

# **Civic Engagement in Central Indiana: Youth Activities Key to Future**



© 2003 Center for Urban Policy and the Environment (03-C09)  
School of Public and Environmental Affairs  
Indiana University–Purdue University Indianapolis  
342 North Senate Avenue • Indianapolis, Indiana 46204-1708



## **Central Indiana's Future: Understanding the Region and Identifying Choices**

Central Indiana's Future: Understanding the Region and Identifying Choices, funded by an award of general support from Lilly Endowment, Inc., is a research project that seeks to increase understanding of the region and to inform decision-makers about the array of options for improving quality of life for Central Indiana residents. The Center for Urban Policy and the Environment faculty and staff, with other researchers from several universities, are working to understand how the broad range of investments made by households, government, businesses, and nonprofit organizations within the Central Indiana region contribute to quality of life. The geographic scope of the project includes 44 counties in an integrated economic region identified by the U.S. Bureau of Economic Analysis.

Researchers and staff at the Center for Urban Policy and the Environment have an ongoing interest in activities that promote vital communities and a strong democracy. This report on civic engagement is one of the results of continuous research on this topic.

The Center for Urban Policy and the Environment is part of the School of Public and Environmental Affairs at Indiana University–Purdue University Indianapolis. For more information about the Central Indiana Project or the research reported here, contact the center at 317-261-3000 or visit the center's Web site at [www.urbancenter.iupui.edu](http://www.urbancenter.iupui.edu).

Central Indiana Region





## TABLE OF CONTENTS

Executive Summary	1
Introduction	3
What We Know about Civic Engagement in Central Indiana	5
Voter Registration and Turnout Indicate Stronger Civic Engagement in Central Indiana than in the Nation	5
Indiana Has Similar Levels of General Engagement to the Nation	7
Predictors of Civic Engagement	9
The Most Significant and Consistent Predictor of Civic Engagement Is the Education of Individuals and Their Parents	9
Researchers Say Adolescent Participation in Certain Types of Organizations Is a Strong Predictor of Adult Civic Engagement	11
Central Indiana Youth Need More Opportunities to Develop Good Citizenship	15
Reasons for the Decline in Civic Engagement	19
Conclusions and Suggestions for Policymakers	21
References	23
Appendix	25

## TABLES

Table 1: National Trends in Political and Community Participation, Relative Change, 1973–74 to 1993–94	3
Table 2: Measures of Civic Engagement	3
Table 3: Indiana Voter Registration and Turnout Compared with National Turnout, Presidential Elections, 1972–2000	5
Table 4: Registered Voter Turnout, Indiana and Central Indiana Counties Shown by Metropolitan Statistical Area (MSA), General Presidential Elections, 1996 and 2000 (Percentages)	6
Table 5: Associational Involvement (Non-Religious), Benchmark Survey	7
Table 6: Civic Leadership, Benchmark Survey	7
Table 7: Conventional Political Activities, Benchmark Survey	8
Table 8: Highest Levels of Educational Attainment, Percent of Adult Population 25 and Older, Indiana and United States, 2000 and 1990	9

## AUTHOR

Mary K. Kirlin, D.P.A.  
*Assistant Professor*  
*School of Public and Environmental Affairs*  
*Indiana University–Purdue University, Indianapolis*  
*E-mail: mkirlin@iupui.edu*



Table 9: Educational Attainment, National, Indiana, and Central Indiana Counties Shown by Metropolitan Statistical Area (MSA), Percent of Adult Population 25 and Older, 2000 and 1990	10
Table 10: Stages and Factors Relevant to Political Participation	12
Table 11: Participation Rates at Central Indiana High Schools in Expressive and Instrumental Extracurricular Activities, Survey Responses, 2000 (Data are from 63 high schools with a combined enrollment of 54,126 students.)	15
Table 12: Statewide Youth Leadership and Government Programs, Indiana	16
Table 13: Student Participation in Expressive and Instrumental Activities in Responding Central Indiana High Schools, 2000 (Data are from 63 Central Indiana high schools with a combined enrollment of 54,126 students.)	17
Appendix	
Table 1: Participation in Expressive (Other than Sports) Extracurricular Activities by Central Indiana High School Students, Schools Responding to Survey, 2000	26
Appendix	
Table 2: Participation in Sports Extracurricular Activities by Central Indiana High School Students, Schools Responding to Survey, 2000	27
Appendix	
Table 3: Participation in Instrumental Extracurricular Activities by Central Indiana High School Students, Survey Respondents, 2000	28



## EXECUTIVE SUMMARY

Some researchers believe that American democracy is deteriorating. As evidence, they point to statistics showing that fewer people vote and take an active part in groups, both political and social. These activities that show participation in a democracy are known as “civic behaviors,” and the sum total of these activities is called “civic engagement.” Civic engagement can be defined as a combination of activities in political and community arenas that facilitate collective decision making and through which individuals help improve their communities.

Measures of civic engagement are broad, but the two general patterns typical in these measures include voicing one’s opinion through elections, meetings, and writing, and participating in community activities. Overall, measures indicate that the level of engagement among Indiana citizens is similar to that of the nation. Indiana residents do tend to vote at higher levels than the national averages, however, voter registration and turnout have been declining for many years in both Indiana and the nation.

In an effort to understand better what factors affect civic engagement in Central Indiana, we reviewed the academic literature about factors that affect civic engagement. From this, we identified two important predictors of civic engagement that have relevance for policymakers: education and involvement in certain types of extracurricular activities during high school. Indiana lags the nation significantly in the percentage of people who have completed any type of higher education degree. For example, in 2000 among people age 25 and older, only 19.4 percent of Indiana residents had completed a bachelor’s or graduate degree in Indiana compared with 24.4 percent in the United States. Only 45 percent of Hoosiers in this age group had at least some college compared with 51.7 percent of individuals nationally. Central Indiana has a somewhat higher proportion of residents with higher education than does the state as a whole.

Researchers have analyzed different types of extracurricular activities for adolescents and linked some to adult civic engagement. Some youth activities show a high correlation with later civic engagement and are considered good predictors. *Expressive* organizations, such as sports, band, drama, and hobby clubs (activities which do not have a goal beyond participation and enjoyment of the activity) are not positively correlated with later civic engagement. (Sports actually shows a *negative* correlation with civic engagement while activity in other expressive organizations during youth shows no correlation.) However, *instrumental* activities, such as student government, leadership programs, Model U.N., and service clubs (activities



which exist to achieve a goal beyond participation), appear to yield especially rich benefits for future civic engagement. Researchers believe that instrumental activities teach civic skills, such as organizing and making decisions collectively, during a critical developmental period.

Researchers at the School of Public and Environmental Affairs and the Center for Urban Policy and the Environment surveyed high schools in the Central Indiana area to determine what types of extracurricular activities are favored by our adolescents. We found:

- Extracurricular activities for Central Indiana adolescents are heavily tilted in favor of sports.
- In the schools that responded to our survey, only 18 percent of the students participate in instrumental activities compared with 37 percent in expressive activities other than sports. (Both percentages include double counting of students who participate in more than one of the organizations in the category.)
- There appears to be no central coordination of most non-sports activities for Central Indiana high schools. It was often difficult to identify people who could furnish useful information about non-sports activities.
- Many educators and community members have a high level of interest in this research. They want data and information about programs that are available for adolescents and information about civic socialization.

Although much research needs to be done about civic engagement and civic-learning opportunities for adolescents in Indiana, some courses of action could be beneficial, including:

- Continue the focus on education.
- Encourage adolescents to join student-led activities in addition to sports.
- Review extracurricular activities to make sure students themselves are actually organizing and planning activities as much as possible.
- Encourage student discussions on important topics.
- Give specific administrators responsibility for increasing participation in instrumental activities.
- Expand participation in programs that focus on civic skill development, such as model legislature programs, Model U.N., and student government.



## INTRODUCTION

Robert Putnam fueled much of the current discussion about civic engagement with his book *Bowling Alone: The Collapse and Revival of American Community* (2000) and an earlier article (1995). Putnam documents the decline in American civic engagement by tracing civic behaviors and measures over a 20-year period (see Table 1). All of these measures show a decline in civic participation of 10 to 42 percent. Importantly, the decline has been consistent across age groups, income groups, and education levels.

Some have suggested that alternative ways of socializing such as Internet chat rooms may be a new form of civic engagement, but there is no comprehensive research identifying alternative measures. Although Putnam’s thesis is debated, no research to date has been as exhaustive or explored conventional measures so thoroughly.

Researchers differ on what constitutes appropriate measures of civic engagement. For some, civic engagement includes only pure political participation such as voting and attending public meetings. For most researchers, however, the list of important measures expands from purely political acts to include activities such as organizational membership, serving as an officer in a club, and working informally with neighbors to solve community issues. These measures are more general indicators of broad social participation, a behavior that is often correlated with political participation. Table 2 lists a number of measures of civic behavior that have been used in research to date. It is artificially divided into political and civic measures to emphasize the different types of measures. The range of measures is broad, but we can observe two important activity patterns:

- voicing one’s opinion through elections, meetings, and writing, and
- participating in community activities whether they are clearly political or more civic or social in nature.

To best understand changes in civic engagement in Central Indiana, it would be ideal to study data for all of the measures in Table 2 at the local level. Unfortunately, however, data for most of the measures have been systematically collected only at the national level. As a result, in this report, we use three approaches to assess civic engagement in the region.

First, we examine available measures of civic behaviors at the local and state levels, comparing with national data as appropriate.

Second, we examine data for two known predictors of civic engagement—educational attainment and participation in extracurricular activities during

Table 1: National Trends in Political and Community Participation, Relative Change, 1973–74 to 1993–94

Civic Behavior	Relative Change
Served as an officer of club or organization	-42%
Worked for a political party	-42%
Served on a committee for some local organization	-39%
Attended a public meeting about town or school affairs	-35%
Attended a political rally or speech	-34%
Made a speech	-24%
Wrote to congressman or senator	-23%
Signed a petition	-22%
Is a member of a “better government group”	-19%
Held or ran for political office	-16%
Wrote a letter to the newspaper	-14%
Wrote an article for a magazine or newspaper	-10%

From Roper social and political trends surveys, 1973-1994, reported in Putnam, R. D. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon and Schuster.

Table 2: Measures of Civic Engagement

Political Measures
Registered to vote
Voted in the last election
Contacted an elected official
Volunteered for a political campaign or party
Attended a public meeting
Protested or marched
Made a speech
Signed a petition
Held or ran for political office
Wrote letter to a newspaper
Wrote article for magazine or newspaper
Civic Measures
Member of an organization
Member of the board of an organization
Volunteer (non-political)
Worked informally with neighbors on an issue



adolescence. We also look at research by scholars at Indiana University's School of Public and Environmental Affairs and the Center for Urban Policy and the Environment that is focused on civic learning activities for adolescents in Central Indiana.

Finally, we examine data relative to Putnam's hypotheses about reasons for the decline in civic engagement.





## WHAT WE KNOW ABOUT CIVIC ENGAGEMENT IN CENTRAL INDIANA

We have information about several important measures of civic behavior at the state and local level: voter registration and turnout, associational involvement generally, involvement in civic-oriented associations, and several measures of traditional political behavior that are captured in one index called “conventional political activities.” These data, though not perfect, give us a glimpse of the civic behaviors in Central Indiana.

### Voter Registration and Turnout Indicate Stronger Civic Engagement in Central Indiana than in the Nation

The most often-cited gauges of civic engagement are voter registration and turnout. Indiana turnout consistently has been higher than the national average (see Table 3). However, voter turnout declined steadily until 1996 even in Indiana, despite increases in registration in 1992 and 1996 (except for a one-point upturn in 1992).

In the 2000 general elections, voter turnout for Central Indiana was mixed, although most counties voted at rates near the state rate of 56 percent and exceeding the national rate of 51 percent (see Table 4, page 6). The most notable exception was the Bloomington Metropolitan Statistical Area (MSA) where turnout was 13 percent lower than the state average. The region’s largest county, Marion, was 7 percent lower than the state average, but the second largest county, Hamilton, was 9 percent higher than the state average. The contrast between turnouts in Marion and Hamilton counties highlights two important factors that affect turnout—income and party affiliation. Individuals with higher incomes historically have voted in higher numbers, and conventional political wisdom is that Republicans vote more regularly than Democrats. In 1997, Hamilton County had the state’s highest median household income at \$68,017, and its voters were predominantly registered as Republicans. In contrast, median household income in Marion County was ranked 43rd in the state at \$37,686, and it had more voters registered as Democrats than Republicans.

The 2002 mid-term elections confound the history of higher turnout in Indiana. Preliminary numbers indicate that Marion County had a registered voter turnout rate of 34 percent; Indiana, 38 percent (Indiana Secretary of State, Election Division, updated 2002, November 26); and the nation, 39 percent (Walsh, 2002, November 8). Some analysis indicates that

Table 3: Indiana Voter Registration and Turnout Compared with National Turnout, Presidential Elections, 1972–2000

Year	Indiana, Percent of VAP Registered to Vote	Indiana Turnout of VAP	National Turnout of VAP	Difference between Indiana and National Turnout of VAP
1972	86%	61%	55%	6%
1976	82%	62%	54%	8%
1980	76%	59%	53%	6%
1984	76%	57%	53%	4%
1988	71%	55%	50%	5%
1992	76%	56%	55%	1%
1996	84%	53%	49%	4%
2000	n/a	n/a	51%	n/a

VAP = Voting Aged People

Indiana statistics from the Indiana Secretary of State Election Division, (n.d., c). *History of voter participation in Indiana*. Retrieved September 15, 2002, from [www.in.gov/sos/elections/workers/particip.html](http://www.in.gov/sos/elections/workers/particip.html). National voter turnout statistics from the Family Education Network. (n.d.). *National voter turnout in federal elections: 1960–2000*, retrieved September 15, 2002, from <http://infoplease.com/ipa/A0781453.html>



Table 4: Registered Voter Turnout, Indiana and Central Indiana Counties Shown by Metropolitan Statistical Area (MSA), General Presidential Elections, 1996 and 2000 (Percentages)

		<u>RV Turnout 1996</u>	<u>RV Turnout 2000</u>	<u>Above/Below State RV Turnout (2000 Election)</u>
<b>Indiana</b>		63	56*	n/a
<b>MSA</b>	<b>County</b>			
Bloomington	Monroe	51	43	-13
Indianapolis	Boone	68	59	3
	Hamilton	71	65	9
	Hancock	68	62	6
	Hendricks	71	56	0
	Johnson	66	55	-1
	Madison	64	55	-1
	Marion	59	49	-7
	Morgan	63	54	-2
	Shelby	65	60	4
Kokomo	Howard	67	60	4
	Tipton	64	53	-3
Lafayette	Clinton	64	54	-2
	Tippecanoe	62	55	-1
Muncie	Delaware	61	53	-3
Terre Haute	Clay	64	56	0
	Vermillion	62	52	-4
	Vigo	60	50	-6
Non-MSA Counties	Bartholomew	66	58	2
	Benton	71	61	5
	Brown	62	56	0
	Carroll	68	62	6
	Cass	66	56	0
	Decatur	64	58	2
	Fayette	58	49	-7
	Fountain	73	60	4
	Greene	64	58	2
	Henry	64	56	0
	Jackson	62	54	-2
	Jennings	64	48	-8
	Lawrence	61	53	-3
	Miami	63	53	-3
	Montgomery	66	56	0
	Orange	60	53	-3
	Owen	60	52	-4
	Parke	68	56	0
	Putnam	64	55	-1
	Randolph	63	54	-2
Rush	72	67	11	
Sullivan	64	55	-1	
Union	66	63	7	
Warren	96	64	8	
Wayne	63	53	-3	
White	68	61	5	

From Indiana Secretary of State, Election Division. Retrieved August 28, 2002, at [www.state.in.us/serv/sos\\_ge2000v?act=turnoutall](http://www.state.in.us/serv/sos_ge2000v?act=turnoutall).

\* Note: The Indiana Secretary of State Web site reports several different registered voter turnout statistics for the state. However, they confirmed that the overall state turnout percentage was 55.91% for the 2000 general election.



Republicans mobilized their voters more effectively (Walsh,2002) a factor which should have made Indiana turnout higher than that of the nation.

An important caveat in reviewing voter turnout statistics is that, like many states, Indiana voter registration records are suspected to include duplicate registrations and outdated voter information.<sup>1</sup> Turnout is calculated as a percentage of registered voters, and if registration numbers are artificially high, turnout numbers will be artificially low.

Historically, Central Indiana has a stronger track record of voting than the nation, one indication of positive civic engagement levels.

### Indiana Has Similar Levels of General Engagement to the Nation

The Social Capital Community Benchmark Initiative<sup>2</sup> (2001), hereafter referred to as the Benchmark Survey, also indicates that Indiana has relatively positive levels of civic engagement compared with the nation. The Benchmark Survey explored ten measures of social capital, three of which are particularly important for this paper. Social capital refers to the collective value of all “social networks” (who people know) and the tendencies that result from these networks for people to do things for one another (reciprocity). The central premise of social capital is that social networks have value and that social contacts enhance the productivity of individuals and groups.<sup>3</sup>

Three measures of social capital from the Benchmark Survey are particularly helpful—involvement in associations generally, involvement in civic-oriented associations, and conventional political activities. These three measures help clarify the general engagement level of Indiana residents relative to the nation.

Table 5 shows levels of associational involvement, which includes participation in hobbies, clubs, or organizations that have a more formal cohesion and structure than simply being with friends. Associational involvement is generally correlated with political and civic involvement. (Religious organizations are tabulated separately and therefore not included.) Indiana is very similar to the nation on this measure with about half of those surveyed indicating they are highly or very highly involved in associations.

Civic leadership, shown in Table 6, is a measure of involvement in public affairs through events such as attendance at town meetings, school activities, etc. On this measure, Indiana residents appear to be slightly less involved, although the confidence levels in the survey may make Indiana very similar to the rest of the country.

Finally, the Benchmark Survey explored involvement in conventional

<sup>1</sup> Legislation enacted in 2001 and effective by July 1, 2004, will address some of these deficiencies through the establishment of a statewide voter registration file using a unique voter identification number (Indiana Code 3-7-26).

<sup>2</sup> The Benchmark Survey was an initiative of Robert Putnam, author of *Bowling Alone*. Three dozen community foundations and funders joined with the John F. Kennedy School of Government at Harvard University to question nearly 30,000 people about the civic behaviors of Americans.

<sup>3</sup> Putnam (2000). *Bowling Alone*. Page 19.

Table 5: Associational Involvement (Non-Religious), Benchmark Survey

Level of Involvement	Indiana	USA
Low	20.6%	20.6%
Medium	29.6%	29.6%
High	24.8%	23.6%
Very high	25.0%	25.9%

From Benchmark Social Capital Community Survey. (2001). Retrieved July 2002, from [www.cfsv.org/communitysurvey/index.html](http://www.cfsv.org/communitysurvey/index.html)

Table 6: Civic Leadership, Benchmark Survey

Level of Involvement	Indiana	USA
Low	38.7%	37.8%
Medium	27.5%	28.2%
High	33.9%	34.0%

From Benchmark Social Capital Community Survey. (2001). Retrieved July 2002, from [www.cfsv.org/communitysurvey/index.html](http://www.cfsv.org/communitysurvey/index.html)



political activities such as voting, reading the newspaper, and expressing an interest in public affairs. Here, Indiana appears to be slightly more involved than the rest of the country (see Table 7).

The Indiana data show a state with citizens who, compared with the nation as a whole, vote at higher levels and have a similar level of involvement in civic and other types of organizations, and who participate at a slightly higher level in conventional political activity. (Because voter turnout is relatively high here, that behavior alone may inflate or simply account for the data in Table 7.) Overall, the state's statistics are similar to those of the nation. And we must keep in mind that many researchers argue that civic behaviors have deteriorated over the years. Thus, being similar to the rest of the nation does not mean we are doing well. Between one-fifth and one-third of respondents indicated low involvement on each of the measures of civic involvement listed, indicating that large numbers of Hoosiers are not active in public life.

Table 7: Conventional Political Activities, Benchmark Survey

<b>Level of Involvement</b>	<b>Indiana</b>	<b>USA</b>
Low	34.6%	37.1%
Medium	30.9%	33.3%
High	34.4%	29.6%

From Benchmark Social Capital Community Survey. (2001). Retrieved July 2002, from [www.cfsv.org/communitysurvey/index.html](http://www.cfsv.org/communitysurvey/index.html)



## PREDICTORS OF CIVIC ENGAGEMENT

There are at least three consistent predictors of civic engagement. In order of importance, researchers identify:

- education,
- income, and
- involvement in certain types of extracurricular activities during high school.

Parents influence all three of these factors heavily, either directly by passing on wealth, or indirectly by helping their children acquire higher education and by encouraging associational involvement. Because education and income are strongly correlated and income levels vary widely around the nation, we have examined only education data and not income data. Information about extracurricular participation during high school was not available for adults, but we will explore information about youth activities later in this section.

### The Most Significant and Consistent Predictor of Civic Engagement Is the Education of Individuals and Their Parents

Although data on the parental education of current Indiana residents are not available, a glance at educational attainment over time shows that the percentage of high school and college graduates in both Indiana and the nation have increased since 1990. However, Indiana lags the nation significantly in the percentage of adults who have completed any type of higher education degree from an associate's degree to professional degrees. In Table 8, we see that in 2000, only 19.4 percent of Indiana residents had completed a bachelor's or graduate degree in Indiana compared with 24.4 percent in the United States. Only 45 percent of Hoosiers had at least some college compared with 51.7 percent of individuals nationally. (All data are for adults age 25 and older.)

County-level data on Central Indiana's educational attainment levels for 2000 and 1990 are shown in Table 9 (see page 10). The first two rows of Table 9 compare Indiana with Central Indiana. This shows that Central Indiana had a slightly lower percentage of residents with no high school diploma and a higher proportion with a bachelor's degree or higher. Given that Central Indiana includes the major urban center for the state, this finding is not surprising. Because education is such a consistent predictor of civic engagement, these figures are particularly noteworthy.

Table 8: Highest Levels of Educational Attainment, Percent of Adult Population 25 and Older, Indiana and United States, 2000 and 1990

Level Attained	2000		1990	
	Indiana	U.S.	Indiana	U.S.
Not a high school graduate	17.9%	19.6%	24.4%	24.8%
High school graduate	37.2%	28.6%	38.2%	30.0%
Some college, no degree	19.7%	21.0%	16.6%	18.7%
Associate's degree	5.8%	6.3%	5.3%	6.2%
Bachelor's degree	12.2%	15.5%	9.2%	13.1%
Graduate or professional degree	7.2%	8.9%	6.4%	7.2%

From U.S. Census Bureau.(2000). *Statistical abstract of the United States: 2000* (120th Edition). Washington,DC.



Table 9: Educational Attainment, National, Indiana, and Central Indiana Counties Shown by Metropolitan Statistical Area (MSA), Percent of Adult Population 25 and Older, 2000 and 1990

		No H.S. Diploma		H.S. Diploma or Higher			Bachelor's Degree or Higher		
		2000	1990	2000	1990	Change	2000	1990	Change
	Indiana	17.9%	24.4%	82.1%	75.6%	6.5%	19.4%	15.6%	3.8%
	Central Indiana	16.9%	23.1%	83.1%	76.9%	6.2%	22.4%	17.8%	4.6%
<b>MSA</b>	<b>County</b>								
<b>Bloomington</b>	Monroe	11.5%	17.9%	88.5%	82.1%	6.4%	39.6%	32.9%	6.7%
<b>Indianapolis</b>	Boone	11.7%	17.5%	88.3%	82.5%	5.8%	27.6%	22.2%	5.4%
	Hamilton	5.8%	11.3%	94.2%	88.7%	5.5%	48.9%	36.2%	12.7%
	Hancock	12.2%	19.9%	87.8%	80.1%	7.7%	22.2%	14.9%	7.3%
	Hendricks	11.5%	15.9%	88.5%	84.1%	4.4%	23.1%	18.2%	4.9%
	Johnson	14.3%	19.6%	85.7%	80.4%	5.3%	23.1%	16.7%	6.4%
	Madison	19.9%	26.5%	80.1%	73.5%	6.6%	14.4%	11.7%	2.7%
	Marion	18.4%	23.2%	81.6%	76.8%	4.8%	25.4%	21.4%	4.0%
	Morgan	19.3%	26.4%	80.7%	73.6%	7.1%	12.6%	10.0%	2.6%
	Shelby	20.2%	25.9%	79.8%	74.1%	5.7%	12.7%	9.9%	2.8%
<b>Kokomo</b>	Howard	16.7%	21.5%	83.3%	78.5%	4.8%	18.1%	14.3%	3.8%
	Tipton	16.3%	23.0%	83.7%	77.0%	6.7%	12.4%	9.8%	2.6%
<b>Lafayette</b>	Clinton	19.9%	23.8%	80.1%	76.2%	3.9%	10.1%	11.0%	-0.9%
	Tippecanoe	12.2%	14.8%	87.8%	85.2%	2.6%	33.2%	30.7%	2.5%
<b>Muncie</b>	Delaware	18.4%	25.5%	81.6%	74.5%	7.1%	20.4%	16.5%	3.9%
<b>Terre Haute</b>	Clay	17.7%	24.1%	82.3%	75.9%	6.4%	12.8%	9.8%	3.0%
	Vermillion	18.8%	27.9%	81.2%	72.1%	9.1%	11.2%	7.8%	3.4%
	Vigo	19.0%	24.0%	81.0%	76.0%	5.0%	21.4%	18.1%	3.3%
<b>Non-MSA</b>	Bartholomew	16.2%	23.1%	83.8%	76.9%	6.9%	22.0%	16.9%	5.1%
	Benton	13.7%	22.9%	86.3%	77.1%	9.2%	13.0%	9.2%	3.8%
	Brown	16.4%	23.6%	83.6%	76.4%	7.2%	18.5%	15.2%	3.3%
	Carroll	16.8%	23.8%	83.2%	76.2%	7.0%	12.9%	10.0%	2.9%
	Cass	18.2%	24.1%	81.8%	75.9%	5.9%	12.0%	9.0%	3.0%
	Decatur	20.9%	27.7%	79.1%	72.3%	6.8%	11.5%	9.7%	1.8%
	Fayette	26.3%	36.1%	73.7%	63.9%	9.8%	7.8%	8.1%	-0.3%
	Fountain	19.3%	27.0%	80.7%	73.0%	7.7%	10.1%	7.6%	2.5%
	Greene	20.8%	28.4%	79.2%	71.6%	7.6%	10.5%	9.9%	0.6%
	Henry	20.4%	28.6%	79.6%	71.4%	8.2%	11.7%	9.2%	2.5%
	Jackson	20.2%	30.7%	79.8%	69.3%	10.5%	11.5%	8.7%	2.8%
	Jennings	23.8%	35.9%	76.2%	64.1%	12.1%	8.4%	6.5%	1.9%
	Lawrence	22.6%	30.3%	77.4%	69.7%	7.7%	10.7%	9.4%	1.3%
	Miami	18.1%	23.6%	81.9%	76.4%	5.5%	10.4%	9.7%	0.7%
	Montgomery	14.3%	20.0%	85.7%	80.0%	5.7%	14.7%	12.8%	1.9%
	Orange	26.2%	35.1%	73.8%	64.9%	8.9%	10.2%	6.0%	4.2%
	Owen	25.1%	33.7%	74.9%	66.3%	8.6%	9.2%	7.1%	2.1%
	Parke	19.5%	23.3%	80.5%	76.7%	3.8%	11.6%	10.1%	1.5%
	Putnam	18.8%	23.9%	81.2%	76.1%	5.1%	13.1%	11.3%	1.8%
	Randolph	20.4%	28.1%	79.6%	71.9%	7.7%	9.9%	8.6%	1.3%
	Rush	20.4%	26.4%	79.6%	73.6%	6.0%	10.3%	8.7%	1.6%
	Sullivan	19.2%	25.9%	80.8%	74.1%	6.7%	9.4%	10.0%	-0.6%
	Union	20.1%	28.7%	79.9%	71.3%	8.6%	11.1%	8.4%	2.7%
	Warren	15.0%	28.4%	85.0%	71.6%	13.4%	14.0%	9.4%	4.6%
	Wayne	21.9%	28.8%	78.1%	71.2%	6.9%	13.7%	11.3%	2.4%
	White	17.9%	22.1%	82.1%	77.9%	4.2%	10.5%	10.7%	-0.2%

From U.S. Census Bureau (2002). *Statistical abstract of the United States:2000* (120th Edition). Washington DC.

Also from Indiana Business Research Center, Indiana University—Kelley School of Business. (n.d.). *IRBC IN context, United States census 2000: Value added data for Indiana*. Retrieved July 30, 2002, from [www.stats.indiana.edu](http://www.stats.indiana.edu).



## **Researchers Say Adolescent Participation in Certain Types of Organizations Is a Strong Predictor of Adult Civic Engagement**

The concept that only certain types of organizations produce later civic engagement has been explored by many scholars. Scholars categorize organizations as either *expressive* or *instrumental* (Rogers, Bultena, & Barb, 1975). Expressive organizations, such as sports, drama, and hobby clubs, do not have a goal beyond participation and enjoyment of the activity. However, instrumental organizations, such as student government, yearbook, and service clubs, exist to achieve a goal beyond participation, such as running student government, producing a yearbook, or providing service to others. Research consistently shows that while participation in instrumental organizations is related to later civic engagement, participation in expressive organizations is not. With the exception of sports (which, as will be discussed later, is negatively correlated to adult civic engagement), adolescent participation in expressive organizations shows no correlation to later civic engagement.

Some instrumental organizations that focus specifically on civic skills may yield especially rich benefits for the future of civic engagement. For example, Kirlin (2001) found that regardless of the income and education of parents (the two factors considered to be the most important predictors of civic engagement), participants in a model legislature program were considerably more civically engaged as adults than the rest of the U.S. population.

In a landmark study of political engagement, Verba, Scholzman, & Brady (1995) developed a civic participation model that attempts to account for the multiple factors that can affect participation along a life path (see Table 10, page 12). The model divides into four stages, initial characteristics, pre-adult experiences, adult institutional involvements, and participation factors. The factors have varying effects on civic participation; some simply enhance the likelihood of participation, others are necessary for participation.

Two key observations by Verba et al. (1995) are important for understanding the role of experiential programs in adolescent civic development:

- Participation in organizations during adolescence is believed to teach skills that are necessary for later involvement, including how to organize for action, engage others, and achieve an objective.
- Participation in organized sports is *negatively* associated with later civic participation.

If we accept that participation in the organization process is the important developmental factor, it is easier to understand why sports might not be a training ground for civic skills. Athletes are rarely required to organize their own activities,



Table 10: Stages and Factors Relevant to Political Participation

Stage/Factor	Brief description	Comments
<b>Initial Characteristics</b>		
Parents education	Educational attainment of both parents	Education is highly correlated with civic participation. Education benefits are passed on to a child before the child's own education benefits take hold.
Gender		Females are slightly less likely to participate than males.
Race or ethnicity		Whites are more likely to participate than other races and ethnicities.
<b>Pre-Adult Experiences</b>		
Exposure to politics at home	Especially discussions of politics while growing up	Exposure generates awareness and political interest.
Individual's education		Education is highly correlated with civic participation.
Extracurricular activities during high school	Clubs and groups other than sports—sports are negatively associated with civic participation	These are thought to teach civic skills necessary for later participation and develop interest in politics.
<b>Adult Institutional Involvements</b>		
Job level	Rank in organization, types, and numbers of contacts with others	Higher-level jobs result in more contacts, better skills, and an increased need to understand and participate in public and civic life.
Affiliation with non-political organizations	Clubs, hobbies, special activities	Similar to extracurricular activities, affiliations provide civic-skill training and opportunity to meet community leaders.
Religious attendance	Active member of religious organization	A significant relationship appears to exist between active religious participation and civic engagement, thought to be related to civic-skill training and exposure to community issues and leaders.
<b>Participation Factors</b>		
Family income		Higher incomes correlate with more education, which in turn correlates with higher levels of civic participation.
Free time		Amount of time available to work on civic issues affects participation.
Civic skills	Capacity to understand and monitor public events and to work with others to achieve a solution that benefits the common good, verbal and written communication skills	Verba et al. believe these to be a critical piece, along with resources and connections, of the triangle of essential components necessary for civic involvement by adults. They are acquired through practice, often in clubs or churches that may not be political in nature.
Vocabulary	Capacity to communicate effectively in English	Slightly higher scores in Verba study for Whites than for non-Whites
Political interest	The level of interest an individual has in political issues	More interest in political issues naturally leads to more participation.
Political information	Objective information about items such as who holds offices and current affairs	More information leads to higher levels of participation.

From Verba, S., Schlozman, K.L., & Brady, H.E. (1995). *Voice and equality, civic voluntarism in American politics*. Cambridge: Harvard University Press.





and personal preparation is often supervised and directed by the coach. In contrast, non-sports organizations often require students to design and implement their own programs and make decisions collectively, learning important organization skills in the process.

Other studies have confirmed consistently that adolescents who are active in organizations are significantly more likely to participate in civic life as adults. Eight empirical studies addressed the relationship between adolescent extracurricular participation and adult political participation and found a strong fundamental relationship between adolescent and adult participation (Beck & Jennings, 1982; Ladewig & Thomas, 1987; Verba et al., 1995; Smith, 1999; Conway & Damico, 2001; Jennings & Stoker, 2001; Kirlin, 2001; Stolle & Hooghe, 2002).

Two studies were quite similar, attributing 17 percent (Beck & Jennings, 1982) and 19 percent (Verba et al., 1995) of the direct effect of adult civic participation to adolescent extracurricular participation. These two studies indicated that adolescents who were active in organizations were two to four times more likely to be active in civic and political life as adults than those who had not participated in organizations. Adolescent participants were also two to four times as likely to be officers or leaders in organizations as adults as their non-participating colleagues.

Glanville (1999) conducted a study to determine whether adolescents who are active in organizations choose to participate because of pre-existing personality characteristics or political attitudes. She concluded that sociability, leadership attitudes, and interest in and awareness of political issues only partially account for the link between participation in organizations and later political and civic engagement. She attributed the remainder to the participation itself.

The most consistent explanation for the strong relationship between adolescent extracurricular activities and adult civic engagement is that participation develops the civic skills necessary for later participation. Researchers suspect that civic skills and participation habits are developed during this critical developmental period.

In the next section, we will discuss some initial data that allow us to explore the activities of our Central Indiana high school students.





**CENTRAL INDIANA YOUTH NEED MORE OPPORTUNITIES  
TO DEVELOP GOOD CITIZENSHIP**

Based on the findings of the research reviewed here, researchers at the Center for Urban Policy and the Environment began gathering information to assess whether and how Central Indiana adolescents participate in organizations that might provide civic-training opportunities. We surveyed Marion County high schools to determine participation rates in sports and other extracurricular activities including non-school-based extracurricular programs. We initially contacted 209 schools and asked them to provide information about total school enrollment and the number of students participating in each activity. Thereafter, we sent a survey form listing each activity to the schools along with a cover letter explaining the need for the information. Schools that did not respond were contacted again and asked to return the survey, so all schools had at least two opportunities to respond. At least one survey was returned by 71 schools. Of these, seven surveys were not used because they were significantly incomplete. An eighth survey, from a special education school, also was not used because the school was atypical with few extracurricular activities of any type. See the appendix beginning on page 25 for data from individual schools. To protect their identity, schools are not identified in this paper.

The preliminary findings are summarized in Table 11. A first look at the data quickly shows that more than four times as many students are involved in expressive organizations as instrumental (46,605 students in expressive, sports and non-sports combined, compared with 9,969 in instrumental), and far more adolescents appear to be engaged in organized sports (26,504) than in other types of extracurricular activities. Double-counting was done for students in all categories—for example, a student who was on the track team and the basketball team would have been

Table 11: Participation Rates\* at Central Indiana High Schools in Expressive and Instrumental Extracurricular Activities, Survey Responses, 2000 (Data are from 63 Central Indiana high schools with a combined enrollment of 54,126 students.)

	<u>Expressive</u>		<u>Instrumental</u>
	<u>Sports</u>	<u>Non-Sports</u>	
Total number of student participants in category*(all schools)	26,504	20,101	9,969
Median percentage of participants in category, all schools	53%	39%	18%
Percentage of total student participants in category, all schools	49%	37%	18%

\*Double counting in all categories took place of students who participated in more than one activity.

Data are from high schools in the following counties: Bartholomew, Boone, Brown, Carroll, Clay, Clinton, Delaware, Fountain, Greene, Hamilton, Hancock, Hendricks, Henry, Howard, Jackson, Johnson, Madison, Marion, Miami, Monroe, Montgomery, Morgan, Orange, Putnam, Randolph, Rush, Sullivan, Tippecanoe, Wayne, and White.

From the Center on Urban Policy and the Environment, Survey of Central Indiana High Schools, 2000. See the appendix for more details about the survey results.



counted twice for sports. Likewise, a student who participated in student council, the French Club, and the debate team would have been counted three times for non-sports activities. However, even accounting for the probability that many students are double counted, the numbers still show more students involved in sports. There are also more than twice as many students involved in non-sports types of expressive organizations than in instrumental activities. We do not know if this phenomenon is unique to Indiana or occurs nationally.

Our experience showed that it is difficult to determine the activities that are available outside schools in any systematic fashion. No single entity even attempts to monitor the activities and benefits that the myriad of organizations offer to adolescents. For example, the Marion County Commission on Youth (McCoy) catalogs programs, but many of these are for-profit ventures with no structured activities and they provide no information on the number of participants. Their list includes programs such as open roller skating or ice skating that do not fit the model of student organizations that create civic skill-development opportunities. Ultimately, the information we were able to gather consists largely of statewide numbers for more established organizations. Many organizations either were unable or unwilling to provide us with participation numbers. As a result, it is very difficult to know what is available for adolescents.

Some respondents from schools pointed us in the direction of “leadership” or government programs in Indiana. While many of these programs offer excellent training in civic skills, they often accommodate only small numbers of participants. For example, the Hugh O’Brien Youth Leadership Program (HOBY) recruits only one student per high school. Girls State and Boys State recruit two students per American Legion chapter (about 1,650 youth statewide), and the Indiana Youth Commission for Service and Leadership recruits one student per state senate district. The YMCA Youth and Government Model Legislature has about 100 participants statewide. These and other programs are summarized in Table 12.

A closer look at non-sports activities in Central Indiana schools also proves interesting (see Table 13). The types of programs likely to develop the civic skills that Verba et al. (1995) thought were important occur only in some of the extra-curricular programs, those labeled instrumental. The majority of students participate in sports and/or expressive activities which are not positively associated with later civic engagement.

One interesting result of our survey was what we could not find. When calling schools for information about extracurricular programs generally, we often were

Table 12: Statewide Youth Leadership and Government Programs, Indiana

Activity	Statewide Participation
4-H (grades 9–12)	31,784
Boys State	900
Girls State	750
FFA	8,650
Hugh O’Brien Youth Leadership Program	1 per high school
Indiana Cities and Towns	400
Indiana Youth Commission for Service and Leadership	1 per state senate district
YMCA Youth and Government Youth Leadership Initiative	100 25 per year



Table 13: Student Participation in Expressive and Instrumental Activities in Responding Central Indiana High Schools, 2000 (Data are from 63 Central Indiana high schools with a combined enrollment of 54,126 students.)

Expressive Activities		Instrumental Activities	
Non-Sports Activity	Participants	Activity	Participants
Language Clubs	5,317	National Honor Society	3,024
Band**	3,140	Student Council	2,432
Thespians/Drama Club	1,791	Yearbook/Web Page	1,191
Pride/Spirit Clubs	1,444	Mock Government	766
Academic Bowl	1,175	Mock Trials	596
Art Programs & Groups	939	Sunshine Society*	378
Stock Market Game*	961	Environmental Club	367
Speech or Debate	777	Students Against Drunk Driving*	250
Business/Sales Clubs	742	Gay/Straight Club*	160
Math Club	587	Youth Leadership Academy*	152
Choirs & Musical Groups*	544	Other gov't. oriented activities	142
FFA*	543	Key Club*	112
Spell Bowl	527	Service Learning*	100
Orchestra***	344	Volunteer organizations*	75
Science/Olympiad Clubs	339	School newspaper*	40
History Club	337	Right to Life*	50
Poetry/Literature/Writing Clubs	166	Amnesty International	39
Dance Groups*	166	Awareness Council*	30
Brain Game	129	HIV/AIDS Teen Council*	25
Future Homemakers of America*	88	Just Say No*	20
Academic Decathlon*	45	Future Problem Solvers*	20
<b>Total, expressive non-sports</b>	<b>20,101</b>	<b>Total, instrumental</b>	<b>9,969</b>
<b>% of total enrollment</b>	<b>37%</b>	<b>% of total enrollment</b>	<b>18%</b>
<b>Sports Activity</b>	<b>Participants</b>		
Basketball	3,756		
Football	3,427		
Track & Field	3,350		
Soccer	2,077		
Baseball	1,857		
Volleyball	1,748		
Tennis	1,656		
Softball	1,580		
Cross Country	1,428		
Cheerleading	1,434		
Swimming	1,413		
Wrestling	1,278		
Golf	1,267		
Gymnastics	233		
<b>Total, sports</b>	<b>26,504</b>		
<b>% of total enrollment</b>	<b>49%</b>		
<b>Total, all expressive</b>	<b>46,605</b>		
<b>% of total enrollment</b>	<b>86%</b>		

\*These activities were not specifically listed on the Center's survey, but some schools listed them under "other activities." Because they were not listed by name, participation may have been underreported.

\*\*Activity that also may be a class for all or some participants.

Some activities listed as expressive may have some instrumental characteristics and are not clearly one or the other.

Other activities mentioned but not included on this list are religious organizations such as the Fellowship of Christian Athletes and bible study groups. Many hobby groups and career groups were also mentioned, including Travel Club, Chess Club, Movie Club, Computer Club, etc.

High schools in the survey came from the following counties: Bartholomew, Boone, Brown, Carroll, Clay, Clinton, Delaware, Fountain, Greene, Hamilton, Hancock, Hendricks, Henry, Howard, Jackson, Johnson, Madison, Marion, Miami, Monroe, Montgomery, Morgan, Orange, Putnam, Randolph, Rush, Sullivan, Tippecanoe, Wayne, and White.

From the Center on Urban Policy and the Environment, Survey of Central Indiana High Schools, 2000.

See the appendix beginning on page 25 for more details about the survey responses.



sent from one person to another for information about extracurricular clubs. However, most high schools had an athletics director (and secretary) who could be identified quickly and who could provide current information about sports programs and participation. Some schools readily provided information about more than 500 student athletes, but had no source of information about any other extracurricular activities.

We also found that many individuals in the schools were interested in this research. They wanted data and information about programs that are available for adolescents and information about civic socialization. Clearly, educators and community members have a high level of interest in this topic.



## REASONS FOR THE DECLINE IN CIVIC ENGAGEMENT

No examination of civic engagement would be complete without an exploration of possible reasons for the decline in participation. In the most well-documented effort to date, *Bowling Alone* (1995), Putnam hypothesizes that there are four overlapping reasons for the decline:

- pressures of time and money,
- urban sprawl and increasing travel time to work,
- an increase in time spent watching television and using electronics, and
- generational change.

Putnam suggests that approximately 10 percent of the decline in civic engagement results from the pressures of time and money, including the need for many families to have two wage earners. He suggests that an additional 10 percent of the decline stems from urban sprawl, suburbanization, and increasing travel time to work.

A combination of two overlapping factors accounts for another 60 percent of the decline. The first, accounting for approximately 25 percent, is the dramatic increase in television viewing and use of electronics, both of which reduce civic engagement. The second factor is what Putnam calls “generational change.” Specifically, the highly active and engaged generation surrounding World War II is being replaced by a more complacent and uninvolved generation. He attributes approximately 50 percent of the decline to this generational factor and says these factors have roughly a 15 percent overlap.

Putnam freely admits that this attribution of factors is his “best educated guess” about the decline and says he has no explanation for the remaining 20 percent that is unexplained in his model. Still, a question for contemplation by policymakers is: What has happened in Central Indiana that might correlate with this hypothesis? Again, data availability is less than optimal, but we can explore a few factors.

Data for the first category, time and money pressures, were not available by county, but we did obtain some relevant statewide data. For families with children under 6 years of age, Indiana has slightly more households with both parents working (62 percent) than the nation (60 percent). Interestingly, for families with children between 6 and 17 years of age, slightly fewer parents work (67 percent) than in the nation (69 percent) (Indiana Business Research Center, n.d.). If Putnam’s thesis that the pressures of time and money cause some of the civic engagement decline is accurate, Indiana would appear to be at risk in this category since six to



seven of every ten Indiana households with children have two parents in the workforce. The Center for Urban Policy and the Environment's *Central Indiana Household Survey* (Thelin, 2001) also explored this issue, with nearly 38 percent of respondents indicating they agreed or strongly agreed with the statement: "My life is so hectic that I am not able to spend as much time with my family as I would like." It is possible that this perception of limited time also affects the respondents' willingness and ability to be engaged in civic activities.

Putnam's second factor, "growth, sprawl and commute times," is slightly more complicated to measure. Central Indiana's population has grown only 11.4 percent since 1990 (Payton, 2001), but the *Central Indiana Household Survey* showed that the number one concern of respondents was "uncontrolled growth and development." The fourth-ranked concern, infrastructure, also may reflect concerns about growth. However, commute times remain quite manageable for most Indiana residents with an average commute of 21.7 minutes compared with the national average of 24.3 minutes. According to the *Central Indiana Household Survey*, 67 percent of respondents live within a 10-minute drive of the nearest grocery store.

Again, perceptions of growth impacts may be an important factor in the willingness of citizens to become active in their communities. The *Central Indiana Household Survey* found that 24 percent of respondents indicated that their neighborhood didn't have the same feel anymore because of new development, and 32 percent said their streets have become congested because of development. Significant freeway construction, especially noticeable in the Indianapolis MSA, also may affect perceptions of growth impacts. Clearly, some residents are feeling the impact of development; whether that in turn is reflected in their civic behaviors cannot be measured in this paper.

Data on the third factor, television watching and use of electronics, were not available. However, national data indicate that the average American now watches roughly three to four hours of television a day (Putnam, 2000, p. 222). We have no reason to believe that Indiana would be significantly different on this measure.

Data about the final factor, changing generational demographics, leave us with little new information. Indiana had slight decreases in younger age cohorts between 1990 and 2000, and increases of 1 percent in the 35–44 years-old age group, and 3 percent in the 45–54 age group (Indiana Business Research Center, n.d.). Although the median age increased slightly, from 32.8 years to 35.2 years, the over-65 age group stayed approximately the same proportionally (just over 12 percent of the population). It appears this factor would have limited, if any, impact on civic engagement in Indiana.





## CONCLUSIONS AND SUGGESTIONS FOR POLICYMAKERS

While an interesting array of data has been discussed here, the information remains mixed. Although voter turnout in Indiana historically has been higher than the national average, educational attainment levels are lower. Factors such as sprawl and traffic congestion appear to be very much on the minds of residents, even though this is not a rapidly growing region with onerously long commute patterns. We appear to do relatively well engaging in informal associations, but those affiliations are not automatically transferring into equally high levels of civic and political activities.

While some of the factors that lead to civic engagement are beyond the appropriate reach of policymakers—such as family discussions of politics—education is one arena that appears promising for public officials who are interested in increasing civic engagement. Indiana's educational attainment levels remain lower than those of the nation as a whole, although like the nation, we have been improving. A continuing focus on the importance of education, eventually resulting in an increase in the proportion of college graduates, should have a significant impact on civic engagement. This long-term strategy fits comfortably with other economic goals for the region.

A second arena where public policies are likely to be effective is in encouragement of instrumental extracurricular activities for adolescents. Here our preliminary view of activities for Central Indiana adolescents identifies three barriers to overcome.

First, we lack some fundamental information to better inform our discussions—we do not have a good sense of what activities our adolescents are engaged in, nor do we have a comprehensive understanding of what activities are available for them.

Second, the limited information gathered here suggests that the menu of options available to adolescents in our region is heavily tilted in favor of sports. Obviously, sports participation provides benefits; but for those interested in encouraging future civic participation, these data, combined with the research that suggests sports participation is a contra-indicator of civic participation, are troubling.

Finally, the raw participation numbers for students in the schools that responded suggest very limited engagement by adolescents in organizations that provide civic skill development. Consistent with other research, it appears that only 18 percent of students are involved in instrumental activities. In addition, many of



the students involved in instrumental activities are hyper-networked, involved in multiple instrumental activities, so actual numbers are likely to be significantly lower than 18 percent because of double counting.

Further research is needed, but even without it, public officials at the state and local level can support and encourage specific activities and promote the idea that students should be involved in instrumental activities in addition to school and work.

Indiana historically has focused much energy and attention on sports, and given the importance of organized sports to many communities, a possible strategy could be to retool organized sports to include some of the civic-skill building that appears to make some activities so beneficial for later civic engagement. For example, sports team participants could become involved in the planning, organizing, and funding of their activities.<sup>5</sup>

Public officials and educators can do much to encourage adolescents to join student-led activities in addition to sports. School officials have many options to consider, such as the following:

- Extracurricular activities can be reviewed to be sure that students themselves are actually “running the show” as much as possible, making even expressive activities into skill-building laboratories.
- Classrooms with active learning strategies (open student discussions on important topics and strong student involvement in the organizing and planning of activities) can be encouraged as these have been proven effective for fostering the development of civic skills.
- School officials might consider the structure of adult involvement in non-sports activities. When surveying schools, it was easy to find out who coordinated sports activities, but there appeared to be few if any adults who were centrally involved in coordinating non-sports activities for the schools. One or several administrators might be given overall responsibility for increasing participation in non-sports activities.
- Educators and government officials can make special efforts to expand participation in programs that focus on civic skill development, such as model legislature programs, Model U.N., and student government.

These preliminary findings suggest there is much to be learned and much to be done if we are serious about increasing civic engagement in Central Indiana. Adolescent activities that develop civic skills enhance adult civic engagement and participation in those activities can be encouraged, facilitated and increased.

<sup>5</sup> Many sports teams (other than major teams such as football and basketball) already participate in fund raising to cover team expenses, however, parents often take a far more active role than the youth participants.



## REFERENCES

Beck, P., & Jennings, M.K. (1982). Pathways to participation. *American Political Science Review*, 76, 94–108.

Benchmark Social Capital Community Survey. (2001). Retrieved July 2002, from [www.cfsv.org/communitysurvey/index.html](http://www.cfsv.org/communitysurvey/index.html)

Conway, M.M., & Damico, A. J. (2001, Aug. 30–Sept. 2). *Building blocks: The relationship between high school and adult associational life*. Paper presented at American Political Science Association meeting. San Francisco.

Eccles, J.S., & Barber, B. L. (1999). Student council, volunteering, basketball, or marching band: What kind of extracurricular involvement matters? *Journal of Adolescent Research*, 14, 10–44.

Erikson, E.H. (1968). *Identity: Youth and crisis*. New York: W. W. Norton & Co.

Family Education Network. (n.d.). *National voter turnout in federal elections: 1960–2000*. Retrieved September 15, 2002, from [www.infoplease.com/ipa/A0781453.html](http://www.infoplease.com/ipa/A0781453.html)

Glanville, J.L. (1999). Political socialization or selection? Adolescent extracurricular participation and political activity in early adulthood. *Social Science Quarterly*, 80, 279–290.

Hanks, M., & Eckland, B. K. (1978). Adult voluntary associations and adolescent socialization. *The Sociological Quarterly*, 1, 481–490.

Indiana Business Research Center, Indiana University–Kelley School of Business. (n.d.). *IRBC IN context, United States census 2000: Value added data for Indiana*. Retrieved July 30, 2002, from [www.stats.indiana.edu](http://www.stats.indiana.edu)

Indiana Secretary of State, Election Division. (n.d., a). *2000 general election registration & turnout data*. Retrieved November 22, 2002, from [www.in.gov/sos/elections/voters/electronicIndex.html](http://www.in.gov/sos/elections/voters/electronicIndex.html)

Indiana Secretary of State, Election Division. (n.d., b). *1996 general election registration & turnout data*. Retrieved November 22, 2002, from [www.in.gov/sos/elections/voters/electronicIndex.html](http://www.in.gov/sos/elections/voters/electronicIndex.html)

Indiana Secretary of State, Election Division. (n.d., c). *History of voter participation in Indiana*. Retrieved September 15, 2002, from [www.in.gov/sos/elections/workers/particip.html](http://www.in.gov/sos/elections/workers/particip.html)

Indiana Secretary of State, Election Division. (Updated 2002, November 26). *Indiana general elections 2002, voter turnout information*. Retrieved December 2, 2002, from [www.ai.org/apps/sos/election/general2002/general2002?page=turnout](http://www.ai.org/apps/sos/election/general2002/general2002?page=turnout)

Jennings, M.K., & Stoker, L. (2001, Aug. 30–Sept. 2, 2001). *Generations and civic engagement: A longitudinal multiple-generation analysis*. Paper presented at American Political Science Association meeting, San Francisco.



Kirlin, M. (2001). *Adult civic engagement: Can adolescent extracurricular activities overcome income and education barriers?* Unpublished manuscript. Indiana University–Purdue University Indianapolis, School of Public and Environmental Affairs.

Ladewig, H., & Thomas, J.K. (1987). *Assessing the impact of 4-H on former members*. Report for U.S. Department of Agriculture. College Station: The Texas A&M University System.

Payton, S. (2001). Central Indiana growing faster than rest of state. (Issue Brief 01-C15). Indianapolis: Indiana University–Purdue University Indianapolis, School of Public and Environmental Affairs, Center for Urban Policy and the Environment.

Putnam, R.D. (1995). Bowling alone: America's declining social capital. *Journal of Democracy*, 6, 65–78.

Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community*. New York, New York: Simon and Schuster.

Rogers, D.L., Bultena, G., & Barb, K.H. (1975). Voluntary association membership and political participation: An exploration of the Mobilization Hypothesis. *Social Science Quarterly*, 16, 305–318.

Smith, E.S. (1999). The effects of investments in the social capital of youth on political and civic behavior in young adulthood: A longitudinal analysis. *Political Psychology* 20(3):553-580.

Stolle, D., & Hooghe, M. (2002, August). *The roots of social capital: The effect of youth experiences on participation and value patterns in adult life*. Paper presented at 2002 American Political Science Conference, Boston.

Thelin, R. (2001). *Central Indiana Household Survey 2000* (Tech. Rep. 01-C19). Indianapolis: Indiana University–Purdue University Indianapolis, School of Public and Environmental Affairs, Center for Urban Policy and the Environment.

U.S. Census Bureau. (n.d.). *United States Census 2000*, census 2000 data for the state of Indiana, Quick Tables. DP-2. Profile of selected social characteristics: 2000. Retrieved December 2, 2002, from [http://factfinder.census.gov/servlet/QTTable?ds\\_name=DEC\\_2000\\_SF3\\_U&geo\\_id=04000US18&q\\_r\\_name=DEC\\_2000\\_SF3\\_U\\_DP2](http://factfinder.census.gov/servlet/QTTable?ds_name=DEC_2000_SF3_U&geo_id=04000US18&q_r_name=DEC_2000_SF3_U_DP2)

Verba, S., Schlozman, K.L., & Brady, H.E. (1995). *Voice and equality, civic voluntarism in American politics*. Cambridge: Harvard University Press.

Walsh, E. (2002, November 8). Election turnout rose slightly, to 39.3%: GOP mobilization credited; participation was down in some Democratic areas. *Washington Post*. Retrieved November 15, 2002, from <http://washingtonpost.com/wp-dyn/articles/A25603-2002 Nov 7.html>



## APPENDIX

The following tables (pages 26–28) show the itemized data for individual schools that responded to the Center on Urban Policy and the Environment’s High School Survey, 2000. The schools listed the number of students who participated in a variety of extracurricular activities. To protect the individual schools, they are not identified in these tables.

All schools are located in the 44-county Central Indiana region. (Central Indiana includes 44 counties in an integrated economic region identified by the U.S. Bureau of Economic Analysis.) The data in the tables are from 63 high schools in the following counties: Bartholomew, Boone, Brown, Carroll, Clay, Clinton, Delaware, Fountain, Greene, Hamilton, Hancock, Hendricks, Henry, Howard, Jackson, Johnson, Madison, Marion, Miami, Monroe, Montgomery, Morgan, Orange, Putnam, Randolph, Rush, Sullivan, Tippecanoe, Wayne, and White. Total enrollment in all schools is 54,126 students.

For Appendix Table 1, many other hobby clubs were listed, such as Movie Club, Photography Club, Euchre Club, Bowling Club, etc.

For Appendix Tables 1–3:

Several religious organizations which might fit into either expressive or instrumental categories were listed by respondents, including Fellowship of Christian Athletes (FCA), Young Christian Association, Bible Club, etc. These are not shown in the tables.

Some activities listed as expressive may have some instrumental characteristics and are not clearly one or the other.

\* Organization was not specifically listed in the survey, but some schools wrote it in. Because the activity was not listed, participation may be undercounted.

\*\* Organization may be connected with a class, including band, orchestra, and some other choir or musical groups.



Appendix Table 1: Participation in Expressive (Other than Sports) Extracurricular Activities by Central Indiana High School Students, Survey Respondents, 2000 (See page 25 for notes.)

Enrollment	Academic Bowl	Brain Game	Science Olympiad/Clubs	Speech or Debate	Spell Bowl	Stock Market Game	Art Programs & Groups	History Club	FFA*	Academic Decathlon*	Business/Sales clubs	Language Clubs	Orchestra	Dance groups*	Choirs & Musical Groups*	Band**	Future Homemaker of America.*	Pride/Spirit Clubs	Poetry/ Lit/Writing Clubs	Thespian/Drama Clubs	Math Club	Total Expressive	% of Enrollment
136	-	-	-	-	-	-	5	-	-	-	-	10	-	-	-	10	-	-	-	-	-	25	18%
211	12	-	-	-	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	20	9%
227	25	-	-	-	-	20	25	-	-	-	-	25	-	-	-	-	-	-	-	-	-	95	42%
230	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	-	60	26%
305	15	-	15	-	15	-	30	25	-	-	35	20	-	-	-	-	-	-	-	-	-	155	51%
344	-	-	-	-	-	-	-	-	28	-	-	147	-	-	-	-	-	-	-	-	35	210	61%
349	25	-	-	-	-	-	25	-	-	-	23	59	-	-	-	-	-	29	-	20	-	181	52%
350	20	-	-	-	-	-	-	-	-	-	30	80	-	15	-	-	20	20	-	-	-	185	53%
355	28	-	-	-	14	-	-	-	-	-	-	60	-	-	-	45	-	-	-	-	-	147	41%
367	30	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	-	75	20%
406	23	-	-	-	21	-	-	-	-	-	-	0	-	-	-	-	-	-	-	-	-	44	11%
408	10	-	10	-	15	-	25	-	-	-	15	50	-	-	-	-	-	-	-	-	-	125	31%
419	-	-	20	-	-	15	3	-	60	-	-	30	-	-	-	28	25	-	20	20	-	221	53%
450	-	-	-	34	-	-	-	-	75	-	-	68	-	14	-	-	-	-	-	75	6	272	60%
472	7	-	-	-	-	-	-	-	-	-	-	80	-	-	-	-	-	-	-	-	-	87	18%
484	10	-	-	-	10	-	10	-	20	-	10	-	-	-	-	-	15	-	-	-	-	75	15%
485	15	-	-	20	-	-	10	-	-	-	-	45	-	-	-	50	-	35	-	-	-	175	36%
498	40	-	-	40	15	-	-	-	-	-	10	65	-	-	-	70	-	-	-	80	25	345	69%
507	-	-	10	-	-	-	-	-	40	-	-	-	-	-	-	50	-	-	-	-	-	100	20%
522	35	-	-	-	-	40	45	-	-	-	-	45	-	-	-	65	-	-	-	95	-	325	62%
523	-	-	-	-	-	-	-	9	48	-	13	145	-	-	-	63	-	-	-	-	-	278	53%
534	12	-	25	-	13	60	18	-	50	-	-	-	-	-	-	-	-	-	-	24	-	202	38%
540	35	-	-	35	-	-	-	-	-	-	30	-	-	-	-	70	-	-	-	-	-	170	31%
552	-	-	-	-	-	10	-	25	75	-	-	135	-	-	-	-	-	20	-	40	20	325	59%
566	25	-	-	-	5	40	-	-	20	-	-	-	-	-	-	80	-	55	-	20	-	245	43%
574	25	-	35	-	-	-	-	-	40	-	30	70	-	-	-	60	25	-	-	20	-	305	53%
580	10	-	-	-	-	-	-	-	12	-	-	48	-	-	-	26	-	21	-	12	-	129	22%
609	18	12	-	-	15	-	42	-	-	-	-	148	-	-	-	16	-	-	15	32	42	340	56%
611	40	-	10	-	10	-	25	-	-	-	-	75	-	-	-	60	-	-	-	-	-	220	36%
611	10	-	-	40	-	-	-	-	-	-	-	100	-	-	-	80	-	-	-	45	5	280	46%
615	25	-	-	20	10	-	-	-	35	-	30	145	-	-	-	-	-	-	-	35	-	300	49%
636	10	-	-	-	5	-	-	-	-	-	-	50	-	-	-	-	-	-	-	-	-	65	10%
643	10	-	-	-	10	-	20	-	-	-	-	55	-	-	-	40	-	-	-	15	-	150	23%
646	26	19	16	31	17	-	-	-	-	-	-	79	-	-	-	65	-	-	-	-	-	253	39%
678	35	12	-	12	35	112	67	99	-	-	-	81	-	-	-	74	-	636	-	17	86	1266	187%
768	8	-	-	-	8	-	15	-	-	-	-	55	-	-	-	100	-	-	-	25	-	211	27%
768	21	-	32	5	14	-	12	-	-	-	12	41	-	-	-	76	-	14	-	27	-	254	33%
793	20	-	25	10	5	-	25	-	-	-	-	35	-	-	-	-	-	-	-	30	-	150	19%
817	28	-	-	-	16	-	-	-	-	-	-	101	-	-	-	-	-	-	-	18	-	163	20%
828	20	-	-	10	-	6	-	100	-	-	-	265	-	-	-	145	-	-	-	-	-	546	66%
833	25	-	-	30	35	-	30	-	-	-	-	30	-	-	-	130	-	120	-	30	100	530	64%
839	22	-	-	5	8	-	-	-	-	-	-	120	-	-	-	90	-	-	-	5	-	250	30%
853	20	-	-	30	10	37	50	-	-	-	70	25	-	-	-	60	-	-	50	30	-	382	45%
877	50	-	-	50	20	60	50	-	-	-	-	200	-	-	-	-	-	-	-	50	30	510	58%
895	30	15	-	25	20	-	20	30	-	20	-	250	-	-	-	70	-	50	-	40	40	610	68%
947	31	-	-	12	14	-	23	-	-	-	-	64	-	-	14	40	-	45	-	18	32	293	31%
1,057	20	-	12	-	20	-	150	-	40	-	-	175	-	-	-	120	-	-	-	40	15	592	56%
1,086	30	5	20	10	20	50	25	-	-	10	10	275	-	-	-	-	-	-	5	70	20	550	51%
1,086	20	-	-	10	20	-	20	-	-	-	-	40	-	-	-	100	-	40	20	15	-	285	26%
1,171	14	-	-	16	12	-	-	-	-	-	14	49	-	-	-	70	-	-	-	24	16	215	18%
1,215	15	-	-	25	-	-	45	15	-	-	-	72	65	-	150	90	-	-	-	25	-	502	41%
1,220	15	-	12	10	-	34	-	-	-	-	-	112	-	-	-	78	-	-	-	-	-	261	21%
1,258	26	-	-	25	-	225	-	-	-	-	-	80	-	-	-	95	-	-	-	100	-	551	44%
1,316	10	-	19	10	-	200	-	14	-	-	-	186	-	27	-	-	23	15	15	130	-	649	49%
1,524	15	12	-	32	17	32	15	20	-	-	20	165	-	-	-	95	-	100	-	50	20	593	39%
1,681	25	10	-	20	15	-	-	-	-	-	30	430	-	-	-	200	-	-	20	80	100	930	55%
1,750	24	14	-	29	10	-	4	-	-	-	-	45	-	-	-	94	-	34	11	9	-	274	16%
1,759	10	-	15	10	10	-	20	-	-	-	15	50	-	-	-	65	-	-	-	20	10	225	13%
1,847	50	-	-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	100	-	25	-	205	11%
2,132	10	10	-	20	10	-	-	-	-	-	40	20	-	-	-	-	-	-	-	40	-	150	7%
2,275	10	10	-	20	10	-	10	-	-	-	20	35	180	-	120	200	-	50	-	25	-	690	30%
2,917	15	10	18	31	-	20	80	-	-	15	20	112	99	110	260	220	-	-	10	90	20	1,130	39%
3,171	15	-	45	70	-	-	-	-	-	-	265	380	-	-	-	-	-	60	-	130	-	965	30%
<b>54,126</b>	<b>1,175</b>	<b>129</b>	<b>339</b>	<b>777</b>	<b>527</b>	<b>961</b>	<b>939</b>	<b>337</b>	<b>543</b>	<b>45</b>	<b>742</b>	<b>5,317</b>	<b>344</b>	<b>166</b>	<b>544</b>	<b>3,140</b>	<b>88</b>	<b>1,444</b>	<b>166</b>	<b>1,791</b>	<b>587</b>	<b>20,101</b>	<b>37% TOTALS</b>



Appendix Table 2: Participation in Sports Extracurricular Activities by Central Indiana High School Students, Schools Responding to Survey, 2000 (See page 25 for notes.)

Enrollment	Baseball	Basketball	Cross Country	Football	Golf	Gymnastics	Soccer	Softball	Swimming	Tennis	Track & Field	Volleyball	Wrestling	Cheerleading	Totals	% of Enrollment
136	-	32	5	-	-	-	-	-	-	-	-	16	-	16	69	51%
211	15	47	-	20	10	-	-	17	-	-	20	20	-	12	161	76%
227	10	50	10	-	10	-	-	-	-	-	30	15	-	10	135	59%
230	12	40	26	-	-	-	-	11	-	-	12	20	-	7	128	56%
305	24	95	9	-	15	-	-	24	-	-	55	45	11	18	296	97%
344	21	45	10	35	15	-	24	26	-	23	25	24	-	21	269	78%
349	-	87	-	-	32	4	-	-	-	35	46	34	24	32	294	84%
350	25	50	10	40	15	-	-	25	-	-	30	25	10	20	250	71%
355	22	50	18	30	16	-	-	35	-	-	30	20	-	17	238	67%
367	-	44	30	4	46	12	-	20	-	43	24	24	15	25	287	78%
406	23	32	-	32	9	-	-	24	15	30	19	24	-	19	227	56%
408	20	50	20	-	10	-	-	16	-	-	40	20	-	15	191	47%
419	17	56	10	36	18	-	-	22	-	28	44	18	21	22	292	70%
450	24	40	11	-	11	-	-	25	-	23	30	23	18	11	216	48%
472	21	51	17	-	16	-	-	18	-	36	21	21	-	12	213	45%
484	25	15	15	-	10	-	-	20	-	-	20	20	-	10	135	28%
485	15	40	30	-	16	-	-	15	-	35	25	20	-	20	216	45%
498	30	70	20	70	25	-	30	20	20	-	90	25	15	20	435	87%
507	25	70	20	30	20	-	-	15	-	-	45	25	-	15	265	52%
522	30	65	20	-	27	-	32	25	-	-	55	28	15	16	313	60%
523	24	44	21	30	27	-	-	14	-	45	35	20	30	17	307	59%
534	20	40	14	35	10	-	-	15	-	-	36	22	16	29	237	44%
540	29	65	19	47	16	-	48	26	46	32	79	22	32	18	479	89%
552	30	50	20	45	15	-	-	25	30	20	35	20	10	15	315	57%
566	35	65	25	85	25	15	70	25	30	25	65	30	25	20	540	95%
574	30	60	20	65	20	10	-	-	40	30	70	20	35	25	425	74%
580	30	60	18	70	18	-	-	30	30	27	35	25	30	20	393	68%
609	25	55	30	35	20	-	-	20	-	-	59	25	16	16	306	50%
611	20	50	20	40	25	-	-	30	30	35	40	25	20	20	355	58%
611	30	60	20	45	25	-	25	30	25	45	30	20	30	15	400	65%
615	35	75	20	70	24	-	70	25	45	60	60	30	15	20	549	89%
636	20	42	-	76	10	-	52	22	-	-	24	20	20	17	303	48%
643	25	50	20	60	9	-	60	20	40	30	80	24	40	30	488	76%
646	28	57	19	49	23	8	-	23	-	46	62	27	37	20	399	62%
678	22	98	15	45	17	-	44	16	-	-	42	41	16	16	372	55%
768	20	48	14	40	11	-	-	22	-	27	56	22	-	21	281	37%
768	29	60	26	57	20	7	21	19	-	26	36	21	43	25	390	51%
793	35	55	14	65	14	-	17	30	30	26	35	30	25	-	376	47%
817	24	48	12	60	11	-	27	25	-	30	40	30	15	24	346	42%
828	35	47	24	75	20	-	-	35	45	24	38	25	20	24	412	50%
833	30	50	25	45	30	15	40	30	40	40	50	25	30	25	475	57%
839	38	74	12	62	20	8	62	25	18	18	-	33	20	14	404	48%
853	28	60	12	55	19	-	65	-	40	30	70	22	25	30	456	53%
877	50	87	44	89	30	-	96	40	47	31	81	34	23	27	679	77%
895	47	60	33	120	27	10	88	43	38	25	88	53	26	25	683	76%
947	43	80	14	65	36	-	44	28	34	45	52	37	29	33	540	57%
1,057	40	72	25	75	17	-	75	40	50	30	55	30	35	35	579	55%
1,086	45	70	24	76	17	-	71	29	36	26	56	31	35	30	546	50%
1,086	40	50	21	68	24	-	42	27	32	26	56	32	27	23	468	43%
1,171	36	64	30	105	28	16	56	24	27	48	68	28	24	26	580	50%
1,215	40	95	22	75	30	-	70	25	60	29	55	30	30	30	591	49%
1,220	38	62	25	62	25	15	66	33	42	58	77	35	29	22	589	48%
1,258	30	65	60	70	18	10	70	30	35	25	110	25	30	20	598	48%
1,316	34	82	18	81	27	17	54	29	46	35	38	47	21	33	562	43%
1,524	45	60	20	90	30	-	70	45	45	30	64	30	27	25	581	38%
1,681	35	62	59	111	35	-	63	29	48	48	83	29	24	47	673	40%
1,750	43	74	35	65	20	11	48	44	52	42	79	51	22	34	620	35%
1,759	50	98	30	120	24	16	50	36	60	43	70	38	25	28	688	39%
1,847	35	70	35	85	20	10	55	35	35	55	70	35	25	25	590	32%
2,132	55	78	72	100	30	10	90	45	55	45	120	35	40	50	825	39%
2,275	45	70	15	100	20	10	80	35	35	35	65	45	25	30	610	27%
2,917	50	72	48	130	35	14	80	48	32	39	115	36	50	36	785	27%
3,171	55	75	102	187	24	15	122	45	80	72	210	37	52	72	1,148	36%
<b>54,126</b>	<b>1,857</b>	<b>3,756</b>	<b>1,428</b>	<b>3,427</b>	<b>1,267</b>	<b>233</b>	<b>2,077</b>	<b>1,580</b>	<b>1,413</b>	<b>1,656</b>	<b>3,350</b>	<b>1,748</b>	<b>1,278</b>	<b>1,434</b>	<b>26,504</b>	<b>49% TOTALS</b>



Appendix Table 3: Participation in Instrumental Extracurricular Activities by Central Indiana High School Students, Survey Respondents, 2000 (See page 25 for notes.)

Enrollment	National Honor Society	Year Book/Web Page	Mock Government	Mock Trials	Student Council	Other Gov't. Activities	Amnesty International	Environmental Club	Gay/Straight Club	Youth Leadership Academy*	Newspaper, Quill & Scroll*	Sunshine Society*	Students Against Drunk Driving*	Key Club*	Service Learning	Right to Life	Future Problem Solvers	HIV/AIDS Teen Council*	Volunteer Organizations*	Awareness Council*	Just Say No*	Totals	Percentage
136	10	12	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	34	25%
211	-	-	-	-	12	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	32	15%
227	10	10	-	-	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45	20%
230	25	48	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	93	40%
305	25	20	-	-	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	70	23%
344	28	6	-	-	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	55	16%
349	46	8	30	-	12	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	112	32%
350	20	-	-	-	40	-	-	-	-	-	-	90	-	-	-	-	-	-	-	-	-	150	43%
355	35	12	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	67	19%
367	30	38	40	-	50	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	158	43%
406	27	-	-	-	36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63	16%
408	25	10	-	-	20	-	-	-	-	-	-	-	50	-	-	-	-	-	-	-	-	105	26%
419	30	20	34	-	24	-	-	12	-	-	-	-	-	-	-	-	-	-	-	-	-	120	29%
450	15	12	-	-	14	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	43	10%
472	20	18	-	-	22	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	60	13%
484	25	10	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50	10%
485	45	15	-	-	45	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	105	22%
498	25	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40	8%
507	30	-	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45	9%
522	25	25	-	-	45	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	95	18%
523	50	-	30	-	32	-	-	-	-	-	-	-	-	32	-	-	-	-	-	-	-	144	28%
534	16	6	50	50	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	141	26%
540	23	-	40	-	35	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	118	22%
552	25	30	-	-	25	-	-	-	-	-	-	45	-	55	-	-	-	-	-	-	-	180	33%
566	90	25	50	25	40	25	-	20	-	15	-	100	50	-	-	-	-	-	75	-	-	515	91%
574	40	20	40	-	50	-	-	-	-	-	-	-	45	-	-	-	-	-	-	-	-	195	34%
580	26	11	-	-	33	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	90	16%
609	35	27	-	-	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	87	14%
611	50	15	-	-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	95	16%
611	35	20	-	-	40	-	-	-	-	-	-	-	80	-	-	-	-	-	-	-	-	175	29%
615	25	20	-	-	85	-	-	-	-	-	-	-	10	-	-	-	-	-	-	-	-	140	23%
636	40	9	-	-	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	68	11%
643	20	15	10	-	35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	80	12%
646	42	8	-	-	16	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	10%
678	47	6	112	112	58	-	-	28	-	-	-	-	-	-	-	-	-	-	-	-	-	363	54%
768	37	12	-	-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	79	10%
768	62	-	-	160	52	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	274	36%
793	40	30	-	-	20	-	-	10	-	15	-	-	15	-	-	-	20	-	-	-	-	150	19%
817	38	-	60	-	36	18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	152	19%
828	97	40	-	30	25	-	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	212	26%
833	60	15	-	-	115	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	190	23%
839	16	10	-	-	40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	66	8%
853	25	25	-	29	25	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	119	14%
877	120	30	30	-	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	280	32%
895	80	20	-	60	60	-	-	-	-	-	-	-	-	-	100	50	-	-	30	-	-	400	45%
947	75	19	-	-	45	-	-	17	-	-	-	43	25	-	-	-	-	-	-	-	-	224	24%
1,057	60	25	-	-	35	-	-	-	-	-	-	100	-	-	-	-	-	-	-	-	-	220	21%
1,086	55	30	-	-	-	-	-	-	-	65	5	-	-	-	-	-	-	25	-	-	-	180	17%
1,086	80	15	230	-	30	-	-	-	-	-	20	-	-	-	-	-	-	-	-	-	-	375	35%
1,171	28	14	-	-	25	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	67	6%
1,215	40	35	-	-	35	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	125	10%
1,220	42	22	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	79	6%
1,258	40	20	-	-	55	40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	155	12%
1,316	60	30	-	-	40	-	-	-	-	30	15	-	-	-	-	-	-	-	-	-	-	175	13%
1,524	27	25	-	-	30	18	-	40	-	25	-	-	-	-	-	-	-	-	-	-	-	165	11%
1,681	97	25	-	50	70	-	-	55	-	-	-	-	-	-	-	-	-	-	-	-	-	297	18%
1,750	35	23	-	-	70	-	19	15	-	-	-	-	-	-	-	-	-	-	-	-	-	162	9%
1,759	85	20	-	-	35	-	-	15	-	-	-	-	-	-	-	-	-	-	-	-	-	155	9%
1,847	90	75	-	-	100	-	-	15	160	-	-	-	-	-	-	-	-	-	-	-	-	440	24%
2,132	50	25	10	40	30	-	-	30	-	-	-	-	-	-	-	-	-	-	-	-	-	185	9%
2,275	50	20	-	-	20	-	20	-	-	-	-	-	-	-	-	-	-	-	-	-	-	110	5%
2,917	220	20	-	40	224	10	-	15	-	-	-	-	-	-	-	-	-	-	-	-	20	549	19%
3,171	255	90	-	-	40	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	385	12%
<b>54,126</b>	<b>3,024</b>	<b>1,191</b>	<b>766</b>	<b>596</b>	<b>2,432</b>	<b>142</b>	<b>39</b>	<b>367</b>	<b>160</b>	<b>152</b>	<b>40</b>	<b>378</b>	<b>250</b>	<b>112</b>	<b>100</b>	<b>50</b>	<b>20</b>	<b>25</b>	<b>75</b>	<b>30</b>	<b>20</b>	<b>9,969</b>	<b>18% TOTALS</b>