

CIRCLE AND THE COUNCIL FOR EXCELLENCE IN GOVERNMENT RELEASE NEW POLL ON YOUNG PEOPLE

Campaigns hoping to use the Internet to reach new young voters need to be aware of both the pitfalls and benefits of using different online campaign techniques according to a new survey released by CIRCLE and the Center for Democracy and Citizenship at The Council for Excellence in Government. The survey reveals that while the Internet does not currently pull many otherwise disengaged youth into politics, it does seem to hold some promise for mobilizing partisan, ideological, and engaged young people. The most effective online campaign techniques are online chat rooms, e-mails on issues, "blogs" geared to youth, and candidate events like those organized by Meetup.com. Conversely, young people react negatively to Internet banner ads, e-mails encouraging voter turnout, weekly e-mailed campaign updates, and especially text messages on handheld devices. The full survey results can be found on CIRCLE's Web site www.civicyouth.org.

The survey was sponsored by CIRCLE and the Center for Democracy and Citizenship at The Council for Excellence in Government and conducted by Democratic pollsters Lake Snell Perry & Associates and Republican pollsters The Tarrance Group. In addition to

Politicians trying to reach young people need to be selective in the types of Internet communications they use. According to the survey, young people prefer Internet communications that they choose to receive, not unsolicited messages. They are more likely to pay attention to campaigns if they use the following techniques: online chat rooms, e-mails on issues, blogs on issues.

providing information on the effectiveness of online campaigning, the survey presents the latest polling data on Americans between the ages of 15 and 25, including the issues they care about, their levels of trust in others, volunteering rates, and their attitudes toward government.

Online Campaigning: Choosing the Right Tool

Online campaign techniques are especially popular among young people who are liberal, college educated, and concerned about Iraq, as well as religious youth. "The good news for campaigns is that the Internet can be a very cost-effective way to reach young people, and it has the potential to be the primary tool for reaching engaged youth," said pollster Ed Goeas. "And campaigns can use the same tools and same issues to reach and target younger voters as they're using for older voters."

Continued on page 2

IN THIS ISSUE

- 1 CIRCLE and The Council for Excellence in Government Release New Poll on Young People
- ≡ RESEARCH ROUNDUP
- 4 Quickly Locate State Policies on Citizenship Education
- 6 Sending the Right Messages: How Communities Shape Young Peoples' Attitudes Towards Politics
- 7 Challenges for National Service
- 7 CIRCLE Fact Sheets
- ≡ FROM RESEARCH TO PRACTICE
- 8 Youth Voting: In the Classroom and at the Polls
- ≡ CIRCLE GRANTS
- 10 CIRCLE Grants

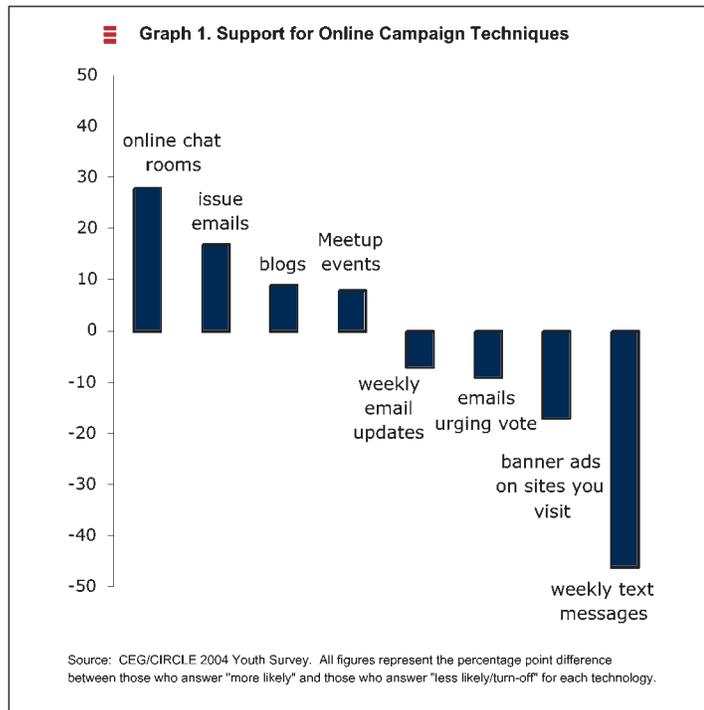


CIRCLE

The Center for Information & Research
on Civic Learning & Engagement

Continued from page 1

In addition to stimulating interest in campaigns, these effective communication techniques are also trusted by young people. Overwhelmingly, young people think the information they receive through the Internet on politics and public affairs is as accurate (57 percent) or more accurate (13 percent) than the information they receive through more traditional communication techniques such as newspapers and TV reports. This is especially noteworthy since young people still rely on conventional means when deciding whom



to support in an election. The sources used most to decide for whom to vote are newspapers and magazines (42 percent), TV news programs (39 percent), friends and family members (38 percent), candidate debates (33 percent), and the Internet (26 percent).

"We know we need to do a better job of talking to young people if we're going to engage them in the political process," said pollster Celinda Lake. "This survey confirms that we have a long way to go for some, but it also tells candidates that there are good tools for reaching others and we should start using them. The Internet is one of those tools, but not a cure all."

CIRCLE (The Center for Information and Research on Civic Learning and Engagement) promotes research on the civic and political engagement of Americans between the ages of 15 and 25. Although CIRCLE conducts and funds research, not practice, the projects that we support have practical implications for those who work to increase young people's engagement in politics and civic life. CIRCLE is also a clearinghouse for relevant information and scholarship. CIRCLE was founded in 2001 with a generous grant from The Pew Charitable Trusts and is now also funded by Carnegie Corporation of New York. It is based in the University of Maryland's School of Public Affairs.

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The Youth Stance: Issues and Partisan Identification

The survey also provides relevant information on the national issues young people are concerned about. Jobs and the war in Iraq weigh heavily on the minds of young people; with one fifth of young people reporting that jobs are their number one concern and one in seven youth rating the war in Iraq as a top issue priority. Among African-Americans and Hispanics, discrimination and prejudice also rank as important issues to them.

The issues young people are concerned about are also the same issues they consider when deciding how to vote or whom to support. The top five issues that guide their decisions are: the creation of good paying jobs, access to affordable college, the war in Iraq, access to affordable health care, and safety from terrorism. Other than the cost of college, these are the same concerns that older voters express.

When it comes to joining a political party, young people are evenly split in their identifications as Democrats (32 percent), Republicans (28 percent), and Independents (25 percent), and 15 percent did not know. It seems that the ten year stretch between ages 15

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and 25 is a prime time for the development of partisan identification. The survey shows that young people between the ages of 15 and 17 are the least partisan (26 percent Independent, 19 percent Republican, 16 percent Democrat). A sizeable portion (39 percent) of this age group has not yet decided with which party they identify. However, among the oldest age cohort surveyed—those between the ages of 23 and 25—partisanship is strongest with 39 percent Republican and 36 percent Democrat.

Addressing Issues: Trust in Government and Volunteering

The survey reveals that young people have strong feelings on national issues. However, it seems that young people are doubtful about the government's ability to effectively address these issues. The survey documents a sharp drop in trust, as only 50 percent

said they trust the government to do what is right, a 12-point drop from two years earlier. Moreover, they are losing trust in people in general with only 35 percent reporting most people can be trusted, down from 41 percent in 2002.

"Although we saw a dramatic drop in trust levels over the last year, young people generally trust government more than older people do, while they trust other people less," said Peter Levine, CIRCLE's Deputy Director. "Far too many young people remain disengaged from the political process, even in a year that featured war and other issues of concern to them. The future of our democracy requires that we find creative ways to address this disaffection."

Continued on page 11

Youth Support Civil Unions, Marriage, and Protections for Gays and Lesbians

Young Americans show strong levels of support for tolerance and equality toward homosexuals, and majorities say gays and lesbians should be able to form legal civil unions and get legally married, according to a new survey released by CIRCLE and the Center for Democracy and Citizenship at The Council for Excellence in Government. Additionally, young people overwhelmingly support equal protection when it comes to housing, employment, and hate crimes.

By six-to-one margins, American youth support gay rights and protections related to housing, employment, and hate crimes and those sentiments are held by all ideological, partisan, racial, geographic, and religious groups. One out of two respondents said they know someone who is gay; knowing a gay person has a significant impact on attitudes.

The percentage of young people who support and oppose rights for gays and lesbians are:

	Support	Oppose
• equal protection in housing	86%	10%
• equal protection in employment	85%	14%
• protection from hate crimes	85%	13%
• civil unions or legal partnerships	63%	30%
• ability to legally marry	56%	39%
• ability to adopt children	53%	39%

Full results are available on the CIRCLE Web site www.civicyouth.org.

RESEARCH ROUNDUP

The Research Roundup column highlights recent research findings commissioned or generated by CIRCLE. Also included is an update on new CIRCLE products such as Fact Sheets, Recommended Research Articles, Recent Research Abstracts, Literature Reviews, and Data Sets.

QUICKLY LOCATE STATE POLICIES ON CITIZENSHIP EDUCATION

A series of products by the Education Commission of the States' National Center for Learning and Citizenship (ECS/NCLC) reveals that wide variation exists in the extent to which state policies address citizenship education. Forty-one states have laws that call for the teaching of social studies which may include lessons in government, civics and/or citizenship. However, only a handful of states require students to pass a social studies exit exam in order

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to graduate from high school. In practice this means that most students in the United States go through a one-semester course in government, usually taken during their senior year of high school, and successful completion of this course is not a graduation requirement.

ECS has created a 50-state, interactive Web database that gives users a picture of where and how state policy supports citizenship education. The database can be accessed by going to www.ecs.org/nclc. Teachers, administrators, policymakers, and others interested in civic education can use the database to locate the most up-to-date information on state policies that support citizenship education in K-12 schools. In addition to the database, an ECS/NCLC policy brief reviews existing state policies, and lists resources that policymakers can turn to as they deliberate over the best solutions for their state. Finally, ECS/NCLC produced State Note—a summary report—that illustrates state by state how policies differ.

By clearly showing that states have widely different policies mandating what students learn about citizenship, ECS/NCLC draws more attention to the role schools play in helping students acquire the tools they need to effectively participate in civic life. "The civic mission of education should be given equal status as the focus on academic knowledge; this is consistent with the heritage of American education," said Terry Pickeral, NCLC Executive Director. "The nation depends on each generation's active participation in our democracy, and schools have a specific obligation to implement and sustain corresponding courses, teaching strategies and activities."

Citizenship Education Policy Varies Widely From State to State

According to the research, every state has some type of policy on citizenship education; however the policies vary. For example, policies regarding whether or not students must demonstrate a certain level of civic understanding in order to graduate are different depending on the state. Students hoping to graduate from high school in Colorado have to complete a one-semester course in the civil government of the U.S. while students in the District of Columbia must complete one and a half credits in history plus 100 hours of community service in order to graduate.

Despite the national focus on assessment and accountability in education, only a few states are taking steps to include civics in their evaluation systems. The authors found, "assessment and accountability systems remain a primary focus of state education

Teachers, administrators, policymakers, and others interested in civic education can use the database to locate the most up-to-date information on state policies that support citizenship education in K-12 schools.

reform efforts, but less than half of state systems address civics." Only 22 of states' assessment systems include knowledge of government or civics, while 13 states include performance on civics/government or social studies assessments within their accountability systems.

Vast differences arise among states when the age of students being assessed is considered. For example, beginning as early as the 4th grade, Missouri students are tested in both social studies and civics. However, in North Carolina, knowledge of U.S. history is not tested by the state until high school.

Creative Approaches: Enhancing Citizenship Education One State at a Time

Whether through commissions, increased funding, or innovative programming, many states are taking the need to enhance civic education seriously. For example, the North Carolina Civic

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TABLE 1: STATE CITIZENSHIP EDUCATION POLICIES

State	Course Required	Exit Exam	Assessment System	Accountability System	State Statute
Alabama	■	i			■
Alaska	■				
Arizona	■				■
Arkansas	■				■
California	■		■	■	■
Colorado	■				■
Connecticut	■				■
Delaware	■		■	ii	■
District of Columbia	■				
Florida	■				■
Georgia	■	■	■	■	
Hawaii	■				■
Idaho	■				■
Illinois	■				■
Indiana	■		■		■
Iowa	■				■
Kansas	■		■		■
Kentucky	■		■	■	■
Louisiana	■	■	■	■	■
Maine	■		■		■
Maryland	■	iii	■	■	■
Massachusetts	■		■		■
Michigan	■		■	■	■
Minnesota	■				
Mississippi	■	■			■
Missouri	■		■	■	
Montana	■		■		
Nebraska	■				■
Nevada	■				
New Hampshire	■		■		■
New Jersey	■				■
New Mexico	■	■	■	■	■
New York	■	■			■
North Carolina	■		■	■	
North Dakota	■				
Ohio	■	iv	■	■	
Oklahoma	■				■
Oregon	■		■		■
Pennsylvania	■				■
Rhode Island	■				■
South Carolina	■		■		■
South Dakota	■			■	■
Tennessee	■	v			■
Texas	■		■	■	■
Utah	■		■		■
Vermont	■				■
Virginia	■	vi			■
Washington	■				■
West Virginia	vii				■
Wisconsin	■		■		■
Wyoming	■				■

i. Alabama's high school graduation exam will include social studies beginning with the class of 2004.

ii. Beginning in 2006, Delaware's accountability system will include performance on social studies assessments.

iii. Maryland students entering 9th grade in 2001 and 2002 are required to take, but not pass, an assessment in social studies to qualify for graduation. Students entering 9th grade in 2003 are slated to begin required to pass the exam as a requirement for graduation, pending state board approval.

iv. Passage of a citizen exam will be required for high school graduation in Ohio beginning with the class of 2005.

v. A passing score on the Texas Assessment of Skills and Knowledge will be required for high school graduation beginning in spring 2004.

vi. Virginia is phasing in end-of-course assessments required for high school graduation beginning in 2004.

vii. Beginning in 2005 for 9th grade students, West Virginia will require a course requirement for high school graduation.

RESEARCH ROUNDUP

Education Consortium recently released a “civic index”—the first-ever statewide assessment of civic education and engagement. Results from the index led state lawmakers to pass legislation encouraging more classroom discussion of current events and increased responsibility for student councils in the North Carolina schools.

Delaware lawmakers are making concerted efforts to ensure their teachers receive the necessary preparation and training to teach students effectively about their rights and responsibilities as citizens. Recently the state authorized \$100,000 to fund civics education for teachers. Similarly, the state of Michigan authorized \$750,000 for the development of the Michigan virtual high school. Initial plans for the project include developing a rigorous civics curriculum that teachers could access by going online.

Other states are concentrating on finding innovative ways to address the decline in the number of young people who vote. A bill signed by Governor Davis of California would require the Secretary of State to provide voter registration forms and information to all high school, community college, and state university students. In Illinois, recent legislation created a joint voter education program of the State Board of Elections and the State Board of Education for K-12 students. The program will allow students to vote in a simulated election taking place at an actual polling place during the general election.

As part of this series on policy and citizenship education, ECS/NCLC will also release a set of surveys and case studies that examine citizenship education at the district and school levels. To access them, and to find out what your state is doing to improve citizenship education, visit www.ecs.org/nclc.

SENDING THE RIGHT MESSAGE: HOW COMMUNITIES SHAPE YOUNG PEOPLES' ATTITUDES TOWARDS POLITICS

Cultivating Democracy, a new book supported by CIRCLE, chronicles the political socialization process of over 3,000 high school students from 29 economically, politically, and demographically

Drawing on previous research as well as the thoughts of numerous high school students throughout the Washington D.C. and Baltimore metropolitan areas, the authors attempt to identify the local conditions that influence the political and civic attitudes of immigrant and native youth.

diverse communities in the Washington D.C. metropolitan area. Written by James Gimpel, J. Celeste Lay, and Jason E. Schuknecht, the book offers a new framework for understanding how young people form their attitudes toward politics and civic life. The book suggests that for Generation Y adolescents, the characteristics of the community in which they grow up profoundly affect the political attitudes they form. These attitudes, in turn, influence how civically engaged they will be as adults.

Drawing on previous research as well as the thoughts of numerous high school students throughout the Washington D.C. and Baltimore metropolitan areas, the authors attempt to identify the local conditions that influence the political and civic attitudes of immigrant and native youth. According to Dr. Gimpel, “We tried to find the sources of attitudes that lead to political engagement—not just in individual traits that are commonly tapped by surveys, but also in the characteristics of the neighborhoods that shape experiences during later adolescence.” The authors find two factors in particular—the ethnic and political diversity within a community and relationships with family and school authorities—play significant roles in the development of attitudes necessary for civic engagement. In addition, the book provides concrete policy recommendations for mitigating the risk-factors within communities that keep young people from developing the knowledge and attitudes that advance civic engagement.

Diverse Communities Inspire Political Participation and Knowledge

Communities that are ethnically and politically diverse, regardless of socioeconomic status, appear to do a better job of preparing

Communities that are ethnically and politically diverse, regardless of socioeconomic status, appear to do a better job of preparing young people to participate in the political process than those that are more homogeneous.

young people to participate in the political process than those that are more homogeneous. For example, the authors find that jurisdictions where no one political party dominates seem to be home to students who know more about politics and who feel that their vote could make a difference. On the other hand, areas where one party is consistently elected seem to undercut the incentive to learn about politics and reduce the sense among students that their views and opinions matter. According to Dr. Gimpel, “In politically competitive settings, both sides occasionally win elec-

RESEARCH ROUNDUP

tions, at least locally, leading all but the most cynical to the conclusion that the government is responsive. By contrast, in areas lacking partisan diversity, many young people conclude that their political efforts would have no value, generating low efficacy among a sizeable bloc of such potential voters. It is no great surprise that efficacy levels were low in our inner-city neighborhoods. Local elections in these communities are settled so far in advance that they do not stimulate much of a sense that an individual's voice counts."

Poverty and other resource constraints in inner-city neighborhoods are clearly detrimental to the political learning process, but economic resources are not everything. Rural areas and some older suburbs in the study were just as impoverished, but the students in suburbs and small towns usually had much higher efficacy and knowledge levels. This is attributable to community characteristics, principally a more competitive political setting in which participation was more highly valued.

Schools Play an Important Role

While diversity in a community contributes to the political socialization process, the relationship that students form with school authorities cannot be ignored. Curriculum matters, but students will also judge the fairness of the "system" in reaction to how they are treated by teachers and school administrators. As for curriculum content, schools can help young people develop positive opinions about the political process by providing civics instruction that focuses on the inevitable role of conflict in democratic politics.

According to the authors, "The difference between the youth that like government-related coursework and those who do not lies in how the two groups understand political disagreement." Schools that teach young people that conflict and disagreement are a nat-

ural part of politics help them develop positive attitudes about politically-related subject matter. The book concludes with nearly an entire chapter of concrete recommendations for enhancing civics education and curriculum and promoting political diversity and activism at the local level.

CHALLENGES FOR NATIONAL SERVICE

The President's call for more Americans to engage in national service through programs such as the USA Freedom Corps brings new attention to a long history of voluntary service programs in America. Since the New Deal, Americans have participated in a variety of civilian national service programs. A CIRCLE Working Paper by Melissa Bass traces the development of the three most prominent civilian national service programs—AmeriCorps, VISTA, and the Civilian Conservation Corps (CCC)—and gives reasons why to date national service in the United States has not been recognized and supported as a viable policy option for addressing the nation's needs and a viable life-option for significant numbers of young adults. For a copy of "CIRCLE Working Paper 11 National Service in America: Policy (Dis) Connections Over Time" visit CIRCLE's Web site www.civicyouth.org.

Challenges to Institutionalizing National Service

After ten years of existence, the most recently created national service program, AmeriCorps, is facing many of the same challenges to secure stable funding as its predecessor programs VISTA and the CCC. According to Ms. Bass, "In the U.S., domestic civilian national service has been difficult to create and even harder to maintain and expand. While all three programs have faced similar obstacles, none have been deeply institutionalized, nor have they built on one another."

Continued on page 12

CIRCLE FACT SHEETS

CIRCLE has produced a number of Fact Sheets which are brief documents with basic information and graphs on various topics. The following new Fact Sheets can be found on CIRCLE's Web site:

- ≡ **Young People and Online Political Campaigning** (January 2004) provides a snapshot of the types of online campaign techniques young people use and which they say would make them more likely to vote for a candidate.
- ≡ **Volunteering Among Young People** (Updated January 2004) has been updated with the latest data on youth volunteering rates.
- ≡ **Civics Curriculum and Civics Skills: Recent Evidence** (November 2003) explores whether civics education classes in schools actually increase students' civic skills and civic knowledge.

FROM RESEARCH TO PRACTICE

From Research to Practice, a column dedicated to recognizing successful “bridges” between researchers and practitioners, reports on research with practical implications for youth civic engagement. Additionally, it presents concrete examples of how practitioners have applied this research to encourage the participation of young people in civic and political life.

YOUTH VOTING: IN THE CLASSROOM AND AT THE POLLS

By Carrie Donovan, CIRCLE Youth Director

Starting Early: K-12 Mock Election Resources

A recent Working Paper released by CIRCLE outlined the positive civic effects of Kids Voting USA. The interactive curriculum exposes K-12 students to the fundamentals of voting during an election campaign. Researchers found that Kids Voting students were more likely to talk about voting at home, thereby stimulating their parents' interest in the election and positively affecting their voting behavior.

So, what does a Kids Voting program look like on the ground? Paula Case, Director of Communications at Kids Voting USA explains, “The program really has two vital components—the educational classroom learning and the authentic voting experience on election day which replicates the adult experience as much as possible.” Students learn about the process of voting and the rea-

Last year over 67,000 K-12 students in classrooms around the country participated in YLI's mock election. Like Kids Voting, YLI combines civics curriculum with a voting experience.

sons for it through a classroom-based curriculum called “Civics Alive.” By the time the election arrives, students are ready to participate. They have their own mock booths and ballots at the polls where they cast votes alongside parents, teachers, and neighbors.

Currently, Kids Voting (KV) has local programs operating in 30 states, and each state has an Executive Program Director. If your state is not among the thirty, it is always possible to start a program. To get started, the national office recommends forming a steering committee of community leaders, education officials, and election officials. In order to operate, a KV program needs the approval of education officials. And, of course, election officials must give permission for students to cast mock votes at the polls. Some states have had to change state laws prohibiting young citizens under 18 from the polls. Additionally, it is helpful to have a partnership with local media. In fact, some local KV programs have been started by local newspapers in service to their communities.

Another classroom resource for teachers is the Youth Leadership Initiative's (YLI) mock election, the largest online mock election in the nation. Last year over 67,000 K-12 students in classrooms around the country participated in YLI's mock election. Like Kids Voting, YLI combines civics curriculum with a voting experience. All of YLI's curricula are available to teachers online, along with interactive activities for students. Students can take a political ideology quiz, research candidate positions, search candidates' campaign financing, and write letters to members of congress. In 2004 the mock election will include the presidential race, races for the U.S. House of Representatives and Senate, and state gubernatorial elections and ballot initiatives.

In order to participate, teachers must register their class on YLI's Web site. Registration and participation are both free. Typically, students participate as a class, but sometimes entire schools sign up. Lea Brown, Director of Instruction at YLI, emphasizes that the mock election is much more than a day of voting: “The role of the citizen in a democracy is to cast an informed vote. So, we ask teachers to work with students and to . . . lead with the curriculum and have the election be the culmination.”

Once students have voted, they may want to get even more involved and perhaps consider running for office. Middle and high school students can participate in YLI's e-Congress, where they write bills, discuss proposed legislation in congressional committees, and finally cast their own virtual votes either for or against. Lea explains that both mock programs are designed to stimulate the imaginations of students. Once students start thinking, she believes they will move to action. In her words, “If you want to imagine how this country might be different you have to be involved.”

18 and Ready to Vote!

There is no shortage of efforts gearing up to engage the youngest of America's potential voters. And, most of them—including Rock the Vote, the Hip-Hop Summit Action Network, and MTV—will be marketing their message with music and youth culture. Rock the Vote is a familiar name among most eighteen-year-olds, whether or not they are registered. Founded in 1990 by members of the recording industry, it continues to harness the popularity of musi-

FROM RESEARCH TO PRACTICE

cians to excite young people about voting. Rock the Vote has a Web-based registration campaign, and a new Street Team system, with groups of young voters working to register other youth

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in 50 cities across the country. Rock the Vote will also work with MTV and Meetup.com to sponsor local face-to-face meetings or "meetups" for young people to learn about the election and get involved.

The World Wrestling Entertainment (WWE) is also getting out the message to potential young voters via the Smackdown Your Vote! collaboration. Partners include the Hip-Hop Summit Action Network, Rock the Vote, the League of Women Voters, the Youth Vote Coalition, and a host of others all committed to registering two million more young voters by 2004. The collaboration recently released an issues guide called 18–30 VIP that features questions young people can ask candidates in order to determine their positions on top youth issues.

The voting message will be reiterated on television sets across the country. MTV recently launched a "Choose or Lose 2004–20 Million LOUD" campaign to help mobilize more than 20 million young adults aged 18 to 30 to vote in the presidential election. Throughout the year, Choose or Lose will air election news and related specials. In the fall they will host MTV's first national, online "PRE-Lecture" in which young adults will declare their choice for President of the United States.

The newly-launched New Voters Project hopes to break records in 2004 as the largest grassroots youth voter mobilization campaign in history. Organizers will work on the ground in six states with populations of at least two million 18 to 24 year-olds: Colorado, Iowa, Oregon, Wisconsin, New Mexico and Nevada. The Project seeks to apply the latest research on what works to get out the youth vote, and will rely heavily on direct contact by fellow young people. "We're going to be working feverishly from here until Election Day to prove that it can be done," says Ivan Frishberg, spokesperson for the project. He maintains that knocking on

doors and spreading the word will get youth to the polls. In his words, "If you ask them, they'll vote." The Project is organized by the State PIRGs and the George Washington University's Graduate School of Political Management with support from The Pew Charitable Trusts.

In the event that any of the above operations miss a potential young voter, there is yet another mobilization campaign gearing up for 2004. Called Declare Yourself, the campaign will bring spoken word artists and musicians to college campuses in an effort to get out the vote. The campaign is also targeting high school students with the help of the Newspapers in Education program. A short comedy film about voting will be hitting the schools in March, along with voting education materials. ★

For more information:

Starting Early: K-12 Mock Election Resources

Kids Voting USA

www.kidsvotingusa.org

1-866-500-VOTE

Youth Leadership Initiative's Mock Election & e-Congress

www.youthleadership.net

1-866.514.8389

18 and Ready to Vote!

Rock the Vote

www.rockthevote.com

Smack Down Your Vote!

www.smackdownyourvote.com

Hip-Hop Summit Action Network

www.hsan.org

Youth Vote Coalition

www.youthvote.org

New Voters Project

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

MTV Choose or Lose 2004

http://www.mtv.com/news/topics/c/choose_or_lose/

Declare Yourself

www.declareyourself.com

GRANTS

Our Grants column provides information on the CIRCLE grant application process. An up-to-the-minute list of funded proposals on youth civic engagement, their authors, and supported institutions is also included.

CIRCLE CONCLUDES THREE RFP GRANT COMPETITIONS

This summer CIRCLE announced three grant competitions for research on the following topics: (1) political participation and voting (2) K-12 civic education, and (3) youth civic engagement. The

three RFPs generated a tremendous amount of interest. About 250 letters of inquiry were submitted to CIRCLE. The competition concluded in February 2004. Below is a list of grants funded through this competition. *

PROPOSALS FUNDED BETWEEN JULY 2003 AND FEBRUARY 2003

Civic Education

1. **“A Longitudinal Study of the Impact of a Comprehensive High School Civic Engagement Intervention in Hudson, MA”**
Sheldon Berman, Hudson High School, Hugh McIntosh, and James Youniss, Catholic University
2. **“Schools and Civic Norms”**
David E. Campbell, Notre Dame University
3. **“Developing Indicators and Measures of Civic Outcomes for Elementary School Students”**
Bernadette Chi, East Bay Conservation Corps, JoAnn Jastrzab, Abt Associates Inc., and Alan Melchoir, Brandeis University
4. **“An Empirical Assessment of the Production of Civic Skills”**
Melissa Comber, University of Maryland, *Doctoral Candidate*
5. **“How Deliberating Controversial Issues in High School Courses Influences Civic Learning and Participation”**
Diana Hess, University of Wisconsin, Madison
6. **“Building Good Citizens: The Roles of School Size and Community Context in the Development of Democratic Values”**
J. Celeste Lay, University of Maryland, *Doctoral Candidate*
7. **“Making a Difference: Civic and Multicultural Education in an Age of Segregation and Diversity”**
Meira Levinson, Harvard University
8. **“The Role of Community in the Civic Mission of Schools”**
Nicholas Longo, Brown University, *Doctoral Candidate*
9. **“The Civic Bonding of School and Family: The Influence of Kids Voting USA in Priming the Domestic Sphere”**
Michael McDevitt, University of Colorado and Spiro Kiouisis, University of Florida
11. **“The Content and Focus of High School Civics Teaching: A Proposal for Direct Observation”**
Richard Niemi, University of Rochester and Nancy Niemi, Nazareth College
12. **“The Relationship Between Secondary Education and Civic Development: Results from Two Field Experiments with Inner-City Minorities”**
John Phillips, Yale University, *Doctoral Candidate*
13. **“CEDARS Project (Civic Education Data Archive and Researcher Services)”**
Judith Torney-Purta, University of Maryland
14. **“Civil Rights Activists in the Information Age: The Development of Math Literacy Workers in the Young People’s Project”**
Roderick Watts, Georgia State University and Omo Moses, Young People’s Project

15. **“Civic Intentions: A Study of Schools that Teach Democratic Values”**

Joel Westheimer, University of Ottawa

Political Participation

16. **“First-time Voter Program: A Proposal to Increase Voter Turnout among 18 Year-Olds”**

Elizabeth Addonizio, David Ogle, and Beth Weinberger, Yale University

17. **“The Political Potential of Online Deliberative Dialogue”**

Constance Flanagan, Penn State University and James Knauer, Lock Haven University

18. **“The Impact of Trade Union Youth Programs on Young Workers’ Political Engagement and Participation”**

Nancy Brown Johnson and Paul Jarley, University of Kentucky

19. **“Immigrant Political Incorporation in the U.S.: Mobilizing Ethnic Group Consciousness”**

Jane Junn, Rutgers University

20. **“Generations, Agendas, and Participation”**

Merrill Shanks, Douglas Strand, Henry Brady, and Edward Carmines, University of California, Berkeley

21. **“New Jersey November 2003 Election Precinct Test”**

Ivan Frishberg, the State Public Interest Research Groups (PIRGs)

22. **“The Political Socialization of Adolescents and the 2003 Baltimore Primary Election”**

Ed Horowitz, University of Oklahoma

23. **“Political Participation of Native Americans Ages 18-25 on South Dakota Reservations”**

Jill Ireland, University of South Dakota

24. **“The Role of Youth and Universities in Mobilizing Social Movements”**

James Riker, The Democracy Collaborative, University of Maryland

25. **“Throwing a Better Party: Mobilizing Institutions and the Youth Vote”**

Daniel Shea, Allegheny College

Youth Civic Engagement

26. **“Survey of Civic Learning Opportunities for Out-Of-School Youth in the Adult Education and Literacy System”**

Melanie Daniels and Marilyn Gillespie, SRI International

27. **“Why We Are Engaged in Civic Society: In the Words of Immigrant Youth”**

Lene Jensen and James Youniss, Catholic University

28. **“Civil Engagement among Immigrant and Native Minority Youth”**

Alex Steppick and Carol Dutton Steppick, Florida International University

29. **“Powerful Spaces: Urban Youth, Community Organizations, and Democratic Action”**

Jennifer O’Donoghue, Stanford University, *Doctoral Candidate*. ★

ADDRESSING ISSUES *Continued from page 3*

Young people report that they are willing to give of their time to work on national issues, if they are asked. Overall, 54 percent of young people say they would be very likely (15 percent) or somewhat likely (38 percent) to volunteer on an issue that is important to them. However, there is a decline in the number of

young people who report actually volunteering from two years ago. Just 26 percent have volunteered in the past year— and volunteering drops off quickly after high school. While 40 percent of 15 to 17 year olds have volunteered in the last year, only about half of those ages 18 to 25 did so. ★

CHALLENGES FOR NATIONAL SERVICE *Continued*
from page 7

By looking back at these earlier programs, the author identifies challenges that must be taken into consideration to ensure the sustainability of today's national service programs. Oddly enough, one of the hurdles national service programs must overcome stems from the strong presidential support that national service programs have enjoyed. The author notes, "Neither the CCC nor AmeriCorps would have been created without its respective president; AmeriCorps wouldn't have survived without it. However, the personal presidential investment that allows national service programs to exist at all makes them a convenient target for presidential opponents who want to make a point."

In several cases, national service programs faced battles for survival that had nothing to do with the programs' successes or failures, but instead with political fights between Congress and the President. For example, the CCC was denied permanence in 1937 by the Democrats as a way of punishing FDR. In 1995, AmeriCorps faced a similar predicament when House Republicans voted to take away AmeriCorps funding to embarrass President Clinton.

Other challenges national service programs have faced are: difficulties in gaining bipartisan support, a lack of natural interest group allies, and a constantly shifting definition of what constitutes national service. ■

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