

CARNEGIE CORPORATION OF NEW YORK AND CIRCLE RELEASE NEW REPORT ON THE CIVIC MISSION OF SCHOOLS

In a groundbreaking new report, "The Civic Mission of Schools," Carnegie Corporation of New York and CIRCLE address the preparation of America's young people to participate actively in civic and political life. This consensus report contains concrete recommendations from 56 of the nation's most prominent scholars and practitioners on how to develop more effective and equitable civic education programs. For a free copy, visit www.civicmissionofschools.org.

The authors and endorsers of "The Civic Mission of Schools" include representatives of the National Education Association, the American Federation of Teachers, the National Council for the Social Studies, the Center for Civic Education, the American Bar Association, the American Political Science Association, the Heritage Foundation, the Education Commission of the States, and many other groups, as well as leading scholars and teachers.

The report was officially released on February 13th at a press luncheon where John Bridgeland, Assistant to the President and Director of USA Freedom Corps, commented, "This report is a timely, really serious and important contribution to the nation, and I am thrilled on behalf of the president and the administration to be here to accept it and look forward to working with all of you in the context of the White House Forum on American History, Civics, and Service." The luncheon was held at the Willard Hotel in Washington, D.C. and brought together many of the leaders in the field of civic education.

WHO SHOULD PREPARE AMERICA'S YOUNG FOR POLITICAL AND CIVIC LIFE?

"The Civic Mission of Schools" defines the goal of civic education as the preparation of "competent and responsible citizens," people who have the necessary knowledge, skills, and attitudes to participate in civic and political life. It then presents evidence that young people are less likely to participate, compared to their predecessors in earlier generations.

According to the report, schools are the best-positioned institutions to re-engage young people. "As our nation's schools continue to be more diverse, with growing numbers of children born outside the United States, the question of what is democracy and what it means to be an American, becomes ever more dramatic," said Vartan Gregorian, president of Carnegie Corporation of New York. "Since the critical learning community for this new generation of Americans is the school, it is imperative for this country's future and each child's education, that schools not only transmit and demand mastery of reading and writing skills, but, as well, civic skills."

Historically, civic education was the primary reason for creating a public school system in America. Schools are able and authorized to reach virtually every young person in

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CIRCLE

The Center for Information & Research on Civic Learning & Engagement

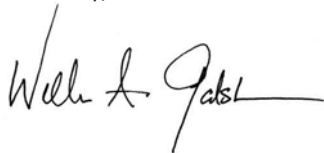
A WORD FROM THE DIRECTOR

Welcome to the first edition of *Around the CIRCLE: Research and Practice*. CIRCLE's mission is to offer timely, accurate, nonpartisan information and research on the civic life of America's young people, ages 15-25. Through this newsletter, we hope to provide you with snapshots of the research that describes and explains key trends in the civic life of young people, and also of the programs and policies that can enhance their civic life.

Our first report, "The Civic Mission of Schools," produced in partnership with the Carnegie Corporation of New York, documents a new consensus among researchers and practitioners concerning the current status of civic education in the United States and strategies for creating more effective civic education programs in America's schools. This report exemplifies our determination to bring together the concerns of academic inquiry and frontline practice by bringing the best research to bear on the vital task of enhancing youth civic development and civic engagement.

Since our founding in 2001, CIRCLE has been dedicated to disseminating the results of research to policy makers, practitioners, journalists, and other interested scholars in various disciplines. We encourage you to visit our Web site, www.civicyouth.org, for further information.

Sincerely,



William A. Galston

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 based in the University of Maryland's School of Public Affairs.

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Continued from page 1 the country. They possess the capacity to encourage the development of civic skills and attitudes among all students, especially among those who are often marginalized. Finally, research shows that civic education in schools can have a lasting impact on young people's skills, attitudes, knowledge, and behavior.

SIX PROMISING APPROACHES

"The Civic Mission of Schools" describes six promising approaches to civic education. Research shows that these approaches, if implemented in recommended ways, increase students' long-term civic knowledge and engagement. The six approaches are (1) formal instruction in government, history, and democracy; (2) moderated discussion of current issues; (3) service-learning; (4) extracurricular participation, especially in student government and school newspapers; (5) student voice in school governance; and (6) simulations of politics and diplomacy.

The choice of a program or approach is only one factor that influences the probability of success. Much depends on the preparation and enthusiasm of teachers, the availability of resources (especially classroom time and money), the appropriateness of a curriculum and pedagogy for particular groups of students, the level of support in the community, the interplay with the rest of the curriculum, and other such factors. Nevertheless, "The Civic Mission of Schools" marshals impressive evidence that these six promising approaches are effective alone and in combination.

CONCRETE RECOMMENDATIONS FROM RESEARCHERS AND PRACTITIONERS

Today, schools must overcome many obstacles, including fear

of criticism and litigation if educators address what might be considered controversial issues; pressures to meet the goals of high-stakes testing; and budget cutbacks in extracurricular activities. To address these obstacles, "The Civic Mission of Schools" presents recommendations for all of the major stakeholders in civic education.

Included in the recommendations is a call to review and implement state civics standards in light of the most recent research. Conducting a National Assessment of Educational Progress (NAEP) Civics Assessment frequently and in every state is offered as one way to increase accountability. Also suggested is increasing federal financial support for civic education and combining disparate federal programs under a single roof. Schools of Education can help by improving pre-service and in-service teacher education in civics. School administrators can play an important role by protecting teachers who promote discussion of current issues. Finally, encouraging educators to give students voice in school governance can go a long way towards ensuring that young Americans have the tools they need to participate fully in democracy.

"Today more than ever, we need to help our next generation of voters and possible political and civic leaders to understand the value of being an active participant in our country's democracy," said Rebecca W. Rimel, President and CEO of The Pew Charitable Trusts. "Clearly, if we hope to get our youth off the bench and back in the game of civic life, we have to find a better way to reach them and engage them." "The Civic Mission of Schools" provides a clear strategy for adopting new and more comprehensive ways to engage youth in their communities and in politics. ★

TABLE 1: Most Substantial and Direct Benefits From Each Promising Approach

APPROACH	CIVIC AND POLITICAL KNOWLEDGE	CIVIC AND POLITICAL SKILLS	CIVIC ATTITUDES	POLITICAL PARTICIPATION	COMMUNITY PARTICIPATION
CLASSROOM INSTRUCTION IN SOCIAL STUDIES	■	■		■	
DISCUSSION OF CURRENT ISSUES	■	■	■	■	
SERVICE-LEARNING		■	■		■
EXTRACURRICULAR ACTIVITIES		■		■	■
STUDENT VOICE IN SCHOOL GOVERNANCE		■	■		
SIMULATIONS	■	■	■		

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, Survey Articles, Research Articles, Research Abstracts, Bibliographies, and Data Sets.

A PROMISING APPROACH: MAKING VOTING METHODS EASIER INCREASES YOUTH TURNOUT

Mary Fitzgerald, author of "CIRCLE Working Paper No. 1: Easier Voting Methods Boost Youth Turnout," recently found that states implementing new, more convenient voting laws witnessed increases in youth voter turnout. Most notably, she found that young people are considerably more likely to vote if they are able to register to vote on Election Day.

According to Mark Lopez, CIRCLE Research Director, the report "represents an important initial inquiry into alternative voting methods such as unrestricted absentee voting, in-person early voting, Election Day registration, and mail-balloting. The findings hold great promise for reversing the decline we have seen in youth voting."

REFORMING OLD VOTING LAWS

In the hopes of increasing voter turnout, several states have reformed old laws to make voting an easier process. To date, more than two dozen states have implemented new, less restrictive voting laws resulting in easy and convenient ballot casting (See Table 2). One reform, unrestricted absentee voting, allows citizens to vote absentee, no explanation required, once they request an absentee ballot. Other states have some type of in-person early voting allowing citizens to vote at the county clerk's office or at a satellite location usually 14-40 days prior to Election Day. A final recent reform allows people to register to vote and cast a ballot on the same day and commonly at the same place.

APPROACHES THAT HOLD THE GREATEST PROMISE

Using aggregate state-level data combined with individual-level data originating from the American National Election Studies (ANES) survey (1972-2000), Dr. Fitzgerald examined the effects state voting reforms have on youth turnout and mobilization by political parties among young people. Her analysis reveals that some alternative voting methods indeed increase youth voting rates as well as increase the likelihood that young people will be contacted by a political candidate.

A key finding shows that Election Day registration increases youth voting activity in presidential years by an estimated 14 percent-

age points, and an estimated 4 percentage points in mid-term elections. Another reform that seems to have raised youth turnout was mail balloting, especially in Oregon where youth turnout increased by an estimated 40 percentage points during presidential election years.¹ Other promising approaches included allowing people to vote early in person at convenient locations and permitting voter registration at state motor vehicle agencies.

According to the report, not all voting reforms have the power to mobilize potential youth voters on Election Day. Voter registration by mail and unrestricted absentee voting during presidential years apparently do not lead to increases in the number of young people voting.

A separate analysis of the data revealed that alternative voting methods also increase the likelihood that a young person will be contacted by a political candidate. Young citizens are 11 percentage points more likely to be contacted by a political party in

To date, more than two dozen states have implemented new less restrictive voting laws resulting in easy and convenient ballot casting.

states with Election Day registration in presidential elections and an estimated 18 percentage points in midterm elections. A previous study released by CIRCLE found that when people are mobilized they are more likely to vote.²

FUTURE IMPLICATIONS

According to Dr. Fitzgerald, "Some alternative voting methods have the real potential to alter the political landscape by changing the way that young people participate in elections, the way that political parties mobilize voters, as well as who participates in elections." For example, Independent and third party candidates could enjoy increased support in states that have implemented alternative voting methods that boost youth turnout. According to the report, it is estimated that between 24 and 44 percent of young people identify themselves politically as Independent. Additionally, new voting laws that increase youth voting could in

1 Southwell, Priscilla, and Justin Burchett. 1997. "Survey of Vote-By-Mail Senate Election in Oregon." *Political Science and Politics* (March): 53-57.

2 Green, Donald P. and Alan S. Gerber. 2001. "Getting Out the Youth Vote: Results From Randomized Field Experiments." Report prepared for the Pew Charitable Trusts as part of an evaluation of the 2000 election efforts of the Youth Vote Coalition.


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TABLE 2: Alternative Voting Methods in the American States, By Year of Implementation

STATE	UNRESTRICTED ABSENTEE VOTING	IN-PERSON EARLY VOTING	ELECTION DAY REGISTRATION	MOTOR VEHICLE REGISTRATION	MAIL REGISTRATION
Alabama				1995	1995
Alaska	1970	1980		1992	1976
Arizona	1992	1993		1984	1992
Arkansas	Always	1996		1988	1995
California	1978			1995	1976
Colorado	1992	1992		1988	1995
Connecticut				1995	1990
Delaware				1995	1976
Florida				1995	1995
Georgia				1995	1995
Hawaii	1970	1970		1992	1988
Idaho	1994	1970	1994	1992	1995
Illinois				1995	1995
Indiana				1995	1992
Iowa	1991	1991		1992	1976
Kansas	1996	1996		1995	1976
Kentucky				1995	1972
Louisiana				1992	1995
Maine	1990		1974	1990	1984
Maryland				1992	1974
Massachusetts				1995	1995
Michigan				1976	1995
Minnesota			1974	1988	1974
Mississippi				1992	1992
Missouri				1995	1982
Montana	2000			1992	1972
Nebraska	1994	1994		1995	1988
Nevada	1960	1994		1988	1992
New Hampshire			1994	1995	1995
New Jersey				1995	1976
New Mexico	1994	1994		1992	1994
New York				1992	1976
North Carolina	2000	2000		1984	1994
North Dakota	1998		---	---	---
Ohio				1992	1978
Oklahoma	1992	1992		1995	1995
Oregon	1983		1976-1988	1992	1976
Pennsylvania				1995	1976
Rhode Island				1995	1995
South Carolina				1992	1988
South Dakota				1995	1988
Tennessee		1994		1995	1976
Texas		1991		1992	1972
Utah	1992			1995	1976
Vermont	1993	1993		1992	1990
Virginia				1995	1995
Washington	1976			1992	1994
West Virginia				1992	1984
Wisconsin	2000		1976	1995	1976
Wyoming	1999		1992	1995	1995

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turn encourage candidates to focus on policy issues that are of greater importance to young people.

However, the real potential of the alternative methods may not be truly realized unless more young people register to vote. The U.S. Census estimates that between one third to one half of the youth population is not registered to vote, resulting in large numbers of young people who cannot take advantage of these new, more convenient voting reforms. A copy of the report can be downloaded from CIRCLE's Web site (www.civicyouth.org). 

If you are interested in learning more about the findings from this report, Dr. Fitzgerald will be a participant in the "Institutional Change and Civic Engagement in the U.S.: Diagnoses and Prescriptions" roundtable at the April 2003 61st Annual Conference of the Midwest Political Science Association in Chicago, Illinois.

EXTRACURRICULAR ACTIVITIES AND POLITICAL ENGAGEMENT: EXPLORING THE RELATIONSHIP

Each year, many American adolescents participate in extracurricular activities such as student government, sports teams, school newspapers, hobby clubs, vocational clubs, or debate teams. In February of 2003, CIRCLE released a literature review conducted by Mary Kirlin addressing the relationship between adolescent participation in these extracurricular activities and adult political engagement.

Dr. Kirlin, of Indiana University-Purdue University Indianapolis, searched thirty years worth of relevant research in political science, psychology, education and sociology and determined that the volume of directly relevant research was fairly underdeveloped. The review contains approximately thirty studies considered potentially relevant to the question.


AN OVERVIEW OF THE RELEVANT LITERATURE

The literature Dr. Kirlin identified concludes that there is a relationship between adolescent extracurricular activities and adult political and civic activities such as voting and volunteering. In fact, two studies suggest causation attributing between 17 and 19 percent of the direct effect of adult political participation to adolescent extracurricular activity.

Another consistent finding is that different types of organizations generate different behavioral impacts. Research has found that adults who were involved in instrumental organizations (those with a collective goal beyond individual participation such as student government, school newspapers, and debate teams) were more involved in political activities as adults than those involved in expressive activities (such as athletics, band and orchestra, and hobby clubs).

A further important finding is that adolescents from both high and low socio-economic status (SES) families who take part in extracurricular activities participate in adult civic and political life at similar rates. Finally, studies utilizing a developmental approach to political socialization are providing the richest insight into the relationship between adolescent extracurricular participation and adult political engagement.

QUESTIONS FOR FUTURE RESEARCH

Despite the consistent and positive findings that have emerged over the past thirty years, there are still many questions about the role of adolescent extracurricular activities in adult political engagement. For example, why does the relationship between adolescent and adult activities exist? Is there direct causation or is there another casual factor that has yet to be considered? Why do adolescents join organizations in the first place? Additional longitudinal research in this area, especially by inter-disciplinary teams, has the potential to help practitioners better prepare the next generation of citizens for civic and political life. A free copy of the literature review can be downloaded from CIRCLE's Web site (www.civicyouth.org). 

NEW STRATEGIES FOR PROGRAMS THAT PROMOTE CIVIC ENGAGEMENT

Researchers from Child Trends and the University of Michigan led by Jonathan Zaff recently investigated strategies for creating programs and policies to promote positive citizenship. This research challenges the traditional theoretical model that programs designed to encourage civic engagement should focus solely on opportunities to participate in civic behaviors, such as volunteering. Dr. Zaff et al. argue that social and cultural interactions in youths' lives and the development of civic values are also important factors that should

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be included in the model. Data from The Maryland Adolescent Development in Context (MADIC), a large, diverse, longitudinal study, conducted by Dr. Jacquelynne Eccles and colleagues at the University of Michigan, was analyzed in three stages to develop and test a new model of positive citizenship development.

"Socializing Youth for Citizenship," a report on the first stage of the three-part analysis, investigates the predictors of positive citizenship in adolescents. The report provides evidence for the unique effects that informal social interactions have on youth and identifies characteristics that predict later civic and political involvement. One interesting finding was that the culture in which youth are raised can significantly predict youths' citizenship engagement. Particularly, African American parents, who consider their race to be important and who participated in the Million Man March, were found to have children who are more likely to engage in positive citizenship activities.

The second report, "Identity Development and Feelings of Fulfillment: Mediators of Future Civic Engagement," looks at the relationship between civic engagement in adolescence and in adulthood. As reported in this work, multiple factors from multiple social contexts in youth's lives predict their civic participation in

This research challenges the traditional theoretical model that programs designed to encourage civic engagement should focus solely on opportunities to participate in civic behaviors, such as volunteering.

adulthood. Important influences include social support, socio-economic status and the culture in which youth are raised.

The final report, "Promoting Positive Citizenship: Priming Youth For Action," brings together findings from the first two reports to develop a full model of positive citizenship development. The model suggests that programs designed to promote positive citizenship may need to begin by focusing on: social interactions in youth's lives, such as interactions with parents and peers; the environments in which youth live, such as neighborhoods and schools; and on civic values. The findings suggest that the process of civic development begins with socializing experiences in young adulthood which lead to civic participation in late adolescence. The participation in late adolescence, coupled with social influences at this life stage, then predict civic engagement in early adulthood. The report also calls for additional longitudinal research focused specifically on the development of positive citizenship. ★

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 Fact Sheets can be found on CIRCLE's Web site:

- ≡ **Voter Turnout Among Young Women and Men** (January 2003) presents information on one measure of civic engagement, voter turnout, across men and women. It also highlights some of the similarities and differences between young women and young men in their attitudes towards voting.
- ≡ **Civic Engagement Among Non-College Attending 18-25 Year Olds** (November 2002) provides information on the civic engagement levels of non-college attending youth using three measures of civic engagement: voter registration, voter turnout, and volunteering.
- ≡ **Youth Demographics** (October 2002) contains information about the growing population of young people and some of their characteristics such as race, ethnicity, and education level.
- ≡ **Quick Summary of Voting Statistics from the 2000 Election** (October 2002) a quick reference for facts about young voters age 18 to 25 in the 2000 election.
- ≡ **Youth Voter Turnout in the States During the 1998 Midterm and 2000 Presidential Elections** (October 2002) shows the substantial variation in voter turnout rates by state in the 1998 and 2000 elections.
- ≡ **Youth Attitudes Toward Civic Education and Community Service Requirements** (October 2002) contains results from a survey about young peoples' attitudes towards civic education and community service requirements.
- ≡ **Civic Engagement Among Minority Youth** (September 2002) presents information as it relates to minority youth on three measures of civic engagement: voter registration, voter turnout, and volunteering.
- ≡ **Youth Voter Turnout has Declined, by Any Measure** (September 2002) describes difficulties in measuring youth voter turnout. Nevertheless, it estimates the declining rate of youth participation compared to previous generations.

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.

MEASURING CIVIC ENGAGEMENT

The Core Indicators of Engagement offer practitioners an easy-to-use and comprehensive tool for measuring the level of civic engagement in their communities. Designed and tested by leading researchers, the Indicators consist of a series of questions that measure participants' involvement in 19 core civic activities ranging from voting to volunteering.

Administering The Core Indicators of Engagement to individual participants before and after a program provides program administrators with a clear sense of participants' progress in civic and

Nick Longo, National Student Coordinator of Raise Your Voice, found that, “The report has given us what we really needed — it gave us a baseline for youth civic engagement; but it also helped us to begin to think more creatively about the way young people define their civic engagement in new ways that we still don't totally understand.”

political engagement. According to Scott Keeter and the other authors of the Indicators, “We intended to arrive at a questionnaire that accurately measures behaviors that are both consistent with political and civic motivations and [are] being practiced by people today.”

Practitioners can also compare their results to national results found in the research report, “The Civic and Political Health of the Nation: A Generational Portrait.” Copies of the report as well as a summary of findings can be downloaded from CIRCLE's Web site, (www.civicyouth.org).

INFORMING FUTURE PLANS: CAMPUS COMPACT FINDS THE CORE INDICATORS OF ENGAGEMENT HELPFUL IN PROGRAM PLANNING

There are many different ways that the Indicators can be used to enhance practice. Campus Compact (www.compact.org) — a national coalition of nearly 850 college and university presidents committed to the civic purposes of higher education — recently employed the Indicators to help plan for and implement a new *Raise Your Voice* campaign designed to increase college student participation in public life. The Indicators served as a tool to collect baseline data and suggest program areas that needed greater focus — especially efforts to foster more political activity in otherwise politically unengaged students.

In addition, Campus Compact utilized the national findings reported in *The Civic and Political Health of the Nation: A Generational Portrait* to help analyze their baseline data and develop a set of strategies to effectively engage students. Nick Longo, National Student Coordinator of Raise Your Voice, found that, “The report has given us what we really needed — it gave us a baseline for youth civic engagement; but it also helped us to begin to think more creatively about the way young people define their civic engagement in new ways that we still don't totally understand.”

EVALUATING EFFORTS: YOUTHNOISE USES THE CORE INDICATORS OF ENGAGEMENT TO COMMUNICATE RESULTS

The Indicators have also served as a successful evaluation tool. YouthNOISE (www.youthNOISE.com) — a non-profit whose mission is to inspire, connect, and empower youth to help young people everywhere by volunteering, fundraising and speaking out — used the Indicators to measure the extent to which their Web site supports or facilitates each indicator through content, features, and functionality. By placing public testimonials about the YouthNOISE program next to each of the 19 indicators, they are now able to show stakeholders how the YouthNOISE Web site encourages civic engagement among young people.

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According to Diane Ty, President and Co-Founder of YouthNOISE, “In the absence of formal outcome evaluation research this past year, we've been able to use the Indicators as a framework to communicate our results and strategies to current and potential funders.” ★

Copies of the report “The Civic and Political Health of the Nation: A Generational Portrait” can be downloaded from CIRCLE's Web site, www.civicyouth.org. Requests for hard copies should be sent to dsapienz@umd.edu.

FROM RESEARCH TO PRACTICE

LOCATE YOUR LOCAL YOUTH CIVIC ENGAGEMENT ORGANIZATIONS USING NEW SEARCHABLE DATABASE

A new searchable database is now housed on the CIRCLE Web site at www.civicyouth.org. It includes hundreds of youth-focused organizations working at both the national and local levels. Users can search for organizations in their city or state, or identify national organizations that may have local chapters. The database is a useful tool for newcomers looking for the lay of the land as well as for seasoned practitioners who may be hoping to update their contacts and catch up on the latest developments in the field.

Users can also search for organizations by a variety of other criteria including: organization name, focus, and type. The

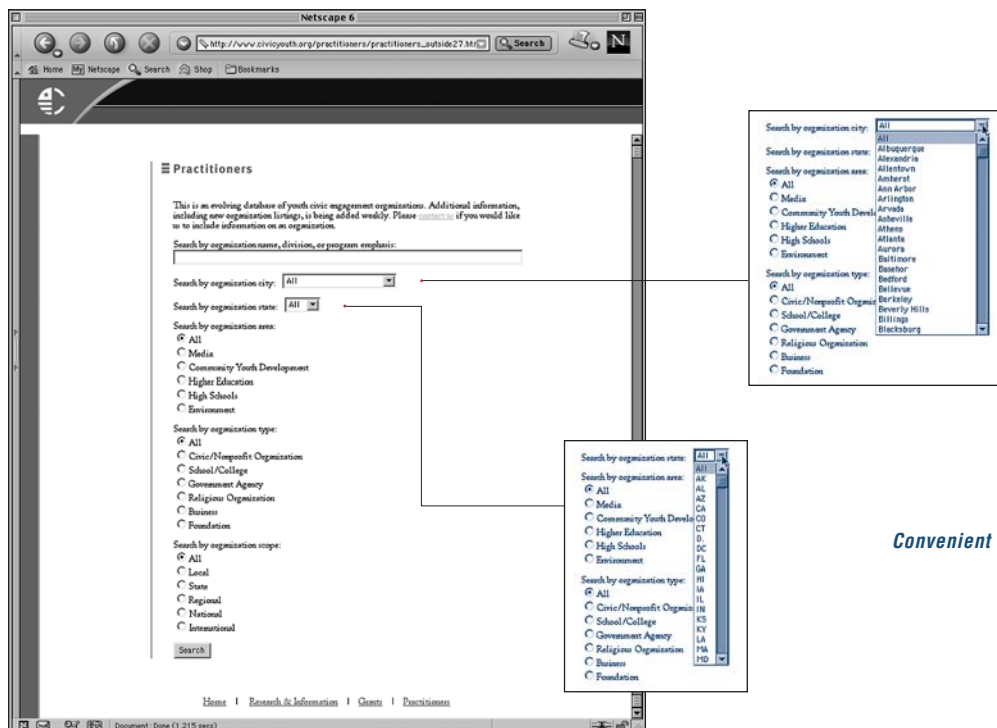
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flexibility of the organizational search makes it a great research tool for anyone wishing to study a sample of youth civic engagement organizations.

Carmen Sirianni and Lewis A. Friedland, along with several colleagues, developed the database by interviewing over one hundred leading civic practitioners in five areas: community youth development, higher education, high schools and service learning, the environment, and youth communication. Each person interviewed, in turn, nominated other key organizations and leaders resulting in a valuable resource for practitioners and researchers interested in the youth civic engagement field.

The database is evolving with new organizations being added on a weekly basis. Additional organizations can be nominated by sending an e-mail with the recommended organization to jgirotti@ssc.wisc.edu. ★

FIGURE 1: Database of Civic Youth Engagement Organizations



Convenient pull-down menus provide city and state listings.

GRANTS

Our Grants column provides valuable 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 welcomes grant proposals for research projects concerning the civic engagement of Americans between the ages of 15 and 25. "Civic engagement" includes (but is not limited to) activities such as discussing public issues, gathering and interpreting the news, contacting government officials, protesting nonviolently, building community, addressing community problems, volunteering (in ways that have political relevance), joining and forming organizations, choosing public-service careers, voting, persuading others to vote, running for public office, and other forms of political participation. It also includes related skills and attitudes such as trust, tolerance, public-spirit, critical thinking, and patriotism.

CIRCLE funds research, not practice. However, all CIRCLE-funded research should have implications for specified categories of practitioners such as legislators, candidates, teachers, educational administrators, youth-serving organizations, journalists, professional associations, or nonprofits that work to encourage youth voting and political participation.

As of January 2003, CIRCLE has made \$1.7 million in grants with an average award of \$50,206. Grantees have, in turn, leveraged additional matching funds totaling \$1.6 million from other foundations including: the Knight Foundation, the Corporation for National and Community Service, the Bureau of the Census, the Spencer Foundation, the Carnegie Corporation of New York, the University of Minnesota, the Hewlett Foundation, Atlantic Philanthropies, the Ford Foundation, and the Ahmanson Foundation.

While CIRCLE is receptive to proposals across the full range of youth civic engagement research, we are especially interested in the following topics:

- ≡ the impact of the news and entertainment media on young people's civic engagement
- ≡ the impact of formal civic instruction, school culture, and pedagogy at the high school level
- ≡ the civic impact of service-learning
- ≡ the effectiveness of mobilizing activities and institutions (such as political parties and lobbying organizations) that deliberately seek to increase political participation
- ≡ the civic impact of other organizations and social networks (including school-based extracurricular groups) that have young members
- ≡ the civic impact of higher education (including the formal curriculum, extracurricular activities, and campus culture)

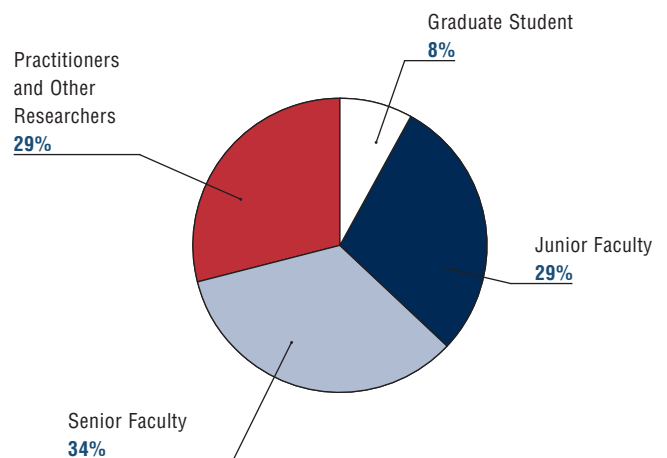
- ≡ the civic engagement of Americans between the ages of 18 and 25 who do not attend institutions of higher education
- ≡ competing understandings of "civic engagement" and/or "good citizenship"
- ≡ differences in patterns and causes of civic engagement by race, ethnic background, gender, cultural or religious background, and/or immigrant status

CIRCLE will consider proposals that do not fall under these headings, if they directly address the civic engagement of Americans between the ages of 15 and 25.

As of January 2003, CIRCLE has made \$1.7 million in grants with an average award of \$50,206. Grantees have, in turn, leveraged additional matching funds totaling \$1.6 million from other foundations including: the Knight Foundation, the Corporation for National and Community Service, the Bureau of the Census, the Spencer Foundation, the Carnegie Corporation of New York, the University of Minnesota, the Hewlett Foundation, Atlantic Philanthropies, the Ford Foundation, and the Ahmanson Foundation.

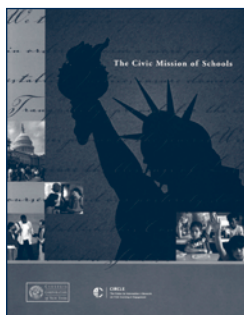
The combined \$3.3 million dollars of funding has been used to conduct much needed research on the civic and political engagement of young people. The research projects listed on page 11 reflect exciting new additions to the field and represent a real commitment on the part of researchers and practitioners to engage America's youth both civically and politically. ■

FIGURE 2: Professional Status of Principal Investigators, all CIRCLE Grants



PROPOSALS FUNDED BETWEEN JULY 2002 AND JANUARY 2003

- 1 **“National Service in America: Public Policy, Citizenship, and Democracy”**
Melissa Bass, Brandeis University, *Doctoral Candidate, Political Science*
- 2 **“2002 Youth Election Web Sphere”**
Lance Bennett, University of Washington
- 3 **“Service Learning as a Strategy for Increasing Civic Engagement Among High School Students”**
Shelley Billig, Mary Maguire Klute, Stephen Meyer, Theresa Salazar, Stephany Brown, and Kathryn Sandel, RMC Research Corporation
- 4 **“Case Study on Civic Engagement at the University of Minnesota”**
Harry Boyte, University of Minnesota
- 5 **“Learning about Politics from History: Political Generations, Democratic Engagement, and Transformative Events”**
Nancy Burns and David Kinder, University of Michigan
- 6 **“Votes for Students”**
Zachary Coelius and Nathan Teigland, Votes for Students
- 7 **“Sports Groups and Civic Engagement”**
David Crocker, University of Maryland
- 8 **“Are there Civic Returns to Education?”**
Thomas S. Dee, Swathmore College
- 9 **“Political Engagement Project”**
Thomas Ehrlich, Elizabeth Beaumont, and Anne Colby, Carnegie Foundation for the Advancement of Teaching
- 10 **“Civic Engagement and the Canvass”**
Dana Fisher, Columbia University
- 11 **“Alternative Voting Techniques, Mobilization, and Participation in U.S. Elections, 1972 – 1998”**
Mary Fitzgerald, Mary Washington University
- 12 **“Building the Student Voice: A Guide to State Student Associations”**
Emily Francis, Clayt Freed, and Andre Delattre, Student Empowerment Training Project
- 13 **“The Civic Ecology of Young People: Proposal for a Whole-Community Youth Ethnography”**
Lewis Friedland, Dhavan Shah, Jack McLeod, David Williamson Shaffer, and Katherine Cramer Walsh, University of Wisconsin
- 14 **“New Generations and the Study of Political Socialization”**
Jim Gimpel, University of Maryland
- 15 **“School Community Youth Education and Engagement”**
Bristow Hardin, Community Resource and Research Center
- 16 **“Re-Connecting Youth to the Political Process: The Stanford Campaign CD Project”**
Shanto Iyengar and Simon Jackman, Stanford University
- 17 **“Beyond Outreach: Promoting & Sustaining Civic Engagement Among At-Risk, High Ability Persons of Color”**
Diann Kelly, Adelphi University
- 18 **“The Role of Civic Skills in Civic Engagement”**
Mary Kirlin, Indiana University-Purdue University Indianapolis
- 19 **“The Role of Adolescent Extra-curricular Activities in Adult Civic Engagement”**
Mary Kirlin, Indiana University-Purdue University Indianapolis
- 20 **“A Proposed Study of Civic Activism among Marginalized Youth”**
Heather Lewis-Charp, Hanh Cao Yu, and Sengsouvanh Soukamneuth, Social Policy Research Associates
- 21 **“Social Capital, the Public Sphere, and a Second Chance at Citizenship: An Evaluation of Kids Voting’s Enduring Influence”**
Michael McDevitt and Spiro Kiouis, University of Colorado and Iowa State University
- 22 **2003 Survey of Giving and Volunteering**
Chris Toppe, Independent Sector
- 23 **“Mobilizing the Latino Vote”**
Melissa R. Michelson, California State University, Fresno
- 24 **“Youth as E-Citizens: The Internet and Youth Civic Engagement”**
Kathryn Montgomery, Center for Media Education
- 25 **“The Relationship between Secondary Education and Civic Development”**
John A. Phillips, Yale University, *Graduate Student, Political Science*
- 26 **“Research to Assess Citizenship Education at the National, District and School Level”**
Terry Pickeral and Susan Vermeer, Education Commission of the States
- 27 **“News for a New Generation”**
Susan Sherr, Eagleton Institute
- 28 **“Political Participation: Civic Education’s Missing Link?”**
Ken Stroupe, Larry Sabato, and Steve Finkel, University of Virginia Center for Politics, Richard Niemi, University of Rochester, Robert Putnam, Harvard University, Howard Ernst, U.S. Naval Academy
- 29 **“Trust in Government Related Institutions and Civic Engagement Among Adolescents”**
Judith Torney-Purta, University of Maryland
- 30 **“Civic Engagement Among Hispanic Youth in Sonoma County”**
Francisco Vazquez, Carlos Benito, Elizabeth Martinez, Wendy Ostroff, Meri Storino, and Elisa Velazquez, Sonoma State University
- 31 **“Rocking the Vote through Public Service Announcements: The Effects of Differences in Exposure Levels”**
Lynn Vavreck, UCLA
- 32 **“Between Registering and Voting: How State Laws Affect the Turnout of Young Registrants”**
Ray Wolfinger, UC Berkeley
- 33 **“Getting out the Vote Among Asian Pacific American Young Adults in Los Angeles County: A Field Experiment”**
Janelle Wong, University of Southern California
- 34 **“Promoting Positive Citizenship: Priming Youth for Action”**
Jonathan Zaff, Child Trends



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