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Secretary of the State



What is Red, White & Blue Schools?

- A civics education recognition program available to all Connecticut K-12 schools
- A collaboration between the Office of the Secretary of the State & the State Department of Education
- 2016/17 theme: Teaching the 2016 Election
- 2017/18 theme: Local community engagement



What is Red, White & Blue Schools?

- Goal: to recognize schools that are actively educating students about civic engagement through the use of



- Interdisciplinary activities
- Whole school events
- Extracurricular clubs and activities
- Student-centered learning
- Community outreach and engagement



Criteria for Recognition

1. Local community involvement taught in *Social Studies*:

- Use innovative approaches
- Involve student-centered hands-on learning



2. Students collaborate with *School & Community Partners*:

- Local nonprofits, community organizations & businesses
- Local elected officials, public libraries & other schools

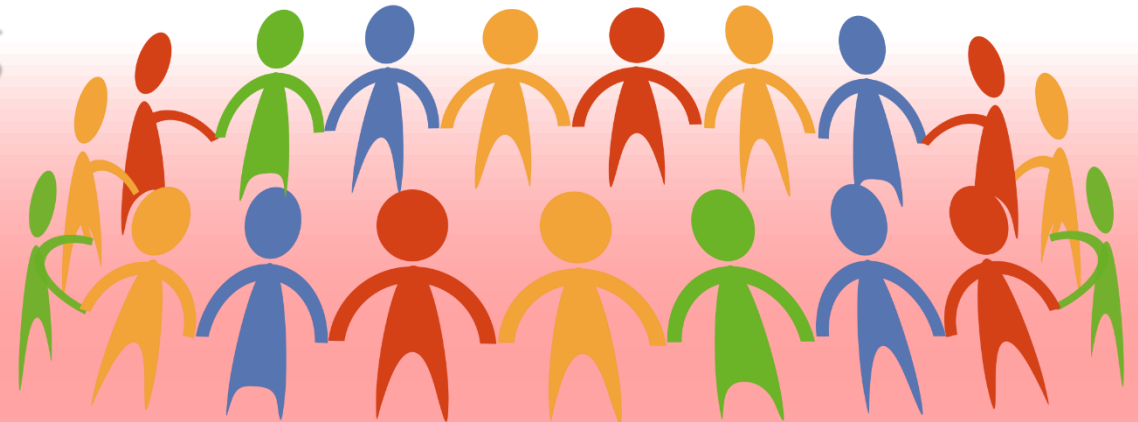


Criteria for Recognition

3. Community involvement integrated with *multiple disciplines*
 - Involving content areas beyond social studies
 - Fostering school-wide participation
4. Students confront & try to solve *real-world community issues*:
 - Examine issues' impact on community life
 - Analyze components of community involvement

Criteria for Recognition

5. Projects are *within scope of student ability*
 - Students present manageable project plan
 - Students complete projects in timely manner
6. *Extracurricular or out-of-school activities by students include local community involvement*
 - After-school clubs, student volunteering, individual students working on projects impacting the local community



Classroom Resources

[Making Civics Real Workshop 6](#)
(Annenberg Learner): utilizes
several national civics &
government standards

[Introduction to Active
Citizenship](#) (Citizen Advocacy
Center): overview of activism
in government & communities



[What Makes a Good Citizen?
Considering "Great Citizenship"](#)
(EverydayDemocracy): utilizes
2016 CT civic health data & Eric
Liu's *The Gardens of Democracy*

[Create the World You Want – A
Social Action Project Guide](#) (The
World We Want Foundation):
students study community issues &
implement action plans



[Students Engage! & Activate](#) (iCivics.org):
students identify local problems & action
steps then develop a plan to solve the
problem.





Community Partners

**CT Bar Association Civics
Education Committee**

**Other schools,
including
elementary &
universities**

**Local elected
officials &
municipal
libraries**

**Local businesses,
senior centers &
nature reserves**



**Veterans' Service
Organizations, Homeless
Shelters, At-Risk Youth
Organizations**

**Rotary,
Jaycees &
Lions Clubs**



**League of
Women Voters,
Hartford Votes,
New Haven
Votes, etc.**



**Foodshare,
End Hunger
Connecticut!,
CT Food Bank**

Project Timeline

- **Summer 2017:**
 - Presentations to teachers & partners
 - Outreach to schools & community
 - School registration begins
- **Fall/Winter 2017:** Schools & community partners implement Red, White & Blue criteria



Project Timeline

- **September workshop:** Participating teachers & students gather to share best practices & engage in inter-school discussion & activities.
- **Spring Semester 2018:**
 - Schools submit final projects for evaluation
 - SOTS & SDOE determine if schools have met all criteria
- **May 2018:** Announce schools that have achieved RW&B status
 - Ceremony recognizing outstanding schools
 - Announcement of 2019 theme



Sign up today:

email redwhiteblueschools.sde@ct.gov



The Red, White and Blue Schools designation program is available to all of Connecticut's K-12 schools. Each year a theme will be announced by the Red, White and Blue Advisory Committee. Schools are encouraged to teach the theme through interdisciplinary activities, whole school events, extracurricular clubs/activities, student-centered learning and community outreach.

Themes: A theme will be announced each year, and schools are encouraged to teach the theme through different innovative approaches. **The theme for 2016-17 is "Teaching the 2016 Election."**

Registration

School principals or principal-designees may register to indicate their interest in participating by emailing redwhiteblueschools.sde@ct.gov.

Visit our website: <http://bit.ly/2dYKHbU>

RED, WHITE, AND BLUE SCHOOLS PROGRAM

2017-2018 Theme: Local
Community Engagement

Grades 6-12 Rubric

Grades K-5 Rubric

Red, White and Blue Schools Rubric (Grades 6-12)
2017-2018 Theme: Local Community Engagement

Criteria	4	3	2	1	Not Present
Local community involvement is taught and encouraged in all social studies classes using innovative approaches and involving student-centered hands on learning. (20% of school evaluation)	Four or more innovative and/or student-centered approaches are demonstrated.	Three innovative approaches and/or student-centered approaches are demonstrated.	Two innovative approaches and/or student-centered approaches are demonstrated.	One innovative approach and/or student-centered approach is demonstrated.	No evidence of innovative approaches or student-centered approaches demonstrated.
When pursuing their projects, students collaborate with school and community partners . (25% of school evaluation)	Four or more examples of engagement with school and/or community partners demonstrated.	Three examples of engagement with school and/or community partners demonstrated.	Two examples of engagement with school and/or community partners demonstrated.	One example of engagement with school and/or community partners demonstrated.	No evidence demonstrated of engagement with school and/or community partners.
Local community involvement is integrated with multiple disciplines, fostering school-wide participation. (10% of school evaluation)	Social Studies and four other disciplines in the school are involved in the teaching of local community involvement.	Social Studies and three other disciplines are involved in the teaching of local community involvement.	Social Studies and two other disciplines are involved in the teaching of local community involvement.	Social Studies and one other discipline in the school are involved in the teaching of local community involvement.	Local community involvement is taught exclusively through social studies classes.
Students confront and try to solve real-world community issues when formulating and conducting their projects. (25% of school evaluation)	In small and large group settings students carefully analyze significant components of local community involvement, local issues and discuss the impact on the community.	Students analyze significant components of local community involvement and examine local issues.	Students are taught local community involvement in detail; students examine major issues and their impact on the community.	Students are taught local community involvement in some detail; students are made aware of local issues.	Local community involvement is taught in a general ways; students are made aware of local issues.

Red, White and Blue Schools Rubric (Grades 6-12)
2017-2018 Theme: Local Community Engagement

Criteria	4	3	2	1	Not Present
Projects are within the scope of student ability, allowing students to complete the projects in an appropriate and timely manner. (10% of school evaluation)	Students present a detailed and manageable plan for the project.	Students present a plan lacking some details for the project.	Students present a relatively unmanageable plan lacking many details.	Students present a plan of an unreasonable scope and/or lacking most details.	Students provide little to no evidence of a plan.
Through extracurricular or out of school activities , students are engaged with local community groups. (e.g., after school clubs, individual students working on projects). (10% of school evaluation)	At least three extracurricular groups in the school are engaged in local community involvement and/or many students are working on projects impacting the local community.	At least two extracurricular groups in the school are engaged in local community involvement and/or a number of students are working on projects impacting the local community.	At least two extracurricular groups in the school are engaged in local community involvement and/or some students are working on projects impacting the local community.	One extracurricular group in the school is engaged in local community involvement and/or a small number of students are working on impacting the local community.	No evidence is presented that extracurricular groups in the school are engaged in local community involvement or that individual students are working on projects impacting the local community.

Red, White and Blue Schools Rubric (Grades K-5)
2017-2018 Theme: Local Community Engagement

Criteria	4	3	2	1	Not Present
Local community involvement is taught and encouraged in all grades on a regular basis using innovative approaches and involving student-centered hands on learning. (25% of school evaluation)	Four or more innovative and/or student-centered approaches are demonstrated.	Three innovative approaches and/or student-centered approaches are demonstrated.	Two innovative approaches and/or student-centered approaches are demonstrated.	One innovative approach and/or student-centered approach is demonstrated.	No evidence of innovative approaches or student-centered approaches demonstrated.
When pursuing their projects, students collaborate with school and community partners . (25% of school evaluation)	Four or more examples of engagement with school and/or community partners demonstrated.	Three examples of engagement with school and/or community partners demonstrated.	Two examples of engagement with school and/or community partners demonstrated.	One example of engagement with school and/or community partners demonstrated.	No evidence demonstrated of engagement with school and/or community partners.
Students confront and try to solve real-world community issues when formulating and conducting their projects. (25% of school evaluation)	In small and large group settings students carefully analyze significant components of local community involvement, local issues and discuss the impact on the community.	Students analyze significant components of local community involvement and examine local issues.	Students are taught local community involvement in detail; students examine major issues and their impact on the community.	Students are taught local community involvement in some detail; students are made aware of local issues.	Local community involvement is taught in a general ways; students are made aware of local issues.
Projects are within the scope of student ability, allowing students to complete the projects in an appropriate and timely manner. (20% of school evaluation)	Students present a detailed and manageable plan for the project.	Students present a plan lacking some details for the project.	Students present a relatively unmanageable plan lacking many details.	Students present a plan of an unreasonable scope and/or lacking most details.	Students provide little to no evidence of a plan.

Red, White and Blue Schools Rubric (Grades K-5)
2017-2018 Theme: Local Community Engagement

Criteria	4	3	2	1	Not Present
<p>Through extracurricular or out of school activities, students are engaged with local community groups. (e.g., after school clubs, individual students working on projects). (5% of school evaluation)</p>	<p>At least three extracurricular groups in the school are engaged in local community involvement and/or many students are working on projects impacting the local community.</p>	<p>At least two extracurricular groups in the school are engaged in local community involvement and/or a number of students are working on projects impacting the local community.</p>	<p>At least two extracurricular groups in the school are engaged in local community involvement and/or some students are working on projects impacting the local community.</p>	<p>One extracurricular group in the school is engaged in local community involvement and/or a small number of students are working on impacting the local community.</p>	<p>No evidence is presented that extracurricular groups in the school are engaged in local community involvement or that individual students are working on projects impacting the local community.</p>

RED, WHITE, AND BLUE SCHOOLS
PROGRAM

2017-2018 Theme: Local
Community Engagement

**Lesson Plans, Ideas for Community
Involvement**

Civic Engagement Lesson Plans

EverydayDemocracy

Lesson plans discussing what makes “good” active citizens and avenues for civic engagement.

<https://www.everyday-democracy.org/resources/civic-engagement-lesson-plan-parts-1-and-2>

PBS Learning Media

Lesson plan revolving around how to identify an issue within a community.

<https://cptv.pbslearningmedia.org/resource/e75b8319-585c-489d-83b9-cfe12cc8b868/lesson-plan-making-civics-real-civic-engagement/#.WT7P-ZLyvcs>

Citizen Advocacy Center

Lesson plan for helping students identify ways to be involved in local government and begin thinking about local issues.

http://www.citizenadvocacycenter.org/uploads/8/8/4/0/8840743/citizenship_introduction_to_active_citizenship.pdf

iCivics

Requires free iCivics account

Lesson plan to help students create a social action project to create change in the community.

<https://www.icivics.org/curriculum/citizenship-participation>

Center for Civic Education

Lesson plan exploring various ways citizens can be involved and advocate in a community.

<http://www.civiced.org/resources/curriculum/lesson-plans/456-how-can-citizens-participate>

American Bar Association

Civic engagement lesson plans for elementary and middle schools. Lessons include citizens' roles in community service and public policy.

https://www.americanbar.org/groups/public_education/resources/lesson-plans.html

Lessons on Local Government

Lesson plans originally created for local governments in Colorado. Lessons include creating a civic action project, writing Letters to the Editor, and analyzing how local government impacts students' lives.

<http://www.lessonsonlocalgovernment.org/>

Character.org

Service learning examples and lesson plans from schools across the country sorted by issue.

<http://character.org/key-topics/service-learning/>

Newseum

Lesson plan where students use their knowledge of the Civil Rights Movement to identify a current civil rights issue and develop a plan to address it.

<http://www.newseum.org/wp-content/uploads/2015/05/Civics-Citizenship-Lesson-Plan-1-Endorsed.pdf>

Interdisciplinary Lesson Plans

Civics for All

This website provides several lesson plans with ties to civics across subjects.

<http://civicsforall.org/pedagogy/15-interdisciplinary-lessons/>

Teach-nology

This website provides lesson plans for civics in addition to plans involving math, art, and language arts.

http://www.teach-nology.com/teachers/lesson_plans/history/civics/

Issue-Specific Lesson Plans

Poverty

Lesson plan detailing a historical example to illustrate how public policy can address social issues.

<https://www.facinghistory.org/resource-library/american-idealist/participation-through-public-policy>

Nutritional Policy

Lesson plan where students research public health policies and choose a plan to improve their schools nutritional policy.

https://www.cdc.gov/excite/ScienceAmbassador/ambassador_pgm/lessonplans/Wortmann%20Policy%20Lesson%20Plan.pdf

Potential Community Partners

Rotary, Jaycees and Lions Clubs

Schools and clubs can work with their town's Rotary, Jaycees, and Lions Clubs to support their community-service efforts.

<https://my.rotary.org/en/search/club-finder>

<http://connecticutjaycees.weebly.com/chapters.html>

<https://directory.lionsclubs.org/>

ConnPIRG Students

ConnPIRG is a statewide advocacy organization with chapters at UConn Storrs, UConn Hartford, and Trinity College working on issues such as environmental protection, hunger, and homelessness.

<http://www.connpirgstudents.org/>

Directory of Community Organizations in Connecticut

This directory provides a listing of organizations, by town, including their contact information and descriptions of their work.

http://www.ct.gov/dot/lib/dot/documents/ddbe/community_based_organizations_listing.pdf

Local Farmers Markets

Schools and clubs can partner with farmers markets to learn about local businesses, environmental and nutritional issues. Find farmers markets at:

<http://www.ctfarmfresh.org/locations.html>

Connecticut Nonprofit Alliance

The Connecticut Nonprofit Alliance advocates for policies benefitting nonprofits throughout the state and works to strengthen the mission of nonprofits.

<http://ctnonprofitalliance.org/>

Poverty/Food Insecurity Programs:

End Hunger Connecticut!

End Hunger Connecticut! raises awareness about hunger in the state and promotes access to nutritional food programs.

<http://www.endhungerct.org/>

Connecticut Food Bank

The statewide food bank website provides information about organizing food drives and allows users to locate local food banks in their community.

<http://www.ctfoodbank.org/>

UConn Expanded Food and Nutrition Education Program

Educates low-income families on nutrition and food specific to the communities in which they are living.

<http://www.cag.uconn.edu/nutsci/nutsci/outrch/EFNEP.html>

Foodshare

Foodshare is a Greater Hartford area-based organization that works as both a food bank and advocacy center to end hunger.

<http://site.foodshare.org/site/PageServer?pagename=index>

Directory of Clothing Donation Centers

This listing provides information on centers throughout Connecticut that collect clothes, furniture, and other gently used items.

<http://connecticut.networkofcare.org/mh/services/subcategory.aspx?tax=TI-1800.1500-250>

Environment:

Connecticut Audubon Society

Conservation group focusing on the advocacy, protection, and education of bird habitats in Connecticut.

<http://www.ctaudubon.org/#sthash.39fTRHkh.dpbs>

Connecticut Sierra Club

The Connecticut chapter of the Sierra Club advocates and educates on environmental issues in Connecticut.

connecticut.sierraclub.org

Connecticut Land Trust

Work with local chapters to promote land conservation efforts including the preservation and maintenance of protected lands.

<http://www.ctconservation.org/findalandtrust>

Connecticut Fund for the Environment

The Connecticut Fund for the Environment and Save the Sound work to educate, research, advocate and clean Connecticut's air, land and water.

<http://www.ctenvironment.org/>

Connecticut River Conservancy

The Connecticut River Conservancy works to clean, educate, and advocate for the safety and health of the Connecticut River and its streams.

<https://www.ctriver.org/>

Farmington River Watershed Association

The Farmington River Watershed Association provides lesson plans on conservation and works with community partners to advocate for and clean the river and surrounding areas.

<http://frwa.org/>

Department of Energy and Environmental Protection Educator Resources

The Department of Energy and Environmental Protection provides educators information on Connecticut's state parks and the local environment.

http://www.ct.gov/deep/cwp/view.asp?a=2691&q=322500&deepNav_GID=1627

Connecticut Working Lands Alliance

The Connecticut Working Lands Alliance is an organization working to preserve Connecticut farmlands through advocacy and partnership from various Connecticut agricultural and environmental organizations.

<http://workinglandsalliance.org/>

Tools to Create Student Projects

Create the Good

This is a helpful guide that provides step-by-step information to organize a food drive.

<http://createthegood.org/toolkit/organize-food-drive>

Scouts Canada

This provides a general overview of how students can implement a project in the local community.

<http://scoutsducanada.ca/wp-content/uploads/2015/03/theworldwewantfoundation-org.pdf>

Kids Can Make a Difference

This website provides ways students can address community issues, specifically hunger.

<https://www.kidscanmakeadifference.org/what-kids-can-do-2>