UAA Student

Barbara Jones, AkBA LRE Committee
Becky Judd, State of Alaska
Monica Kane, UAA Provost's Office
Prof. Pamela Kelley, UAA Justice Center
Mary Kearns, Alaska Div. of Juvenile Justice
Dr. Greg Kimura, Alaska Humanities Forum
Lari Marby, CED
Jonathan Minton, Alaska Bar Association
Denise Morris, Alaska Native Justice Center
Matt Nevala, Anchorage Daily News
Margaret Newman, Alaska Court System
Prof. Paul Ongtooguk, UAA College of Education
Pamela Orme, West High School
Mara Rabinowitz, Anchorage Mayor's Office
Don Shackelford, Avant-Garde Learning Foundn.
Victoria Shaver, Anch Youth Development Coaln.
Michael Votava, UAA Residence Life
Carol Waters, AK Assn of Student Govts
Alyssa Wehrli, UAA Student
Lynn Koshiyama, CAFÉ
Barbara Jones, AK Bar Assn LRE Committee





Democracy doesn't happen on its own. Democracy is learned. Our nation's schools have the opportunity--and the responsibility--to prepare the next generation of Americans for citizenship.

--Campaign for the Civic Mission of Schools

