

Civic Education Curriculum Evaluation Summary

Project Title:	California’s Future... An Active, Engaged Latino Populace (A Participatory Action Research Curriculum Evaluation Project)
Project Dates:	August 2002–June 2009
Project Leader Name and Role:	Tabia Lee, Ed.D. (Project Developer, National Board Certified Social Studies Teacher, Social Studies Department Chairperson)
Boundary & Strategic Partners:	Social Studies Teachers, All Subject Matter Teachers, Students, Parent-Teacher Organization, Principal and Administrative Team, School Support Staff, Local School District Officials, University of Virginia, Center for Politics: Youth Leadership Initiative, Center for Civic Education: Project Citizen, Los Angeles County Registrar-Recorder/County Clerk
Project Description:	Project used deliberative democratic curriculum evaluation, outcome mapping, and participatory action research principles to effect transformative organizational learning and change processes in order to positively transform civic education curriculum. Project took place at a Title I school in East Los Angeles, California, USA that served 2,570 students grades 6–8. The cultural make-up of the school was approximately 99% Latino. Over 60% of the students identified as English Language Learners.

Documenting the Change Process

Prior to Project	Two Years Into Project
<p><i>Social Studies Teachers:</i></p> <ul style="list-style-type: none"> • 20% of teachers reported <i>regularly</i>* facilitating learning opportunities related to civic competency • 61% reported students <i>never</i> researched local community problems in class • 44% reported they <i>never</i> discussed civic responsibility with students <p><i>Students:</i></p> <ul style="list-style-type: none"> • 11% of students reported that civic competency was <i>regularly</i> addressed in their Social Studies class • 62% reported they <i>never</i> talked about the importance of being involved in solving community problems and the importance of voting in their Social Studies class • 20% were <i>able</i> to correctly identify the current mayor 	<p><i>Social Studies Teachers:</i></p> <ul style="list-style-type: none"> • 72% of teachers reported <i>regularly</i> facilitating learning opportunities related to civic competency • 30% reported students <i>never</i> researched local community problems in class • 32% reported they <i>never</i> discussed civic responsibility with students <p><i>Students:</i></p> <ul style="list-style-type: none"> • 55% of students reported that civic competency was <i>regularly</i> addressed in their Social Studies class • 16% reported they <i>never</i> talked about the importance of being involved in solving community problems and the importance of voting in their Social Studies class • 66% were <i>able</i> to correctly identify the current mayor

**Regularly* was defined as 2–3 times per semester

- 85% of all students participated in an Internet-Based Mock Student Election in 2004
- 96% of all students participated in an Internet-Based Mock Student Election in 2008
- Civic education electives developed and made available to all students
- Civic education club established that coordinated several community events
- 113 eligible community members registered to vote in the General Election of 2008 in community voter registration drives facilitated in partnership with the Parent-Teacher Organization
- Classroom Observation, mentoring, and Critical Friends supports established to improve civic curriculum
- Project leader recognized by school District for civic education innovation and positive community impact

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