

Colorado Election Fellows Program Report

COLORADO CAMPUS COMPACT

January 2011



EXECUTIVE SUMMARY

As a coalition of 21 institutions of higher education, Colorado Campus Compact supports learning opportunities that bring students out of the classroom and into the community. The Colorado Election Fellows (CEF) Program provided an opportunity to meet this goal in an exceptional way through an elections course that included service as poll workers. Expanding from three institutions of higher education in 2009, the 2010 program represented six colleges and universities and eight elections divisions across the state of Colorado. Colorado Campus Compact expects to see this program continue to grow, as networks and partnerships around elections work continue to deepen.

Our partners unanimously agreed that the Election Fellows Program's service learning curriculum was its most successful element. The eight week, three credit elections course included meetings with community leaders and poll worker service, thus giving Election Fellows a new perspective on the elections process. Fellows also recruited an additional 329 students to serve as poll workers. From a focus group, 90% of students that served as poll workers reported positive experiences. One student said the experience was, "extremely rewarding. Serving allows for a person to have a unique perspective in doing our civic duty to participate in democracy."

Fellow's service resulted from a balance between student autonomy and the county's willingness to involve students. The CEF program provided life skills to these students through service learning methodology such as discussion and reflection as well as mediated county partner relationships essential to sustainability. The program's detailed evaluation provides evidence for increased support of both counties and faculty in developing similar courses. The counties that provided the extra effort necessary for student participation were rewarded with extremely positive results. One Denver Elections Division supervisor commented that their student poll worker was, "incredibly helpful, polite, [and] bright. [They] took initiative and followed directions wonderfully."

In the following report, you will find summaries of the 2009 and 2010 evaluation reports with corresponding programmatic goals and outcomes. The report also includes program outcomes, recommendations, and developed resources. The CEF Program looks forward to sharing this information with other states and to expanding the scope of this work across Colorado. Colorado Election Fellows Program partners and participants thank the Election Assistance Commission for this opportunity.

Sincerely,

Lauren Alweis
CEF Grant Manager
Colorado Campus Compact



Table of Contents

INTRODUCTION & PROJECT DESCRIPTION	4
GOALS AND OBJECTIVES	6
PROFILE OF PARTICIPANTS	7
RECRUITMENT	9
PERFORMANCE EVALUATION	11
BEST PRACTICES	18
RECOMMENDATIONS AND AREAS FOR IMPROVEMENT	19
BUDGET	21
BUDGET NARRATIVE	21
NOTES	24



INTRODUCTION & PROJECT DESCRIPTION

Throughout Colorado, recruitment and retention of election workers has been challenging. In the post-HAVA era, new laws and procedures as well as increasingly complicated technologies demand new poll workers. The aim of the Help Coloradans Vote College Election Fellows Program was to introduce young people to the importance and significance of civic participation through an engaging academic curriculum, recruitment and leadership opportunities, and real-life internship experience serving as poll workers. In the 2008 general election, an estimated 52.3% of all eligible voters in Colorado between the ages of 18 and 29 voted.ⁱ While this represents an increase from the 50% who voted in the 2004 election,ⁱⁱ youth turnout remains well below the 73.1% turnout rate for eligible voters 30 years of age or older.ⁱⁱⁱ Encouraging college students to serve as poll workers built upon the existing interest among this age group to engage in the electoral process while addressing election officials' staffing challenges.

The Colorado Election Fellows (CEF) Program was a joint project of Colorado Common Cause and Colorado Campus Compact, funded by a grant from the U.S. Election Assistance Commission's (EAC) Help America Vote College Poll Worker Program. CEF implemented a series of strategies designed to engage college students as poll workers and build a long-term commitment to civic engagement. In 2009 (YR1), efforts were focused at students of three institutions in the City and County of Denver—Metropolitan State College of Denver (Metro), University of Colorado Denver (UCD), and the University of Denver (DU)—in partnership with the Colorado Secretary of State's office and the Denver Elections Division.

In YR1, the CEF Program recruited ten students to serve as Fellows, who were engaged in a paid internship of 45 hours including: orientation, poll worker training with Colorado election officials, election training with Colorado Common Cause, and a "Day at the Capitol" meeting with community leaders and public officials. The CEF Program also incorporated a service-learning unit consisting of online readings and discussion boards, intended to enrich student knowledge of voting and elections, and to develop Fellows' commitment to participatory citizenship.



For 2010 (YR2), the CEF Program expanded its mandate to recruit Fellows for a paid internship from across Colorado, with the goal of having each Fellow recruit peer college students to serve as poll workers in their own home counties. The YR2 Program recruited 23 Fellows representing six colleges and universities, who were registered in eight counties throughout the state. Fourteen Fellows located in the Denver/Boulder area were assigned to a training program which met six times over ten weeks. An additional nine Fellows located throughout the state completed an online training program over the same time period.

At the conclusion of YR1 activities and in order to direct efforts for YR2, I prepared a Formative Evaluation in March 2010. This Evaluation Report builds on the Formative Evaluation, revisiting the subjects, practices, and recommendations outlined in the earlier document, while offering additional guidance to future College Poll Worker Program participants. The information contained within is drawn from surveys administered at the first and last training meetings of the Denver-based group, online surveys conducted in the first and last week of training of the online group, a student poll worker survey, a focus group of Denver-based Fellows, and individual telephone interviews with Fellows from both the Denver and online groups.

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GOALS AND OBJECTIVES

In the YR2 election cycle, the CEF program expanded its focus from recruiting college students in Denver to those throughout Colorado, while maintaining the specific goal of recruiting multilingual and disabled students. Participating colleges and universities include:

- Colorado College
- Colorado State University
- Fort Lewis College
- University of Colorado Boulder
- University of Colorado at Denver
- University of Denver

Three strategies guided the program's overall structure:

Strategy 1: Encourage college students to assist state and local governments in the administration of elections by serving as poll workers or assistants through the Election Fellows Program.

Strategy 2: Encourage college students to become cognizant of the elections process and civic education, and to assist in the smooth administration of elections in their community by integrating service-learning into electoral engagement courses that can be easily adapted by any campus.

Strategy 3: Encourage state & local governments to use the services of the students participating in the program by staffing the program evaluation with political science Master's candidates.

This evaluation assesses the effectiveness of the YR2 program in implementing each of these three strategies. It will also evaluate the effectiveness of recruitment strategies, and the success in meeting the grant goal of enrolling students capable of helping election officials reach out to diverse racial/ethnic communities and those with disabilities.



PROFILE OF PARTICIPANTS

Twenty nine students successfully completed the Colorado Election Fellows Program, seven during the pilot year in 2009. During 2010, twenty-three applicants were selected to participate as Election Fellows, fourteen of which were assigned to the Denver-based training program, with the remaining nine assigned to the online trainings. Eighteen Fellows completed the program, with two Fellows withdrawing from the Denver group, and three from the online group. Six colleges and universities were represented as follows:

Denver		
	Recruited	Completed
University of Colorado Denver	8	6
University of Colorado Boulder	3	3
University of Denver	3	3
Online		
Colorado College	4	4
Colorado State University	2	1
Ft. Lewis College	2	1
University of Colorado Boulder	1	0

Recruiting efforts for Fellows occurred over the spring and summer of 2010; consequently, there were no freshmen among the YR2 Fellows:

What is your year in college?	
Freshman	0%
Sophomore	25%
Junior	35%
Senior	30%
Graduate Student	10%

As was the case in YR1, every YR2 Fellow reported some degree of previous experience serving with civic, academic, or political organizations, with 95% of Fellows having participated in multiple ways:

Have you participated in...	
Volunteer work with a non-profit or civic organization	100%
Academic Club (ex: Math Club)	75%
Service Club (ex: Scouts, Key Club, 4H, Booster Club)	70%
Student Leadership Group (ex: student council)	60%
Political Party or candidate support activity	60%



Social Justice Group/Diversity Club (ex: PeaceJam, Amnesty International)	60%
Neighborhood association	25%
None of the above	0%

Every YR2 Fellow reported previous volunteer experience, a slight improvement over YR1, and again, the majority of Fellows had volunteered with more than one kind of organization:

Have you ever been a volunteer or provided community service?	
Yes, in school	95%
Yes, with a non-profit organization	85%
Yes, through a different venue	60%
Yes, with my family	50%
Yes, through my workplace	40%
Yes, with a youth organization	40%
Yes, with my church	35%
Yes, with a neighborhood group	20%
No	0%

Election officials face particular challenges in facilitating the voting process for individuals from diverse racial/ethnic communities and those with disabilities. The CEF program recognized this, and made a concerted effort to recruit Fellows to help officials meet these challenges. The YR2 Fellows were well-suited to help officials meet the needs of voters from diverse racial/ethnic communities, and those with disabilities:

Do you have experience working with diverse/multi-cultural communities?	
Yes	80%
No	20%

Do you have experience working with people with disabilities?	
Yes	70%
No	30%

As opposed to the YR1 group of Fellows, a significant number (20 percent) of YR2 Fellows reported multi-cultural experience gained through living internationally. Several additional Fellows experienced mentoring international students on their campuses.

Experiences working with people with disabilities included volunteering with nursing homes, special needs classes in elementary schools, and Special Olympics events. Additionally, 30% of Fellows reported experience gained through working with a family member or close friend with a disability. Addressing needs of election officials to provide poll workers who were fluent in languages other than English was another strength of the CEF program, as 70% of YR2 Fellows were able to communicate in a language other than English. From that group, language proficiencies included Spanish (40%), French (30%), Arabic, Japanese, Korean, German, Italian, Mandarin Chinese, and American Sign Language (5%).

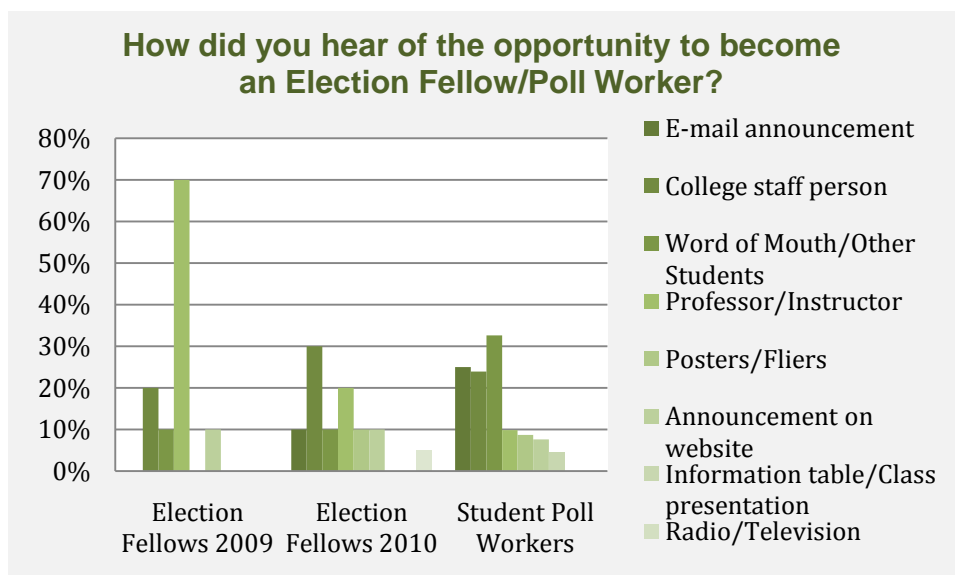


RECRUITMENT

While the profile of participants was not dramatically different in YR2 than it was in YR1, the means of recruiting these Fellows was. To assess the effectiveness of various methods of recruitment, participants were asked how they became aware of the CEF program, and what their reasons for applying were. In YR1, 70% of Fellows reported that they first became aware of the CEF program via a professor or instructor. Due to longer recruiting times, an increase in the number of Fellows to be recruited, and insights gained from YR1 experiences, the CEF coordinators made a concerted effort in YR2 to expand recruiting avenues, and these efforts appear to have succeeded.

No single method of recruitment garnered more than 30% of the Fellows, and means that potentially require less active effort on the part of recruiters, including campus fliers, e-mail announcements, and posts to Facebook and Craigslist all succeeded in drawing applicants to the program. However, 70% of Fellows first became aware of the CEF program through other individuals, be they college staff, professors, or other students.

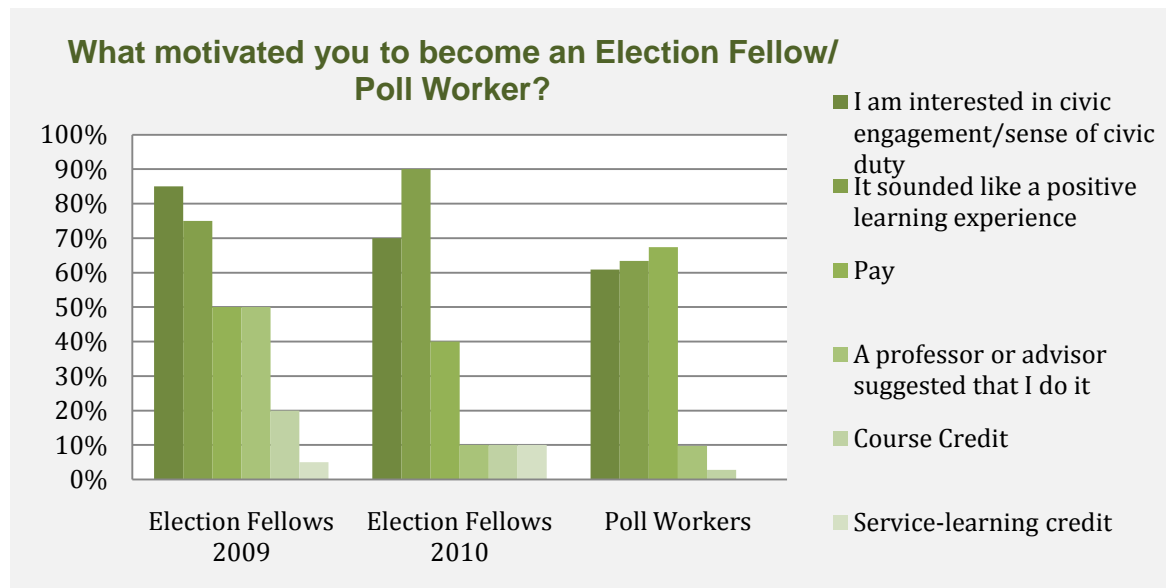
As part of YR2, the Fellows were required to recruit a minimum of ten additional college students to apply to serve as poll workers in their own county. These efforts resulted in a total of 329 recruits, of whom 92 responded to an online poll conducted November 8-15, 2010. Of these, 69.6% were successfully placed and served as poll workers on Election Day. While Fellows employed diverse methods of recruitment, e-mail announcements were the single most successful means of publicizing the opportunity to apply as a poll worker. However, much as was the case in recruiting the Fellows themselves, 66.3% of recruits reported first learning of the opportunity through the direct contact by other individuals, including college staff, friends, classmates, and professors. Comparing this larger group of students we find a different demographic, as well as uncover the recruitment techniques used by students. The best practices reported for recruitment from all of these groups is as follows:





YR2 Fellows' motivations to join the program appear to be consistent with YR1, though, curiously, there was a significant increase in the number of Fellows who reported that though they first discovered the program through other means, they were motivated to apply by the recommendation of a professor. It should be noted that only half of the Fellows mentioned pay as one of their motivators to apply to the program, a significantly smaller number than did so for learning experience and civic duty reasons.

Pay played a more important role in the motivation of the student poll workers than the Fellows recruited and may be a reflection of the difference in commitment between the Fellows and poll worker recruits. Both recruits and Fellows were required to complete their county training and work a minimum twelve-hour day at a polling place. Fellows, however, were additionally required to participate in six training sessions, complete readings and writing assignments, recruit a team of fellow students, and coordinate with their county to facilitate the hiring process of their team. The additional time and effort required of Fellows appears to have attracted students who were motivated by more intrinsic factors such as learning opportunities or a sense of civic duty. The graph below illustrates the range of motivations suggested by both Fellows and their recruited poll workers.





PERFORMANCE EVALUATION

As the CEF program was structured using the aforementioned three strategies, this section of the evaluation will address how well each strategy was addressed.

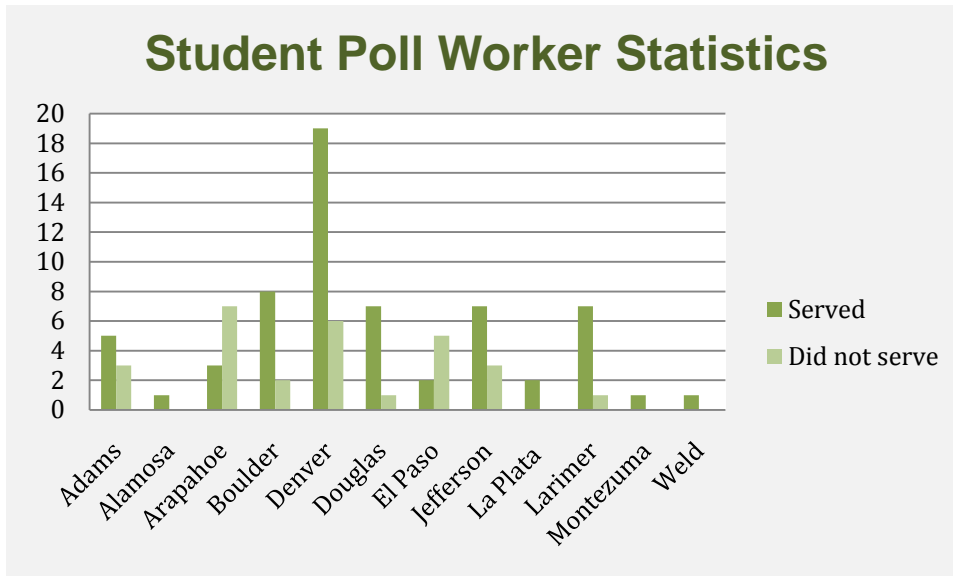
Strategy 1: Encourage college students to assist state and local governments in the administration of elections by serving as poll workers or assistants through the Election Fellows program.

The effectiveness at implementing this strategy can be evaluated by how well the program met the goal of recruiting 35 Fellows able to assist voters with accessibility and a goal of 280 students these Fellows were to recruit to be poll workers.

The program fell short of its first goal of recruiting 35 Fellows, instead successfully recruiting 33 individuals (94% of the recruitment goal). The program succeeded in encouraging participation by Fellows with diverse skill sets and experiences, capable of assisting voters with disabilities or with limited English language skills. In sum, 70% of the Fellows speak or understand a language other than English, 80% were experienced in working with diverse or multi-cultural communities, and 70% of the Fellows reported previous experience working with people with disabilities. This goal, therefore, was largely met.

The second goal was for each Fellow to recruit an additional eight students to serve as poll workers, for a total of 280 recruited students to serve poll workers for counties throughout Colorado. The Fellows selected, however, more than made up for their reduced number by signing up 329 students to serve as poll workers—118% of the recruitment goal.

Unlike a large number of previous college poll worker programs, part of the experiment of the CEF program was to test the feasibility of placing college students as poll workers in counties who had not signed on as partners in the grant. As can be expected, some counties were more cooperative than others. In YR1, Denver County enthusiastically participated in the CEF program, hiring four poll workers in a very short timeframe and finding positions for them in an all-mail election. In YR2, Denver County proved even more accommodating, opening opportunities for recruits registered outside the county to serve as poll workers in Denver. The participation of other counties, however, took additional programmatic outreach to ensure student inclusion. Placement of the 91 students that responded to our survey found these results by county:



The Election Fellows Program’s 329 student recruits represent 17 counties in Colorado. *Polling these students, we found 69% served as poll workers in 12 unique counties.* The remainder of students overwhelmingly cited problems with communication or scheduling. A great deal of mediation and coaching provided by the program, such as county advocacy and informative weekly newsletters, likely helped boost this rate of service as well as survey responses. In future elections, it is possible that the existence of an ongoing Election Fellows program will foster a stronger relationship with additional targeted counties in which Election Fellows courses would take place, resulting in a higher placement rate.

From a focus group of 20 student poll workers, 96% were given positive evaluations by elections division supervisors. The most common student positions included; Voter Aide, Lead Election Judge, Poll Book Judge, Ballot Judge, Supervisor, Provisional Judge and Machine Judge. Feedback received found that students followed instructions carefully, applied knowledge and skills necessary, understood and applied procedures appropriately, paid attention to accuracy and detail and recognized problems and took appropriate action. Some of the remarks that supervisors made regarding the students include: “Very smart, pro-active, capable, reliable, good team player, good at explaining to voters,” and “Filled in for the assistant supervisor that didn't show up, very quick study, willing to do anything that needed to be done.”



Strategy 2: Encourage college students to become cognizant of the elections process and civic education, and to assist in the smooth administration of elections in their community by integrating service-learning into electoral engagement courses that can be easily adapted by any campus.

The strategy is addressed by two goals. The first was to raise the Fellows' cognition level of the elections process and their more general civic education. The second goal was to develop a curriculum increasing service-learning opportunities for use in elections, civics, and political science courses at the college level.

To meet the first goal, the Denver-based Fellows participated in a training program consisting of six meetings scheduled over the ten weeks prior to Election Day. They were also required to answer written questions and participate in discussions related to reading and multimedia assignments. The online group of Fellows had identical assignments, replacing meetings and in-person discussions with viewing of required videos and online discussion questions.

Evaluation of student learning in both YR1 and YR2 drew on two main components, written surveys completed at the first training session and again at the final group debriefing meeting, and focus group discussions also conducted at the final group debriefing. The comparison of these groups shows influences of programmatic changes, including the introduction of online course medium from the pilot year.

Comparing values between the pre- and post-participation surveys, several conclusions can be drawn. Perhaps unsurprisingly, as it can be reasonably assumed that applicants generally came from a pool of students already interested in political affairs, as both years the *Fellows generally judged themselves before starting the program as very interested in political issues, and comfortable discussing ideas with others,* and their confidence remained high throughout. Furthermore, surveys showed that the *Fellows had faith in both themselves and young people in general to make a difference in the world around them.*

Conversely, the Fellows' initial survey results reflected a low level of confidence in the basic fairness of the electoral process regarding three sometimes-marginalized groups: the poor, those with disabilities, and racial and ethnic minorities. Again, these findings are congruent with those from YR1. Where the two differ, however, is in how these results changed over the course of the program.

In YR1, the Fellows' confidence that "people with disabilities are treated fairly in the American election process" showed a significant increase after serving as Election Fellows, but student confidence that "people of different economic backgrounds are all treated fairly in the American electoral process" decreased markedly. Confidence that "people of different racial or ethnic backgrounds are treated fairly in the American election process" did not change significantly.

In YR2, Fellows confidence in how well sometimes-marginalized populations are treated by the American election process increased significantly:



Question	Percentage Increase
I believe that people of different racial or ethnic backgrounds are treated fairly in the American election process	20.95%
I believe that people of different economic backgrounds are all treated fairly in the American election process	15.88%
I believe that people with disabilities are treated fairly in the American election process	14.39%

It should be noted, however, that while there were marked increases in Fellows' confidence in the basic fairness of elections to each of these three groups, only with regard to those with disabilities did the Fellows opinions move from general disagreement to general agreement, and then only marginally so.

Other significant increases evidenced by the Fellows' surveys include:

Question	Percentage Increase
I understand many important aspects of election law	23.39%
Elections usually result in positive improvements in the community	22.50%
I believe the American election system works well	22.00%

There were several additional divergences between the survey results of the Denver and the online groups of Fellows. Relative to the Denver group, the online Fellows showed large *increases* in their confidence in their ability to bring about change, and to act as a resource for others in civic and political matters. The online group showed significant *decreases* in their confidence in public officials relative to the Denver group. These results are consistent with the differing experiences of the two groups; while the Denver group met with a number of election officials, including the Colorado Secretary of State and the Denver County Clerk, the online Fellows were shown video recordings of those meetings, and had no opportunity to meet the officials personally. Furthermore, the willingness that Denver County showed in hiring Fellows as poll workers likely left the Denver Fellows with a more positive opinion of elected officials than the online Fellows who worked to get themselves and their recruits placed in less-cooperative counties. Finally, because the online Fellows were interacting with the program generally through e-mail and telephone, it is likely that they felt less of a social connection to the program, while *the Denver Fellows were more likely to feel as part of a team*. Thus, increases in *the online Fellows confidence in themselves as change agents could be explained as a result of feeling as though their accomplishments were due to their own efforts, and less as part of a team*.



Several issues discussed during the debriefings of the Fellows tend to support this. Overwhelmingly, the online Fellows mentioned that they would have liked to have felt more engaged in the program as a whole, and that they were more likely to mention feelings of isolation or a desire to have other Fellows on their campus to recruit as a team.

Interestingly, this desire for “teamwork” relationship among the group was also expressed by several Denver Fellows. In a focus group, two Fellows discussed their experiences in teaming up to recruit together, and there was a wish expressed by the group in general to have had the opportunity to have done something similar, rather than recruiting individually. Several Fellows also expressed a desire to have participated in additional “icebreaker” activities at every meeting, and for more meetings to give the Fellows a chance to get to know each other better.

This finding was consistent with those of the YR1 Fellows as well; both groups expressed a desire to build stronger bonds with one another. In addition to team recruiting, several of the Fellows recommended that increasing social opportunities would likely be a path to successfully recruiting college students to serve as poll workers. In addition to team recruiting, Fellows suggested working more closely with counties to ensure that teams of college students would be able to serve together in the same polling place on Election Day. The comment that stirred the most agreement of the focus group was a suggestion to set up an “Adopt A Polling Place” model in which college students could completely staff a polling place, perhaps working with 1-2 experienced supervisors placed by the county. Feedback from both YR1 and YR2 Fellows, regardless of whether they were a part of the Denver or the online group, was consistent: the best way to recruit college students is to provide them with social opportunities and to make them feel part of a group.

Opportunities for improvement cited by the YR1 Fellows were successfully addressed in YR2. Among these was a desire to better understand the roles of the organizations and coordinators who were carrying out the grant, and to have a clearer understanding of whom to approach with questions. There was also widespread agreement among the YR1 Fellows that their readings and discussions were not well integrated with their training meetings, resulting in a perceived disconnect between what they observed in Denver and the election problems they read about in other parts of the county. The YR1 Fellows expressed a desire for more discussion opportunities to rectify this disconnect.

During the YR2 debriefings, the Fellows expressed little confusion about the organizations and individuals coordinating the program, and several commented on the positive support they received from the coordinators, particularly with recruiting poll workers. Several Fellows also expressed approval for the discussion opportunities, and for the chance to integrate the readings to the topics covered in the training meetings.

Other findings from the YR2 focus group and interviews were consistent with those of the YR1 Fellows. The most cited “high points” of the program were the opportunities to meet with elected officials, and working as a poll worker on Election Day. These findings speak to the collaboration with community partner, Colorado Common Cause, which, along with course facilitation, allowed for increased placement of poll workers as well as speaking engagements with election officials.



Finally, there was widespread agreement among the Denver Fellows that one of the most positive aspects of the program was an opportunity to attend an election law hearing in Denver District Court. Several Fellows commented that they appreciated this opportunity to do something they would not have done otherwise. In the words of one Fellow, “I wish you could set that up every year!”

Returning to Strategy 2, the second goal identified by the strategy is “to assist in the smooth administration of elections in their community by integrating Service-Learning into Electoral Engagement courses that can be easily adapted by any campus.” The way in which YR2 of the CEF program was conducted is consistent with the goal of integrating service-learning opportunities with electoral and civic education courses at a college level, and all materials created in connection to the administration of this program will be supplied to the US Electoral Assistance Commission, and will become publicly available for use by future educators.



Strategy 3: Encourage state & local governments to use the services of the students participating in the program by staffing the program evaluation with political science Master's candidates.

Regarding the third strategy, the Electoral Fellows program successfully recruited a Master's candidate from the University of Colorado Denver to create a thorough program evaluation. These evaluations provide data on the effectiveness of the CEF Program, encouraging continued implementation in institutions of higher education and the benefits of partnerships with elections divisions. We additionally expect these results to serve as encouragement to state and local governments to retain the services of students participating in the Electoral Fellows program until the program materials, including this evaluation report, have been distributed. It is expected that future study will be better able to determine the extent to which this goal has been met.



BEST PRACTICES

As a result of the evaluation process, clear strong points of the CEF program included:

Recruitment

- The program was able to diversify its recruiting practices and raise awareness through means other than through cooperative professors.
- While Fellows first learned of the program through a number of different ways, professors and other college staff continued to play a critical role in recruiting, accounting for 60% of the YR2 Fellows becoming aware of the CEF program.
- Echoing YR1, Fellows were overwhelmingly interested in the CEF program because they felt a draw to civic engagement and duty (85%) and believed it would be a positive learning experience (75%). The pay only interested 50%.
- Given a longer timeframe and with one year's experience upon which to draw, the participating organizations again successfully recruited a group of Fellows with diverse language skills and experience in working with individuals with disabilities.
- While the number of Fellows fell short of the stated recruiting goal, the ability of the Fellows to recruit fellow college students to apply as poll workers was better than expected, producing 107% of the recruitment goal, with more than 16 recruits per Fellow registering for poll working opportunities.
- The goal of recruiting statewide was met, as Fellows represented six different colleges and universities, and were drawn from eight different counties, the larger group of student recruits represented at least 12 different counties.

Training

- Fellows cited the on-site meetings with Denver and Colorado elections officials as a highlight of their experience.
- The Fellows who met with the officials who conduct elections in Denver were particularly impressed by them, and engaging these officials increased the Fellows confidence in the efficacy of elections in Denver, and in public officials in general.
- The online Fellows, by creating their own recruiting initiatives, consistently expressed significantly increased confidence in their ability to effect change and to serve as a resource for others.
- Fellows expressed much more satisfaction with the structure of the program and the integration of the readings and the meetings than the YR1 Fellows did.
- Fellows expressed a significant increase in confidence in their knowledge of election law and the electoral process, and in their ability to discuss election matters with others.
- The Fellows expressed feeling privileged to observe a hearing on state election law in Denver District Court, citing it as something that should be made part of training for all future programs.



RECOMMENDATIONS

This being the conclusion of YR2, the CEF program is drawing to a close. Looking forward to future college poll worker programs, the following recommendations may offer positive results:

General Organizational

- YR2 Fellows expressed more approval for the structure of the program than the YR1 Fellows did and the difference made by an increase in time for planning, recruiting, and execution in YR2 made a significant difference. It is therefore recommended that the Electoral Assistance Commission again consider 2-year grants for future programs, and to move the awarding of grants to late winter or early spring, allowing programs to have recruiting efforts in place before students break for the summer.
- As there is a marked difference between the experiences of Fellows who worked with a cooperative county in Denver and those who were working with less supportive counties, priority should be given to future programs that can demonstrate a cooperative relationship with the counties in which college poll workers will be placed.

Recruitment

- Recognizing the effectiveness of professors in recruiting the Fellows suggests that engaging professors, staff, or other campus champions is a powerful means of reaching college students.
- The YR2 emphasis in expanding recruiting methods showed that college students are reachable by a wide variety of means, some tightly, and some widely, targeted. There appears to be no "right way" to target college students, and efforts must be made to ensure that every tool available to recruit them is utilized. It is recommended that this will be a fruitful topic for further study.
- A YR1 recommendation was to closely scrutinize YR2 fellowship applicants, looking for those with particular experience and demeanor for recruiting and organizing fellow students. As a smaller-than-expected number of Fellows exceeded recruiting goals, this scrutiny proved invaluable in meeting those goals.
- Clear and continued communication with students is an important element of recruitment. Personal recruitment, consistent follow up and relationships with those in the program will increase rates of successful service.
- The most enthusiastically supported recommendation from YR2 Fellows was to focus on the social aspects of recruiting college students as poll workers. Suggestions such as group recruiting, "Adopt A Polling Place", and signing up recruits in pairs would likely result both in more recruits, and in a higher percentage of those recruits following through by working on Election Day.



Training

- YR1 Fellows cited difficulty in finding answers to their questions about the many aspects of their participation. In YR2, establishing clearly defined points of contact for questions regarding payment and recruiting assistance was a focus, and helped reduce Fellows' confusion.
 - Given the striking differences in opinions of public officials between those Fellows who participated in person and those who participated online, all reasonable effort should be made to ensure opportunities for geographically-dispersed Fellows to meet with public officials. These meetings would likely help to both foster a more positive image of election officials and build rapport to ease placement of future poll workers. Without a suitable control group against which to compare, it is difficult to evaluate if the use of online tools such as discussion boards and videos helped narrow the gap between opinions of the two groups. It is clear, however, that a significant gap remained.
 - YR1 Fellows had trouble reconciling the voting problems that they read about in their training with the reassurances and basic faith in the system they felt after meeting with local officials. By providing opportunities for in-person group discussions and by more closely aligning readings, written assignments, and discussion to topics addressed in training meetings, Fellows expressed far fewer concerns about that reconciliation.
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BUDGET

2009-2010 Election Fellows Budget		Budgeted	Actual/Pd	Details
a. Project Personnel Expenses	CEF Project Coordinator	\$17,500	\$17,500	Elena Nuñez
	CEF Fiscal Management	\$1,000	\$1,000	Dave Murphy
	CEF Grants Management	\$6,440	\$6,440	Lauren Alweis
Personnel TOTAL		\$24,940	\$ 24,940	
b. Fringe Benefits (26% of base salary)		\$1,674		26% of Grants Mgmt
		\$4,550		26% of Coordinator
Fringe Benefits TOTAL		\$6,224	\$6,224	
c. Travel Expenses	Student & Program Staff Travel	\$2,240	474.15	YR1 and Yr2 travel
Travel TOTAL		\$ 2,240	\$474.15	
d. Equipment- N/A				
e. Supplies (Recruitment and Training)	Recruitment and Training materials (CEF Applications)	\$2,500	\$1,000	Curriculum Creation YR1 and Yr2
	Leveraging Community Volunteers (Food for trainings)	\$1,000	621.7	Provisions
			\$818	Survey Incentives
	Rentals	\$976	343.6	Rentals
	Postage & Shipping	\$1,000	\$39	Postage and shipping
	Duplication		41.5	Copy & print
Supplies TOTAL		\$5,476	\$2,864	
f. Contractual: 25 Colorado Elections Fellows	Year I ~ \$500/ 7 Fellows	\$3,500	\$3,500	2009 Fellows- 7
	Year II ~ \$750/ 18 Fellows	\$16,500	\$13,500	2010 Fellows - 18
Contractual TOTAL		\$20,000	\$17,000	
h. Other	Communication Strategy-Websites & social networking	\$4,000	\$4,649	CCC website development
	On-line video and curriculum, website and graphics		\$575	Contractors and services
	Evaluation	\$ 8,000	\$5,000	D. Murphy
Other TOTAL		\$12,000	\$11,224	
i. Total Direct Charges		\$70,880	\$61,832	
j. Indirect Charges (5% of total federal share)		\$3,731	\$3,731	
k. Combined Two-Year TOTAL		\$74,611	\$65,563	
			\$9,048	Amt to be spent prior to September, 2011



BUDGET NARRATIVE

Project Personnel Expenses

The CEF Project Coordinator was tasked with adaptation and facilitation of the course and its participants. The position interviewed and accepted students, organized three events with five community leader speakers, and advocated at multiple elections divisions for student poll workers across the state. The CEF Project Coordinator consisted of 700 Contractual hours at \$25/hour paid to Elena Nunez from Colorado Common Cause, for a two year total cost of \$17,500.

The Grant Manager organized CEF meetings, partnerships, contractors, poll worker outreach and recruitment as well as course logistics. The Grant Manager position was paid by twenty percent of Lauren Alweis from Colorado Campus Compact's annual salary of \$32,200, for a total of \$6,440.

The online facilitator was included for an additional cost of \$1,000.

Fringe Benefits

Regis University benefits rate of 26% was applied to the Project Coordinator and Grant Manager positions for a total of \$6,224.

Travel

Student and staff travel expenses covered reimbursement costs for mileage at Regis University rate of \$.50 cents per mile and parking for program meetings including Auraria campus parking, student outreach in rural areas, or travel to elections divisions/polling places. It was anticipated that both groups would take greater advantage of this reimbursement, and perhaps the Regis System of reimbursements created hesitancy as the total two year cost for coordinators, partners and students travel came to \$474.15.

Supplies (Recruitment and Training)

The creation of the CEF Curriculum, with adaptation for online use is categorized under Recruitment and Training Materials. Susan Sterett, the Associate Dean at the University of Denver, began the development of this curriculum in YR1 in Moodle, an open source training program. Her facilitation of this course and subsequent adaptation of the curriculum for YR 2 was compensated with a \$1,000 stipend. YR2 saw the further development of this curriculum in content and location as it moved to its own platform on the Colorado Campus Compact website.

The total for leveraging community volunteers came to \$621.70. This provided provisions for eight Election Fellows Trainings, including three trainings where local elections leaders Stephanie O'Malley, Clerk and Recorder for the Denver Elections Division, Secretary of State, Bernie Buescher and a community panel on voter diversity education addressed the Fellows.

Recruitment materials of \$818 included gift cards for incentivizing student responses. Increased participation allow for greater analysis of participation rates, reactions, and recommendations.



The total for A/V rentals of video equipment was \$344. Additional costs for postage \$39, duplication \$41.50 are included.

Contractual

Seven Election Fellows Scholarships were provided at \$500 in YR1, and 18 at \$750 in YR2, for a total cost of \$20,000.

Other

The CEF Training section of CCCompact.org website was developed to meet the needs of the online program. The development of this section totaled \$4,649. Additional costs associated with the development of the online program are \$1,575 for contractors and services. This includes video production at \$250, Creation of program graphics at \$225, and social network strategies for marketing at \$100.

Evaluation by University of Colorado at Denver graduate student Dave Murphy is included for both for YR1 and YR2 for the creation, implementation and dissemination of survey. Total amount allocated for evaluator and creation of evaluation reports is \$5,000.

Remaining funds \$9,048 will be used before September 2011 for continued expansion of the CEF Program promising continued use of CEF curriculum through strategic service learning courses.



Notes

- ⁱ Emily Hoban Kirby and Kei Kawashima-Ginsberg, *The Youth Vote in 2008*. August 17, 2009.
 - ⁱⁱ The Center for Information & Research on Civic Learning & Engagement, *2004 Youth Voter Turnout Rates Among Citizens, Ranked by State*. January, 2008. Available at: http://www.civicyouth.org/PopUps/FactSheets/FS08_2004_state_turnout.pdf
 - ⁱⁱⁱ Kirby and Kawashima-Ginsberg.
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