Common Measure: Leadership Development, High School

Instrument: Tapping Adolescents’ Civic Engagement.

Scale: Competence for Civic Action


Year: 2007

Target Audience(s): Flanagan and her colleagues piloted their scales on a sample of 1,924 students ages 12-18 in the Northeastern US. Gender was evenly split. Sample favored high school students (78% were 11th and 12th graders). The majority of respondents were white (85%).

Language other than English available: No

Type: Attitudes

Data collected: Quantitative

Data collection format: Self report - Pre/post

Reading Level: Flesch-Kincaid Grade level: 10.8

Existence of test/technical manuals, user guides, supplemental materials:
Working paper available at [http://www.civicyouth.org/PopUps/WorkingPapers/WP55Flannagan.pdf](http://www.civicyouth.org/PopUps/WorkingPapers/WP55Flannagan.pdf) Includes a copy of the survey and information on the development of the survey. Also available at [http://agexted.cas.psu.edu/faculty/flanagan.html](http://agexted.cas.psu.edu/faculty/flanagan.html) under the name of Civic Beliefs, Attitudes, and Engagement: Civic Leadership. No cost is associated with the use of this survey, but proper credit must be given to the developers.

Level of training necessary for administration/scoring/interpretation: None necessary. Paper and pencil scoring by summing the ratings.

Widespread Use/Professional Endorsements: Research sponsored through the Center for Information and Research on Civic Learning and Engagement (CIRCLE). CIRCLE promotes research on the civic and political engagement of Americans between the ages of 15 and 25. Circle is a clearing house for relevant information and scholarship and was founded in 2001. Funding comes from the Pew Charitable Trust and Carnegie Corporation of New York and is based in the University of Maryland’s School of Public Policy. Flanagan is a well respected researcher in this field and her scales have been used across several grant funded projects.

Cost of Use: No costs associated with the use of this instrument.
Description:
- This working paper offers various scales within constructs related to civic engagement based upon two waves of surveys given as a pre and post test.
- The Competence for Civic Action measures efficacy for civic engagement. More specifically it asks students to rate their competence in various skills that are related to civic action.
- It is included under the subconstruct of Core Competencies for its relationship to communication, team building, and problem solving. And consists of 9 items drawn from the California Civic Index (Kahne, Middaugh, & Schutjer-Mance, 2005) and adapted from the Civic Engagement Questionnaire (Keeter, Zukin, Andolina, & Jenkins, 2002).

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.

Psychometrics of this scale are informed by Structural Equation Modeling (SEM) and principle components analysis (to inform SEM), and Cronbach’s alpha. SEM uses overall pattern of fit indices including chi-square, comparative fit index (CFI), and root mean square error of approximation (RMSEA). Since chi-square is sensitive to sample size, in this case large, CFI and RMSEA, which are not affected by sample size, were used to determine adequate fit. Adequate fit is generally determined by a CFI of .90 or greater and a RMSEA of .08 or less.

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.

Test-Retest: Due to the short time span (2 months) between pre and post-testing it was determined by the developers that SEM (in this case CFI) measurement models were appropriate for interpreting equivalence across time. CFIs for this scale were consistent at Time 1 (.951) and Time 2 (.961).

Internal Consistency: Time 1=.90 and Time 2=.92

Inter-rater reliability: No information provided
Validity: *The extent to which a measure captures what it is intended to measure.*

**Content/Face Validity:** Limited information is given in the working paper as to why particular scales were developed or how items might have been chosen. However, items were drawn and adapted from pre-existing scales that were used for similar purposes.

**Criterion Validity:** No information provided

**Construct Validity:** SEM results suggest adequate to near adequate fit. Time 1: CFI=.951, RMSEA=.086; Time 2: CFI=.961, RMSEA=.075.
Common Measure: Leadership Development, High School

- A 9-item questionnaire measures self-efficacy for civic engagement.
- Reading level 10.8
- Replicates the Competence for Civic Action scale from *Tapping Adolescents’ Civic Engagement* (Flanagan, 2007).

**Rating Scale:**
0=I definitely can't
1=I probably can't
2=Maybe
3=I probably can
4=I definitely can

**Instructions:**
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?

**Items:**
1. Create a plan to address the problem.
2. Get other people to care about the problem.
3. Organize and run a meeting.
4. Express your views in front of a group of people.
5. Identify individuals or groups who could help you with the problem.
6. Write an opinion letter to a local newspaper.
7. Call someone on the phone that you had never met before to get their help with the problem.
8. Contact an elected official about the problem.
9. Organize a petition.

**Scoring:**
- Higher ratings indicate greater competence for civic action.
- Sum all item ratings together. Range of scores= 0 to 36.
- No items are reverse coded.