



VIRGINIA CIVIC HEALTH INDEX

2010

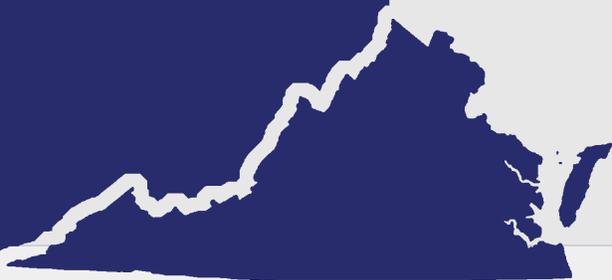


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WHO WE ARE



The Montpelier Foundation established the Center for the Constitution at James Madison's Montpelier in 2002 as a nonpartisan educational institution that teaches constitutional principles and theories (self-government, individual rights, popular sovereignty, rule of law, separation of church and state, federalism, etc.). The Center's programs are taught at Montpelier, immersing participants not only in the theories Madison articulated, but also in the history of the founding era.

The Center's intensive, content-rich programs are designed for people who are stewards of the Constitution and who will return as advocates to their communities. A primary group served is educators — those who teach the Constitution to our children in classes on civics, history, and government. In addition, programs are offered to key communities such as judges, legislators, journalists, law enforcement officials, and representatives from other countries.

The seminars are taught by leading constitutional experts selected for the depth and breadth of their knowledge

and for their ability to engage and inspire through their teaching. Drawing on primary founding documents and source materials (including *The Federalist*, writings of the Anti-Federalists, and the U.S. Constitution itself) as well as subsequent interpretations and modifications of these original theories, participants engage in conversation and discussion to develop a broader understanding of constitutional principles.



Colonial Williamsburg

The Colonial Williamsburg Foundation is a private, not-for-profit educational institution. The Foundation operates the world's largest living history museum, the restored 18th Century capital of Virginia, as well as the DeWitt Wallace Decorative Arts Museum, the Abby Aldrich Rockefeller Folk Art Museum, Bassett Hall, and the John D. Rockefeller, Jr. Library.

Colonial Williamsburg actively supports history and citizenship education in

schools and homes by engaging in a wide variety of educational outreach programs and activities, including publishing books, videotapes, recordings, and interactive digital media.

Teacher-led student study visits to Williamsburg reveal the 18th Century to hundreds of thousands of students each year. The Williamsburg Teacher Institute, held on-site each year, along with dozens of workshops in school districts across the country, inspires thousands of teachers to use the Historic Area and Colonial Williamsburg resources to create innovative and engaging ways to teach about the past.

Colonial Williamsburg also produces "The Idea of America," an interactive, fully digital, Web-based curriculum for high school students. Students learn lessons from history and the principles of American citizenship by exploring 65 case studies built around the nation's most important historical events, debating issues that changed America, exploring the perspectives of contemporary historians, and accessing primary source documents of enduring significance.

ACKNOWLEDGMENTS

The Center for the Constitution at James Madison's Montpelier and The Colonial Williamsburg Foundation would like to graciously thank the Claude Moore Charitable Foundation, staff and supporters of The Montpelier Foundation, Dr. Quentin Kidd, Department Chair in American Politics and Director of the Judy Ford Wason Center for Public Policy at Christopher Newport University, and Christopher Borick of the Muhlenberg College Institute of Public Opinion.

INTRODUCTION



It was in Virginia, perhaps more than anywhere else in America, that the modern concept of democracy originated.

It was in Virginia, during the decades before the Revolution, that “the people” protested Parliament’s taxes, and that elected representatives asserted that only they could levy taxes.

It was a Virginian, Peyton Randolph, speaker of the House of Burgesses, who was elected president of the first Continental Congress.

It was a Virginian, Patrick Henry, who inspired Americans to resist tyranny. “I know not what course others may take,” Henry said, “but as for me, give me liberty or give me death!”¹

It was Virginia that became the first colony to direct its delegates in the Continental Congress to move for independence.

It was a Virginian, George Mason, who drafted the Virginia Declaration of Rights, which served as a model for the Declaration of Independence and the Bill of Rights; a Virginian, Thomas Jefferson, who drafted the Declaration of Independence; a Virginian, George Washington, whose leadership made that independence a reality; a Virginian, James Madison, who, as father of the Constitution, transformed that independence into a workable government.

It was in Virginia that subjects of a king became free and independent citizens.

The people we refer to as our founders were the original activists, models of civic engagement for the generations that followed. Given the crucial roles Virginians played in creating the American republic, it is entirely appropriate that we investigate the state of citizenship in Virginia today.

Working in partnership with the Civic Indicators Working Group and the Center for Information and Research on Civic Learning and Engagement (CIRCLE), the National Conference on Citizenship (NCoC) produces the *Civic Health Index* annually. In 2009, the Edward M. Kennedy Serve America Act directed NCoC to work in partnership with the Corporation for National and Community Service and the U.S. Census Bureau to expand this work and produce a Civic Health Assessment.

In 2010, the Center for the Constitution at James Madison’s Montpelier and The Colonial Williamsburg Foundation joined forces with NCoC to report on the civic health of Virginia. This report is drawn primarily from the U.S. Census Bureau’s Current Population Survey (CPS) with supporting research from a 2010 survey of awareness and understanding of the Constitution and constitutional concepts conducted by The Center for the Constitution at James Madison’s Montpelier and The Colonial Williamsburg Foundation.

Part I of this report looks at voting trends in Virginia, where voter turnout generally has been better than in the United States as a whole — with some disturbing exceptions. **Part II** considers one of those exceptions, voter turnout among young Virginians, and why it may be lower than voter turnout among their elders. Part II also considers other measures of young people’s civic engagement, such as volunteering, and compares their knowledge of the Constitution and constitutional concepts with that of their elders. This analysis, which is generally discouraging but has a few bright spots, leads us to conclude with a call for more and better civic education.

VOTING TRENDS

Virginia's Declaration of Rights, written largely by George Mason of Fairfax and adopted on June 12, 1776, set forth the rights of citizens in the newly independent commonwealth. Among these was: "That elections of members to serve as representatives of the people in assembly ought to be free and that all men having sufficient evidence of permanent common interest with and attachment to the community have the right of suffrage . . ."²

The Declaration of Rights did not, of course, settle the question of who should have that right of suffrage. African Americans, Native Americans, and women were excluded, as were white men who did not own land.

Over the next two centuries, through a series of fits and starts at both the state and national level, dramatic changes in suffrage altered the nature of citizenship in the United States. Still, literacy tests and poll taxes, which were responsible for disenfranchising most African Americans and many poor Whites, remained staples of Virginia's political system well into the second half of the 20th Century. It was not until the Civil Rights Act of 1964 that the federal government barred the unequal application of voter registration requirements, and it was not until the Voting Act of 1965 that the federal government barred literacy tests and empowered the Attorney General to challenge poll taxes. It was not until 1971, when a new Virginia Constitution went into effect, that institutional barriers to voting were removed for Virginians over the age of 18.

Yet, despite centuries of struggle to expand and ensure voting rights, despite our founders' insistence that governmental power

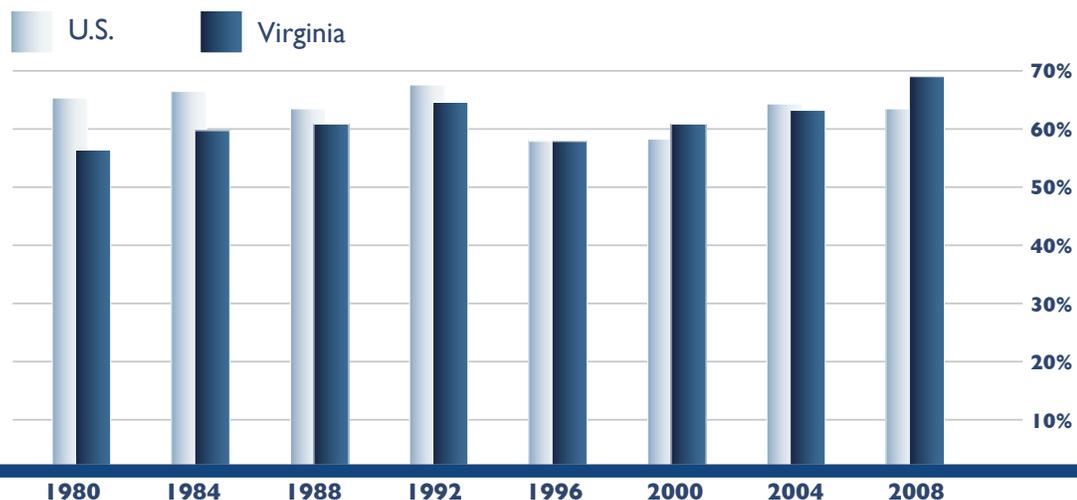
is legitimate only if it is based on the consent of the governed, citizens of the United States vote at rates far below those of other democracies.

In many ways, the voting record of Virginians (*Figure 1*) is better than that of the United States overall. As a purple state — one whose recent voting record is neither consistently Democrat nor Republican — Virginia is hotly contested by both parties. This undoubtedly has increased voter turnout. Virginia ranked 9th in the nation in voter turnout for the November 2008 presidential election with a rate of 68.7%.³ This was 5.6 percentage points higher than the turnout in Virginia for the 2004 presidential election, and 5.1 percentage points higher than the turnout nationwide for the 2008 election. This is certainly an encouraging sign of engagement in civic life.

Virginia also was higher than average in voter registration with a rate of 74.3%. This placed the Commonwealth 17th nationwide. Of those who registered to vote, 92.5% actually did so.

Not surprisingly, given Barack Obama's status as the first African American to be nominated for president by a major party, the largest percentage increase in voting in Virginia was among African-Americans (*Figure 2*). Only 44.8% of African Americans voted in the 1980 presidential election. That percentage was significantly lower than the 60.3% of Whites who voted in 1980. In 2004, the African American figure rose to 51.6%, still significantly lower than the figure for Whites, 67.5%. In 2008, the African American percentage rose to 68.7%, nearly equal to the figure for Whites, 69.4%.

FIGURE 1: PRESIDENTIAL ELECTION TURNOUT IN VIRGINIA



Women, too, turned out at a higher rate (Figure 3) for the 2008 election — 71.2%, voted, compared with 63.9% in 2004. The increase among men was not as great, up from 62.1% in 2004 to 65.8% in 2008.

Encouraging as these trends are, they do not tell the full story — and that story includes some disturbing subplots. If we look at midterm elections (Figure 4) rather than presidential elections, the turnout is consistently lower. In 1982, 47.3% of Virginians voted. The percentage has fluctuated over the years but ended up at essentially the same point in 2006: 47.5%.

More disturbing still are the percentages of young people who voted. Indeed, the behavior of young people differs so much from their elders — and matters so much to the future of any democracy — that it merits a detailed and thorough review.

FIGURE 2: WHITES AND AFRICAN AMERICANS: PRESIDENTIAL TURNOUT IN VIRGINIA

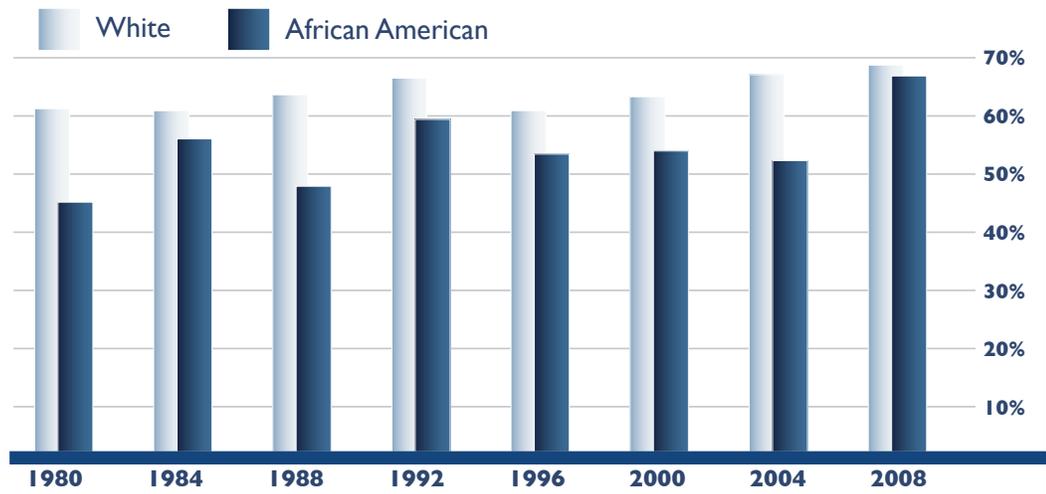


FIGURE 3: GENDER: PRESIDENTIAL TURNOUT IN VIRGINIA

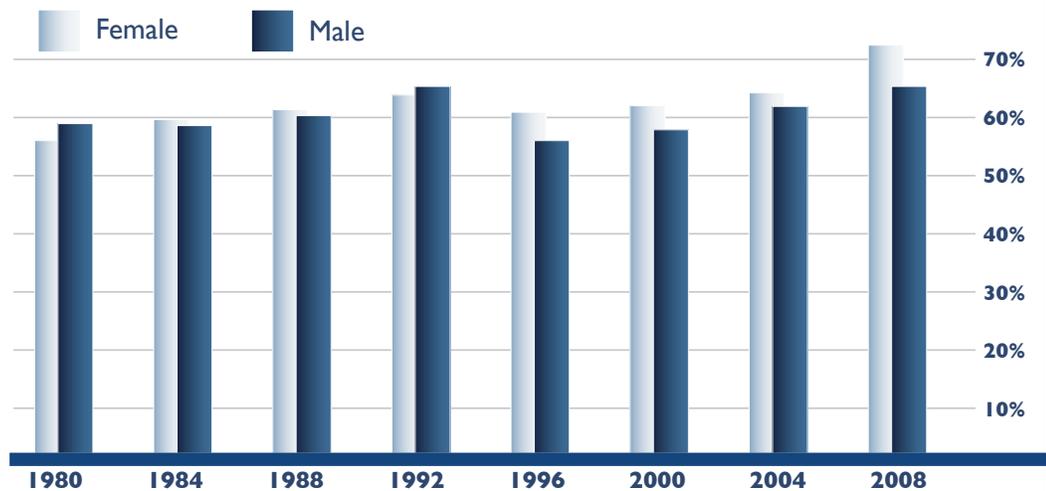
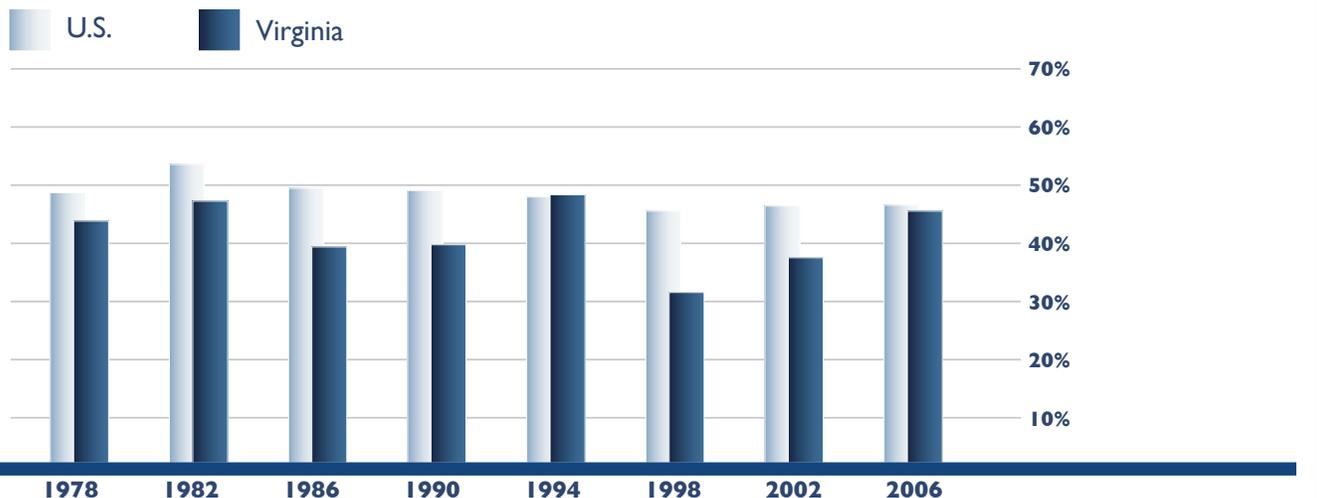


FIGURE 4: MIDTERM TURNOUT IN VIRGINIA



YOUNG PEOPLE AS CITIZENS

WHAT YOUNG PEOPLE DO

Even in 2008, in a presidential election that was hotly contested and frequently described as a battle between generations, only 58.7% of Virginians ages 18 to 29 voted. This was dramatically up from 43.1% in 2004 but was still well below the 71.1% turnout rate of citizens 30 or older. It is of little consolation that young Virginians, though lagging well behind their elders, turned out in larger numbers than their counterparts across the United States. Nationally, 51.1% of young people voted in 2008, compared with 67.0% of older citizens.

Younger citizens traditionally have voted less than their elders, and there is reason to hope that as they age their voting patterns will more closely resemble those of their elders. Moreover, there are some indications that their civic engagement may take different forms from voting. Nonetheless, voting remains a key element of citizenship, and the failure of so many young people to vote is disturbing.

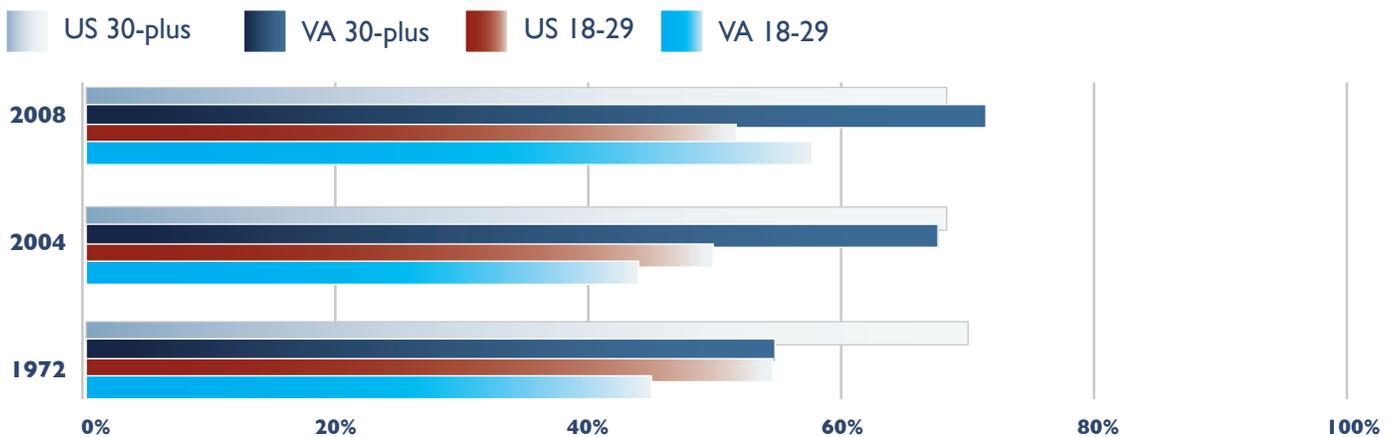
A breakdown of voting turnout by age further highlights the connection between age and turnout. Of Millennials⁴ (born 1981 or later), 56.1% voted. Of Generation X (born 1965-1980), 67.2% voted. Of Baby Boomers (born 1946-1964), 71.8% voted. Of the Silent Generation (born 1931-1945), 78.8%



voted. Each older generation turned out in higher percentages than the generation before it, with the sole exception of the Long Civic Generation (born 1930 or before), which turned out at a rate of 66.3%.

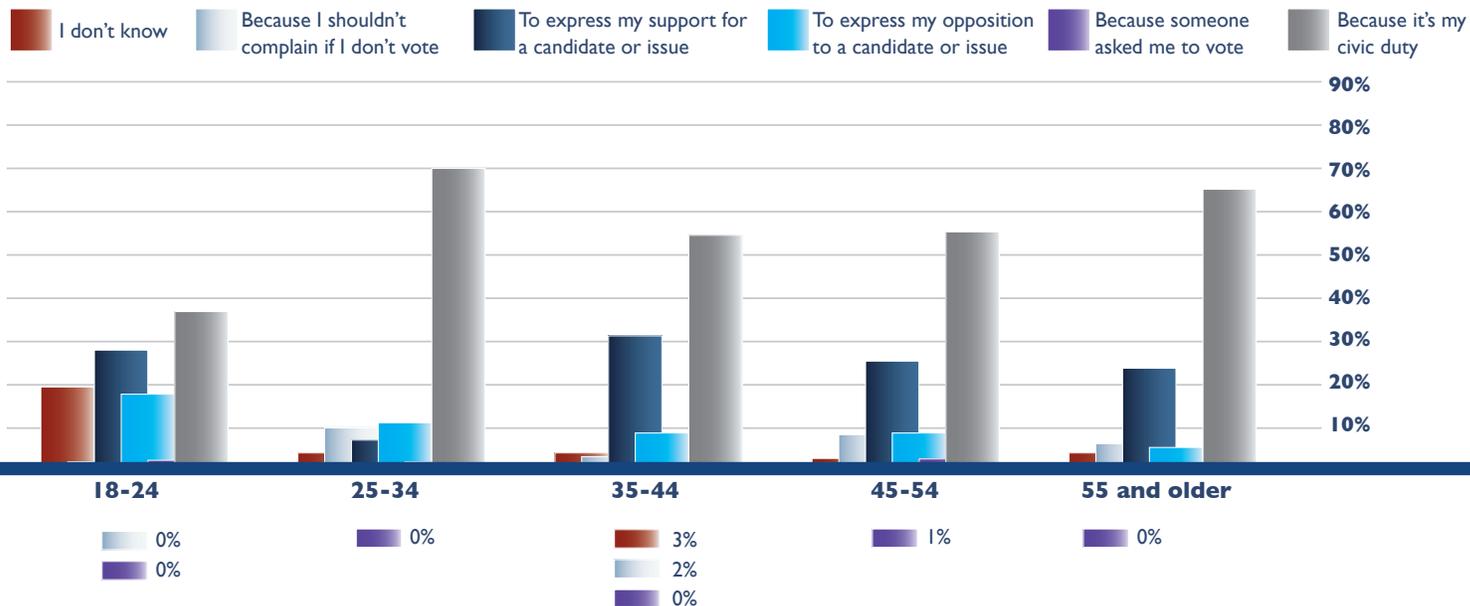
Why don't more young people vote? Here (Figure 6) the results from a new survey are revealing.⁵ When asked the top reason they would vote in a federal election, only 37.1% of younger Virginians chose "because it is my civic duty." That's significantly lower than any other age group. Compared with their elders, younger Virginians were also less likely to rate "voting regularly" as an activity important to good citizenship.

FIGURE 5: TURNOUT GAP BASED ON AGE 1972-2008



Data Source: CPS Voting and Registration Supplement 1972-2008

FIGURE 6: WHICH ONE REASON COMES CLOSEST TO DESCRIBING WHY YOU WOULD VOTE IN A FEDERAL ELECTION?



The survey also illuminates what does motivate younger voters. They were more likely (17.0%) than any other age group to vote in federal elections “to express my opposition to a candidate or issue.” This percentage steadily declined for each older group of Virginians.

Although voting is critical to democracy, so are many other activities. Robert Putnam’s 2000 book, *Bowling Alone*, used the decline in the number of people who bowl in leagues as a metaphor for a more widespread decline in civic engagement. Putnam identified activities such as volunteering, attending public meetings, helping to fix something in the neighborhood, or donating money, that were as important as voting.

How do the young people of Virginia measure up in these other categories?

- Only 22.7% of Millennials volunteered, compared with 29.8% of Generation X, 30.5% of Baby Boomers, 31.6% of the Silent Generation, and 14.6% of the Long Civic Generation.
- Only 4.2% of Millennials attended a public meeting, compared with 10.6% of Generation X, 11.3% of Baby Boomers, 11.1% of the Silent Generation, and 8.4% of the Long Civic Generation.

- Only 4.1% of Millennials fixed something in the neighborhood, compared with 8.9% of Generation X, 12.1% of Baby Boomers 10.6% of the Silent Generation, and 6.5% of the Long Civic Generation.
- Only 28.0% of Millennials donated \$25 or more, compared with 57.2% of Generation X, 66.2% of Baby Boomers, 70.6% of the Silent Generation, and 54.7% of the Long Civic Generation.

To some extent, young people may volunteer or give less because they have less time and money, just as they may vote less because they are more transient. As they age, their activities may more closely resemble those of older generations. Nonetheless, these figures do not bode well.

WHAT YOUNG PEOPLE KNOW

Equally disturbing is how unfamiliar young Virginians are — by their own accounts, as recorded in the Montpelier-Colonial Williamsburg survey — with the United States Constitution. Only 58.7% of the youngest respondents reported having a lot or some understanding of the Constitution, compared with slightly more than 83.1% of the oldest respondents. Only 34% of younger respondents reported having read some or a fair amount of the Constitution.

Young Virginians also appear to have a weaker grasp of constitutional principles, or perhaps they are more disillusioned with the way the government works. (Figures 9-13) Only 26.7% of younger Virginians think the American constitutional system limits the power of government, and a strong majority (68.4%), when asked whether government is empowered to act for the common good, said they disagreed.

FIGURE 7: ABOUT HOW MUCH OF THE CONSTITUTION DO YOU UNDERSTAND?

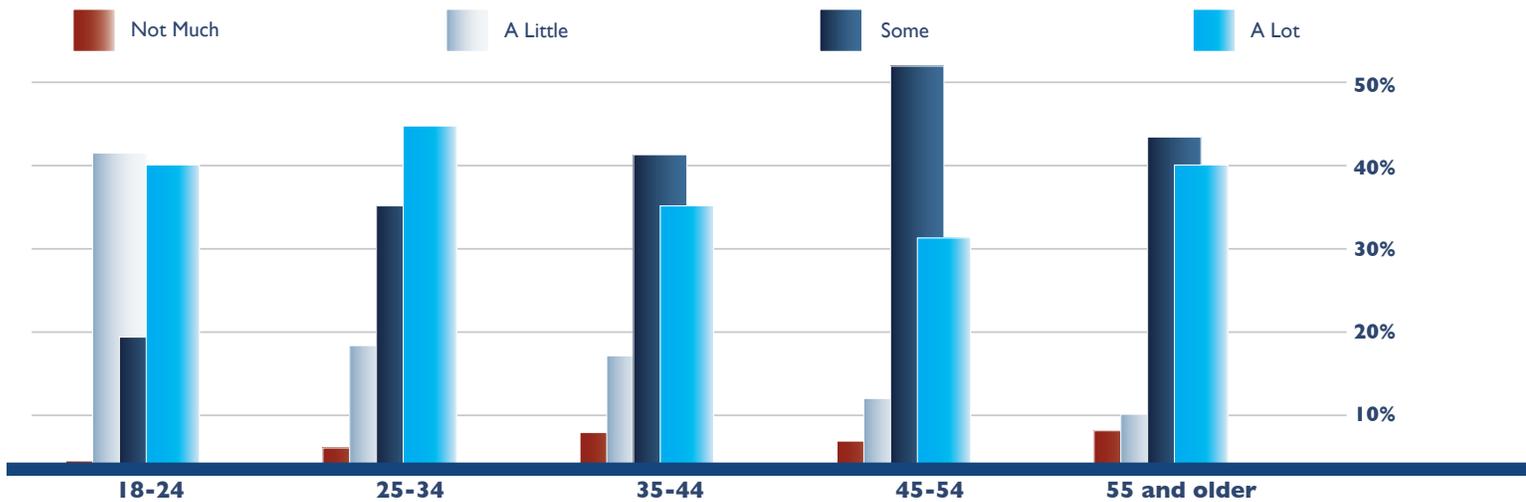


FIGURE 8: HOW MUCH OF THE CONSTITUTION HAVE YOU READ?

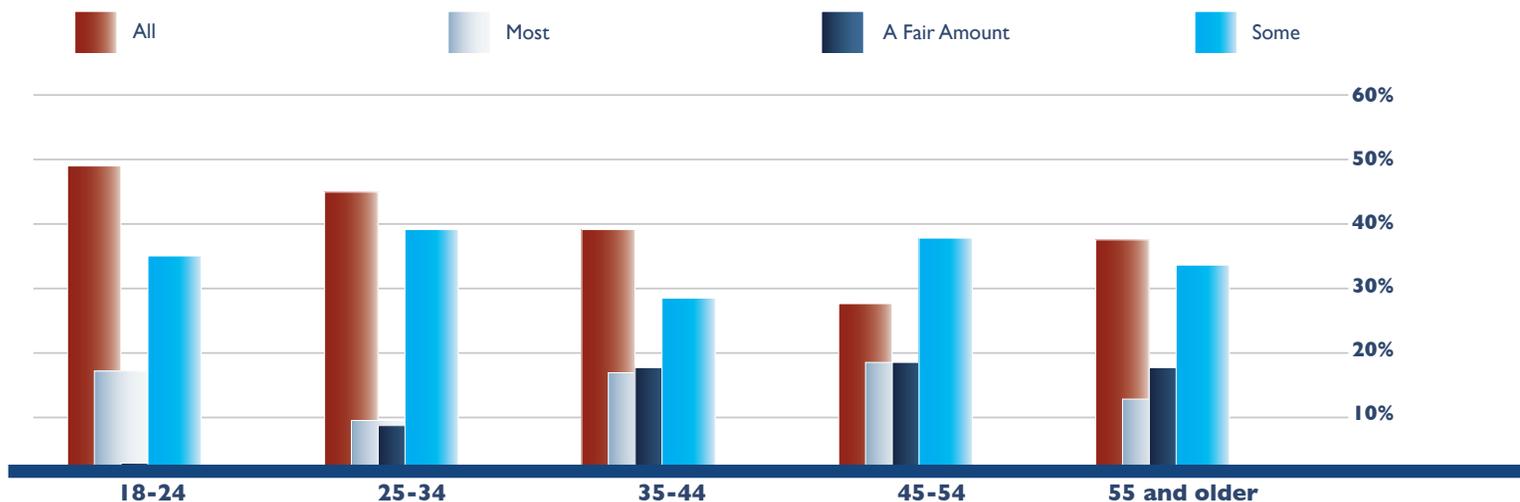


FIGURE 9: AMERICAN CONSTITUTIONALISM IS A SYSTEM IN WHICH THE GOVERNMENT'S POWERS ARE LIMITED. WOULD YOU SAY THAT YOU DISAGREE OR AGREE?

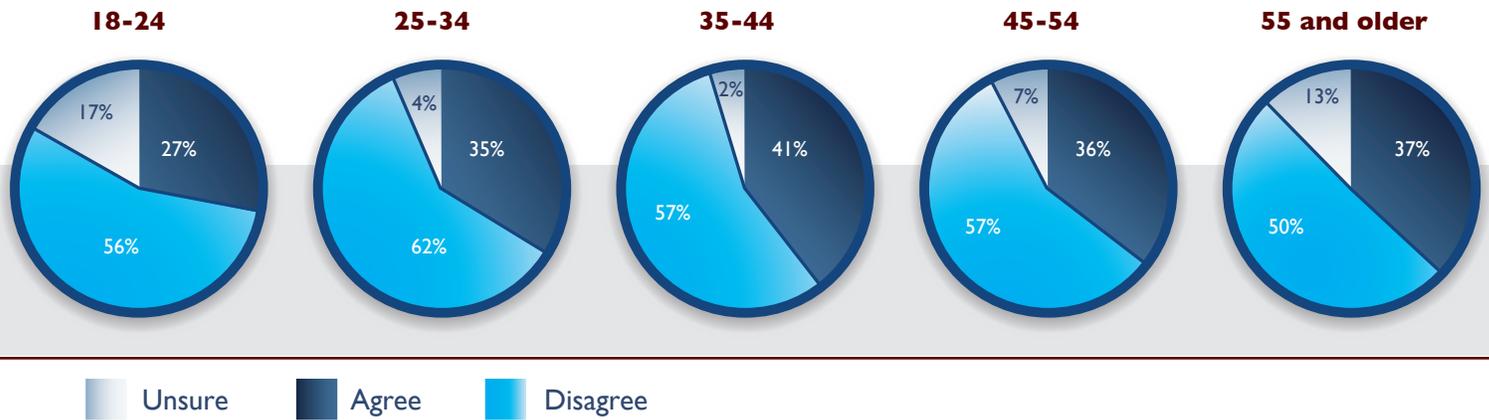


FIGURE 10: AMERICAN CONSTITUTIONALISM IS ALSO ONE IN WHICH THE GOVERNMENT IS EMPOWERED TO ACT FOR THE COMMON GOOD. WOULD YOU SAY THAT YOU DISAGREE OR AGREE?

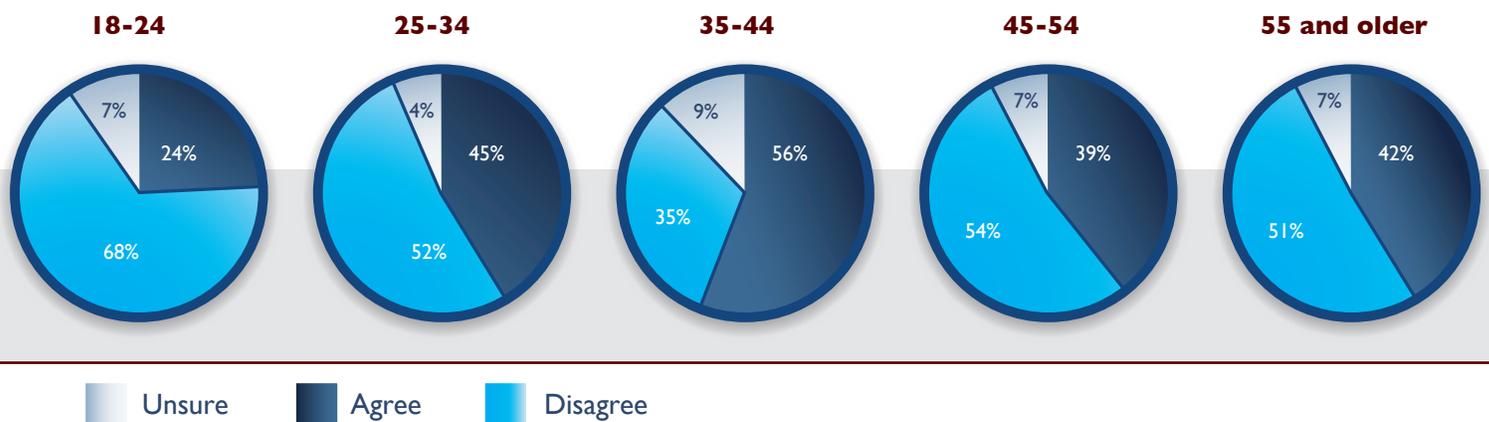


FIGURE 11: RULE OF LAW IS A PRINCIPLE THAT SAYS THAT LAWS GOVERN THE ACTIONS OF EVERYONE AND THAT NO PERSON IS ABOVE THE LAW. IS THIS PRINCIPLE STILL IMPORTANT, SOMEWHAT IMPORTANT OR NOT IMPORTANT?

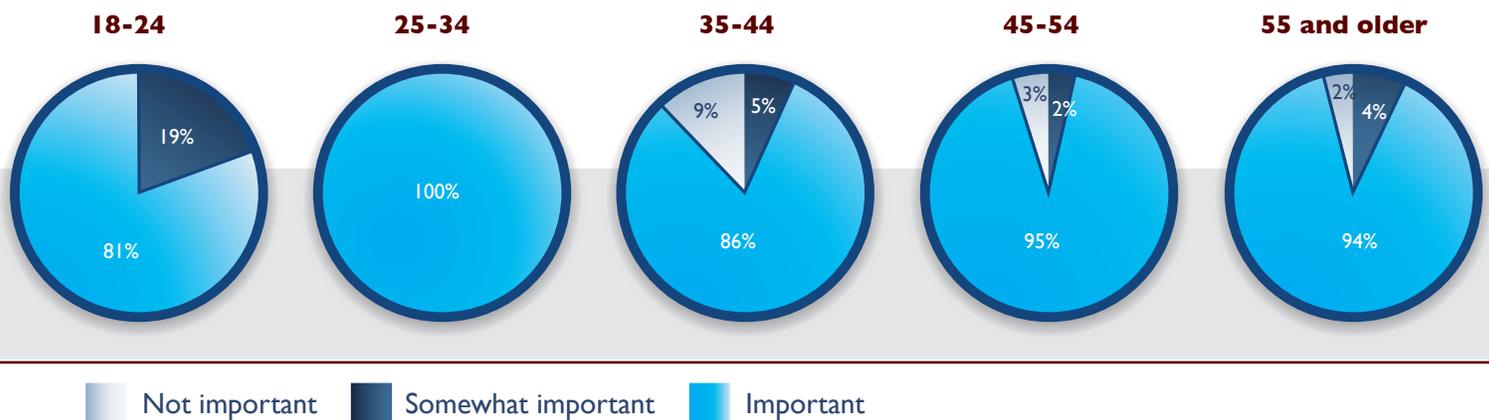


FIGURE 12: LIMITED GOVERNMENT IS A PRINCIPLE THAT SAYS THAT GOVERNMENT'S POWER AND AUTHORITY ARE RESTRICTED. IS THIS PRINCIPLE STILL IMPORTANT, SOMEWHAT IMPORTANT OR NOT IMPORTANT TODAY?

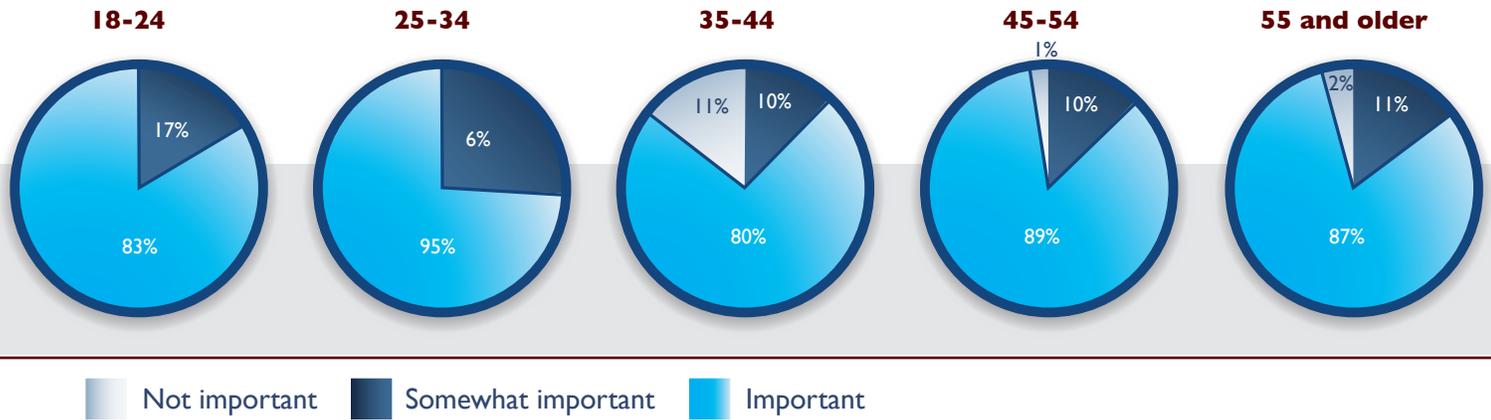
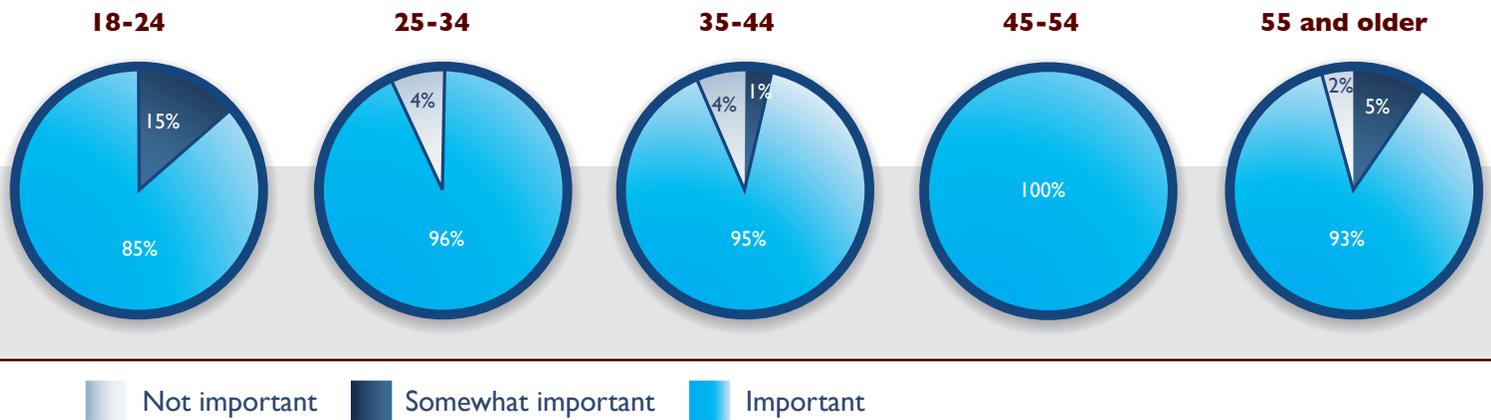


FIGURE 13: SEPARATION OF CHURCH AND STATE IS THE PRINCIPLE THAT SAYS THE GOVERNMENT CAN NEITHER CREATE AN OFFICIAL RELIGION OR FAVOR ONE PARTICULAR RELIGION OVER ANY OTHERS, OR PROHIBIT ANYONE FROM WORSHIPING AS THEY WANT TO WORSHIP. IS THIS PRINCIPLE IMPORTANT, SOMEWHAT, OR NOT IMPORTANT?



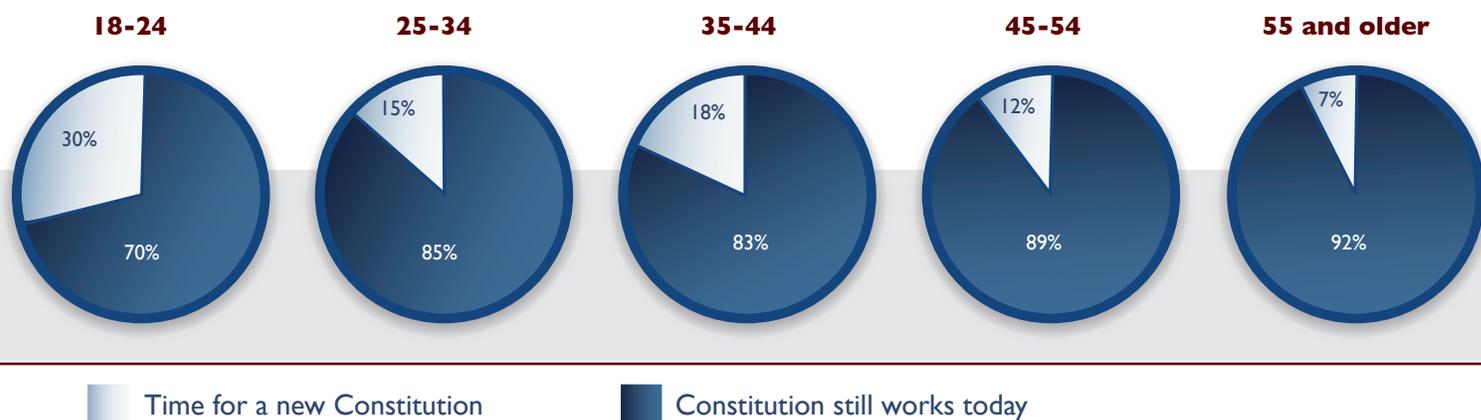
A CALL FOR CIVIC EDUCATION

Why don't young people know more about the basic concepts of the Constitution?

One factor, surely, has been the decline of civic education, which fell out of favor during the 1960s and 1970s. As the Civil Rights and anti-war movements challenged Americans' faith in our system, it was sometimes easier to abandon civics than to find new ways to teach it. And, truth be told, traditional civics education was flawed — those who yearn for a return to its halcyon days have forgotten how catechistic and dull those lessons often were.

In the search for new ways to teach civics, Virginia's educators have been among the leaders. Since 1995, Virginia's Standards of Learning have provided a framework for testing social studies from third to eleventh grades. The standards explicitly include civics, as well as history and geography. Outstanding programs and teachers have achieved outstanding results, in Virginia and elsewhere. One encouraging sign in Virginia, according to the Montpelier-Colonial Williamsburg survey, is that 18- to-24-year-olds were far more knowledgeable about James Madison than any of the older generations.

FIGURE 14: IN YOUR OPINION, DOES THE UNITED STATES CONSTITUTION STILL WORK TODAY, OR DO YOU THINK IT'S TIME FOR A NEW CONSTITUTION?



Nearly one in five (19.1%) of young Virginians thinks the rule of law is only a somewhat important constitutional principle, and about 15% think limited government and separation of church and state are only somewhat important constitutional principles. In contrast, older Virginians were much better informed, or had more faith in the system.

Perhaps because their understanding of the Constitution and their faith in how government works are so shaky, young Virginians are much more likely to think it is time for a new federal constitution. Of the youngest Virginians, 30.1% thought so, compared with only 6.7% of those 55 or older. (Figure 14)

A New Constitution?

The only group in Virginia more willing to entertain the idea of a new federal constitution than young people is African Americans. Only 55.7% of African Americans think the Constitution still works today, compared with 91.8% of Whites. The Montpelier-Colonial Williamsburg survey indicates African Americans' grasp of core constitutional principles was comparable to that of Whites; therefore, the willingness of African Americans to consider a new Constitution does not stem from a failure to understand the document.

Republicans are more likely than Democrats to say the Constitution still works today. Only 9% of Republicans say it's time for a new constitution, compared with 29.2% of Democrats.

Education and Voting

Those with no college education have consistently turned out in much lower percentages than those with some college. In 2008, 80.5% of Virginians with some college education voted in the presidential election, up from 76.5% in 2004. Only 53.3% of voters with no college education voted in 2008, up from 46.5% in 2004 but still well behind those with some college.

Lower still are the percentages of Virginia's citizens with no college education who turned out for midterm elections. Only 32.0% voted in 2006, compared with 59.6% with some college education.⁹

Yet, the findings in this report indicate even more needs to be done. It is beyond the scope of this report to recommend any particular curriculum. The sponsors of this report — The Center for the Constitution at James Madison’s Montpelier and The Colonial Williamsburg Foundation — are, however, united in their conviction that civic education is crucial to the future of democracy. And we are confident that it can be engaging and inspiring.

The founders might not have been entirely appalled by young Virginians’ willingness to change the Constitution. Madison, though “father” of the Constitution, recognized that a static document could not succeed and became a leading advocate for amending the Constitution to add a Bill of Rights. Thomas Jefferson was philosophically if not practically deeply libertarian, famously writing: “I like a little rebellion now and then.”⁶

Yet the founders did not take lightly the dangers of ignorance. They worried that democracy could not survive without an educated people. “A popular government, without popular information or the means of acquiring it, is a farce or a tragedy or both,” wrote Madison. “Knowledge will govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.”⁷

More succinctly, as Jefferson put it: “Light and liberty go together.”⁸

Vocational Training

Those with vocational training generally report they don’t understand the Constitution: only 18.0% said they understood a lot of it, compared with 24.9% of those with a high school education or less, 38.2% of those with some college, 44.5% of college graduates, and 48.9% of those with some graduate study. However, those with vocational training have a better grasp of some constitutional concepts, or at least have more faith in the functioning of

the constitutional system, than those with higher education. Asked whether they agreed that elected representatives in Washington are accountable to the voters who elect them, 71.6% of those with vocational or technical training strongly agreed, compared with 45.8% of those with high school or less, 50.5% of those with some college, 47.0% of college graduates, and 45.9% of those with some graduate study.¹⁰

ELECTED REPRESENTATIVES ARE ACCOUNTABLE TO THE VOTERS WHO ELECT THEM:

	Strongly agree	Agree	Disagree	Strongly Disagree
High school or less	45.8%	42.5%	10.9%	7%
Some college	50.5%	33.8%	10.0%	5.7%
Vo-tech training	71.6%	9.9%	18.5%	.0%
College graduate	47.0%	31.2%	15.4%	6.5%
Graduate study or more	45.9%	38.3%	11.3%	4.5%

¹ William Wirt, *The Life of Patrick Henry*, 1836.

² Declaration of Rights, clause 6.

³ Findings in this section and the following section are based on analysis of the United States Census Current Population Survey (CPS) data. The data was analyzed by The Center for Information & Research on Civic Learning & Engagement (CIRCLE).

⁴ The generations described here were first defined by Robert Putnam in *Bowling Alone* (Simon and Schuster, 2000).

⁵ A survey of Virginians’ awareness and understanding of the Constitution and constitutional concepts, sponsored by The Center for the Center for the Constitution at James Madison’s Montpelier and The Colonial Williamsburg Foundation, 2010.

⁶ Thomas Jefferson to Abigail Adams, February 1777.

⁷ James Madison to W.T. Barry, August 1822.

⁸ Thomas Jefferson to Tench Coxe, 1795.

⁹ NCoC results

¹⁰ Montpelier-Williamsburg Survey results

TECHNICAL NOTES

Data for the Constitution Survey is based upon the findings from a telephone survey of a random sample of adults age 18 and older who reside in Virginia between July 28 and August 6, 2010. Live interviewing and sampling was conducted by the Muhlenberg College Institute of Public Opinion. The final number of completed surveys in the state sample was 392 with a resulting margin of error of +/- 4.9% at the 95% level of confidence. However, the margin of error for sub groups (i.e. Democrats, women, etc.) is larger due to smaller sample sizes. In addition to sampling error, the other potential sources of error include non-response, question wording, and interviewer error. The response rate (AAPOR RRI Standard Definition) for the survey was 31%. Ten callbacks were employed in the fielding process. The data reported here are weighted on sex, age, and region of residence to reflect as closely as possible the demographic composition of adults 18 and older in Virginia. Percentages may not equal 100 due to rounding. The poll was designed and analyzed by Dr. Sean O'Brien of the Center for the Constitution at Montpelier and Dr. Quentin Kidd of the Wason Center for Public Policy at Christopher Newport University.

Additionally, findings presented in this report were also developed and based on analysis of the Census Current Population Survey (CPS) data, conducted by the Center for Information and Research on Civic Learning and Engagement (CIRCLE). Any and all errors are our own. Volunteering estimates are from CPS September Volunteering Supplement, 2002 - 2009, and the Volunteering in America website at www.volunteeringinamerica.gov. Voting and registration data come from the CPS November Voting/Registration Supplement, 2004 and 2008, and all other civic engagement indicators, such as access to information and connection to others, come from the 2008 and 2009 CPS Civic Engagement Supplement. For these indicators, the 2008 and 2009 data were combined whenever possible, to achieve the largest possible sample size and to minimize error. Estimates for the volunteering indicators (e.g., volunteering, working with neighbors, making donations)



are based on U.S. residents ages 16 and older. Estimates for civic engagement and social connection indicators (e.g., exchanging favors with neighbor; keeping up with news, using the Internet to communicate) are based on U.S. residents ages 18 and older. Voting and registration statistics are based on U.S. citizens who are 18 and older (eligible voters). Any time we examined the relationship between educational attainment and engagement, estimates are only based on adults ages 25 and older, based on the assumption that younger people may still be completing their education.

Because we draw from multiple sources of data with varying sample sizes, we are not able to compute one margin of error for the state across all indicators. In Virginia, the sample size for major indicators varied from +/- 1.2% to 2.3%, depending on the sample size and other parameters associated with a specific indicator. Any analysis that breaks down the sample into smaller groups (gender, education) will have smaller samples and therefore the margin of error will increase. It is also important to emphasize that our margin of error estimates are approximate, as CPS sampling is highly complex and accurate estimation of error rates involves many parameters that are not publicly available.



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Founded in 1946 and federally chartered by the U.S. Congress in 1953, the National Conference on Citizenship (NCoC) is a leader in advancing our nation's civic life. We track, measure and promote civic participation and engagement in partnership with other organizations on a bipartisan, collaborative basis. We focus on ways to enhance history and civics education, encourage national and community service, and promote greater participation in the political process.

Many distinguished Americans have been involved with the growth and development of NCoC over the years including Presidents Harry S. Truman and Dwight D. Eisenhower and Chief Justices Earl Warren and Warren Burger. The roster of board members, advisors and guest speakers at NCoC events represent a diverse spectrum of leaders from across government, industry, academia, community and nonprofit organizations and the media, including Senators Robert Byrd and Lamar Alexander; Justices Sandra Day O'Connor, Stephen Breyer; Anthony Kennedy, Ruth Bader Ginsburg, and Antonin Scalia, philanthropists Ray Chambers and Eugene Lang, authors David McCullough and Walter Isaacson, scholars Robert Putnam and Stephen Goldsmith, TIME Magazine's Richard Stengel, MTV's Ian Rowe, ABC's Cokie Roberts, actor Stephen Lang, AOL's Jean Case, Facebook's Sean Parker, former Clinton Administration advisor William Galston and former Bush Administration advisor John Bridgeland.

NCoC's accomplishments are many, ranging from fueling the civic energy of the Greatest Generation freshly home from WWII to helping lead the celebration of our nation's Bicentennial in 1976. NCoC helped establish the observance of Constitution Day, each September 17, and our charter mandates we hold our annual conference close to this date with a focus on building a more active and engaged citizenry.

Since 2006, NCoC has produced America's Civic Health Index, the nation's leading measure of citizen actions and attitudes. In April 2009, NCoC was included in the Edward M. Kennedy Serve America Act. To help our communities harness the power of their citizens, the Corporation for National and Community Service and the U.S. Census Bureau were directed to work with NCoC to expand the reach and impact of these metrics through an annual Civic Health Assessment.

To advance our mission, better understand the broad dimensions of modern citizenship, and to encourage greater civic participation, NCoC has developed and sustained a network of over 250 like-minded institutions that seek a more collaborative approach to strengthening our system of self-government.

For more information, please visit www.ncoc.net

2010 America's Civic Health Assessment

Civic Life in America: Key Findings on the Civic Health of the Nation

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Executive Summary



Issue Brief



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NCoC.net/CivicHealth2010

State and City rankings:

<http://Civic.Serve.gov>

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STATES:

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CALIFORNIA - California Forward, Common Sense California, Center for Civic Education

FLORIDA - Florida Joint Center for Citizenship

ILLINOIS - Citizen Advocacy Center, McCormick Foundation

MARYLAND - Mannakee Circle Group, Center for Civic Education, Common Cause Maryland, Maryland Civic Literacy Commission, University of Maryland

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NORTH CAROLINA - North Carolina Civic Education Consortium, Center for Civic Education, NC Center for Voter Education, Democracy NC, NC Campus Compact, Western Carolina University Department of Public Policy

OHIO - Miami University Hamilton

OKLAHOMA - University of Central Oklahoma, Oklahoma Campus Compact

PENNSYLVANIA - National Constitution Center

TEXAS - University of Texas at San Antonio

VIRGINIA - Center for the Constitution at James Madison's Montpelier, Colonial Williamsburg Foundation

CITIES:

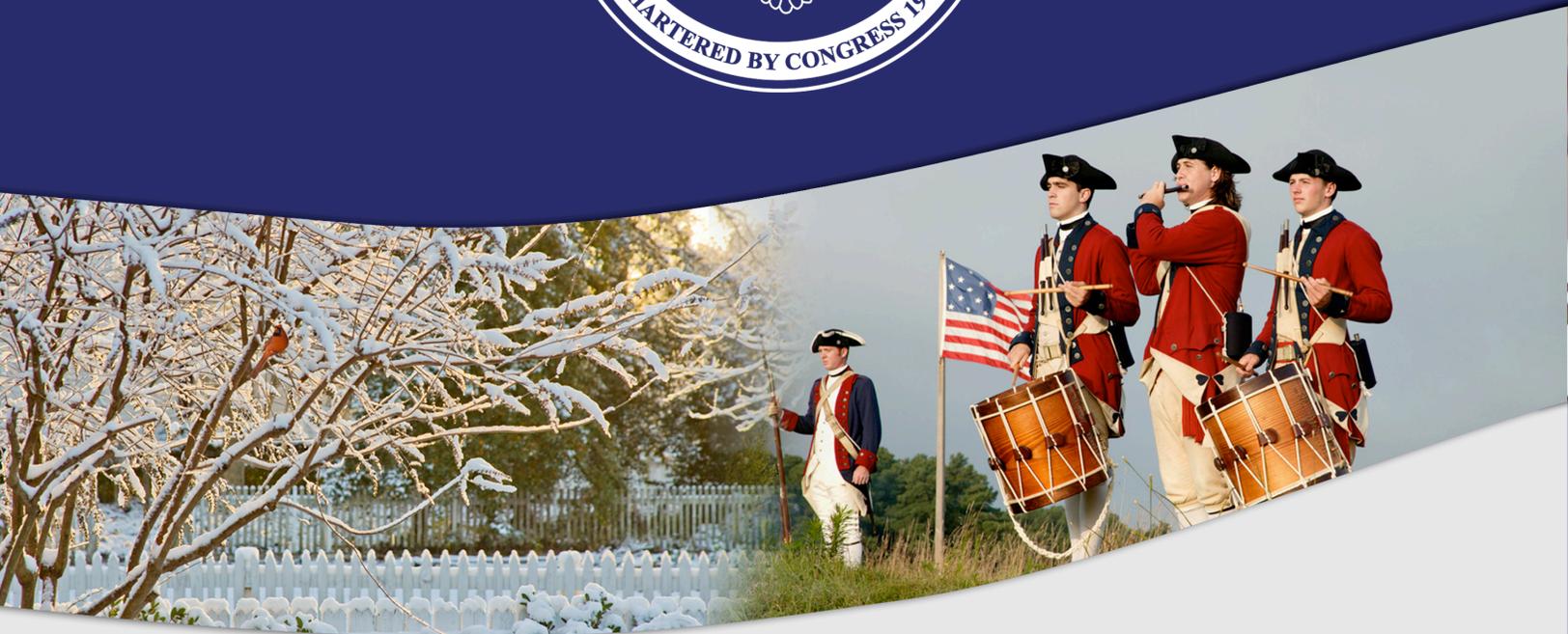
CHICAGO - McCormick Foundation

MIAMI - Florida Joint Center for Citizenship and the John S. and James L. Knight Foundation

MINNEAPOLIS / ST. PAUL - Center for Democracy and Citizenship, Augsburg College and the John S. and James L. Knight Foundation

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