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# **The Engaged Citizen Index: Examining the Racial and Ethnic Civic and Political Engagement Gaps of Young Adults**

Rebecca Jacobsen\* and  
Tamara Wilder Linkow\*\*

\*[rjacobs@msu.edu](mailto:rjacobs@msu.edu)

\*\*[Tamara\\_Linkow@abtassoc.com](mailto:Tamara_Linkow@abtassoc.com)

### **Abstract**

Understanding whether the racial and ethnic gaps in political and civic participation have been closed requires a comprehensive view of citizenship, encompassing a range of activities including both civic and political acts. This paper presents such a view by constructing a composite index of engaged citizenship indicators for young adults. When multiple indicators are weighted by experts and combined into a single index, we find that significant racial and ethnic gaps in young adult civic and political participation remain. The Engaged Citizen Index estimates that, on average, Hispanics are the least engaged young adults with a percentile rank of 42.5. This means that 57.5 percent of young adults in the United States are more engaged citizens than the average Hispanic young adult. Black young adults rank second at about the 44<sup>th</sup> percentile and white young adults are the most engaged citizens with a percentile rank of 53<sup>rd</sup> in the national distribution. Moreover, we find that the gap varies significantly between categories of civic engagement, with the largest gap being found in civic and political knowledge. These results allow policy makers to examine how the gap varies across categories and then target policy interventions more effectively.

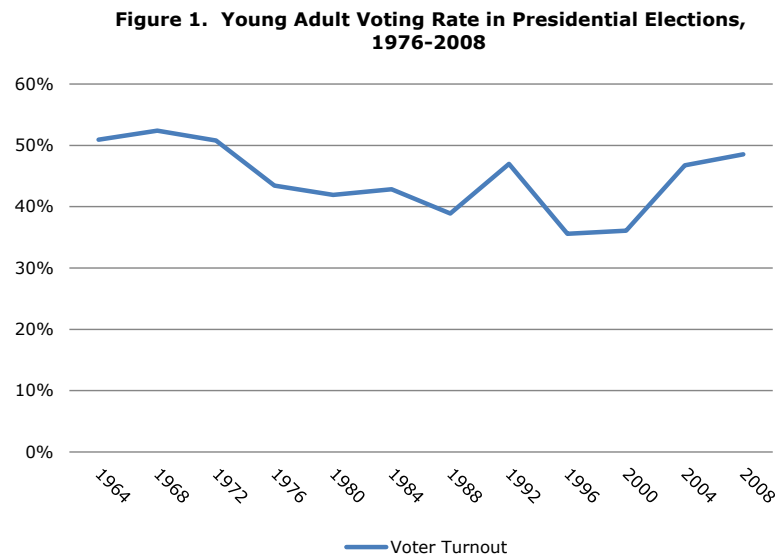
**Keywords:** Citizenship, Composite indicator, Young adults, Race/Ethnicity, Inequality

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## 1 Introduction

During the 2008 presidential election, both candidates reached out to young adult voters, a population that has typically had lower turnout rates than older Americans. Efforts to reach young adults contributed to a sharp increase in the young adult voter turnout rate; an estimated 22 million voters under the age of 30 voted representing a turnout rate of 52 percent (Kirby & Kawashima-Ginsberg 2009). While the young adult vote had been on the rise during the past three presidential elections, the previous three decades had seen stagnant or declining voter turnout rates for younger citizens (see Figure 1). For those concerned with political apathy among the “GenXers” - those born between 1965 and 1976 - and the “DotNeters”- those born after 1976, - such turnout rates are certainly encouraging.<sup>1</sup>



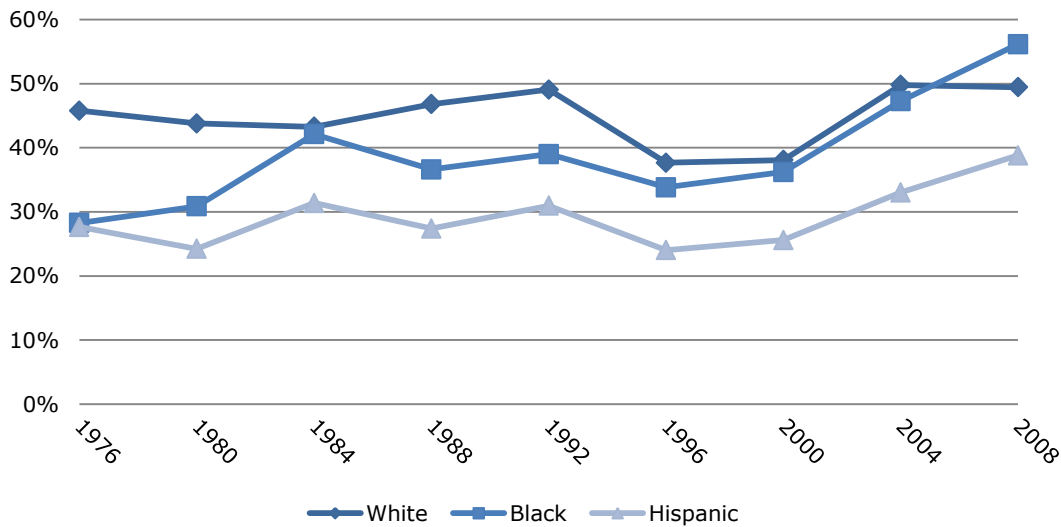
Source: U.S. Census Bureau, Current Population Survey, November Supplements.  
Note: Young Adult defined as 18-24 year olds. Prior to 1971 the voting age was 21 except in Georgia and Kentucky (voting age was 18 years olds). Alaska (voting age was 19 years old).

**Fig. 1** Young adult voting rates in presidential elections. The trend line documents the changing rate of voting for 18-24 year olds.

<sup>1</sup> See Zukin et al. (2006) for further definition of these generational groups.

But within this large young adult turnout, there was an even more dramatic increase; young Blacks turned out at the polls in historic rates and they had the highest turnout rate of any young adult racial/ethnic group.<sup>2</sup> From the 2004 election, the voter turnout rate of young Black voters increased by 8.9 percentage points to 56.1 percent while the white young adult voter turnout rate remained nearly constant at 49.5 percent (U.S. Census Bureau 2009). Typically, white voters have the highest turnout rate, although young African Americans have actually come quite close since the 1980s (see Figure 2). A *New York Times* article proclaimed “No Racial Gap Seen in '08 Vote Turnout” (Roberts 2009).

**Figure 2. Young Adult Voting Rate in Presidential Elections by Race/Ethnicity, 1976-2008**



Source: U.S. Census Bureau, Current Population Survey, November Supplements.  
 Note: From 1976 through 1992 the White and Black categories may contain citizens of any ethnic background. Beginning in 1996, Hispanics are separated from the White and Black categories.

<sup>2</sup> Please note that the Black and white racial groups do not include Hispanics.

While this turnout rate is certainly noteworthy, understanding the engaged citizen gap requires examining far more than just voter turnout rates. Active citizens engage in a whole host of activities including both civic and political acts and research demonstrates that inequality in participation is much less pronounced in voting than it is for other participatory acts (Schlozman et al. 2005). Or as McConnell (2008) puts it, "active citizenship demands far more than spending a few minutes in a voting booth each November. To ensure the health of our democracy, we need to ask more of our young people" (p. 312).

Researchers have primarily documented the participation rates, and gaps, for individual activities. Such research, while vital, does not provide educational leaders and policy makers with a full understanding of young adult engaged citizenship. Reports on individual data, such as the headline run by the *New York Times*, may lead to inaccurate conclusions about the actual gap in participation thus undermining policy initiatives aimed at increasing participation of young adults broadly and minority youth in particular. Therefore, the purpose of this paper is to: 1) describe and construct a comprehensive composite index of engaged citizenship indicators for young adults and 2) examine the racial and ethnic gaps among Black, white and Hispanic young adults using the engaged citizen index.

Increasingly, composite indicators are being recognized as useful tools when trying to summarize a set of data into a measure, which is more easily communicated and understood by policy makers and the public (Hoskins & Mascherini 2009). "A composite indicator is formed when individual indicators are compiled into a single index on the basis of an underlying model. The composite indicator should ideally measure multi-dimensional concepts which cannot be captured by a single indicator alone"

(Nardo et al. 2008: 8). They can also be helpful in setting policy priorities and have been used for the purposes of international benchmarking by ranking countries.

Because engaged citizenship is complex and multidimensional, we employ this approach to first measure and then describe the civic and political engagement gap between different racial/ethnic groups of young adults and find that despite the recent elimination of the voter turnout gap, significant racial gaps in young adult civic and political participation remain. By examining the gap through a composite index, we are better able to understand not only the overall gap in participation, but also the areas where greater emphasis needs to be placed so that we can truly close the gap. As such, the index provides policymakers, researchers and educators with guidance about where to target future policies and programs.

## **2 Inequality in Young Adult Citizenship**

One of the core values of the American democratic system is that of equal representation. Yet several important studies have demonstrated that some groups, namely those with more financial, social and cultural capital, have a greater influence on the political process (Bartles 2002; Gilens 2005; Verba, et al 1993a Verba, et al. 1993b), which is a direct result of inequality in participation. This inequality does not suddenly emerge in adults but rather begins for our youngest citizens, and race has been found to be a salient factor in predicting the types and frequency of opportunities students have to develop civic and political engagement skills (Kahne & Sporte 2008; Niemi & Smith 2001). While race has been found to be a significant predictor, it should be pointed out that race is also correlated with educational opportunity and income levels. Some research has found that educational attainment is the best predictor of engagement (Niemi & Junn 1998). Hart and Atkins (2002) concluded that urban youth, who are more likely to be minorities, are at a developmental disadvantage with respect to their

exposure to adult political participation, their civic and political learning opportunities at school and their ability to join voluntary organizations. While it is generally true that minority youth are at a disadvantage when compared to their white counterparts, there is limited evidence that demonstrates that minority youth participate in some activities at *higher* rates than white youth (Marcelo, Lopez & Kirby 2007; Planty & Regnier 2003). What these different rates of participation mean for the *overall* engaged citizen gap is unknown. Hence, a more robust understanding of these differences is needed.

### *2.1 Conceptualizing the Full Range of Engaged Citizenship Activities*

Engaged citizenship can take many forms and scholars have grouped activities into broader categories (e.g. Dalton 2008; Hoskins and Masherini 2009; Verba et al. 1995; Zukin et al. 2006). Generally, however, two categories - civic engagement and political engagement - appear throughout the literature. While the distinction between civic and political engagement can be blurry at times, this basic division helps us to organize and think about the different ways in which citizens can participate in public life. Further, civic and political knowledge is also often used as an indicator of citizenship as it can serve as a prerequisite for engagement. We use the following three categories - Participation in Civic Life, Participation in Political Life, and Civic and Political Knowledge - throughout this paper as a way of organizing the many different dimensions of citizenship. Such a categorization allows policy makers to examine how the gap varies across categories and then target policy interventions making them more effective at closing the young adult engagement gap.

Drawing upon the work of Verba, Schlozman and Brady (1995), we define participation in political life as those activities which have "the intent or effect of influencing government action - either directly by affecting the making or implementation of public policy or indirectly by influencing the selection of people who

make those policies" (p. 38). Voting is by far the most discussed political activity, but the category of participation in political life includes many more activities such as writing to an elected official, participating in a protest and donating time and/or money to a political campaign.

Participation in civic life, which often occurs in non-governmental organizations, is characterized by voluntary work that is focused on getting along with and helping others or working to solve community problems (Zukin et al. 2006). Unlike political engagement, civic engagement is less directly aimed at affecting the electoral process or policy formation. Activities such as working on a community improvement project, participating in a fund-raising run/walk/ride and law-abiding behaviors are examples of civic engagement. Such civic engagement is necessary, as Levine (2007) has argued, because "no democracy – indeed, no reasonably just regime of any type – can manage without private, voluntary, nonprofit associations" (p.17). Further, civic associations were once "thoroughly intertwined with government activities and popular politics" but more recently scholars have documented the sharp decline in voluntary associations (Skocpol 2003 p.23). Such forms of engagement are included in this index because they are an important complement to political participation.

Civic and political knowledge is also a critical component of engaged citizenship, and democracy works best when its citizens are both engaged *and* informed. Further, while ideally knowledge should continue to develop of one's lifetime, young adults are often the focus of educational efforts aimed at specifically increasing civic and political knowledge and thus, including this category is key in an index on this age group. Civic and political knowledge is the factual information that is needed in order to participate effectively. It includes a familiarity with the institutions and processes of government, the issues of the day and the people and parties responsible for



impacting politics and policies (Delli Carpini & Keeter 1997). Civic and political knowledge is an important resource that facilitates engaged citizen participation.

## *2.2 Previous Efforts to Measure the Engaged Citizenship Gap between Racial and Ethnic Groups*

Consistently, research has documented a number of civic and political participation gaps. There is a gender gap, with women being only slightly less likely to engage in political activities, but much more likely to make contributions to educational, charitable or social activities related to their religion than men (Verba et al. 1995); an age gap, with older generations being more likely to vote, but less likely to attend demonstrations than younger generations (Dalton 2008; Zukin et al. 2006); and a gap based on the amount of education one has attained, with those holding more advanced degrees participating at higher rates (Verba et al. 1993a).

While such gaps are important, this work focuses on the racial/ethnic gaps in young adult participation. We concentrate on young adult participation because it is during those years that engagement patterns develop and when inequalities may first emerge (Kahne and Sporte 2008; Niemi and Smith 2001). A primary goal of this work is to demonstrate that an index can provide policy makers with guidance when designing solutions to racial/ethnic gaps in engagement and, therefore, identifying disparities that begin early is essential to devising effective engagement strategies. Certainly, as has been discussed previously, other factors such as educational opportunities and income are also important predictors of civic and political engagement. Because these factors are intertwined with issues of race and ethnicity, it is often difficult to parse out these various factors. Unfortunately, however, our communities and schools are becoming increasingly segregated by race/ethnicity as court-ordered desegregation efforts wane, making issues of race/ethnicity salient for schooling and for democratic participation.

Thus, we consider the role of race and ethnicity in this analysis while acknowledging that other issues are also at play.

Several previous studies have documented the racial/ethnic gap in engaged citizenship for young adults. Often, however, these studies examine just one aspect of engaged citizenship. The National Assessment of Educational Progress, often called the Nation's Report Card, for example, informs the public on the achievement of 4<sup>th</sup>, 8<sup>th</sup> and 12<sup>th</sup> grade students across a wide range of educational domains, including civics, American History, and geography. The tests, which are paper and pencil exams, rely heavily upon questions that assess students' civic and political knowledge and the results are disaggregated by race/ethnicity. Since 1998, the civics NAEP exam has shown a narrowing of the gap between white and Black students and between white and Hispanic students (Lutkus and Weiss 2007). While this finding is significant, NAEP reports only a very narrow indicator –a certain type of civic and political knowledge. This is a critical component of overall engagement, but it alone cannot tell us how well young adults are prepared to, and whether they actually do, participate fully in civic and political life.

Other reports have provided a more robust look at engagement and cover a wider range of indicators including actual reports of young adult behaviors. The report "Civic Engagement Among Minority Youth" for example, details the gap in a wide range of activities including volunteering, raising money for charity, donating money to a candidate or political party and contacting an official (Marcelo et al. 2007). In total, their report includes 19 measures of civic and political engagement as well as measures of youth attitudes towards engagement. For each measure, the report provides a racial breakdown. To summarize these many indicators, the report creates a typology that classifies young adults into four broad categories based upon the number and type of reported activities. This simple summing of activities begins to reveal an important picture

of racial and ethnic disparities in young adult participation, demonstrating that Hispanic youth are most likely to be disengaged and that Black youth are mostly likely to be electoral specialists, but it assumes that all activities are equally important. It does not, however, provide the reader with an understanding of where emphasis should be placed to effectively close the gaps identified in the report.

Similarly, the National Conference on Citizenship, a leading advocate for engagement, has developed several reports that consider citizenship broadly. Their 2006 "America's Civic Health Index" and the follow-up "2008 Civic Health Index: Beyond the Vote," both seek to combine multiple indicators into a single index to understand engagement rates. Although these studies used large samples and could have reported differences by race and ethnicity, their authors chose to emphasize age, social class, and education instead. The 2006 report, which examines trends from 1974 to present, demonstrates important differences between young-adults (18-25 year olds) and the whole population. For example, young adults are more likely to volunteer but less likely to attend a club meeting and are equally likely to trust and connect with major institutions (National Conference on Citizenship 2006). Based on these findings, the report concludes that the "hopeful news is that the civic health of your young people is improving in some respects compared to their Baby Boomer parents and grandparents" (National Conference on Citizenship 2006, p. 4). Their analysis of young adults, however, emphasizes differences by education level rather than racial and ethnic gaps.

In 2008, the National Conference on Citizens commissioned its own nationally representative survey on citizenship engagement. Collecting data on over 40 indicators, the report analyzes the results for the youngest generation of citizens or the Millennials, as the index calls them. Millennials, the index finds, are more likely to be service specialists, and the authors report that among the Millennials, "gaps in civic engagement by race

and ethnicity are typically small after controlling for education level" (National Conference on Citizenship 2008).

This report, the 2006 report discussed above, and similar research (e.g. Dalton 2008; Zukin et al. 2006), often focuses on the changes between different generational groups rather than on inequality within generational groups. While important, these reports provide only a limited understanding of racial and ethnic gaps for young adults and therefore, give policy makers little indication as to where resources and programming should be targeted. Therefore, below we describe a more nuanced approach to combining indicators to better understand the racial/ethnic gaps between young adult citizenship.

### **3 Data and Methods Used to Construct the Index**

Drawing on previous indices and the literature on civic and political engagement, we identified 40 indicators that measure the three broad categories of engaged citizenship: civic and political knowledge, participation in civic life, and participation in political life. Because no single survey has assessed the full range of engagement activities, the 40 indicators used in this index are compiled from six institutions: the Bureau of Justice Statistics, the Center for Information and Research on Civic Learning and Engagement, the Federal Bureau of Investigation, the National Center for Education Statistics, the National Center for Juvenile Justice, and the U.S. Census Bureau. Each indicator is listed by category in Table 1 and the primary data sources are listed in Appendix B. Taken together these 40 indicators, organized into three categories of citizenship activities, constitute our Engaged Citizen Index.

**Table 1** List of Citizenship Indicators by Category

<b><u>Civic and Political Knowledge</u></b>	<b><u>Participation in Civic Life</u></b>
Read Newspaper Everyday	Participation in Volunteer Activities by Type of Organization:
Discuss Current Events and the News with Family and Friends Very Often	Religious
NAEP 12th Grade Assessments:	Children's Educational, Sports, or Recreational
Civics	Other Educational
American History	Social and Community Service
Geography	Civic
	Cultural or Arts
<b><u>Political Voice</u></b>	Environmental or Animal Care
Vote 2008 Presidential Election	Health Research/Education
Vote 2006 State and Local Elections	Hospital, Clinic, or Healthcare
Contacted a Public Official	Immigrant/Refugee Assistance
Contacted a Newspaper/Magazine to Express Opinion	International
Contacted a TV/Radio Station to Express Opinion	Labor Union, Business, or Professional
Monetary Donation to a Candidate or Political Party	Political Party or Advocacy
Protest Participation	Public Safety
	Sports or Hobby
	Youth Services
	Other
	Don't Know
	Participate in 2 or More Voluntary Organizations
	Contribute to Charity
	Law-Abiding Behavior:
	Inverse of Juvenile Murder Offenders
	Inverse of Young Adult Murder Offenders
	Inverse of Juvenile Court Convictions (Crimes against Persons and Property)
	Inverse of Young Adult Incarcerations
	Participation in After-School Scouting
	Participation in After-School Religious Groups
	Volunteer Summer after HS graduation
	HS Seniors Volunteering Outside of School at Least Once a Week

### *3.1 Transformation of Indicators into a Common Metric*

Constructing a composite index allows for comparison of the outcomes of non-Hispanic Black, Hispanic, and non-Hispanic white, young adults (18 to 24 year olds) to the average outcomes of all American young adults. Racial identification was self-reported via surveys for all indicators except for those obtained from the Federal Bureau of Investigations and the National Center for Juvenile Justice, which rely upon administrative data. An obstacle to generating a composite indicator of engagement for non-Hispanic Black, Hispanic, and non-Hispanic white young adults is that all of the indicators are not measured on equivalent metrics. For example, NAEP test scores are scale scores whereas voting is measured as a percentage. The creation of a composite index necessitates a common scale that can be created by transforming all indicators into percentile rankings. The transformation to percentile rankings requires the assumption that all 40 indicators are normally distributed, an assumption that is more realistic for some indicators than others. For data that are continuous, the index uses reported data on average experiences. The average Black, average Hispanic, and average white experiences are assigned to a normal distribution to infer a percentile ranking. For indicators of achievement and knowledge such as NAEP test scores this assumption is likely valid, but for dichotomous indicators such as being incarcerated the assumption of normality is less intuitive, but not necessarily violated. We think of each dichotomous indicator as measuring the risk or likelihood of the outcome's occurrence.

For indicators whose original form is dichotomous and for indicators lacking distributional data such as the standard deviation, we employ a probit model to infer the differences between underlying racial/ethnic group distributions that are implied by the differences in their observed outcomes. Utilizing the inverse cumulative normal distribution function, the probit model determines a given probability in the normal distribution of a dichotomous variable. As such, the probit model allows for the transformation of dichotomous indicators and indicators lacking distributional data. The probit model assumes that for a dichotomous variable such as

incarceration ( $P_i$ ), there is some unobservable threshold ( $l_i^*$ ) in the underlying index of risk of incarceration ( $l_i$ ), above which an individual/group becomes incarcerated. Assuming normality, the probit model uses the inverse cumulative normal distribution to calculate the probability that  $P_i$  is above the threshold,  $l_i^*$ , for a given individual or group,  $i$ .

In some cases, the assumption of a normal distribution is obviously forced. For example, as an indicator of equity in participation in civic life, the index includes incarceration and finds that six percent of Black young adults, one percent of white young adults, and two percent of Hispanic young adults are incarcerated.<sup>3</sup> Applying the assumption that these outcomes reflect underlying normal distributions of “risk of incarceration,” we estimate that the average Black young adult is at the 31<sup>st</sup> percentile in the national distribution of avoiding incarceration, the average Hispanic young adult is at the 45<sup>th</sup> percentile, while the average white young adult is at the 61<sup>st</sup> percentile. This formula for these calculations is as follows:

$$\begin{aligned} \text{Prob(a person avoids incarceration)} &= \text{Prob}(l_i=1) \\ &= \text{Prob}(l_i > l_i^*) \\ &= 1 - F(l_i^*) \end{aligned}$$

Where:

$F$  is the cumulative distribution function for  $l$ , assumed to be standard normal

$p_i$  is the probability that  $i^{\text{th}}$  individual avoided incarceration

$l_i^*$  is the threshold of avoiding incarceration in the normal distribution

Thus, if  $p_i$  is the observed probability of becoming incarcerated for this person, we have

$$p_i = 1 - F(l_i^*),$$

Then, assuming a normal distribution (0, 1):

$$l_i^* - l_{\mu}^* = p_{i\mu}$$

Where:

$l_{\mu}^*$  is the mean threshold for the population,

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<sup>3</sup> Data on incarceration should be interpreted with caution because differences in arrest rates can result from discriminatory policing and prosecution policies, as well as from differences in criminal activity.

$p_{iu}$  is the probability that the that  $i^{\text{th}}$  individual avoided incarceration in the population's distribution

Lastly,

$$\text{Prob}(z < -p_{iu}) = \text{Prob}(z > p_{iu}) = \text{Prob}(z > 0) - \text{Prob}(0 < z < p_{iu})$$

And,

$$\text{Prob}(z > 0) = 0.50, \text{ since the standard normal is symmetric around zero}$$

So,

$$PR = .5 - \text{Prob}(0 < z < p_{iu})$$

We are aware of the reality that a young adult cannot be only slightly incarcerated. But this need not mean that all young adults who become incarcerated faced identical probabilities of becoming so, based on their law-abiding behavior, nor that those who do not become incarcerated have not risked becoming so. This way of thinking about incarceration, not as the dichotomous outcome (becoming incarcerated or avoiding incarceration), but rather as the culmination, on average, of a set of risks of incarceration, has the advantage of enabling the Engaged Citizen Index to compare the percentile rankings of Blacks, whites, and Hispanics in a range of indicators. Without individual level data or the variance of each indicator's distribution, the probit model provides an adequate method for transforming the various 40 indicators into a common metric - percentile rankings.<sup>4</sup>

### 3.2 Determining the Relative Importance of Indicators

What further distinguishes this index from prior studies of young adult engaged citizenship is the attempt to generate an index indicating the relative importance of each measure of citizenship engagement. It is necessary to weight the indicators individually because not all components of engaged citizenship are of equal importance (Hoskins and Mascherini 2009). For example, is voting in a presidential

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<sup>4</sup> For a more detailed discussion of the necessity of generating percentile rankings, please see Rothstein, Jacobsen and Wilder 2008.



election more important, equally important, or less important than knowledge of geography? Or is reading the newspaper every day more important, equally important, or less important than contacting an elected official to express an opinion? These are difficult questions, but they must be answered if we want to capture the dynamic concept of engaged citizenship. Furthermore, an index without individual indicator weights implicitly weights each indicator equally; surely, being a law-abiding citizen is not equal to voting when considering the overall measure of engaged citizenship. Uniquely weighting each indicator also serves an important practical purpose by providing policy makers, educators, and civic-minded institutions with a detailed understanding of where gaps, if present, are more or less acute. Such information can then be used when selecting programs aimed at narrowing gaps in engagement.

To measure racial gaps in young adult engaged citizenship, 22 experts in civic and political participation and executive directors of organizations that track and promote youth civic and political engagement were asked to weight each of the indicators in terms of their relative importance when measuring citizenship. The names and affiliations of all participating experts are listed in Appendix C. Each expert assigned an integer weight to each indicator, ranging from 0 to 100, confined by the stipulation that the total of the weights be equal to 100. In cases where indicators overlap, such as participation in two or more voluntary organizations and participation in volunteer activities, the experts assigned the weight they thought would be appropriate to one of the indicators, and then whatever marginal added weight they thought would be appropriate for data on the second indicator as well. If they had more confidence in one indicator than another, they were asked to use the more reliable indicator first, and then give whatever additional weight they thought the less reliable indicator should

have. These expert weights were then averaged and the resulting weights for each indicator are listed in column 1 of Table 2.<sup>5</sup>

Below we discussed the biases introduced due to our reliance on existing indicators of citizenship. The process of expert indicator-weighting introduces a similar bias into the index. The experts are all influenced by their own political ideologies. Therefore, not only are the indicators that are included representative of today's views of democratic citizenship but so too is the method by which these indicators are aggregated. It is important to remember that the engaged citizenship index is rooted in 21<sup>st</sup> century beliefs about citizenship in the United States and is not a universal measure of democratic citizenship.

In an effort to empirically test the bias introduced in the weighting process and to estimate the robustness of the index, we ran the analysis assigning an equal weight to each indicator, and then compared these results to those calculated using the experts' weights. Small differences are found between the equally weighted and expert weighted indices, with the expert weight index potentially inflating the overall percentile ranking of Blacks, and to a lesser extent that of Hispanics.<sup>6</sup> However, the general trend and the gaps observed remain constant across both weight schemes, providing evidence of how systematic Black-white and Hispanic-white differences are in engaged citizenship.

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<sup>5</sup> It should be noted that the list of indicators was altered slightly after the expert weighting process. The following variables were added after the weighting procedure: voting in state and local elections; contacted a newspaper or magazine to express opinion, contacted TV or radio station to express opinion, gave money to a candidate or political party, and discuss current events with family and friends. In the case of voting in state and local elections, the weight of voting in the presidential election was divided into thirds, with one-third of the weight going to state and local elections and two-thirds of the weight going to the presidential election. The weights for contacted a newspaper or magazine to express opinion, contacted TV or radio station to express opinion, and gave money to a candidate or political party are derived from the expert assigned weight to the original, more broadly conceived indicator of contacted an official; the expert assigned weight for the broader indicator was quartered to include the three, more specific form of contacting officials. Because of its importance to youth citizen engagement, discussion of current events was added and given a weight of seven points. To obtain the seven points, all other weights in the index were divided by 93 (100-7). Lastly, the indicator for participation in volunteer activities was divided into 18 activity types in the final version of the index. Originally, the expert assigned weight was for volunteer activities more generally. This weight was divided by 18 to reflect the inclusion of 18 unique forms of volunteer activity.

<sup>6</sup> This comparison is displayed in Appendix A.

A further test of the weighting scheme was computed using a Monte Carlo simulation in which 10,000 sets of random weighting schemes were tested to determine the sensitivity of the results to the weighting scheme. The analysis showed that although our weighting procedure results in estimates at the higher end of the spectrum, the average difference between the random weighting schemes and the expert weight scheme is less than five percentile points (See Table A2). Further, the variance of the percentile rank for each of the racial/ethnic groups generated in the simulation is quite low (between .007 and .02 percentile points), demonstrating that the index percentile scores are not substantially changed by the weighting employed. These results are similar to those found for the Index of National Civic Health (National Commission on Civic Renewal, n.d.), suggesting that the aggregation of civic and political indicators is not highly sensitive to the method of weighting.

Recognizing that any weighting scheme is subjective, we encourage readers to employ their own weighting scheme with the hope that ongoing conversations regarding the relative importance of indicators will continue such that a more refined weighting scheme may be developed. However, we are confident that most weighting schemes will find results similar to those presented below.

#### **4. Limitations**

##### *4.1 Limitations in Data Due To Prevailing Notions of Citizenship*

Although we include a total of 40 indicators, the index remains limited by the national data that are currently available. Some difficult-to-measure variables or indicators deemed as unimportant by previous researchers could not be included because they simply are not available. Moreover, the data that are available reflect the prevailing theories of democratic participation of those who collected the data. As we discuss in our opening, voting often is of central importance to our notions of democratic participation. Multiple measures are easily located of citizen voting because of this

dominant view of participation. While this index is a step in the right direction to move beyond this very simplistic notion of democratic participation, it still continues to be biased in favor of what is resonant today regarding engaged citizenship. All of the measures involve unpaid activities, ranging from voting to contacting a TV station. But many political theorists (e.g., Boyte and Kari 1996) argue that civic engagement is a dimension of paid work, especially when people take jobs that have strong service missions or that engage the public. Because this theoretical orientation has not influenced national data collections, there are no data on the civic dimensions of paid work. Similarly, many theorists and empirical political scientists argue that the most important knowledge is knowledge of current events and issues. But federal assessments of civic knowledge focus very heavily on evaluations of students' historical or conceptual understanding, with little emphasis on questions about current events. The single question on current events that is available was included in this analysis, but with only one question pertaining to current events, the index does not fully capture this important aspect of civic knowledge. Another missing dimension is quality. While we include a measure for contacting an elected official, we cannot, for example, include a measure of the quality of that contact. While we do include a measure of volunteerism, we did not include a measure of neighborly interaction though future iterations of this analysis could because such a measure of this has recently become available through the Current Population Survey. Consequently, the engaged citizen index is an aggregated measure of the dominant views of "good" citizenship today.

Another limitation involves data on Hispanics, which is not available from the Federal Bureau of Investigation and the National Center for Juvenile Justice. Outcomes for all young adults were imputed for Hispanics on three indicators: juvenile murder offenses, young adult murder offenses, and juvenile court convictions. It is also important to note that because these three indicators do not include a Hispanic category, Hispanic

respondents may be mixed into the white and Black racial categories. In the 1990 Census, about half of all Hispanics identified their race as white, about five percent indicated their race as Black and the other 45 percent identified as some other race (McKenney & Bennett, 1994). Thus, the white category on these three indicators is likely to include some Hispanic young adults, leading to the possibility of under- or over-estimation of the law abiding behavior of white young adults. Given that Hispanics make up about 11 percent of the adult population, the addition of approximately half of this group into the white category, which makes up about 72 percent of the U.S. adult population, is unlikely to substantially alter the estimates of white young adults' law-abiding behaviors.

#### *4.2 Limitations of the Analysis*

This index defines the gaps in engaged young-adult citizenship by estimating the mean (average) performance of youths of different racial and ethnic backgrounds in a national distribution of performance. The index then expresses these averages as the average percentile rank for each racial/ethnic group. Comparing the "average" white young-adult to the "average" black young-adult is informative and helps us understand the big picture, but also necessarily obscures a great deal of inter-group diversity. There is wide variation in performance amongst all groups with some individuals being highly active and others being extremely inactive. Certainly, there are some white young-adults who underperform average Latino youth and there are some black young-adults who outperform average white youth. Such variation, however, does not negate important average trends that can be used by policy makers and educational leaders when weighing policy initiatives aimed at improving opportunities to become an engaged citizen. The generalizations we draw in this report can guide our broad policy thinking about where additional resources, programming, and study are needed, but these

findings are not meant to suggest that group averages represent the actions of every young-adult in a given population. In reviewing the results in the next section, this limitation should be carefully considered.

## 5 Results

The Engaged Citizen Index estimates that, on average, Hispanics are the least engaged young adults with a percentile rank of 42.5. This means that 57.5 percent of young adults in the United States are more engaged citizens than the average Hispanic young adult. Black young adults rank second at about the 44<sup>th</sup> percentile and white young adults are the most engaged citizens with a percentile rank of 53<sup>rd</sup> in the national distribution. Table 2 displays the individual indicator and aggregate results for all 40 indicators. It should be noted that while the white percentile rank is the highest, this estimate is for the average individual. There are white young adults that are less engaged than 53 percent of Americans and there are white young adults that are more engaged. Similarly, there are Hispanic and Black young adults that more engaged than the average white young adult. The percentile ranks reflect the average engagement of each racial/ethnic group.

On average, the Hispanic- white gap in young adult engaged citizenship is more than 10 percentile points and the Black- white gap is almost nine percentile points. Although these gaps exist in the majority of the 40 indicators, the composite index enables us to identify important differences between indicators and between categories of citizenship. We note that there are eight indicators in which white young adults lag behind their Black counterparts and on two indicators of engaged citizenship, Hispanic young adults rank higher than white young adults. More Black young adults participate in after-school religious groups, volunteer during high school, volunteer the summer after high school, vote in presidential elections, make donations to a candidate or political

party, contact TV stations, radio stations, newspapers, and magazines to express opinions, and participate in protests than whites. Hispanic young adults participate in protests and contact newspapers or magazines to express opinions at higher rates than whites. Such reversals demonstrate the importance of considering the whole of citizenship activities when constructing the index. Rather than assume that minority groups lag behind across the board, the index provides a more nuanced understanding of the gap.

**Table 2** Individual Indicators Gaps by Race/Ethnicity and Overall Engaged Citizenship Gap

TABLE 2.						
The Engaged Citizen Index for Young Adults						
	Indicator Weight	Percentile Ranks			Gap	
		Blacks, Non-Hispanic	Whites, Non-Hispanic	Hispanics	Black-White	Hispanic-White
<i>Civic and Political Knowledge</i>						
Read Newspaper Everyday	0.064	0.425	0.548	0.333	-0.123	-0.215
Discuss Current Events and the News with Family and Friends Very Often	0.070	0.504	0.520	0.439	-0.016	-0.081
NAEP 12th Grade Assessments						
Civics	0.069	0.293	0.619	0.244	-0.327	-0.376
American History	0.051	0.298	0.613	0.264	-0.315	-0.349
Geography	0.026	0.261	0.609	0.263	-0.348	-0.346
<b>Sub-Total</b>	<b>0.280</b>	<b>0.374</b>	<b>0.576</b>	<b>0.319</b>	<b>-0.202</b>	<b>-0.257</b>
<i>Participation in Civic Life</i>						
Participation in Volunteer Activities by Type of Organization						
Religious	0.005	0.495	0.519	0.433	-0.024	-0.087
Children's Educational, Sports, or Recreational	0.005	0.489	0.521	0.394	-0.032	-0.127
Other Educational	0.005	0.443	0.501	0.496	-0.059	-0.005
Social and Community Service	0.005	0.441	0.535	0.387	-0.094	-0.148
Civic	0.005	0.389	0.527	0.435	-0.138	-0.092
Cultural or Arts	0.005	0.000	0.510	0.418	-0.510	-0.093
Environmental or Animal Care	0.005	0.298	0.543	0.286	-0.245	-0.257
Health Research/Education	0.005	0.432	0.531	0.354	-0.099	-0.177
Hospital, Clinic, or Healthcare	0.005	0.441	0.522	0.442	-0.080	-0.080
Immigrant/Refugee Assistance	0.005	0.000	0.550	0.000	-0.550	-0.550
International	0.005	0.433	0.538	0.418	-0.104	-0.120
Labor Union, Business, or Professional	0.005	0.440	0.533	0.438	-0.093	-0.095
Political Party or Advocacy	0.005	0.389	0.539	0.373	-0.150	-0.166
Public Safety	0.005	0.251	0.556	0.357	-0.305	-0.199
Sports or Hobby	0.005	0.469	0.524	0.466	-0.055	-0.058
Youth Services	0.005	0.384	0.519	0.496	-0.135	-0.023
Other	0.005	0.393	0.551	0.333	-0.158	-0.218
Don't Know	0.005	0.000	0.497	0.591	-0.497	0.094
Participate in 2 or More Voluntary Organizations	0.045	0.402	0.541	0.365	-0.139	-0.175
Contribute to Charity	0.034	0.438	0.530	0.441	-0.092	-0.090
Law-Abiding Behavior						
Inverse of Juvenile Murder Offenders	0.031	0.366	0.574	0.500	-0.207	-0.074
Inverse of Young Adult Murder Offenders	0.026	0.354	0.567	0.500	-0.214	-0.067
Inverse of Juvenile Court Convictions (Crimes against Persons and Property)	0.037	0.368	0.534	0.500	-0.167	-0.034
Inverse of Young Adult Incarcerations	0.032	0.310	0.607	0.454	-0.297	-0.153
Participation in After-School Scouting	0.019	0.476	0.542	0.365	-0.065	-0.176
Participation in After-School Religious Groups	0.025	0.670	0.501	0.389	0.169	-0.111
Volunteer Summer after HS graduation	0.041	0.511	0.505	0.447	0.005	-0.058
HS Seniors Volunteering Outside of School at Least Once a Week	0.075	0.528	0.491	0.474	0.037	-0.016
<b>Sub-Total</b>	<b>0.460</b>	<b>0.426</b>	<b>0.532</b>	<b>0.437</b>	<b>-0.106</b>	<b>-0.095</b>
<i>Political Voice</i>						
Vote 2008 Presidential Election	0.078	0.576	0.509	0.402	0.067	-0.107
Vote 2006 State and Local Elections	0.039	0.473	0.526	0.420	-0.053	-0.105
Contacted a Public Official	0.015	0.501	0.519	0.424	-0.018	-0.095
Contacted a Newspaper/Magazine to Express Opinion	0.015	0.664	0.480	0.532	0.184	0.052
Contacted a TV/Radio Station to Express Opinion	0.015	0.577	0.511	0.462	0.066	-0.050
Monetary Donation to a Candidate or Political Party	0.015	0.606	0.487	0.457	0.120	-0.029
Protest Participation	0.082	0.496	0.404	0.714	0.093	0.310
<b>Sub-Total</b>	<b>0.260</b>	<b>0.538</b>	<b>0.476</b>	<b>0.519</b>	<b>0.062</b>	<b>0.043</b>
<b>Total</b>		<b>0.441</b>	<b>0.530</b>	<b>0.425</b>	<b>-0.089</b>	<b>-0.105</b>
Notes:						
Unless otherwise specified, all data are for young adults (18-24 year olds).						



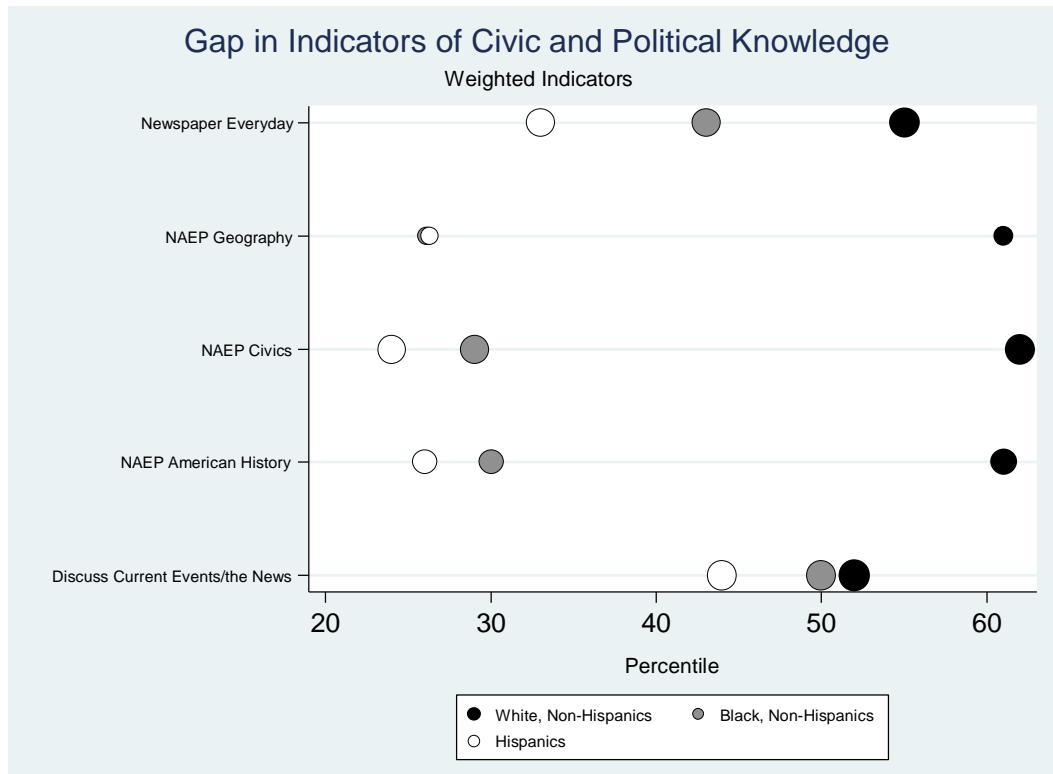
The index also provides a way to compare the gaps between different categories of engagement and doing so reveals that the gaps are not uniform across the three categories. Such a finding is important because it demonstrates that young adult programs aimed at increasing participation rates generally may be less effective than those aimed specifically at particular areas of citizenship.

### *5.1 Civic and Political Knowledge*

The gap between racial/ethnic minorities and whites is the greatest in the area of civic and political knowledge. The young adult Black-white gap in civic and political knowledge is over 20 percentile points while the gap between Hispanics and whites approaches 27 percentile points. Figure 3 shows that the large gaps found in civic and political knowledge are mostly attributable to the significant gaps on the 12<sup>th</sup> grade NAEP geography, civics, and American History assessments.<sup>7</sup> Figure 3 also indicates, by the size of the dot, the relative weighting given to each indicator. For example, the larger dot shows that the experts weighted reading the newspaper as more important than the NAEP scores on the geography exam. Therefore, these figures display visually both the gap between racial/ethnic groups and the magnitude of importance of that gap for the final ranking.

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<sup>7</sup> Because these NAEP assessments were administered to 12<sup>th</sup> grade students, they do not include students who have already dropped out of high school. To account for high school dropouts, the NAEP scores are adjusted using high drop outs' scores on the National Assessment of Adult Literacy (NAAL). We estimated NAEP scores for each racial/ethnic group by assuming that the relationship between the NAEP scores of students who are still in school and the scores those who dropped out would have achieved had they taken the NAEP, is the same as the relationship between NAAL scores of young adults who remained in school and those who dropped out.



**Fig. 3** Individual indicator gaps in civic and political knowledge by race/ethnicity. Each circle represents the mean percentile ranking for racial/ethnic group. The relative importance (or weighting) of each indicator is represented by the size of the circle.

### 5.2 Participation in Civic Life

As the category with the greatest weight in the index (46 percent), the Black-white gap of almost 11 percentile points and the Hispanic-white gap of 9.5 percentile points in participation in civic life are quite similar to the overall gaps. In particular, the average white young adult out-performs Hispanics on every indicator of participation in civic life. Similarly, the average white young adult out-performs the average Black young adult on every indicator except volunteering during high school, volunteering the summer after high graduation, and participating in after-school religious groups. Interestingly, the gaps shown in Figure 4 are not as clear and dramatic as those displayed in Figure 3, suggesting that there is more variation in participation in civic life

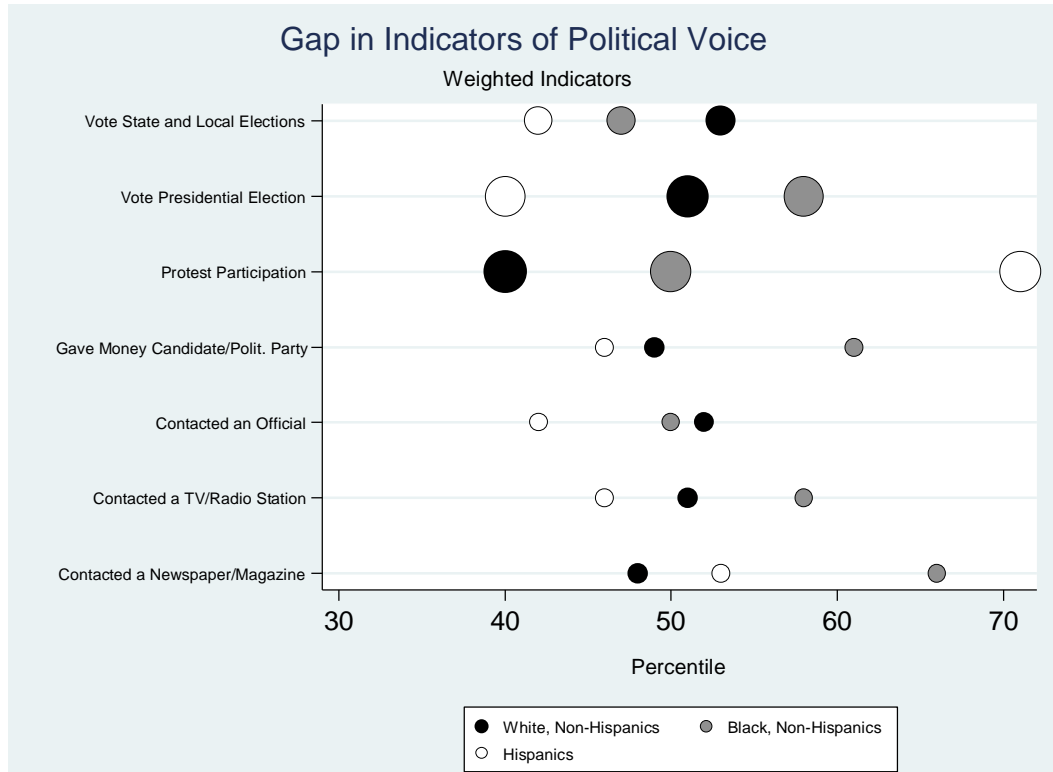
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among the racial/ethnic young adults than there is in the area of civic and political knowledge.

As indicated by the size of the dots in Figure 4, the indicators with the greatest weight in the participation in civic life category are, in order of greatest weight to lowest, volunteering as a young adult, volunteering at least once a week while a senior in high school, and volunteering for two or more organizations as a young adult. The gaps found on two of these three indicators (volunteering and volunteering for two or more organizations) follow the overall pattern with whites ranking first, Blacks second and below the 50<sup>th</sup> percentile, and Hispanic ranking last. Although, Black high school seniors do volunteer weekly in high school at higher rates than whites and Hispanics, their advantage on this indicator is small, and is not enough to overcome their significantly lower rates of participation on other indicators.

### *5.3 Participation in Political Life*

A slightly different story emerges from the results for participation in political life. The data presented in Figure 5 demonstrate that this is the most inconsistent category, with Hispanics sometimes receiving the highest percentile ranking, Blacks sometimes ranking highest, and whites only having the highest percentile rankings in voting in state and local elections and contacting elected official to express an opinion. Hispanics participate in protests at much higher rates than do Blacks or whites, so much more so that Hispanics received the highest percentile ranking in the entire index (71.4) on this indicator. Interestingly, Blacks report contacting newspapers, magazines, TV and radio stations to express their opinions more frequently than either whites or Hispanics, and more Blacks give more to a political party or candidate than do whites or Hispanics.



**Fig. 5** Individual indicator gaps in participating in political life by race/ethnicity. Each circle represents the mean percentile ranking for racial/ethnic group. The relative importance (or weighting) of each indicator is represented by the size of the circle.

## 6 Discussion and Conclusion

When all 40 indicators are analyzed together in the young adult Engaged Citizenship index, significant gaps between white and Black young adults and white and Hispanic young adults persist. Overall, both the average Black young adult and the average Hispanic young adult score about 10 percentile points lower than the average white young adult. White young adults out-perform Black young adults on 32 of the 40 indicators of engaged citizenship. Of the eight indicators of engaged citizenship in which Black young adults out-perform white young adults, three fall under the participation in civic life category and five are indicators of participation in political life. Whites out-perform Hispanics on 37 of the 40 indicators included in the index. Two of the three

indicators in which Hispanics out-perform whites are indicators of participation in political life.

Black and Hispanic young adults lag far behind white young adults on available measures of civic and political knowledge (which are measures of historical and abstract conceptual knowledge, not current events). Since civic and political learning is the category with the largest gaps between racial/ethnic groups, the index suggests that there is much room for policy initiatives and programs aimed at education, especially for minority youth. However, this does not mean simply encouraging more classroom based instruction, though this may play a role in narrowing the gaps in this area. Rather, experts who considered the variety of indicators in this area noted that reading the newspaper everyday and frequent discussion of current events were more important indicators of civic and political knowledge than test score results from the NAEP exams. Therefore, policy makers and educators who are developing programs to increase civic and political knowledge should use this finding to consider alternatives to classroom based instruction and instead invest in programs that not only build factual knowledge but also provide opportunities for critical discussion and debate. This finding also bolsters the need for further examination of effective teaching practices for citizenship which, after a long period of dormancy, have only recently begun to receive attention again by scholars interested in civic and political engagement and equity (e.g. Campbell 2007, Campbell 2008, Hess 2009, Kahne and Sporte 2009, Middaugh and Kahne 2008).

Perhaps because of their historical political disenfranchisement, Black and Hispanic young adults are more likely to vocalize their political preferences than white young adults. However, the consistent gap in indicators of participation in civic life suggests that Black and Hispanic young adults may not have formalized contact with large networks of civic and politically minded adults, such as those Verba, Schlozman,

and Brady (1995) call recruitment networks. These networks serve as a civic and political resource, generating opportunities for political and civic engagement.

Analysis of the individual indicators of the Engaged Citizen Index and of each category of indicators demonstrates many racial/ethnic gaps in engagement, and when combined these indicators provide a consistent picture of racial/ethnic inequality in citizen engagement. Investigating the 40 indicators both as a whole and individually is essential to the development of policies and programs to reduce the gap. Many measures of engagement may be related and inequalities in one indicator may contribute to disparities in others. For example, without adequate political knowledge an individual may know the steps necessary to be eligible to vote and without interest-based networks, possibly formed through volunteering, individuals may not learn about opportunities to participate in activities of political voice such as contacting elected officials.

This index provides an alternative to relying on blanket reports of youth engagement or overblown attention to a single indicator, and as such policy makers may wisely use information from this composite index when deciding where to target particular intervention programs aimed at eliminating the engaged citizen gap. Although the racial/ethnic gaps in engaged citizenship do not universally favor white young adults, the overall racial/ethnic gap is problematic. While this is not new information, the comprehensive nature of the index as well as the ability to analyze specific categories provides important information for policy makers looking to fund or develop programs aimed at improving the engagement levels of young adults. Rather than providing programs aimed at improving participation rates generally, this index indicates that resources and programs should instead be targeted at improving racial/ethnic minority students' political and civic knowledge and generating motivation

to participate in civic life. Moreover, schools with high concentrations of Black and Hispanic youth should receive the greatest attention in these areas.

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## Appendix

A1: The UnWeighted Engaged Citizen Index for Young Adults

TABLE A1.				
The UnWeighted Engaged Citizen Index for Young Adults				
	Percentile Ranks			
	Blacks, Non- Hispanic	Whites, Non- Hispanic	Hispanics	
<i>Civic and Political Knowledge</i>				
Read Newspaper Everyday	0.425	0.548	0.333	
Discuss Current Events and the News with Family and Friends Very Often	0.504	0.520	0.439	
NAEP 12th Grade Assessments				
Civics	0.293	0.619	0.244	
American History	0.298	0.613	0.264	
Geography	0.261	0.609	0.263	
<b>Sub-Total</b>	<b>0.356</b>	<b>0.582</b>	<b>0.309</b>	
<i>Participation in Civic Life</i>				
Participation in Volunteer Activities by Type of Organization				
Religious	0.495	0.519	0.433	
Children's Educational, Sports, or Recreational	0.489	0.521	0.394	
Other Educational	0.443	0.501	0.496	
Social and Community Service	0.441	0.535	0.387	
Civic	0.389	0.527	0.435	
Cultural or Arts	0.000	0.510	0.418	
Environmental or Animal Care	0.298	0.543	0.286	
Health Research/Education	0.432	0.531	0.354	
Hospital, Clinic, or Healthcare	0.441	0.522	0.442	
Immigrant/Refugee Assistance	0.000	0.550	0.000	
International	0.433	0.538	0.418	
Labor Union, Business, or Professional	0.440	0.533	0.438	
Political Party or Advocacy	0.389	0.539	0.373	
Public Safety	0.251	0.556	0.357	
Sports or Hobby	0.469	0.524	0.466	
Youth Services	0.384	0.519	0.496	
Other	0.393	0.551	0.333	
Don't Know	0.000	0.497	0.591	
Participate in 2 or More Voluntary Organizations	0.402	0.541	0.365	
Contribute to Charity	0.438	0.530	0.441	
Law-Abiding Behavior				
Inverse of Juvenile Murder Offenders	0.366	0.574	0.500	
Inverse of Young Adult Murder Offenders	0.354	0.567	0.500	

Inverse of Juvenile Court Convictions (Crimes against Persons and Property)	0.368	0.534	0.500
Inverse of Young Adult Incarcerations	0.310	0.607	0.454
Participation in After-School Scouting	0.476	0.542	0.365
Participation in After-School Religious Groups	0.670	0.501	0.389
Volunteer Summer after HS graduation	0.511	0.505	0.447
HS Seniors Volunteering Outside of School at Least Once a Week	0.528	0.491	0.474
<b>Sub-Total</b>	<b>0.379</b>	<b>0.532</b>	<b>0.413</b>
<i>Political Voice</i>			
Vote 2008 Presidential Election	0.576	0.509	0.402
Vote 2006 State and Local Elections	0.473	0.526	0.420
Contacted a Public Official	0.501	0.519	0.424
Contacted a Newspaper/Magazine to Express Opinion	0.664	0.480	0.532
Contacted a TV/Radio Station to Express Opinion	0.577	0.511	0.462
Monetary Donation to a Candidate or Political Party	0.606	0.487	0.457
Protest Participation	0.496	0.404	0.714
<b>Sub-Total</b>	<b>0.556</b>	<b>0.491</b>	<b>0.487</b>
<b>Total</b>	<b>0.407</b>	<b>0.531</b>	<b>0.413</b>
<b>Minority-White Gap</b>	<b>-0.124</b>		<b>-0.119</b>

**A2:** Monte Carlo Simulation – Sensitivity of the Expert Weighting Scheme Analysis

TABLE A2.				
Sensitivity of the Expert Weighting Scheme				
		Percentile Ranks		
		Blacks, Non-Hispanic	Whites, Non-Hispanic	Hispanics
Monte Carlo Simulation (10,000 reps)				
	Minimum	33.98%	48.88%	36.22%
	Maximum	44.69%	54.30%	44.28%
	Mean	39.74%	51.84%	40.27%
	Variance	0.0212	0.0001	0.0001
Expert Weighting Scheme				
	Mean	44%	53%	43%
Difference in Means (Expert- Monte Carlo)		4.3%	1.3%	2.3%

## Appendix B: Primary Data Sources

TABLE B1.		
Primary Data Sources		
Indicator	Data Source	Year
<i>Civic and Political Knowledge</i>		
Read Newspaper Everyday	Center for Information and Research on Civic Learning and Engagement. <i>2006 Civic and Political Health of the Nation Survey.</i>	2006
Discuss Current Events and the News with Family and Friends Very Often	Center for Information and Research on Civic Learning and Engagement. <i>2006 Civic and Political Health of the Nation Survey.</i>	2006
NAEP 12th Grade Assessments		
Civics	National Center for Education Statistics. 2006 <i>The Nation's Report Card: National Assessment of Educational Progress Data Explorer. Civics.</i>	2006
American History	National Center for Education Statistics. 2006. <i>The Nation's Report Card: National Assessment of Educational Progress Data Explorer. American History.</i>	2006
Geography	National Center for Education Statistics. 2001. <i>The Nation's Report Card: NAEP National Assessment of Educational Progress Data Explorer. Geography.</i>	2001
<i>Participation in Civic Life</i>		
Participation in Volunteer Activities by Type of Organization	U.S. Census Bureau. September Current Population Survey.	2008
Participate in 2 or More Voluntary Organizations	U.S. Census Bureau. September Current Population Survey.	2008
Contribute to Charity	U.S. Census Bureau. September Current Population Survey.	2008
Inverse of Juvenile Murder Offenders	Federal Bureau of Investigation. Supplementary Homicide Reports 1980-2006.	2006
Inverse of Young Adult Murder Offenders	Federal Bureau of Investigation. Uniform Crime Reports. Expanded Homicide Data.	2007
Inverse of Juvenile Court Convictions (Crimes against Persons and Property)	National Center for Juvenile Justice. National Juvenile Court Data Archive: Juvenile court case records 1985-2005	2005
Inverse of Young Adult Incarcerations	Bureau of Justice Statistics Bulletin. Prison and Inmates at Midyear--2008: Statistical Tables	2008
Participation in After-School Scouting	National Center for Education Statistics. Parent and Family Involvement in Education Survey of the 2007 National Household Education Surveys Program	2007
Participation in After-School Religious Groups	National Center for Education Statistics. Parent and Family Involvement in Education Survey of the 2007 National Household Education Surveys Program	2007
Volunteer Summer after HS graduation	National Center for Education Statistics. <i>Education Longitudinal Survey, First follow-up.</i>	2004
HS Seniors Volunteering Outside of School at Least Once a Week	National Center for Education Statistics. <i>Education Longitudinal Survey, First follow-up.</i>	2004
<i>Political Voice</i>		
Vote 2008 Presidential Election	U.S. Census Bureau. November Current Population Survey.	2008
Vote 2006 State and Local Elections	U.S. Census Bureau. November Current Population Survey.	2008
Contacted a Public Official	Center for Information and Research on Civic Learning and Engagement. <i>2006 Civic and Political Health of the Nation Survey.</i>	2006
Contacted a Newspaper/Magazine to Express Opinion	Center for Information and Research on Civic Learning and Engagement. <i>2006 Civic and Political Health of the Nation Survey.</i>	2006
Contacted a TV/Radio Station to Express Opinion	Center for Information and Research on Civic Learning and Engagement. <i>2006 Civic and Political Health of the Nation Survey.</i>	2006
Monetary Donation to a Candidate or Political Party	Center for Information and Research on Civic Learning and Engagement. <i>2006 Civic and Political Health of the Nation Survey.</i>	2006
Protest Participation	Center for Information and Research on Civic Learning and Engagement. <i>2006 Civic and Political Health of the Nation Survey.</i>	2006

### Appendix C: Experts Participating in Indicator Weighting

TABLE C1.		
Experts Participating in Indicator Weighting		
Expert	Organization/School	Institution
Jo-Ann Amadeo	Close Up Foundation	
David Campbell	Department of Political Science	University of Notre Dame
Margaret Crocco	Teachers College	Columbia University
William A. Galston	The Brookings Institution	
William Gaudelli	Teachers College	Columbia University
Carole Hahn	Division of Educational Studies	Emory University
Diana Hess	School of Education	University of Wisconsin
Jennifer Hochschild	Department of Government	Harvard University
Joseph Kahne	School of Education	Mills College
Peter Levine	Center for Information and Research on Civic Learning and Engagement	Tufts University
Jane Mansbridge	Kennedy School of Government	Harvard University
Anand Marri	Teachers College	Columbia University
Robbie McClintock	Teachers College	Columbia University
Gary Nash	Department of History	University of California at Los Angeles
Richard Niemi	Political Science Department	University of Rochester
Erik Owens	Boisi Center for Religion and American Public Life	Boston College
Robert Putnam	Kennedy School of Government	Harvard University
Theda Skocpol	Department of Sociology	Harvard University
Judith Torney-Purta	College of Education	University of Maryland
Joel Westheimer	Faculty of Education	University of Ottawa
Britt Wilkenfeld	Department of Human Development	University of Maryland
Alan Wolfe	Boisi Center for Religion and American Public Life	Boston College



CIRCLE (The Center for Information and Research on Civic Learning and Engagement) conducts research on the civic and political engagement of Americans between the ages of 15 and 25.

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