

Active and Engaged Citizenship

Instrument: Active and Engaged Citizenship

Scale/Subscale Name: Active and Engaged Citizenship

Source: Bobek, D. L., Zaff, J. F., Li, Y., & Lerner, R. M. (2009). Cognitive, emotional, and behavioral components of civic action: Towards an integrated measure of civic engagement. *Journal of Applied Developmental Psychology, 30*(5), 615-627.

Developers: Bobek, D. L., Zaff, J. F., Li, Y., & Lerner, R. M. (2009).

Year: 2009

Target Audience(s): Youth

Language other than English available: No

Type: Attitudes and Behavior

Data collected: Quantitative

Data collection format: Self report - Pre/post

Reading Level: Flesch-Kincaid Grade level: 5.6

Existence of test/technical manuals, user guides, supplemental materials: Survey available by request from Richard M. Lerner, Institute for Applied Research in Youth Development, Eliot-Person Department of Child Development, 301 Lincoln Filene Building, Tufts University, Medford, MA 02155. email: richard.lerner@tufts.edu

Level of training necessary for administration/scoring/interpretation: None

Widespread Use/Professional Endorsements: This survey has been used between 2005 and present to model pathways of positive youth development and outcomes such as Contribution, Depression, and Risk Behavior. The five C model, upon which this measure is based, is currently being endorsed for the development of asset rather than deficit based intervention/prevention programming.

Cost of Use: There is no cost associated with use of the survey or its scales; however, proper citation of developers is necessary and the developer's request that any findings that may be relevant to the further development of the survey be shared.

Description:

- This 26-item scale is an integrated measure of civic engagement that assesses emotional, cognitive, and behavioral components, including:
 1. Sense of generalized reciprocity
 2. Ability to be involved in civic society and democracy
 3. Desire to make positive contributions to the community
 4. Participation in activities to better the community
- This includes three subscales of a larger instrument developed by Bobek (doctoral dissertation) and published by Bobek, Zaff, Li, and Lerner (2009).
- Bobek developed these subscales by adapting items from various sources (see notations on instrument).

Psychometrics:

Information on reliability and validity are provided below. If information on a particular psychometric was not found, it is indicated as "no information provided." It should be noted that this is not necessarily an indication of a lack of reliability or validity within a particular scale/instrument, but rather a lack of rigorous testing, for various reasons, by the developers or other researchers.

Reliability: *A correlation of at least .80 is suggested for at least one type of reliability as evidence; however, standards range from .5 to .9 depending on the intended use and context for the instrument.*

Internal Consistency: Cronbach's alpha's for the three factors in the scale are Civic Duty = .80, Civic Skills = .91, and Civic Participation = .73

Inter-rater reliability: No information provided

Test-Retest: No information provided

Validity: *The extent to which a measure captures what it is intended to measure.*

Content/Face Validity: Items for this scale were developed using a three-step expert rater validation process.

Criterion Validity: No information provided

Construct Validity: Indicators of convergent and discriminate validity were built into the expert rater process, with results used to refine the measure. A confirmatory factor analysis indicated that scale items correspond to the hypothesized factors.

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Item	Response Format	Source
Civic Duty		
1. How important is each of the following to <u>you</u> in your life? Helping to reduce hunger and poverty in the world.	<i>Not important to Extremely important (5-point)</i>	PSL-AB
2. How important is each of the following to <u>you</u> in your life? Helping to make sure all people are treated fairly.	<i>Not important to Extremely important (5-point)</i>	PSL-AB
3. How important is each of the following to <u>you</u> in your life? Helping to make the world a better place to live in.	<i>Not important to Extremely important (5-point)</i>	PSL-AB
4. How important is each of the following to <u>you</u> in your life? Helping other people.	<i>Not important to Extremely important (5-point)</i>	PSL-AB
5. How important is each of the following to <u>you</u> in your life? Speaking up for equality (everyone should have the same rights and opportunities).	<i>Not important to Extremely important (5-point)</i>	PSL-AB
6. How well does each of these statements describe you? When I see someone being taken advantage of, I want to help them.	<i>Not well to Very well (5-point)</i>	PSL-AB
7. How well does each of these statements describe you? When I see someone being treated unfairly, I don't feel sorry for them.	<i>Not well to Very well (5-point)</i>	PSL-AB
8. How well does each of these statements describe you? I feel sorry for other people who don't have what I have.	<i>Not well to Very well (5-point)</i>	PSL-AB
9. How much do you agree or disagree with the following? It's not really my problem if my neighbors are in trouble and need help.	<i>Strongly disagree to Strongly agree (5-point)</i>	TAP
10. How much do you agree or disagree with the following? I often think about doing things so that people in the future can have things better.	<i>Strongly disagree to Strongly agree (5-point)</i>	TAP
11. How much do you agree or disagree with the following? It is important to me to contribute to my community and society.	<i>Strongly disagree to Strongly agree (5-point)</i>	TAP

12. I believe I can make a difference in my community.	1=Strongly Disagree 2=Disagree 3=Somewhat Agree/Somewhat Disagree 4=Agree 5=Strongly Agree	SV
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Civic Skills: If you found out about a problem in your community that you wanted to do something about (for example, illegal drugs were being sold near a school, or high levels of lead were discovered in the local drinking water), how well do you think you would be able to do each of the following?		
1. Contact a newspaper, radio, or TV talk show to express your opinion on an issue.	1=I definitely can't 2=I probably can't 3=Maybe 4=I probably can 5=I definitely can	SV
2. Contact an elected official about the problem.	1=I definitely can't 2=I probably can't 3=Maybe 4=I probably can 5=I definitely can	SV
3. Contact or visit someone in government who represents your community.	1=I definitely can't 2=I probably can't 3=Maybe 4=I probably can 5=I definitely can	SV

4. Write an opinion letter to a local newspaper.	1=I definitely can't 2=I probably can't 3=Maybe 4=I probably can 5=I definitely can	SV
5. Express your views in front of a group of people.	1=I definitely can't 2=I probably can't 3=Maybe 4=I probably can 5=I definitely can	SV
6. Sign an e-mail or written petition.	1=I definitely can't 2=I probably can't 3=Maybe 4=I probably can 5=I definitely can	SV

Civic Participation		
How often do you do the following things? Help make your city or town a better place for people to live.	<i>Never to Very often (5-point)</i>	PSL-AB
How often do you do the following things? Help out at your church, synagogue or other place of worship.	<i>Never to Very often (5-point)</i>	PSL-AB
How often do you do the following things? Help a neighbor.	<i>Never to Very often (5-point)</i>	PSL-AB
How often do you do the following things? Help out at your school.	<i>Never to Very often (5-point)</i>	PSL-AB
Volunteering Your Time (at a hospital, day care center, food bank, youth program, community service agency)	<i>Never to Everyday (6-point)</i>	4-H
Mentoring/Peer Advising	<i>Never to Everyday (6-point)</i>	4-H
Tutoring	<i>Never to Everyday (6-point)</i>	4-H
During the last 12 months, how many times have you been a leader in a group or organization?	<i>Never to 5 or more times (5-point)</i>	PSL-AB

Source Abbreviations:

PSL-AB = Search Institute's Profiles of Student Life-Attitudes and Beliefs (PSL-AB) questionnaire (Leffert, Benson, Scales, Sharma, Drake & Blyth, 1998)

SV = Student Voices measure (Flanagan, Syvertsen, & Stout, 2007)

TAP = Teen Assessment Project (TAP) Survey Question Bank (Small & Rodgers, 1995)

4-H = 4-H Study of Positive Youth Development (Lerner et al., 2005)

Scoring:

More information on administration and scoring may be obtained from the Institute for Applied Research in Youth Development, Eliot-Person Department of Child Development, 301 Lincoln Filene Building, Tufts University, Medford, MA 02155. email: richard.lerner@tufts.edu