From Civic Education to a Civic Learning Ecosystem:

A Landscape Analysis and Case for Collaboration

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Executive Summary

Near the end of 2018 a group of foundations, led by the Hewlett Foundation and including the Koch Foundation, launched a project to study the current state of civic education in America. The goal was to provide a comprehensive overview of the civic education space to understand how the work of funders, policymakers, educators, researchers, and nonprofit organizations comes together and interacts to produce our current system of civic education. There is a broad consensus that we need to fundamentally rethink and enrich the ways we prepare young people to be successful citizens in a democracy, but until those of us who work in this space have a clearer understanding of the contours of the space and a way to talk about our goals and concerns using a shared vocabulary, systemic change is unlikely. In order to decide what needs to be done, how it should be done, and how to assess our progress along the way, we first need to bring leaders together around a common understanding of the challenges before us.

Our team reviewed leading research on civic education and social and emotional learning in schools and colleges; looked at civic education policies in all 50 states; attended conferences on civic education and/or democracy building; and also interviewed more than 100 experts who are engaged in civic education. Recognizing that private philanthropy is key to catalyze and sustain the work in this space, we invited more than 40 foundations to participate in a two-day session in September in Washington, D.C. These foundations represent a very diverse group—ideologically broad, geographically dispersed institutions, with interests in different content areas that overlap with this paper's definition of civic learning. At this meeting the group discussed our preliminary findings and recommendations and identified areas of potential collaboration to build and sustain a field of civic learning.

This paper— which expresses the findings of the authors, Red & Blue Works—seeks to spark enthusiasm and engagement among funders who are interested in revitalizing our system of civic education. It provides a framework for conceptualizing and discussing shared goals and urges funders, educators, researchers and the general public to develop a new, more robust conception of civic learning that goes well beyond the high school Civics class. This paper is part of a larger project to capture the state of the field, to identify pressing needs, and to launch collaborative efforts to improve, expand and energize civic learning in our country.

Here is a snapshot of what we learned:

There is far more agreement about the ultimate aims of civic education than any of us imagined. Almost everyone we interviewed believes that an ideal system of civc education should be designed to produce **citizens who are well-informed, productively engaged in working for the common good and hopeful about our democracy.** We may not all use exactly the same terms, but most people agree that there is plenty of common ground from which to move forward.

Everyone we talked to agrees that we need to fundamentally reimagine the way we prepare young people to be full-fledged citizens. **We need to think beyond the high school Civics class to imagine a lifetime of civic learning and practice.** Civic learning includes practicing civic skills and developing civic dispositions as well as acquiring knowledge about our history and public institutions.

To develop and implement a new and improved system of civic learning we will first need to build a field of civic learning. We have just barely begun the process of rethinking civic education, and still need to develop a common identity for the field, a common body of research to inform best practices for this new field, and a whole infrastructure to support and fund all of these efforts.

Field building will require a lot of time, money and patience. Building a field to create and support an exemplary system of civic learning will require strategic, long-term action from countless individuals and organizations. **Collaboration will not always be easy, but it is the only way forward.** The challenge is too great and too multifaceted for any single

organization. Moreover, in our politically polarized world, it is essential that this be cross-partisan work, designed to encourage understanding and trust.

This will be a long journey, but we are already underway. This project has proposed immediate next steps, including convening working groups to draft plans to catalyze action in four key areas: developing and communicating a common identity, expanding research and developing useful measurement tools, figuring out how to scale up successful civic learning programs, and planning a small number of pilot projects to implement a comprehensive civic learning approach.

Like any problem involving humans, this one is complex. It will require cooperation and patience from all of us. And, it will require significant and sustained resources. But there is good reason to believe that it can be solved. This paper is an invitation to understand the problem and to bring people together.

Introduction to the civic education project

Near the end of 2018 a group of foundations, led by the Hewlett Foundation and including the Koch Foundation, launched a project to study the current state of civic education in America. Concerned about the state of civic knowledge and political practice in our country, these foundations wanted to invest more in civic education, but were unsure which investments would have the greatest impact. They felt they needed a deeper understanding of the rapidly evolving civic education landscape in America. They charged nonprofit leader Rajiv Vinnakota with the task of researching how and what young people are learning about our country's history, political institutions, civil society and civic practice. The Civic Education Funders Workshop held in Washington, D.C. on September 24–25, 2019[1] and this white paper are the first products of this year-long study.

This project was not intended to produce specific funding recommendations. Instead, the goal was to provide the kind of comprehensive overview of the civic education space to understand how the work of funders, policymakers, educators, researchers, and nonprofit organizations comes together and interacts to produce our current system of civic education. The sheer number of people involved in this work from so many perspectives and at so many levels makes it difficult to mark the boundaries of a "field of civic education." Thus, one of the most important tasks of this project has been to capture the range of work being done and to build a framework for understanding how all this work contributes to a shared larger goal.

To this end, our team reviewed leading research on civic education and social and emotional learning in schools and colleges; looked at civic education policies in all 50 states; attended conferences on civic education and/or democracy building; and also interviewed more than 100 experts who are engaged in civic education, including practitioners, policymakers, researchers, funders, and thinkers from across the country. This document presents a synthesis of all of this research.

The ultimate goal of the project itself is to bring people together around a shared set of goals and to develop a shared vocabulary and understanding of the multidimensional and interdependent efforts necessary to improve civic learning for future generations. There is a broad consensus that we need to fundamentally rethink and enrich the ways we prepare young people to be successful citizens in a democracy, but until those of us who work in this space have a clearer understanding of the contours of the space and a way to talk about our goals and concerns using a shared vocabulary, systemic change is unlikely. In order to decide what needs to be done, how it should be done, and how to assess our progress along the way, we first need to bring leaders together around a common understanding of the challenges before us.

Like any problem involving humans, this one is complex. It will require cooperation and patience from all of us. But there is good reason to believe that it can be solved. This paper is an invitation to understand the problem, and to bring people together.

Section I of this paper synthesizes the key findings of our research and interviews and makes the case for a broader conception of civic education, which we propose be called **civic learning**. Section II maps the current space in a number of ways. Section III provides an overview of what would be required if we wish to develop this space into a true field of civic learning. Section IV highlights some foreseeable challenges down the road. Section V presents output from the September Funders' Workshop as a direction for moving forward. We conclude with some thoughts on how philanthropists should approach this undertaking together.

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[1] The Civic Education Funders Workshop invited 70+ foundations to participate in a two-day session that shared the initial findings from this project and sought to identify potential areas of collaboration. More than 40 foundations attended, comprising a very diverse group of institutions—ideologically broad, geographically dispersed, with interests in different content areas that overlapped with the definition of civic learning in this paper. For more information about the output, please see Section VI.

I. *Rethinking civic education*

Given the extremity of polarization in our country today, it was surprising to discover how much consensus there is among people in the civic education space about the challenges we face and what our ultimate goals should be. Across hundreds of disparate organizations, there is an almost uniform consensus that our current system of civic education needs to be reimagined and rebuilt for the 21st century. There is a broad concern that our current patchwork system of high school classes, after-school programs, and online platforms is failing to produce enough young people who are **well-informed, productively engaged in, and hopeful about our democracy.**

While the words people use to describe the existing challenges and exactly what they hope to achieve vary, these three ideas are central. Almost everyone we interviewed believes that a new, improved system of civic education should be designed to produce citizens who are **well-informed** (i.e., they have a nuanced understanding of our history, government, civil society institutions and current affairs); **productively engaged in working for the common good** (i.e., they are active in their communities and able to work with all kinds of people without fear or contempt to craft solutions to their common problems); and **hopeful about our democracy** (i.e., they love their country for the lofty ideals it espouses, namely liberty and justice for all, while recognizing that we have often struggled to live up to those ideals).

These three goals align rather neatly with the first three of the four dimensions of civic learning and expression described by Dr. Danielle Allen of Harvard University as part of her *Democratic Knowledge Project*. They are as follows:

- **Civic knowledge:** an understanding of government structure, government processes, relevant social studies knowledge and concepts, and American history and political thought in a global context.
- **Civic skills:** competencies in the use of one's voice, including basic writing, speaking, and listening skills and skills of research, investigation, and critical thinking; competencies in the use of practices of democratic coordination, political institutions, and media literacy.
- **Civic dispositions:** attitudes important in a democracy, such as a sense of civic duty, sense of efficacy, concern for the welfare of others, and commitment to trustworthiness and bridge-building.
- **Civic capacities:** access to networks, opportunities to participate, and other forms of social capital that promote civic agency.

The fourth dimension, civic capacities, while a critical consideration in any discussion about how to prepare the next generation of citizens, has more to do with larger societal problems such as poverty, racism, and social isolation, and thus lies outside the scope of this project. In theory, improvements in civic education should produce a society that values equal and meaningful civic engagement for all people thereby improving civic capacities, but for the purposes of this work, we will focus on the first three dimensions of civic learning: how to develop civic knowledge, skills, and dispositions in young people.

The broad consensus about the ultimate goals of civic education is strongest in the area of **civic knowledge**. Traditional high school civics and American history classes have identified a body of facts and concepts that all Americans should know, and while people may differ about what exactly should be included in that body of facts and concepts, they generally understand the term "civic knowledge." In fact, when people hear the term "civic education," they generally think of civic knowledge: the three branches of government, the Bill of Rights, the names of their representatives in Congress, and so on.

There is a less clear consensus around the concept of **productive engagement** and the **skills** and **dispositions** that allow people to be productively engaged in their communities. Knowledge about our political institutions is of little practical

value to people who lack the social and emotional skills to interact productively with their neighbors. This is common sense, but these skills are rarely identified explicitly as "**civic skills**." Many people fail to associate acquiring and practicing skills like active listening, negotiating, critical thinking, and compromising with civic education. Similarly, citizens who lack a sense of personal agency or belonging to their community are unlikely to become productively engaged in that community. Still, many people who work in the critical areas of social and emotional learning, as well as leadership development, youth advocacy, and youth organizing—those who seek to instill "**civic dispositions**" (i.e., a sense of agency and responsibility for the larger community) in young people—do not think of themselves as civic educators per se.

In the broadest sense groups working in these fields are all trying to help young people develop the skills and dispositions they need to work together across difference towards a mutually agreed-upon common good. This is the heart of civic activity, but because different kinds of organizations use different vocabulary, focus on different communities, and emphasize different facets of this work, they do not always recognize the essential similarities of their efforts. As there is no consensus about what constitutes "**productive civic engagement**" and what skills and dispositions are needed for such engagement, it is difficult to talk about, let alone improve.

The most difficult aspect of our current conversation about reforming civic education is, ironically, how people in the space feel about words like **citizenship** and **patriotism**. Partisan divisions are immediately apparent when people hear these words. People on the right usually react with pride, associating citizenship with liberty and duty and patriotism with love of one's homeland and its most noble ideals. People on the left usually react negatively, associating citizenship primarily with our current controversy about immigration and race and our country's history of denying basic civil and civic rights to huge portions of our populace. They often conflate patriotism with nationalism.[2]

Controversy over these terms raised important questions about where to bring issues of equity—racial, economic and gender—into the conversation. Concerns about power, social capital, access to the ballot box and a voice in our political system were raised by people who wanted us to face historical inequities and not to paper over these issues in our national narrative. These are the some of the most difficult, divisive issues that we face as a country, and they are inextricably bound up in words like citizen and patriotism. Such powerful reactions to particular words make conversations about the image of America that will be implicit in our new, improved system of civic education rather difficult. Should we emphasize our exceptional democratic traditions as a way to instill love and pride in our citizens, or should we emphasize the countless ways our system fails to live up to our democratic ideals in order to spur the next generation to work for a more just society? There can be no definitive answer to this question of patriotic fervor versus social justice zeal, as it is ultimately a question of how each of us sees our country and what motivates us to do this work.

As we expected, a discussion of words like "patriotic" and whether to use it in our definition of the ultimate goal of civic education at the Funders Workshop revealed the diverse ideological perspectives present in the room. A number of people expressed discomfort with particular words, while many expressed a general level of comfort with our definition. Because it is often difficult in such settings to discuss sensitive topics openly, we had participants share their sentiments anonymously and then projected those responses up on the screens at the front of the hall. The responses scrolled up the screen at a moderate pace, quickly enough to provide an overview but not so long as to dwell on any single response. This allowed people to "hear" the disparate voices in the room and situate their own worldview within the space in an anonymous way. As we work through the process of co-creating a shared identity for those who work on and fund civic learning in our country, we should think about how we can use technology like this to lift up all perspectives and defuse potentially divisive arguments.

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2 Our definition of patriotism is to Eric Liu's conception, which he explained in his video essay on CBS News September 1, 2019. "A century-and-a-half ago, a German immigrant named Carl Schurz put it well. Schurz was one of the young reformers who tried to bring democracy to Germany in 1848, failed, then fled to America. He became an anti-slavery activist in Missouri, a Union general in the Civil War, then a U.S. Senator in an age of jingoism and nativism, when demagogues were shouting, 'My country, right or wrong!' Schurz said that true patriotism isn't 'my country, right or wrong.' It's 'my country – if right, to be kept right; if wrong, to be set right.' In other words, not blind faith, but constant responsibility – to reform, to dissent, to make sure we're living up to our creed."

Here are screen shots from this display.

Fortunately, the group agreed that we do not need unanimous agreement about words like "patriotic" or "common good" to rethink civic education. We need only a willingness to engage in the process of co-creating a new consensus about the history, ideals, and customs that unite this diverse body of 320 million people and allow us to work together to solve our common problems.

Effective programs to produce well-informed, productively engaged, and patriotic citizens will necessarily be tailored to suit the communities and students involved. The process of figuring out exactly what these approaches will look like should, as much as possible, be left up to local experts. As long as we have shared standards of practice, and we all keep in mind that unifying Americans around common ideals and aspirations (i.e., shared goals) is a fundamental function of civic education, the content and methods of these programs can (even should) differ somewhat.

Under Patriotic there was a concern in our group to define it as "love of country" so we propose an alternative — "They love the lofty ideals upon which the country was founded."

General agreement. Some quibbling with individual terms "their country". And in the knowledge bucket- from whose viewpoint (whose history, etc)

Change "w-I" to Demonstrate knowledge of" and add "civic change making" Add demonstrated desire and efforts to improve country to definition of patriotism.

Words like "patriotic" and "love of country for the lofty ideals upon which it was founded" border on nationalism. We need to have "common democratic understanding" rather than "patriotic" and ensure that we are teaching an unvarnished view history

I think the word patriotic they way you have defined it is gaslighting and protecting white fragility. This country was founded on patriarchy and racism. This is not an ideal I support.

Debate re: "patriotic" and "common good". Acknowledge they're open to interpretation + are good sentiments, but are potentially loaded. Could be a barrier to entry for some people, on the other hand, provide opportunity to

concern about lack of discussion of "power" - in a small, specific ways (e.g. teacher/student) but also larger more societal l(e.g. race, marginalized groups etc)

Consider adding duty to criticize our country when needed to hold it to account as part of definition of patriotism.
Broaden knowledge of "our" history to include understanding of world history and events in an increasingly global world.

I do not agree with eldefinition of patriotic although i belive it to be important to this comversation

"Well-informed" may need to be a prerequisite to the other two. Another prerequisite—you can't move forward with civic engagement without mutual acknowledgment of others and their humanity and rights.

1) more clarity around the terms "common problems" - both hyper local problems and national problems. We need to dig in to this term to design
2) where is the room in these standards for local/state differentiation

Tighter definition of common good. The spirit of the idea of idea is support, but it's hard to know exactly what it means. How do you know if the work is towards the common good or not?

- Productively engaged in *defining* the common good, not just working toward it
- *Love* of country may not be the right word. Other words might be: Respect, Reverence?

Patriotic seems polarizing - Idea of being an American is not as a birthright but something else- may be different word to capture love of country, making it a better place. Common ground around common good is critical. Nuanced, not deep understa

Well informed and productively engaged are good; patriotic does not quite capture the paragraph below in the aspect of continuing to realize freedoms and values , being in process, patriotically working to realize American freedoms and values for al

We were ok with the first two, bout the third, "patriotic", caused a great deal of pause. The word is polarizing. Perhaps "love of country" might work. Last parenthetical under patriotism, ie while recognizing..." feels like a throw away v central.

Well informed too passive demonstrate knowledge about creating social change
Productively engaged, no cross pollination of limited

Even though people in the civic learning space have differing ideas about what new approaches to civic education should look like, they overwhelmingly agree that much has to change about how we as a society prioritize civic education in the first place. There is a sense that for several decades now, our society and our education policies have been focused more on preparing young people for the rapidly changing job market than on preparing them to be productive citizens in a democracy. Intense focus on basic reading and math skills and science education has come at the expense of social studies and social and emotional learning. Civics classes have been cut to such a degree that now 85 percent of students get only 1 semester of civics education over their 13 years of schooling; the remaining 15 percent get even less. As is the case generally with education in America, low-income and students of color tend to receive less and lower-quality civic education.

Meanwhile, our society is becoming more diverse, more polarized, and more individualistic all the time—all changes that make instilling concern for the common good, or even agreeing about the existence of a common good, more challenging. The most disruptive social transformation, of course, has been the digital revolution. Young people today spend a staggering portion of their day online. According to Common Sense Media, the average teen spends 9 hours a day online. This means that the bulk of their learning—not just consuming information but making sense of that information—now takes place online. In the absence of a robust school curriculum designed to provide young people with an accurate, nuanced understanding of our history and government, iGen has been left to glean their understanding of our country from unfiltered online sources.

Given the amount of time young people spend online, it is troubling how little we know about the kinds of civic learning—both positive and negative—that happen there. While there has been intense interest in online civics education, there has been precious little attention paid to understanding the effects of social media and the impact of platforms like YouTube on young

people's civic skills and dispositions. Online providers collect enormous amounts of data about their users; we should think about putting it to good use.

Young people's addiction to their screens goes hand in hand with a decrease in unstructured playtime and falling rates of participation in out-of-school activities like Girl and Boy Scouts, community service clubs, or youth groups. As a result of these two trends, young people now spend much less time personally interacting with their peers, both with and without adult guidance. Furthermore, Americans' tendency to sort themselves into ideologically and socioeconomically uniform communities means that many young people never meet people whose world views and experiences differ markedly from their own. What opportunities do these young people have to practice fundamental civic skills like listening and cooperating across difference?

Observations like these have led many working in the civic education space to call for a broad redefinition of civic education—one that recognizes that preparing a young person to be a successful citizen in our democratic society requires a long-term, multidimensional approach, and one that includes not only transmitting civic knowledge, but also practicing civic skills and encouraging civic dispositions. This process might be better described as **civic learning**. The process of civic learning, in the sense of understanding how to cooperate with and respect others in our communities, begins in early childhood and continues throughout our lifetimes. A comprehensive school curriculum of civic learning would begin in the early grades and continue through high school and post-secondary school. It would include both high-quality, engaging content and opportunities to practice civic skills and develop civic dispositions.

Classroom learning will certainly form the backbone of this system, but a comprehensive system of **civic learning** must not be limited to the classroom. Many point out that schools serve as young people's first communities in which to practice being citizens. Ensuring equitable, empowering environments in schools is thus critical. More civic learning takes place after school, on the sports field, at summer camp, and, of course, at home. All adults who work with young people need to think carefully about their influence on future generations of citizens.

To provide a visual representation of how many of our fundamental assumptions about civic education need to change, we have created the following table.

	FROM... Civic Education	TO... Civic Learning
What is learned	Civics	Civic knowledge, skills, and dispositions
What is learned	How government works	How people act together as citizens: government, history, and democratic theory How we relate: social/emotional learning and character development What we care about and want to change: engagement/action
Where it is learned	The classroom	Everywhere and all the time
Who learns	High school students	Mainly students ages 5–22 (although the process begins earlier and continues for our entire lives)
How learning is measured	Minimal accountability or measurement (AP tests, NAEP, Citizenship Test)	Measurement of students' knowledge of our history and political system, productive engagement in their communities, and faith in the democratic process; also, assessment of healthy, vibrant, and responsive classrooms and engaging school climate that mirror the civic culture we want to build
How learning is measured	No shared definition of what should be learned (i.e., standards)	Shared definition and standards that allow localities to tailor programs and assessments to local needs and expectations
Who is responsible for teaching	High school civics teachers	Family, school and community, as a shared responsibility

II. *Many ways to map the space*

Mapping the current civic learning landscape in America is an enormous undertaking for many reasons. First, the quality and extent of civic learning taking place in a given community depends upon a kaleidoscope of conditions, including (but not limited to) state and district policies, school curricula, civic philanthropy, nonprofit and community organizations, and the general civic health of the community in question. Each state, city, and even neighborhood has its own particular civic ecosystem—so much so that a general description of the state of civic learning in our country (beyond the basic observation that it bears improving) is of little value. Second, the space is extremely dynamic; new laws and policies are being passed and new players are popping up all the time. Third, our information about critical aspects of the work is limited, particularly when it comes to capturing the scope and assessing the impact of countless local programs, or the amount of money various funders are investing in different dimensions of civic learning.

Despite these difficulties, we believe that the work of mapping is vital. Even imperfect models provide conceptual understanding and practical information about the space. They also help those who want to improve civic learning visualize both the big picture and how the specific details fit into that whole. Therefore, we have gone well beyond the traditional, static, two-dimensional map and created a number of different representations of different dimensions of the space. Several of these exist online as wiki pages and are thus able to be expanded and updated as needed.

The Civic Learning Systems Map

Setting out to map the civic learning space in America, we surveyed experts in the field of civic education to find out what other maps were out there. The most recent mapping project was led by Peter Levine, Louise Dubé and Sarah Shugars, and was presented at the January 2019 convening on Civic Measurement.[3] The joint Tufts University/CivXNow Coalition team surveyed over 7,000 people, teachers, students, parents, youth development leaders, policymakers, elected officials, and others about the proper goals of and various factors shaping civic education. This initial survey produced an enormous body of insights and wisdom. A follow-up survey asked respondents to evaluate the interconnectedness of the numerous factors that affect civic education in America.

The results of this survey were used to construct a CivXNow systems map that showed 14 major interconnected clusters of activities and conditions with 35 connections among them. A more detailed map includes 75 nodes and 1,021 connections. On the map, the circles or nodes represent circumstances that we should work to accomplish, or goals. An arrow connects two circles if improving the first would help improve the second.

The CivXNow/CIRCLE map provided an excellent starting point to understand the interdependent web of policies, practitioners, curricula, and community values and practices that shape civic education. We built upon this work by expanding the space it represented to take into account our broader conception of civic learning. After a number of conversations with researchers and practitioners in the K–12 and higher education spaces, we updated the original clusters and similarly included with hundreds of levers that provide details about each circle in the system. The 13 clusters represent the ideal scenarios that make up a healthy civic learning landscape:

1. Society values civic engagement.

2. Local engagement supports healthy civic life.

3. National engagement supports healthy civic life.

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3 Peter Levine, Louise Dubé, and Sarah Shugars, "Civic Education Systems Map," Medford, MA: Jonathan M. Tisch College of Civic Life/CivXNow Coalition, 2018.

4. Civic engagement is a key component of higher education systems' institutional identities.

5. Higher education systems stress importance of and encourage civic engagement or dialogue between students, faculty, leadership, and external communities.

6. Digital civic life can be engaged with and consumed critically.

7. Civic classes are age-appropriate, inclusive and high quality.

8. Civic learning is a school-wide priority that is measured and holds schools accountable.

9. School culture models the themes and motifs of an effective civic society.

10. Teachers are well prepared to teach civics (in specific) and support civic learning (in general).

11. Civic learning extends beyond the school into participatory and real-world experiences.

12. Non-school programs and supports exist to develop agency for all youth.

13. Youth have access/ability to non-school programs and supports.

These were then grouped into five super-clusters of civic learning based on where that learning takes place: **K–12**, **out-of-school**, **digital**, **higher education**, and within **families and community**.

More details about the development of the map, the major clusters and nodes, and the key impact levers, are provided in Appendix B, with an online version available for further analysis at rbw.civic-learning.org/

A number of important insights emerged from the process of creating our systems map. We would like to highlight two here. First, it shows the importance of broad societal support for civic education and engagement. If our society does not prioritize civic learning, then schools will not prioritize it either. Second, the sheer number of nodes in the system reflects the many potential levers for change within each cluster. There are a lot of ways to enhance civic learning and practice in our country.
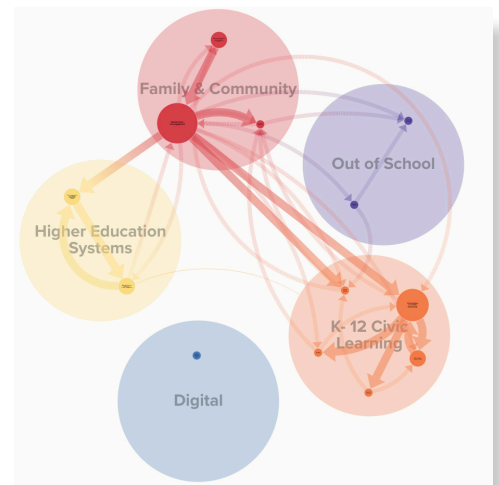
We then tried to parse how each of these clusters affects the other clusters in the system using input from leading practitioners, researchers, and policymakers, but we soon had too many connections to show in a single image. Since determining if and how strongly various factors influence other factors is ultimately subjective, we eventually abandoned our efforts to quantify the interdependence of all the various nodes and clusters beyond what are the high-level connections in the map online.

The Civic Learning Ecosystem

In the end, we decided to imagine the civic learning space as a biological ecosystem. We displayed this image at the Funders Workshop as a metaphorical map of the Civic Learning ecosystem.

When we look at this image, the first thing we see is a giant tree labeled SCHOOL. In much the same way, the first thing people think about when they think about the civic learning space is K–12 schools. It is the most obvious place where civic learning takes place and thus attracts the most attention and funding. Looking more closely, though, we notice the basket of apples labeled AFTERSCHOOL and in the distance, another grove of trees labeled HIGHER

EDUCATION. These are two other spaces where important civic learning takes place, but they receive far less attention and funding. Covering the ground of this metaphoric ecosystem is grass, labeled FAMILIES AND COMMUNITY. Like the countless blades of grass in the field, countless interactions in our homes and communities contribute mightily to civic learning ecosystem, but they are often taken for granted or overlooked. Finally, in the upper right-hand corner we see the sun labeled ONLINE. The point here is that the online space affects our ecosystem like the sun. It pervades all these other spaces in ways we cannot always see or appreciate.

We had a bit of fun at the Funders Workshop pushing this metaphor about as far as it would go. We imagined that this image represented a single ecosystem and that there were numerous other ecosystems connected to this one, like an aspen grove that shares a root system. One creative participant suggested that we add a river, labeled FUNDING, to the image to make the point that the whole ecosystem relies on sufficient water, or funding. We have added the river to our ecosystem.
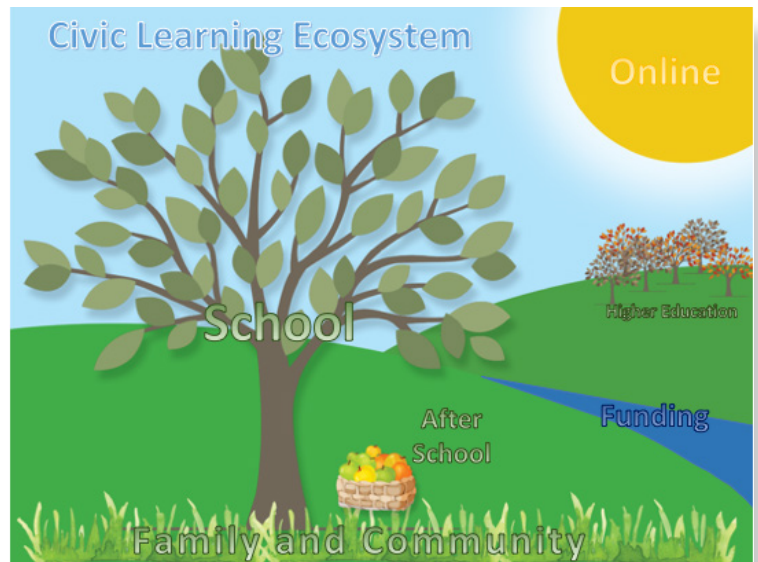
Feeling we had taken the metaphor and the systems map concept about as far as was useful, we turned to more traditional ways of conveying important information about the civic learning space. In many cases, there was no single place to go to find basic information about key aspects of the space. Who are the most significant players? What states mandate civic education and how? What do scientists know about how young people learn to become good citizens and what approaches work best? Who is funding ongoing work and to what extent? In order to help interested people find the answers to these questions in one easy-to-use format, we built four databases that contain information about four critical dimensions of the space: practitioners, research base, public policy and funders.

The Civic Learning **Practitioners Database,** the Civic Learning **Research Database**, and the Civic Learning **Public Policy Database** are searchable, sortable, open-source assets that can be accessed, corrected, and updated online. Overviews of all three documents can be found below. Because of concerns about privacy, we decided not to make an open-source database about funders. Instead, we compiled a list that includes basic information about what sort of projects the funders fund and to what extent.

Our hope is that these documents will develop with time. In an ideal world, a foundation would provide the modest funding needed to support the administration and curation of these databases to an organization with that capacity.

The Civic Learning Practitioners Database

Realizing that there was no complete list of the numerous organizations working in the space or basic information about the work each group was doing, our team compiled that information into a searchable, open-source database. Presently, it lists 244 organizations that focus on or do significant work in this area. Although we have done our best to include as many organizations as possible, there was no way to include all the organizations that contribute vitally to civic learning across our country. There are simply too many. Arguably, every Girl Scout troop, Little League team, and youth group in America provides opportunities for civic learning and practice, but a database offering that level of detail was simply beyond our scope. We thus made the decision to exclude several whole categories of organizations from the database. We wish to highlight them here.

There are innumerable local religious and service organizations in every town in America, from churches to synagogues to mosques, from Rotary Clubs to the YMCA/YWCA, that provide opportunities for young people to practice civic skills and engage in their communities. There are simply too many local congregations/chapters of these national or international organizations to include each of them separately. We have left out individual religious institutions, not because we discount the significant civic learning and engagement they foster, but with the rationale that their primary mission is not civic learning. In the case of service organizations, we have listed the national organizations and an estimate of the number of young people they serve where such information was available.

Equally difficult to capture and fit into this database are all the educational institutions in our country. Every school, from preschool to graduate school, seeks to prepare Americans to be productive, well-informed and hopeful citizens of our democracy. This includes educational and/or charter management organizations that have civic learning as one of their core missions. Again, we have left them out of the database because they are too numerous and their missions extend well beyond civic learning. We wish to emphasize that we appreciate the work they do and the examples they set for many other educational institutions.

The 244 organizations listed in this database were identified through online searches and conversations we have had with people in the field over the last nine months. The simple view available in the appendix has an alphabetical listing by cluster, but the spreadsheet can be sorted by a number of fields: according to the clusters and superclusters laid out in the systems map (K–12, afterschool, postsecondary, online, etc.), according to their geographic areas of operation or number of students served, etc. We have also attempted to capture which of the ten promising practices promoted by *The Republic is (Still) at Risk* each organization is pursuing, as well as indicate whether the organization has evidence of impact that has been validated by independent researchers. Before publishing this database, we sent each of the organizations listed here a preview of the information presented under their entry. We have made every attempt to confirm that the information presented here is accurate. **The open-source format will give new and overlooked organizations the opportunities to enter their information and already-listed organizations to make additions, updates or corrections to their entries.**

In general, the organizations listed here fall into three categories: 1) those whose work is solely focused on civic learning, primarily among young people, 2) those whose primary focus is tangential to civic learning but impactful in our space, and 3) those whose work supports the overall health of the civic learning ecosystem. The first category includes groups like iCivics, GenerationCitizen, Mikva Challenge, the Joe Foss Institute, and so on. The second category includes groups like Teach for America, the Library of Congress, Girl Scouts, YMCA, and others. And the third category includes organizations like CIRCLE, the Federal Bar Association, the Council of State Governments, and the League of Women Voters, to name a few.

When we tried to assess the size and impact of these organizations, we were met with a number of challenges. Many of the organizations are small in terms of both budget and students served, but are growing rapidly. The number of students impacted was often estimated. More challenging, though, was measuring the kind of impact specific organizations are having on the students they serve. We often found ourselves comparing apples and oranges. Organizations that work on curriculum development, teaching materials, and teacher training reach literally millions of students through their textbooks, curricula, and exams. Nonprofits that work to develop youth agency through small group mentorship may affect only a couple hundred young people, but in a much more substantial way. The database format obscures the fact that the work done by groups like the College Board, The Bill of Rights Institute, or Center for Civic Education is of a fundamentally different nature than that done by groups like Seeds of Peace, Citizen University, Better Angels, OpenMind, and so on.

As a way to get at this difference, we added a field we call "dosage." Dosage seeks to describe how deep/long/intense of an impact these programs have: Are they once a lifetime events or an annual curriculum? In this way we tried to shed some light on the question of scale, but we caution readers not to take these numbers out of context. Finally, in order to provide more nuance about the students whom they serve, we are including a section of the wiki titled "Population Served". This

section has not been filled in for the organizations and provides them with the opportunity to share more nuance about the target populations.

Reading through the information on the 244 organizations listed in the Practitioners Database, one can appreciate both the diversity and dynamism of the civic learning space today. One can also appreciate how challenging it is to assess the work of so many disparate groups. Not only do these programs approach different aspects of civic learning in different ways, but most need research validation of their impact, so it is impossible to say which ones are the most "successful." Until a more formal field of civic learning emerges, it will be difficult to have a detailed conversation about what sort of programs are best suited to enhance civic learning in particular communities.

A summary version of the Practitioners Database can be found in Appendix C and the online wiki, which presents more detailed information about each entry, can be found at <u>wiki.civic-learning.org</u>.

The Civic Learning Research Database

Our <u>Civic Learning Research Database</u> an attempt to bring together research from the many academic disciplines that inform a broadly conceived field of civic learning. We began by consulting with experts in the space about which disciplines and which keywords we should search to compile our list of relative articles and studies. These disciplines include the following:

- Education
- Political science
- Developmental psychology
- Sociology

- Philosophy
- Community psychology
- Environmental education
- Community health

Currently, the database contains 215 articles or studies found by searching the following keywords:

Broad Disciplines	Topics/Keywords Within
Educational research	Civics Civic learning Civic(s) education Social studies methods Service learning School and community [Global] citizenship education Action civics Law-related education Digital/media literacy Competency-based learning Project-based learning Whole-child education Ethnic studies Racial literacy *Professional development (social studies)* *Frameworks for teaching civics/civics education* *Democratic education* *Democratic citizenship* *21ˢᵗ century skills* *Civics standards/requirements/assessment*

Developmental psychology	Positive youth development Moral development Moral education Character Social-emotional learning Prosocial behaviors 6th C-Citizenship (5C)
Political science	Civic education Youth civic engagement Youth organizing Political socialization Student government Social justice Emergent participatory citizenship *Community service* *Civic action* *Youth voting*
Sociology	Political socialization School and community Social-movement participation *Lived civics* *Community activism?*
Philosophy	Educational ethics Theories of justice The good citizen Civic republicanism *Civic life* *Civic health?* *Political engagement* *Measures of civic/political engagement*
Community health	Participatory action research Community-based participatory research Youth-led policymaking Youth-adult partnership
Community psychology	Participatory action research Community-based participatory research Youth organizing
Environmental education	

No doubt, there are other disciplines that should be mined for relevant research. We especially encourage experts in fields like social and emotional learning, character education, and the science of learning and development to contribute to this project and add to the wiki site.

Currently, the database contains basic information about the studies included (for instance, author, date, institutional affiliation, type of publication) and a very brief description of the work's scope. Expanding these descriptions and providing more details about the studies' findings would surely make the database more useful to a larger audience. Also, the contents of the database are mostly limited to research done by Americans and about America. Collecting research from other democratic countries and comparative studies would likely provide valuable insights and new ideas.

The Civic Learning Policy Database

The Civic Learning Policy Database contains a state-by-state listing of all the legislation and regulations that explicitly address government and/or civics education in the given state. We created six categories to organize the types of policies in effect across the country:

1. **Graduation Requirement**: Students must earn specific credits before graduating either high school or college.
2. **Curriculum Framework**: States have policies pertaining to curriculum content or guidance about civics education.
3. **Assessment Required for Graduation**: States mandate assessments with a minimum percentage passing in order to graduate from high school.
4. **Assessment, Not Required for Graduation:** There is a state-mandated assessment, but students are not required to pass it in order to graduate high school.
5. **Accreditation:** States have policies pertaining to civics education in school or district accreditation requirements.
6. **Civic Education Commission:** States have an entity that oversees implementation of civic education initiatives.

Under each state's listing we have included a description of the pertinent regulations, and in many cases, we provide the actual text of the regulation or a link to it. We also include when it was put into effect and who initiated the policy, either the state legislature or the state educational agency. Finally, we included a field called "additional information" to make notes about the policy situation in that state, which allows people more familiar with the specifics of a given state to add to the information contained there.

By way of overview, 50 of the 51 states (including the District of Columbia) have civic education frameworks. Forty-seven have some credit requirements in civics for high school graduation, and 17 mandate some kind of assessment of civic knowledge.

The Policy Database can be found here.

Civic Learning Funders Database

The next dimension of the civic education space that we explored was that of institutional funders. We used online searches supplemented by additions from our interviewees to compile a list of 132 foundations that appeared to be active in the space. Of these 28 declined to provide any information. 45 organizations provided complete information about their funding of civic learning by indicating if they supported programs that do work related to civic learning, and if so, what size grants they were making in those areas. The areas in question were described as civics and government, history and social studies, the citizenship test, research and measurement, action civics, social and emotional learning, character development, service learning, after-school programs, etc. We provided ranges of $100,000 - $250,000, $250,000 - $1,000,000, $1,000,000 - $2,000,000, and $2,000,000 and above to describe their aggregate giving in these spaces.

Many organizations declined to provide specific information about the size and nature of their giving. In many cases interviewees were willing to share details of their giving with us, but did not want that information to be made public. They gave a number of reasons for this. Some said that their organization was still in the exploratory phase and they were not sure if they would be getting involved in the space. Others feared being overwhelmed by funding requests should it get out that they were interested in funding civic education. Still others felt they were not engaged in the civic learning space per se and did not want to be presented as such. In general there was a reluctance to go into detail about funding strategies.

The information we were able to collect suggests that funding is spread very thinly over the numerous dimensions of the civic learning space. We found only a few examples of foundations co-investing with each other to fund specific initiatives or to promote particular agendas.

The Civic Learning Funders Table can be found in Appendix D.

III. *The case for a field building approach to civic learning*

After months of struggling with the challenge of how to map the civic education landscape in a comprehensive, holistic way, we decided to imagine it like a biological ecosystem. While this vision is more accurate than a mechanistic input-output model, it makes constructing a plan to improve civic learning in our country much more complicated. We all have the tendency to assume that our work has particular importance, but we should not lose sight of the fact that our work is part of an interdependent ecosystem. We have to be able to see our work and to assess our progress on two levels simultaneously: First, how are we doing? And second, how is what we are doing or not doing affecting the entire ecosystem? We will all need to work together to ensure that the whole civic learning ecosystem flourishes.

Recognizing this is only the first step. Collaborative work requires more than good will. We must have institutions and systems that encourage and support that collaboration. Numerous leaders have been trying to do this work off the corners of their desk with what little time and money is left over after running their core programs, but none of them has the time or resources to act as steward of the whole ecosystem. In order to ensure a healthy civic learning ecosystem in the future, a number of organizations with complementary capacities will need to step forward as stewards to lead the transition from a rather chaotic space into a flourishing field.

Reimagining and rebuilding our system of civic learning will require making and catalyzing significant social change. Where do we begin? How do we know we're doing all we need to do to bring about the kind of holistic changes we feel are necessary? We need some standard framework to tell us where we are in the process of creating a flourishing field. Fortunately, social scientists have a framework that can help us. They call it "field building". A good definition of field building is "coordinating the efforts of multiple organizations and individuals around a common goal and creating the conditions necessary for them to succeed." [4]

The advantages of the multidimensional approach described by the field building framework are legion. As pointed out by the James Irvine Foundation, "when successful, such efforts can improve the overall infrastructure of a field, enabling the organizations within it to achieve greater social impact. The rising tide—in the form of support for weaker organizations, filled gaps in service, enhanced understanding of peers working towards the same or similar goals, and improved communication and coordination throughout—lifts all boats. Importantly, however, the goal of field building is not to make each organization follow the same strategy or approach; rather, it is to enable a variety of organizations to operate and collaborate more effectively, whether their efforts center on specific aspects of the field or are more broadly focused."[5]

One standard field building framework suggests the following ten components of a robust field.[6]

1. Identity
2. Knowledge base
3. Workforce and leadership
4. Standards of Practice
5. Practice settings
6. Information exchange and collaboration
7. Resources
8. Critical mass of supports
9. Advocates of systemic support
10. Systemic support

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4 The James Irvine Foundation, "The Strong Field Framework: A Guide and Toolkit for Funders and Nonprofits Committed to Large-Scale Impact", 2009.
5 The James Irvine Foundation, "The Strong Field Framework: A Guide and Toolkit for Funders and Nonprofits Committed to Large-Scale Impact", 2009.
6 *What does Field-Building Mean for Service-Learning Advocates?* (Melinda Fine, Ed.D., prepared for the Academy for Educational Development, October 2001). Note that Dr. Fine's research provides 11 categories—this analysis has combined "Information Exchange" and "Collaboration."

Each of these categories deserves thoughtful consideration. In the interest of brevity, though, we have summarized key aspects of each component below. This summary is not intended to be exhaustive, and the examples are merely illustrative. They should not be read as endorsements or criticisms of any particular organization.

Identity: *A field is based on a distinct and recognized practice that can be clearly described.*

A significant challenge to the development of shared identity within the field of civic learning is the lack of recognition that lots of civic learning takes place outside of civics classes or in programs designed explicitly to teach civic skills. For example, elementary school teachers regularly teach and model behaviors and attitudes that are essential to helping young people develop into productive citizens: the ability to share, cooperate, take other people's perspectives into account, negotiate, and so on. They're doing essential work but with little recognition or support. These lessons are often not seen as part of a larger curriculum of civic learning that stretches from pre-K to post-secondary school.

There are also countless organizations, teams, clubs, youth groups, etc. that provide young people with invaluable opportunities to practice civic skills in different environments. But it is a rare soccer coach or scout master who sees his/her work in terms of civic learning. Similarly, many programs, funders, and advocates of leadership development, character development, and social and emotional learning are doing great work, but don't recognize that that work is a critical part of civic learning. Action civics and youth organizing are two exceptions to this; their work is explicitly designed to develop productively-engaged citizens.

Two highly-publicized reports, *Guardians of Democracy: The Civil Mission of Schools* (2011) and *The Republic is (Still) at Risk* (2017), did much to raise the profile of civic education. They introduced and explained the multiple dimensions of civic learning, including skills, practice, and dispositions. Thus far, though, the impact of this redefinition of civic learning has been mostly limited to high schools.

Many high schools still overlook the need to develop civic skills and dispositions. Civic education is mostly left to social studies departments where it competes with history and economics content. Lots of teachers, especially American history teachers, do not explicitly frame their work in terms of civic learning or think of teaching history as the best way to give students the tools they need to make sense of our country's past and present. Teachers in other subjects and adminstrators who drive school [civic] culture consider it even less.

Colleges and universities have begun to think more broadly about their role in supporting students' civic learning. Many colleges now recognize the value of providing opportunities for young people to practice their civic skills and deepen their engagement. Encouraged by organizations like Campus Compact, approximately 500 institutions have pledged to "support institutional systems that reinforce civic learning."

The online space is complex in this regard. While there are numerous organizations providing civic knowledge content online, few people recognize how much civic learning is taking place unconsciously when young people interact online. Every comments page and chat room teaches young people how to share opinions and exchange views. A lot of young people consume information online without the critical faculties necessary to make sense of it or even to recognize questionable/inaccurate content. These examples remind us that civic learning takes place all the time, whether or not we recognize it as such.

Another reason why forging a widely recognized identity for the field of civic learning is ideologically charged is the division between those who prioritize civic knowledge (typically people on the right) and those who emphasize civic engagement and activism (typically people on the left). In order to forge a new, broader identity that encompasses all of the work being done to produce more knowledgeable, engaged and hopeful citizens,

people from across the political spectrum will have to come together and commit to working together to further their larger, shared cause. The only way a cohesive identity can arise is for it to be consciously co-created by all the stakeholders.

Knowledge base: *A field has credible evidence, derived from research and practice of results, as well as of the best ways for practitioners to obtain these results.*

Currently, no distinct research field of civic learning exists. Information comes from the fields of education, youth development, political science, sociology, philosophy, economics, and community development. This year the Hewlett Foundation funded the National Academy of Education to begin the process of capturing and synthesizing existing research about civic learning. In addition, a new centralized repository, CivicLEADS out of the University of Michigan, has captured academic research across education, political science, developmental sciences, and other disciplines. It is the most comprehensive civic education set identified during the development of this paper and seeks to create a learning community around the research.

Given the inchoate state of the research field, it is not surprising that a coherent research agenda has yet to emerge. Much of the current research either results from idiosyncratic curiosity (a social scientist tests some hypothesis she finds interesting) or is designed to measure the impact of a specific intervention or program. Little research to date has been coordinated to test hypotheses that would be useful to schools/districts/practitioners in a larger sense. Furthermore, what research has been done has been largely limited to high school students. One bright spot is recent research done by Joe Kahne and Erica Hodgin (UC Riverside) and John Rogers (UCLA) to address the impact of a strong civic learning curriculum on both civic and general learning outcomes. Their work addresses how civic learning might be distributed more equitably across entire school districts and suggests a new interest in the kind of research that would be more valuable to practitioners and policy makers.

Research in the social sciences confirms that the general approaches used in many civic learning programs, such as having students work together in groups or in facilitated discussions, develop key civic skills. A number of "gold standard" research pieces have demonstrated how project-based learning is a strong way to cement learning. In addition, research identifies key areas of development at different ages, which includes various civic skills. For example, the development of voice and agency are a critical aspect of adolescence, and developing identity is especially important in the middle school years.

However, there has not been enough research into the efficacy of specific programs or approaches. For example, of the Ten Promising Practices proposed by *The Republic is (Still) at Risk*, only one has been confirmed as effective by researchers. This study, a meta-analysis of results from a number of programs done by Celio, Durlak, Dymniki in 2011, revealed that service learning had a significant positive impact, as compared to control groups, on students' social skills and civic engagement. Unlike service learning, the other promising pedagogies do not have a sufficient number of studies to do a meta-analysis. There have been Random Controls Trials (RCTs) or strong equivalents of a few of the best-known programs. And there are limited studies of particular practices (e.g., controversial issue discussion, simulations), but not many meet a rigorous bar or are broad enough for generalization.

Nonprofit organizations are gradually recognizing the need to evaluate the effectiveness of their programming in a more deliberate way. To date, evaluation measures have largely relied on inputs (i.e., number of children served, number of teachers or schools using their program). The one output that groups tend to use is "intent to vote." Because they are working with people under 18, this is as close to measuring voting as they can come, but it is clearly not very predictive of productive civic engagement. There is frequent use of survey data, but it is usually targeted to the specific program and often unreliable in terms of standard research practices.

Other attempts to develop standard rubrics for assessing productive engagement—such as Dr. Ben Kirschner (University of Colorado)'s Measure of Youth Policy Arguments in Authentic Contexts (MYPA)—are being supported by foundations. Funders and policymakers are increasingly more interested in seeing research that proves the efficacy of specific programs, but most nonprofits lack the capacity to provide it. If we are to develop robust, useful evaluation mechanisms, funders and policymakers are going to have to provide additional funding for them.

Finally, there is neither consensus around a consistent list of outcomes people in the space are trying to achieve, nor a standard test to assess students' civic knowledge, skills, or dispositions. In fact, we have yet to develop a detailed and definitive list of civic skills. NAEP has tested civics knowledge in the past but is currently reorganizing its assessments; state-by-state results of civic knowledge will not be available until 2029. There is no standard assessment measure of civic skills and dispositions. (Voting rates are the only measure widely used).

At the research level, the multidisciplinary nature of civic learning makes it difficult to track all the research that impacts the space. At the higher education level, *Higher Education Exchange* and *Daedalus* (Journal of the American Academy of Arts & Science) are providing platforms for academics to engage in this discussion. However, there is no civic learning journal or association that might hold an annual conference across K–16 areas or beyond the educational system.

In the absence of evidence and a more scientific understanding of how young people acquire civic skills, the debate between those who prioritize civic knowledge and those who prioritize civic engagement rages on. More knowledge and more evaluation tools are needed to ground these arguments in evidence and make them more productive.

Workforce and leadership: *A field has trained practitioners, researchers and practitioner educators; the structures and institutions for training, credentialing, supporting and retaining this workforce; incentives and organizations for leaders and leadership development; and ways of attracting a workforce reflecting those served through the practice.*

Because social studies teachers will be on the front lines of this effort to transform traditional civic education into a broader understanding of civic learning, enormous attention and funding will have to be devoted to training and retraining social studies teachers at the elementary, middle, and high school level. This professional development will have to include not only more advanced content knowledge, but also deep work on how to develop civic skills and dispositions.

Two examples of how this process might work come from Florida and Illinois. Both states passed significant reforms to strengthen civic education. In 2010 Florida required a new middle school course and an aligned test to measure civic knowledge that determines nearly a third of each student's grade in that course. In 2015 Illinois passed a new requirement for a semester of high school civics. Philanthropists stepped up to fund the necessary training and retraining of teachers. The legislation provided parameters for the course content and pedagogy and tasked districts with formulating portfolio assessments. There was no high-stakes test. In both Florida and Illinois, great emphasis was placed on improving the training of teachers. In general, it is too early to draw any big conclusions about the relative merits of these two approaches. However, there is some evidence to suggest that Florida's high-stakes test did drive many districts to recruit more qualified teachers and consequently raised the caliber of middle school social studies teachers in the state.

Teachers as well as school administrators will need to think about the impact school climate has on civic learning and how schools can support students practicing their civic skills. As *The Republic is (Still) at Risk* observes, "[Y]oung people develop into more effective, skilled, and knowledgeable citizens when they feel that students influence the climate and policies of their schools and that all students' voices are respected and

valued." In many cases, changing school climate to foster student participation and voice will require changing the habits and assumptions of the adults in schools.

In addition to teachers, the staff of the countless nonprofit organizations that work with young people outside of schools will need funding, training, and support. A few innovative nonprofits have managed to attract and train qualified staff, but in the absence of a recognized field of civic learning it has proved exceedingly difficult to find people with the necessary expertise and also to find funds to train and develop them. Career ladders have not yet emerged that would allow recent graduates to imagine a career in civic education nonprofits.

The Mott Foundation and intermediaries such as the Afterschool Alliance have brought attention to the need to train and support the adults who work in the after-school space. However, this training and support has not been conceived in terms of supporting civic learning *per se*.

Nonprofit leaders are severely overstretched due to the undercapitalization of the space. There are too few experienced leaders, particularly ones from marginalized communities, and they are trying to do too much on shoestring budgets. Consequently, many promising programs are unable to grow to any significant scale due to lack of funding for qualified staff, and all too often leaders burn out due to the stress of working without sufficient resources. The field will need leadership development and organizations that build networks of civic leaders in order to sustain growth.

Finally, there are currently no organizations that identify, recruit, and support innovators in the field of civic learning. The field will need to devote much more attention and money to innovation to ensure that the pipelines of ideas and people keep flowing,

Standards of practice: *A field has descriptions of standard practice that meet an acceptable level of quality. A common language is used to describe the practice, and interventions meriting best-practice status demonstrate a capacity to achieve desired outcomes in culturally and developmentally responsive ways.*

Building a standard of practice for civic learning requires that the field grapple with the effects of two profound revolutions in conventional wisdom and practice: the first, our transformation of traditional civic education to the new holistic concept of civic learning; the second, a pedagogical revolution in education itself. Traditionally, the standards of practice for civic education were the same as the standards of practice for social studies. There was a narrow focus on imparting knowledge in the classroom. The tools most commonly used were textbooks and lectures, perhaps an occasional film strip. Assessments were generally written tests. Now standards of practice for social studies have evolved to include other pedagogical approaches like project-based learning and service learning, and assessments have evolved to include a broader demonstration of competencies such as portfolio assessments. Leading organizations in the "Action civics" space have developed and published standards of practice and best practices to help schools, nonprofits and communities. Those standards of practice are now making it into policy, such as the recently-passed Massachusetts legislation. And, the High Quality Project Based Learning Framework was developed by a consortium of 90+ researchers, educators and students to develop a "gold standard" for what would be required for an effective approach in project-based learning. The pedagogy and assessment of civics learning should reflect these new practices.

Simultaneously, the transformation from old-style civics class to a new, broader definition of civic learning requires us to imagine new ways to develop a whole host of formerly unrecognized skills and dispositions, inside and outside the classroom, and for a much more diverse audience. We must consider which practices will be most effective for younger children, for college-age students, for students of color, for rural students, etc. These new standards of practice will necessarily differ from 1950s-era civic education. Leaders in the space will have to create these standards of practice together. This will not be easy.

Because the standards of practice component of field building gets to the heart of what a "best-practice" civics learning curriculum would actually entail, this area is the one most vulnerable to political and ideological disagreements. For example, one of the major divisions between right and left is the right's tendency to prioritize learning over practice and the left's to prioritize practice over learning. Although we know from the science of learning that knowing and doing are self-reinforcing and need to be done in tandem, our ideological lenses often make us prioritize one approach over the other. Of course, any effective and broadly acceptable civic learning curriculum will include both. Researchers are grappling with this knowledge-versus-action issue by seeking to examine how to bring them together in effective ways. For example, Dr. Walter Parker (University of Washington) is testing a model of "Knowledge in Action" on the Advanced Placement platform by combining experiential learning, multiple perspectives while learning about the aspects of government. Other approaches are being utilized and tested in the classroom and through nonprofits. Once the field develops more effective measures of our desired outcomes, educators will be able to tailor the mixture of learning and practice to their specific student body, depending on the students' ages, capacities, interests, and so on.

Guardians of Democracy and *The Republic is (Still) at Risk* laid out preliminary standards of practice for civic learning, which they called "promising practices":

1. Classroom instruction in civics, government, history, law, economics, and geography
2. Discussion of current events
3. Service learning
4. Extracurricular activities
5. Student participation in school governance
6. Simulations of democratic processes and procedures
7. News media literacy
8. Action civics
9. Social-emotional learning (SEL)
10. School climate reform

This list highlights the importance of civic learning that happens outside the classroom, but much work remains to be done. These practices were designed with high school students in mind. More comprehensive practices will have to be developed for younger students as well as post-secondary students. Furthermore, we need research validation confirming that these are the most effective means to encourage civic learning. We cannot be sure that all of these practices are equally important or that there are not other dimensions of civic learning that have been left out.

One significant space where civic learning takes place is after school. Groups like the Afterschool Alliance and the Funders Collaborative on Youth Organizing (FCYO) have been working on developing standards of practice for after-school programs and youth organizing programs. They have made great strides in this area, but, despite the similarity of their aims, their work is rarely recognized as part of civic learning. For example, one promising way that adults, particularly in communities of color, can help young people practice civic skills and deepen engagement in their communities is the area of youth organizing. It has been proven that young people involved in these programs develop leadership skills and become more engaged in school. Insights from this work, along with many other similar efforts will have to be taken into account as the field works through the huge task of developing common standards of practice for civic learning.

Practice settings: *A field needs places that are appropriate and equipped for practice.*

The classroom is the most common setting for civic learning, particularly for civic knowledge learning. It is the

most obvious place to reach all children. However, there are concerns that not enough time is being spent in social studies classes because of the pressure schools are under to raise reading and math scores on standardized tests. Civic skills and practices can certainly be practiced in other classes and throughout the school day. Schools (as a whole) serve as practice settings for civic learning: as microcosms for larger society, they provide multiple opportunities for students to engage productively. If one of the purposes of schools is to develop citizens for our democracy, then utilizing the school day to teach civic skills is an opportunity. The issue, however, becomes how to do this through politically-neutral situations - to learn without prostelytizing. At the same time, we need to create space for teachers and students to engage in conversations about difficult societal issues, to practice the skills in a setting that can support and model how to engage productively.

After-school and out-of-school activities like field trips and community service opportunities provide opportunities to practice civic skills and dispositions. They give students an appreciation for their community and its needs and a chance to interact with different sorts of people. Out-of-school and extracurricular activities are especially valuable in underresourced communities, where parents often lack the capacity to provide their children with these sorts of experiences. However, access to such programs in underresourced communities can be limited.

As we have pointed out before, the online space is an extremely important practice setting for civic learning, but we currently devote very little time and attention to shaping the kind of learning that is happening in this space. There are a handful of organizations that seek to teach civil discourse and related skills online, like OpenMind and BetterAngels. Common Sense Media's *Digital Citizenship Curriculum* tackles skills and dispositions through online curriculum delivered to 72,000 schools. Fortunately, this sector is growing, but we will need more and better research and data to chart an effective expansion of civic learning online.

Information exchange and collaboration: *A field has vehicles for collecting, analyzing and disseminating information and knowledge (newsletters, conferences, journals, websites, and graduate curricula) and structures and institutions that facilitate collaboration among its members and critical allies (professional organizations, special convenings, networks, and conferences).*

Currently there is very little information exchange among people working in the civic learning space. There is no gravitational force to pull together researchers and practitioners who work on civic learning online, in higher education, in K–12 schools, communities and the after-school space. Typically, that gravitational force would be provided by a common funding source (like the Department of Education or New Schools Venture Fund for the education reform movement) that would bring disparate groups together to learn and share information. K–12 teachers can sometimes find each other at teacher conferences, especially those for social studies. College professors present their research at major conferences like the American Political Science Association, but they are not part of any recognized subspecialty in the fields of political science or education.

In 2017 the CivXNow Coalition was born, in part, to address this central challenge. CivXNow is a group of more than 100 leading nonprofit organizations, associations, and other supporters representing perspectives from across the political spectrum. Their mission is "to establish civic education as a priority in preserving American democracy…. [T]he goal of this strategy is to make necessary systemic changes to expand quality civic education at the elementary, middle, and high school levels to ensure that all students 1) gain a deep understanding of civic life, 2) know how to engage as informed civic actors, and 3) understand why participation in civic life matters." CivXNow has held several conferences, crafted a menu of policy options, and drafted the first systems map of the space. They have begun the awesome task of bringing together nonprofits to think about reform, particularly in the area of public policy.

The state of information exchange and collaboration is even more dire for those working in nonprofit organizations. Each organization tends to work in isolation or even in competition with other nonprofits

because funding is so limited. Ideological divisions between right and left exacerbate these silos. Groups on the right tend to focus their efforts on teaching patriotic history and preserving our democratic institutions. They tend to favor accountability mechanisms like requiring all students to pass a test that demonstrates their knowledge of civics, such as the American citizenship test. Groups on the left tend to emphasize teaching the skills and capacities young people need to change their communities and address injustice. They tend to favor portfolio-based assessments of civic learning rather than high-stakes testing. These philosophical divisions (compounded by political polarization) make it difficult for these groups to talk to each other or even recognize that they are part of the same movement. The only way to overcome these challenges is to establish and fund regular convenings to bring together people from across the space to work on creating a common identity and purpose for the field.

Even though CivXNow has an ambitious program, it addresses only a part of the civic learning ecosystem. There is no organization that pulls together college and K–12 teachers and after-school and out-of-school providers. There is no organization that includes the online players. Social and emotional learning practitioners and after-school players have their own associations like the Grantmakers for Thriving Youth and the AfterSchool Alliance.

The decentralized and uncoordinated character of the civic learning ecosystem means that it is very difficult to keep track of who is doing what. New organizations and new projects focused on civic education, civil discourse, democracy-building, and other mechanisms to inspire community engagement are entering the civic learning space all the time. A way to connect established groups with new players and to encourage collaboration would be invaluable.

Resources: *A field has adequate financial and other resources to ensure standard practice.*

Another significant challenge arising from the lack of a recognized field of civic learning is the absence of dedicated funding streams. Public education funds are overwhelmingly devoted to reading, math and STEM programs. One study from the Joe Foss Institute found that while annual state and federal sources for K–12 STEM programs totaled around $1 billion, funds targeted to civic education amounted to only $4 million.

Large foundations often fail to fund civic learning programs because they fall in between a typical foundation's education and democracy portfolios. This is especially the case for civic learning initiatives that happen outside of schools. Meanwhile, funders who support adjacent fields like social and emotional learning do not think of themselves as funders of civic learning.

Another reason for limited philanthropic support for civic learning is that foundations are reluctant to fund nonprofits because of concerns about sustainability and scalability. Many nonprofits have no foreseeable funding source besides philanthropic support. Sustaining and growing successful organizations without the necessary resources is very difficult Until sustainable sources of funding for civic learning organizations can be assured, it will be difficult to sustain and grow the field.

One example of how funders might act in collaboration with policymakers and practitioners to bring about significant improvement in civic learning in their states is the McCormick Foundation's recent success in Illinois. They brought together educators and lawmakers to develop a new approach to civic learning as part of the Illinois K–12 curriculum. When concerns were raised about the costs associated with the new mandate, McCormick pledged to marshal philanthropic dollars to support the costs of professional development and assessment. The new legislation went into effect in 2015. It mandates a rigorous training for teachers and requires that high school civics classes include not just information about government institutions, but also service learning, simulations of the democratic process, and discussion of "current and controversial events."

This year, the legislature passed a law requiring a semester-long middle grades civics course.

In general, while there are plenty of local and community foundations that have the expertise, connections, and familiarity with local conditions to design and administer civic learning programs in their communities, they often lack funding on the necessary scale. Large national foundations often have deeper pockets but lack local capacity. Moreover, they are unlikely to continue to fund local work in the long term. Therefore the ideal solution would be for national foundations to provide seed funding to local foundations to help them develop or scale programs that meet the specific needs of a given community. Another good use of national funding would be to support programs on a state, regional or other level where their size and scope provides advantages of scale.

Critical mass of support: *A field has the support of key constituencies—organizations and individuals critical to sustaining it—including practitioners, researchers, administrators, policymakers, clients or customers, influential leaders, and so on.*

The three final categories all speak to the need to build a sustained, broad-based movement for systemic change. If we are to accomplish the kind of fundamental reimagining of civic learning we believe necessary to produce more well-informed, productively engaged, and patriotic citizens, we need to enlist the enthusiastic support of parents, teachers, community leaders, thinkers, policy makers, and many others. The fate of Common Core offers a cautionary tale of a transformative educational program that was implemented before it had gained broad support among all the important stakeholders and thus suffered serious pushback.

Advocates of systemic support: *A field has adherents who work to foster the support of critical constituencies, garnering good will, securing various forms of support, and ensuring an appropriate policy context at all levels of government and within pertinent institutions.*

An actual field of civic learning will need evangelists to educate and advocate far and wide among all the diverse constituencies. CivXNow is trying to attract funding to put together a team to explore how to spread the message and build coalitions of popular support.

This will not be easy, as there are many groups who are advocating for specific, more targeted reforms around discrete issues like racial justice, teaching online media literacy, or safeguarding the constitution. All these separate interest groups compete for limited funding and public attention. Competing priorities could muddy the waters and obscure the ultimate goal. We need to develop a powerful "brand" for the field of civic learning to catalyze the kind of broad support necessary to build a field. This brand need not be in competition with the more targeted reforms, yet it needs to have a distinct argument and motivation to generate broad support.

Systemic support: *A field also has systemic support, including appropriate public policy and incentives that encourage practitioners to learn and use standard practice.*

We should take heart at the number and variety of policy initiatives being launched in various states. Ongoing efforts in these "laboratories of democracy" allow us to see the advantages and drawbacks of different policy approaches. Three states (Florida, Illinois, and Massachusetts) have recently been recognized for passing comprehensive approaches to civic education. Other states (Washington, California, Arizona, Texas) are in the process of doing so. Some states are also considering creative non-legislative solutions, such as California's plan to encourage students to earn civic learning "badges" (i.e., certificates) that they could list on their resumes/ LinkedIn accounts. There is so much interesting work going on at the state level that we should consider mapping all these efforts to benefit the broader civic learning ecosystem.

In almost all cases, policy approaches have been focused on reforming school curricula and/or instituting

testing. This limits both the composition of the coalition that can be built and the approaches under consideration. A larger coalition—though more difficult to manage—might be able to imagine more diverse solutions to the problem.

From a national level, these state-level policy approaches appear disjointed. There are particular policy proposals, such as making the citizenship test a requirement for high school graduation, that are flashpoints within the space. (As of 2018, 15 states require high school students to take the citizenship test and another 17 are considering passing this requirement.) Competing proposals within states can send mixed messages and hurt the overall movement for civic learning reform. Tactical disagreements will inevitably arise, and those conflicts need to be headed off early so that multiple, competing strategies do not undermine the overall goal.

Finally, there is the strategic question of how much attention the field should devote to policy approaches at this point. Given that standards of practice and measurement tools are still being developed, it is hard to argue that we know what policies will produce the best outcomes. Many feel that we should postpone advocacy for specific policies until a robust field of civic learning has been built. On the other hand, policy can drive program experimentation that helps to grow the best ideas.

IV. *Foreseeable bumps in the road*

As we move forward to contemplate how best to develop a flourishing field of civic learning, we need to be aware of several major fault lines and potential minefields in the space. These issues have come up repeatedly in our conversations, and they came up again at the Funders Workshop. These are the sorts of issues that could undermine the kind of broad collaboration it is going to take to build a flourishing field. We, as a community of practitioners, researchers, and funders, would be wise to consider how to work through these issues as productively as possible.

1. Tradition vs. change or patriotism vs. social justice

The tension between those who see civic learning as primarily about studying our country's institutions and ideals, and those who see it primarily as a way to achieve a more just society is perhaps the most obvious faultline in the space. While we can be sure that neither side is going to convince the other that their worldview is correct, we can hope that both sides might eventually accept that they are limited by the false dichotomy that insists our new system of civic learning must be one or the other. Any comprehensive system of civic learning capable of garnering broad popular support will have to include both conceptions of civic learning.

As one of our experts put it, "Too often, we teach civics as activism. We encourage kids to protest. We encourage them to reform and change. We emphasize our nation's mistakes. All of that has its place. But it must lie on top of a solid foundation of understanding and respect for what we have… America is unique and its maintenance requires a certain type of civics. We have to see civics as a user's manual for America."

2. Local vs. national

The relationship between local and national ownership of the effort to improve civic learning in America will need to be navigated carefully. We will need to balance the obvious benefit of locally designed and administered programs with the need to build a national infrastructure to support and coordinate high-quality civic learning on a large scale. Local and national funders and practitioners will have to cooperate and coordinate their efforts for the good of the given community, as well as for the good of the larger civic learning ecosystem.

As one local foundation president told us,

> "The key [to sustaining a healthy civic ecosystem] is to bring together the local community foundations as well as the national players so that the conversation *from the beginning* [emphasis added] is about how to do this work in the context of Alabama versus Milwaukee versus Pittsburgh [and] so that you have experimentation. National infrastructure [can then track] with local experimentation."

While much of the tension can be defused by accepting that there will be quite a lot of variation among different programs and different places, we will still need to build national standards of practice. One approach would be to set national measures that describe what exactly we, the civic learning community, expect high-quality civic learning programs to achieve. We should craft measures that assess quantity (how many young people benefit from a given

program), quality (can students demonstrate their skills/knowledge through agreed upon assessments), and equity (does a given program decrease disparities that exist between privileged and disadvantaged students).

3.   Diversity in the field: racial, ideological and regional

Currently most of the players in the civic learning space are privileged white people. The field will need to recruit and develop leaders from the African-American, Latinx, Asian-American, and Native American communities. Without contributions from these communities, the field cannot hope to build a new, broadly-shared consensus about what quality civic learning should look like in the 21ˢᵗ century. Moreover, young people are far more likely to embrace our programs if they are taught by people who look like them and share their life experiences. Recognizing the need to increase racial and ethnic diversity in the field, the Hewlett Foundation recently funded iCivics and GenerationCitizen to begin to address this challenge.

Ensuring ideological diversity in our discussions about the future of the civic learning space presents a different challenge. There are numerous groups on both ends of the political spectrum who are active in the space, but conservatives and progressives rarely work together in the same organizations. Civic learning conferences and convenings tend to attract either left- or right-leaning organizations, so that whichever side is in the minority at a particular gathering feels hesitant to voice its perspectives and concerns. It is extremely rare that ideologically-balanced groups of people discuss civic learning together in a productive way. This division into ideologically narrow camps makes the work of devising broadly acceptable programs and approaches to civic learning almost impossible. The field will have to develop thoughtfully planned, "cross-partisan" forums for conversation and collaboration.

Currently, most of the people active in the civic learning space are coastal elites. Very few come from rural areas and/or the interior of the country. This not only exacerbates the ideological divisions mentioned above, it overlooks the needs of rural communities and ignores the civic values common in more "small-c" conservative places.

As one of our experts who studies rural America tells us,

> "…[R]ural communities need to convince their best and brightest to stay and invest in/support the local community rather than focus on personal self-actualization. Leaders in these places may (or even should) talk more about local history, local culture, local tradition. They may/should discuss the obligations of civics differently. For instance, by emphasizing the duty to serve your community—not the world at large. And they may/should discuss civics less in the individualistic sense and more in the communal sense. That is, they might not talk about civics as merely a matter of individual rights, limitations on government, liberty, and a personalized sense of the American Dream. It could instead be rooted in our connections to one another, our ties to the past, our responsibilities to those around us, the idea that we are part of a common fabric."

If the field is to take into account the differing needs and values of rural youth and the smaller communities in which they live, it will need to recruit and support more leaders from these areas.

4.   How to reach young people who do not go to college

No one in the space has any good ideas about what civic learning for young people 18–24 who are not in college should look like. We know that they are largely disengaged. A 2009 study from PACE (Philanthropy for Active Engagement) found that only 32 percent of non-college bound youth voted in the 2008 election, while 62 percent of college-bound

youth did.[7] Given that more than more than 50 percent of Americans 18-24 are not "college-bound," this is an enormous problem that goes largely unmentioned.

5.   Disillusioned, disengaged adults

We must be mindful of the fact that this new system of civic learning will be supported (or not) by adults who may know very little about civic practice or who may be themselves disillusioned with democracy and disengaged from their communities. It will be almost impossible to implement a more holistic approach to civic learning unless we can encourage and train enough influential adults (teachers, parents, coaches, and others) to value civic learning and teach it at every opportunity. As one educational leader observed, this lesson was made clear in the field of education reform:

> "[You] cannot mandate change from above and expect it to play out automatically. The world thinks that a state superintendent or legislative body mandating something will make it happen. Actually, by the time it gets passed down, what happens in the classroom does not align with the intention of …the legislators or superintendents…. The task is, how do you have a point of intervention which gets directly to the school and what happens in the classroom? Rather than top-down with little bottom-up, you need more horizontal: teachers learning from each other and learning and growing together. That's the only thing in education [that has worked]."

6.   Catalyzing change vs. sustaining change

A shared sense of urgency drives many in the field to advocate for policy changes at the state or district level to catalyze rapid change in the way schools promote and assess civic learning. They believe that the best way to focus attention and funding on civic learning is through new, explicit policies. Preliminary evidence from Florida and Illinois, where new civic education requirements have been passed, suggests that they are right. Particularly in the case of Florida, where schools are held accountable for how their students perform on a state-wide civics test, districts have been recruiting higher caliber social studies teachers and focusing far more attention on civic education.

However, we must be careful not to see policy as a panacea. Policy can catalyze change, but it cannot guarantee the kind of long-term, holistic changes we seek unless it is complemented by deep and sustained support from all the major stakeholders. As one researcher told us, "policy change is viewed too simply through a binary lens-- once a policy is passed, then it's done. But in reality, that's when the real work begins." If schools, teachers, parents, government officials, etc. are not committed to implementing those policies, things will not go as planned. If mandate policies are too narrow, or if schools lack the resources or will to meet new requirements, policy reforms could backfire. The lessons learned by the movement for Common Core should be heeded. If policy makers get too far ahead of the rest of the stakeholders, they risk popular backlash and a rejection of all their good efforts.

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7 "An Inequitable Invitation to Citizenship: Non-College Bound Youth and Civic Engagement", Zaff, Youniss & Gibson, October 2009]

V. Where do we go from here?

Clearly, there is a lot of work to be done. The good news is that the Funders Workshop held in Washington, D.C. on September 24–25, 2019 was an unqualified success. About 60 people, representing more than 40 medium to large foundations from across the country and from across the ideological spectrum, turned up to talk about how to improve civic learning in our country. These people represented a diverse swath of philanthropists, some of whom have been involved in civic education work for decades, as well as others who are relatively new to the space. Everyone came prepared to have serious conversations about the nature of the challenge and the role foundations can play in addressing it. Although real differences in people's worldviews and political sympathies were evident, so too was a willingness to accept these differences and move on to the discussion of solutions. By the end of the second day, a feeling of impatience to get started was palpable in the room.

As a product of our overall research, we have identified key aspects of field building work. These conversations yielded twelve areas of focus:

- **Identity**: Co-creating and promoting a shared and identity for a new field of civic learning, including defining the goals of the field more specifically
- **Narrative and communication:** Developing a compelling narrative and sense of urgency around civic learning, and then a strategy to communicate that narrative and urgency to a broad audience
- **Expanding the support base:** Expanding and deepening support for civic learning among parents, corporations/business, and other key stakeholders, and connecting civic learning in K–12 to related learning at the postsecondary level
- **Research:** Understanding the current research base and creating a research agenda for the field
- **Developing measurement tools**
- **Understanding and supporting civic learning online**
- **Developing an effective nonprofit workforce and teachers**
- **Developing networks** that can act as information exchanges among multiple stakeholder groups (in-person and virtual)
- **Policy:** Developing and promoting civic learning public policy
- **Youth involvement:** Integrating youth into the work
- **Pilot programs:** Developing discrete, targeted, place-based pilot programs (e.g., in a state or municipality) of a new, comprehensive system of civic learning
- **Scale:** Strengthening and scaling promising programs and approaches

Work in each of these areas is too great to be tackled by any single organization, and equally important, that the work needs to be undertaken by a cross-partisan coalition of funders to avoid the perception of ideological bias. A week after the workshop we asked participants to fill out a survey that asked if people would be interested in gathering teams to discuss any of these 12 areas and what might be done in the near term to further work in the given areas. To our delight, 12–18 people expressed interest in drafting next steps in each of the 12 areas.

Given this level of interest, we would recommend that funding be identified to convene at least some of these teams to hold civic learning action sessions. Funders who have expressed interest in a specific area would meet with practitioners and researchers active in that area to discuss goals and draft action plans and budgets that could be presented to interested funders. Specific, targeted initiatives could begin as soon as next year.

Conclusion:
A call for collaboration
and increased funding

As we have shown, there is enormous, complex work to be done to build a field capable of producing future generations of well-informed, productively-engaged, and patriotic citizens. Our success will depend on building a broad and diverse coalition of supporters over time. We will need enormous reservoirs of patience. In a time of perceived crisis, the pressure to act is great. There are countless efforts to reform our political process in the works, but none of these reforms will make any difference if the next generation of citizens lacks the knowledge, skills, dispositions and capacities needed for democratic self-government. Building a new system of civic learning is the long-term play.

We will also need enormous reservoirs of money. Building a field requires building infrastructure. We will need to create and maintain clearing houses of information. We will need to facilitate information exchange and collaboration, hold conferences, publish reports, support research. We will need to fund professional development and promising entrepreneurs to test new ideas. Leading foundations are the obvious candidates for this work, but current funding levels will not be enough. According to a 2018 study from the Foundation Center, philanthropic giving for U.S. "democracy" (defined broadly as campaigns, elections, and voting; civic participation; government/civil liberties; and media) amounted to only 1.5 percent of total grantmaking over the last seven years. Funding for civic learning *per se* was only a fraction of that.

Foundations cannot possibly provide for every aspect of field building, but they are the most likely institutions to fund the stewards of the field—that is, the organizations that build and support the infrastructure that sustains and enhances the entire field. Foundations are also the most likely sources of risk capital and bridge funding to get promising new ideas off the ground and to help successful programs scale up. If we are successful in encouraging broad public support for civic learning, other sources of funding should appear in time. Ideally, successful efforts will find public funding or some combination of public and private funding to sustain them in the long term.

Because of our current political environment, it is important that a coalition of foundations from across the ideological spectrum commit to doing this work collaboratively. In an age of fracture and distrust we will need to let down our guards and set aside our personal agendas to look for areas of agreement, to emphasize our shared goals, and to trust our colleagues. We heard numerous people throughout the space express anxiety that the "other side" would use this work as a way to gain political advantage—to inculcate the next generation with their partisan worldview. We must resist the temptation to assign malicious intent to "the other side" and also the temptation to think of our own worldview as the most realistic/nuanced/morally just. Countless different efforts will contribute to the creation of an interdependent, healthy civic learning ecosystem. We must support all the good work with a spirit of open-hearted collaboration. At this moment in our nation's history, this collaboration will require an exceptional display of civic skills and courage. We need to model the skills and dispositions that we want others to emulate and to teach.

Appendix

The following individuals were among those interviewed for the white paper. Their perspectives have been pivotal in this project.

Danielle Allen, Harvard University
Daniella Ballou-Aares, Leadership Now Project
Gregg Behr, Grable Foundation
Kerrie Bentfield, Daniels Fund
Vanita Bhargava, Council of Foundations
David Blankenhorn, Better Angels
David Bobb, Bill of Rights Institute
Alicia Bonner Ness, Heptagon Productions
Brian Brady, Mikva Challenge
Eric Braxton, FCYO
John Bridgeland, Civic Ventures
Jean-Claude Brizard, Gates Foundation
Brooke Brizard-Stafford, Chan Zuckerberg Initiative
Arthur Brooks, American Enterprise Institute
Brennan Brown, Charles Koch Foundation
Rebecca Burgess, American Enterprise Institute
Kristen Cambell, PACE
Michael Carney, US Chamber of Commerce
Leo Casey, Al Shanker Institute
Celine Coggins, Grantmakers for Education
Rick Cruz, College Board
Linda Darling-Hammond, Learning Policy Institute
  & Stanford University
Shari Davis, Participatory Budget Project
Deb Delisle, Alliance for Excellent Education
Itai Dinour, Einhorn Family Charitable Trust
Aaron Dorfman, Lipman Kanfer Fund
Amy Dray, Spencer Foundation
Louise Dubé, iCivics
Alexia Everett, Stuart Foundation
Anne Filip, Obama Foundation
Checker Finn, Fordham Institute
Rhoda Freelon, Spencer Foundation
Keesha Gaskins-Nathan, Rockefeller Brothers Fund
Andrew Geraghty, Carnegie Corporation of New York
Sam Gill, Knight Foundation
Srikanth Gopal, Democracy Fund
Jonathan Haidt, New York University
Scott Hartl, Expeditionary Learning Network
Shawn Healy, McCormick Foundation
Stephen Heintz, Rockefeller Brothers Fund
Diana Hess, University of Wisconsin
Rick Hess, American Enterprise Institute
Deva Hirsch, Firestone Foundation
Mark Hoplamazian, Hyatt Corporation
Jonathan Horowitz, Klarman Foundation
David Horwich, Beyond Advisers
Heidi Hunt, Bezos Family Foundation
Edna Ishayik, Obama Foundation
Michael Johnston, Daniel Lubetsky Foundation
Joe Kahne, University of California, Riverside
Kei Kawashima-Ginsberg, CIRCLE
Ann Kelly Bolten, The Howard G. Buffett Foundation

Alan Khazei, Democracy Entrepreneurs
Julie Kidd, Silver Giving
Abby Kiesa, CIRCLE
Adam Kissel, Philanthropy Roundtable
Sunny Larson, Bloomberg Philanthropies
Stephen Lazar, Harvest Collegiate High School (NYC)
Daniel Leeds
Bruce Levenson, Levenson Family Foundation
Meira Levenson, Harvard University
Peter Levine, CIRCLE
Jack Mahoney, Silicon Valley Community Foundation
Gerri Manion, Carnegie Corporation of New York
Ted McConnell, Campaign for the Civic Mission of Schools
Kent McGuire, Hewlett Foundation
Debilyn Molineaux, Bridge Alliance
Yascha Mounk, The Johns Hopkins Universtiy
Lisette Nieves, New York University
Walter Parker, University of Washington
Eboo Patel, Interfaith Youth Core
Mike Petrilli, Fordham Institute
Jim Peyser, Executive Office of Education, Massachusetts
Robert Pondiscio, Fordham Institute
Amy Proulx, Templeton Foundation
Beth Purvis, Kern Family Foundation
Jeff Raikes, Raikes Foundation
Sanjiv Rao, Ford Foundation
Jeff Riley, Massachusetts Primary & Secondary Education
John Rogers, UCLA
Jeffrey Rosen, National Constitution Center
Steven Rothstein, JFK Foundation
Jill Rough, National Commission on
   Military, National and Public Service
Daimen Sagastume, Emerson Collective
Stefanie Sanford, College Board
Beth Schmidt, Emerson Collective
Jon Schnur, American Achieves
Andrew Seligsohn, Campus Compact
Robert Sherman, Robert Sherman Consulting
Julie Silverbrook, ConSource
Ian Simmons, Blue Haven Foundation
Andy Smarick, R Street
Lucian Spataro, Joe Foss Institute
LaVerne Srinivasan, Carnegie Corporation of New York
Marc Sternberg, Walton Family Foundation
Daniel Stid, Hewlett Foundation
Max Stier, Partnership for Public Service
Malka Travaglini, Klarman Foundation
Denis Udall, George Lucas Educational Foundation
Heather van Benthuysen, Chicago Public Schools
Brad Ward, Council on Philanthropies
Scott Warren, Generation Citizen
Matt Wilka, FSG

Civic Learning Systems Map overview

The Civic Learning Ecosystem (CLE) systems map aims to show the complex landscape of developing civic knowledge, skills and dispositions of all young people. The overarching goal is a system that produces young people who are well-informed, productively engaged in, and hopeful about our democracy. Like other systems maps, this one intends to show the different areas where change can happen and the connections among those areas of the system—what affects what, and how much?

The lines between specific clusters show the impact of different clusters on other parts of the civic learning ecosystem: solid lines show high-impact connections and dotted lines show lesser impact connections. An initial map was incredibly complex with multiple levels of impact, so using much higher "cut-off" scores led to the current map here.

Definitions:

"SUPER CLUSTERS" are the six largest color circles representing the areas where most civic learning happens and where changes can be made.

"CLUSTERS" are the 13 major areas of focus that emerged from our research, each being represented by a discrete white circle on the map. The clusters represent the ideal scenarios that make up a healthy civic learning landscape and can be considered a set of interventions to achieve the overall goal of the map. The 13 clusters are:

1. Society values civic engagement.
2. Local engagement supports healthy civic life.
3. National engagement supports healthy civic life.
4. Civic engagement is a key component of higher education systems' institutional identities.
5. Higher education systems stress importance of and encourage civic engagement or dialogue between students, faculty, leadership, and external communities.
6. Digital civic life can be engaged with and consumed critically.
7. Civic classes are age-appropriate, inclusive and high quality.
8. Civic learning is a school-wide priority that is measured and holds schools accountable.
9. School culture models the themes and motifs of an effective civic society.
10. Teachers are well prepared to teach civics (in specific) and support civic learning (in general).
11. Civic learning extends beyond the school into participatory and real-world experiences.
12. Non-school programs and supports exist to develop agency for all youth.
13. Youth have access/ability to non-school programs and supports.

"NODES" represent the highest impact levers for driving the necessary changes to secure the cluster-level goals. They are in each of the 13 clusters. The nodes can be considered both a means of assessing and ways of achieving the cluster goals. They are listed in the text box when you click on the clusters on the systems map online. The sum of the nodes within a cluster do not add up to a whole – there may be other nodes to add as we continue to develop the map.

Both CivXNow and this systems map are devices to use and test hypotheses for how to influence the system, based upon the insights of groups of people. It is everyone's hope that each subsequent version can improve upon these maps based upon new insights and lessons learned in the field.

Civic Learning Ecosystem

Most civic learning happens in one of five areas. These areas are the "super-clusters" in the map. Within these super-clusters, there are 14 clusters (major areas of focus) and hundreds of nodes (most important levers to effect change within the cluster) that provide levels of detail. You can check out the details online.

K-12 School space: Interactions and learning that happen during the specific time of day when a young person is engaged in compulsory schooling; including but not limited to the classes and interactions that happen under the auspices of a school district. Largely takes place at a physical site, though not necessary.

Out-of-School space: Interactions and learning that happen through supervised programming either before or after school hours. These include a broad array of services, official programming and activities that can take place around public buildings or elsewhere.

Digital space: Interactions and learning that take place online, and can happen in parallel with activities in other areas of this map.

Higher Education space: Interactions and learning that happen through post-secondary institutions, including but not limited to 4-year colleges and community colleges.

Family & Community: Interactions and learning that happen through engagement at home and in the community, either in formal or informal settings.

To interact with the Civic Learning Ecosystem online visit:
rbw.civic-learning.org

The following pages show organizations and practitioners outlined by each cluster mentioned on the previous page.

Family & Community

Out of School

ucation
ms

K- 12 Civic
Learning

Digital

Appendix B: Civic Learning Systems Map overview
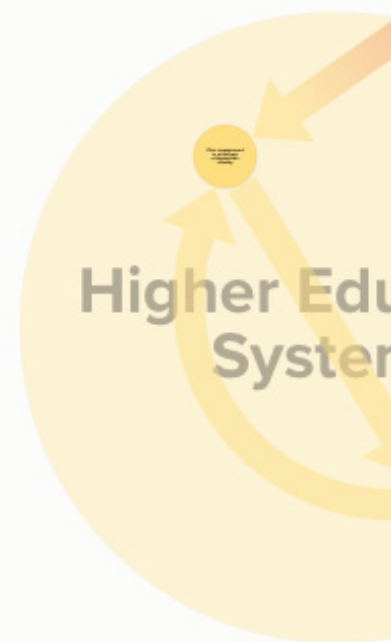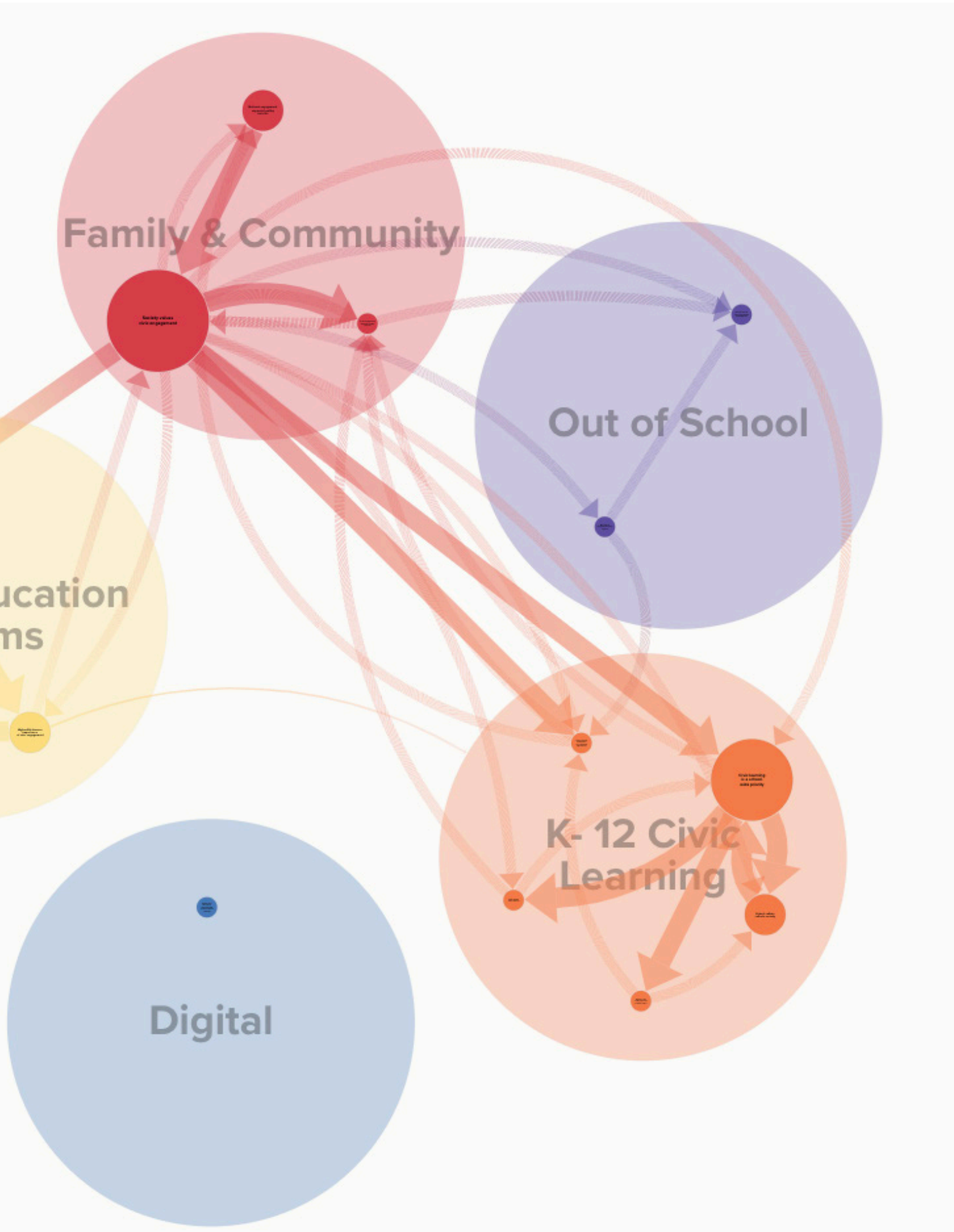
Civic Learning Systems Map by Cluster overview

Definitions	
Grade Level Specific	Students are engaged by grade level. This includes educator PD.
Once-a-year Participation	Students are engaged once a year, but may engage at additional times.
One-time Award/Event	Students receive or attend this programming once.
Curriculum and/or Resource	These programs and organizations engage students and/or teachers through educational resources, curriculum, and online portals. This dosage includes classroom based programming and field trips.
Voting	These organizations encourage and support voting.
Advocacy/Awareness	These organizations primarily spread information and advocate for their members or purposes. This dosage can also include organizations aimed a promoting or strengthening civic health
Collaborative	These organizations reach students/youth through their member organizations.
Research or Center	These organizations reach students/teachers through university level courses or through K–12 educational resources or teacher professional development. This dosage also includes research.
Membership/Club	These organizations reach students through participation in a club or through membership. Students/youth may participate for multiple years. School extra curriculars are an example of this dosage.
Community-based	These organizations work with students and youth in their communities directly and indirectly.
Multi-year Participation	These organizations reach students through engaging them both directly and indirectly through programming. Programming or reach is not grade-level specific.
Revenue	Revenue figures for programs or initiatives of larger organizations are listed as that of their parent organizations. This has been noted in the line item as well as denoted by an asterisk next to the figure.
Students Served N/A	Organization does not work directly with youth, i.e. research center, curriculum developer, resource database, legislative initiative, advocacy group, collaborative, etc.
Nationwide	Resources available everywhere
All 50 States	Programs or chapters active in every state

Method: This map is made up of practitioners that arose during research interviews, from existing research, and from civics collaborations. Information for each practitioner was pulled from online and each organization had the chance to verify their data is correct. This map was finalized in October 2019.

Cluster placement: Each practitioner was placed into one cluster, understanding that many of the organizations in the map do work that spans multiple clusters. We tried to highlight a primary focus based on mission statement and program listings on each organizations website to assign them to a specific cluster.

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

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Family & Community | *Local engagement supports healthy civic life*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
Better Angels	N/A	Over $5M	Advocacy/Awareness
Bridge Alliance	N/A	Under $500,000	Collaborative
Bush Foundation/Local Leadership and Community Building Organizations	N/A	Over $5M	
Chicago Bar Association/local Bar Associations	N/A	Over $5M	Advocacy/Awareness
Chicago Votes/local voting coalitions	2,000–10,000	Under $500,000	Voting
Civic Change, Inc. (Successor of Pew Partnership for Civic Change)	N/A	Past program (most recent research launched in 2010)	Curriculum and/or Resource
Civic Nebraska/state level civic organizations and initiatives	500–2,000	$2M–$5M	Multi–year Participation
Committee of Seventy	N/A	$1M–$2M	Advocacy/Awareness
The Council of State Governments	N/A	Over $5M	Collaborative
Everyday Democracy (Project of the Paul J. Aicher Foundation)	N/A	$2M–$5M* (project of Aicher Foundation)	Advocacy/Awareness
Federal Bar Association (FBA) National Community Outreach Program	N/A	$2M–$5M	Advocacy/Awareness
Institute for Local Government	N/A	$1M–$2M	Advocacy/Awareness
Journey for Justice Alliance (J4J)	N/A		Collaborative
Kitchen Table Democracy	N/A	Under $500,000	Advocacy/Awareness
Local Chamber of Commerce Chapters			Advocacy/Awareness
Local Progress (Program of the Center for Popular Democracy)	N/A	Over $5M	Collaborative
Local Religious Institutions			Community-based
Millennial Action Project	N/A	$500,000–$1M	Advocacy/Awareness
National Civic League	N/A	Under $500,000	Advocacy/Awareness
National Conference of State Legislatures	N/A	$2M–$5M	Collaborative
Nevada Center for Civic Engagement	N/A	Under $500,000	Advocacy/Awareness
Open Mind	N/A	Independent nonprofit as of Jan 2019	Curriculum and/or Resource
Participatory Budgeting Project	100,000–500,000	$1M–$2M	Advocacy/Awareness
The People	N/A	Under $500,000	Membership/Club
The People's Supper/meal and dialogue clubs and facilitators	N/A	Over $5M* (project of Community Partners)	Community-based
Philadelphians Organized to Witness, Empower & Rebuild (POW-ER)	N/A	$1M–$2M	Collaborative
Points of Light	N/A	Over $5M	Advocacy/Awareness
Project Arizona Civic Education	50,000–100,000	Past program (1993–2003)	Grade Level Specific
Public Agenda	N/A	$2M–$5M	Advocacy/Awareness
PushBlack	N/A	Under $500,000	Curriculum and/or Resource

Family & Community

Local engagement supports healthy civic life
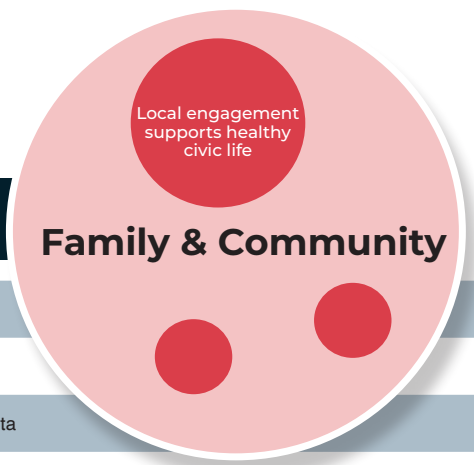
Organization/Practitioner	Areas of Operation
Better Angels	All 50 states
Bridge Alliance	All 50 states
Bush Foundation/Local Leadership and Community Building Organizations	Minnesota | North Dakota | South Dakota
Chicago Bar Association/local Bar Associations	Illinois
Chicago Votes/local voting coalitions	Illinois
Civic Change, Inc. (Successor of Pew Partnership for Civic Change)	Nationwide
Civic Nebraska/state level civic organizations and initiatives	Nebraska
Committee of Seventy	Pennsylvania
The Council of State Governments	All 50 states
Everyday Democracy (Project of the Paul J. Aicher Foundation)	Florida | Montana | New Hampshire | New York | Ohio | South Dakota | West Virginia
Federal Bar Association (FBA) National Community Outreach Program	Alaska | Illinois | Tennessee | District of Columbia | Michigan | New York | North Carolina | Pennsylvania | Louisiana | Oklahoma | Florida | Arizona | California | South Carolina | Utah | Vermont
Institute for Local Government	California
Journey for Justice Alliance (J4J)	New York | New Jersey | Michigan | Illinois | Louisiana
Kitchen Table Democracy	Oregon
Local Chamber of Commerce Chapters	All 50 states
Local Progress (Program of the Center for Popular Democracy)	All 50 states
Local Religious Institutions	All 50 states
Millennial Action Project	27 states
National Civic League	Nationwide
National Conference of State Legislatures	Nationwide
Nevada Center for Civic Engagement	
Open Mind	Nationwide
Participatory Budgeting Project	Nationwide | International
The People	22 states
The People's Supper/meal and dialogue clubs and facilitators	
Philadelphians Organized to Witness, Empower & Rebuild (POWER)	Pennsylvania
Points of Light	International
Project Arizona Civic Education	Arizona
Public Agenda	Nationwide
PushBlack	Nationwide

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Family & Community | *National engagement supports healthy civic life*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
American Bar Association	N/A	Over $5M	Advocacy/Awareness
ConSource	Under 500	Under $500,000	Curriculum and/or Resource
Dirksen Congressional Center	N/A	Under $500,000	Advocacy/Awareness
Indiana University Center on Representative Government	100,000–500,000 (Indirect through teachers and web visitors)	$500,000–$1M	Multi–year Participation
Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago	Under 500		Research or Center
Institute for Civic Discourse and Democracy at Kansas State University	N/A		Research or Center
Jefferson Center	500–2,000	$500,000–$1M	Curriculum and/or Resource
Library of Congress	1M and above		Curriculum and/or Resource
Lou Frey Institute at the University of Central Florida	N/A		Research or Center
National Archives and Records Administration	N/A	Under $500,000	Curriculum and/or Resource
National Archives Foundation	1M and above	$2M–$5M	Curriculum and/or Resource
National Coalition for Dialogue & Deliberation (NCDD)	2,000–10,000	Under $500,000	Advocacy/Awareness
National Conference on Citizenship	N/A	$2M–$5M	Collaborative
National Institute for Civil Discourse at the University of Arizona	N/A		Research or Center
Re–Imagining Migration	Under 500		Curriculum and/or Resource
Religious Freedom Center of the Freedom Forum Institute	N/A	Over $5M* (project of Freedom Forum Institute)	Advocacy/Awareness
The American Democracy Month Council	N/A	Under $500,000	Advocacy/Awareness
The Aspen Institute Citizenship & American Identity Program (Program of Aspen Institute)	N/A	Over $5M* (project of the Aspen Institute)	Advocacy/Awareness
Tisch College at Tufts University	2,000–10,000		Research or Center
U.S. Vote Foundation	N/A	Under $500,000	Voting
US Association of Former Members of Congress (FMC)	2,000–10,000	$2M–$5M	One–time Award/Event

Family & Community

National engagement supports healthy civic life

Organization/Practitioner	Areas of Operation
American Bar Association	All 50 states
ConSource	Nationwide
Dirksen Congressional Center	Illinois
Indiana University Center on Representative Government	Nationwide
Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago	Illinois
Institute for Civic Discourse and Democracy at Kansas State University	Kansas
Jefferson Center	Minnesota | Ohio | Massachusetts | New York
Library of Congress	Nationwide
Lou Frey Institute at the University of Central Florida	Florida
National Archives and Records Administration	Nationwide
National Archives Foundation	Nationwide
National Coalition for Dialogue & Deliberation (NCDD)	Nationwide
National Conference on Citizenship	Nationwide
National Institute for Civil Discourse at the University of Arizona	Alabama | Arizona | Arkansas | California | Idaho | Iowa | Kansas | Louisiana | Massachusetts | Missouri | Nebraska | Nevada | New Mexico | Ohio | Oregon | Texas | Virginia
Re–Imagining Migration	Nationwide
Religious Freedom Center of the Freedom Forum Institute	Nationwide
The American Democracy Month Council	
The Aspen Institute Citizenship & American Identity Program (Program of Aspen Institute)	
Tisch College at Tufts University	Local | Global
U.S. Vote Foundation	Nationwide | International
US Association of Former Members of Congress (FMC)	Nationwide

Family & Community | *Society values civic engagement*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
AmeriCorps/service organizations	50,000-100,000	$2M-5M	Multi-year Participation
Bridge Alliance Education Fund	N/A	Under $500,000	Advocacy/Awareness
Civic Engagement Research Group (CERG), at the University of California, Riverside	N/A	$500,000-1M	Research or Center
Citizen University	Under 500	$1M-2M	Advocacy/Awareness
Civic Nation	1M and above (indirectly through work with campuses)	Over $5M	Collaborative
Clinton Foundation	N/A	Over $5M	Advocacy/Awareness
Edmond J. Safra Center for Ethics at Harvard University	N/A		Research or Center
Issue Voter	N/A	Over $5M	Voting
League of Women Voters	2,000-10,000	Over $5M	Voting
Local Community Service Organizations i.e. NJ RISE			Community-based
National Action Civics Collaborative	N/A		Collaborative
Rock the Vote	N/A	$2M-5M	Voting
Nonprofit VOTE	N/A	$500,000-$1M	Voting
Service Year Alliance	65,000		$128,015,375 (Guidestar, of the Aspen Institute)
Utah Center for Civic Improvement	N/A	Under $500,000	Advocacy/Awareness
VOTE.org	1M and above	$2M-5M	Voting

Family & Community

Society values civic engagement

Organization/Practitioner	Areas of Operation
AmeriCorps/service organizations	All 50 states
Bridge Alliance Education Fund	All 50 states
Civic Engagement Research Group (CERG), at the University of California, Riverside	Nationwide
Citizen University	Nationwide
Civic Nation	Nationwide
Clinton Foundation	Nationwide
Edmond J. Safra Center for Ethics at Harvard University	Nationwide
Issue Voter	Nationwide
League of Women Voters	All 50 states
Local Community Service Organizations i.e. NJ RISE	
National Action Civics Collaborative	Nationwide
Rock the Vote	Nationwide
Nonprofit VOTE	Nationwide
Service Year Alliance	Nationwide
Utah Center for Civic Improvement	Utah
VOTE.org	Nationwide

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Higher Education Systems | *Civic engagement is a key component of higher education systems' institutional identities*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
All In Campus Democracy Challenge (Program of Civic Nation)	550 (campuses)	Over $5M* (project of Civic Nation)	Multi–year Participation
The Annette Strauss Institute for Civic Life at the University of Texas at Austin	2,000–10,000	$500,000–$1M	Research or Center
American Democracy Project (ADP) (Project of AASCU)	1M and above	Over $5M* (project of AASCU)	Multi–year Participation
Andrew Goodman Foundation	500,000–1M	$1M–$2M	Advocacy/Awareness
Campus Compact	1M and above	$2M–$5M	Curriculum and/or Resource
Campus Vote Project (CVP)	1M and above	Under $500,000	Voting
Center for Character and Social Responsibility at Boston University	Under 500	Under $500,000	Research or Center
Jack Miller Center for Teaching America's Founding Principals and History	N/A	Over $5M	Grade Level Specific
The Miller Center at the University of Virginia	N/A	Over $5M	Research or Center
The National Study of Learning, Voting and Engagement (NSLVE), part of the Jonathan M. Tisch College of Civic Life at Tufts University	N/A		Research or Center
University Level Public Policy Centers & Degree Granting Schools, e.g., Annenberg Public Policy Center of the University of Pennsylvania	N/A		Research or Center
The University of Virginia Center for Politics	N/A		Research or Center

Higher Education Systems

Civic engagement is a key part of Higher Ed's identity

Organization/Practitioner	Areas of Operation
All In Campus Democracy Challenge (Program of Civic Nation)	48 states and Washington, D.C.
The Annette Strauss Institute for Civic Life at the University of Texas at Austin	Texas
American Democracy Project (ADP) (Project of AASCU)	Nationwide
Andrew Goodman Foundation	Massachusetts | New York | New Jersey | Pennsylvania | Virginia | North Carolina | Ohio | Kentucky | Tennessee | Georgia | Mississippi | Alabama | Louisiana | Florida | Utah | Arizona | California
Campus Compact	Nationwide, including a network of state and regional offices and affiliates
Campus Vote Project (CVP)	30 states
Center for Character and Social Responsibility at Boston University	Massachusetts base + MOOC
Jack Miller Center for Teaching America's Founding Principals and History	National
The Miller Center at the University of Virginia	National
The National Study of Learning, Voting and Engagement (NSLVE), part of the Jonathan M. Tisch College of Civic Life at Tufts University	Nationwide
University Level Public Policy Centers & Degree Granting Schools i.e. Annenberg Public Policy Center of the University of Pennsylvania	National
The University of Virginia Center for Politics	Virginia | National

Appendix C1: Civic Learning Practitions by Cluster

Higher Education Systems | *Higher education systems stress importance of and encourage civic engagement or dialogue between students, faculty, leadership, and external communities*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
American Association of State Colleges and Universities (AASCU)	400 (institutions)	Over $5M	Collaborative
Association of American Colleges and Universities (AACU)	500–2,000 (institutions)	Over $5M	Collaborative
Bringing Theory to Practice (Independent project of the AACU)	359 (institutions)		Curriculum and/or Resource
Community College National Center for Community Engagement (CCNCCE)	10,000–50,000	Over $5M* (project of Mesa Community College)	Collaborative
Community Outreach Partnership Centers (COPC) (Program of HUD)	N/A	Over $5M	Collaborative
Do Good Institute at the University of Maryland School of Public Policy	10,000–50,000		Research or Center
ENACT: The Educational Network for Active Civic Transformation from the International Center for Ethics, Justice and Public Life	N/A		Advocacy/Awareness
HeadCount	N/A	$500,000–$1M	Voting
UCLA/IDEA	N/A	Under $500,000	Research or Center
University Centers for Civic Engagement, e.g., the Center for Civic Engagement at Drew College	500–2,000		Research or Center

Organization/Practitioner	Areas of Operation
American Association of State Colleges and Universities (AASCU)	Nationwide
Association of American Colleges and Universities (AACU)	Nationwide
Bringing Theory to Practice (Independent project of the AACU)	Nationwide
Community College National Center for Community Engagement (CCNCCE)	Arizona
Community Outreach Partnership Centers (COPC) (Program of HUD)	Nationwide
Do Good Institute at the University of Maryland School of Public Policy	Maryland
ENACT: The Educational Network for Active Civic Transformation from the International Center for Ethics, Justice and Public Life	National (29 colleges)
HeadCount	Nationwide
UCLA/IDEA	Nationwide
University Centers for Civic Engagement i.e. the Center for Civic Engagement at Drew College	New Jersey

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Digital | *Digital civic life can be engaged with and consumed critically*
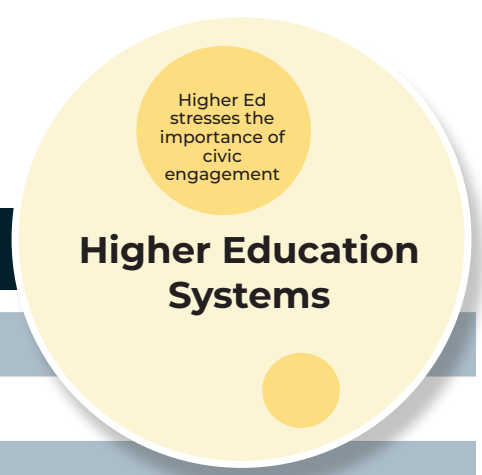
Organization/Practitioner	Students Served Annually	Revenue	Dosage
AllSides	10,000–50,000	Under $500,000	Curriculum and/or Resource
Animate a Way	Under 500	Under $500,000	Multi–year Participation
Appalshop	Under 500	$1M–$2M	Community-based
BAYCAT/local youth media organizations	Under 500	$1M–$2M	Membership/Club
Center for News Literacy at Stony Brook University	500–2,000		Research or Center
Code for America	N/A	Over $5M	Advocacy/Awareness
Digital Citizenship in Education (Program of International Society for Technology in Education (ISTE))	N/A	Over $5M* (project of ISTE)	Curriculum and/or Resource
Digital Polarization Initiative from AASCU	1M and above	Over $5M* (project of AASCU)	Multi–year Participation
Free Spirit Media	Under 500	$2M–$5M	Membership/Club
Global Action Project	Under 500	Under $500,000	Membership/Club
Journalism Education Association	N/A	Over $5M	Curriculum and/or Resource
The Lamp (Learning About Multimedia Project Inc)	2,000–10,000	Under $500,000	Curriculum and/or Resource
National Association for Media Literacy Education	N/A	Under $500,000	Curriculum and/or Resource
The News Literacy Project	10,000–50,000	$1M–$2M	Grade Level Specific
PBS NewsHour EXTRA and Student Reporting Labs	Programs in more than 150 schools	$500,000–$1M* (project of PBS)	Multi–year Participation
Wide Angle Youth Media	Under 500	$500,000–$1M	Membership/Club

Organization/Practitioner	Areas of Operation
AllSides	Nationwide
Animate a Way	San Diego, CA
Appalshop	Appalachia
BAYCAT/local youth media organizations	San Francisco Bay Area
Center for News Literacy at Stony Brook University	New York
Code for America	California | Nationwide
Digital Citizenship in Education (Program of International Society for Technology in Education (ISTE))	Nationwide
Digital Polarization Initiative from AASCU	South Dakota | New York | Georgia | Indiana | Colorado | Pennsylvania | California | Texas | North Carolina | Washington
Free Spirit Media	Chicago, IL (south and west sides)
Global Action Project	New York, NY | across the country through media
Journalism Education Association	Nationwide
The Lamp (Learning About Multimedia Project Inc)	New York, NY | Virtual
National Association for Media Literacy Education	Nationwide | International
The News Literacy Project	Nationwide | International
PBS NewsHour EXTRA and Student Reporting Labs	Nationwide
Wide Angle Youth Media	Baltimore, MD

Digital civic life can be engaged with and consumed critically

Digital

Appendix C1: Civic Learning Practitions by Cluster

K–12 Civic Learning | *Civic learning is a school-wide priority that is measured and holds schools accountable*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
Arizona's American Civics Education Pilot Program	100,000–500,000	Under $500,000	Curriculum and/or Resource
CIRCLE	N/A	$500,000–$1M	Research or Center
The Civic Circle	Under 500	Under $500,000	Multi–year Participation
Civic Mission of Schools	N/A		Research or Center
Civic Spirit	500–2,000	Under $500,000	Curriculum and/or Resource
CivXNow	N/A	Over $5M* (project of iCivics)	Collaborative
EDSITEment (Project of National Endowment for the Humanities)	1M and above	Over $5M	Curriculum and/or Resource
Florida Joint Center for Citizenship at the Lou Frey Institute	100,000 (students online), 3,000 (teachers)	Under $500,000	Grade Level Specific
Inspire U.S.	500–2,000	Under $500,000	Advocacy/Awareness
Mock Trial			Membership/Club
Model UN			Membership/Club
National Academy of Education's Civic Reasoning and Discourse Research	N/A		Research or Center
National Association of Secondary School Principals	N/A	Over $5M	Collaborative
National Center for Learning & Citizenship at the Education Commission of the States	Past program	Past program	
National Rural Education Association	N/A	Under $500,000	Collaborative
National Speech and Debate Association	N/A	Over $5M	Collaborative
NH Institute for Civics Education	500–2,000	Under $500,000	Multi–year Participation
State and District Offices/Departments of Education			
State Education Commissions	N/A	Over $5M	Collaborative
What so Proudly We Hail	N/A	Over $5M	Curriculum and/or Resource

Civic Learning is a
school-wide
priority

Organization/Practitioner	Areas of Operation
Arizona's American Civics Education Pilot Program	Arizona
CIRCLE	Nationwide
The Civic Circle	Silver Spring, MD
Civic Mission of Schools	Nationwide
Civic Spirit	New York, NY | Los Angeles, CA
CivXNow	Nationwide
EDSITEment (Project of National Endowment for the Humanities)	Nationwide
Florida Joint Center for Citizenship at the Lou Frey Institute	Florida
Inspire U.S.	Arizona | California | Colorado | Kentucky | Nevada | Pennsylvania | Texas | Virginia | West Virginia | Wisconsin
Mock Trial	
Model UN	
National Academy of Education's Civic Reasoning and Discourse Research	Nationwide
National Association of Secondary School Principals	Nationwide
National Center for Learning & Citizenship at the Education Commission of the States	
National Rural Education Association	Nationwide
National Speech and Debate Association	Nationwide
NH Institute for Civics Education	New Hampshire
State and District Offices/Departments of Education	
State Education Commissions	20 States
What so Proudly We Hail	Nationwide

Organization/Practitioner	Students Served Annually	Revenue	Dosage
Anti–Defamation League (ADL)	1M and above	Over $5M	Curriculum and/or Resource
Civic Youth	N/A		Research or Center
Confianza	1,000 educators	Under $500,000	Curriculum and/or Resource
National Student Council/local student councils	10,000–50,000	Over $5M* (project of NASSP)	Collaborative
ProCon.org	12,033 schools	Under $500,000	Curriculum and/or Resource
Student Voice	500–2,000	Under $500,000	Advocacy/Awareness

K-12 Civic Learning

School culture reflects society
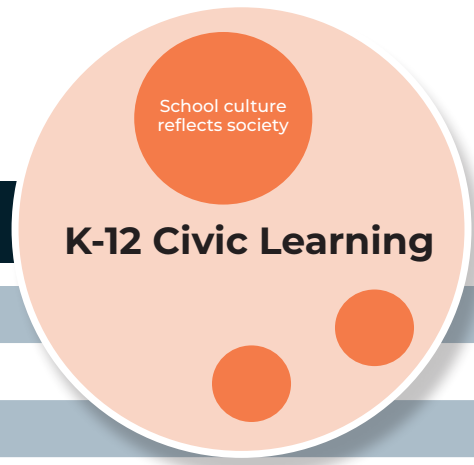
Organization/Practitioner	Areas of Operation
Anti–Defamation League (ADL)	Nationwide
Civic Youth	
Confianza	National | International
National Student Council/local student councils	All 50 states
ProCon.org	Nationwide
Student Voice	Nationwide

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

K–12 Civic Learning | *Teachers are well prepared to teach civics class (in specific) and support civic learning (in general)*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
Annenberg Learner	1M and above	Under $500,000	Curriculum and/or Resource
Democratic Knowledge (Project of Edmond J. Safra Center for Ethics at Harvard University)	500–2,000		Curriculum and/or Resource
Educator Innovator (Project of the National Writing Project)	300,000 (teacher users)	Over $5M	Curriculum and/or Resource
Facing History and Ourselves	100,000–500,000	Over $5M	Curriculum and/or Resource
Inquiring Minds	7 Schools		Curriculum and/or Resource
Iowa Council for the Social Studies	N/A	Under $500,000	Advocacy/Awareness
James Madison Memorial Fellowship Foundation	Under 500	$500,000–$1M	One–time Award/Event
John F. Kennedy Library Foundation	1M and above	Over $5M	Curriculum and/or Resource
National Board for Professional Teaching Standards	10,000–50,000 (teachers)	Over $5M	Collaborative
National Writing Project	500,000–1M	Over $5M	Grade Level Specific
Schools conferring undergraduate teaching, M.Ed., or MAT degrees			
Social Science Education Consortium, Inc	N/A	Under $500,000	Curriculum and/or Resource
Teach for America	100,000–500,000	Over $5M	Multi–year Participation
Teaching for Democracy Alliance (Coordinated by CIRCLE)	31 organizations		Collaborative
Youth Leadership Initiative (Program of the University of Virginia Center for Politics)	100,000–500,000 (teachers)		Grade Level Specific

K-12 Civic Learning

Teachers are well prepared to teach civics

Organization/Practitioner	Areas of Operation
Annenberg Learner	Nationwide
Democratic Knowledge Project by Harvard University	Massachusetts
Educator Innovator (Project of the National Writing Project)	Nationwide
Facing History and Ourselves	Nationwide | International
Inquiring Minds	New York, NY | Washington, D.C.
Iowa Council for the Social Studies	Iowa
James Madison Memorial Fellowship Foundation	Nationwide
John F. Kennedy Library Foundation	Massachusetts | Nationwide through essay contest and web resources
National Board for Professional Teaching Standards	Nationwide
National Writing Project	Nationwide
Schools conferring undergraduate teaching, M.Ed., or MAT degrees	
Social Science Education Consortium, Inc	Nationwide
Teach for America	52 communities across the country
Teaching for Democracy Alliance (Coordinated by CIRCLE)	N/A
Youth Leadership Initiative (Program of the University of Virginia Center for Politics)	Nationwide

Appendix C1: Civic Learning Practitions by Cluster

K–12 Civic Learning | *Civics classes are age-appropriate, inclusive and high quality*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
ABOTA Foundation		$1M–$2M	Advocacy/Awareness
Albert Shanker Institute	N/A	$500,000–$1M	Research or Center
Annenberg Classroom (Project of the Leonore Annenberg Institute for Civics at the Annenberg Public Policy Center)			Curriculum and/or Resource
Ashbrook Center's TeachingAmericanHistory.org	50,000–100,000 (user)	Over $5M* (project of Ashbrook Center)	Curriculum and/or Resource
Bill of Rights Institute	50,000–100,000	$2M–$5M	Curriculum and/or Resource
Case Method Project (Project of Harvard Business School)	200 (schools)		Curriculum and/or Resource
Center for Civic Education	1M and above	Over $5M* (project of Center for Civic Education)	Multi–year Participation
The Choices Program from Brown University			
CIVNET: An International Resource for Civic Education and Civil Society (Program of Center for Civic Education)	N/A	Over $5M* (project of Center for Civic Education)	Curriculum and/or Resource
Classroom Law Project	50,000–100,000	$500,000–$1M	Curriculum and/or Resource
Composer (High Resolves Initiative)	117 Schools (private beta)	$1M–$2M* (project of High Resolves)	Curriculum and/or Resource
Core Knowledge Foundation	100,000–500,000	$2M–$5M	Curriculum and/or Resource
CRF–Chicago/local Constitutional Rights Foundation Chapters	10,000–50,000	Under $500,000	Multi–year Participation
Discovering Justice	2,000–10,000	$1M–$2M	Research or Center
Generation Citizen	10,000–50,000	$2M–$5M	Curriculum and/or Resource
High Resolves	500–2,000	$1M–$2M	Multi–year Participation
iCivics	1M and above	Over $5M	Curriculum and/or Resource
Joe Foss	100,000–500,000	$1M–$2M	Curriculum and/or Resource
Justice Resource Center	50,000–100,000	Under $500,000	Multi–year Participation
Knowledge in Action	70 schools and five urban districts		Curriculum and/or Resource
Mikva Challenge	50,000–100,000	Over $5M	Curriculum and/or Resource
National Council for History Education	N/A	Under $500,000	Multi–year Participation
National Council for the Social Studies	Indirect reach through association members	$2M–$5M	Grade Level Specific
National History Day	500,000–1M	$2M–$5M	Advocacy/Awareness
Newsela	1M and above (users)	$2M–$5M	Curriculum and/or Resource
PolitiCraft	500–2,000 (copies sold)	Under $500,000	Curriculum and/or Resource
Project Citizen (Program of Center for Civic Education)	2,000–10,000	Over $5M* (project of Center for Civic Education)	Multi–year Participation

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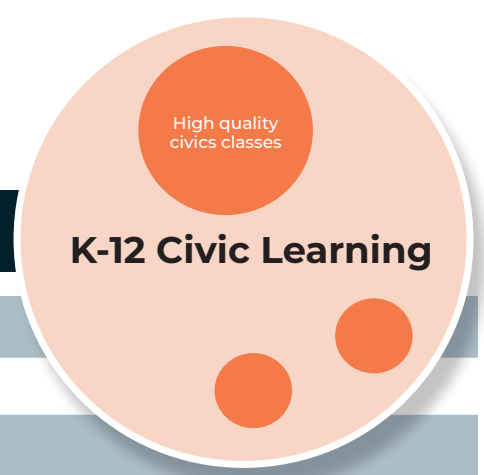
Organization/Practitioner	Areas of Operation
ABOTA Foundation	All 50 States | Washington, D.C. | Puerto Rico
Albert Shanker Institute	Nationwide
Annenberg Classroom (Project of the Leonore Annenberg Institute for Civics at the Annenberg Public Policy Center)	Nationwide
Ashbrook Center's TeachingAmericanHistory.org	Nationwide
Bill of Rights Institute	Nationwide
Case Method Project (Project of Harvard Business School)	41 states | Washington, D.C.
Center for Civic Education	United States and Abroad
CIVNET: An International Resource for Civic Education and Civil Society (Program of Center for Civic Education)	Nationwide | International
Classroom Law Project	Oregon
Composer (High Resolves Initiative)	Nationwide
Core Knowledge Foundation	United States
CRF–Chicago/local Constitutional Rights Foundation Chapters	Nationwide
Discovering Justice	Massachusetts
Generation Citizen	New York | California | Texas | Massachusetts | Oklahoma | Rhode Island | New Jersey | Canada | Ireland | Pakistan
High Resolves	California | Louisiana
iCivics	Nationwide
Joe Foss	Nationwide
Justice Resource Center	New York
Knowledge in Action	Washington | Iowa | California
Mikva Challenge	Illinois | California | Washington, D.C. | New York | Delaware | Maryland | Georgia | Ohio | Michigan | Wisconsin | Florida
National Council for History Education	16 State Councils
National Council for the Social Studies	All 50 States
National History Day	All 50 States | Washington, D.C. | U.S. Territories | International
Newsela	Nationwide
PolitiCraft	44 States
Project Citizen (Program of Center for Civic Education)	Nationwide

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Organization/Practitioner	Students Served Annually	Revenue	Dosage
React to Film	N/A	$500,000–$1M	Curriculum and/or Resource
Rendell Center for Civics and Civic Engagement	2,000–10,000	Under $500,000	Research or Center
Share My Lesson	1M and above (members)	Over $5M	Curriculum and/or Resource
Stanford History Education Group	1M and above (downloads)	$500,000–$1M	Curriculum and/or Resource
Street Law, Inc.	00,000–1M	$2M–$5M	Curriculum and/or Resource
Teaching Tolerance	100,000–500,000 (educators)	Over $5M* (project of Southern Poverty Law Center)	Curriculum and/or Resource
Textbook Providers, e.g., McGraw Hill	1M and above	Over $5M	Curriculum and/or Resource
We the People (Program of Center for Civic Education)	500,000–1M	Over $5M* (project of Center for Civic Education)	Multi–year Participation

K-12 Civic Learning

High quality civics classes

Organization/Practitioner	Areas of Operation
React to Film	Nationwide
Rendell Center for Civics and Civic Engagement	Pennsylvania
Share My Lesson	Nationwide
Stanford History Education Group	Nationwide
Street Law Inc	Nationwide | International
Teaching Tolerance	Nationwide
Textbook Providers, i.e. McGraw Hill	Nationwide
We the People (Program of Center for Civic Education)	Nationwide | International

Appendix C1: Civic Learning Practitions by Cluster

K–12 Civic Learning | *Civic learning extends beyond schools and higher education institutions into participatory and real-world experiences*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
Aspen Challenge (Program of Aspen Institute)	Under 500		Membership/Club
Boston Debate League	2,000–10,000	$1M–$2M	Multi–year Participation
College Board	1M and above	Over $5M	Once–a–year Participation
CRF–Orange County	2,000–10,000	Under $500,000	Membership/Club
Edward M. Kennedy Institute for the United State Senate	10,000–50,000	$2M–$5M	Once–a–year Participation
Freedoms Foundation at Valley Forge	2,000–10,000	$2M–$5M	Once–a–year Participation
George Washington's Mt. Vernon	1M and above	Over $5M	Once–a–year Participation
Georgia Center for Civic Engagement	2,000–10,000	$500,000–$1M	Multi–year Participation
Gilder Lehrman Institute	1M and above	Over $5M	Multi–year Participation
Historical Society of Pennsylvania/local historical societies	2,000–10,000	$2M–$5M	Curriculum and/or Resource
Indiana Bar Foundation	500–2,000	$2M–$5M	Membership/Club
Junior State of America Foundation	10,000–50,000	Over $5M	Curriculum and/or Resource
Louder than a Bomb (Program of YCA)	500–2,000	$1M–$2M	Once–a–year Participation
National Constitution Center	100,000–500,000	Over $5M	Once–a–year Participation
NewseumED	500,000–1M		Curriculum and/or Resource
Next Generation Politics/Yvote	500–2,000	Under $500,000	Multi–year Participation
Presidential Libraries	1M and above		Once–a–year Participation
Renew Democracy Initiative (RDI)	N/A	Under $500,000	Advocacy/Awareness
Seeds of Peace	500–2,000	Over $5M	Advocacy/Awareness
Student PIRGs	35 campus chapters		Multi–year Participation
ThinkShift	N/A	Past program	
Thomas Jefferson's Monticello	100,000–500,000	Over $5M	Once–a–year Participation
U.S. Courts	N/A	Over $5M	Advocacy/Awareness
Young Invincibles (YI)	10,000–50,000	Over $5M	Advocacy/Awareness

K-12 Civic Learning

Civic learning translates to real-world experiences

Organization/Practitioner	Areas of Operation
Aspen Challenge (Program of Aspen Institute)	All 50 states
Boston Debate League	Boston, MA
College Board	Nationwide
CRF–Orange County	Orange County, CA
Edward M. Kennedy Institute for the United State Senate	Nationwide
Freedoms Foundation at Valley Forge	Nationwide
George Washington's Mt. Vernon	Visitors from worldwide
Georgia Center for Civic Engagement	Georgia
Gilder Lehrman Institute	Continental U.S.
Historical Society of Pennsylvania/local historical societies	Philadelphia, PA
Indiana Bar Foundation	Indiana
Junior State of America Foundation	Chapters are located in 35 states
Louder than a Bomb (Program of YCA)	Chicago, IL
National Constitution Center	Pennsylvania
NewseumED	National | International
Next Generation Politics/Yvote	30 States
Presidential Libraries	Iowa | New York | Missouri | Kansas | Massachusetts | Texas | Maryland | California | Michigan | Georgia | Arkansas | Illinois
Renew Democracy Initiative (RDI)	Nationwide
Seeds of Peace	United States | Middle East (Israel, Palestine, Egypt, Jordan) | South Asia (India, Pakistan)
Student PIRGs	California | Connecticut | Maryland | Massachusetts | North Carolina | New Jersey | Oregon | Washington
ThinkShift	Washington, D.C. | National
Thomas Jefferson's Monticello	Virginia
U.S. Courts	Nationwide
Young Invincibles (YI)	Nationwide

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Appendix C1: Civic Learning Practitions by Cluster

Out of School | *Non-school programs and supports exist to develop agency for all youth*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
Afterschool Alliance	N/A	Over $5M	Collaborative
Big Brother/Big Sister/local youth mentoring organizations	100,000–500,000	Over $5M	Community-based
Black Youth Project	Under 500	Under $500,000	Advocacy/Awareness
Boy Scouts of America	1M and above	Over $5M	Multi–year Participation
Boys and Girls Club	1M and above	Over $5M	Multi–year Participation
Bridge the Divide	500–2,000		Curriculum and/or Resource
BridgeUSA		Under $500,000	Advocacy/Awareness
CenterPoint Education Solutions	varies	$2M–$5M	Curriculum and/or Resource
City Year	100,000–500,000	Over $5M	One–time Award/Event
Constitutional Rights Foundation (CRF)	50,000–100,000	$2M–$5M	Multi–year Participation
DC Scores	2,000–10,000	$2M–$5M	Multi–year Participation
Earth Force	2,000–10,000	$1M–$2M	Multi–year Participation
Generation Nation	100,000–500,000	Under $500,000	Multi–year Participation
Generation Progress	10,000–50,000	Over $5M* (project of Center for American Progress)	Advocacy/Awareness
Girl Scouts of America	1M and above	Over $5M	Multi–year Participation
Local religious institutions and programs			Community-based
Local Youth Leadership Organizations, e.g., Bridges USA			Community-based
National Youth Leadership Council	500,000–1M	$500,000–$1M	Curriculum and/or Resource
Opportunity for Youth: Pathways to a Brighter Future	2,000–10,000		Community-based
Opportunity Youth United	100,000–500,000	$1M–$2M	Community-based
Reagan Presidential Foundation and Institute	500–2,000	Over $5M	Curriculum and/or Resource
Speak Up! Speak Out!	500–2,000	Under $500,000	Curriculum and/or Resource
The Civics Center	2,000–10,000	Under $500,000	Multi–year Participation
Videos for Change (High Resolves Initiative)	2,000–10,000	$1M–$2M* (project of High Resolves)	Curriculum and/or Resource
YMCA	10,000–50,000 (neighborhoods)	Over $5M	Multi–year Participation

Out of School

Non-school programs develop agency
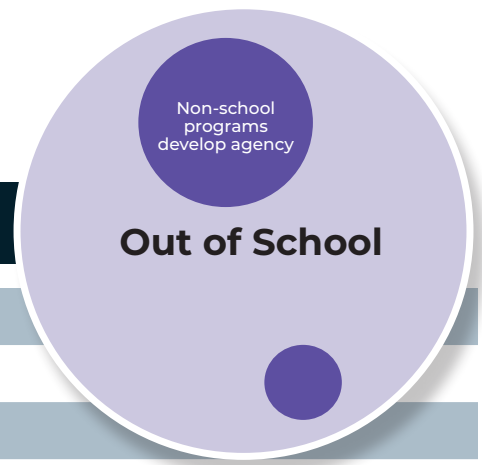
Organization/Practitioner	Areas of Operation
Afterschool Alliance	All 50 states
Big Brother/Big Sister/local youth mentoring organizations	All 50 states
Black Youth Project	Chicago, IL | Nationwide
Boy Scouts of America	All 50 states
Boys and Girls Club	All 50 states
Bridge the Divide	Nationwide
BridgeUSA	Oregon | California | Arizona | Colorado | Minnesota | Illinois | Missouri | Lousiana | Indiana | Ohio | Pennsylvania | New York | Massachusetts | Rhode Island | South Carolina | Georgia
CenterPoint Education Solutions	Nationwide
City Year	29 U.S. Cities
Constitutional Rights Foundation (CRF)	Callifornia
DC Scores	Washington, D.C.
Earth Force	Chesapeake Bay Watershed (MD, WV, VA, PA, NY) | Rocky Mountains (CO)
Generation Nation	North Carolina
Generation Progress	Nationwide
Girl Scouts of America	Nationwide
Local religious institutions and programs	
Local Youth Leadership Organizations ie Bridges USA	
National Youth Leadership Council	Nationwide
Opportunity for Youth: Pathways to a Brighter Future	Maricopa County, AZ
Opportunity Youth United	Nationwide
Reagan Presidential Foundation and Institute	Nationwide
Speak Up! Speak Out!	Texas
The Civics Center	Nationwide
Videos for Change (High Resolves Initiative)	U.S. | International
YMCA	Nationwide

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Out of School | *Youth have access/ability to non-school programs and supports*

Organization/Practitioner	Students Served Annually	Revenue	Dosage
Ashoka Changemakers		Over $5M* (project of Ashoka)	One–time Award/Event
Bezos Scholars (Program of Bezos Family Foundation)	Under 500	Over $5M* (project of Bezos Family Foundation)	One–time Award/Event
Close Up Washington DC	500,000–1M	Over $5M	Once–a–year Participation
Coro Fellowship	Under 500	$500,000–$1M	One–time Award/Event
Civics Unplugged	Under 500	$500,000–$1M	One–time Award/Event
Gandhi Brigade	Under 500	Under $500,000	Multi–year Participation
Local Youth Leadership Organizations/Opportunities, e.g., Rethink			
National Association for Urban Debate Leagues	10,000–50,000	$1M–$2M	Collaborative
Obama Foundation	Under 500	Over $5M	One–time Award/Event
Princeton Youth Program for Civic Engagement	Under 500	Under $500,000	Multi–year Participation
Student Voice	2,000–10,000	Under $500,000	Advocacy/Awareness
University Community Collaborative	Under 500		Collaborative
YouthBuild USA	100,000–500,000	Over $5M	Community-based
YouthSpeaks	100,000–500,000	$2M–$5M	Once–a–year Participation

Organization/Practitioner	Areas of Operation
Ashoka Changemakers	Global
Bezos Scholars (Program of Bezos Family Foundation)	Aspen, CO
Close Up Washington DC	Operates in Washington, D.C. but is open to students nationwide
Coro Fellowship	Los Angeles, CA | New York, NY | Pittsburgh, PA | San Francisco, CA | St. Louis, MO
Civics Unplugged	Nationwide
Gandhi Brigade	Washington, DC region
Local Youth Leadership Organizations/Opportunities i.e. Rethink	
National Association for Urban Debate Leagues	Nationwide
Obama Foundation	Global
Princeton Youth Program for Civic Engagement	Princeton, NJ
Student Voice	85 cities in 35 states
University Community Collaborative	Philadelphia, PA area
YouthBuild USA	Global
YouthSpeaks	National, but committed to San Francisco, CA area

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

The Civic Learning Practitioners Database

Organization/Practitioner	Mission Statement	Website
ABOTA Foundation	To support the purposes of the American Board of Trial Advocates in order to preserve the constitutional vision of equal justice for all Americans and to save our civil justice system for future generations.	https://www.abota.org/
Afterschool Alliance	The Afterschool Alliance is a nonprofit public awareness and advocacy organization working to ensure that all children and youth have access to quality afterschool programs. It seeks to: Engage public will and increase public and private investment in quality afterschool program initiatives at the national, state, and local levels; Serve as an information source on afterschool programs and resources; Encourage the development of local, state and national afterschool constituencies and systems; Communicate the impact of afterschool programs on children, families and communities.	http://www.afterschoolalliance.org/
Albert Shanker Institute	The institute brings together influential leaders and thinkers from business, labor, government, and education from across the political spectrum. It sponsors research, promotes discussions, and seeks new and workable approaches to the issues that will shape the future of democracy, education, and unionism.	http://www.shankerinstitute.org/
All In Campus Democracy Challenge (Program of Civic Nation)	The ALL IN Campus Democracy Challenge strives to change civic culture and institutionalize democratic engagement activities and programs on college campuses, making them a defining feature of campus life. The Challenge, in collaboration with higher education, seeks to: Make participation in local, state, and federal elections a social norm. Substantially increase the number of college students who are democratically engaged on an ongoing basis, during and between elections, and not just at the polls. Make educating for democratic engagement on college campuses an accepted and expected part of the culture and curriculum so that students graduate with the knowledge, skills, behaviors, and values needed to be informed and active citizens.	https://www.allinchallenge.org/
AllSides	AllSides for Schools gives educators tools, resources, information, and curricular guidance to help students build skills in news literacy, bias awareness, critical thinking, and conversation across difference.	https://allsidesforschools.org/
American Association of State Colleges and Universities (AASCU)	AASCU is a Washington-based higher education association of nearly 400 public colleges, universities and systems whose members share a learning and teaching-centered culture, a historic commitment to underserved student populations and a dedication to research and creativity that advances their regions' economic progress and cultural development.	https://aascu.org/
American Bar Association	Our mission is to serve equally our members, our profession and the public by defending liberty and delivering justice as the national representative of the legal profession.	https://www.americanbar.org/
American Democracy Project (ADP) (Project of AASCU)	ADP's work is a combination of national multi-campus initiatives managed from the AASCU office in Washington, D.C. and uniquely local activities developed and led by individual member campuses. An advisory Steering Committee made up of presidents, past presidents, provosts, faculty and student affairs staff from across AASCU member institutions help further link the national leadership with the campuses and inform current and new initiatives. ADP Civic Fellows consist of faculty and subject experts from multiple disciplines and universities help inform programmatic approaches, identify new civic engagement initiatives and provide support for faculty and staff development efforts. ADP's work on the member campuses, through the national initiatives and at convenings has reached into all areas of academic and student life. The national initiatives – including Digital Polarization, Voter Education and Engagement, Global Challenges, Political Ideology Diagnostic, Science for Citizens, Stewardship of Public Lands and Measuring the Campus Civic Climate – along with the hundreds of campus activities focused on civic engagement, community service, speakers, deliberative dialogues and citizen outreach, drive ADP's ability to create opportunities for millions of students across the country to develop the awareness, knowledge and skills needed to become informed and engaged citizens.	https://www.aascu.org/programs/ADP/

Organization/Practitioner	Mission Statement	Website
The American Democracy Month Council	The American Democracy Month Council reacquaints Americans with profound truths about democracy. Humankind is divided into two segments - virtual universal oppression prior to America's experiment with democracy and democracy becoming the only governmental system providing freedom, prosperity and peace with any regularity.	https://www.democracymonth.org/
AmeriCorps/service organizations	AmeriCorps programs do more than move communities forward; they serve their members by creating jobs and providing pathways to opportunity as they enter the workforce. AmeriCorps places thousands of people into intensive service positions where they learn valuable skills, earn money for education, and develop a strong sense of civic responsibility.	https://www.nationalservice.gov/programs/americorps
Andrew Goodman Foundation	The Andrew Goodman Foundation Makes Young Voices and Votes a Powerful Force in Democracy. We are witness to the rise of a diverse and connected new citizenry, one that can forever transform our society and our world for the better. Our ability to spark their passion —today—will result in change, tomorrow. The Andrew Goodman Foundation supports youth leadership development, voting accessibility, and social justice initiatives on campuses across the country with mini-grants to select institutions of higher learning and other financial assistance to students.	https://andrewgoodman.org/
Animate a Way	Animate A Way provides a transformative media arts program for youth, who raise awareness about pressing societal concerns and learn to lead a way forward within their community.	http://animateaway.org/
Annenberg Classroom (Project of the Leonore Annenberg Institute for Civics at the Annenberg Public Policy Center)	AnnenbergClassroom.org strives to help develop citizens who demand and support a functioning democracy, realizing Mrs. Annenberg's vision of generations who will go out and fulfill their civic calling.	https://www.annenbergclassroom.org/
Annenberg Learner	Annenberg Learner's mission is to "Advance Excellent Teaching in American Schools." We have pursued this mission for more than three decades by funding and distributing multimedia resources for teachers (K-12 and college levels) to teach their subjects and to stay up-to-date in their fields.	https://www.learner.org/
The Annette Strauss Institute for Civic Life at the University of Texas at Austin	The Annette Strauss Institute for Civic Life exists to cultivate informed voters and active citizens. We do so through research, education, and outreach programs focused on three key pillars: civic discovery, young people, and civil dialogue.	https://moody.utexas.edu/centers/strauss
The Aspen Institute Citizenship & American Identity Program (Program of Aspen Institute)	The Citizenship and American Identity Program explores the question of what it means to be American, and how to promote a shared sense of national identity in an age of demographic flux and severe inequality.	https://www.aspeninstitute.org/programs/citizenship-and-american-identity-program/
Anti-Defamation League (ADL)	ADL Education empowers students, educators, faculty, communities and businesses to fight hate, reflect on identity and culture, embrace diversity, and promote school and work environments free of bias and discrimination. As one of the nation?s largest provider of anti-bias and bullying prevention education programs,we provide in-person trainings, online curricula and self-administered program support materials.	https://www.adl.org
Appalshop	Our mission is to enlist the power of education, media, theater, music, and other arts to: document, disseminate, and revitalize the lasting traditions and contemporary creativity of Appalachia; tell stories the commercial cultural industries don't tell, challenging stereotypes with Appalachian voices and visions; support communities' efforts to achieve justice and equity and solve their own problems in their own ways; celebrate cultural diversity as a positive social value; and participate in regional, national, and global dialogue toward these ends.	https://www.appalshop.org/
Arizona's American Civics Education Pilot Program	We have a responsibility to ensure tomorrow's leaders are equipped with an understanding of our country's founding principles and democratic institutions. Arizona will continue to be a model for the rest of the nation in advancing civics education.	https://education.azgovernor.gov/edu/civics-education
Ashbrook Center's TeachingAmericanHistory.org	We are dedicated to making every American history, government, and civics class in America its best.	https://teachingamericanhistory.org/

Appendix C2: Civic Learning Practitioners

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Organization/Practitioner	Mission Statement	Website
Ashoka Changemakers	Ashoka Changemakers is building a global movement where anyone, anywhere, can take action to solve a social problem in in their community. We work to build this movement by supporting social entrepreneurs, innovators, business leaders, policy makers, and activists who are changemaking, by delivering ground-breaking analysis, by accelerating intrepreneurship, and creating strong partnerships that will drive the movement forward.	https://www.ashoka.org/en-US/program/ashoka-change-makers
Aspen Challenge (Program of Aspen Institute)	The Aspen Challenge is a part of the Youth & Engagement Programs at the Aspen Institute. Youth & Engagement Programs empower generations of thoughtful, socially-conscious, and diverse young people engaged in solving the critical issues of the day.	https://www.aspenchallenge.org/
Association of American Colleges and Universities (AACU)	The mission of the Association of American Colleges and Universities is to make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education.	https://www.aacu.org/
BAYCAT/ local youth media organizations	BAYCAT educates, empowers and employs low income youth, young people of color and young women in the Bay Area to produce socially-minded digital stories that positively transform our communities and helps them reach their full potential.	https://baycat.org/
Better Angels	Better Angels is a national citizens' movement to bring liberals and conservatives together at the grassroots level — not to find centrist compromise, but to find one another as citizens. Through workshops, debates, and campus engagement, Better Angels helps Americans understand each other beyond stereotypes, form community alliances, and reduce the vitriol that poisons our civic culture.	https://www.better-angels.org/
Bezos Scholars (Program of Bezos Family Foundation)	The Bezos Scholars Program inspires and challenges young people to act on their passions and collaborate to address community needs.	https://bezosscholars.org/
Big Brother/Big Sister/local youth mentoring organizations	Provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever.	https://www.bbbs.org/
Bill of Rights Institute	Established in September 1999, the Bill of Rights Institute is a 501(c)(3) non-profit educational organization that works to engage, educate, and empower individuals with a passion for the freedom and opportunity that exist in a free society. The Institute develops educational resources and programs for a network of more than 50,000 educators and 70,000 students nationwide.	https://billofrightsinstitute.org/
Black Youth Project	The Black Youth Project is a platform that highlights the voices and ideas of Black millennials. Through knowledge, voice, and action, we work to empower and uplift the lived experiences of young Black Americans today	http://blackyouthproject.com/
Boston Debate League	Our mission is to integrate argumentation and competitive debate into public schools in Boston to develop critical thinkers ready for college, career, and engagement with the world around them.	https://www.bostondebate.org/
Boy Scouts of America	The Mission of the Boy Scouts of America is to prepare young people to make ethical choices over their lifetime by instilling in them the values of the Scout Oath and Law.	https://www.scouting.org/
Boys and Girls Club	To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.	https://www.bgca.org/
Bridge Alliance	Our mission is to unify, support and amplify the vast resources and expertise of the organizations within our alliance in support of a healthy functioning democratic republic. Bridge Alliance is a 501(c)(4) with member organizations. It maintains the main website and provides services to our member organizations including intra-membership communications support and professional learning opportunities.	https://www.bridgealliance.us
Bridge Alliance Education Fund	Our members are committed to revitalizing America through civic engagement, governance and policymaking, and campaign and election processes. Bridge Alliance Education Fund (BAEF) is a 501(c)(3) without member organizations. It educates the general public about the members of Bridge Alliance, their work and campaigns, plus general education about the democracy field as a whole.	https://www.bridgealliance.us

Organization/Practitioner	Mission Statement	Website
Bridge the Divide	Bridge the Divide is a political initiative that seeks to promote political conversation amongst youth in a time of great divide in both American and global political affairs. We work to unite politically active students who desire to create change in the world by stimulating conversation in a productive and respectful manner. We are run solely by young people to work towards a more politically-prosperous, collective future for young people.	https://www.bridge-the-divide.com/
BridgeUSA	BridgeUSA believes that good governance starts with constructive political discussion. Our organization works with America's future leaders on college campuses to foster spaces wherein a diverse range of ideas can engage one another through the practice of responsible discourse.	https://bridgeusa.org/
Bringing Theory to Practice (Independent project of the AACU)	BTtoP's mission is grounded in three commitments. We believe that undergraduate education should be holistic and transformative, nurturing active and integrative learning, personal well-being, preparation for meaningful work, and democratic citizenship. We believe that "educating the whole student" must include students of all backgrounds, interests, and educational settings. And we believe that the first two commitments require significant change in higher education. BTtoP works to advance this mission through innovative practice, research, advocacy, and institutional change.	https://www.bttop.org/
Bush Foundation/Local Leadership and Community Building Organizations	We invest in great ideas and the people who power them.	https://www.bushfoundation.org/
Campus Compact	Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.	https://compact.org/
Campus Vote Project (CVP)	Campus Vote Project works with universities, community colleges, faculty, students and election officials to reduce barriers to student voting.	https://www.campusvoteproject.org/
Case Method Project (Project of Harvard Business School)	The Case Method Project is an initiative formed to achieve two goals: 1.) Bring case method teaching to high schools and colleges 2.) Use this methodology to deepen students' understanding of American democracy.	https://www.hbs.edu/mba/academic-experience/Pages/the-hbs-case-method.aspx
Center for Character and Social Responsibility at Boston University	Built on the belief that character education is an essential and inescapable mission of schools, the CCSR has enabled thousands of educators from rural, urban, and suburban communities to help students develop excellence of mind and character.	https://www.bu.edu/ccsr/
Center for Civic Education	The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. The Center administers a wide range of critically acclaimed curricular, professional development, and community-based programs. The principal goals of the Center's programs are to help students develop (1) an increased understanding of the institutions of American constitutional democracy and the fundamental principles and values upon which they are founded, (2) the skills necessary to participate as effective and responsible citizens, and (3) the willingness to use democratic procedures for making decisions and managing conflict.	https://www.civiced.org/
Center for News Literacy at Stony Brook University	News Literacy is a curriculum developed at Stony Brook University in New York over the past decade. It is designed to help students develop critical thinking skills in order to judge the reliability and credibility of information, whether it comes via print, television or the Internet.	https://www.centerfornewsliteracy.org/
CenterPoint Education Solutions	CenterPoint Education Solutions is a nonprofit organization that works with schools, education systems, and like-minded organizations to catalyze teacher practice, deepen student learning, fuel meaningful policy, and promote equity. CenterPoint partners with schools and districts as they plan for, build, and then implement a comprehensive, aligned educational system. Our curriculum services, instructional resources, assessment tools, and professional learning sessions help educators advance achievement for all students.	https://centerpointeducation.org/
Civic Engagement Research Group (CERG), at the University of California, Riverside	The Civic Engagement Research Group (CERG), at the University of California, Riverside conducts quantitative and qualitative research focused on understanding: The nature of youth civic engagement.; The impact of civic learning opportunities and digital media participation on young people's civic capacities and commitments; The quantity, quality, and equality of civic opportunities and outcomes in public schools and other contexts.	https://www.civicsurvey.org/

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Organization/Practitioner	Mission Statement	Website
Chicago Bar Association/ local Bar Associations	To establish and maintain the honor and dignity of the profession of the law and to promote the general welfare of the members thereof, particularly by sponsoring and supporting continuing legal education programs covering new developments in all fields of law.	https://www.chicagobar.org/chicagobar/
Chicago Votes/ local voting coalitions	Chicago Votes brings together young, driven Chicagoans who are ready to get their hands dirty and learn the grassroots basics of our democracy.	https://chicagovotes.com
The Choices Program from Brown University	The Choices Program draws on scholarship from Brown University to produce innovative curriculum and videos that make contested international issues accessible, engaging, and relevant to secondary school audiences.	https://www.choices.edu/
CIRCLE	CIRCLE, the Center for Information and Research on Civic Learning & Engagement, focuses on young people in the United States, especially those who are marginalized or disadvantaged in political life. CIRCLE's scholarly research informs policy and practice for healthier youth development and a better democracy.	https://civicyouth.org/
Citizen University	Citizen University is building a culture of powerful, responsible citizenship across the country.	https://www.citizenuniversity.us/
City Year	City Year's mission is to build democracy through citizen service, civic leadership and social entrepreneurship.	https://www.cityyear.org/
The Civic Circle	Bring democracy and civic values alive for primary school students through music and drama, using assemblies and after school programs that celebrate civil discourse, media literacy, community service, and public leadership.	https://theciviccircle.org/
Civic Change, Inc. (Successor of Pew Partnership for Civic Change)	Civic Change, Inc. is the successor organization to the Pew Partnership for Civic Change. A civic research organization, Civic Change, Inc. provides consulting and program support to communities, governments, foundations, and nonprofit agencies.	http://www.civicchange.org/
Civic Mission of Schools	In February of 2003, Carnegie Corporation of New York and CIRCLE issued a major report on the state of K-12 civic education, The Civic Mission of Schools (CMS). New CIRCLE-supported research validates the "six promising approaches" for effectively providing K-12 civic education that were proposed in the report.	https://www.carnegie.org/publications/the-civic-mission-of-schools/
Civic Nation	Civic Nation uses organizing, engagement and public awareness to address some of our nation's most pressing challenges. We work with public and private partners to inspire, educate and activate people around the issues that are important to our country.	https://civicnation.org/
Civic Nebraska/ state level civic organizations and initiatives	Civic Nebraska creates a more modern, robust democracy for all Nebraskans via youth civic leadership, civic health programs, and voting rights initiatives.	https://www.civicnebraska.org/
Civic Spirit	Civic Spirit educates, inspires, and empowers schools across faith traditions to enhance civic belonging and responsibility in their student, faculty, and parent communities.	https://civicspirit.org/
Civic Youth	Research	https://civicyouth.org/
The Civics Center	Civics Center is dedicated to building the foundations of youth civic engagement and voter participation in high schools. We encourage student-led, peer-to-peer voter registration and preregistration efforts through direct outreach to high school communities.	https://thecivicscenter.org/
Civics Unplugged	To ensure that America's youth are heard and equipped with the tools, training, and spaces to become the change they want to see in their communities.	https://civicsunplugged.org/
CIVNET: An International Resource for Civic Education and Civil Society (Program of Center for Civic Education)	a worldwide online civic education community of civic educators, scholars, policymakers, civic-minded journalists, NGOs, and other individuals promoting civic education all over the world.	http://www.old.civnet.org/

Organization/Practitioner	Mission Statement	Website
CivXNow	Recognizing that preparing our youth to assume the responsibilities and understand their rights as active participants in the civic life of this great nation is essential to the health of our Republic, the CivXNow Coalition pledges to help every school in the nation fulfill its historic and vital civic mission. We pledge to ensure that every young person acquires the civic knowledge, skills, and behaviors necessary for informed and authentic civic engagement.	https://www.civxnow.org/
Classroom Law Project	We equip students with the knowledge, essential skills, and motivation to participate in our democracy.	https://classroomlaw.org/
Clinton Foundation	Creating Economic Opportunity. Improving Public Health. Inspiring Civic Engagement and Service.	https://www.clintonfoundation.org/
Close Up Washington DC	Close Up informs, inspires, and empowers young people to exercise the rights and accept the responsibilities of citizens in a democracy.	https://www.closeup.org/
Code for America	Code for America uses the principles and practices of the digital age to improve how government serves the American public, and how the public improves government.	https://www.codeforamerica.org/
College Board	The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity.	https://www.collegeboard.org/
Committee of Seventy	Seventy continues to drive toward its founding objectives from 1904: Open up and improve the voting process and our political culture; Elect honest, capable people to public office and help them make government work better; Engage citizens in the process of making important decisions about our future.	https://seventy.org/
Community College National Center for Community Engagement (CCNCCE)	To promote excellence in teaching and learning through civic engagement programs	https://www.mesacc.edu/community-civic-engagement
Community Outreach Partnership Centers (COPC) (Program of HUD)	Community Outreach Partnerships Centers grants help colleges and universities apply their human, intellectual, and institutional resources to the challenge of revitalizing distressed communities.	https://www.hud.gov/program-description/copc
Composer (High Resolves Initiative)	Composer's mission is to ensure all students have access to high quality learning experiences that will inspire the next generation of citizens. Composer is a global digital platform for schools to search, create, and coordinate sequences of citizenship education informed by the latest insights from learning science.	https://highresolves.org/the-composer/
Confianza	Confianza's mission is to increase outcomes in schools and organizations by improving cultural understanding, communication and collaboration. We partner with Teaching Channel to provide innovative, blended and online learning solutions for schools, districts, state agencies and organizations. We promote an inquiry-based approach when we collaborate with schools and organizations to identify opportunities through a needs-specific professional learning. This allows mindsets and practices improve, leading to increased achievement, opportunity and equity for students.	https://ellstudents.com/
ConSource	The mission of The Constitutional Sources Project is to increase understanding, facilitate research, and encourage discussion of the U.S. Constitution by connecting individuals — including students, teachers, lawyers and judges — with the documentary history of its creation, ratification, and amendment. The ConSource team not only curates important digital collections of historical materials, but also creates free research reports, educational resources, and host educational programs to meet the specific needs of scholars and authors, legal practitioners and government officials, educators and students, journalists and the general public. ConSource also hosts an annual student competition called the Virtual Supreme Court Competition, which is now entering its seventh year.	https://www.consource.org/
Constitutional Rights Foundation (CRF)	Constitutional Rights Foundation (CRF), founded in 1962, seeks to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights, and educate them to become active and responsible participants in our society. CRF is dedicated to assuring our country's futures by investing in our youth today.	https://www.crf-usa.org/

Appendix C2: Civic Learning Practitioners

Organization/Practitioner	Mission Statement	Website
Core Knowledge Foundation	The mission of the Core Knowledge Foundation is to advance excellence and equity in education for all children.	https://www.coreknowledge.org/
Coro Fellowship	The Coro Fellows Program develops emerging leaders to work and lead across different sectors by equipping them with knowledge, skills, and networks to accelerate positive change.	http://www.corofellowship.org/
CRF-Chicago/local Constitutional Rights Foundation Chapters	Constitutional Rights Foundation Chicago (CRFC) strengthens American democracy by providing elementary and secondary students with hands-on learning about the Constitution to prepare them for informed civic engagement. Nonprofit and nonpartisan, CRFC develops and delivers interactive programming, classroom-tested professional development, and problem-based curricula that address rights and responsibilities, law, and policy.	http://www.crfc.org/
CRF-Orange County	Our mission is to provide civic education today for a stronger democracy tomorrow.	https://www.crfoc.org/
The Council of State Governments	CSG is a region-based forum that fosters the exchange of insights and ideas to help state officials shape public policy. This offers unparalleled regional, national and international opportunities to network, develop leaders, collaborate and create problem-solving partnerships.	https://www.csg.org/
DC Scores	DC SCORES creates neighborhood teams that give kids in need the confidence and skills to succeed on the playing field, in the classroom, and in life.	https://www.dcscores.org/
Democratic Knowledge (Project of Edmond J. Safra Center for Ethics at Harvard University)	Research in civic reasoning and discourse for use in educational policy and practice. The goal of the project is to improve students' learning in these areas by ensuring that the pedagogy, curriculum, and learning environments that they experience are informed by the best available evidence.	https://democraticknowledge.fas.harvard.edu/
Digital Citizenship in Education (Program of International Society for Technology in Education (ISTE))	This new lens focuses on empowering learners to be in community with others in online spaces and showing them that digital citizenship goes beyond conversations about personal responsibility. It's about being active citizens who see possibilities instead of problems and opportunities instead of risks as they curate a positive and effective digital footprint.	https://www.iste.org/learn/digital-citizenship
Digital Polarization Initiative from AASCU	The Digital Polarization Initiative, or "DigiPo", is ADP's national effort to build student civic, information and web literacy by having students participate in a broad, cross-institutional project to fact-check, annotate, and provide context to the different news stories that show up in our Twitter and Facebook feeds.	https://www.aascu.org/AcademicAffairs/ADP/DigiPo/
Dirksen Congressional Center	The Dirksen Center is a non-partisan, not-for-profit organization in Pekin, Illinois, that seeks to improve civic engagement by promoting a better understanding of Congress and its leaders through archival, research, and educational programs.	https://www.dirksencenter.org/
Discovering Justice	Discovering Justice is a nonprofit leader in civic education whose mission is to prepare young people to value the justice system, realize the power of their own voices, and embrace civic responsibility by connecting classrooms and courtrooms.	http://discoveringjustice.org/
Do Good Institute at the University of Maryland School of Public Policy	The Do Good Institute serves as the catalyst to transform the University of Maryland into the nation's first Do Good campus, where students are inspired to take action and spur innovations and solutions that tackle today's social issues. The Institute, housed in the School of Public Policy, provides opportunities for all University of Maryland students to immerse themselves with and address significant social issues through hands-on learning opportunities.	https://dogood.umd.edu/
Earth Force	Earth Force engages young people as active citizens who improve the environment and their communities now and in the future. Earth Force believes that a civic experience is an essential element of education about the environment. To ensure that young people have this experience Earth Force helps teachers develop young people with the knowledge, skills, and motivation to solve tough environmental problems: STEM Knowledge; Earth Force students improve their STEM knowledge by generating and applying data to address issues in their community. Civic Skills; Earth Force students develop civic skills by working with communities to solve local problems. Environmental Motivation; Earth Force gives young people hands on experience solving environmental problems, which motivates them to become lifelong advocates of the planet.	https://earthforce.org/

Organization/Practitioner	Mission Statement	Website
Edmond J. Safra Center for Ethics at Harvard University	The Edmond J. Safra Center for Ethics seeks to advance teaching and research on ethical issues in public life. It is integral to the Center's core mission that we not only produce ground-breaking research but also endeavor to spread it, engage in public discourse, and translate our academic outputs to various constituents on campus and beyond.	https://ethics.harvard.edu/
EDSITEment (Project of National Endowment for the Humanities)	This collection of free, authoritative source information about the history, politics, geography, and culture of many states and territories has been funded by the National Endowment for the Humanities. Our Teacher's Guide provides compelling questions, links to humanities organizations and local projects, and research activity ideas for integrating local history into humanities courses.	https://edsitement.neh.gov/
Educator Innovator (Project of the National Writing Project)	To that end, Educator Innovator, powered by the National Writing Project, provides an online hub for educators and organizations who value open learning and whose interests and spirits exemplify creative and Connected Learning: an approach that sees learning as interest-driven, peer supported, and oriented toward powerful outcomes.	https://educatorinnovator.org/
Edward M. Kennedy Institute for the United State Senate	The Edward M. Kennedy Institute for the United States Senate is a nonprofit, nonpartisan, civic education organization in Boston envisioned by the late Senator Edward M. Kennedy. Through a range of exhibits, interactive educational offerings, and topical programs, the Institute engages students and visitors in a conversation about the essential role each person plays in our democracy and in our society.	https://www.emkinstitute.org/
ENACT: The Educational Network for Active Civic Transformation from the International Center for Ethics, Justice and Public Life	ENACT: The Educational Network for Active Civic Transformation is a national program engaging undergraduates at colleges and universities in state-level legislative change by learning to work with legislators, staffers, and community organizations to advance policy.	https://www.brandeis.edu/ethics/ENACT/index.html
Everyday Democracy (Project of the Paul J. Aicher Foundation)	Everyday Democracy works to strengthen democracy by making authentic engagement and public participation a permanent part of the way we work as a country.	https://www.everyday-democracy.org/
Facing History and Ourselves	Facing History and Ourselves uses lessons of history to challenge teachers and their students to stand up to bigotry and hate.	https://www.facinghistory.org/
Federal Bar Association (FBA) National Community Outreach Program	The Federal Bar Association has announced the National Community Outreach Project, an initiative for FBA chapters to work with their local courts in order to make an impact within communities across the nation.	http://www.fedbar.org/Outreach/NCOP.aspx
Florida Joint Center for Citizenship at the Lou Frey Institute	FJCC works in partnership with Florida teachers, social studies district coordinators and national partners to develop and distribute K-12 curriculum resources to support effective civics instruction and improved civic learning.	http://floridacitizen.org/
Free Spirit Media	Free Spirit Media cultivates youth and young adult voices to transform media and society.	https://freespiritmedia.org/
Freedoms Foundation at Valley Forge	We educate about American rights and responsibilities, honor acts of civic virtue, and challenge all to reject apathy and get involved.	https://www.freedomsfoundation.org/
Gandhi Brigade	Gandhi Brigade Youth Media is a pioneering afterschool program that empowers young people in the Washington, DC region to use multimedia as tools to promote community building, multicultural understanding and the common good.	https://www.gandhibrigade.org/
Generation Citizen	To ensure that every student in the United States receives an effective action civics education.	https://generationcitizen.org/
Generation Nation	GenerationNation develops a new generation of civic leaders.	http://generationnation.org/

Organization/Practitioner	Mission Statement	Website
Generation Progress	Generation Progress is a national organization that works with and for young people to promote progressive solutions to key political and social challenges. Formerly known as Campus Progress, we are expanding our programs in activism, journalism, policy research and advocacy to engage all Millennials, not just those on college campuses. Generation Progress engages a diverse group of young people nationwide, inspires them to embrace progressive values, provides them with essential trainings, and helps them to make their voices heard—and to push policy outcomes in a strongly progressive direction.	https://genprogress.org/
George Washington's Mt. Vernon	The Mission of the Mount Vernon Ladies' Association is to preserve, restore, and manage the estate of George Washington to the highest standards and to educate visitors and people throughout the world about the life and legacies of George Washington, so that his example of character and leadership will continue to inform and inspire	https://www.mountvernon.org/
Georgia Center for Civic Engagement	exists to educat and equip students to become an active and productive citizen	http://georgiacivics.org/
Gilder Lehrman Institute	Now celebrating its twenty-fifth year, the Gilder Lehrman Institute of American History was founded in 1994 by Richard Gilder and Lewis E. Lehrman, visionaries and lifelong supporters of American history education. The Institute is the leading nonprofit organization dedicated to K–12 history education while also serving the general public. Its mission is to promote the knowledge and understanding of American history through educational programs and resources.	https://www.gilderlehrman.org/
Girl Scouts of America	Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.	https://www.girlscouts.org/
Global Action Project	Founded in 1991, Global Action Project is a pioneer in providing socially engaged and effective media-arts programming to young people from low-income, new immigrant, and LGBTQ communities. Working with professionally trained artist-educators, youth collaborate to make powerful narrative, non-fiction, and new media pieces that amplify their diverse stories, and use that media to educate and advocate on behalf of their respective communities.	https://www.global-action.org/
HeadCount	HeadCount is a non-partisan organization that uses the power of music to register voters and promote participation in democracy. We reach young people and music fans where they already are – at concerts and online – to inform and empower.	https://www.headcount.org/
High Resolves	we believe that if a critical mass of individuals aligns their everyday actions with the long-term collective interest of society, a tipping point will be reached where we will create a more inclusive, just and optimistic world.	https://highresolves.org/
Historical Society of Pennsylvania/ local historical societies	HSP's mission is to make history relevant and exhilarating to all by creating access and delivering content for 21st century audiences.	https://hsp.org/ (site not secure!)
iCivics	iCivics' mission is to ensure every student in America gets a high-quality civic education, and becomes engaged in – and beyond – the classroom.	https://www.icivics.org
Indiana Bar Foundation	The purpose of the foundation is to encourage and support continuing education for practicing lawyers; to promote the public's understanding of the law and the legal system; to establish and award scholarships in the study of law; to conduct research and investigate problems and activities related to the law; and to promote and provide legal aid and reference services.	https://inbf.org/
Indiana University Center on Representative Government	Our mission is to help prepare the next generation of citizens by working with educators to create programs that inform, inspire, and motivate students and to encourage civic participation to seek solutions to the many challenges that confront our nation today.	https://corg.iu.edu/
Inquiring Minds	All children are born curious citizens: They are constantly learning, questioning just about everything. Inquiry is a way to enrich the child's connection to the world so they grow to become active, engaged and effective citizens.	http://www.inquiringmindsusa.com/
Inspire U.S.	Our mission is to transform young leaders' inspiration into action that improves our communities and strengthens our democracy.	https://www.inspire2vote.org/

Organization/Practitioner	Mission Statement	Website
Institute for Policy and Civic Engagement (IPCE) at the University of Illinois at Chicago	The Institute for Policy and Civic Engagement at UIC serves as a catalyst for learning and participatory action in discourse, research and educational programs.	https://ipce.uic.edu/
Institute for Civic Discourse and Democracy at Kansas State University	Our mission is to build community capacity for informed, engaged, civil deliberation.	https://www.k-state.edu/icdd/
Institute for Local Government	The Institute for Local Government promotes good government at the local level with practical, impartial and easy-to-use resources for California communities.	https://www.ca-ilg.org/
Iowa Council for the Social Studies	ICSS promotes, supports and provides leadership to improve social studies education.	https://iowasocialstudies.org/
Issue Voter	IssueVoter's mission is to give everyone an equal voice in our democracy by making civic engagement accessible, efficient, and impactful.At IssueVoter, we reinvest the majority of our profits back into the mission	https://issuevoter.org/
Jack Miller Center for Teaching America's Founding Principals and History	The mission of the Jack Miller Center is to reinvigorate education in America's founding principles and history, an education vital to thoughtful and engaged citizenship. We work to advance the teaching and study of America's history, its political and economic institutions, and the central principles, ideas and issues arising from the American and Western traditions.	https://jackmillercenter.org/
James Madison Memorial Fellowship Foundation	The James Madison Memorial Fellowship Foundation was established by Congress in 1986 for the purpose of improving teaching about the United States Constitution in secondary schools. The Foundation is an independent agency of the Executive Branch of the federal government.	https://www.jamesmadison.gov/
Jefferson Center	With over four decades of experience, we're partnering with citizens, communities, and institutions to design and implement informed, innovative, and democratic solutions to today's toughest challenges.	https://jefferson-center.org/
Joe Foss	The Joe Foss Institute is a 501(c)3 organization established to educate our youth on the importance of America's unique freedoms and to inspire them to public service. Guided by five values: freedom, patriotism, integrity, service, and character, our programs reach out to students and serve teachers nationwide.	https://joefossinstitute.org/
John F. Kennedy Library Foundation	The John F. Kennedy Library Foundation is a non-profit, nonpartisan organization established in 1984 to provide financial support, staffing, and creative resources for the John F. Kennedy Presidential Library and Museum. The Foundation's mission is to inspire public service, civic responsibility, civil rights, scientific discovery, and creative cultural pursuits by preserving and promoting the legacy of President Kennedy; and to continually engage and inspire new audiences with his message of peace, optimism, and service.	https://jfklibrary.org/about-us/jfk-library-foundation
Journalism Education Association	The Journalism Education Association supports free and responsible scholastic journalism by providing resources and educational opportunities, by promoting professionalism, by encouraging and rewarding student excellence and teacher achievement, and by fostering an atmosphere which encompasses diversity yet builds unity.	http://jea.org/wp/
Journey for Justice Alliance (J4J)	The Journey for Justice Alliance (J4J) is a national network of intergenerational, grassroots community organizations led primarily by Black and Brown people in over 30 U.S. cities.	https://j4jalliance.com/
Junior State of America Foundation	The mission of the Junior State of America is to strengthen American democracy by educating and preparing high school students for life-long involvement and responsible leadership in a democratic society. We provide America's youth a nonpartisan platform to develop critical thinking and leadership skills, collaborate across differences, and exercise self-government.	https://www.jsa.org/

Appendix C2: Civic Learning Practitioners

Organization/Practitioner	Mission Statement	Website
Justice Resource Center	The Justice Resource Center (J.R.C.) is a public/private partnership established in 1991, whose mandate is to develop, implement, replicate and evaluate law-related education projects which impact positively on the school-age population in the United States. Originating in New York City, the focus has expanded to the national and international level. Programs are geared to a diverse school-age population representing great disparate ethnic, racial, and socio-economic groups, enabling students to learn about the functions of government, their roles and responsibilities as citizens, and to develop a heightened respect for the law.	http://jrcnyc.org/site/
Kitchen Table Democracy	To play a catalytic role in helping state leaders develop a collaborative system of governance	https://www.kitchentable.org/
Knowledge in Action	Knowledge in Action is a research and development project launched at the University of Washington in 2008, aimed at deepening student learning in the Advanced Placement (AP) U. S. Government and Politics course, primarily through project-based learning.	https://sprocket.lucasedre-search.org/users/sprocket_access
The Lamp (Learning About Multimedia Project Inc)	The LAMP is bringing 21st-century survival skills to youth, parents and educators. We provide vital, hands-on services that help people in our New York City communities and beyond navigate and thrive in this loud-media environment.	http://thelamp.org/
League of Women Voters	Empowering voters. Defending democracy.	www.lwv.org
Library of Congress	Engage, inspire and inform Congress and the American people with a universal and enduring source of knowledge and creativity.	https://www.loc.gov/
Local Chamber of Commerce Chapters	Representing the interests of local businesses of all sized	
Local Community Service Organizations, e.g., NJ RISE		
Local Progress (Program of the Center for Popular Democracy)	Local Progress is the national network of progressive elected officials from cities, counties, towns, school districts, villages and other local governments across the country.	https://localprogress.org/
Local Religious Institutions		
Local religious institutions and programs		
Local Youth Leadership Organizations, e.g., Bridges USA		
Local Youth Leadership Organizations/Opportunities, e.g., Rethink		
Lou Frey Institute at the University of Central Florida	Promoting the development of enlightened, responsible, and actively engaged citizens.	http://loufreyinstitute.org/
Louder than a Bomb (Program of YCA)	LTAB is an annual event hosting over 1,000 youth poets for a month of Olympic-style poetry bouts, workshops, and special events. Students representing schools and community groups in the Chicago area perform original solo and group poems in a tournament-style competition.	https://youngchicagoauthors.org/louder-than-a-bomb
Mikva Challenge	Mikva Challenge develops youth to be informed, empowered, and active citizens and community leaders. We do this by engaging youth in action civics, an authentic and transformative learning process built on youth voice and expertise.	https://mikvachallenge.org/
Millennial Action Project	The Millennial Action Project is a national, nonpartisan organization dedicated to activating young policymakers to create and scale a 21st century model of collaborative governance and political leadership.	https://www.millennialaction.org/

Organization/Practitioner	Mission Statement	Website
The Miller Center at the University of Virginia	The Miller Center is a nonpartisan affiliate of the University of Virginia that specializes in presidential scholarship, public policy, and political history and strives to apply the lessons of history to the nation's most pressing contemporary governance challenges.	https://millercenter.org/
Mock Trial		
Model UN		
National Academy of Education's Civic Reasoning and Discourse Research	The National Academy of Education (NAEd) recently launched initiative to advance high-quality	
National Action Civics Collaborative	NACC's mission is to close the civic engagement gap by implementing Action Civics—student-centered, project-based, high-quality civics education—as a critical component in every school and youth organization throughout the country. Our ultimate vision is that all young people are prepared to be active and informed citizens.	https://actioncivicscollaborative.org/
National Archives and Records Administration	The National Archives and Records Administration (NARA) is the nation's record keeper.	https://www.archives.gov/
National Archives Foundation	To strengthen our nation's democracy and inspire a deeper appreciation of our national heritage by supporting and complementing the National Archives in its quest to educate the public and cultivate civic participation through access to its records.	https://www.archivesfoundation.org/
National Association for Media Literacy Education	NAMLE's mission is to be the leading voice, convener and resource to foster critical thinking and effective communication for empowered media participation.	https://namle.net/
National Association for Urban Debate Leagues	Advancing debate education in urban public schools to amplify youth voices and to develop confidence for future success.	https://urbandebate.org/
National Association of Secondary School Principals	To develop value-based relationships with key stakeholder segments across the education space, with the long-term goal of being a collaborative platform for building great schools and nurturing great school leaders.	https://www.nassp.org/
National Board for Professional Teaching Standards	From our founding in 1987, the National Board's mission has been to advance the quality of teaching and learning through a voluntary advanced certification.	https://www.nbpts.org/
National Center for Learning & Citizenship at the Education Commission of the States	The National Center for Learning and Citizenship (NCLC) is an organization of chief state school officers, district superintendents, service-learning professionals and others who support service-learning. Members are committed to linking school-based service and service-learning to K-12 curriculum and to organizing schools to maximize community volunteer efforts. The National Center for Learning & Citizenship is a past initiative of ECS.	
National Civic League	The mission of the National Civic League is to advance civic engagement to create equitable, thriving communities. We achieve this by inspiring, supporting and recognizing inclusive approaches to community decision-making.	https://www.nationalcivicleague.org/
National Coalition for Dialogue & Deliberation (NCDD)	The National Coalition for Dialogue & Deliberation (NCDD) is a network of innovators who bring people together across divides to discuss, decide, and take action together effectively on today's toughest issues. NCDD serves as a gathering place, a resource center, a news source, and a facilitative leader for this vital community of practice.	http://ncdd.org/
National Conference of State Legislatures	Since 1975, NCSL has been the champion of state legislatures. We've helped states remain strong and independent by giving them the tools, information and resources to craft the best solutions to difficult problems.	http://www.ncsl.org/aboutus.aspx
National Conference on Citizenship	The National Conference on Citizenship (NCoC) is a congressionally chartered organization dedicated to strengthening civic life in America. We pursue our mission through a nationwide network of partners involved in a cutting-edge civic health initiative, an innovative national service project, and our cross-sector conferences.	https://ncoc.org/

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learningorg/

Organization/Practitioner	Mission Statement	Website
National Constitution Center	The National Constitution Center serves as America's leading platform for constitutional education and debate, fulfilling our congressional charter "to disseminate information about the United States Constitution on a nonpartisan basis in order to increase awareness and understanding of the Constitution among the American people."	https://constitutioncenter.org/
National Council for History Education	The National Council for History Education provides professional and intellectual leadership to foster an engaged community committed to the teaching, learning, and appreciation of diverse histories. Through historical inquiry, NCHE empowers learners to research and interpret the past.	https://www.nche.net/
National Council for the Social Studies	The mission of the National Council for the Social Studies is to advocate and build capacity for high-quality social studies by providing leadership, services, and support to educators.	https://www.socialstudies.org
National History Day	National History Day improves the teaching and learning of history.	https://www.nhd.org/
National Institute for Civil Discourse at the University of Arizona	The National Institute for Civil Discourse integrates research, practice and policy to support and engage: Elected officials who are capable of working to solve the big issues facing our country; A public that demands civil discourse as well as government that works in the best interests of the country as a whole; A media that informs citizens in a fair and responsible way.	https://nicd.arizona.edu/
National Rural Education Association	The National Rural Education Association is a non-profit organization dedicated to promoting the interests of schools and educators in rural and sparsely-populated areas of the United States.	https://www.nrea.net/
National Speech and Debate Association	The National Speech & Debate Association connects, supports, and inspires a diverse community committed to empowering students through competitive speech and debate.	https://www.speechandde-bate.org/
National Student Council/ local student councils	NatStuCo promotes and provides leadership development opportunities to prepare and empower student leaders to serve their schools and communities.	www.natstuco.org
The National Study of Learning, Voting and Engagement (NSLVE) (part of the Jonathan M. Tisch College of Civic Life at Tufts University)	The National Study of Learning, Voting, and Engagement (NSLVE) offers colleges and universities an opportunity to learn their student registration and voting rates and, for interested campuses, a closer examination of their campus climate for political learning and engagement and correlations between specific student learning experiences and voting.	https://idhe.tufts.edu/nslve
National Writing Project	The National Writing Project focuses the knowledge, expertise, and leadership of our nation's educators on sustained efforts to improve writing and learning for all learners. The NWP envisions a future where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world.	https://www.nwp.org/
National Youth Leadership Council	To create a more just, sustainable, and peaceful world, with young people, their schools and communicties through service-learning.	https://www.nylc.org/
Nevada Center for Civic Engagement	To promote and support the study of history, law and civics for the development of responsible and informed citizens who are committed to democratic principles and active engagement in representative government.	https://nvcce.org/
The News Literacy Project	The News Literacy Project, a nonpartisan national education nonprofit, empowers educators to teach students the skills they need to become smart, active consumers of news and information and engaged, informed participants in our democracy.	https://newslit.org/
Newsela	Newsela is an Instructional Content Platform that combines engaging, leveled content with integrated formative assessments and insights to supercharge engagement and learning in every subject.	https://newsela.com/
NewseumED	NewseumED offers free resources to cultivate the First Amendment and media literacy skills essential to civic life. Learn how to authenticate, analyze and evaluate information from a variety of sources and put current events in historical context through standards-aligned lesson plans, videos, primary sources, virtual classes and programs.	https://www.newseum.org/

Organization/Practitioner	Mission Statement	Website
Next Generation Politics/Yvote	Next Generation Politics/YVote (Next Gen) is a youth-driven organization fostering a culture of cross-partisanship and civic engagement in the rising generation of leaders. We provide forums for diverse high school youth to strengthen their ability to engage with people from different backgrounds, appreciate multiple perspectives, and participate in civic discourse. Through various student-led, civic-oriented events, Next Gen is building a movement of young people committed to building bridges across various divides and equipping youth to become the political leaders and role models our society needs.	https://nextgenpolitics.org/
NH Institute for Civics Education	The New Hampshire Institute has been established to develop, nurture, and maintain an informed, engaged, and civil New Hampshire citizenry.	http://www.nhcivics.org/
Nonprofit VOTE	Nonprofit VOTE partners with America's nonprofits to help the people they serve participate and vote.	https://www.nonprofitvote.org/
Obama Foundation	Our Mission is to inspire, empower, and connect people to change their world	https://www.obama.org/
Open Mind	OpenMind is a psychology-based educational platform designed to depolarize campuses, companies, organizations, and communities. OpenMind helps people foster intellectual humility and mutual understanding, while equipping them with essential skills to engage constructively across differences.	
Opportunity for Youth: Pathways to a Brighter Future	We harness the power of cross-sector collaboration to create a comprehnsive system of opportunity that reengages the valley's disconnected youth.	https://oppforyouth.org/
Opportunity Youth United	OYUnited is a national movement of young people and allies from all backgrounds committed to creating a society that invests adequately in the education and welfare of its children and youth, supports family and community life, ends mass incarceration and discrimination of all kinds, promotes a robust participatory democracy, and is structured to provide opportunity and responsibility for all. In this we are united.	http://oyunited.org/
Participatory Budgeting Project	The Participatory Budgeting Project empowers people to decide together how to spend public money. We create and support participatory budgeting processes that deepen democracy, build stronger communities, and make public budgets more equitable and effective.	https://www.participatorybudgeting.org/
PBS NewsHour EXTRA and Student Reporting Labs	Extra's mission is to help middle and high school students understand world events and national issues and answer the question, "Why should I care about the news?"	https://www.pbs.org/newshour/extra/
The People	The mission of The People is to bring Americans together to engage in civil discourse, establish and carry out nonpartisan governmental reforms.	http://thepeople.org/
The People's Supper/meal and dialogue clubs and facilitators	The People's Supper is housed by TDP Labs, which works to transform some of our hardest conversations and most isolating experiences into sources of community support, candid conversation, and forward movement using the age-old practice of breaking bread.	
Philadelphians Organized to Witness, Empower & Rebuild (POWER)	POWER is an interfaith organization committed to building communities of opportunity that work for all. We represent over 50 congregations throughout Southeastern and Central Pennsylvania.	https://powerinterfaith.org/
Points of Light	The challenges facing the world today are far-reaching and complex, and the solutions often feel out of reach. To tackle society's greatest challenges and build a better future, we must engage a wide range of people to make a positive difference in the world.	https://www.pointsoflight.org/
PolitiCraft	The mission of PolitiCraft, Inc is to transform traditional civics learning by developing students' social-emotional skills, literacy skills, systems thinking tools, and design learning mindsets, while fostering improved communication, civil discourse and real-world civic engagement both locally and nationally.	https://www.politicraft.org/
Presidential Libraries	Presidential Libraries and Museums promote understanding of the presidency and the American experience. We preserve and provide access to historical materials, support research, and create interactive programs and exhibits that educate and inspire.	

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Organization/Practitioner	Mission Statement	Website
Princeton Youth Program for Civic Engagement	The Princeton Youth Program for Civic Engagement ("PYC") is a non-partisan organization located in Princeton, New Jersey. Our goal is to help equip young citizens in our community with the knowledge, skills and disposition to support robust civic engagement. Our goal is to develop global citizens while supporting their participation in their local communities.	https://www.princetonyouth-civic.org/
ProCon.org	Promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, and primarily pro-con format."	www.procon.org
Project Arizona Civic Education	Published Arizona Counties, Cities and Towns, a civics books designed to introduce eighth grade students to local government in 2003.	n/a
Project Citizen (Program of Center for Civic Education)	Project Citizen is an interdisciplinary curricular program for middle, secondary, and post-secondary students, youth organizations, and adult groups that promotes competent and responsible participation in local and state government. The program helps participants learn how to monitor and influence public policy. In the process, they develop support for democratic values and principles, tolerance, and feelings of political efficacy.	http://www.civiced.org/pc-program
Public Agenda	Public Agenda is a nonpartisan, nonprofit organization that helps build a democracy that works for everyone and fuels progress on critical issues.	https://www.publicagenda.org/
PushBlack	PushBlack believes in the power of Black history. It's only when we study and understand the past that we can push forward for a better future. We're a nonprofit media platform reaching over 3 million subscribers with our inspiring Black history and news stories. We also use the power of Black history to mobilize our subscribers to vote and take action.	https://pushblack.org/
Re-Imagining Migration	Our mission is to ensure that young people grow up understanding migration as a shared condition of our past, present, and future in order to develop the knowledge, empathy and mindsets that sustain inclusive and welcoming communities.	https://reimaginingmigration.org/
React to Film	The REACT to FILM High School curriculum is custom designed to educate and empower today's youth through documentary film. Our courses encourage participation and activism by focusing on the most pressing global issues facing our planet.	https://www.reacttofilm.org/
Reagan Presidential Foundation and Institute	The mission of the Ronald Reagan Presidential Foundation and Institute is to complete President Reagan's unfinished work and to preserve the timeless principles he championed: individual liberty, economic opportunity, global democracy and national pride. Specifically, the mission of the new Reagan Institute operating as an entity of the Foundation from both the Reagan Library in California as well as in Washington, D.C., is to move well beyond the Foundation's mission to preserve the memory of our 40th President. The Reagan Institute proactively promotes his ideals, vision, and leadership example for the benefit of generations to come through youth education and academic alliances, scholarly work, and substantive, issue-driven forums.	https://www.reaganfoundation.org/
Religious Freedom Center of the Freedom Forum Institute	Our mission of the Religious Freedom Center is to educate the public about religion, law and civic engagement so that our communities are equipped to protect the rights of people of all religious traditions and none.	https://www.religiousfreedomcenter.org/
Rendell Center for Civics and Civic Engagement	The mission of The Rendell Center is to promote civic education and engagement.	https://www.rendellcenter.org/
Renew Democracy Initiative (RDI)	Our mission is to renew and advance the values of liberal democracy in the U.S. and around the world.	https://www.rdi.org/
Rock the Vote	Rock the Vote engages young people in our democracy and builds their political power by registering, educating and turning them out to vote, by forcing the candidates to campaign to them, and by making politicians pay attention to youth and the issues they care about once in office.	https://www.rockthevote.org/
Schools conferring undergraduate teaching, M.Ed. or MAT degrees		

Organization/Practitioner	Mission Statement	Website
Seeds of Peace	Seeds of Peace inspires and cultivates new generations of global leaders in communities divided by conflict. We equip them with the skills and relationships they need to accelerate social, economic, and political changes essential for peace.	https://www.seedsofpeace.org
Service Year Alliance	Service Year Alliance is working to make a year of paid, full-time service — a service year — a common expectation and opportunity for all young Americans.	
Share My Lesson	Share My Lesson is a destination for educators who dedicate their time and professional expertise to provide the best education for students everywhere. Share My Lesson members contribute content, share ideas, get educated on the topics that matter, online, 24/7. We issue Creative Commons licenses, and we do not share our members' private data with anyone.	https://sharemylesson.com/
Social Science Education Consortium, Inc	The Social Science Education Consortium, founded in 1963, is a not-for-profit educational corporation dedicated to strengthening the social science content in social studies education. This mission is accomplished by (1) promoting collaboration among social scientists and social studies educators, (2) developing and disseminating exemplary social science/social studies curriculum materials and teaching approaches, (3) conducting and promoting research and evaluation that show promise of more effective social science teaching and learning, and (4) representing social science education within the education community and the public at large. The members of SSEC include leading social scientists and social science/social studies educators throughout the United States and overseas.	http://www.soc-sci-ed-consortium.org/index.html
Speak Up! Speak Out!	Empowering K12 students to learn civics by doing civics.	https://moody.utexas.edu/centers/strauss/speak-up-speak-out
Stanford History Education Group	SHEG seeks to improve education by conducting research, working with school districts, and reaching directly into classrooms with free materials for teachers and students.	https://sheg.stanford.edu/
State and District Offices/ Departments of Education		
State Education Commissions	Education Commission of the States serves as a partner to state policymakers by providing personalized support and bringing them together to learn from one another. Through our programs and services, policymakers gain the insight and experience to create effective education policy.	https://www.ecs.org/
Street Law, Inc.	Street Law, Inc. advances justice through classroom and community education programs that empower people with the legal and civic knowledge, skills, and confidence to bring about positive change for themselves and others. Street Law leverages a large network of volunteer lawyers and law students who partner with classroom teachers. Nearly 2000 law firm and law department lawyers partnered last year along with more than 1,000 law students from 80 US law schools.	https://www.streetlaw.org/
Student PIRGs	Students have the power to shape the future we will inherit. We work with professional staff at colleges and universities to make sure our peers have the skills, opportunities and training they need to create a better, more sustainable future for all of us. Our chapters on 35 campuses provide the training, professional support and resources students need to tackle climate change, protect public health, revitalize our democracy, feed the hungry and more. Students have been at the forefront of social change throughout history, from civil rights, to voting rights to protecting the environment. For over 40 years we've helped students to get organized, mobilized and energized so they can continue to be on the cutting edge of positive change.	https://studentpirgs.org/
Student Voice	Our focus is to identify student-centric and student-created solutions to address the systemic inequity in the American education system. This inequity manifests itself as a disparity in access to opportunities and resources across schools nationwide, specifically as it relates to socioeconomically disadvantaged students and school districts.	https://www.stuvoice.org/about
Student Voice	Student Voice empowers students to take action on issues that impact their education.	https://www.stuvoice.org/
Teach for America	Teach For America finds, develops, and supports a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector and field that shapes the broader systems in which schools operate.	https://www.teachforamerica.org/

Appendix C2: Civic Learning Practitioners

Organization/Practitioner	Mission Statement	Website
Teaching for Democracy Alliance (Coordinated by CIRCLE)	The Teaching for Democracy Alliance (TFDA) currently consists of 13 members who believe in providing students with the tools to become civically engaged and informed citizens.	http://www.teachingfordemocracy.org/
Teaching Tolerance	Our mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy.	https://www.tolerance.org/
Textbook Providers, i.e. McGraw Hill	We accomplish this by creating intuitive, engaging, efficient, and effective learning experiences — grounded in research. We're helping create a brighter future for students worldwide by applying our deep understanding of how learning happens and how the mind develops. Learning science is the key.	https://www.mheducation.com/home.html
ThinkShift	We created ThinkShift to increase upward mobility, economic security, and wellbeing by both redefining and renewing the path to the American Dream and by establishing a new social contract between people, and the institutions who can accelerate both 21st century preparation, and access to opportunity.	http://www.wethinkshift.org/
Thomas Jefferson's Monticello	The Foundation's mission is two-fold: Preservation - to conserve, protect, and maintain Monticello in a manner which leaves it enhanced and unimpaired for future generations; and, Education - to interpret and present Thomas Jefferson to the widest possible audiences, including scholars and the general public.	https://www.monticello.org/
Tisch College at Tufts University	Tisch College studies and promotes the civic and political engagement of young people at Tufts University, in our communities, and in our democracy.	https://tischcollege.tufts.edu/
U.S. Courts	The United States Courts are an independent, national judiciary providing fair and impartial justice within the jurisdiction conferred by the Constitution and Congress. As an equal branch of government, the federal judiciary preserves and enhances its core values as the courts meet changing national and local needs.	https://www.uscourts.gov/
U.S. Vote Foundation	Every Citizen is a Voter. The organization aims for every citizen to have open access to voter information and the ability to easily engage in their democracy and civic life with voting as a central action.	https://www.usvotefoundation.org/
UCLA/IDEA	UCLA's Institute for Democracy, Education, and Access (IDEA) is a research institute seeking to understand and challenge pervasive racial and social class inequalities in education.	https://idea.gseis.ucla.edu/
University Centers for Civic Engagement ie the Center for Civic Engagement at Drew College	To connect education and action for the common good.	https://www.drew.edu/civic-engagement/
University Community Collaborative	The Collaborative prepares and supports youth and young adults to become confident, effective leaders and creates cultures that value and integrate the contributions of youth, thereby building stronger communities.	https://uccollab.org/
University Level Public Policy Centers and Degree Granting Schools, e.g., Annenberg Public Policy Center of the University of Pennsylvania	The Annenberg Public Policy Center of the University of Pennsylvania has been the premier communication policy center in the country since its founding in 1993. By conducting and releasing research, staging conferences and hosting policy discussions, its scholars have addressed the role of communication in politics, science, adolescent behavior, child development, health care, civics, and mental health, among other important arenas.	https://www.annenbergpublicpolicycenter.org
The University of Virginia Center for Politics	The UVA Center for Politics is the nation's preeminent institution for the study and promotion of civic education and political participation.	http://www.centerforpolitics.org/
US Association of Former Members of Congress (FMC)	FMC works to strengthen the Congress in the conduct of its Constitutional responsibility through promoting a collaborative approach to policy making. FMC seeks to deepen the understanding of our democratic system, domestically and internationally, and to engage the citizenry through civic education about Congress and public service.	https://www.usafmc.org/

Organization/Practitioner	Mission Statement	Website
Utah Center for Civic Improvement	Every Utahn deserves to live in an equitable, thriving, and healthy community. While our economic, geographic or social circumstances may differ, we all aspire to lead the best lives possible. We take on issues or systemic problems that strain the fabric of our society and undermine the strength of our communities. We work in three key areas that define our programming, services, and work. Each of the following priorities is much more than a feel-good statement - they are a way of life for us - we are working every day to ensure that the following values define our work.	https://www.utciv.org/
Videos for Change (High Resolves Initiative)	Videos for Change empowers young people to create one-minute videos to address social issues as part of both school and regional competitions. This activity unleashes the voices of young people in inspiring and powerful ways and is a catalyst for conversations on these issues as the first step to breaking down barriers at a grass-roots level	https://highresolves.org/the-composer/
VOTE.org	Vote.org uses technology to simplify political engagement, increase voter turnout, and strengthen American democracy.	https://www.vote.org/
We the People (Program of Center for Civic Education)	The We the People: The Citizen and the Constitution Program promotes civic competence and responsibility among the nation's upper elementary and secondary students. The We the People print textbooks' and enhanced ebooks' interactive strategies, relevant content and the simulated congressional hearing make teaching and learning exciting for both students and teachers. The We the People curriculum is an innovative course of instruction on the history and principles of the United States constitutional democratic republic. The program enjoys active support from state bar associations and foundations,and other educational, professional, business, and community organizations in every state. Since its inception in 1987, more than 90 million students and 75,000 educators have participated in the We the People program.	http://www.civiced.org/wtp-the-program
What so Proudly We Hail	The What So Proudly We Hail literary-based e-curriculum is a rich source of materials compiled to aid in the classroom instruction of American history, civics, social studies, and language arts. This collection of classic American stories, speeches, and songs seeks to educate both hearts and minds about American ideals, American identity and national character, and the virtues and aspirations of our civic life.	https://www.whatsoproudly-wehail.org/
Wide Angle Youth Media	Through media arts education, Wide Angle Youth Media (WAYM) cultivates and amplifies the voices of Baltimore youth to engage audiences across generational, cultural, and social divides. WAYM programs inspire creativity and instill confidence in young people, empowering them with skills to navigate school, career, and life.	https://www.wideanglemedia.org/
YMCA	For youth development, for healthy living, for social responsibility.	https://www.ymca.net/
Young Invincibles (YI)	Young Invincibles' mission is to amplify the voices of young adults in the political process and expand economic opportunity for our generation.	https://younginvincibles.org/
Youth Leadership Initiative (Program of the University of Virginia Center for Politics)	The Youth Leadership Initiative at the University of Virginia Center for Politics is dedicated to increasing civic engagement by providing teachers with the best civics education materials and programs. Research shows that quality civics education programs are essential to creating lifelong citizenship and YLI programs empower students to take responsibility for our democracy.	http://yli236.youthleadership.net/
YouthBuild USA	The mission of YouthBuild USA and YouthBuild International is to unleash the intelligence and positive energy of low-income young people to rebuild their communities and their lives.	https://www.youthbuild.org/
YouthSpeaks	Through the intersection of arts education and youth development practices, civic engagement strategies, and high quality artistic presentation, Youth Speaks creates safe spaces that challenge young people to find, develop, publicly present, and apply their voices as creators of positive societal change.	https://youthspeaks.org/

This information was obtained in October 2019. For most up-to-date information, please check online at wiki.civic-learning.org/

Civic Engagement & Learning Funder Profiles

The following funder profiles include a brief overview of their time in the civic engagement & learning space and the areas they fund including: civics and government, history & social studies, citizenship test, research & measurement, action civics, social and emotional learning, character development, service learning and after school programs.

Bezos Family Foundation
Funding civic learning for two years, giving $$$ annually, work focused nationally.

Civics & Government: Small portfolio of civic engagement/action civics partners. Most fall into action civics (Mikva, Generation, Facing History) and focus on providing educational framework around civics/ history of civics. Also includes a component for traditional civic engagement.
Supports "Better Arguments" work to be considered for an in-school approach.
History & Social Studies: Supported "Facing History and Ourselves"
Action Civics: Funds a small portfolio of civic engagement and action civics partners who provide in-school opportunities for young people to identify and act on issues that are important to them in collaboration with their peers and existing systems. Elements include civics and government, historical context, action civics, social/emotional learning, and character development. The in-house programs, Bezos Scholars and Students Rebuild, also provide opportunities for young people to explore and act on issues they are passionate about in their communities and the world.
Character Development: The Bezos Scholars is all about young people learning, engaging others in the relevant ideas of our time—going back to communities to create movement to bring about change.
Additional Topics: The Students Rebuild Program is part art project, part philanthropy, part immersion in global learning. Students Rebuild Challenges connect K–12 students worldwide in a common effort to make a difference, while giving teachers the tools and flexibility to teach their way.

Blue Haven Initiative
Funding civic learning since 2012, giving $$$$ annually, work focused nationally.

Civics & Government: Incubates and supports an ecosystem of leaders and organizations working to achieve full civic learning and participation with a particular focus on 1) college and university student populations; 2) municipal government.
Research & Measurement: Through the Foundation for Civic Leadership, established/supports the National Study for Learning, Voting, and Engagement (NSLVE) at Tufts University, which measures student voting rates across institutions of higher education. Also supports Scholars Strategy Network (SSN), a network of university-based scholars committed to using research to improve policy and strengthen democracy.

Action Civics: Supports "Generation Citizen," which works to ensure every student in the United States receives action civics education. Focus on Vote16 USA to test the possibility and efficacy of lowering the voting age in local elections, which would motivate schools to teach action civics.
Character Development: Piloting an initiative to establish "Democracy Houses" adjacent to college campuses to enhance student experience to learn and develop their role in democratic process and civic life.
Service Learning: Provides fellowships for undergraduate students to work in the field of public service and democracy reform. Advocates equal opportunity for students and young professionals to access public service career opportunities including removal of financial barriers.
Additional Topics: Theory of change—focus on college, as it is where teachers are trained/formed. Civic tech: supports new ideas, companies, and organizations to improve systems for citizen feedback and participation in democracy and to strengthen government accountability. Training and organizing: invests in research and networks to advance leadership development and capacity of individuals to serve as changemakers in their community. Engages strategic partners to promote institutional, market, and government policies that create opportunity for future generations.

Carnegie Corporation of New York
Funding civic learning intermittently—currently at very modest levels but supported "Civic Mission of Schools" and other efforts before—giving $ annually, work focused nationally.

Social/Emotional Learning: Funded through focus on new school designs.
Additional Topics: Field-building through coalition building (CivXNow coalition; work in NY state led by Michael Rebell) are the only civic education-specific grants right now.

Chan Zuckerberg Initiative
Giving $$$ annually, work focused nationally.

Civics & Government: Works to engage civics and citizenship education providers to bring evidence-based citizenship education curriculum to more classrooms.
Research & Measurement: Prioritizes inclusivity and threats against bias, particularly around defining identity development and success within community and context—making sure that identity development is not about assimilation and conformity.
Social/Emotional Learning: Supports whole child approach to education: skills and mindsets involved in the social process of learning and development. This domain includes social and emotional factors with links to well-being and academic success (e.g. healthy adult attachment, stress management, self-regulation, and resilience.) Funds coordinated research/practice approaches to understand how to move both forward more effectively. Through the support of young people developing self-selected learning topics, identifies conditions and variables, such as interest, authority, and purpose, that facilitate the development of agency and self-direction as young people pursue their passions and interests. Also pursues the outcomes of young people developing agency, such as changes in confidence, skills and learning behaviors.
Character Development: Supports whole child approach to education: Identity, and an individual's unique sense of purpose, including one's personal, collective, and cultural identities, as well as

$ = $100,000–$250,000 , $$ = $250,000–$1,000,000, $$$ = $1,000,000–$2,000,000, $$$$ = $3,000,000+

personal values.
Additional Topics: Recently released a set of RFPs to seek interdisciplinary practice (research and practice). CZI is testing what happens when different domains are brought together to integrate practice in the service of the whole child.

Daniels Fund
Funding civic learning for five years, giving $$$ annually, work focused nationally and on the Denver Metro area, Wyoming, and starting in Utah.

Civics & Government: Believes that young people should be encouraged and empowered to take a leadership role in their communities and in our political process. They must have a strong understanding of the foundation of American government (rule of law, common good) and its structure (Legislative, Executive, and Judicial) and functions. Youth should also understand that every individual is impacted daily through the work of city councils, state legislatures, Congress, and school boards. Youth should also understand the rights, roles, and responsibilities of ethical citizenship, the importance of law, and the skill necessary to participate in all levels of government. The Daniels Fund supports organizations that teach America's founding principles and civics education.
History & Social Studies: Funds in this area.
Citizenship Test: Funds in this area.
Character Development: In the Denver Metro area, funds civics through the Youth Development portfolio which also supports career & technical education and financial literacy & free enterprise. The desired result of the portfolio is that youth develop character and gain the necessary life skills to become successful adults.
Additional Topics: Funds teacher training.

Democracy Fund & Omidyar Network
Funding civic learning for two to three years, giving $ annually, work focused nationally.

Research & Measurement: Is launching a research study of American Jewish perspectives about democracy in the U.S. Looking to see if the Jewish community maps to the broader national experience or if it is distinct in some way. Funding a Jewish think tank to investigate Jewish civic identity in the 21st century.
Additional Topics: Principled leadership & effective governance: equipping elected leaders to deliberate, negotiate, and serve the American people. Modern elections & money in politics: ensuring that the views and votes of citizens come first in our democracy. Vibrant media & the public square: helping people understand and participate in the democratic process.

Einhorn Family Charitable Trust
Giving $$$ annually.

Civics & Government: Within K–12, supported serval action civics organizations (e.g., Facing History, Generation Citizen, World Savvy). In higher education, EFCT launched campus-wide community engaged learning at Cornell University and elevated the importance of civic participation, dialogue, and inclusive campuses (e.g., AshokaU, Campus Compact, Interfaith Youth Core). In the community, advanced national service as a high-leverage civic engagement opportunity (e.g., City Year, Service Year Alliance).
Social/Emotional Learning: Over 10 years, built the capacity of national organizations (e.g., EL Education, Playworks, RULER) that helped educators create nurturing environments, developmental relationships, and experiences to develop prosocial mindsets, skills and behaviors. Nurtured national field building efforts that led to shift in district, state and federal policies to support implementation (e.g., CASEL, National Commission for Social, Emotional and Academic Development).
Character Development: *see Social/Emotional Learning above*
Additional Topics: EFCT is refining its focus in 2020.

Fetzer Institute
Funding civic learning for 30 years, giving $$$ annually, work focused on SW Michigan, national, and international.

Civics & Government: In collaboration with the Interfaith Youth Core (IFYC) and Charles Koch Institute (CKI), seeks to explore the challenge of pluralism and diversity on college campuses and find solutions to growing polarization in American civic life in general—specifically to make higher education friendlier to diverse worldviews/ways of knowing.
Research & Measurement: Supports research on best practices in different types of educational institutions in creating a spiritually supportive pedagogy and school culture. Funds IFYC's The Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS). Supports research at Teachers College, Columbia University to help pre-K–12 schools nurture students' natural spirituality.
Has supported Millennium.org for multiple literature reviews on social/emotional learning (SEL) in teacher development and formation. Through
Stanford University, supports an impact research study in the South Bronx on middle school and high school students' SEL experience. With UNICEF and the Learning for Wellbeing Foundation, is conducting a literature review on the core capacities for the well-being of children worldwide.
Action Civics: In partnership with IFYC, offered Interfaith Innovation Grants to support campuses as they implement initiatives to address the cultural and political divides facing our country.
Social/Emotional Learning: Played a significant role in the early stage of the development of social/emotional learning. All projects related to youth civics education have some component of SEL. Examples: direct support for Collaborative for Academic Social/Emotional Learning (CASEL), a member of the steering committee of Grantmakers for Thriving Youth, a platform using SEL as the foundational framework.
Character Development: Supporting Millennium.org to create a large-scale teacher training program/forum/platform, ultimately fostering an environment for spiritual, whole-student development.
Service Learning: In close collaboration with Ashoka U Exchange, used a wide range of approaches to support organizations that are committed to working across differences on campuses and in surrounding communities.
Additional Topics: Offers spiritual practices and resources for various constituencies, including congregations, schools, businesses, advocacy groups, government agencies, and workplaces.

The Paul & Phyllis Fireman Charitable Foundation
Funding civic learning for 2 years, giving $ annually, work focused in Massachusetts.

Research & Measurement: Provided support to the Jonathan M. Tisch College of Civic Life at Tufts University to benefit a study of the State of Civic Education in the Commonwealth in MA. As part of the study, a survey was fielded from November through December 2017, with the goal of assessing the current status of K-12 civic learning in the Commonwealth.
Additional Topics: Has reserved current-year funds to benefit the MA Civics Trust Fund (a component of the Civics Education Bill that was signed into law by Governor Baker November 2018) with the purpose of providing teacher development and civics training in order to efficiently and accurately teach action civics to all students and to ensure all MA schools have access to quality, action civics curriculum to help ensure equity in action civics teaching and experiences in the Commonwealth.

Ford Foundation
Giving $$$$ annually, work focused nationally.

Research & Measurement: Research in service to movement-building, with modest grantmaking in this space. Examples: CIRCLE at Tufts University, CU-Engage at the University of Colorado-Boulder, and the Black Youth Project at the University of Chicago.

Action Civics: Where civic engagement, political education, and youth learning intersect. Youth civic engagement and organizing, with significant grantmaking in this space. Examples: The Alliance for Youth Organizing and the Funders Collaborative for Youth Organizing. Infrastructure to support a strong field, with modest grantmaking in this space. Examples: Generation Citizen or Citizen University. Issue-based youth organizing, with significant grantmaking in this space. Examples: Californians For Justice and the Communities for Just Schools Fund.
Additional Topics: Additional support for civic leadership

Foundation for Harmony and Prosperity
Giving $$$ annually.

Civics & Government: Good governance: Focuses on government systems and processes and in particular the use of coercion versus persuasion within these systems and processes.
Additional Topics: Civil society: Focuses on values, character and social/civic interaction of individuals

Grable Foundation
Funding civic learning for 40 years, giving $$ annually, work focuses on southwestern Pennsylvania.

Civics & Government: Makes some grants around civics education (e.g., supporting a history museum and its curriculum/youth work); funds several organizations/programs providing learning opportunities for young people in history, geography, government, politics; funds civics-specific professional development—something that many educators, especially those who serve low-income students, rarely receive.
History & Social Studies: *See Civics & Government*
Action Civics: Funds several opportunities for young people to experience the full spectrum of civic participation. Examples: GirlGov, Hack the Future, Creek Connections, The Group Against Smog and Pollution (GASP).
Social/Emotional Learning: Funds several opportunities that promote children's social/emotional learning. Examples: sQool, Maikuru, Allegheny Youth Development, Simple Interactions.
Afterschool Programs: Funds a host of afterschool programs. Examples: #bethekindkid, Hope Music Academy, OneHood Media Academy.
Additional Topics: Importance of storytelling: helping orgs and equipping the participants to be mindful of storytelling and how facts and multimedia tools are being used.
Also, intersection of media and youth voice, e.g., support for Common Sense Media.

Helios Education Foundation
Funding civic learning for 12 years, giving <$ annually, focused on Arizona and Florida.

Civics & Government: Working with organizations in Florida focused on curriculum development efforts, supports Middle School Civic Action Program and the project-based Politics in Action. Through a discretionary grant and an event sponsorship, supports programs that encourage the informed and active participation of citizens and increase understanding of public policy issues and democratic institutions through public programming, experiential learning.
Additional Topics: To better understand the civics education landscape in Arizona and Florida, funded research to examine the context surrounding civics education in both states. The research also examined and provided an inventory of the types of civic work happening in each state.

The William and Flora Hewlett Foundation
Funding civic learning for 2 years, giving $$$$ annually, work focused nationally.

Civics & Government: One grant to identify strategies that can bring greater diversity into the civics education community. One grant to survey field actors.
Research & Measurement: Three grants to develop new measures of civic learning. One grant to NAE study committee to review knowledge based on civic learning.

The William R. Kenan, Jr. Charitable Trust
Giving $$ annual and work focused nationally; however, majority of funding goes to FL, KY, NC, and NY, where the Kenan family has historically lived and operated.

Character Development: Some funding goes toward professional development for teachers to engage youth in citizenship.
Additional Topics: The work that Kenan funds which focuses on citizenship and character development specifically is relatively small. Broadly speaking, civics work falls into birth–12th grade, higher education, or whole community health.

Kern Foundation
Funding civic learning for 21 years, annual giving amounts are varied, work focused nationally.

Civics & Government: Has previously supported programs that promote civic character and citizenship within their programming.
Research & Measurement: Historically, has supported the work of scholars in the areas of civics character, human flourishing and civil society.
Social/Emotional Learning: Supports organizations that promote social/emotional learning as part of character formation.
Character Development: Adopted a virtue-ethics framework of character formation towards the development of practical wisdom. The Jubilee Framework of Character Development developed at the University of Birmingham in England is the exemplar that the Foundation uses.
Service Learning: Supports programs that embed service learning and servant leadership.
Additional Topics: The preparation of school leaders who lead schools that both close the opportunity gap and promote character formation.

Knight Foundation
Work focused nationally.

Research & Measurement: Funds research to understand the future of an informed citizenry and an informed democratic society. Also funds research to understand free expression and what drives inclusive and equitable engagement in local communities, including exploring challenges to democratic engagement.
Additional Topics: Mission is to promote informed and engaged communities, which are vital to a healthy democracy. Grant investments: Journalism: Knight believes an informed citizenry is essential for individuals and communities to make their own best choices and that journalism has a critical role to play in that democratic process. Supports free expression and excellence in journalism for the purpose of promoting informed communities that may better determine their own interests. Communities: Knight believes in equitable, inclusive and participatory communities. Seeks to support civic engagement by enabling people to contribute to—and take an active part in—the life of their community, in a manner that is equitable and inclusive.

Charles Koch Foundation
Giving $$$$ annually, work focused nationally.

Civics & Government: Supports US history, civics, and constitutional education through open resource providers.
History & Social Studies: Supports opportunities for all students to access better civic education resources including online content. Also works to scale existing content that can be open source to dramatically increase access to educational opportunities. Support

civic education programs that emphasize citizenship as a disposition, with particular attention to awakening in students a lifelong desire to transform themselves and improve civil society.

Character Development: Supports programs that help students apply critical aspects of civic education including respect for each other, integrity in all ways, and humility to their life and work.

Additional Topics: Supports helping people remove internal and external barriers that hold them back from reaching their potential. Understanding individual rights and empowering students to lead the change they want to see in the world is an essential element of this broader vision and civics education. Programs that share this vision and have the potential to scale their reach and impact are priorities.

Lilly Endowment
Funding civic learning for 20+ years, giving $$$$ annually, work focused nationally.

Character Development: Has provided grants to various charitable organizations over several decades that seek to promote character, citizenship and philanthropy in children, youth, and young adults in Indianapolis and Indiana.

Service Learning: Supports Indiana Campus Compact (ICC), a consortium of 19 public and private Indiana colleges and universities that provides service-learning opportunities for students and seeks to cultivate in them a lifelong commitment to community and civic involvement.

Additional Topics: During the past two decades, has supported several initiatives that seek to cultivate a new generation of thoughtful leaders for church and society who possess the skill and moral character needed to engage the challenges and possibilities of this new century. Four of these initiatives target high school and/or college-aged young people; a fifth aims to support Christian congregations.

Lippman Kanfer Foundation for Living Torah
Funding civic learning for around two years, giving $ annually, focused nationally.

Civics & Government: Supports civic education as one piece of a broader investment in democracy and civic engagement. Lippman Kanfer is looking at how Jewish tradition can bring ideas about being minorities in a pluralistic society to help with democratic traditions and norms in this country. Has built a small portfolio around these grants, including a pilot project for six Jewish and six Catholic high schools in the NYC area to design and implement civics education programs to prepare students who are immersed in a particular faith-based tradition.

Additional Topics: Runs philanthropic prize to support applications of Jewish wisdom to democracy and civic engagement.

Lucas Educational Foundation
Funding civic learning for one year, giving annually TBD, focused nationally.

Civics & Government: Prior work has included course development for AP Government & Politics. Now seeking to develop an approach around civic learning.

Research & Measurement: LER's research focuses on supporting and disseminating proof points of the benefits of project-based learning (PBL); also researches and disseminates information about the successful uptake and sustainment of PBL. LER's ultimate goal is to establish an evidence base for effective PBL and related resources about the enabling conditions for successful implementation of PBL.

Social/Emotional Learning: Finds and shares resources for creating a healthy school culture by helping students develop skills to manage their emotions, resolve conflicts, and make responsible decisions.

Character Development: Learns how to help children develop traits like initiative, perseverance, and empathy to be successful and contribute positively to their communities.

Additional Topics: Core approach is project-based learning—selecting different content areas and then partnering with districts, content providers, and researchers to implement, research, and scale. Theory of action is the four phases (development, replicating, validating and exit); the unit of analysis has been districts because of

the necessity of getting data. Usually exits after the districts have integrated the approach. Tends to focus on literacy in the elementary grades. Striking balance between content knowledge and project-based learning approaches that connect school with real world.

Henry Luce Foundation
Giving $$ annually.

Additional Topics: Luce's theology program has, for many years, sought to encourage interfaith dialogue; the bulk of that work, however, is aimed at teachers and students in graduate divinity schools and seminaries.

McCormick Foundation
Funding civic learning for 18 years, giving $$$$ annually, work is focused in Illinois.

Civics & Government: Pushed for high school civics requirement and made a commitment to support implementation; has made a substantial grant to Chicago Public Schools for teacher development in civics education. Supports pre-service teaching programs, licensure process (test) and grants for pre-service programs, plus development of an academy for principals to lead towards the civic mission of the schools.

School-centered approach to students' civic development is holistic, promoting civic learning opportunities across the curriculum, through extracurriculars, and student voice in school governance, plus an organizational culture that undergirds these opportunities. Fosters youth engagement through developing their civic knowledge, skills, and dispositions in school settings.

Research & Measurement: Partners with CIRCLE to evaluate fidelity of implementation, impact on teachers, and a little work on student outcomes.

Action Civics: Was among the early funders of Mikva Challenge—a category leader in action civics.

Social/Emotional Learning: SEL is an element of McCormick's Illinois Democracy Schools Initiative and also its support for implementation of Illinois' restorative justice law limiting exclusionary discipline.

Character Development: Builds leadership capacity within public institutions; ensures their accountability, transparency, and effectiveness; and deepens participation and inclusion in democracy through elections and voting, policymaking processes, and discrete opportunities like Census 2020 and immigration reform.

Service Learning: Is embedded in the new middle and high school course requirements and a key prong of CPS' district-wide civic engagement initiative that McCormick partially underwrites.

Additional Topics: Builds leadership capacity within public institutions; ensures their accountability, transparency, and effectiveness; and deepens participation and inclusion in our democracy through elections and voting, policymaking processes, and discrete opportunities like Census 2020 and immigration reform. Supports news outlets to broaden and deepen public affairs reporting; strengthens supports available to them to enhance entrepreneurship, collaboration, and community engagement in local reporting; invests in reporters to improve capacity and racial/ethnic diversity; and enhances press freedom to ensure independent and effective reporting

The NEA Foundation (NEAF)
Funding civic learning for 50 years, giving $$ annually, focused nationally.

Civics & Government: Global Learning Initiative (GLF): To broaden educators' and students' perspectives, runs an annual cohort-based professional development program—the Global Learning Fellowship—that provides K–12 public school educators with a blend of online and in-person peer learning opportunities, along with an international field study, to prepare them and their students for more active and informed global citizenship.

History & Social Studies: Grants to Educators (GTE): To improve

student learning, NEAF provides grants to individual and teams of educators to support instructional practice, project-based learning and professional development across all subject areas and grade levels. Gleans knowledge from these grants to share what works with the field and to inform our broader body of work.
Example:
Helping elementary students learn about prominent figures and events in United States history through reenactment;
coaching students to generate a business plan that gives back to local community; helping students understand the role of their hometown and state in the global community and economy;
supporting a learning community of educators and school psychologists, studying trauma-informed teaching practices to better understand the links between traumatic backgrounds and academic difficulties.
Social/Emotional Learning: See Grants to Educators
Character Development: See Grants to Educators
Service Learning: See Grants to Educators

New Hampshire Charitable Foundation:
Work focused in New Hampshire.

Civics & Government: Supported creation of online tools to enable residents and voters to better understand state legislation, and to learn about candidates for local office; has co-sponsored public forums, including a gubernatorial candidate forum on early childhood issues; provided sponsorship support (separate from grantmaking) to help NH Public Radio to launch its Civics 101 podcast.
History & Social Studies: Funded NH Listens—a civic engagement initiative of UNH—since inception. Funding has been for special projects (e.g. a Youth Voice convening) as well as core support to enable them to work with a host of local and statewide groups to advance facilitated civic dialogue, support community problem solving, and increase understanding of inclusion and participation.
Citizenship Test: Made a grant to the NH Historical Society to help them improve 4th grade social studies and civics curriculum; supported the NH Institute for Civics Education to enable them to become fully staffed and to enhance teacher training.
Research & Measurement: Supported NH Listens at the University of NH to research and produce a Civic Health Index for NH.
Action Civics: Made annual grants to organizations that produce data and budget and analysis on key issues facing the state, as a means to inform policy makers as well as the public about important trends and policy debates.
Social/Emotional Learning: Long supported City Year, which has a robust presence in New Hampshire's largest municipality.
Character Development: Supported Media Power Youth which provides curricula, training, and workshops to build young people's media literacy; supported Solutions Journalism, and the Granite State News Collaborative, a multimedia project to enhance news coverage and shared capacity in NH, especially around issues of public concern.
Service Learning: Active bystander training, Students Practicing Ethical Leadership programming, youth-led grantmaking, etc.

New Profit
Funding civic learning for 20 years, giving $$ annually, work focused nationally.

Social/Emotional Learning: Continues to invest in the movement to transform education to support the diverse and holistic needs of all learners by supporting greater collaboration and integration at multiple layers of the education ecosystem: across different focus areas within education (e.g., personalized learning, social emotional learning, student health and wellness, etc.)

North Star Fund
Funding civic learning for around 40 years, giving <$ annually, work focused in New York City and Hudson Valley.

Action Civics: Supports voter engagement, including educating young people of color from low-income neighborhoods on the issues and

what races are happening.
Additional Topics: Funds political education, including anti-oppression education to help low-income youth of color understand why the voting system is rigged against them.

Open Society Foundation
Gives $$ annually.

Civics & Government: Funds American Constitution Society (ACS) for constitution lessons in the classroom twice a year—sends lawyers to classrooms to talk about constitution.
Action Civics: Supports People for the American Way's Young People For (YP4) Program—how an individual might affect change; YP4 Fellows create blueprint (individual action plan), may enlist members of community, develop own campaign. Funded OSF's own Community Youth Fellowship (launched 2017) to support emerging human rights activists between the ages of 18 and 25. Community Youth Fellows received grants to carry out projects that contribute to advancing open society values and dismantling challenges in their communities. The fellowship recognized the significant potential of young people for helping to create more pluralistic, democratic, and just societies. The program has now sunset.
Additional Topics: Funds justice fellowship program focused on criminal justice issues. Supports groups such as the NAACP Legal Defense and Educational Fund and Faith in Action, which contest efforts to constrain voter participation and to bolster civic engagement. Supports efforts to understand the implications of information technology on the way we live. They continue to support efforts to protect journalistic freedoms, through groups such as the Committee to Protect Journalists, and to ensure that market forces do not curtail independent investigative reporting, by helping to fund newsrooms such as ProPublica and the Center for Investigative Reporting.

Oregon Community Foundation
Funding civic learning for 30 years, giving $$$ annually, work focused in Oregon.

Civics & Government: Supports the Classroom Law Project, a civics education organization. In addition, runs own youth philanthropy program called Community 101 in 50 classrooms, teaching about community engagement and grantmaking; students receive funds for regranting.
Citizenship Test: Supports Latino organizations that are helping with immigration issues and helping immigrants achieve citizenship.
Action Civics: Gives grants for action civics.
Social/Emotional Learning: Early childhood is highest priority; OCF has a robust out-of-school-time initiative that emphasizes SEL.
Service Learning: Supports service learning through community grants and has equity interns at OCF each year.
Afterschool Programs: *See social and emotional*; this is a huge emphasis for the Foundation.

Overdeck Family Foundation
Funding civic learning for 2 years, giving $$ annually, work focused nationally.

Social/Emotional Learning: The Innovative Schools portfolio works to ensure that every child has access to an education that is engaging and challenging, and meets both academic and socio-emotional needs. Includes a focus on 1) learning in environments that foster belonging, growth mindset, caring relationships and relevance; 2) developing intra-personal skills that support awareness and ability to manage emotions; and 3) developing interpersonal skills, including effective collaboration/communication, and building productive relationships with their peers.

The Philanthropy Roundtable
Funding civic learning for around 28 years, work focused nationally.

Civics & Government: Places priority on knowledge and understanding of core constitutional principles.
History & Social Studies: Places priority on knowledge and understanding of core constitutional principles.
Citizenship Test: 1) First step toward strengthening curriculum. 2) Immigrant education. 3) Celebration of naturalization of new citizens.
Research & Measurement: Supports longitudinal projects to show what works for retention into adulthood.
Social/Emotional Learning: Relevant to civic virtue and the skills of civil deliberation.
Character Development: Relevant to civic virtue and the skills of civil deliberation.
Afterschool Programs: Has promise especially where curriculum is weak.
Additional Topics: 1) Teacher education: straight to teacher; education schools. 2) Adult education: post-college and non-college. 3) City-level initiatives. 4) Preparing for anniversaries such as 2026.

Raikes Foundation
Giving $$$$ annually, work focused in Washington state.

Social/Emotional Learning: Supports equity work that overlaps with youth organizing, ethnic studies, and SEL.
Afterschool Programs: Expanded learning program staff help build stronger connections between families and schools, adding a network of caring adults who are aware of young people's daily lives and the challenges they may be facing. High-quality programs also help young people develop social/emotional skills and build trusting relationships.
Additional Topics: Private consultation and customized resources from Raikes' team of civic, K–12, and higher education experts for donors interested in making significant gifts to improve civic education in the nation.

Rodel Foundation of Delaware
Funding civic learning for 6 months, giving <$ annually.

Additional Topics: Has just started to explore civic learning. Historically, has focused on developing a statewide vision for change and within that, invested in choice, teacher quality, early learning. More recently, has dug into areas like social/emotional learning, career pathways, and fair funding.

Silicon Valley Community Foundation
Funding civic learning for two years, giving $$ annually, focused on Santa Clara and San Mateo Counties, California.

Civics & Government: Supports projects to provide general civics education for youth and recent immigrants as they gain new voting and citizenship rights.
Action Civics: Supports programs, including project-based learning experiences, in the classroom for students to develop the knowledge, skills and abilities to lead campaigns and become active voices in their community.
Afterschool Programs: Supports afterschool and summer programs to provide students with opportunities to build civic engagement experience through research, coalition building, and advocacy.

Silver Giving Foundation
Funding civic learning for 3 years, giving $$ annually, work focused in California.

Civics & Government: Entered the civic learning space from media literacy; focused on research, educator training, and media literacy. Seeking to support systems change and approaches to making school districts (often small and medium sized) continuously learn and improve.
History & Social Studies: Funding Stanford History Education Group, National Writing Project, CA Humanities, KQED Learn and Facing History and Ourselves that works with teachers.
Research & Measurement: Stanford History Education Group is researching civic online reasoning.

Seeks to better understand the landscape of activities supporting educators and students in accessing facts and making meaning of them in the U.S.
Additional Topics: Grantmaking to support early-stage organizations (in operation less than three years) and established organizations with early-stage programs that are addressing the systemic shifts that drive standards-aligned instruction at the classroom level

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Spencer Foundation
Funding civic learning for five years, giving $$$$ annually.

Research & Measurement: Currently supports field-based work, opening doors to scholars to make the case as to why this work should be supported. Previous research project called "Measuring the quality of civic and political engagement." Grant recipients included (in no order): The National Writing Project, Sam Wineburg (Stanford), Ben Kirschner (Boulder), Justin Reich (MIT), & Leah Sprain (Boulder). The idea: although youth behaviors (volunteering, voting, working on a campaign) were commonly assessed, a better understanding of how to measure "engagement" broadly was required.
Additional Topics: Plays a significant role in providing training opportunities for education scholars and education journalists to develop new foundational knowledge and to participate in research that can support better policymaking, practice, and deeper engagement with the broader public.

Stuart Foundation
Giving $$ annually and work focused in California and Washington.

Civics & Government: Builds the capacity of educators to provide high-quality civic learning opportunities to students.
History & Social Studies: Has done work with Facing History, UC History-Social Science Centers and Gilder-Lehrman to develop project-based resources for teachers and youth development professionals that are reflective of California's diverse student populations.
Research & Measurement: Supports districts to assess quality of and access to civic learning opportunities as a mechanism of developing systemic approaches. including measures, tools, instruments. Interested in youth organizing and participatory research that have been shown to build agency. Definition support research/policy/practice loop.
Action Civics: Supports models and approaches, inside and outside of school, that amplify students' voices to effect and lead positive change on issues that they care about in their communities.
Social/Emotional Learning: Some of Stuart's work is in the "learning for democracy" space. Supported youth-connecting organizations—work on learning for democracy, grounded in youth development principles, predates current Stuart portfolio.

Hatton W. Sumners Foundation for the Study and Teaching of Self-Government Inc.
Funding civic learning for 60 years, giving $$$ annually, work focused on eight-state area with emphasis on Texas and Oklahoma.

Civics & Government: Supports teacher training on the founding documents and/or democratic principles.
Action Civics: Funds civics camps in El Paso, Waco and Fort Worth for middle school students.
Afterschool Programs: Supports programs and activities that provide personal involvement in the political process and functions of government, such as democracy reform, mock trials, civic engagement programs, and mock legislative sessions, as well as conferences and seminars on relevant public policy issues.
Additional Topics: Supports programs and academic contests on American democratic self-government targeting youth, educators, young professionals, and other societal leaders.

John Templeton Foundation
Giving $$$ annually and work is international.

Civics & Government: Supports work on Individual Freedom and Free Markets, founded on robust constitutional order; civic education is part of preserving and understanding how institutions undergird freedom.

History & Social Studies: Provides tools and resources to teachers to be able to teach the timeless questions around the importance of freedom.

Character Development: Research funded promises greater insight into the developmental science of virtues and character, including the identification of relevant precursors, correlates, developmental trajectories, and the assessment of potential inter-individual differences. Also provides support to organizations such as schools, religious institutions, and community organizations to develop, implement, and evaluate applied and translational research on character and virtue.

Additional Topics: Religious, political, and economic freedoms are the building blocks of both spiritual and material progress. Individual and economic freedoms are deeply interconnected; one affects the other and both must be undergirded by genuine virtue and a deep sense of personal responsibility. The Individual Freedom & Free Markets Funding Area supports education, research, and grassroots efforts to promote individual freedom, free markets, free competition, and entrepreneurship. Grounded in the ideas of classical liberal political economy, Templeton seeks and develops projects that focus on individuals and their place in a free society. Whether by academic research, instruction, public outreach, or supporting debate on public policy, Templeton aims to contribute toward making the nation and the world more just, more prosperous, and more conducive to human flourishing.

Voqal
Funding civic learning for 10 years, giving $$$ annually, work focused nationally.

Action Civics: Supports grassroots organizing efforts in cities across the country that empower those without historical power to hold local officials accountable through voter outreach and education, voter registration, and policy research and advocacy.

Additional Topics: Supports local and independent journalism and media research; produces and distributes documentaries, webisodes, and more that center stories historically pushed aside, while also supporting local newsrooms to bring communities into the reporting process to build a vibrant ecosystem of civic engagement.

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About the author

Raj Vinnakota is president of the Woodrow Wilson National Fellowship Foundation, effective July 1, 2019. He co-founded Red & Blue Works along with his wife Cathy McKenna to engage on civic development and flourishing of our civic society. He worked on this project for a group of institutional funders to map the general civic education space, in order to better understand the level and types of resources currently in existence and to identify promising areas for growth and increased impact.

Raj is former executive vice president at the Aspen Institute, founding the Youth & Engagement Programs division. The thrust of Raj's work was developing young citizens who care as much about the direction of their communities as their own self-interest (Aristotle's *civic virtue*). Prior to joining the Aspen Institute, Raj was the co-founder and CEO of The SEED Foundation, a non-profit managing the nation's first network of public, college-preparatory boarding schools for underserved children. Raj attended Princeton University, from which he received a degree in Molecular Biology, as well as certificate of studies from the Woodrow Wilson School of Public Policy.

Raj is a board director for a public company, Colfax Corporation (NYSE: CFX). He is a former trustee and executive committee member for Princeton University, former national chair of its annual giving committee, and former executive committee member for its Aspire capital campaign. In 2009, he received the Woodrow Wilson Award, the highest honor that Princeton bestows on an undergraduate alumnus. Raj is an Echoing Green fellow and an Ashoka fellow. He is married and has one daughter and one cat.