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Opportunities and Challenges for Youth Civic Engagement

Mindy Romero, Doctoral Candidate
Department of Sociology

Jonathan London, Ph.D.
Department of Human and Community Development
Center for Regional Change

Nancy Erbstein, Ph.D.
Department of Human and Community Development

Center for Regional Change
University of California, Davis
One Shields Ave, 1309 Hart Hall
Davis, CA 95616
530.751.8799
http://regionalchange.ucdavis.edu

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Introduction

Youth civic engagement is an important component of building pathways to opportunity for young people and is also a critical dimension of efforts to build healthy and vital communities and regions. For the purposes of this chapter, we define youth civic engagement (hereafter YCE) broadly, as efforts by young people to improve the quality of life in their communities, as well as the efforts of adults to support and partner with youth leaders. YCE encompasses many expressions, both formal and informal, from political participation, to neighborhood voluntarism, to sustained contribution to extended family well-being, to community organizing. YCE is understood as a critical component of efforts to address disparities in youth and regional patterns of well-being and opportunity, including inequities in education, health, employment resources and impacts of racism, classism, and other structural factors. These extended impacts of YCE are a function of the ways in which it contributes to broader patterns of enfranchisement, agency, and voice in the political system. In particular, YCE, develops the skills and capacities necessary for life-long participation in political life; builds the relationships and networks needed for effective political action; and provides experiences for self-empowerment and self-identification as a powerful political actor.

To understand how YCE is occurring in the Capital Region, this paper addresses three basic questions.

1. What are types of YCE opportunities available to youth within the Capital Region?
2. What are youth experiences of YCE in the region?
3. What are lessons learned about key barriers and supports for YCE?

This paper draws on a range of data sources to explore these questions (a full description of these methods is found in the appendix).

- Registration and Voting Data for young adults (ages 18-24)
- UC Davis REACH Program Pilot Survey (7th and 8th grade students)
- California Healthy Kids Survey, questions on civic engagement
- Qualitative Interview Data: Institutional, Adult Ally and Youth Ethnographies
- Participatory Action Research with youth from around the region

By addressing these questions, we seek to assess YCE in the region and to make policy-relevant recommendations on how to improve these practices and the benefits for young people, as well adults, organizations and institutions. In particular, this paper presents three key findings.

1. Formal conceptions of civic engagement such as voting, are important venues for youth political activity but are opportunities taken up unevenly by young people in the region.

2. Informal modes of youth civic engagement, such as serving as a support for extended family, peer, and neighborhood members, are key venues for expression of civic identities and contributions.

3. Enhanced opportunities for contributing to meaningful change in their communities that include

a broader range of youth, including the most marginalized and disenfranchised are needed.

This paper contributes to the literature on youth civic engagement by highlighting important dimensions of participation, including degrees of youth agency, youth inclusion, youth and adult capacity-building. This chapter also innovates by disaggregating participation across places and populations. For example, it is the first study, to our knowledge, that examines the California Latino youth vote on a sub-regional level, uncovering variation, and thus areas of strength and potential within the young Latino electorate. This study also helps to reframe youth civic engagement from a deficit model that tends to emphasize the relatively low rates of participation by youth of color in traditional civic activities such as student government and non-profit volunteerism to an approach that is both more holistic and critical: addressing some of the root causes of these patterns and expanding the definition of participation to include a broader range of activities. It is therefore also a critique and reconstruction of typical understandings of what it means, for youth and others, to be civically engaged in communities, regions and political society as a whole.

YCE IN THE LITERATURE

The participation of young people in the civic life of communities is widely understood as both an indicator and harbinger of the robustness of democratic society (Checkoway & Finn, 1997). Formal measures of youth civic engagement (e.g., participation in high school government and high school membership in clubs) has been shown to be a strong predictor of adult political and associational engagement (Verba et al., 1995; Otto, 1976). Participating in organized high school activities can provide a kind of training for future participation in civic life (Verba, 1995). Gaining experience in organized community activities is argued to connect youth to a "broader polity", at the same time helping them to create positive identities as civic participants (Flanagan et al., 1997). This is important as young adults (ages 18-24) have historically had significantly lower rates of political participation than other sub-groups in the American electorate (Rothman, [1978] 1999). In the 2008 presidential election, however, there was an increase in the political engagement among America's youth, with youth turning out to vote in historic numbers. Despite this increase, the young adult vote still lagged behind that of the general electorate and it is not clear whether the dramatic increases associated with that election will hold.

Civic engagement has been shown to enhance young people's intellectual, psychological, emotional, and social outcomes, by shaping a positive and productive self-concept (Kim & Sherman, 2006; Youniss & Yates, 1997) countering the material and symbolic influences of structural racism and classism (Ginwright & James, 2002), teaching planning and decision-making skills (Eccles & Gootman, 2002; Kim & Sherman, 2006), and enhancing self-regulation skills, a sense of responsibility (Eccles & Gootman, 2002; Lewis-Charp et. al, 2003). Research on youth development has suggested that programs that teach students the skills of civic engagement and give students opportunities to practice those skills seem to have greater long-term impact than programs that do not emphasize those skills (Balsano, 2005; Eccles & Gootman, 2002; Lewis-Charp et. al., 2003).

On the scale of adult development and of the infusion of YCE into organizational and institutional change processes, Checkoway and Finn (1997) observe that youth can provide unique energy and insights to guide and lead struggles for community change. This capacity is articulated in the evocative slogan: "youth strengthening communities, communities supporting youth" (Irby et al., 2001). Likewise, the title of one exemplary article within the realm of youth engagement in urban planning, "Children for Cities and Cities for Children" (Chawla & Salvadori, 2001) offers a manifesto aligned with the sensibility of Healthy Youth/ Healthy Regions. The Growing Up in Cities project (Lynch, 1977) and its more recent iterations, supported by UNESCO (Chawla, 2002), and case studies (Chawla & Malone, 2003; Salvadori 2002, O'Brian 2003; Adams & Ingham, 1998; Hart, 1997), participation manuals (Driskell, 2002), and critiques of the exclusion of teens from public spaces (Eubanks-Owens, 2005) have shown the power and possibilities of youth participation in creating better cities and revitalized rural areas (Rios, 2004; Price & Diehl, 2004). In particular, such treatments have highlighted young people's unique local knowledge about their neighborhoods and communities, the insightful quality of their design recommendations, and their potential power as constituents for improved communities.

Youth action and youth organizing have become important components of broader struggles for social justice (Listen, 2004; Hosang, 2003; Weiss, 2003). Youth engagement in social change efforts has

simultaneously broadened and deepened the base and sustainability of social movements and pushed more mainstream youth development to address issues of structural racism and other institutional forms of oppression (Aspen Institute ,2004; Ginwright, 2003; Ginwright & James, 2003).

Yosso's analysis (2005) of community cultural wealth underscores the importance of expanding the conception of youth civic engagement to include often unacknowledged practices and contributions of typically under-represented young people and communities, including those of color, low-income, and immigrant status. Community cultural wealth is a critical race theory framework – explicitly created to highlight the wealth of communities of color but can address assets of other marginalized communities. This expanded definition of youth civic engagement is important to avoid the deficit framing of the relatively limited participation by these populations in traditionally defined civic engagement activities such as student government or clubs, and to embrace activities such as caring for siblings or other family members, translating for extended family and friends, contributing to a family business, supporting friends through challenging life situations, organizing to reduce neighborhood violence, and other efforts (see for example, Camino & Zeldin, 2002; Ginwright & James, 2005; Ginwright & James, 2007; Lewis-Charp et. al 2003; Mohamed & Wheeler, 2001; Youniss et al., 2002).

YCE can be understood as an important dimension of broader political processes and projects. Rosaldo's (1994:402) notion of "cultural citizenship" which he describes as "the right to be different and to belong in a participatory democratic sense" frames YCE as part of efforts towards universal inclusion and enfranchisement. These values are in turn based on a claim, that "in a democracy, social justice calls for equity among all citizens, even when such differences such as race, religion, class, gender or sexual orientation potentially could be used to make certain people less equal or inferior to others. The notion of full belonging means full membership in a group and the ability to influence one's destiny by having a significant voice in basic decisions" (Rosaldo, 1994:402-3). It is this movement towards "full belonging" for young people, with particular emphasis on those deemed "different" relative to the mainstream cultural norm, that this analysis of YCE seeks to understand.

A key challenge for expanding our understanding of YCE is the lack of relevant data sets available for analysis. In comparison to many other sub-fields within disciplines, such as sociology and political science, the examination of civic engagement has been somewhat limited in diversity of place and population, particularly within the study of youth experiences. Further, for this paper, we were confronted with the additional challenge of identifying civic engagement data specific to the Capital Region, a type of data not frequently collected (nor uniformly measured) across the region.

KEY FINDINGS

Drawing from the range of available data sources, including the youth testimonio ethnographies in Burciaga and Erbstein (2010) we have found that YCE in the region (as elsewhere) can be categorized in the following general typology. As a set of "ideal types" these categories are not meant to be either all-inclusive or mutually-exclusive, for actual enactment of YCE typically involves a complex arrangement of multiple models. These are:

a. Formal political participation (voting, electoral activity, policy advocacy)
b. Participation in civic/community organizations, clubs, boards
c. Everyday civic engagement (helping in extended family, peers, neighborhood)

Drawing from the analytical framework in Rios, Campbell and Romero (2010) this model describes each YCE model based on three frames. These are defined as "Diagnostic" or defining the problem; "Prognostic" or proposed solutions and "Motivational" or bases for mobilizing public action.

	Analytical Frame		
Types of YCE	Diagnostic (What is the problem?)	Prognostic (What are solutions?)	Motivational (Rationales to mobilize public action?)
Formal political participation (voting, electoral activity, policy advocacy)	Youth political "apathy" Youth lack an organized and self-determined voice and power-base	"Rock the vote" efforts to increase registration and turn out Youth building/ contributing to social movements on specific policy issues and pushing for greater representation	Voting as foundation of democratic society; Increased voting improves civic attachment; improved electoral outcomes Political action builds sense of efficacy that can translate to other realms of behavior.
Participation in civic/community organizations, clubs, boards	Youth-serving organizations/ institutions lack youth voice Youth lack leadership skills, navigational capital, and political savvy	Inclusion of youth representatives on boards/ commissions and other public bodies Skills training in communication, professionalism, team work and related areas	Youth perspectives can enrich youth-serving organizations/ institutions Principal of democratic representation Skilled youth will be more effective as organizational and community leaders
Everyday civic engagement (helping in extended family, peers, neighborhood)	Youth are isolated from peers; bystanders in addressing problems	Youth providing moral, emotional, physical, financial and other support for siblings, peers and broader youth community	Bonds of caring and compassion are contribute both to immediate sense of well-being and as basis for trust and reciprocity needed for social mobilization

While it is not directly an element of youth civic engagement, it is also important to attend to the role of "adult development" in supporting, and in some cases, being the target of YCE. The role of adults in acknowledging, confronting, and unlearning "adultism", building more collaborative youth-adult partnerships and serving as effective youth allies, and redesigning adultist institutions that undervalue or serve as barriers to youth are all important ways adults can take ownership for reshaping inter-generational power-structures (Owens et al., 2010).

1. Voting as an important formal YCE opportunity

Voting behavior, including registration and turnout, is a basic measure of YCE and represents a potentially powerful means of building and expressing a political identity for young people. This section analyses the actual patterns of voting, not survey estimates as in many similar studies, for the general, Latino and Asian youth populations (data are not available for the African-American population)[1] in the Capital Region and makes three key points.

1. Contrary to some popular portrayals, many young adults are engaged in the political process through voting
2. Voting patterns are uneven by population and place
3. Traditional predictors of the Latino and Asian youth vote may not hold for regional communities.

Looking to the Capital Regional data (see figure 1), voting behavior varies greatly by place and population. Figure 1 shows the young adult (18-24 years old) proportion of the region's general electorate is 9% but when looking across the region, the youth percentage of the electorate ranges widely from a low of 5% (Amador and Nevada) to Yolo County's high of 15%. When the electorate is disaggregated by race and ethnicity, the variation by place and population is still strong. We can also see that youth make up a larger proportion of the Latino and Asian electorates versus the general population, indicating the numerical importance of these constituencies. Note that with this measure Yolo County appears to be a high-range outlier, possibly the result of the high youth population in the county due to concentration of UC Davis students (which are approximately 42% Asian or Asian-American.)

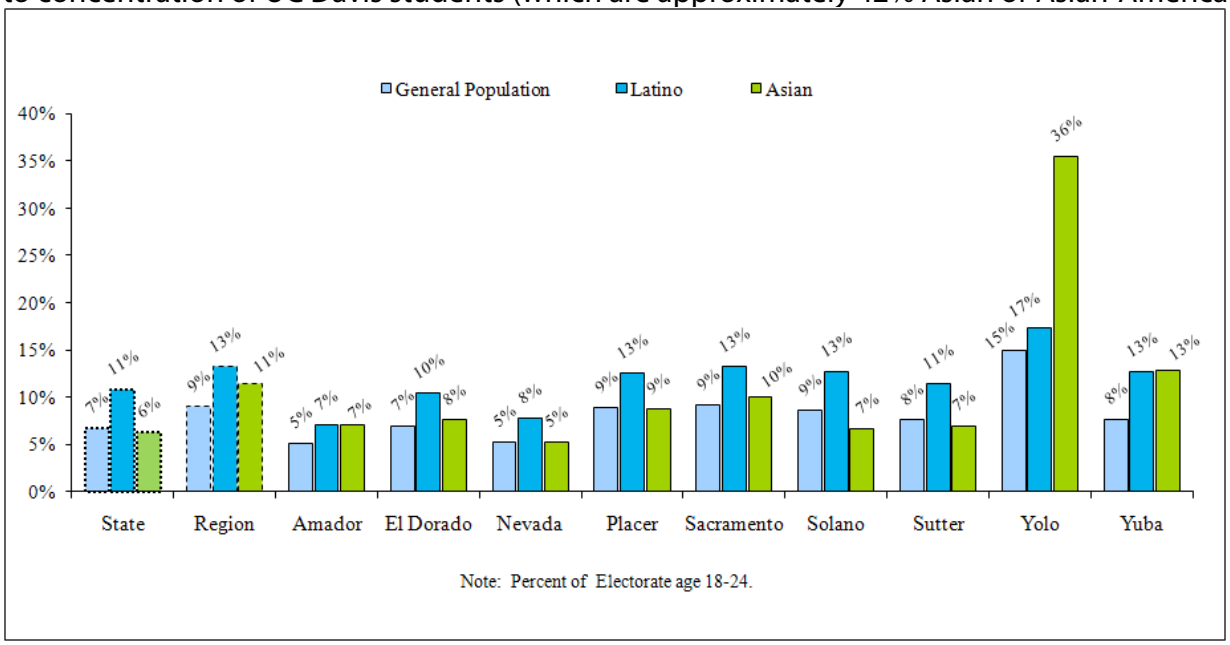


Figure 1. 18-24 Percent Electorate: 2008 (General Election)

[1] Latino and Asian were identified utilizing a surname database. African-Americans were not examined in this paper due to an inability to identify this population with the surname method. See appendix for more specifics on the voter identification process.

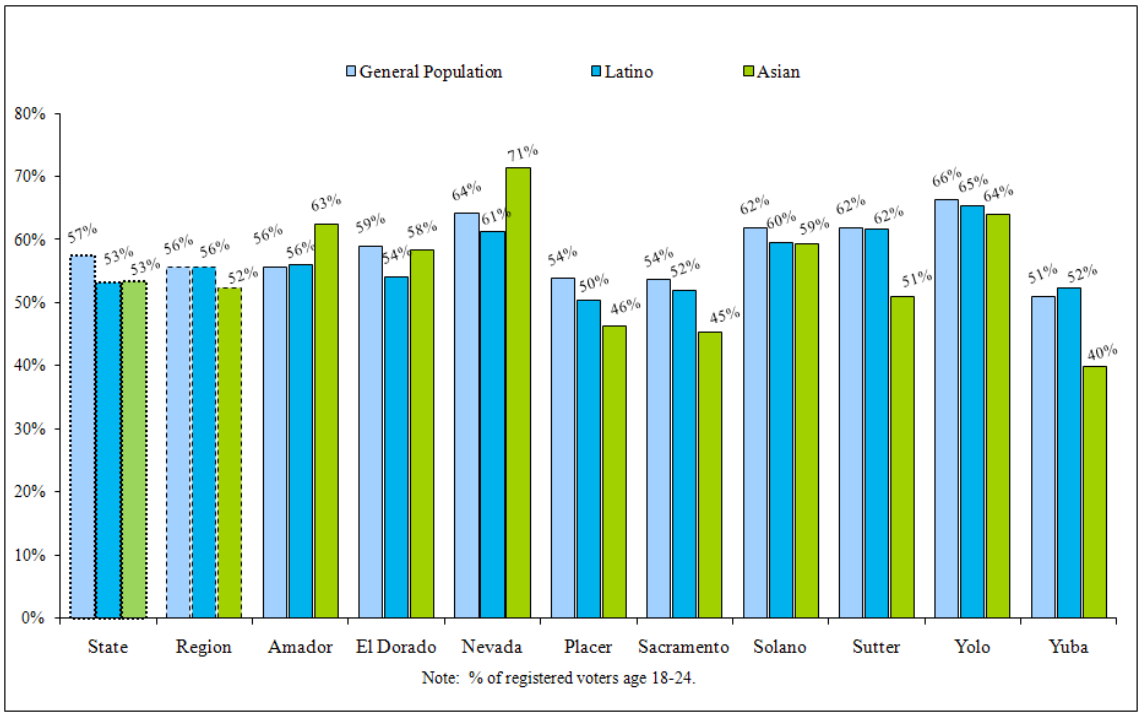


Figure 2. 18-24 Registered Voter Turnout: 2008 (General Election)

Looking to registered youth voter turnout (% of registered 18-24 year olds that voted), we see in Figure 2 the continued variation across place and populations. For example, while the regional turnout for the 18-24 general population cohort was 56%, county-specific turnout ranged from a high of 66.2% for Yolo and 64.1% for Nevada Counties to lows of 50.9% for Yuba and 53.6% for Sacramento Counties. Turnout for Latino and Asian youth, while also variable across the region, is lower than the general population youth turnout for many counties.

Calculating turnout from the voting age population (VAP: 18 and over population of registered and non-registered) there is even greater variance across the counties in the region (See Appendix Figure 1). For registered youth turnout, there is a 15-percentage point gap between the highest and lowest turnout counties. With youth VAP turnout (percent of the voting age population that voted and is 18-24), the gap between highest and lowest becomes quite large at 36% percentage points (Placer at 30% and Yuba at 14%). This pattern is repeated for Latino VAP (although not to the same degree of difference) and Asians (the gap for Asians is similarly large for both VAP and registered turnout at over 30%).

From this comparison of VAP turnout and registered turnout, we can see that youth participation in the electoral process not only varies significantly by place and population, but that variation is even greater for the non-registered youth population (See Appendix Figure 2 for a breakdown of the voter *eligible* population turnout by county).

[2] For analysis of Latino turnout, use of voting eligible turnout is sometimes preferred as turnout of the Latino voting age population includes those not eligible to vote. For Latinos, (a population that has proportionately more non-citizens than the general electorate) voting age population turnout can, therefore, be artificially low. Data was not available for this analysis on the eligible youth population. See appendix figure 1 for VEP turnout of the general total population (all ages) of the region by county.

Rural and Urban

Looking at rural and urban youth voting within Capital Region counties reveals varying patterns of participation, particularly by race and ethnicity.[3] While urban areas of the region as a whole, have slightly higher general youth turnout, unincorporated areas have higher turnout within the counties of Amador, El Dorado, Placer, Nevada and Solano. Compared to the general population, which has only a slight rural/ urban difference in turn out, Asian and Latino youth experience a greater difference in their rural/urban voting patterns (48% rural versus 54% urban for Asians and 53% rural versus 57% urban for Latinos.). In some counties, this rural/ urban distinction is particularly high. For example, in rural areas of Sutter County the Asian rural young adult turnout was 71% compared to 48% in urban areas. In Solano County, the Latino rural young adult turnout was 68% compared to 59% in urban areas. (See Appendix Table A for a full breakdown of urban and rural voter turnout by Asian and Latino populations).

Capital Region Communities: Patterns and Counterstories

At the community level (cities, census designated places and smaller commonly recognized communities) across the Capital Region we can learn how voting behavior in specific communities are driving the broader county rates, as well as learn about the different experiences of youth based on where they live.

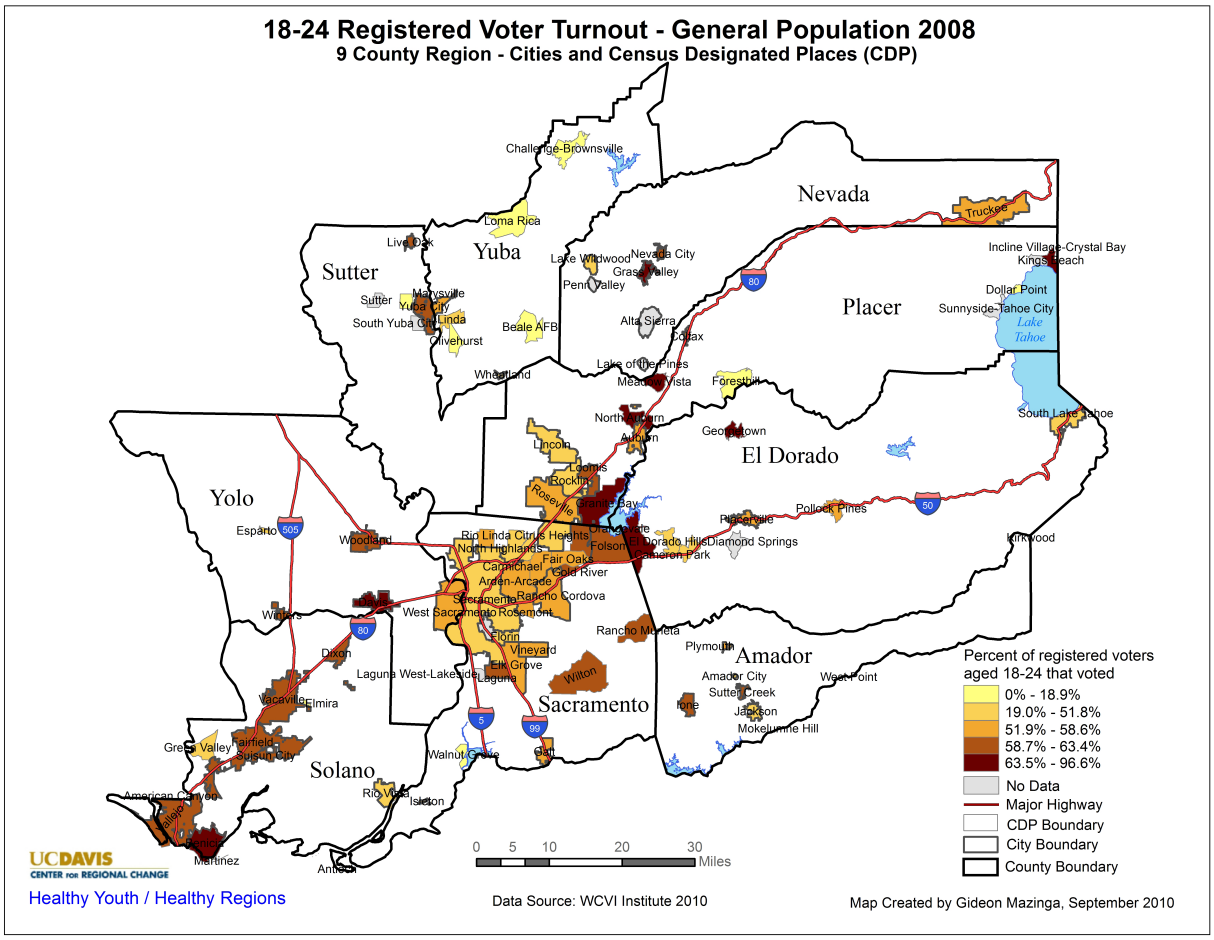
Map A demonstrates that there are significant differences in the voting behaviors of youth across the region and within counties, depending on community of residence. For instance, El Dorado County's relatively high general youth turnout (59%) is driven upwards by the youth of Cameron Park (65%), and Pollock Pines (60.9%). Youth in other communities in this county (such as South Lake Tahoe at 50.7%) do not have as much of a presence in the formal political process. Similarly, in Yolo County, general youth turnout (66.3%) is driven by Davis (72.3%). In contrast, youth in the community of West Sacramento are significantly underrepresented at 52.3%. Other communities -- all rural -- that stand out with extremely low youth voting representation) are Amador (40%), Linda (44.1%), and Rio Vista (45.1%).

Turnout often differs more greatly by race and ethnicity at the community level than what is seen in county rates. Maps B and C show that while Latino and Asian youth turnout is lower than the general youth turnout at the county level (only one county had higher turnout for Latino youth than general youth), this is not the case for all county communities. See Appendix Maps A-C for a presentation of youth percent electorate data for regional communities. See Appendix Table B for regional community turnout and electorate data presented together).

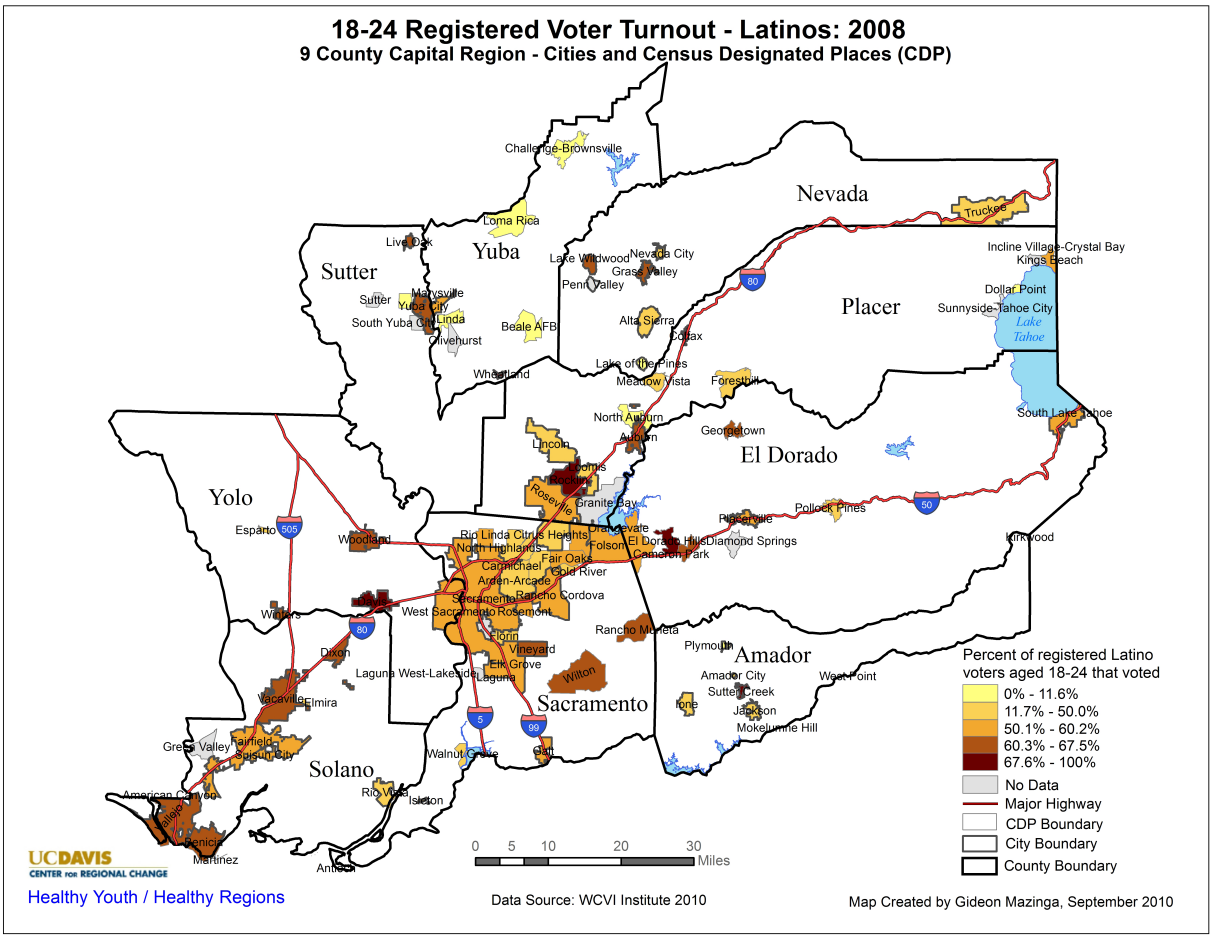
For Latino youth, there are many communities (e.g. Linda, Rocklin, and Esparto) with much higher turnout than the general youth vote as a whole. We also see that many of the lowest Latino youth turnout rates are occurring within communities that have some of the highest general youth turnout in a county (e.g. such as Ione, Pollock Pines, and Granite Bay). This suggests that community supports

[3] Data for county unincorporated areas is utilized as a proxy for rural areas, both by county and the Capital Region totals.

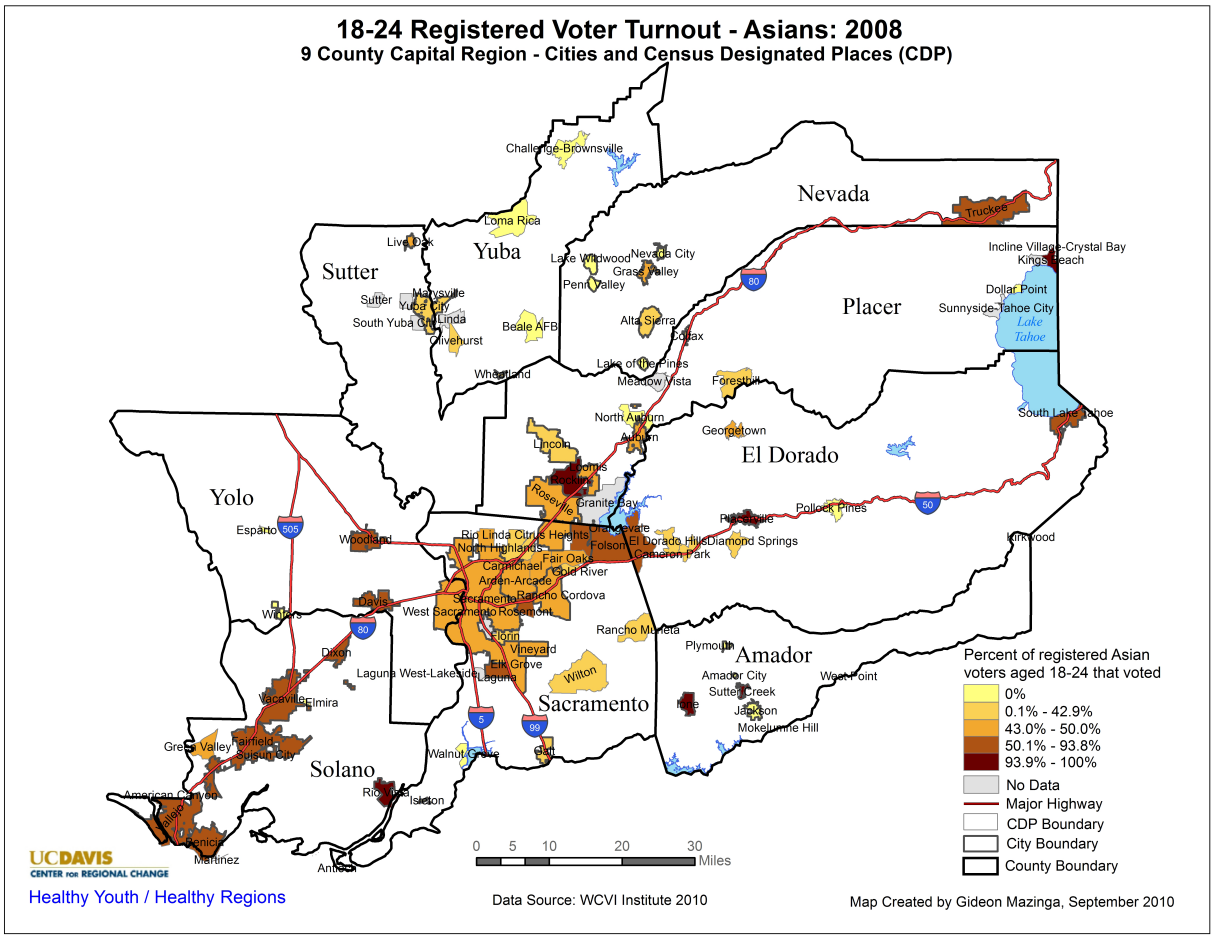
that are enabling a strong general youth turnout may not be functioning and/or available for Latino youth.



Map A. 18-24 Registered Voter Turnout – General Population: 2008
(General Election, Capital Region Communities)



Map B. 18-24 Registered Voter Turnout – Latinos: 2008 (General Election), Capital Region Communities



Map C. 18-24 Registered Voter Turnout – Asians: 2008 (General Election), Capital Region Communities

Asian youth turnout across the communities of the region varies highly and more significantly than Latino youth turnout. There appears to be few similarities and with no identifiable pattern in the community turnout of Asian youth compared with Latino youth and that of the general youth population. However, this challenging data is a product, in part, of the very small Asian youth populations within many of the region's communities, particularly those that are more rural.

A detailed examination of Sacramento County communities (Maps D-F) shows that the registered youth turnout for the general youth population diverges widely between communities located within the same county, and often between communities within short distances of each other.[4] For example, general youth turnout for Sacramento County communities range from lows of 36.4% in Isleton to highs of 75.5% (Clay), and 64.2% (Elk Grove, Sheldon). (See Appendix Maps D-F for larger,

[4] Sacramento County "community" designations were provided by Steve Demers, Sacramento County Voter Registration & Elections. Communities are defined by consulting, Zip Code boundaries and Census Designated Place (CDP) boundaries, and the Sacramento County Neighborhood Services division. An effort was made to keep current registration totals comparable. For example, even though "Natomas" is well-defined in of itself, it has too many voters to be a single community, so it is divided three ways, into North, Central and South Natomas. Sacrament County urban communities have approximately 4,000-20,000 voters, and the rural communities usually have 4,000 or less.

fully labeled versions of these data. See Appendix Maps G-I for a presentation of youth percent electorate data for Sacramento County communities. See Appendix Table C for Sacramento County community turnout and electorate data presented together).

These data demonstrate that examining turnout at the county level can conceal significant variation that translates into a restricted youth voice. Furthermore, detailed analysis of data for Sacramento County, suggests that this lower electoral engagement is disproportionately experienced by youth of disadvantaged communities (those same communities that are in most need of a greater political voice). Specifically, we examined the racial and ethnic make-up of these communities as a possible explanatory factor for the observed turnout variation. Based on this analysis (See Appendix Maps J-L) we identified that many communities with low Latino and Asian youth turnout are also communities within areas that have greater percentages of Latino and Asian youth.

While these findings are clearly troublesome for the political representation of Latino and Asian youth, these maps also indicate that this underrepresentation is not the only story to be told. It appears that there are also many communities with high Latino and Asian youth turnout that are located within more heavily youth populated Latino and Asian areas. In other words, there are Latino and Asian communities that are achieving strong youth voter turnout.[5] These findings suggest a contradiction of typical voter models associating geographic areas of color with low voting performance. These results point to the need for additional research that provides a closer examination of the racial/ethnic make-up of these communities, as well as identify potential targets for political participation that may reside in other communities of color within the Capital Region.

This analysis of youth voting patterns has confirmed that young people are voting in large numbers, although turnout is uneven by place and population suggesting traditional predictors of the Latino and Asian youth vote may not hold for regional communities. While these voting data cannot fully explain why these patterns are occurring (although some insights on this will be provided in following sections in which we hear directly from young people) it is clear that targeted efforts in urban neighborhoods and some rural areas would be important to increase youth voting.

We now turn to young people's own experiences of YCE, with an emphasis on the informal venues of contributing to their communities.

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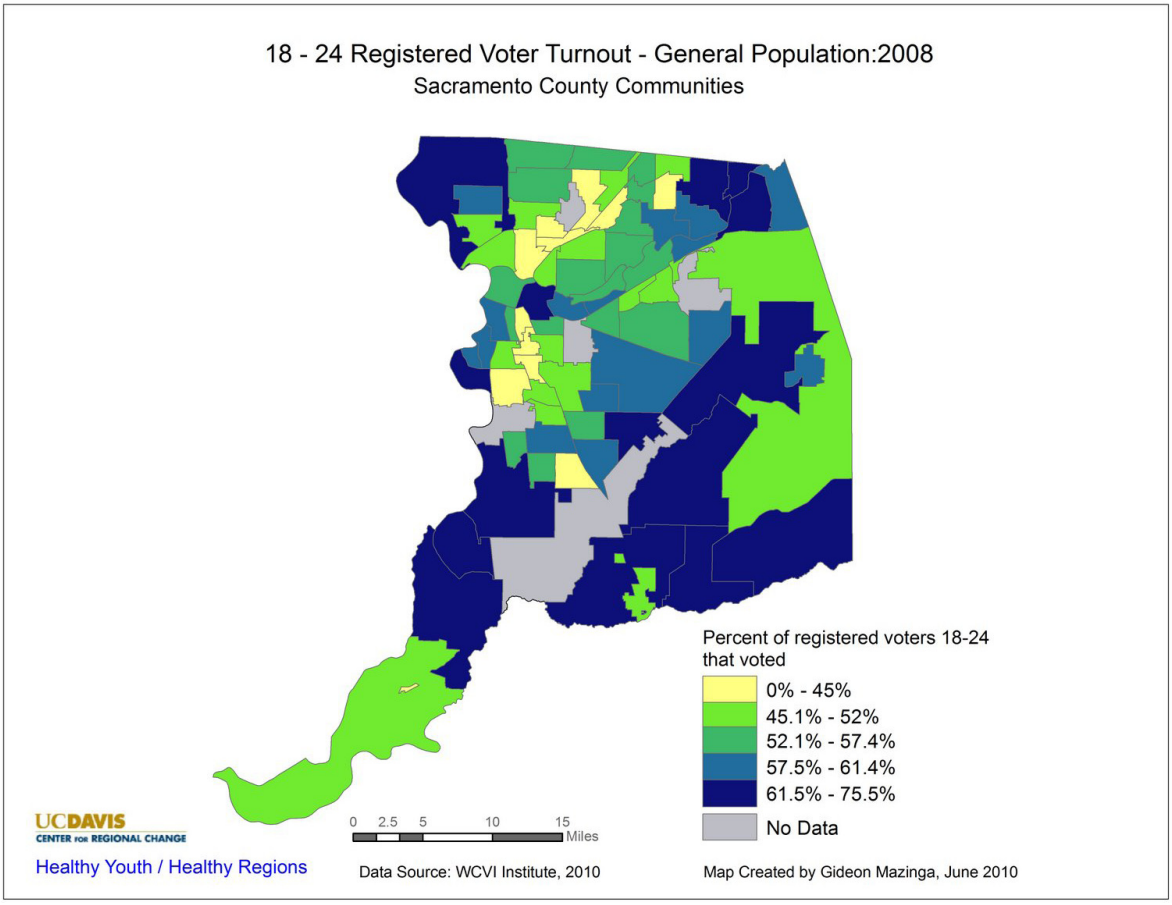
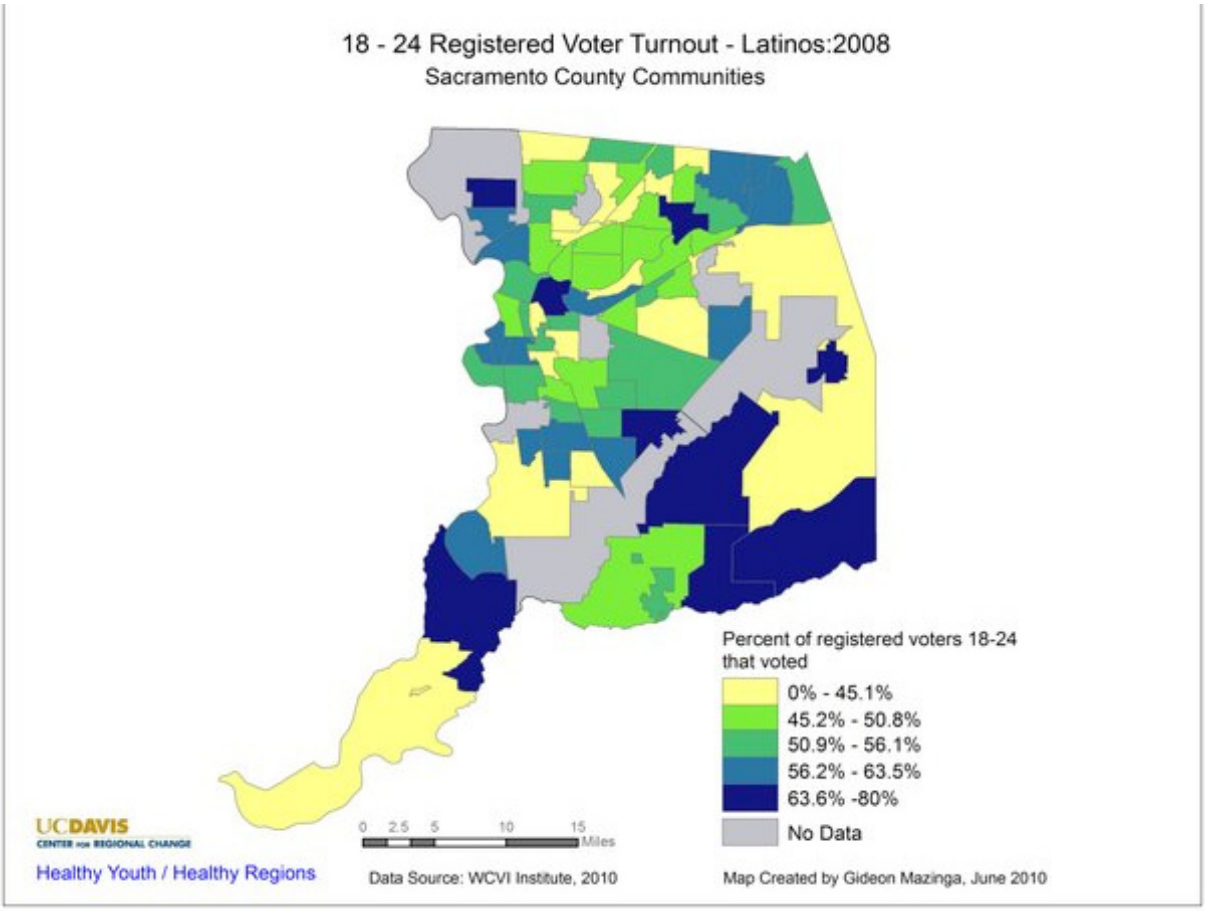
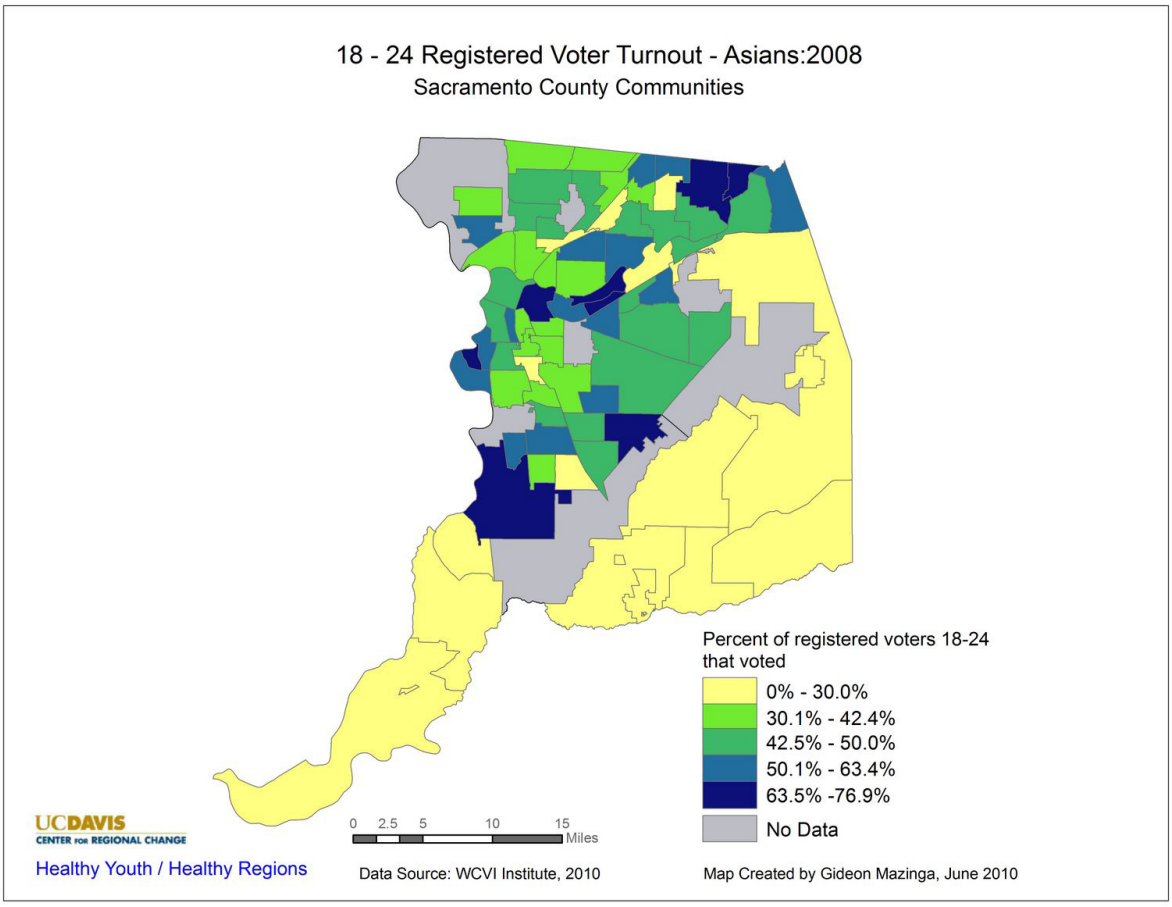
[5] 2008 Geolytics young adult population estimates are reported by the young adult age group of 20-24. Geolytics 2008 data for 18 and 19 year olds are not reported independent of non-adult youth. To get a sense of the missing data - census 2000 data show the percent of 18-24 year olds that are 18-19 as 31% (general population) 29% (Latinos), 32% (Asians), respectively.



Map D. 18-24 Registered Voter Turnout – General Population: 2008 (General Election), Sacramento County Communities



Map E. 18-24 Registered Voter Turnout – Latinos: 2008 (General Election), Sacramento County Communities



Map F. 18-24 Registered Voter Turnout – Asians: 2008 (General Election), Sacramento County Communities

2. Informal modes of youth civic engagement

In addition to the formal expression of YCE through voting, young people engage in efforts to improve their communities through a variety of formal and informal means. Research on YCE through HY/HR has shown both the variety of this engagement and the uneven patterns by place and population.

While there is some variation by population, data (see Figure 4) from items in the California Healthy Kids Survey (CHKS) on civic engagement show that over 50% of the general regional students population report "I am part of clubs, team sports, church/temple, other group activities" and over 60% report "I help other people." These two items reflect the second and third modes of YCE described in the paper's introduction: participation in civic/community organizations, clubs, boards (although, as noted in the methods discussion, the broad ranging types of involvement captured in the CHKS survey may encompass activities that are not necessarily 'civically' oriented as traditionally defined); everyday civic engagement (helping in extended family, peers, neighborhood) (Burciaga & Erbstein, 2010).

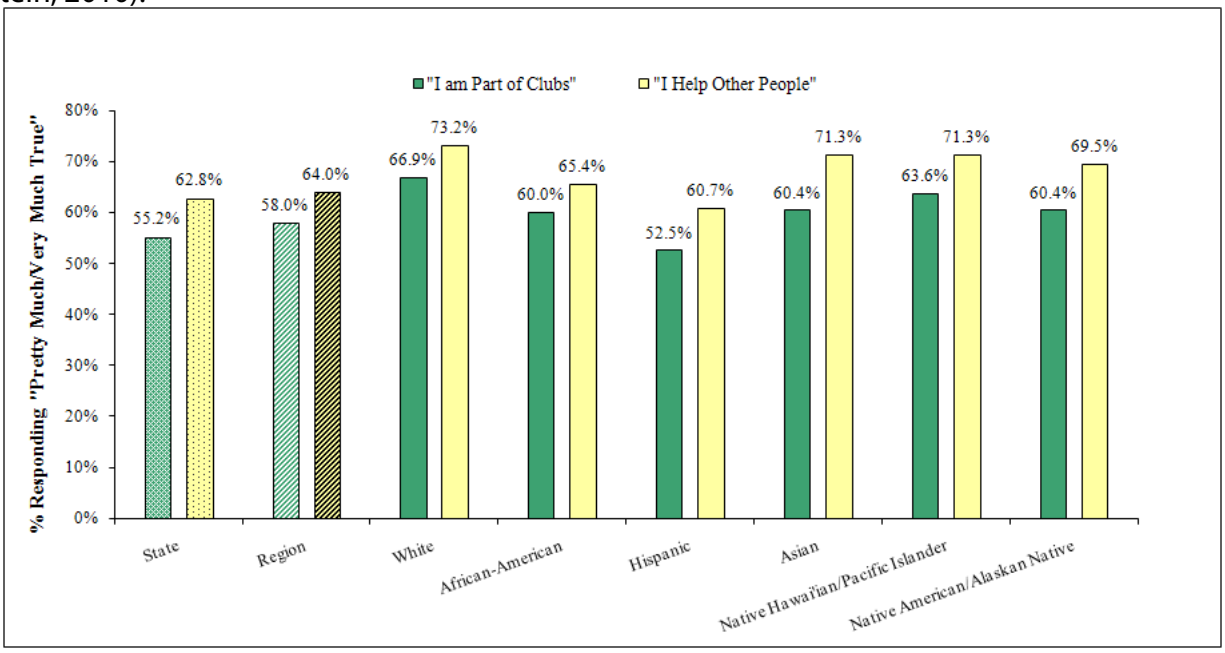


Figure 4. Civic Engagement of Middle and High School Students by Race/Ethnicity: 2006-2008 CHKS Survey.

County-based comparisons of racial and ethnic rates of participation are more complex (See Appendix Figures 3 and 4). While white students have the highest participation rates in every county, there is great fluctuation in the gap between whites and other racial/ethnic groups across each county. Furthermore, the participation of African Americans, Latinos and Asian students vary in relation to each other with each outpacing the other in participation in at least a couple of counties (See Appendix Table D for these data presented at the school district level). Why these non-whites groups are experiencing such different participation experiences from county to county should be examined in future research (See Appendix methods for a discussion of data limitations for representativeness by race and ethnicity).

These regional findings echo larger state and national trends, in which there is significant variation in the levels of youth participation by group, particularly by race and ethnic identification. In California, (as in the nation) whites have higher rates of formal civic participation (measured by voting, signing petitions and organizational volunteerism) than other racial and ethnic groups. For most measures, African Americans follow in participation rates, with Asians next and Latino rates lowest of these groups (PPIC, 2004). Given the connection between youth and adult engagement, identifying the opportunities and barriers for the participation of all young people is crucial.

While these quantitative results offer a broad overview of youth participation in the region, they cannot provide the detail on the quality of this participation or the experience of participation by young people themselves. In particular, such survey instruments can miss important dimensions of youth civic engagement that do not conform to traditional definitions and structures of clubs and volunteerism. To better understand these details, we now turn to a qualitative analysis of the voices of young people themselves on what forms of YCE are most meaningful and why they participate in them. This examination purposely includes many identities and group positions that often have fewer opportunities and greater barriers to civic participation. What emerges is both a broader frame for defining what it means to be civically engaged and a testament to the creative ways that under-represented young people -- including youth of color, immigrants, and low-income youth -- aspire to make their communities better places.

Taking on a pressing community issue, a teen in the Youth Voices for Change project of HYHR wrote a caption for an image of a homeless encampment. "Here in West Sacramento there is a lot of homeless people…But not all homeless people are bad, they just need somewhere to live, like a shelter. And not many shelters are near here, so there needs to be more shelters for homeless people in this town." This issue is illustrated in their comic book-form policy recommendations (see Owens et al, 2010b).

For other youth in the region, playing a role in helping their peers through improving the school environment was identified as a meaningful experience: one youth described her leadership in efforts to establish a student resource center, one student explained, "I really wanted [other students] to know that there was a place for them to go, so that, ya' know, if they have a problem and they didn't want to talk about it, they could find help in another way. Also, just to be able to sit and relax."

One young woman from South Sacramento described her development as a leader: "From being a youth activist promoting and advocating for youth needs… and understanding how the community does need to focus on the youth and help nurture us into successful adults, I do feel like I am a good role model for the youth."

This caring for others through informal actions finds expression in a wide variety of forms, including one young man making his and his parents' house a home away from home for his friends: "[I]t just became like a home for people who didn't have a home basically and so all the kids our age that were going through bullshit with their parents or whatever would all just go to … D. [friend]'s mom and dad's house because like that was the spot."

Extending themselves to others is often described as a response to not having received support from others in the past. As one young person, Angie, described, "I always wanted to help people just based on the fact that couldn't get help on anything like whether it was school work, whether it was getting around, anything I just felt like I just couldn't get help whether I asked, the times where I did ask it was always a no….I have little brothers and sisters and whenever I see them doing their homework I always ask them do they need help ….I don't want them to feel like they don't have anybody to help them or talk to or any of that so I try to help them out."

The role of siblings as role models is a strong theme in leadership development and empowerment through a kind of cultural citizenship. One young Hmong woman from South Sacramento described this, "My sisters from the start encouraged me to be in programs… because I had to stick with them I had to do what they did…They were very involved in programs that's why I am in Hmong Women's Heritage – and I am a part of the Eternal Growth group, it gives you the opportunities to become better leaders."

One striking example of non-traditional social responsibility comes from "Edward", a young man who identified as a "Juggalo." Juggalos are fans of a band called the Insane Clown Posse and other hip hop artists on the Psychopathic Records label that some in law enforcement consider a gang for its association with violent lyrics and imagery. However, to this young man, being a Juggalo represents a kind of social contract of mutual support and acceptance, or a kind of civic belonging through shared cultural forms. "It's cool being a Juggalo because like it doesn't matter about race, age, sex, religion it doesn't matter, they said that a hundred thousand times." In addition to the concert festivals, Juggalos from across the state gather "to meet and talk about what's up, and like I've seen people from Los Angeles County and we all come together and it's just like a meeting on what we wanna do to better our age group." The question of how well these informal YCE efforts lead to sustained and systemic participation in social change efforts remains open. Edward continues to describe a broader conception of what it means to be political, stating that he is "very political but I don't care for politics" a sentiment that can offer some insight into the low voting rates documented above.

3. Enhanced opportunities for contributing to meaningful change in their communities are needed that include a broader range of youth.

Youth seek greater extent of civic engagement

In the youth social media forum associated with the participatory element of Healthy Youth/Healthy Regions, young people expressed clear visions of themselves as civic actors and demands for a greater role in shaping public policy. In a photovoice caption for a photograph of the state capitol, one early teen-age youth from West Sacramento wrote,

"We want to know today why youth aren't represented in this building. Is it just because they don't trust us or is it because no youth step up to take on the roles? Whatever it may be, it doesn't matter. We just need youth to work in this building to help make the state better for youth everywhere. And if the state is better for youth because you have the youth perspective, then people will be more happy."

The REACH Youth Survey[6] (Erbstein, 2010) on Community Support for youth development and well-being suggests a region wide challenge for youth civic involvement. Survey results demonstrate that while youth surveyed do report making significant contributions to family life (e.g. childcare, translating, helping out a family business, etc.), as a group, they share similar patterns of low youth engagement in volunteer activities outside the family with only about half in the region engaging in some form of leadership.

These participation patterns for regional youth vary by race and ethnicity. When civic engagement opportunities and barriers are broken down by group experience we found that while there are many similarities that cut across race and ethnicity, there are also many differences in access and types of barriers (e.g. transportation, responsibilities at home, lack or information, and not feeling welcome). These varied experiences reveal both the importance of focusing on under-engaged racial and ethnic youth populations in order to increase their participation, as well as highlights the challenges for outreach efforts.

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[6] Sierra Health Foundation's grant program, REACH: Connecting Communities and Youth for a Healthy Future, brings youth and adults together to strengthen community support for youth development and well-being. As part of the initiative's evaluation, a random sample of approximately 500 7th and 8th graders were surveyed in five grantee areas. These students attend schools in Woodland, Galt, Thornton, West Sacramento, and the Sacramento neighborhoods of South Sacramento, and Meadowview.

Table A: Youth Reporting Regular Participation in Civic Life - % High Involvement

Activity	Total	Af Am	Latino	Asian	White	Multi
Helping family	88%	94%	85%	94%	84%	89%
Leadership beyond family	56%	58%	52%	62%	56%	61%
Volunteering outside family	25%	42%	26%	17%	23%	30%

Table B presents perceived barriers to participation by race and ethnicity. We can see that interest, responsibilities at home, transportation, cost and lack of parental permission were the top five barriers cited by respondents as factors constraining their engagement. Generally, these patterns hold across the individual REACH communities (although with some considerable variation by community in actual cited numbers). Breaking these perceived barriers out by race and ethnicity reveals important factors. For example, among Asian youth interest, feeling unwelcome by other youth and by adults, feeling unsafe, feeling like they can't make a difference, and that people might look down on them figured much higher than for any other population. The 53% of Asian youth who reported the barrier to YCE that feeling like they can't make a difference -- nearly twice that of any other population -- calls out for additional analysis and attention. For African Americans, transportation and not knowing about the opportunities were greater obstacles than for other populations. For white youth, costs and feeling unwelcome by adults are the two categories for which they report barriers much greater than the general population. One perplexing finding is that Latino youth report immigration status as a barrier in lower numbers (10%) than do African Americans (17%), Asians (22%), and multi-racial youth (18%).

Noticeable geographic stand-outs were the communities of South Sacramento, Meadowview and West Sacramento, where one-third to one forth of youth (depending on the community) also reported feeling physically unsafe and feeling they cannot make a difference. More than one in ten youth identify immigration status as a barrier to their participation—a rarely discussed barrier to youth development, despite the region's heavy reliance on unauthorized labor.

Table B: Barriers to Youth Participation - Stops Participation At Least Sometimes

Barriers	Total	Af Am	Latino	Asian	White	Multi
Interest	57%	57%	52%	67%	57%	56%
Responsibility at home	71%	80%	69%	82%	60%	65%
Transportation	47%	60%	47%	43%	48%	44%
Costs	50%	33%	55%	55%	54%	44%
Feeling unwelcome by other youth	31%	33%	26%	40%	33%	29%

Barriers	Total	Af Am	Latino	Asian	White	Multi
Feeling unwelcome by adults	23%	28%	17%	38%	27%	29%
Feeling physically unsafe	22%	27%	19%	36%	18%	20%
Not knowing about opportunities	35%	47%	29%	18%	34%	42%
Some people might look down on me	32%	33%	36%	47%	27%	29%
Feeling I can't make a difference	34%	20%	29%	53%	28%	34%
Immigration status	13%	17%	10%	22%	5%	18%
Lack of parent/caretaker permission	41%	41%	26%	53%	44%	40%

Adults seek greater extent of YCE

Adults interviewed through the organizational leader (institutional) and front-line youth worker (adult ally)[7] components of the study articulated a complex set of perspectives on the opportunities and challenges associated with youth civic engagement. In general however, all interviewees expressed support for strategies to increase and enhance the active participation of young people in their organizations and communities. This support was based both on the positive impacts on the youth themselves and for the ways in which this participation enriched and strengthened efforts to improve organizations and communities.

An illustrative comment comes from one youth worker who described finding a

> *Fertile ground for engaging youth in positive activities because it's not just that it's good for young people, it's not just because we're trying to get policies done and it's not just because leaders are important but it really is a matter of survival of the species and adults are concerned about handing down a future, a livable future to their children. So, an incredible opportunity exists and although it is driven in large part by fear of environmental doom on one case and the anger and frustration of the increasing gap between the haves and have nots …*

More than only a vision, models of youth as community and regional leaders are growing, in the forms of youth and community organizing. One youth organizer describes such an instance,

> *One of my favorite examples was down at Sheldon High School and they decided it was tough to walk to school because there was not a safe way to cross the street and*

[7] For the purpose of Healthy Youth/Healthy Regions, adult allies were defined as adults who have authentic, meaningful relationships with youth who have dropped out of school or considered dropping out of school. See appendix methods for more information on how these interviewees were selected.

they really needed a crosswalk and a stop light and we went oh yeah 20 years in public works, we have all tried to do this right. This young lady made such an impassioned presentation to the city council they came up to her and said here's my card we are going to get this done. I swear to God in 6 weeks that little girl had a stop light and a cross walk on that street.

A youth worker in Elk Grove described the multi-leveled and multi-aged youth leadership structure developed in that city, "The philosophy behind that is we want to change adults' perception on skate boarding in that it's not a crime….The other one is a Teen Leadership Committee which is a middle school only group. They do service projects... We feel that the middle school age group is on the teetering point of identifying who they kind of are as a person. So the more opportunities they give back to the community the more likely they will be engaged in the community."

Civic engagement models that engage typically under-represented youth, including youth of color, immigrant youth, and LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) youth were described as providing an empowerment experience relevant to the particular histories, identities, and challenges of these populations (Owens et al., 2010). For example, one youth worker described the power of the *Movimiento Estudiantil Chicano de Aztlán* (MEChA) programs for Mexican-American Chicano youth:

The Mechistas some of them get really involved with non-profit organizations [like] the Farmworker's Association … afterwards a lot of them were in tears because they hear, but they haven't seen it.…They are actually seeing the necessity ….the goal of all this is not just the motivation to continue their education, but to know what to do with it.

A youth worker developing programs for Native American youth described his efforts as part of the cultural citizenship element of youth empowerment focusing on, "ancestral ways and getting more and more in touch with the Native American roots and ceremonies." Likewise, within the LGBTQ community, youth civic participation is viewed as "integral to our future because we want those youth to feel comfortable as they grow into men and women that they understand that it's ok to be LGBTQ and it's ok to work toward the community goodness and the community goodness is their own community and the bigger community."

Part of a culturally-specific strategy for youth civic engagement is framed as addressing the particular challenges that young people face based on their identities. For example, one youth worker with the LGBTQ population described the problem of transportation to resources such as one of the only LGBTQ centers in the region located in mid-town Sacramento. "There has to be transportation. Our kids, a lot of them have to lie about where they're going. And it's out of basic necessity… 'I need to be around other LGBT people to feel semi-sane. This is what I look forward to all week. And if I can't get there it's a big blow.' And I've had kids come in, 'I haven't been here for three weeks, I couldn't get here, like it's driving me crazy, like [*deep breath*] thank god I'm here.' Ya know I had to get my caretaker to take me, or I had to pay somebody with my allowance to get here.' They'll do anything to get here, and it shouldn't be that way."

Critiques and Ways Forward

Assessments by interviewees of how inclusive the efforts are to build youth civic engagement in the region point to the number of structural factors that shape the access to and experience of YCE across populations and places. In particular, the limited degree of cultural relevance and acceptance of diversity leave young people of color feeling unwelcomed. This isolation physically, as well as socially and culturally, keeps young people from feeling valued.

For example, some described the Sierra Health Foundation's REACH initiative as doing, "an amazing job at providing a place for young people who did not necessarily see themselves as leaders. Not the student government kids, not kids who are always captain of their sports team." At the same time, one youth worker with experience across the Capital Region describes a more limited circle of inclusion in many regional efforts,

> *[some YCE efforts] are maybe only representing one sector of that teen population and maybe not the holistic group. There are so many different kids out there. A lot of [YCE efforts] are focusing in on the students that are putting it on their resume and moving onto colleges. Those kids are great, love those kids, you need those kids but you are also missing a gigantic population with those kids that are maybe the skate boarders, maybe the kids that are you know having trouble at school and finding help."*

Interviews with young people through the *testimonio* process (Erbstein et al. 2010), and with adult allies also indicate some barriers to youth that are of color, low-income, or from immigrant backgrounds. Efforts to increase youth civic participation are not easy to implement. Challenges in the implementation of these models include the lack of integration of young people into many key decision-making venues. For example, in one survey of parks and recreation commissions in the Capital Region, found:

> *…no young people, I mean under 21, on any parks commissions in the region. Parks primarily benefit young people and they benefit their parents and then they benefit seniors, it kind of goes in that order, seniors and young people are not represented on those parks. Some parks commissions do have some seniors on them but as far as our, our brief scan we could not find any in the region. Yuba, Dixon, Yolo, Solano County: couldn't find a parks commission with young people on it.*

Even when youth are included on decision-making bodies, they can be tokenized by being the only young person or having no formal authority. One regional leader described this tokenism:

> *So if you look that these teen groups that are formed, these coalition and such, 90% of the people around the table are adults. Maybe there is one pawn of a teenager that is representing the teen population but even one teenager is still representing their group, which eliminates everyone else related to perception of that group. There needs to be more kids around the table regionally…. I would love to see like some type of teen representation on committees and boards … where they are not just the pawns.*

Instead, this advocate called for programs "where these kids are learning about policies and government … where they're shadowing maybe a politician or a lobbyist or congress person or whatever but really training the kids for the future."

This emphasis on learning the real world elements of policy and government is echoed in this critique of youth leadership education in schools from one youth worker.

> *I think schools still are missing it. I think schools assume young people know how to work in groups. They assume young people know how to resolve conflict… I think if we were all a little more intentional about making sure kids have the skills that they really do need outside of reading and math and then also the leadership skills. Why aren't we teaching leadership to every kid in school as part of education or in every after school setting? To me leadership includes kind of self advocacy as well as advocating for others!*

Along with this broad support of increased youth civic engagement, there is also, running throughout many of the adult interviews, an ambivalence about how much power youth should have relative to the adults in any given context. One youth organizer described the differentiated roles of youth and adults on community change efforts as based in a *real politique*.

> *Now what we don't do is make the kids the focus of our organizing in terms [of], they become the leaders…. [the kids are] learning the dynamics of the political realities in their community in a very important way but we didn't make the kids the main actors, because kids don't vote and politicians know that. And if you can demonstrate to politicians that the adults of this community are gonna stand in solidarity to see that the kids get what they need. Then you've got something powerful because the adults do vote and the adults are the ones that are gonna put XYZ in the City Council seat when they do or don't.*

Conclusions

This analysis of youth civic engagement has offered a typology of YCE models ranging with varying degrees of youth authority and inclusion and degrees of youth and adult transformation. It should be clear that there is no one right or wrong model of YCE, but rather variation in the alignment or fit of YCE to different youth populations and different institutional and community contexts. That said, there is clearly a great variation in the degree and kind of YCE within and across the Capital Region, and depending on where they live and their racial and ethnic identities and positions, young people have access to and engage with disparate YCE opportunities. In general, YCE experiences that are viewed as "genuine" and non-tokenistic, that offer young people meaningful levels of authority and incorporate them throughout a given process or institution are assessed as more transformative for both youth and adults. When offered the opportunity, it is clear that all youth, regardless of their race, ethnicity, class, sexual orientation, or gender are capable of significant civic engagement and have aspirations, that in many cases, far outstrip the expectations (and even comfort-zone) of adults (Erbstein et al., 2010; Owens et al., 2010).

Recommendations: Transforming Policy, Practice and Philanthropy

The analysis presented above suggests several recommendations that can be categorized according to the scale of action: including youth themselves, adults, local organizations, and regional institutions. These recommendations are intended to help young people and adult allies to increase the level of youth civic engagement and to unleash the transformative potential of youth leaders in improving their own lives, their communities, and the broader region.

For *youth themselves*, building their capacity in the techniques of leadership and self-empowerment, including critical analysis of social and political structures, strategic communications, and community organizing are important foundational steps. Encouragement to pro-actively request (and, if need be, demand) increased opportunities for civic engagement is indicated by the support of many of the adults interviewed for greater youth participation in their organizations and neighborhoods. Finding adult allies who will advocate on behalf of youth voice and who will provide mentorship for youth leaders is also an important element of building youth power.

For *adults*, building one's own capacity to better partner with and support youth leaders within one's organization and community is of great value. Relevant capacities would include expanding understandings of the potential and power for youth as civic actors and of the value of such social action; genuine and respectful listening to youth perspectives and demands (even when the content may conflict with adult positions); "cultural humility" as openness to continual learning and reflexivity on racial/ ethnic privilege and hierarchies (Tervalon & Murray-Garcia, 1998); and continued critical reflection on the pattern of social exclusion and how to open the circle of engagement to the most marginalized young people. Opening spaces for and valuing modes of civic engagement deemed "untraditional" such as identity-building through music or other cultural forms and informal social support are also important.

At the *organizational* scale, inquiry processes to identify the structures that impede meaningful and effective youth participation in decisions that affect their well-being (including logistical factors such as the time and place of meetings; types of language used, as well as institutionalized adultism, racism, classism, sexism, hetero-normality and so on); skill-building opportunities for young people to develop the techniques of leadership and self-empowerment; and developing opportunities for youth leadership such as youth-led research and evaluation on how well the organization meets youth expectations and aspirations are all important elements. HY/HR's own innovative *testimonio* and PAR methodology, as well as our creation of longer term initiatives such as the youth media forum and on-line data resources are examples of such efforts.

For *institutions* (e.g., school districts, public health departments, workforce investment boards), important steps that begin with increasing youth civic engagement can be catalyzed by inventorying the existing opportunity structures for youth leadership and identifying the leverage points to increase access and effectiveness of youth voice. As at the organizational scale, special attention to the impacts of institutional structures on the most marginalized youth -- including surfacing institutional biases such as programs that require U.S. citizenship, forms, resources, and or staff that are English-only, or fees that exclude lower-income youth and families -- are critical in increasing the scope and potency of youth civic engagement across the region.

For *researchers*, there is a strong need for an expansion of YCE research that utilizes comparable metrics across populations and places, particularly at the community level, and that examines both formal and informal measures of YCE. Future research should consider the following topics and questions.

- How can a structural analysis, as opposed to merely a cultural deficit model, be applied to variations in YCE?
- How transformative on organizations and institutions are efforts to get "youth on board"; does this process change lead to different and better decisions and policies?
- What are the longer-term effects of youth leadership skill-building and youth-empowerment efforts on political agency and social action?

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Methods:

Registration and Voting Data

Because Healthy Youth/Healthy Regions seeks to understand the current state of youth involvement, we examine the variance in youth voter turnout for the general election of 2008. Registered turnout (percentage voted of those registered to vote) and voting age turnout (percentage voted of those age eligible to vote) are both examined for the Capital Region, counties across the region, and the state of California, as a whole. In addition, registered turnout of youth is disaggregated to the community level (census designated unincorporated areas and county registrars' recognized communities) within the Capital Region. Voting data are from the official voting record of all registrants from each California County's office of the Registrar of Voters (compiled by William C. Velasquez Institute). These data are the actual voting records and not representative samples. Because of this, the level of confidence in the data is not susceptible to estimates as are survey or exit poll results.

Latinos and Asians are distinguished from the general population by the use of Spanish and Asian surname databases which identify registrants and voters with commonly occurring Spanish and Asian surnames. Identification of Latinos is reliable to approximately a 94% level of confidence. For Asians, confidence levels are lower as it has generally been found to be more difficult to achieve accurate identification of Asian surnames. Surnames methods are not applicable to the African-American community and, therefore, our examination by race/ethnicity is limited to the Latino and Asian youth populations. However, with acknowledgement of this caveat, surname use remains a highly valuable tool, when available, to help identify actual voter turnout levels of sub-groups typically under-examined.

UC Davis REACH Program Pilot Survey

To understand the opportunities and barriers to youth civic engagement, we utilized data from the UC Davis REACH survey. This is a "pilot" survey of 7th and 8th grade students (N=483) attending school within six REACH sites (Galt, West Sacramento, Meadowview, Woodland, Rancho Cordova, South Sacramento) that have implemented youth development strategies on a community scale. Analysis is also conducted to identify variation in civic engagement based on race/ethnicity and by community itself. It should be noted that as a pilot survey administration was mainly focused on testing the survey instrument. The numbers of youth surveyed are relatively small in any one location, and confidence that they are representative of the larger local population does vary across sites.

California Healthy Kids Survey

To gain insight into types of youth organizational participation and volunteerism, we use the California Healthy Kids survey (CHKS) for 2006-2008. CHKS asks every elementary, middle and high school student across the state about their experiences at school, home and within their communities. Civic engagement measures utilized are the involvement in clubs, team sports, church/temple, other group activities (note that these broad ranging types of involvement may capture

[8] Due to individual site sample size limitations, we do not examine Rancho Cordova.

activities that do not necessarily fall under traditional definitions of civic engagement), as well as whether students help others. Information on students' grade level, gender, race/ethnicity, and immigration status are also examined. Analysis is conducted at the school district, county and regional level.

The CHKS survey offers a rich dataset on students' self-reported experiences, and is the only large-scale California youth survey to do so that aims for representativeness at a geographic scale smaller than a county. However, the dataset also has some important limitations.

- First, while CHKS is administered in all schools receiving Title IV (Safe and Drug Free Schools and Communities) funds and state Tobacco Use Prevention (TUPE) funds, many charter schools, as well as alternative schools, home school programs and private schools do not administer the survey.
- While survey administration guidelines are designed to promote representativeness at a district level, in many cases the actual response rates did not meet the 60% threshold required for certification by CDE (only 77% of HYHR applicable districts), and the 70% threshold strongly recommended by WestEd (only 46% of HYHR applicable districts) to obtain valid and representative data (see appendix – Table E for rates by district and grade level).
- Data are missing for some districts (e.g. Western Placer County Unified School District), and do not reflect recent school district boundary changes (e.g. Twin Rivers Unified School District has since absorbed Grant and Center).
- Based on a preliminary comparison of survey response data and district enrollment data, in many districts white students appear to be over-represented and students of color under-represented.
- Finally, students defined by CDE and WestEd as "non-traditional"— students attending alternative, opportunity, continuation and community day schools—are especially under-represented; in 75% of districts serving non-traditional students, this population's response rate was lower than that of the general student population, in many cases by as much as 40 to 50 percentage points.

For these reasons, caution should be taken in interpreting indicator data and using this index.

Qualitative Interview Data: Institutional, Adult Ally and Youth Ethnographies

Through our qualitative analysis and participatory research, we look further to understand how youth view community/civic involvement and to identify the role of their community in their decision to participate politically (voting or otherwise). Sixty interviews were conducted with institutional leaders across the Capital Region gathering their experiences on the current state of youth civic engagement in across the region. Forty adult ally interviews were completed with those individuals who have close and respectful relationships with young people who have dropped out, or considered dropping out of school. Interviewees were selected through a purposive snowball sampling process, with attention to geographic spread, youth populations reached, and institutional affiliations. Additionally, ethnographic case studies were conducted with sixteen youth from throughout the Capital Region who have dropped out or considered not finishing high school. The variety of intersecting factors that shape young people's school trajectories were explored with a series of interviews and mapping activities.

Participatory Action Research

The youth participatory action method of HY/HR consists of three components: Youth Voices for Change, REACH Youth Media Project, and Youth in Focus. The Youth Voices for Change effort involved 17 youth, aged 12 to 18, over a 4-month period in identifying and recording conditions in their community. Group discussions and mapping activities were designed to complement individual and group photography outings, audio recordings, and video production. The REACH Youth Media Project, over a 10-month period, worked with youth from four communities to produce videos portraying issues of youth interest such as teen pregnancy, education, and adult role models. These videos were then utilized to generate discussion through community-run forums. Youth In Focus is a nonprofit organization that fosters the development of youth, organizations, and communities through capacity building efforts such as training and consulting in as a means for young people to advocate for themselves and their communities. Each of these components used these youth-produced media techniques to share the youth perspective with the broader community. Analysis of PAR materials will be conducted to enable an understanding of youth's first-hand experiences with civic engagement activities in their communities.

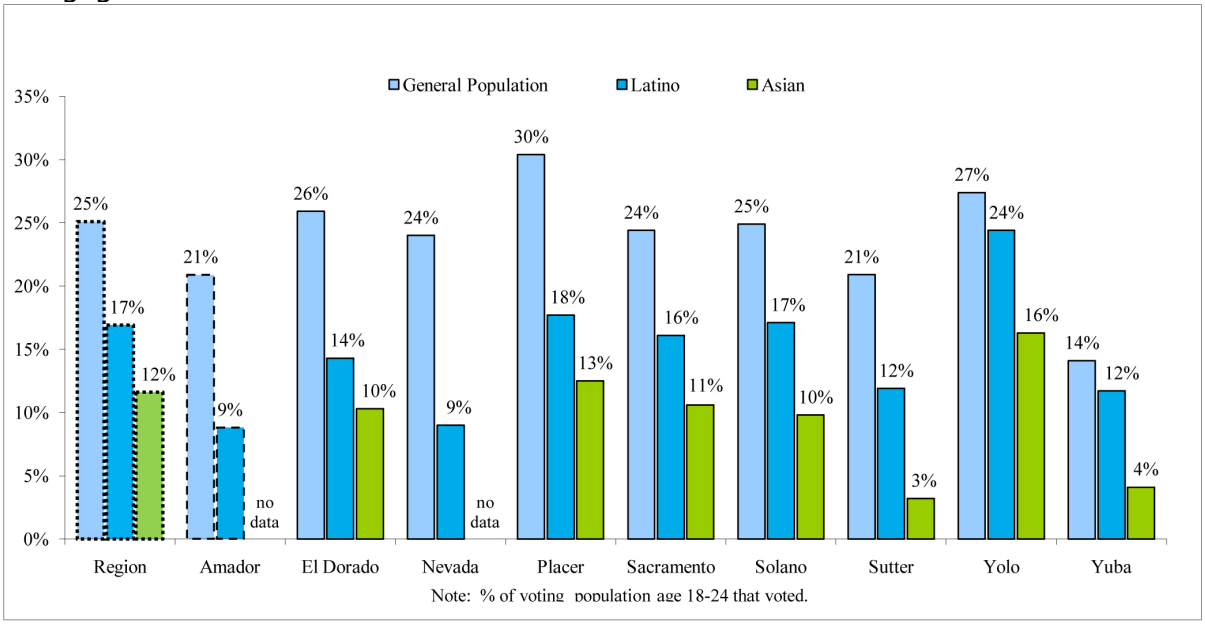
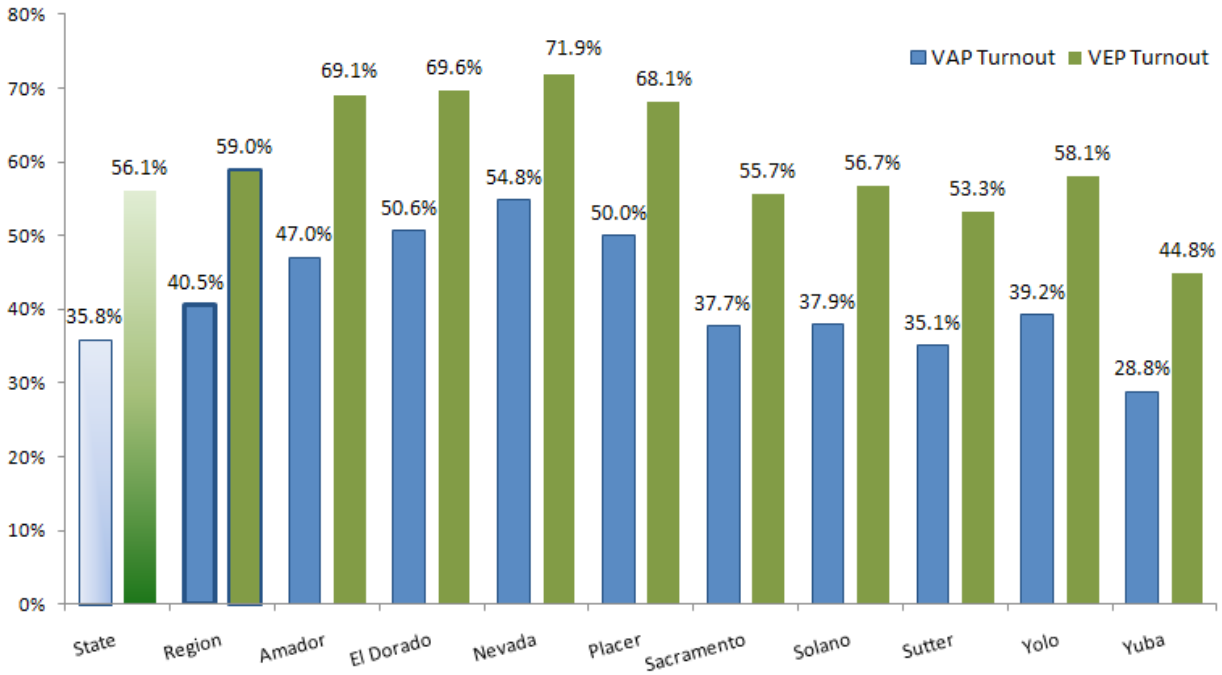


Figure 1. 18-24 VAP Turnout: 2008 (General Election)



VAP: Percent of Registered Voters age 18-24 that voted. **VEP:** Eligible population as calculated by the California Secretary of State's Office (Department of Corrections data on number of felons in prison and supervised felon parolees subtracted from US Census Data on voting age citizen population, as adusted by Department of Finance calculations.

Figure 2. Voter Turnout of Total Population (all ages) by County: 2008 (General Election)

Table A: 18-24 Registered Turnout and Percent Electorate – Urban and Unincorporated by Race/ Ethnicity: 2008 (General Election)

	18-24 Registered Turnout			18- 24 % Electorate		
Capital Region	General Population	Latinos	Asians	General Population	Latinos	Asians
All	55.7	55.6	52.3	9%	9.9%	8.1%
Urban Total	57.5%	56.5%	53.9%	6.7%	10.2%	7.9%
Unincorporated Total	56.2%	53.3%	47.7%	5.8%	9.1%	8.8%
Amador						
All	55.7%	56%	62.5%	3.4%	5%	5.1%
Urban	56.0%	53.8%	66.7%	3.8%	4.8%	10.5%
Unincorporated	58.7%	57.1%	50.0%	3.3%	5.0%	1.6%

	18-24 Registered Turnout			18- 24 % Electorate		
Capital Region	General Population	Latinos	Asians	General Population	Latinos	Asians
El Dorado						
All	59%	54.1%	58.3%	5.0%	7.4%	5.7%
Urban	52.9%	47.2%	70.6%	5.3%	12.5%	8.6%
Unincorporated	60.0%	55.2%	56.1%	4.9%	6.1%	5.3%
Nevada						
All	64.1%	61.3%	71.4%	4.0%	5.9%	4.6%
Urban	60.1%	77.8%	62.5%	4.0%	6.5%	4.8%
Unincorporated	65.8%	66.3%	76.9%	3.9%	5.6%	4.5%
Placer						
All	53.8%	50.4%	46.3%	5.6%	7.8%	5%
Urban	52.5%	50.4%	43.9%	5.5%	7.9%	4.6%
Unincorporated	56.0%	50.3%	53.7%	5.9%	7.6%	6.2%
Sacramento						
All	53.6%	52%	45.4%	6.2%	9.2%	6.3%
Urban	53.5%	52.7%	46.1%	6.2%	9.4%	5.9%
Unincorporated	53.7%	50.5%	44.1%	6.1%	9.0%	7.1%
Solano						
All	61.9%	59.6%	59.3%	6.5%	9.8%	5.2%
Urban	61.9%	59.2%	59.4%	6.6%	9.8%	5.2%
Unincorporated	63.6%	68.1%	57.1%	5.7%	10.7%	5.2%
Sutter						
All	61.9%	61.7%	51%	5.9%	9.4%	4.7%
Urban	62.0%	62.4%	47.7%	6.1%	9.6%	5.1%
Unincorporated	61.8%	59.1%	71.4%	5.3%	8.5%	3.7%
Yolo						
All	66.3%	65.4%	64%	13.0%	16.4%	33.5%
Urban	67.6%	65.7%	64.8%	12.5%	15.4%	30.9%
Unincorporated	60.3%	64.6%	54.5%	17.5%	24.2%	56.5%
Yuba						
All	51%	52.4%	39.8%	5.5%	10.2%	8.9%
Urban	52.7%	54.3%	33.3%	6.7%	13.0%	3.3%
Unincorporated	50.3%	51.7%	40.5%	5.2%	9.4%	10.4%

Table B: 18-24 Registered Turnout and % Electorate – HY/HR Regional Communities (Cities and Census Designated Places): 2008 (General Election)

	18-24 Registered Turnout			18- 24 % Electorate		
Community	General Population	Latinos	Asians	General Population	Latinos	Asians
AMADOR COUNTY						
All	55.7%	56%	62.5%	3.42%	5%	5.1%
Amador	40.0%	50%	0%	1.9%	20%	0%
Ione	59.7%	40%	100%	4.3%	4%	7.1%
Jackson	46.3%	50%	0%	2.7%	2.9%	0%
Plymouth	58.3%	0%	0%	3.1%	0%	0%
Sutter Creek	62.6%	75%	100%	5.2%	11.3%	27.3%
EL DORADO COUNTY						
All	59%	54.1%	58.3%	4.96%	7.4%	5.7%
Placerville	57.2%	53.2%	100%	4.8%	11.7%	10%
South Lake Tahoe	50.7%	51.7%	66.7%	5.7%	12.9%	8.3%
Cameron Park CDP	65%	65.3%	31.3%	5.6%	6.3%	5.2%
Diamond Springs CDP	59.9%	66.7%	60%	4.3%	9.2%	23.1%
El Dorado Hills CDP	58.3%	58.7%	69.8%	5.9%	7.5%	6.1%
Georgetown CDP	54.5%	36.7%	100%	4%	4.1%	2.7%
Pollock Pines CDP	60.9%	33.3%	0%	4.7%	3.8%	0%
Shingle Springs CDP	58.6%	41.7%	100%	5.2%	3.4%	4.2%
NEVADA COUNTY						
All	64.1%	61.3%	71.4%	3.95%	5.9%	4.6%
Grass Valley	65.9%	65%	50%	4.3%	8.1%	5.9%
Nevada City	60.4%	50%	0%	3.5%	1.8%	0%
Truckee	55.9%	48.8%	75%	4.0%	6.6%	4.5%
Alta Sierra CDP	63.9%	61.5%	100%	4.7%	5.4%	2.9%
Lake of the Pines CDP	68.5%	72.7%	0%	4.2%	8.4%	0%
Lake Wildwood CDP	46.8%	33.3%	0%	1.4%	2.4%	0%
Penn Valley CDP	70%	100%	0%	4.7%	7.2	0%
PLACER COUNTY						
All	53.8%	50.4%	46.3%	5.60%	7.8%	5%
Auburn	55.9%	63%	45.5%	5.8%	9.4%	6%
Colfax	53.4%	100%	0%	6.5%	5.7%	0%
Lincoln	49.7%	49.8%	31.3%	2.9%	6.7%	2.3%
Rocklin	51.5%	68.2%	100%	6.3%	8.6%	2.9%
Roseville	52.7%	52.3%	47.4%	5.8%	8.4%	5.2%

	18-24 Registered Turnout			18- 24 % Electorate		
Community	General Population	Latinos	Asians	General Population	Latinos	Asians
Loomis	59.3%	48.1%	43.9%	7.5%	8%	5.1%
Dollar Point CDP	0%	0%	0%	0%	0%	0%
Foresthill CDP	56.3%	53.8%	66.7%	4.4%	7.8%	6.5%
Granite Bay CDP	56.5%	41.5%	50%	7.2%	6.9%	7.4%
Kings Beach CDP	56.6%	100%	100%	7.7%	17.6	23.1%
Meadow Vista CDP	53.0%	60%	75%	4.7%	7.1%	5.4%
North Auburn CDP	52.2.3%	48.6%	0%	4.8%	10.1%	0%
Sunnyside-Tahoe City CDP	No Data	No Data	No Data	No Data	No Data	No Data
Tahoe Vista CDP	No Data	No Data	No Data	No Data	No Data	No Data
SACRAMENTO COUNTY						
All	53.6%	52%	45.4%	6.16%	9.2%	6.3%
Citrus Heights	49.9%	44.7	48.9%	5.3%	8.5%	4.9%
Elk Grove	58.3%	60.2	47.3%	7.0%	9.8%	5.5%
Folsom	60.9%	56.5	51.3%	4.7%	5.7%	4.2%
Galt	52.2%	53.7	36.4%	6.3%	10.3%	3.1%
Isleton	36.4%	14.3	0%	2.9%	1.7%	0%
Ranch Cordova	53.2%	50.2	45.2%	5.5%	9.1%	4.9%
Sacramento	51.7%	51.4	45.4%	6.4%	9.6%	6.4%
Arden-Arcade CDP	52.5%	47.1%	43.4%	6%	10.2%	6.9%
Carmichael CDP	55.4%	49.8%	51.8%	6%	8.9%	4.8%
Fair Oaks CDP	58.6%	60%	47.9%	4.9%	6.7%	6%
Florin CDP	48.2%	47.7%	38.1%	8.0%	9.6%	8.9%
Foothill Farms CDP	49.3%	50.0%	42.1%	6.6%	9.9%	7.9%
Gold River CDP	60.5%	50.0%	42.9%	4.5%	4.1%	3.2%
Laguna CDP	60.5%	60.2%	56.4%	7.7%	9.8%	6.6%
Laguna West-Lakeside CDP	No Data	No Data	No Data	No Data	No Data	No Data
La Riviera CDP	58.5%	73.3%	61.3%	7.3%	7.3%	13.5%
North Highlands CDP	42.9%	39.2%	42.9%	6.2%	8.6%	9.2%
Orangevale CDP	63.0%	60.0%	72.2%	5.6%	6.9%	6.9%
Parkway-South Sacramento CDP	No Data	No Data	No Data	No Data	No Data	No Data
Rancho Murieta CDP	61.4%	66.7%	25.0%	2.6%	4.3%	19.2%
Rio Linda CDP	53.5%	50.7%	50.0%	5.9%	7.9%	12.5%
Rosemont CDP	57.0%	50.6%	63.4%	7.2%	8.4%	100.0%
Vineyard CDP	58.5%	55.6%	48.5%	7.2%	8.6%	7.2%
Walnut Grove CDP	72.5%	76.5%	0.0%	3.9%	12.7%	0.0%

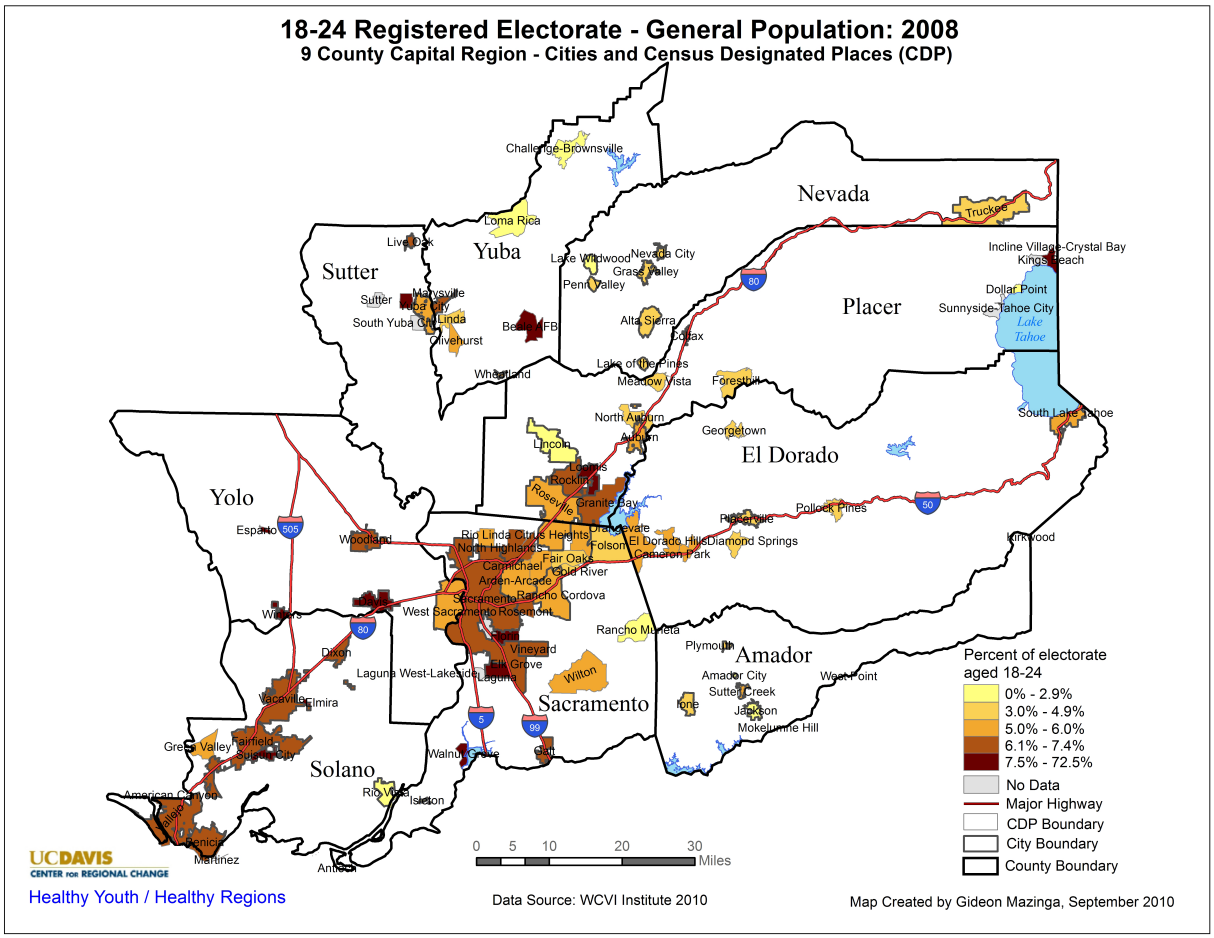
	18-24 Registered Turnout			18- 24 % Electorate		
Community	General Population	Latinos	Asians	General Population	Latinos	Asians
Wilton CDP	63.1%	63.6%	30.0%	6.0%	10.0%	4.4%
SOLANO COUNTY						
All	61.9%	59.6%	59.3%	6.52%	9.8%	5.2%
Benicia	66.8%	67.5%	69.6%	6.3%	8.5%	5.8%
Dixon	62.5%	60.6%	80%	7.4%	10.4%	5.6%
Fairfield	60.9%	56.2%	59.9%	6.9%	9.5%	6.1%
Rio Vista	45.1%	43.8%	100%	1.8%	2.6%	1.1%
Suisun	61.1%	53.1%	55.6%	8.0%	9.6%	6.7%
Vacaville	63.4%	62.3%	59.7%	6.4%	8.8%	4.4%
Vallejo	60.7%	60.3%	57.8%	6.5%	11.3%	4.8%
Elmira CDP	72.1%	60%	0%	7.6%	11.1%	0%
Green Valley CDP	70.2%	87.5%	100%	5.4%	11.1%	5.3%
SUTTER COUNTY						
All	61.9%	61.7%	51%	5.85%	9.4%	4.7%
Yuba City	61.8%	64.2%	25%	6.0%	11.6%	3.8%
Live Oak	63.2%	61.8%	50%	7.4%	9.1%	5.2%
South Yuba City CDP	No Data	No Data	No Data	No Data	No Data	No Data
Sutter CDP	No Data	No Data	No Data	No Data	No Data	No Data
Tierra Buena CDP	100%	0%	0%	9.5%	0%	0%
YOLO COUNTY						
All	66.3%	65.4%	64%	13.04%	16.4%	33.5%
Davis	72.3%	73.8%	67.3%	19.9%	35.7%	39%
West Sacramento	52.3%	53.7%	48.9%	5.1%	7.8%	4.4%
Winters	60.0%	63.8%	0%	8.1%	13.2%	0%
Woodland	60.1%	61%	64.3%	6.7%	10.5%	8.7%
Esparto CDP	62.6%	76.7%	0%	7.8%	15.7%	0%
YUBA COUNTY						
All	51%	52.4%	39.8%	5.52%	10.2%	8.9%
Marysville	53.0%	50.5%	25%	7.0%	13.3%	1.4%
Wheatland	51.8%	71.4%	40%	5.9%	12.3%	12.5%
Beale AFB CDP	62.8%	37.5%	0%	16.3%	12.5%	0%
Challenge-Brownsville CDP	52.6%	0%	0%	3.0%	0%	0%
Linda CDP	44.1%	74%	29.8%	7%	11.4%	11.5%
Loma Rica CDP	49%	37.5%	0%	3.7%	5.6%	0%
Olivehurst CDP	52.5%	55%	50%	4.9%	8.6%	10.1%

Table C: 18-24 Registered Turnout and % Electorate: 2008 (General Election), Sacramento County Communities

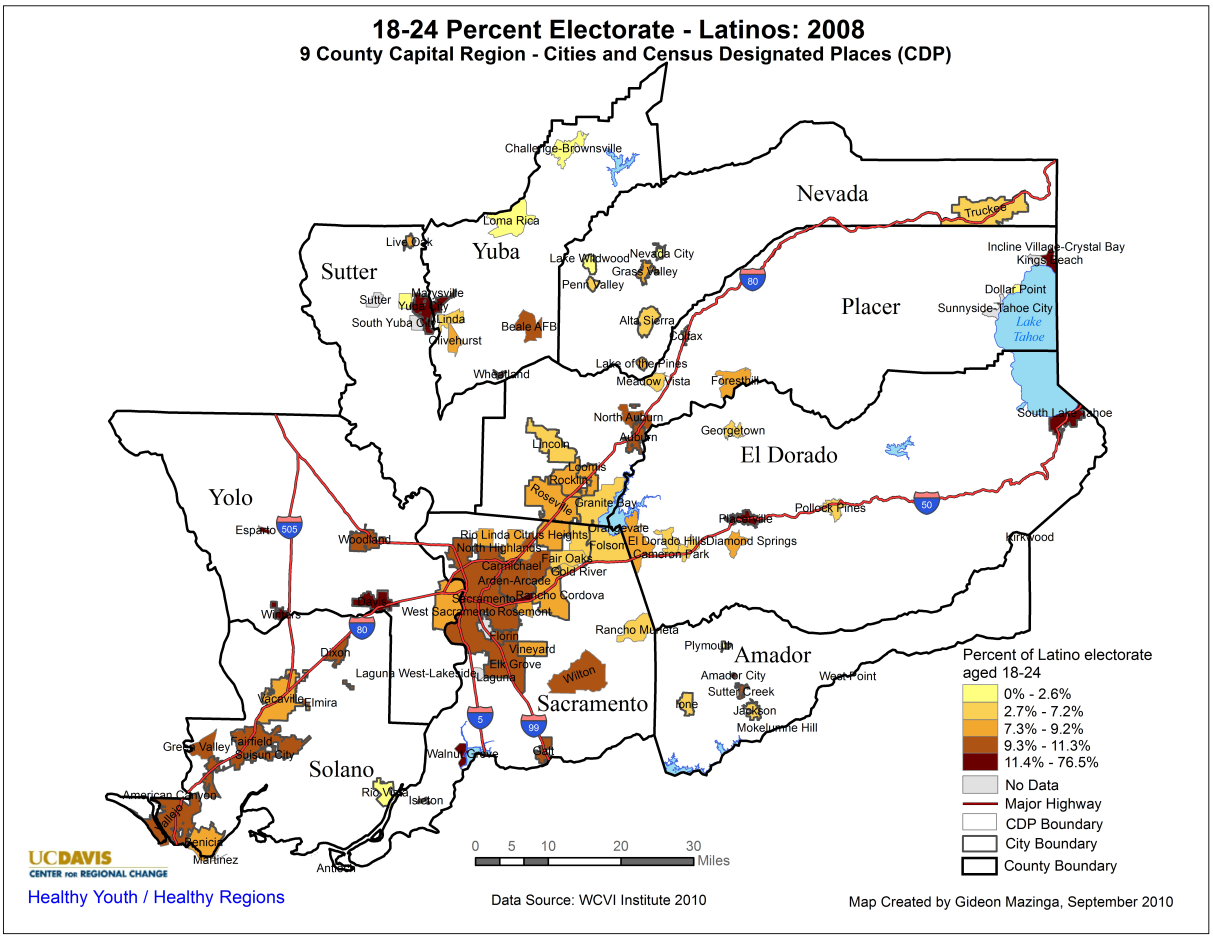
	18-24 Registered Turnout			18- 24 % Electorate		
Community	General Population	Latinos	Asians	General Population	Latinos	Asians
American River Pkwy	56.0%	45.0%	66.7%	3.8%	4.7%	5.1%
Antelope	54.8%	54.5%	40.6%	6.8%	9.1%	6.9%
Arcade	50.5%	45.7%	53.1%	5.1%	8.8%	7.1%
Arden	53.8%	47.9%	39.2%	6.4%	11.2%	6.4%
CH-NE Citrus Heights	51.8%	34.5%	55.6%	5.2%	6.8%	5.2%
CH-NW Citrus Heights	52.9%	51.9%	66.6%	5.6%	8.9%	7.6%
CH-SE Citrus Heights	45.0%	47.1%	28.6%	5.9%	12.4%	1.8%
CH-SW Citrus Heights	52.3%	43.5%	33.3%	4.7%	6.2%	4.9%
Clay	75.5%	66.7%	0.0%	5.6%	4.5%	0.0%
Cosumnes River	No Data	No Data	No Data	No Data	No Data	No Data
Courtland	66.7%	60.0%	0.0%	3.9%	7.9%	0.0%
Delta	52.0%	33.3%	0.0%	2.2%	1.9%	0.0%
East County	50.0%	No Data	No Data	4.8%	No Data	No Data
East Fair Oaks	59.6%	52.2%	45.8%	4.7%	5.6%	5.7%
ELKG- Laguna	60.5%	60.2%	56.4%	7.7%	9.6%	6.7%
ELKG- Laguna Ridge	43.5%	0.0%	0.0%	1.8%	0.0%	0.0%
ELKG- Laguna South	54.5%	62.3%	32.9%	6.5%	9.1%	3.8%
ELKG- Laguna West	57.4%	60.4%	52.8%	5.2%	6.7%	3.4%
ELKG- N Elk Grove	56.7%	55.9%	45.0%	8.5%	12.3%	8.8%
ELKG- Old Elk Grove	59.5%	59.3%	48.8%	6.7%	9.7%	5.1%
ELKG- Sheldon	64.2%	67.6%	64.7%	6.9%	13.1%	6.5%
Elverta	57.4%	27.3%	40.0%	7.5%	4.3%	9.5%
Florin	48.2%	47.7%	38.1%	8.0%	9.6%	8.9%
FOLSOM-Central	62.3%	63.4%	43.2%	5.0%	6.6%	3.7%
FOLSOM- Hills	59.9%	51.7%	58.3%	4.6%	4.9%	5.0%
FOLSOM- River Canyon	62.2%	59.1%	66.7%	4.1%	5.4%	4.0%
Foothill Farms	49.3%	50.0%	42.1%	6.6%	9.9%	7.9%
Freeport	No Data	No Data	No Data	No Data	No Data	No Data
Fruitridge	42.4%	52.7%	38.7%	7.9%	9.8%	12.3%
GALT	51.6%	53.0%	30.0%	6.3%	2.5%	2.4%
Gold River	60.5%	50.0%	42.9%	4.5%	4.1%	3.2%
Herald	66.7%	80.0%	0.0%	7.7%	10.0%	0.0%

	18-24 Registered Turnout			18- 24 % Electorate		
Community	General Population	Latinos	Asians	General Population	Latinos	Asians
Hood-Franklin	67.5%	0.0%	66.7%	6.3%	0.0%	16.7%
ISLETON	36.4%	14.3%	0.0%	2.9%	1.7%	0.0%
La Riviera	58.5%	61.3%	73.3%	7.3%	13.5%	7.3%
Mather	56.8%	35.0%	50.0%	4.4%	3.9%	2.7%
McClellan	No Data	No Data	No Data	No Data	No Data	No Data
North Carmichael	53.1%	50.6%	45.0%	4.9%	7.5%	4.6%
North Highlands	42.9%	39.2%	42.9%	6.2%	8.6%	9.2%
Northwest County	64.3%	No Data	No Data	4.7%	No Data	No Data
Old Foothill Farms	40.6%	37.8%	28.6%	7.1%	8.5%	6.0%
Orangevale	63.0%	60.0%	72.2%	5.6%	6.9%	6.9%
Parkway	43.5%	45.1%	28.6%	7.4%	9.7%	6.5%
Rancho Murieta	61.4%	66.7%	25.0%	2.6%	4.3%	19.2%
RCDVA-Anatolia	59.5%	62.5%	50.0%	4.8%	5.0%	4.7%
RCDVA- Central	50.4%	50.0%	58.6%	6.6%	11.0%	7.5%
RCDVA- Coloma	53.8%	47.7%	20.0%	5.0%	7.8%	2.1%
RCDVA- East	No Data	No Data	No Data	No Data	No Data	No Data
RCDVA- Mills	51.5%	51.6%	43.8%	6.2%	11.5%	4.9%
Rio Linda	53.5%	50.7%	50.0%	5.9%	7.9%	12.5%
Rosemont	57.0%	50.6%	63.4%	7.2%	8.4%	100.0%
Rural Galt	64.3%	50.0%	0.0%	6.5%	4.2%	0.0%
SAC- Army Depot	No Data	No Data	No Data	No Data	No Data	No Data
SAC- Central Natomas	50.3%	58.1%	51.4%	6.6%	10.7%	5.6%
SAC- CSUS Area	59.8%	56.3%	51.7%	9.6%	22.4%	11.7%
SAC- Curtis Park	24.0%	55.6%	55.6%	5.6%	8.7%	10.2%
SAC- Del Paso Hts	44.3%	38.8%	43.3%	8.5%	9.6%	11.2%
SAC-Downtown	57.0%	53.8%	48.8%	4.9%	6.4%	3.7%
SAC- East Sacramento	64.1%	64.1%	76.9%	3.7%	3.7%	5.7%
SAC- Expo	49.0%	50.8%	38.5%	9.2%	10.9%	3.6%
SAC- Fruitridge East	45.5%	45.1%	38.5%	8.0%	8.6%	11.8%
SAC-Greenhaven	58.8%	58.5%	64.6%	4.6%	7.6%	4.3%
SAC-Hagginwood	38.2%	34.3%	28.6%	7.1%	7.1%	100.0%
SAC- Land Park	57.4%	50.5%	44.7%	4.1%	6.0%	3.5%
SAC-Meadowview	46.2%	51.9%	34.3%	10.5%	12.1%	12.2%

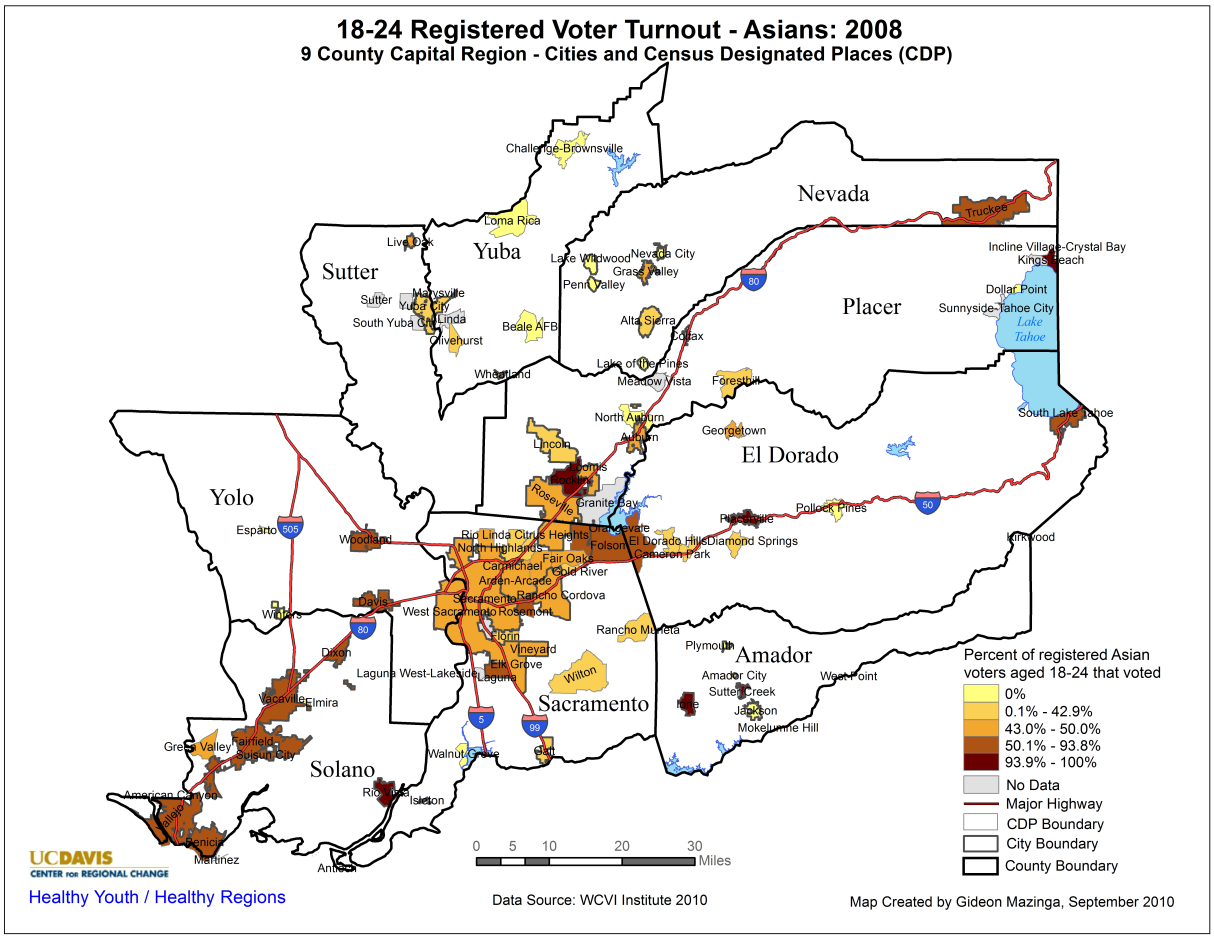
	18-24 Registered Turnout			18- 24 % Electorate		
Community	General Population	Latinos	Asians	General Population	Latinos	Asians
SAC- N Sacramento	41.7%	50.0%	34.0%	7.7%	11.0%	8.5%
SAC- North Laguna	50.4%	55.3%	43.6%	9.2%	12.0%	7.9%
SAC- North Natomas	57.5%	64.6%	42.3%	4.9%	8.1%	3.3%
SAC- Oak Park	42.6%	41.4%	35.0%	7.1%	8.8%	12.1%
SAC- Pocket	62.5%	56.1%	58.7%	5.9%	6.6%	6.2%
SAC- Robla	49.5%	53.9%	45.2%	8.1%	13.3%	7.8%
SAC- S Sacramento	50.4%	56.9%	44.9%	7.2%	9.8%	6.0%
SAC- South Land Park	61.3%	63.5%	52.7%	4.7%	8.4%	2.5%
SAC- South Natomas	51.8%	58.9%	42.4%	7.6%	11.6%	5.5%
SAC- Tahoe Park	52.4%	51.6%	30.8%	5.4%	7.6%	5.4%
SAC- Valley Hi	45.4%	45.5%	39.5%	9.2%	11.2%	9.7%
Sloughhouse	63.2%	No Data	No Data	6.6%	No Data	No Data
South Carmichael	57.0%	49.3%	56.3%	5.9%	9.4%	5.2%
Vineyard	58.5%	55.6%	48.5%	7.2%	8.6%	7.2%
Vintage Park	58.1%	55.6%	51.2%	8.7%	11.2%	8.9%
Walnut Grove	72.5%	76.5%	0.0%	3.9%	12.7%	0.0%
West Fair Oaks	57.7%	66.1%	50.0%	4.9%	7.2%	6.1%
Wilton	63.1%	63.6%	30.0%	6.0%	10.0%	4.4%



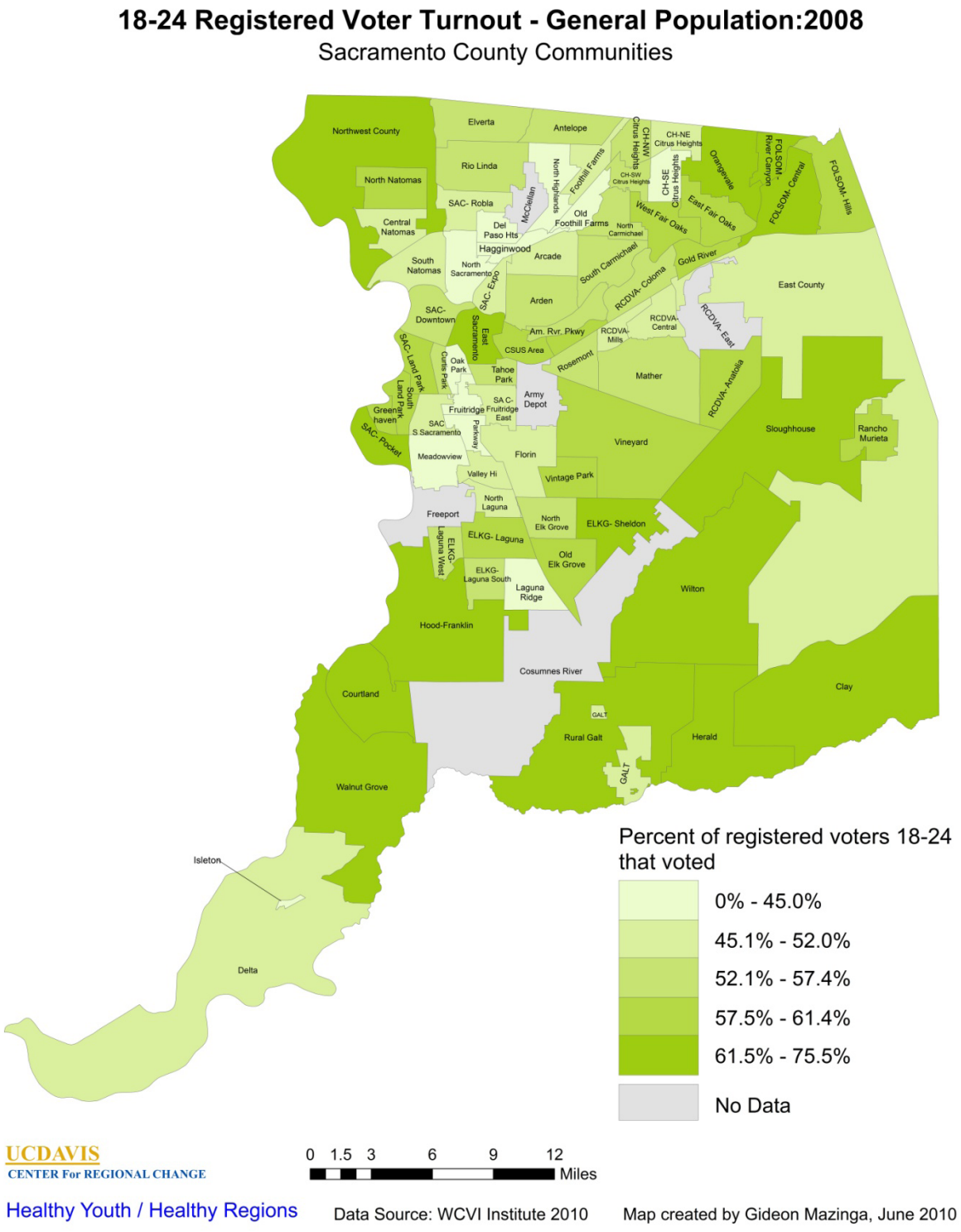
Map A. 18-24 Registered Voter Turnout – General Population: 2008 (General Election), 9 County Region Communities



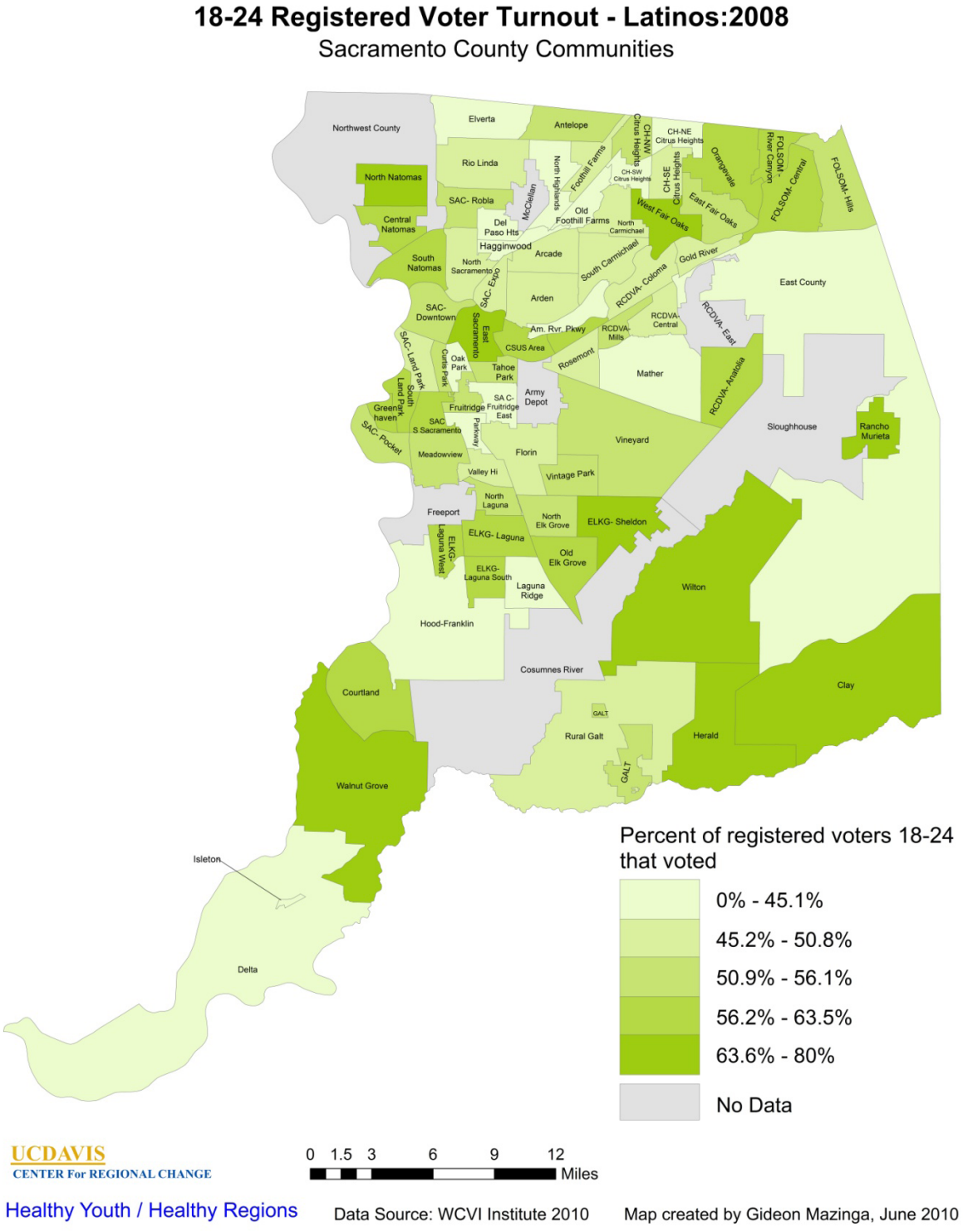
Map B. 18-24 Registered Voter Turnout – Latinos: 2008 (General Election), 9 County Region Communities



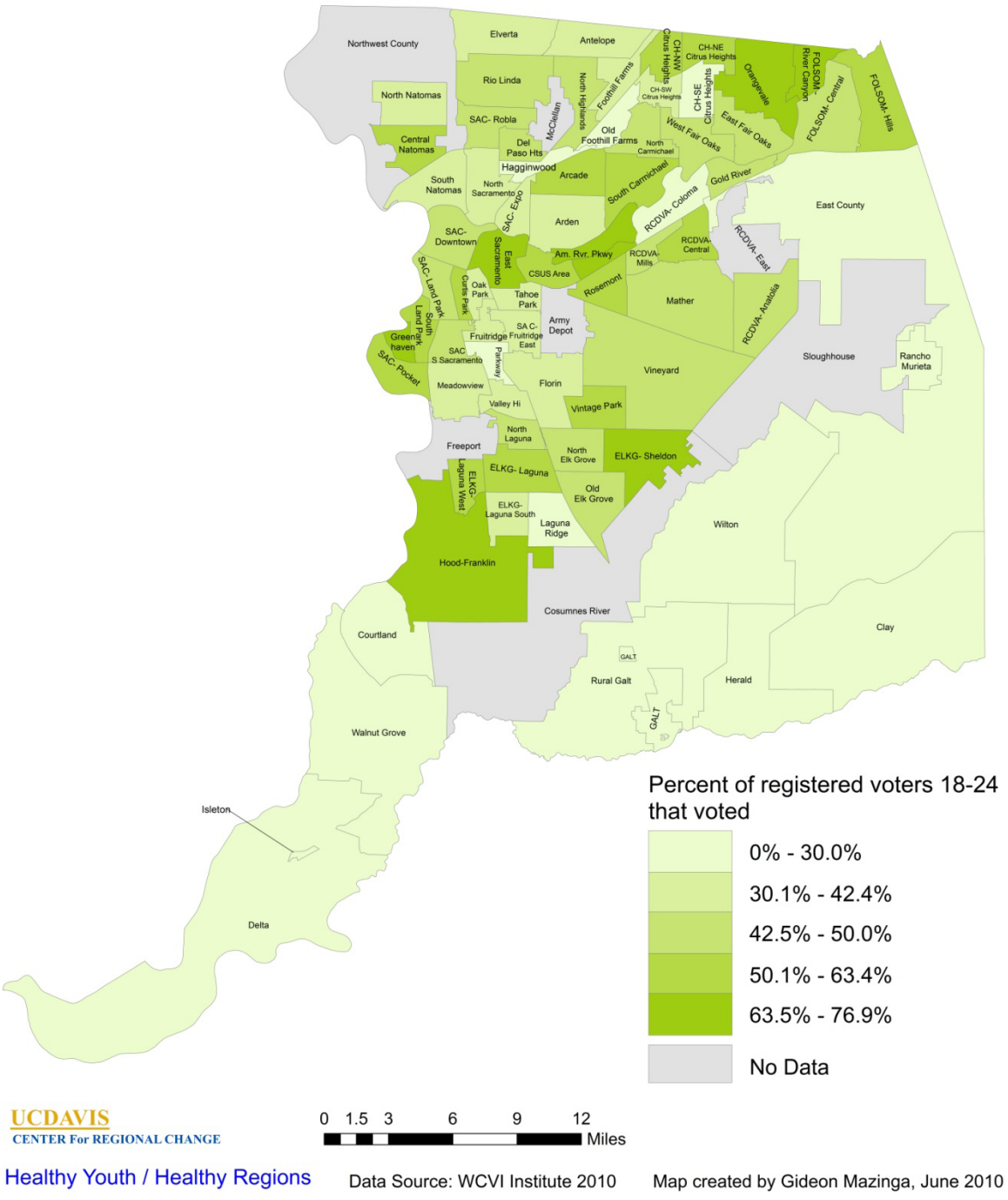
Map C. 18-24 Registered Voter Turnout – Asians: 2008 (General Election), 9 County Region Communities



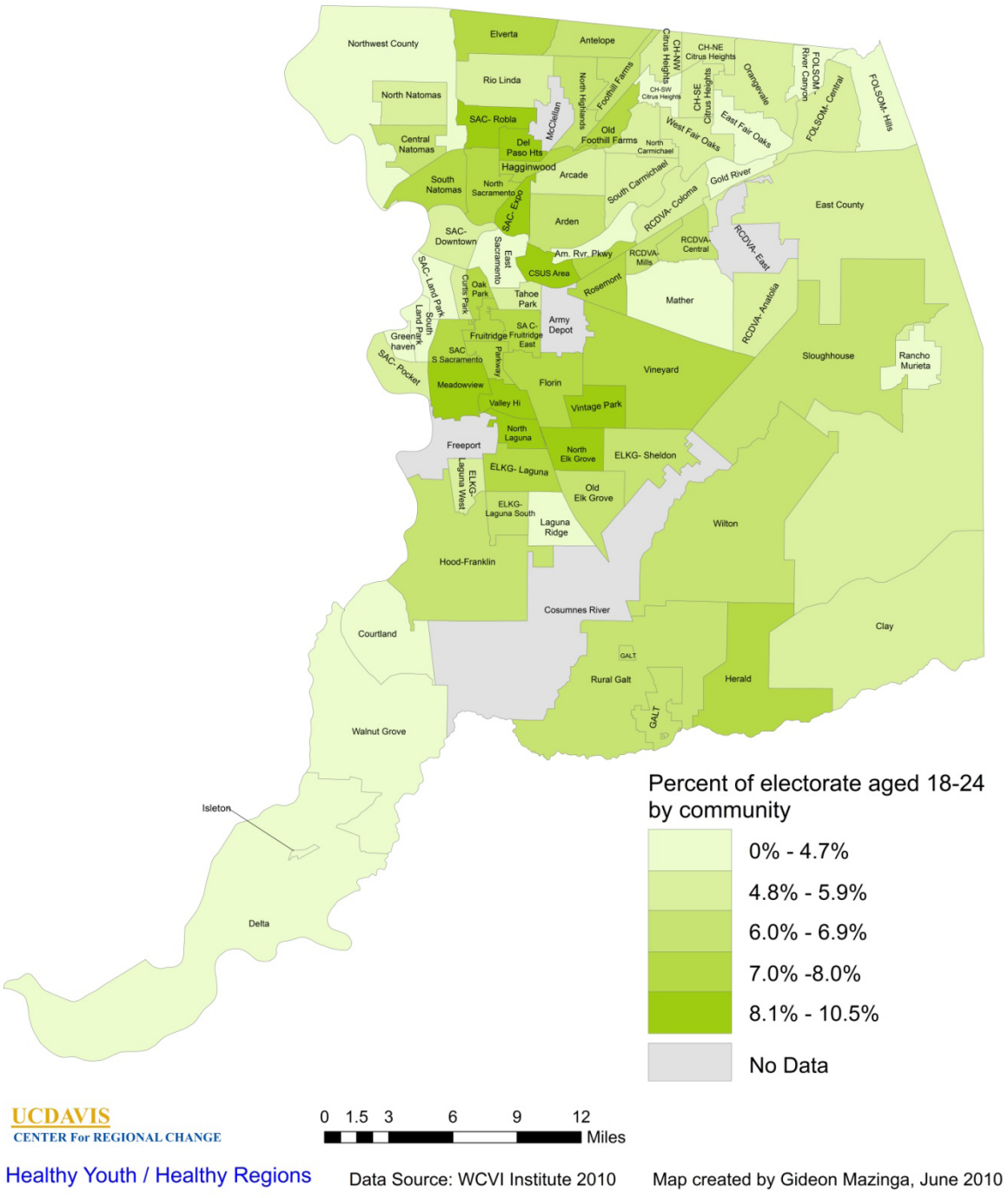
Map D. 18-24 Registered Voter Turnout – General Population: 2008 (General Election), Sacramento County Communities



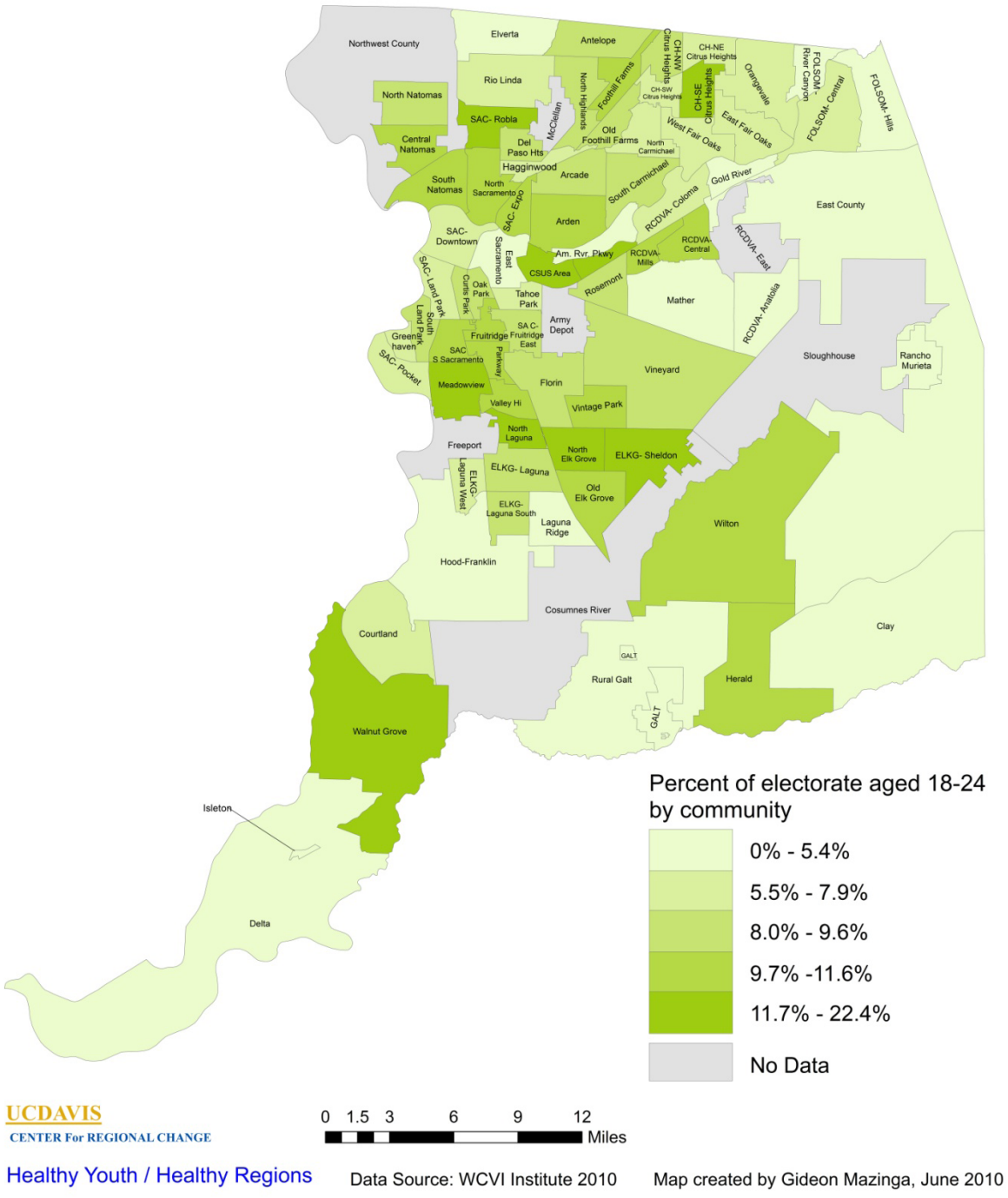
Map E. 18-24 Registered Voter Turnout – Latinos: 2008 (General Election), Sacramento County Communities



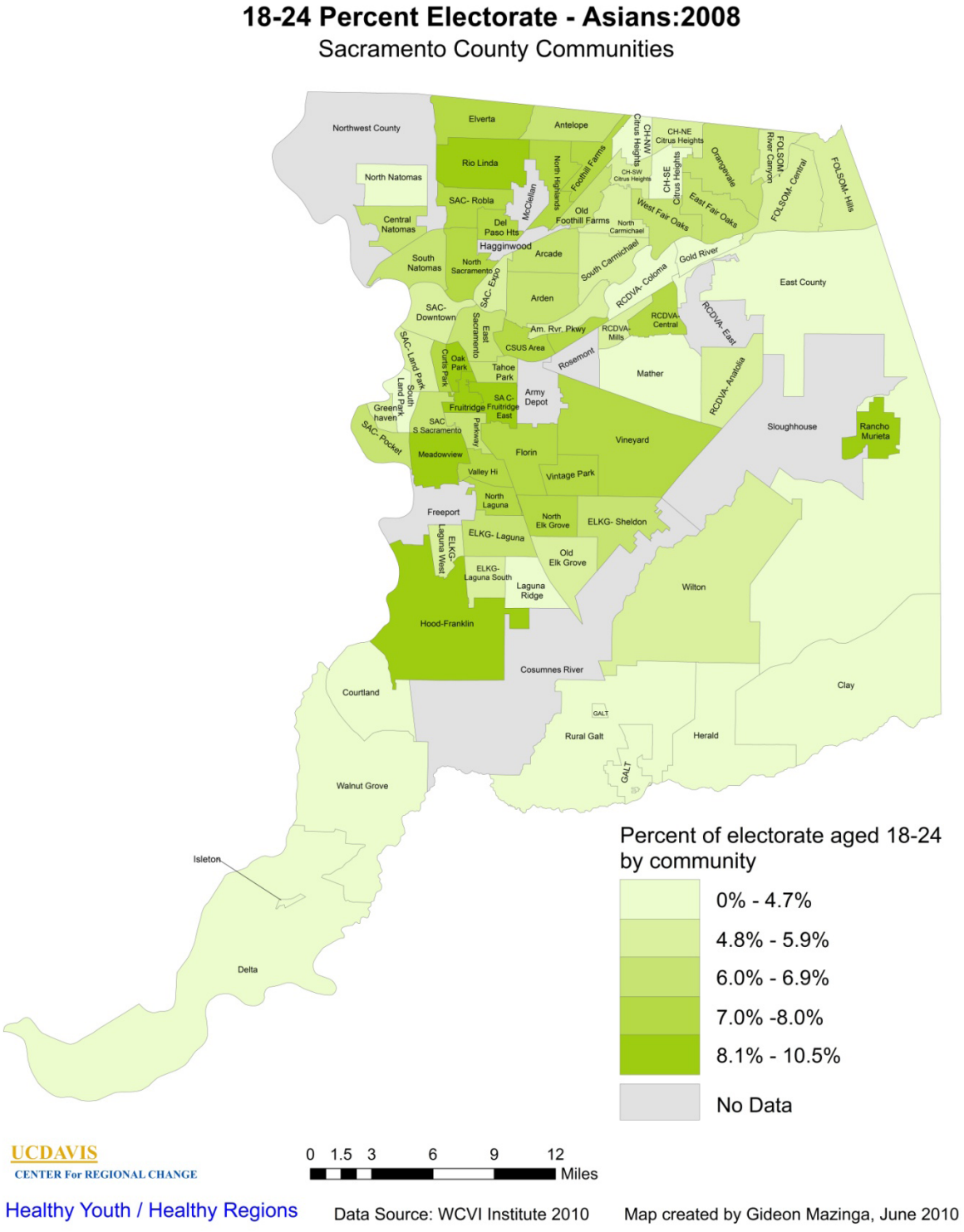
Map F. 18-24 Registered Voter Turnout – Asians: 2008 (General Election), Sacramento County Communities



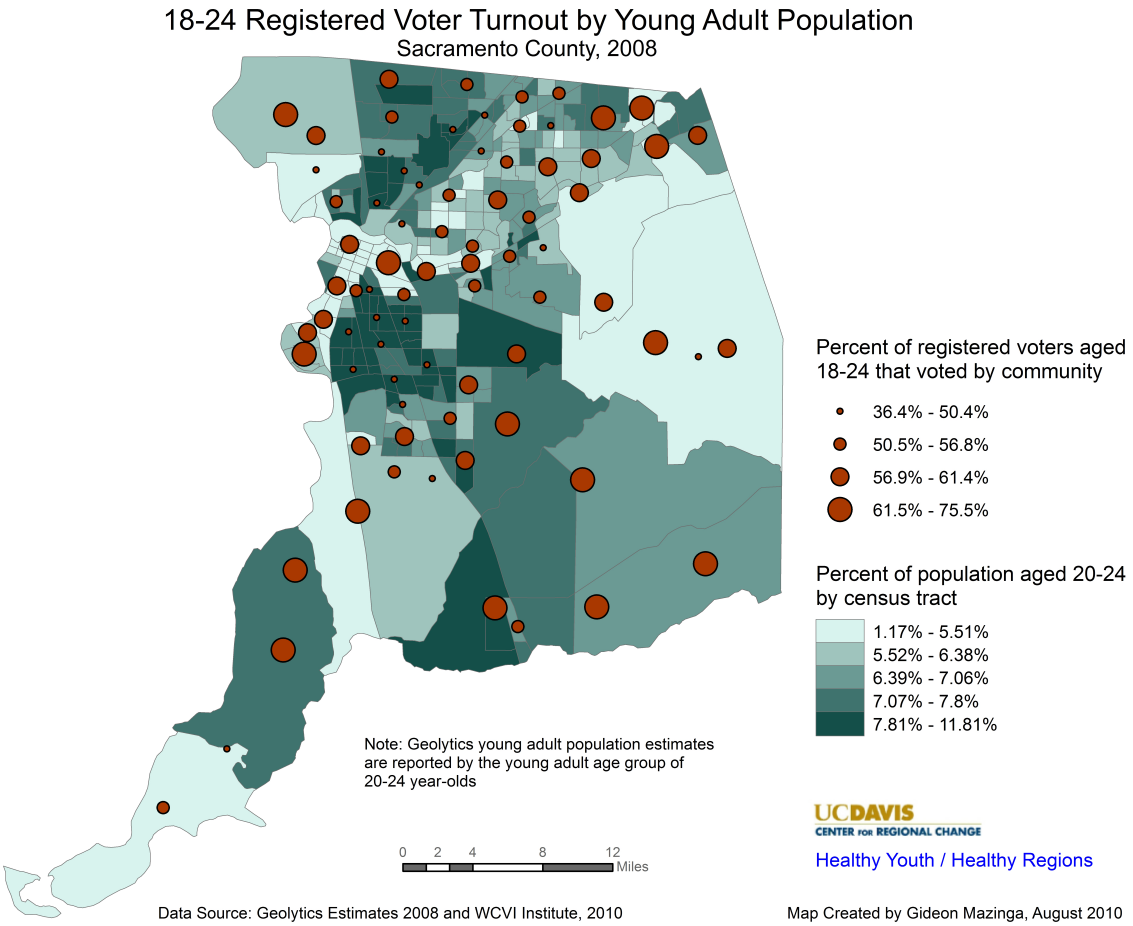
Map G. 18-24 Percent Electorate – General Population: 2008 (General Election), Sacramento County Communities



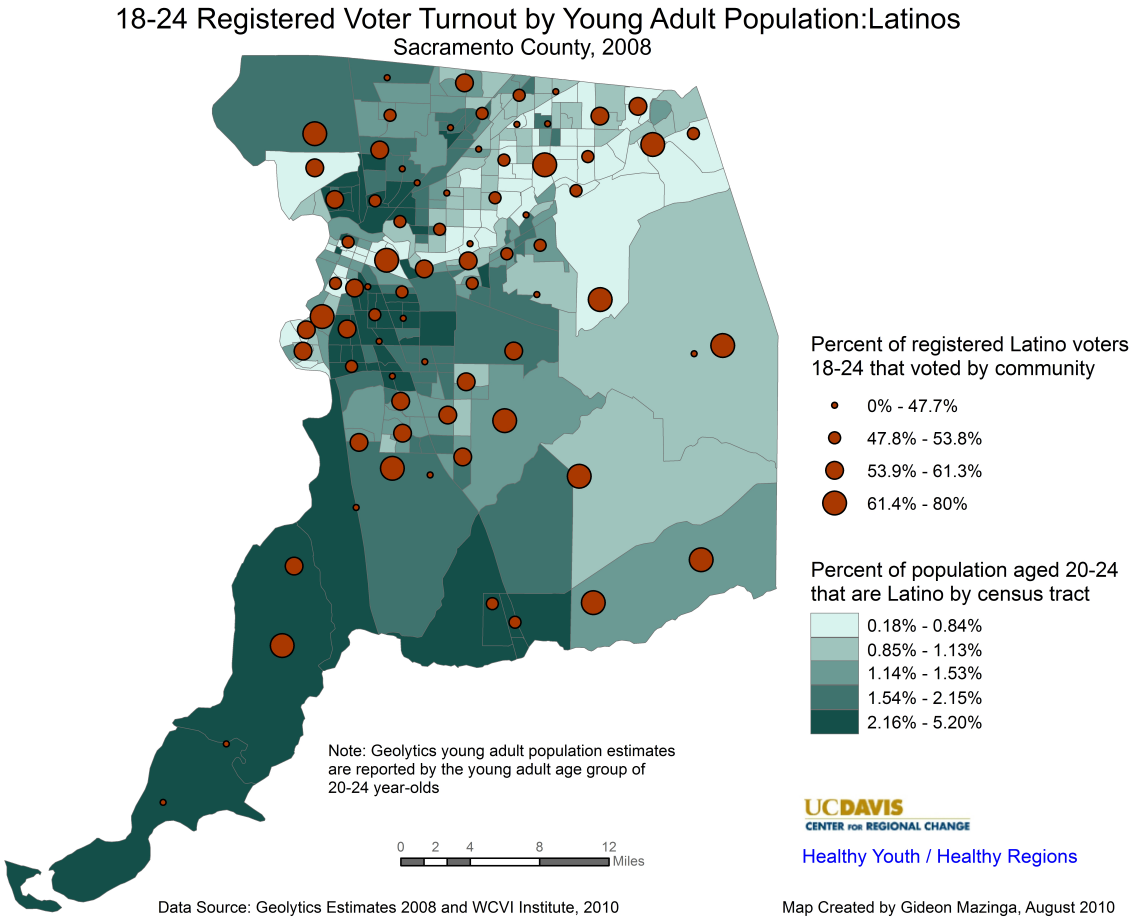
Map H. 18-24 Percent Electorate – Latinos: 2008 (General Election), Sacramento County Communities



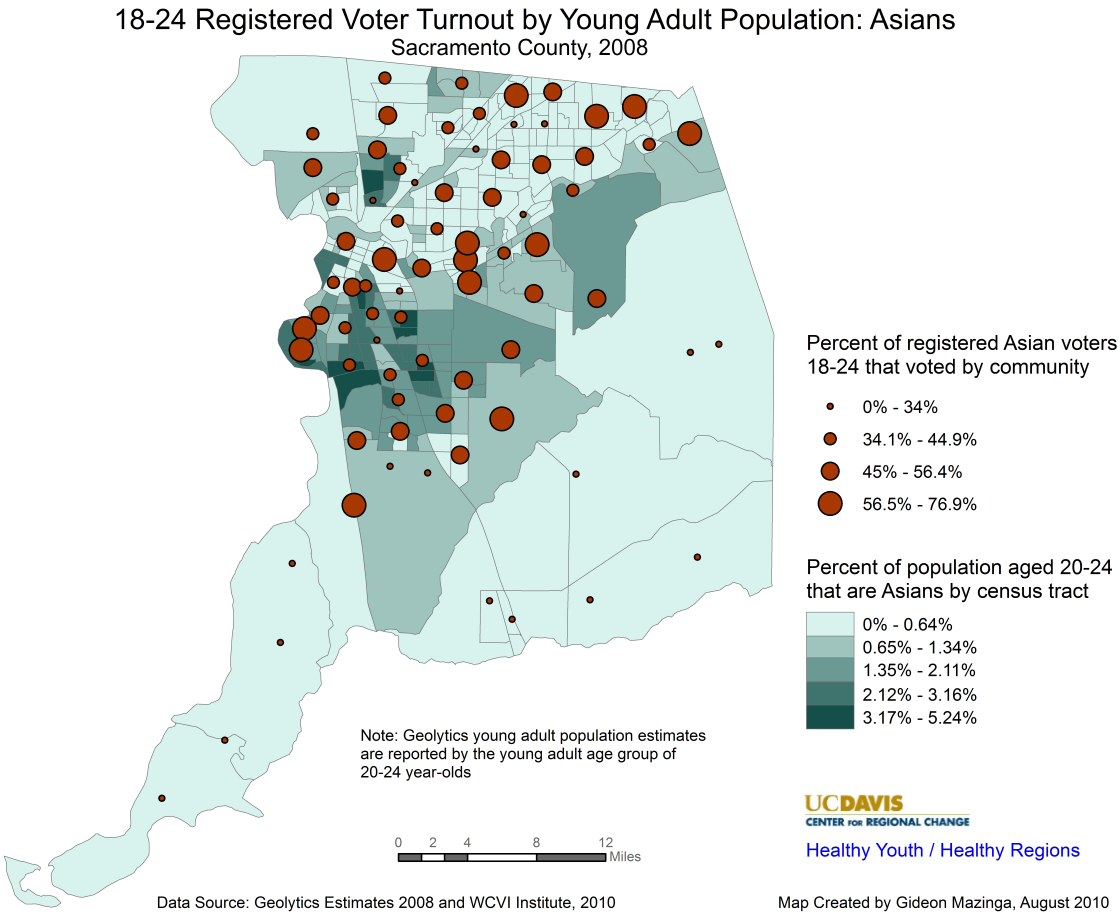
Map I. 18-24 Percent Electorate – Asians: 2008 (General Election), Sacramento County Communities



Map J. 18-24 Registered Voter Turnout and General Population Aged 20-24: 2008 (General Election), Sacramento County Communities



Map K. 18-24 Registered Voter Turnout and Latinos Aged 20-24: 2008 (General Election), Sacramento County Communities



Map L. 18-24 Registered Voter Turnout and Asians Aged 20-24: 2008 (General Election), Sacramento County Communities

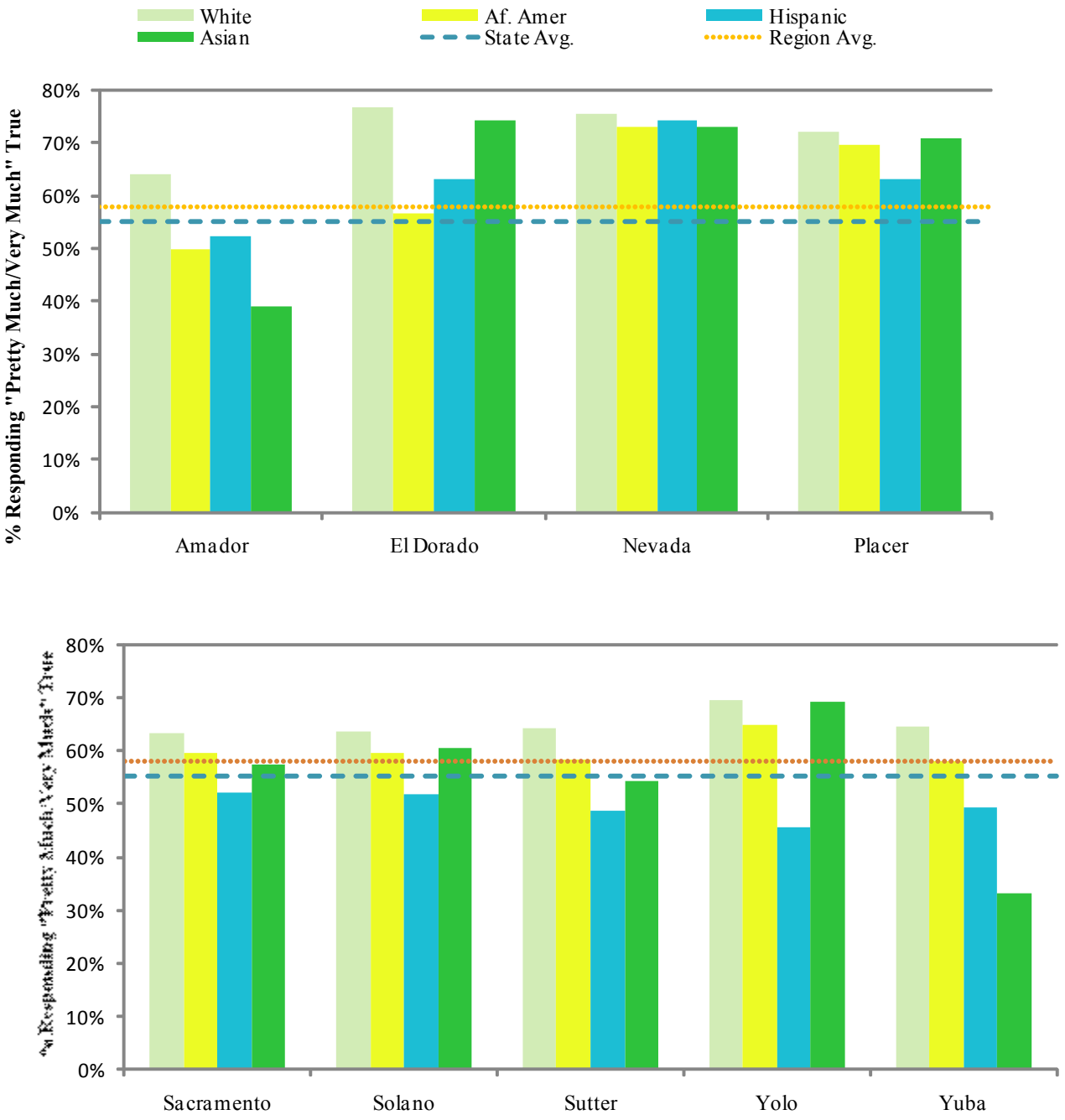


Figure 3. Civic Engagement of Middle and High School Students by Race/Ethnicity and County, 2006-20087 CHKS Survey: "I Am Part of Clubs"

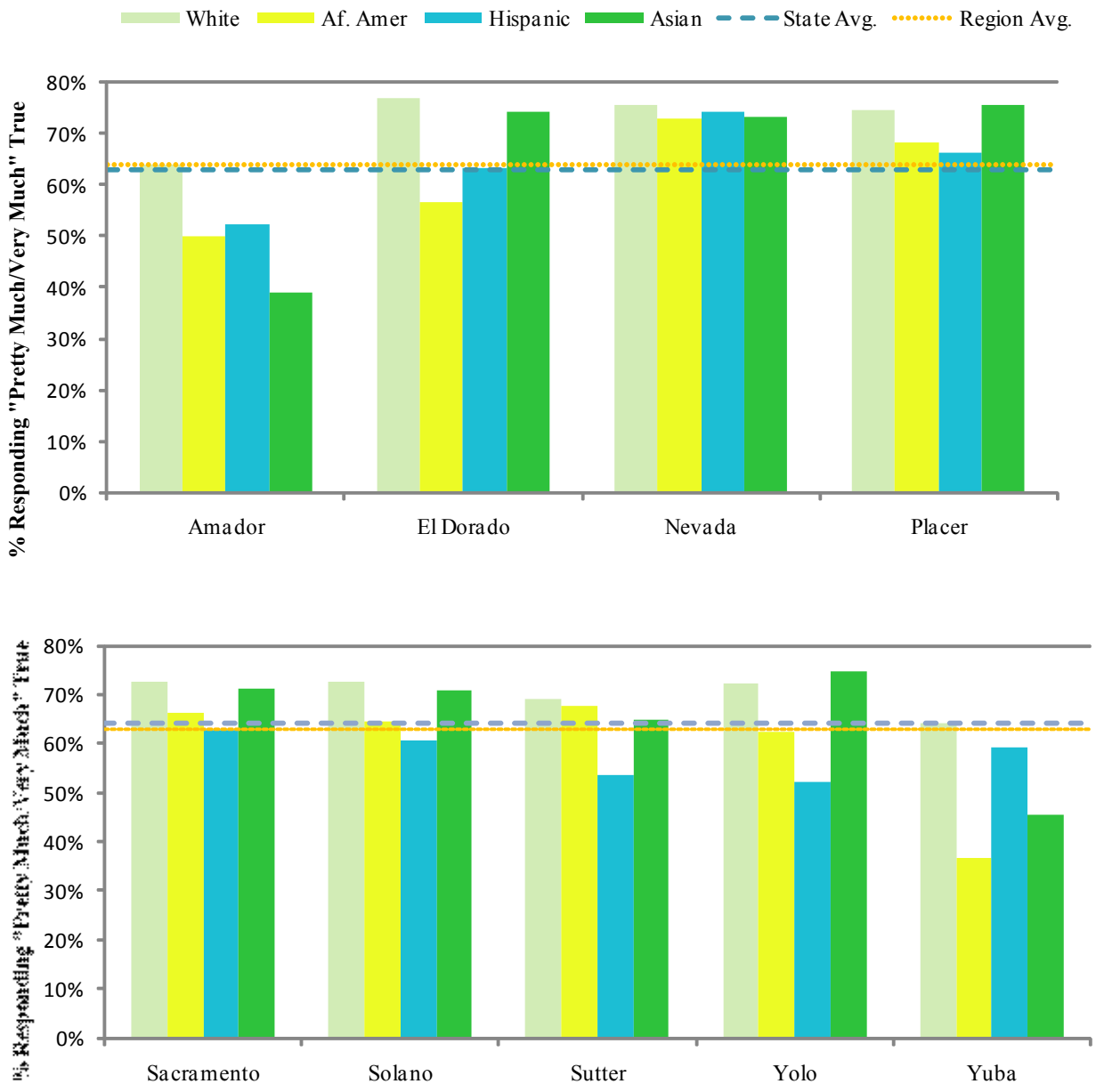


Figure 4. Civic Engagement of Middle and High School Students by Race/Ethnicity and County, 2006-2008 CHKS Survey: "I Help Other People"

Table D: Civic Engagement of Middle and High School Students by Race/Ethnicity and School District: 2006-2008 CHKS Survey – Answering "Pretty Much/Very Much True"

	White		AA		Latino		Asian		All Students	
DISTRICT	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others
AMADOR COUNTY										
Amador County Unified	58.%	64.0%	33.3%	50.0%	54.7%	52.4%	50.0%	38.9%	58.8%	62.8%
EL DORADO COUNTY										
Buckeye Union Elementary	83.8%	87.1%	75.0%	50.0%	85.7%	80.0%	75.8%	90.3%	81.0%	85.2%
Camino Union Elementary	91.7%	91.3%	78.6%	0	44.4%	25.0%	100.0%	100.0%	78.6%	72.5%
El Dorado Union High	72.5%	74.3%	60.8%	63.3%	58.7%	63.4%	68.0%	69.1%	70.3%	72.6%
Gold Oak Union Elementary	71.4%	85.7%	0	0	0	0	100.0%	100.0%	72.5%	82.5%
Gold Trail Union Elementary	91.3%	93.3%	0	0	75.0%	75.0%	100.0%	100.0%	87.3%	87.1%
Lake Tahoe Unified	66.0%	75.7%	25.0%	33.3%	54.7%	59.4%	58.1%	73.3%	60.3%	69.7%
Latrobe	83.3%	91.7%	100.0%	94.4%	100.0%	100.0%	.0%	100.0%	78.9%	94.7%
Mother Lode Union Elementary	70.3%	81.3%	100.0%	100.0%	64.3%	67.9%	100.0%	.0%	70.0%	77.5%
Pioneer Union Elementary	64.7%	68.8%	0	0	50.0%	100.0%	59.4%	0	59.4%	80.6%
Placerville Union Elementary	71.9%	64.1%	50.0%	.0%	50.0%	52.9%	66.7%	33.3%	65.6%	57.9%
Pollock Pines Elementary	71.1%	73.7%	.0%	.0%	50.0%	33.3%	100.0%	.0%	68.3%	67.2%
Rescue Union Elementary	82.7%	83.0%	100.0%	100.0%	60.9%	73.9%	84.6%	84.6%	80.7%	79.1%
Black Oak Mine Unified	65.9%	79.6%	47.1%	47.1%	55.6%	67.6%	46.2%	69.2%	63.4%	75.9%
NEVADA COUNTY										
Chicago Park Elementary	64.3%	71.4%	0	0	100.0%	100.0%	0	0	63.2%	63.2%
Clear Creek Elementary	66.7%	40.0%	0	0	50.0%	.0%	0	0	75.0%	50.0%
Grass Valley Elementary	62.5%	72.0%	50.0%	100.0%	66.7%	54.5%	0	0	62.0%	69.3%
Nevada City Elementary	83.3%	87.0%	66.7%	100.0%	100.0%	87.5%	100.0%	100.0%	82.4%	84.3%
Nevada Joint Union High	64.1%	73.7%	50.0%	67.3%	59.3%	75.2%	63.6%	70.4%	61.9%	73.8%
Pleasant Ridge Union Elementary	82.8%	91.1%	100.0%	100.0%	85.7%	100.0%	83.3%	66.7%	78.6%	86.5%
Pleasant Valley Elementary	50.0%	75.0%	.0%	100.0%	33.3%	66.7%	0	0	47.6%	85.7%
Union Hill Elementary	80.0%	78.9%	100.0%	100.0%	100.0%	75.0%	100.0%	100.0%	80.0%	76.5%
Twin Ridges Elementary	100.0%	100.0%	0	71.4%	50.0%	50.0%	0	0	62.5%	71.4%

	White		AA		Latino		Asian		All Students	
DISTRICT	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others
PLACER COUNTY										
Alta-Dutch Flat Union Elementary	70.0%	80.0%	0	0	100.0%	100.0%	0	0	66.7%	75.0%
Auburn Union Elementary	70.3%	59.4%	0	0	58.3%	58.3%	75.0%	75.0%	66.7%	59.8%
Colfax Elementary	77.8%	90.0%	0	0	0	0	0	0	84.6%	92.9%
Dry Creek Joint Elementary	77.3%	78.0%	80.6%	72.2%	75.0%	66.0%	69.0%	74.6%	72.6%	73.8%
Eureka Union	83.8%	83.8%	95.5%	68.2%	75.0%	72.7%	81.5%	80.4%	86.2%	82.8%
Foresthill Union Elementary	76.5%	78.4%	66.7%	66.7%	60.0%	75.0%	100.0%	100.0%	76.6%	81.6%
Loomis Union Elementary	85.4%	81.9%	50.0%	.0%	87.0%	70.8%	72.7%	63.6%	82.6%	78.1%
Newcastle Elementary	83.3%	88.9%	0	0	100.0%	100.0%	100.0%	66.7%	88.0%	84.0%
Placer Union High	69.4%	78.0%	57.9%	67.2%	58.6%	69.9%	71.9%	75.4%	67.7%	76.7%
Roseville City Elementary	74.8%	78.0%	72.7%	54.5%	58.5%	69.4%	70.0%	83.3%	72.2%	77.7%
Tahoe-Truckee Joint Union	74.7%	66.0%	55.0%	57.1%	46.0%	64.4%	63.6%	90.9%	66.2%	75.3%
Rocklin Unified	69.7%	69.6%	69.3%	72.9%	67.9%	64.9%	69.0%	73.5%	69.6%	70.1%
SACRAMENTO COUNTY										
Arcohe Union Elementary	78.3%	68.2%	100.0%	.0%	55.0%	68.4%	42.9%	85.7%	66.7%	69.2%
Elk Grove Unified	67.5%	74.3%	65.2%	72.7%	53.6%	70.8%	58.7%	74.8%	60.6%	72.0%
Elverta Joint Elementary	75.0%	85.0%	0	0	100.0%	60.0%	50.0%	50.0%	67.6%	75.7%
Folsom-Cordova Unified	65.3%	74.2%	62.8%	68.0%	54.9%	66.2%	62.9%	75.2%	62.9%	72.3%
Galt Joint Union Elementary	68.8%	64.9%	57.1%	57.1%	50.0%	68.2%	72.7%	83.3%	58.8%	65.9%
Galt Joint Union High	61.6%	73.6%	53.3%	80.0%	45.2%	58.0%	59.0%	79.5%	53.6%	67.4%
Grant Joint Union High	47.9%	66.6%	55.0%	66.6%	44.5%	58.6%	44.9%	66.6%	47.4%	63.6%
River Delta Joint Unified	64.4%	68.0%	88.9%	88.9%	56.3%	59.2%	36.4%	81.8%	60.1%	65.0%
Sacramento City Unified	63.0%	70.9%	59.2%	70.2%	53.0%	66.5%	50.2%	69.8%	54.4%	68.5%
San Juan Unified	66.5%	74.4%	60.2%	64.0%	57.1%	63.5%	70.6%	72.9%	64.3%	71.1%
Center Joint Unified	57.6%	69.5%	60.7%	62.3%	59.1%	64.2%	53.7%	72.0%	57.2%	66.9%
Natomas Unified	54.0%	60.0%	56.0%	56.1%	52.5%	53.6%	54.6%	62.1%	53.6%	56.4%
SOLANO COUNTY										
Benicia Unified	72.4%	79.3%	68.6%	65.2%	61.2%	64.0%	78.5%	84.4%	70.5%	76.1%

	White		AA		Latino		Asian		All Students	
DISTRICT	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others	Part of Clubs	Help Others
Dixon Unified	69.8%	76.9%	74.4%	65.8%	59.7%	62.6%	57.6%	74.2%	65.0%	69.5%
Fairfield-Suisun Unified	57.8%	70.3%	58.7%	66.3%	51.6%	62.8%	58.0%	70.8%	55.6%	66.8%
Travis Unified	61.5%	72.3%	68.4%	66.3%	56.3%	67.4%	65.6%	70.1%	60.1%	69.6%
Vacaville Unified	66.8%	72.4%	61.0%	62.7%	52.4%	62.5%	63.8%	72.9%	60.5%	67.4%
Vallejo City Unified	48.0%	60.6%	53.5%	62.4%	41.2%	50.1%	56.0%	68.2%	50.6%	60.2%
SUTTER COUNTY										
Brittan Elementary	69.2%	84.0%	0	0	50.0%	75.0%	0	0	67.5%	76.3%
Browns Elementary	100.0%	66.7%	0	0	100.0%	100.0%	0	0	87.5%	62.5%
East Nicolaus Joint Union High	67.0%	64.4%	50.0%	50.0%	53.6%	64.3%	42.9%	14.3%	60.5%	60.6%
Franklin Elementary	90.5%	80.0%	100.0%	.0%	50.0%	50.0%	25.0%	40.0%	78.8%	69.7%
Live Oak Unified	57.4%	63.8%	62.5%	70.0%	46.9%	51.4%	47.4%	60.5%	52.0%	57.5%
Marcum-Illinois Union Elementary	83.3%	66.7%	0	66.7%	50.0%	50.0%	0	0	77.8%	66.7%
Meridian Elementary	75.0%	75.0%	0	0	100.0%	100.0%	100.0%	100.0%	80.0%	90.0%
Pleasant Grove Joint Union	90.9%	81.8%	0	0	100.0%	66.7%	0	0	93.8%	81.3%
Sutter Union High	77.3%	83.8%	100.0%	100.0%	61.1%	61.8%	55.6%	66.7%	74.5%	78.9%
Yuba City Unified	61.0%	67.0%	56.0%	67.6%	48.4%	53.4%	56.9%	67.7%	56.0%	62.6%
YOLO COUNTY										
Davis Joint Unified	77.0%	81.4%	69.2%	67.7%	56.3%	60.7%	76.7%	80.1%	72.1%	76.8%
Esparto Unified	59.3%	61.0%	60.0%	100.0%	47.9%	55.4%	66.7%	50.0%	54.7%	58.0%
Washington Unified	38.1%	47.6%	40.0%	40.0%	36.8%	58.8%	.0%	42.9%	38.2%	57.4%
Winters Joint Unified	61.3%	59.0%	55.6%	66.7%	62.1%	47.8%	54.5%	70.0%	54.7%	55.2%
Woodland Joint Unified	64.7%	67.5%	65.9%	50.0%	42.3%	51.4%	53.5%	61.9%	51.0%	57.4%
YUBA COUNTY										
Marysville Joint Unified	71.8%	50.0%	0	0	50.0%	0	0	0	50.0%	50.0%
Wheatland	71.8%	64.1%	.0%	.0%	53.8%	66.7%	28.6%	42.9%	62.9%	63.9%
Wheatland Union High	62.8%	64.3%	61.1%	38.9%	48.3%	57.6%	34.6%	46.2%	57.3%	63.2%

Table E: 2006-2008 Capital Region CHKS Response Rates (By Grade Level and for Non-Traditional Students)

DISTRICT	7th Grade	9th Grade	11th grade	NT Students
AMADOR CO.				
Amador County Unified	90.07%	77.02%	55.59%	27.27%
EL DORADO CO.				
Buckeye Union Elementary	88.10%	--	--	--
Camino Union Elementary	--	--	--	--
El Dorado Union High	57.14%	--	59.69%	85.14%
Gold Oak Union Elementary	72%	--	--	--
Gold Trail Union Elementary	87.95%	86.01%	--	--
Indian Diggings Elementary	--	--	--	--
Lake Tahoe Unified	57.58%	--	74.84%	62.16%
Latrobe	76.69%	--	--	--
Mother Lode Union Elementary	62.71%	--	--	--
Pioneer Union Elementary	95.50%	--	--	--
Placerville Union Elementary	84.09%	--	--	--
Pollock Pines Elementary	87.94%	--	--	--
Rescue Union Elementary	81.82%	--	--	--
Silver Fork Elementary	--	--	--	--
Black Oak Mine Unified	72.28%	--	76.28%	26.25%
NEVADA CO.				
Chicago Park Elementary	43.75%	--	--	--
Clear Creek Elementary	81.07%	--	--	--
Grass Valley Elementary	85.96%	--	--	100.00%
Nevada City Elementary	35.14%	45.95%	--	46.15%
Nevada Joint Union High	77.18%	--	80.66%	56.85%
Pleasant Ridge Union Elementary	67.03%	--	--	0.00%
Pleasant Valley Elementary	86.96%	66.67%	--	--
Ready Springs Union Elementary	27.27%	--	33.33%	--

DISTRICT	7th Grade	9th Grade	11th grade	NT Students
Union Hill Elementary	91.07%	--	--	--
Twin Ridges Elementary	70.53%	--	--	--
PLACER CO.				
Ackerman Elementary	46.15%	--	--	--
Alta-Dutch Flat Union Elementary	75.73%	--	--	--
Auburn Union Elementary	66.04%	--	--	--
Colfax Elementary	78.04%	--	--	--
Dry Creek Joint Elementary	85.10%	--	--	--
Eureka Union	0.00%	--	--	--
Foresthill Union Elementary	86.73%	--	--	--
Loomis Union Elementary	64.81%	--	--	--
Newcastle Elementary	--	--	--	--
Ophir Elementary	--	--	--	--
Placer Hills Union Elementary	--	84.15%	--	--
Placer Union High	86.27%	79.09%	73.47%	33.33%
Roseville City Elementary	--	68.57%	--	--
Roseville Joint Union High	88.52%	79.57%	69.32%	52.16%
Tahoe-Truckee Joint Union	65.78%	61.63%	73.44%	29.17%
Western Placer Unified	60.42%	--	64.20%	0.00%
Rocklin Unified	58.99%	--	76.59%	82.86%
SACRAMENTO CO.				
Arcohe Union Elementary	89.28%	84.01%	--	--
Elk Grove Unified	82.05%	--	71.87%	28.68%
Elverta Joint Elementary	84.32%	82.29%	--	--
Folsom-Cordova Unified	60.05%	--	73.25%	79.36%
Galt Joint Union Elementary	--	61.22%	--	--
Galt Joint Union High	77.74%	74.74%	67.90%	86.25%
Grant Joint Union High	--	--	--	--

DISTRICT	7th Grade	9th Grade	11th grade	NT Students
North Sacramento Elementary	--	--	--	--
Rio Linda Union Elementary	--	--	--	--
River Delta Joint Unified	--	--	64.08%	12.24%
Sacramento City Unified	77.85%	67.25%	67.32%	57.92%
San Juan Unified	69.73%	72.14%	60.10%	59.33%
Center Joint Unified	60.34%	63.18%	82.47%	66.96%
Natomas Unified	84.44%	80.49%	63.83%	62.12%
Twin Rivers Unified	58.95%	71.43%	59.82%	68.67%
SOLANO CO.				
Benicia Unified	98.02%	95.49%	68.72%	40.30%
Dixon Unified	90.73%	60.79%	99.17%	--
Fairfield-Suisun Unified	0.00%	0.00%	75.77%	71.39%
Travis Unified	85.53%	84.76%	87.73%	78.33%
Vacaville Unified	83.82%	55.59%	91.38%	100.00%
Vallejo City Unified	74.14%	--	56.29%	68.15%
SUTTER CO.				
Brittan Elementary	90.91%	--	--	--
Browns Elementary	--	76.14%	--	--
East Nicolaus Joint Union High	76.36%	--	71.43%	--
Franklin Elementary	70.83%	55.48%	--	--
Live Oak Unified	85.00%	--	66.90%	52.94%
Marcum-Illinois Union Elementary	92.31%	--	--	--
Meridian Elementary	95.65%	--	--	--
Nuestro Elementary	--	--	--	--
Pleasant Grove Joint Union	--	--	--	--
Sutter Union High	28.57%	--	60.20%	--
Winship-Robbins	81.56%	69.15%	--	--
Yuba City Unified	85.82%	78.01%	64.52%	17.81%

DISTRICT	7th Grade	9th Grade	11th grade	NT Students
YOLO CO.				
Davis Joint Unified	70.13%	88.89%	82.54%	68.30%
Esparto Unified	63.62%	45.40%	86.89%	67.86%
Washington Unified	85.83%	83.55%	60.74%	24.81%
Winters Joint Unified	72.67%	55.39%	81.45%	35.71%
Woodland Joint Unified	--	--	57.30%	65.91%
YUBA CO.				
Camptonville Elementary	--	--	--	--
Marysville Joint Unified		81.25%	21.43%	--
Plumas Lake Elementary	89.17%	70.83%	75.73%	--
Wheatland	--	--	74.19%	26.00%
Wheatland Union High	51.01%	--	--	42.16%

*NT Students: Students attending alternative, opportunity, continuation and community day schools.