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Research Objectives, Background, and Conceptual Framework

RESEARCH OBJECTIVES: Our research seeks to identify the impact of linguistically and culturally relevant civic engagement curriculum on Latinos' perceptions of civic engagement, participatory behavior, and engagement in civic activities. Civic engagement has been described as: 1) community service, 2) collective action, 3) political involvement, or 4) a broader definition that encompasses a combination of the previous three (Adler & Goggin, 2005). The research team will measure the change in patterns of traditional political involvement (e.g., voting, volunteering for candidates or political organizations, contributions to campaigns) and in non-traditional civic engagement activities (e.g., grassroots efforts aimed to shape local initiatives or produce positive social change at the community level) among Latino adults and youth. We hypothesize that linguistically and culturally relevant curriculum on civic engagement will promote increased civic learning and activity for Latinos.

Therefore, this research project also seeks to understand the civic engagement of participants who are learning the curriculum alongside their families (adult parents/grandparents and youth) and those who are attending the class as individuals. We will also explore the dynamics of geographical infrastructure and accessibility on the effects of linguistically and culturally relevant civic engagement curriculum.

Universidad Popular: Cultivando Liderazgo (The People's University: Nurturing Leadership): Examination of the 8-week Cultivando Liderazgo module is the research focus of this proposal. It includes the "best practices" for organizing a civic education curriculum (Fields, 2002), is taught with a "popular education" pedagogy, and the material is presented through a culturally responsive lens in English, Spanish and bilingual formats which resonate with participants' histories and lived experiences. A hallmark to the effectiveness of Cultivando Liderazgo is that the entire family shares learning together. The program recognizes the importance of the extended family and the need for a comprehensive approach to education and political integration (Wilkin et al., 2009). Additionally, helping Latino students gain cultural and social capital is an explicit part of the curriculum (Segura et al., 2001).

There are eight (8) weeks in Cultivando Liderazgo's civic engagement curriculum that connect government structures to students' lives; bring to life principles of democracy and people's role in shaping government and policies; present basic requirements, roles and responsibilities of the three branches of government along with the election process; enact democratic processes and procedures that leads to heightened political knowledge and interest; teach about people's rights and

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responsibilities and how to stay informed and civically engaged in their community; introduce students to the functioning of local government via meetings with local representatives. Classes are offered once a week for 2 hours each period. For all classes, regardless of election cycle, students participate in voter registration efforts; however, during any election period, students volunteer at polling centers. The timing of this grant will capture the activities leading up to, during, and post-elections for the 2016 presidential election.

Cultivando Liderazgo is offered Fall, Spring, and Summer semesters and is free to multiple communities in San Diego County. There is no requirement of formal education attainment or grade level for adults or youth to participate in this study. Research shows that students who learn in a family setting do better in school and develop stronger civic values (Kahne & Sporte, 2008); we extend this research in asserting that students in a family setting and family friendly learning environment will demonstrate increased comprehension of civic society and also increased involvement (engagement) after graduating from the eight-week course.

RELEVANCE OF OBJECTIVES: This project is aligned to Funding Priority #3: Measuring and exploring relationships among civic engagement, national service, and volunteering. We draw upon multi-cultural and multi-generational approaches to civic engagement, which will result in methodological and theoretical innovations. Our research is relevant to non-profit organizations, national service partners, and others who are interested in increasing Latino participation in traditional forms of civic engagement (e.g., voting, school board, city council) and non-traditional avenues (e.g., community organizing).

BACKGROUND INFORMATION AND SCHOLARLY CONTEXT

Civic Engagement for Latinos in San Diego: Over the last decade, San Diego County experienced a growth in the percentage of the Latino population increasing from 27 to 32 percent. In selected cities and neighborhoods, Latinos account for 50 to 60 percent of the population. Locally collected data indicate they are disengaged from civic life and they have the lowest voter count and rate of voter turnout (Equality Alliance of San Diego County, 2011).

San Diego County follows state-wide (Ramakrishnan & Viramontes, 2006) and national trends of low Latino political engagement (García Bedolla, 2012). In California, Whites are overrepresented in almost every political activity, particularly when it comes to contributing money to political campaigns and writing to elected officials (Mason, 2015). On a national level, Latinos are the most "civically alienated" group and the "least likely to be broadly engaged" (Sullivan & Godsay, 2014).

The Center for Information & Research on Civic Learning and Engagement advises that Latinos

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¿must be connected to community-based activities where their contributions to public issues are valued and their efforts yield concrete results beyond the ballot box¿ (Sullivan & Godsay, 2014). For 10 years, the community-based program of Cultivando Liderazgo has engaged Latino families to enhance their knowledge of civic society and institutions, empowered students to undertake local social action, and provided crucial social capital with local and national political representatives. This proposal aims to measure to the actual effects this ¿best practice,¿ which until now has continued based on anecdotal success stories.

Research on Civic Engagement: The majority of civic engagement studies focus on patterns of political involvement, defined by participation in activities such as voting, volunteering for candidate or political organizations, or making contributions to campaigns. The focus on voting gives the false impression that Latinos are apathetic to participate civically and politically (Stoll & Wong, 2007). However, the few studies focusing on Latinos show this is not the case; researchers emphasize that participation in activities not traditionally measured by researchers (Martinez, 2005) or ¿civic events¿ strongly predict civic involvement of Latinos (Ebert & Okomato, 2013). For example, volunteering and organizational membership help facilitate the development of civic skills and participation in political activities by forming social networks (Martinez, 2005). While voting is a crucial aspect to civic engagement and this study will capture the behaviors of Latinos during presidential elections in 2016, the proposed study will also measure community grassroots organizing, social justice activity, volunteering, and other forms of civic engagement.

Other demographics affect civic participation. Individuals with greater economic stability are more prone to be politically engaged as they have more education and civic skills to facilitate this involvement (García Bedolla, 2012). Barreto & Muñoz (2003) stressed that educational attainment is one of the best indicators of political participation. Segura, Pachon, & Woods (2001) revealed that lower levels of education significantly reduced both engagement in civic activities and political participation. Segura and colleagues (2001) found that non-citizenship status greatly reduced traditional forms of civic engagement. The free Cultivando Liderazgo program allows students with low or no income to learn about civic society and it expands the notion of ¿education¿ by providing students pertinent training and information, regardless of their formal education levels and immigration status. Therefore, the proposed study will make a valuable contribution to our understanding of the depth and diversity of civic engagement for Latinos who are low income and have low education levels.

Contribution To Practice: This study¿s focus on Latinos civic participation is an important

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contribution to the region: the San Diego County Registrar of Voters does not track voter statistics by ethnicity nor does it require candidates to state their ethnicity or race (Sáinz, 2010). Our study of 290 Latinos will provide meaningful data to public offices and grassroots organization to improve the overall civic participation in our region. Overall, the proposed study on Latinos and civic engagement will provide crucial information as to why, when and how Latinos are voting and participating in civic society. Identifying the ways in which the Cultivando Liderazgo curriculum affects Latinos civic engagement refocusing attention to the ways to empower Latinos.

THEORETICAL FRAMEWORK: For this study, we draw upon Tara Yosso's (2005) theory of "cultural wealth" which describes a set of beliefs and practices originating from family and culture, which help them advance their goals, in this case, regarding civic engagement. The Cultivando Liderazgo curriculum operationalizes the "cultural wealth" model and the research approach to study this curriculum reflects a strength-based approach rather than a deficit model and has shaped our hypothesis.

By providing linguistically and culturally relevant civic engagement curriculum and presenting it in a collaborative, highly participatory pedagogical style, Cultivando Liderazgo builds upon the participants' strengths consisting of the knowledge and skills they have honed through life experiences and the immigration process. Therefore, we hypothesize that participants graduating from the eight-week course will have increased knowledge of civic society and increased activity in traditional and non-traditional forms of civic engagement.

Research Design and Work Plan

SAMPLE: A sample size of 290, 145 adults and 145 youth will ensure sufficient power to detect a medium standardized effect size. Based on previous experience with evaluating the target population with similar instruments as the ones that will be used for this project, the effect size is set at 0.2-0.4. The desired effect size was calculated using the guidelines suggested by Cohen (1988) in which standardized effect sizes of 0.2 to 0.4 are considered small to small-medium (using Cohen's d for the differences between groups). Participants will be recruited from Cultivando Liderazgo classes, which are located in urban and rural (some very isolated) areas of San Diego County. This population is Latino, mainly Spanish speaking, low income; they generally have low (formal) educational levels. Many are employed in the informal economy or as migrant farm labor. Each participant will participate in an enrollment orientation where the IRB-trained and IRB-certified research assistants will complete enrollment protocols. If the person agrees to participate, adult consent and youth assent will be obtained, followed by completion of baseline surveys.

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DATA COLLECTION: Our study examines the effects of Cultivando Liderazgo on four levels of civic engagement: the individual youth, the adults, the organization, and the community. We will use mixed-methodology (quantitative and qualitative) to capture data from multi-level and multi-sector activities and partners. At the individual level, we will examine for effects of the curriculum on reported level of engagement and the types of engagement. Among adults (parents/grandparents) we will examine for effects on the reported level of engagement and the types of engagement having on the family. Within organizations and communities, our focus is on the collection of process data, consistent with civic engagement standards, to determine whether the curriculum reached beyond the classroom, achieved desired effects, is potentially adoptable in other communities, was implemented with fidelity, and whether effects can be maintained over 6 months.

The research team will collect data from regional stakeholders about their view of Latino civic engagement. Similar to the research of Segura and colleagues (2001) who studied Latinos and social capital, we aim to capture the perspectives of the actors who are involved in cultivating various forms of civic engagement and political participation. The NLRC works with over 20 groups in the region, which are characterized as public, traditional or long-established civic organizations (e.g., San Diego County Office of Registrar of Voters, American Civil Liberties Union) and grassroots or community groups (e.g., Latinos Organizing for Action, faith based organizations). Interviews with members of these groups will help us identify culturally and contextually relevant factors upon which to modify our proposed approach to civic engagement. Those willing to serve on an advisory board for Cultivando Liderazgo will be involved during the planning and implementation stages of the research to solicit additional feedback on the project design and messaging.

Cohort procedures: All participants interested in the study will complete the baseline assessment protocol. The research team will prepare baseline assessment packets for each participant. Trained bilingual/bicultural research assistants will follow strict protocols in implementing the baseline assessment protocol, which consists of completing consents and baseline structured questionnaire. Each participant will be remunerated for completing assessments according to the following schedule: \$20 at baseline (T1), \$20 at end of the course (T2) and \$20 at 3-month post course completion (T3). T3 will assess participants' civic engagement in traditional and non-traditional activities. It will be conducted over the phone, online or in person. Study includes ten different courses divided into 10 cohorts that will complete the curriculum during the grant period. Each cohort is sited in different locations throughout the county to make participation accessible to residents in urban and rural areas (Solana Beach, Encinitas/Carlsbad, Oceanside, Vista, San Marcos, Escondido, Valley Center/Ramona,

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Fallbrook, Pauma/Pala, and City Heights).

Assessment protocols: All participants will complete a comprehensive baseline assessment, attitudes toward civic engagement assessment, and a civic engagement quiz. The baseline assessment will be administered as a semi-structured interview and will ask questions related to demographic characteristics, socioeconomic status, family history, etc. The attitudes toward civic engagement assessment will compute a profile of participants' perceptions of civic engagement including personal beliefs toward civic engagement, opinions of elected officials and government, government concern for people, government accountability, and trust in government. The civic engagement quiz includes indicators from a national sample to reflect civic actions that can be compared to national trends. It measures civic values, motives, and behaviors. Civic indicators include community problem solving, volunteering group membership, and participation in charitable cause; electoral indicators include voter registration, voting, and involvement in political campaigns; indicators of political voice including contact with public officials, contact with news, participation in protests, signing petitions, and canvassing. We will have open-ended questions to allow participants to describe other local civic events that emerge and that are unique to their regional location. Assessment tools will be in English and Spanish.

The NLRC team will use iPads with Wi-Fi internet access for data collection. Electronic data collection will make it possible to record and store data in real time, as it is collected in the field, and provides instant access to information that can be immediately uploaded into the central database. The NLRC team will review data for accuracy and quality assurance.

Anticipated challenges: The research team is successful and highly skilled at organizing and implementing large community studies with multiple data collection stages and diverse populations. Due to economic instability, some participants frequently change housing, which impacts efforts to communicate with them. However, because of the community building, Cultivando Liderazgo actually serves as an anchor to keep students connected and very few, if any, students leave the program.

Limitations to the Data: It is conceivable that others may view our project as ethnically and regionally-specific, with a border area Mexican immigrant/Mexican American population. To some extent this is inevitable. However, we would first note that the Mexican-origin population comprises over 60% of US Latinos, and by itself would be considered one of America's largest "minority" groups. Second, through our own grant and contract networks, we can help share and adapt our programs and compare results with those of others working among other communities and population groups

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in the country.

DATA ANALYSIS: We will utilize qualitative coding techniques for the open-ended structured interviews with regional stakeholders to identify common themes related to Latino civic engagement. The analysis will examine differences within groups (traditional versus non-traditional stakeholders) and themes across both groups. Ultimately, the goal is to have strong understanding of how those working in institutions, organizations, and community groups experience the recruitment, interactions, challenges, and victories when working with Latino populations. All data will be cleaned and checked for accuracy before a final analytic dataset is created. The analysis of the data will proceed using the following main steps:

Step 1: Descriptive statistics of study participants at baseline. An initial set of descriptive analyses will identify the demographic backgrounds of all participants. This will be followed by comparisons between cohorts on demographic backgrounds, within each Cultivando Liderazgo regional location, to determine whether any selection bias existed at the time of study enrollment among the locations. If there are significant differences between study participants at baseline, we will conduct propensity score matching to adjust for these differences.

Step 2: Location Group Differences: Using essentially post-only outcome data at the T2 and T3 period, we can compare the Cultivando Liderazgo location participants on their rates of civic knowledge gained, civic indicators, perception of civic engagement, and typology of civic engagement. Where there are differences, these would suggest the effects of the curriculum. Additionally, we can construct a set of Structural Equation Models (SEMs) to identify the differences between Cultivando Liderazgo location participants across time and the influence of program exposure as well as other intervening factors on these differences.

Step 3: Analysis of Cultivando Liderazgo curriculum Intensity: For the adult participants only, we will determine whether there is a dose-response effect on changes in outcome scores over time. Using SEM analyses, we can identify relationships between individual perceptions related to civic engagement and participation in civic affairs, the interaction with amount of time in the program, and the behavioral outcomes. Further, by using region as well as demographic variables we can identify which combination of services yields the most change across time, and for which types of families.

Step 4: Analysis of adult and youth effects: For a comparison of adult and youth participants, we use the same model as outlined in step 3 and will add participant type to the SEM analysis.

Step 5: Analysis of Impact on Treated (IOT): The IOT is considered a more precise measure of treatment effectiveness, because the comparison involves individual participants vs. all others who

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were multigenerational.

Step 6: Cost-Benefit Analysis: The evaluator and project staff will prepare a set of preliminary reports at the end of each study year that show early results including descriptions of numbers served, the degree to which the predicted sample size has been obtained, and the demographic backgrounds of study group participants. Final reports will present the results of the outcome data analyses and can be packaged for a variety of audiences. All project findings will be made available to stakeholders and community members in a variety of formats.

SCHEDULE FOR THREE YEAR PLAN: The three-year study will capture an understanding of Latino civic engagement from multiple perspectives at the local level. The timing of this study is ideal due to the presidential elections in Year 2.

Year 1 Milestones: Review and finalize research design and implementation plan with advisory groups; complete study manual of operations and human subjects protections. Manual of operations to include: protocols, training curriculum and materials, education curriculum and materials. Submit research study to IRB. Train data collectors. Complete interviews with key stakeholders. Begin study enrollment and data collection. Complete data collection for 1-5 cohorts.

Year 2 Milestones: Complete IRB renewal application. Train data collectors. Continue study enrollment and data collection for cohorts 6-10.

Year 3 Milestones: Final Data Analysis and Dissemination. Hold Summit on Latino Civic Engagement. Create publicity materials for news outlets. Present findings to community members. Write final report.

Dissemination Plan

We will disseminate project results through both university and community avenues, and we have ample connections throughout the region, including but not limited to CNCS grantees, The San Diego Foundation Center for Civic Engagement, Leadership North County, San Diego Association of Governments, San Diego County Registrar of Voters, Civic San Diego, San Diego County Library, and San Diego County Office of Education. These entities and organizations serve over 3 million people in the region and comprise an enormous potential for dissemination in San Diego County alone. Because this research will examine the effects of Latinos, in both urban and rural settings, our results will be of profound interest to those wanting to incorporate Latinos into civic society at the local, state and national level.

The research team will disseminate materials in a variety of formats and venues with the purpose of informing the general public, policymakers, stakeholders, and scholars who are experts in the field

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such as, Community Service Learning, Political Sciences, Sociology, Anthropology, and Latino Studies.

For the purposes of educating the general public, we will embark on a campaign to share the research results with diverse populations. Multiple bilingual community forums are planned for the third year. We will add a civic engagement webpage to NLRC's main page containing project updates and reports. Media alerts will be disseminated to local and national news. We will also employ social media to reach youth and the grassroots organizations that primarily use sites such as Facebook, apps and texting as outreach to the community (Howard, 2015).

For the purposes of disseminating to academics, we will leverage the diverse expertise from research collaborators who are experts in different fields. Study results will be disseminated at academic conferences and journal publications. Academic conferences include: Annual National Conference on Citizenship; American Anthropological Association; American Sociological Association; Latin American Studies Association; and Linguistic Association of the Southwest. We will prepare manuscript for publication in *National Civic Review* and *Partnerships: A Journal of Service-Learning and Civil Engagement*.

The NLRC will sponsor a Report to the Community on Latino Civic Engagement and invite regional, state-wide, and national policymakers and key stakeholders to share the results of our study. The half-day event will stream live from our university's server (for those who cannot attend) and then archived as a webinar event (for future use).

Organizational Capability

NLRC RESEARCH TEAM MEMBERS: EXPERIENCE WITH RESEARCH AND ROLES: NLRC is CSUSM's applied research center and the only Latino-focused center of the California State University system. Its mission is to contribute to increasing understanding of the growing U.S. Latino population and to design and implement efficacious applied research. Directors and core staff members possess relevant applied research experience and expertise from program design, development of measurement tools, data analyses, preparation of reports and presentations, and dissemination of results. The research team includes the following core individuals:

Marisol Clark-Ibáñez, Ph.D., Project Director. Expertise: Dr. Clark-Ibáñez tenured professor is highly skilled at coordinating long-term, multi-site research studies and has the substantive expertise in research methodology, Latino communities, education and immigration. Role: Oversight of the successful implementation and monitoring effectiveness of plan outlined in the proposal; budget and expenditures; research design and protocols; research process; and IRB applications submissions. She will coordinate among all the sites and maintain constant communication with all staff and research

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collaborators. She will offer service learning and academic credit for the student research assistants; work with faculty members to recruit students and ensure the academic integrity of both the project and the students' research experiences. See CV for more details.

Arcela Nuñez-Alvarez, Ph.D., Project Co-Director. Expertise: Dr. Nuñez-Alvarez is the Research Director of the NLRC. Dr. Nuñez-Alvarez brings over twelve years of experience in applied community-based participatory research including the design, implementation, and evaluation of community-wide campaigns, collaborative programs, and the development and monitoring of culturally responsive curriculum. She has conducted several studies in the area of civic engagement. Role: Dr. Nuñez-Alvarez will oversee the continual implementation and evaluation of the study. She will work with the Program Director on budgetary allocations. She will meet with team and participate in advisory meetings. She will dedicate 50% effort to the project. See CV for more details.

Amy Ramos, Ph.D., Evaluator: Dr. Ramos is a professional evaluator and her primary areas of research include statistical computing, longitudinal data analysis, measurement error modeling, and mixed modeling. She has conducted translational research to address the health disparities of medically underserved populations. As an evaluator, she has created novel approaches to employing socio-ecological models in her evaluation design and implementation. Role: Dr. Ramos will assist with evaluation design of statistical analyses for research tools and protocols. See CV for more details.

Ana Maria Ardón, Data Manager: Ms. Ardón has over ten years of relevant applied and scholarly research experiences in civic engagement projects in San Diego County. Role: She will be responsible for data management. She will oversee participant recruitment and retention. She will oversee data collection and will work with evaluator to track and monitor progress. She will dedicate 50% effort to this project. See CV for more details.

Lilian Serrano, Program Coordinator: Utilizing community participatory methodologies, Ms. Serrano conducts data collection and management for several research projects and has extensive knowledge of technology and social media for public outreach and education. Role: She will implement daily research activities including the coordination of a formal process to engage staff, advisory members, community collaborators, and research participants. She will work closely with co-directors to assure adherence to administrative protocols and budgeted expenditures and will assist to monitor evaluation results. She will dedicate 50% effort to this project.

Daisy Resendiz, Administrative Assistant: Ms. Resendiz supports with administrative functions including coordination of meetings and trainings. Role: Ms. Resendiz will assist with administration of project activities. She will dedicate 25% effort to this project.

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Bilingual Research Assistants (12-15) will be recruited from collaborating faculty classes to assist with data collection, coding, and analysis. They will be trained on Human Subjects, data collection protocols, and cultural competency.

Drs. Michelle Ramos Pellicia, Konane Martinez, and Bonnie Bade, Summer Research Collaborators: Team of CSUSM faculty research collaborators convene annually from June-August to review progress towards achieving research objectives; assist with writing of results for annual reports and presentations; evaluate student research assistants' performance and verify the reliability of their data.

EXPERIENCE MANAGING RESEARCH PROJECTS: Project team members are bilingual (English/Spanish) and bicultural with a strong infrastructure managing collaborative research projects of similar size and scope as the proposed project. NLRC has successfully managed over \$5 million in research grants and contracts during the last five years. Specifically, the research team has coordinated civic engagement research and education projects and has developed nationally recognized research and education initiatives tailored for Latino, immigrant, migrant, farmworker, and limited English proficient populations living in the U.S.-Mexico border region.

Dr. Marisol Clark-Ibáñez managed a six-year, multi-site study on undocumented immigration in San Diego and Palm Desert communities that explored the educational experiences of Latino undocumented students in elementary school, middle school, high school, community college, the university, and post-college graduation. She supervised 20 research assistants. The results of this project have been presented in various community settings, school district meetings, migrant education regional offices, scholarly conferences and, is currently in press as a collaborative monograph (July 2015).

She also led a two-year ethnographic and photo-elicitation interview study on two schools in South Central Los Angeles with 60 percent Latino undocumented and 40 percent African-American families. The results have led to numerous academic publications (cited 400+ times), international workshops on the participatory nature of PEI methodology, and presentations for educators on the complex lives of inner-city children.

Dr. Clark-Ibáñez serves as the graduate coordinator for the CSUSM Master of Arts in Sociological Practice, managing multiple community partnerships that lead to better access for graduate students' applied research projects. She has chaired two dissertations (Educational Leadership) and 15 master's theses; she has served on over 20 theses as second or third member.

Dr. Arcela Nuñez-Alvárez, the NLRC Research Director, has coordinated relevant studies such as

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the Homie Universidad Popular (Homie UP), which provides education to incarcerated students in California and nationally. The program was funded by CalHumanities and was recently made into a documentary film called Homie UP: Stories of Love and Redemption demonstrating innovation, use of social media for mass dissemination. (Film project co-coordinated with Dr. Clark-Ibáñez.)

Youth Empowerment Study was a multi-year study addressing correlation between civic engagement and education as cultural protective factors and reduction of unhealthy behaviors in at-risk minority youth 10-18 years of age and pioneered education program for parents/grandparents. (Dr. Clark-Ibáñez participated as NLRC faculty affiliate.)

U.S. Census San Diego Regional Study assessed effective outreach and education strategies and barriers to participation with 5,000 Latinos and immigrants. Dr. Nuñez-Alvárez designed the ¿train-the-trainer¿ curriculum for civic leaders on strategies to carry out census outreach, review census methodology and questionnaire, inform community leaders on the uses of census data, and explain the evolution of the question on race and ethnicity on the census and its social and political implication history.

Redistricting Study evaluated community participation in the process of redrawing political boundaries. The study examined participation in redistricting-related activities, assessed knowledge, documented challenges, and identified opportunities for increased civic participation among Latino and Spanish-speaking communities.

First Steps to Civic Engagement was an education program implementing civic engagement curriculum including introduction to Civics 101, government structure, individual/family rights and responsibilities in civic affairs. (Dr. Clark-Ibáñez participated as NLRC faculty affiliate.)

EXPERIENCE WITH DISSEMINATION OF RESEARCH: The mission of the NLRC is to disseminate research that contributes to increasing understanding about the Latino population in the United States. The NLRC research team has extensive experience disseminating research results through variety of formats and venues, and engaging policymakers, practitioners, researchers, and the general public. Results of each research project are first presented back to the community in gratitude for participating in the study and contributing to new knowledge and understanding.

The NLRC designs presentations in a variety of formats and languages to make information relevant and understandable. As evidenced by over ten years of research and education, families and practitioners working in a proactive and planned fashion have the infrastructure to reach wide audiences. Prior research results have informed federal and statewide legislation aimed at improving emergency preparedness plans, college preparation, access to healthy foods, and environmental health

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and housing. NLRC researchers serve on taskforces and committees working on community addressing priority issues. NLRC researchers present research at local, regional, national and international conferences.

EXPERIENCE WITH FISCAL MANAGEMENT OF GRANT AND PRACTICES: The NLRC has successfully coordinated and managed over \$5 million in grants and contracts from government agencies and private foundation in the past five years. Federal grants are managed by the Office of Sponsored Projects within the University Auxiliary and Research Services Corporation (UARSC). On annual basis, UARSC is typically awarded \$7-8 million in external funding from local, state, and federal sponsors. UARSC serves as the administrative and financial liaison between faculty/staff and sponsors and manages expense monitoring, compliance with OMB Uniform Guidance and agency policies, and timely submission of financial reports.

Cost-Effectiveness and Budget Adequacy

COST EFFECTIVE MEASURES: The project leverages support and resources from established partnerships and collaborations that are aligned with the project in addition to committing to support 17 percent of the total project costs through cost sharing. The cost sharing is comprised of space allocations that will be committed for the purposes of the project (calculated based on 25% of total space and valued in accordance with the California Department of General Services Price Book, Real Estate Service-Rent). The University has also agreed to waive the unrecovered indirect cost rate which is valued at \$48,539 in Year 1. We have contributions from research collaborators who teach in areas that are aligned with the research project, and they are committed to including research opportunities through their courses. Students selected by the research team will be trained to assist with data collection. They will help to complete 870 questionnaires (290 participants times 3 questionnaires each). As a comparison, for other projects of similar scope, we have paid research assistants \$10 per survey completed.

A major community-based research contributor is the San Diego County Library. The Director waives rental fees for Universidad Popular activities. We use library community rooms data collection meetings for 2 hours on a weekly basis, which are "smart" rooms to use multimedia in community presentations. For data collection and dissemination activities, we have full access to over 100 chairs, 15 tables, projector, computer, kitchen, free parking, etc. The regular rental fee is approximately \$388 per week (\$112/hour and a \$144/cleaning fee). Support for community space to conduct data collection for 10 cohorts and presentations to share study results will be significant.

The requested amount in Year 1 is \$295,854. The projected request in Year 2 is \$294,810 and in

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Year 3 it is \$296,118.

Executive Summary

Civic engagement among Latinos lags far behind White, Asian, and African American counterparts across every form of participation in California and nationally (Garcia Bedolla, 2012; Abrajano & Alvarez, 2010). Although individual experiences that motivate civic engagement are well-documented, research on factors such as age, educational background, socio-economic status, familial upbringing, cultural context, and geographic locale, which are also related to civic engagement, have not been studied empirically. Comprehensive approaches to understanding civic engagement of Latinos are needed so that we (a) recognize the strengths of this population in order to build upon them and (b) understand what will lead to their increased civic engagement.

This study addresses Funding Priority 3: Measuring and exploring relationships among civic engagement, national service, and volunteering and our goal is to develop methodological and theoretical innovations to help us recognize strengths and understand what factors may increase engagement. We will examine changes in civic engagement behavior including traditional forms of civic engagement and non-traditional avenues driven by participation in Cultivando Liderazgo, a university-community-family-individual project designed to demonstrate feasible and effective methods for promoting lifelong civic engagement. Specifically, we will use pre- and post-tests, and other metrics to study 290 Latino participants, from 7 to 70+ years old who are primarily low income and adults who have low (formal) educational levels. The motivating factors that explain civic engagement behavioral outcomes are important to our partners, stakeholders, and the community at large. An understanding of such factors is important for predicting future civic engagement outcomes across the lifespan (Wilkin et al., 2009).

This study is a partnership between an academic institution, California State University San Marcos, and a research institute, the National Latino Research Center. The researchers at NLRC have over 15 years of experience successfully conducting research in the areas of education, civic engagement, youth justice, health, disaster preparedness with an excellent track record for outreach and credibility in the community.

Drs. Marisol Clark-Ibáñez and Arcela Nuñez-Alvárez have extensive experience in promoting education and civic literacy. As leaders of the research team, they have expertise in designing research projects and implementing evidence-based approaches for real-world settings to address urgent needs. Importantly, they have successfully collaborated in the design, implementation and evaluation of numerous studies and/or community-based projects in the last ten years.