

Teacher Guide

The Power of the Youth Vote: Civics and Voting Unit for Yolo County High School Students

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Introduction

This eight-lesson unit is designed to inform high school students about why voting is important and how it affects them and their communities. It also offers students practical information about how to vote and how to become engaged members of their communities. Each lesson contains readings, exercises and discussion prompts that can be used together or as stand-alone resources.

Students are encouraged to actively participate in each activity and interact with each other in meaningful ways. Using these materials, teachers can create opportunities for students to read, write, speak, listen and think about the content of each lesson.

Lesson One: Connecting the Youth Vote to Issues Young People Care About

This lesson introduces students to data showing low levels of electoral participation by youth in California and encourages them to think about how low youth turnout rates can impact issues they care about.

Lesson Two: Political Parties and the Electoral College

This lesson gives students a brief introduction to U.S. political parties and the Electoral College and enables them to evaluate how political parties align with their own beliefs.

Lesson Three: How to Register to Vote in California

This lesson guides students through the process of registering to vote and explains the different methods of casting a ballot in California.

Lesson Four: How to Vote and What to Expect

This lesson provides students with practical information about how to vote and how to ensure that young people's voices are heard in the voting process.

Lesson Five: Recognizing Spin

This lesson teaches students how to recognize spin in political campaigns and in the media's electoral coverage.

Lesson Six: Introduction to Geographic Information System (GIS) Maps

This lesson introduces students to Geographic Information System (GIS) mapping and how they can use it to analyze disparities in voter participation and socioeconomic well-being in their region.

Lesson Seven: How to Increase the Power of the Youth Vote

This lesson explores ways students can take action to increase the power of the youth vote in their communities.

Lesson Eight: Sharing Your Perspective with Your Elected Officials

This lesson encourages students to think about what changes they would like to see in their communities and teaches them how to approach their elected officials for help in achieving these goals.

Glossary of Terms

Words in **green** on the student activity sheets are defined in the glossary (Appendix 1).

Unit Goals

- To facilitate youth participation in the electoral process and increase youth civic engagement in order to create a stronger, more inclusive democracy.
- To provide students on the cusp of being eligible to vote with the motivation and tools to confidently navigate the voting process and help them understand the connection between voting and community issues they care about.
- To provide students with critical thinking skills and connect them to resources that will enable them to develop informed political opinions.
- To help students recognize differences in regional and community voter turnout by analyzing relationships between community factors and outcomes.
- To encourage students to think about how they can promote civic engagement among peers and increase their generation's political awareness and clout.
- To empower students to become active in community and civic issues and communicate with their elected officials.
- To address the July 2016 [History–Social Sciences Framework suggestions](#) created by the California State Board of Education related to civics and voting.

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Lesson One: Connecting the Youth Vote to Issues Young People Care About

<p>History–Social Science Content Standards 12.2 Students evaluate, take and defend positions concerning the scope and limits of citizens’ rights and obligations in a democratic society, looking at the relationships between them, and at how they are secured. 4. Students work to understand the obligations of civic life, including voting, being informed on civic issues, volunteering, performing public service, and serving in the military or alternative service.</p>	<p>Common Core State Standards SL.11-12.1 Students initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on each other’s ideas and expressing their own ideas clearly and persuasively.</p>
<p>History–Social Science Framework Question(s) 1. Why should I vote? 2. Why should I pay attention to political issues?</p>	<p>Inquiry Question(s) 1. Why is it important to vote in representative democracies? 2. What issues do you care about most?</p>

Prep Time: X-X minutes | Class Time: X-X minutes

Materials Needed: Computer and projector; “Connecting the Youth Vote and Issues that Young People Care About” Student Handout; “The Power of the Youth Vote’ TEDx Talk Questions” Student Handout; Glossary of Terms in Appendix 1; and a blackboard/whiteboard or flip chart.

Classroom Setup: Ask students to take turns sharing their ideas to encourage participation in the dialogue.

Words to Know: **democracy, undocumented, non-citizen, advocate, empower, representative democracy, elected official, ballot measure, majority, barrier to voting, underrepresentation, general election, eligible voter, turnout, electorate, overrepresentation, candidate, aspirations, contest**

Building Background: To introduce this module, show students the 15-minute “[The Power of the Youth Vote](#)” TEDx Talk. Before watching, read through the questions on the Student Handout and have students write their answers as they watch. Next, go through each question and ask students to share their answers with the class. You can use the answers included below as a reference.

Have students read the Student Handout. As they read, ask students to underline or circle words, facts or figures they have not heard before or are not familiar with. For word definitions, encourage students to use the Glossary in Appendix 1, or, if the word is not a Glossary term, ask if any students want to try defining it for their peers. Next, ask students to share a fact or figure from the reading or video and discuss why they find it interesting or noteworthy (e.g. “I didn’t know that only 8.2% of eligible youth voted in 2014; I thought it would be a higher number”). After, ask students how they think these numbers have changed since 2014 and provide a brief update. If available, show historical trends of youth voters from at least 2000 to 2020.

Next, lead a class discussion in which students compare and contrast issues they hear political candidates talk about with the issues that they care about. Create a T-chart and make side-by-side lists of these issues. Next, write down issues that the students hear candidates talk about; on the other side, write down issues that students care about. Encourage a discussion about how much or how little these lists overlap and why that may be.

Discussion:

- What issues do you hear presidential (or state or local) candidates talk about the most?
- What issues do you care about the most?
- How much overlap is there between these sets of issues?
- What is a representative democracy? Why is it important to vote in representative democracies?

Homework Assignment: Have students read a [Q&A from the Pew Research Center](#) about a study about young people and political engagement and ask them to write a short summary of the study's main points. Ask students to cite evidence from the study to support their explanations.

Answers to “The Power of the Youth Vote” Questions (from Student Handout)

1. What was the actual percentage of eligible 18- to 24-year-olds that voted in the 2014 election? 8.2%

2. Who is the presenter? What is her occupation and where does she work/whom does she work for?

Dr. Mindy Romero is the founder and director of the Center for Inclusive Democracy (formerly known as the California Civic Engagement Project), University of Southern California. She is a researcher who focuses on political sociology.

3. What does the presenter say voting is about?

Dr. Romero argues that voting is about power. At [0:54](#) in the video, she says, “I’m going to talk to you about what voting really is. It’s about power. The power to affect real change on the issues that you care about.”

4. What movements does the presenter mention young people’s leadership and involvement in?

Dr. Romero mentions young people’s leadership and involvement in the Civil Rights Movement, the Anti-War Movement, the Environmental Movement, Occupy Wall Street, the fight for LGBTQ rights, Black Lives Matter and the fight against rising tuition costs. She also mentions the youth vote’s influence in electing Barack Obama, the first African-American president, in 2008, and in passing Proposition 30 in 2012 to provide educational funding for K-12 education and college students.

5. What can you do to make a change?

Starting at [13:50](#) in the video, Dr. Romero encourages young people to make sure they register to vote and to encourage their friends to register as well. She encourages young people to talk with their peers about the issues they care about and about the importance of voting. She encourages young people to vote in every election, not just in upcoming ones, and to urge their friends to vote, too. Lastly, she invites young people to “be a spark” and reach out to others to help them to be socially, politically and civically engaged members of their communities.

Lesson Two: Political Parties and the Electoral College

<p>History–Social Science Content Standards</p> <p>12.2 Students evaluate, take and defend positions concerning the scope and limits of citizens’ rights and obligations in a democratic society, looking at the relationships between them, and at how they are secured.</p> <p>4. Students work to understand the obligations of civic life, including voting, being informed on civic issues, volunteering, performing public service, and serving in the military or alternative service.</p> <p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <p>1. Students analyze the origin, development, and role of political parties, noting occasional periods when there was only one major party, or there were more than two major parties.</p> <p>2. Students discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.</p>	<p>Common Core State Standards</p> <p><u>SL.11-12.1</u> Students initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics, texts, and issues, building on each other’s ideas and expressing their own ideas clearly and persuasively.</p> <p>A. Students come to discussions prepared, having read and researched the material under study. They explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue, to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Students work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>C. Students propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issues; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Students respond thoughtfully to diverse perspectives; synthesize comments, claims, and offer evidence on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p>History–Social Science Framework Question(s)</p> <p>1. What are some of the key elements of representative democracy, and how did they develop over time?</p> <p>2. What impact do polls, political parties, and PACs have on elections?</p>	<p>Inquiry Question(s)</p> <p>1a. What are the political parties in California and what do their members believe?</p> <p>1b. Which party do I identify with?</p> <p>2. What is the purpose of the Electoral College?</p>

Prep Time: X-X minutes | Class Time: X-X minutes

Materials Needed: Computer(s); “Political Parties and the Electoral College” Student Handout; Glossary of Terms in Appendix 1; and Political Party Statements of Purpose in Appendix 2 (optional).

Words to Know: **general election, primary election, candidate, nonpartisan, ballot, Secretary of State, majority, direct democracy, elector, Electoral College, democracy**

Building Background: For the segment on Political Parties, show students this [political parties rap](#) to provide a brief history of political parties. Ask students to take notes on the names of at least three political parties

mentioned in the video as well as one thing that members of these parties believe. Next, ask students to share something about one of the parties mentioned in the video. For the segment on the Electoral College, show students this [video about the Electoral College](#) and discuss.

Political Parties

Have students read the “Party Preference” section of the Student Handout. Next, have students individually read the Statement of Purpose for each political party and underline or circle the ideas they agree with. Use additional class time to allow students to discuss their political leanings with their peers or to conduct online research in preparation for their group project and/or homework assignment (see below). When assigning the optional group project, allow students time to brainstorm and make a plan to work together.

Note: If students do not have internet access, distribute copies of the [Political Party Statements of Purpose](#) in Appendix 2.

Optional Group Project: If possible, create small virtual groups and randomly assign each group a California political party to create and give a short presentation on. The presentation should include information about the party’s creation, history, platform and well-known party members. Assign the homework after students have heard presentations on each of the political parties.

Homework Assignment: Ask students to conduct additional research on their own to learn more about political parties in California. Have students write a paragraph or page about which party they feel best represents their interests, citing evidence.

The Electoral College

Have students read the “Electoral College” section of the Student Handout. Ask students to think about whether or not they agree with the Electoral College system. Next, lead a discussion about what students think of the Electoral College’s indirect system of electing officials as compared to the practice of direct democracy (see questions below).

Discussion: The United States uses the Electoral College to elect the President but practices direct democracy to elect all other elected officials.

- What is the purpose of the Electoral College?
- Should the U.S. continue to use the Electoral College system?
- Is the Electoral College system fair?

Homework Assignment: Assign students to read the 2016 *Time* magazine article by A.R. Amar, “[The Troubling Reason the Electoral College Exists](#)” Possible addition: watch the PBS Video “[The Electoral College: Why Such a Big Debate?](#)” Have students write three paragraphs: one defending the Electoral College; one opposing the Electoral College; and one explaining which position they think is correct, citing evidence.

Lesson Three: How to Register to Vote in California

<p>History–Social Science Content Standards 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p>	<p>Common Core State Standards</p>
<p>History–Social Science Framework Question(s)</p>	<p>Inquiry Question(s) 1. How do I register to vote? 2. What are the different methods for casting a ballot?</p>

Prep Time: X-X minutes | Class Time: X-X minutes

Materials Needed: Computer(s); “How to Register to Vote in California” Student Handout; Glossary of Terms in Appendix 1; and paper voter registration forms (optional).

Words to Know: non-citizen, Secretary of State, ballot, Registrar of Voters, polling place, Vote-by-Mail ballot, mailing address

Building Background: Ask students how old someone must be to register to vote. Next, show students the “[Our Time is Now](#)” video from the California Secretary of State on pre-registering to vote.

Have students read the Student Handout. Show students the [California voter registration website](#) and explain how to complete each step of the registration process online. Students can also be shown how to use the [My Voter Status](#) lookup tool. Next, lead a discussion about voting preferences (see questions below).

Note: You may wish to take some time to familiarize yourself with the online resources listed in the activity in case students have questions about them.

Discussion: Registered voters can mail in a ballot, drop off a Vote-by-Mail ballot or vote in person using a voting machine at their local polling place on Election Day.

- What method do you plan to use to vote?
- What are your reasons for choosing this method of voting?

Optional Activity: As of January 1, 2017, California 16- and 17-year-olds who will not be 18 by the next election can pre-register to vote online or by using paper voter registration forms. Encourage students to register online at registertovote.ca.gov or provide paper registration forms (which you can request from the [local county registrar’s office](#)) for them to do so. You can make the paper forms available for students to fill out and submit the completed forms to the county registrar for them.

Lesson Four: How to Vote and What to Expect

<p>History–Social Science Content Standards 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured. 4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p>	<p>Common Core State Standards</p>
<p>History–Social Science Framework Question(s) How do people get elected? Who gets elected and who doesn't?</p>	<p>Inquiry Question(s) 1. What should I expect when I go to vote? 2. How can I be an informed voter?</p>

Prep Time: X-X minutes | Class Time: X-X minutes

Materials Needed: Computer(s); “How to Vote and What to Expect” Student Handout; “Voting Myth Busters” Student Handout; Glossary of Terms in Appendix 1; Voter Bill of Rights in Appendix 3 (optional); and sample ballot in Appendix 4.

Words to Know: **Secretary of State, primary election, general election, polling place, vote center, Vote-by-Mail ballot, provisional ballot, mailing address, contest, candidate, ballot measure, nonpartisan, Registrar of Voters**

Building Background: Show students the “[Voter Bill of Rights](#)” video or have students read the Voter Bill of Rights in Appendix 3. Use these resources to show students what they can expect on Election Day and to inform them of their rights as voters.

Have students read the Student Handout and answer the True/False questions on the Voting Myth Busters handout (see suggested answers below). Next, show students the sample ballot in Appendix 4 to give them an idea of what a ballot looks like. Explain that the ballot that corresponds to their class graduation year allows them to vote for school-wide candidates, such as the Student Body President, as well as candidates exclusive to their class level, and that electoral ballots work the same way, allowing citizens to vote for national or statewide candidates, such as the country’s President, as well as candidates for office in their city or county.

Discussion: Ask students’ opinions of the sample ballot and lead a discussion about name recognition and bias. For example, do students know all of the characters running for Student Body President? If they don’t know who a character is, how would this affect their decision if they were to cast a vote in the Disney High School student body elections? Or, take the contest for Student Body Treasurer – are students inclined to vote for one character over another? Why? What do they know about the two characters in this contest (Peter Pan and Captain Hook)?

Optional Activities

- Show students how the [Voter's Edge Nonpartisan Voter Guide](#) can be used to conduct research about candidates and state propositions. Allow students time to enter their information and examine the results of the 2020 election. Are there any propositions that passed or failed that surprised them?
- Explore whether students have concerns about voting. You may be able to address some of these concerns yourself by providing guidance or reassurance. Alternatively, the [Center for Inclusive Democracy](#) at USC will gladly respond to any student concerns on this topic. Contact Director Mindy Romero at msromero@usc.edu with any voting questions.

Answers to "Voting Myth Busters"

TRUE 1. If you are still waiting in line when the polls close, you can still vote.

The polls close at 8 p.m., however, they must remain open until the last person who is in line by closing time is able to cast a vote.

FALSE 2. If you don't vote on every candidate contest or ballot measure, your vote won't count.

Voting is not like taking a test. You will not be penalized for not voting on every issue.

FALSE 3. You can vote online or by text message.

Californians may only cast a ballot by submitting a Vote-by-Mail ballot or by going to their polling place and voting in person.

TRUE 4. You can get a new Vote-by-Mail ballot if you've made a mistake or lost your ballot.

You may request a new ballot if you have not already submitted one. You can request a new ballot by asking an elections official at a polling place for one, or by exchanging your Vote-by-Mail ballot for a new one at an elections office or polling place. You may also ask to use a provisional ballot if you do not have or have lost your Vote-by-Mail ballot.

FALSE 5. Registering to vote will make you more likely to be called for jury duty.

Registering to vote is not associated with jury duty and does not affect your likelihood of being called to serve as a juror.

TRUE 6. Provisional ballots are counted only after elections officials verify that you are registered to vote.

Provisional ballots are counted once elections officials confirm that you are registered to vote in that county and that you have not already cast a ballot.

TRUE 7. Your employer must give you time off work on Election Day if you need it to go cast your vote.

According to California state law, if your work schedule interferes with your right to vote, your employer must give you paid time off to allow you to cast your ballot.

Lesson Five: Recognizing Spin

<p>History–Social Science Content Standards 12.8 Students evaluate and take and defend positions on the influence of the media on American political life. 3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.</p>	<p>Common Core State Standards</p>
<p>History–Social Science Framework Question(s) Do media outlets provide enough relevant information about government and politics to allow citizens to vote and participate in a well-informed way?</p>	<p>Inquiry Question(s) 1. What is political spin? 2. How can I make well-informed voting decisions?</p>

Prep Time: X-X minutes | Class Time: X-X Minutes

Materials Needed: Computer “Recognizing Spin” Student Handout; and Glossary of Terms in Appendix 1.

Words to Know: spin, propaganda, credible, contest, candidate, pundit, nonpartisan

Building Background: Show students the seven-minute “[Sifting Through the Spin](#)” video from PBS. Before watching, read through the questions on the Student Handout, then have students write their answers as they watch. After watching, go through each question and ask students to share their answers with the class. Use the included answers as a reference.

Have students read the Student Handout. Next, lead a discussion about the difference between spin and unbiased, factual information.

Discussion: Illustrate the concept of spin by showing two videos to students, **one that is more factual, and one that includes more opinion**. Have students discuss the differences between the two. What is the difference between presenting information in a more neutral way versus putting a spin on it? Show some examples of political messages and ask students to rank them on the basis of how much spin they contain. Ask students to share some examples they have noticed of spin in news articles or on television.

Next, teach students the SOAPS-Tone strategy for analyzing a source. The acronym stands for Speaker/Source, Occasion, intended Audience, Purpose, Subject, and Tone. Have students write the letters “SOAPST” down the side of a piece of paper like an acrostic poem, with each letter signifying its respective term. Next, have students write an answer next to each letter; for example, if students were analyzing a president’s inaugural address, the Speaker/Source would be the president, the Occasion would be the inauguration of a new president, the intended audience would be U.S. citizens, etc. For more instructions, read [this explanation](#) from AP Central.

Homework Assignments

- Ask students to bring in examples of spin that they find in articles, flyers or videos. Ask them to explain in writing why they think each example is biased or misleading, using the SOAPS-Tone method.
- Assign students to watch a current or past political debate and ask them to respond in writing to the following prompts:
 1. Write three statements either candidate made that you think are examples of spin.
 2. Explain what you think is missing from or misleading about each statement.
 3. Rewrite each statement to make it as unbiased and factual as you can.
 4. Explain why you think the candidate delivered each message in the way that they did, rather than the way that you rewrote it.

Answers to “Sifting Through the Spin” Questions

1. What does media strategist Mary Matalin say about spin? What about CNN reporter Larry King?

At [2:16](#), Mary Matalin says spin is “presenting your position and your candidate in the most favorable light.” At [2:25](#), Larry King calls spin “one of the emphas[es] of politics” used to make candidates or policies “look good.”

2. What is political clout and why is it important?

Political clout is political influence or power. Political clout is important because, in theory, the more clout one has, the more attention one’s needs will receive.

3. What kind of questions can you ask to determine whether a source is reliable?

Teen correspondent Liz Clay asks some useful questions at [6:04](#): “Who is telling the story? Are you watching it on a network? Why are they showing it to you? Who pays for that?”

Lesson Six: Introduction to Using Geographic Information System (GIS) Maps

<p>History–Social Science Content Standards 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices. 6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.</p>	<p>Common Core State Standards</p>
<p>History–Social Science Framework Question(s)</p>	<p>Inquiry Question(s)</p> <ol style="list-style-type: none"> 1. What differences exist between local voter turnout and other areas of the state, and what might be causing these differences? 2. What is meant by a barrier to voting? What are some examples of such barriers? 3. How can we account for the wide variety of attitudes toward the electoral process? What factors encourage some people to exercise their right to vote, while others don't or can't?

Prep Time: X-X minutes | Class Time: X-X minutes

Materials Needed: “Introduction to Using Geographic Information System Maps” Student Handout; Glossary of Terms in Appendix 1; computer or Static Registered Voter Turnout GIS maps in Appendix 6; and the “How to Use and Read the GIS Maps” guide in Appendix 7.

Words to Know: **Geographic Information System (GIS), civic, civic engagement, turnout, general election, correlation**

Have students read the Student Handout. Next, explore the Center for Inclusive Democracy’s [interactive 2014 election maps](#) with students (a historically low voter turnout year for youth, age 18-24), following the prompts on the student handout (see below). These maps show voter turnout rates at the neighborhood precinct level. To start, show students a map of the area where their school is located. You can add some of the different overlays that show how health, education, economic and civic factors correlate with low voter turnout in certain areas. Next, compare local voter turnout and the factors that impact it, with similar information from another area of the state. If students have their own computers available, have them to conduct this research individually and then share and compare their findings with the class or their neighbors.

Note: Teachers may need to take about 30 minutes to familiarize themselves with the web page before presenting it to students. A guide on how to use and read the GIS maps is included in Appendix 7.

Note: There are updated static GIS maps as pdfs designed for this unit included in Appendix 6 and on the CID website: <https://cid.usc.edu/poweroftheyouthvote>. These pdf maps show youth registered voter turnout or overall registered voter turnout for Yolo County as a whole in the 2020 general election. More detailed maps offer a closer look (down to the neighborhood precinct level) at youth vs. total turnout for Woodland, Davis, Winters and West Sacramento. These maps can also help launch a discussion about why young people do not

vote as much as older people do in specific communities. Please note that the static registered voter turnout maps (unlike the interactive online ones) do not include multiple layers that illustrate educational, economic or health factors.

Activity

1. Make an estimate of what you think voter turnout was in your neighborhood in the 2014 election. Now, using the Regional Registered Voter Turnout Maps on the above website, select the “**General Election Turnout**” map and find the area where you live. What was the actual voter turnout in your neighborhood? Did this number surprise you? How did it compare to the turnout in other neighborhoods near where you live?
2. Using the “Youth Registered Turnout” map, compare the number of young voters who turned out for the 2020 general election in your region, to the number of voters who turned out from the 2014 general population in the same region. What difference do you see? What are three possible reasons you can think of for this difference?
3. (Optional – Online Only) Experiment with adding more layers to the maps using the “Visible Layers” button, and see if you notice a **correlation** between voter turnout, and educational, economic or health outcomes. What relationships do you notice between the level of voter turnout and the level of community well-being as measured by these factors? How might poor educational, economic or health outcomes create obstacles to voting for some people in your community?
4. If more young people voted, how might their votes impact your community?

Homework Assignment: Ask students to write a paper explaining why there are differences in voter turnout among different California regions. Have students explore three possible reasons why turnout rates in their local area differ from those in another area of their choice. Ask students to cite research or publications to support their reasoning. Encourage students to consider how and why different factors can impact the ability or motivation of people to participate in voting, both in their communities and in general.

Lesson Seven: How to Increase the Power of the Youth Vote

<p>History–Social Science Content Standards 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society. 1. Explain how civic society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices. 4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office).</p>	<p>Common Core State Standards</p>
<p>History–Social Science Framework Question(s) What does it mean to be a citizen? How can citizens improve a democracy?</p>	<p>Inquiry Question(s) How can young people most effectively promote change, and encourage civic engagement?</p>

Prep Time: X-X minutes | Class Time: X-X minutes

Materials Needed: “How to Increase the Power of the Youth Vote” Student Handout; Glossary of Terms in Appendix 1;; computer; and Local Elected Officials Contact Information in Appendix 5.

Words to Know: **elected official, Registrar of Voters, civic engagement**

Have students read the Student Handout. Next, lead a discussion asking students to brainstorm about how they can increase the power of the youth vote in their community, either working individually or in groups. Make a list of their ideas on a shared screen. Next, show students [Best Practices for Voter Outreach in High Schools](#) from the California Secretary of State’s website to help stimulate the discussion.

Discussion

- What ideas do you have about how to increase the power of the youth vote?
- What creative ways can you think of to motivate your peers to be active participants in our democracy?

Optional Assignments: Offer extra credit to students who complete a project that helps to close the voting participation gap among youth in California.

- Have students keep a journal of the types of activities they do related to promoting political engagement among young people. Have them include the dates and number of hours worked/volunteered, the preparation they carried out, and a description of what the work they completed. Ask students to answer the following questions:
 1. What are some positive and negative reactions that you heard from your peers?
 2. Do you think your approach was effective in promoting civic participation?
 3. How will this experience influence your own future civic work?
- Break students into small groups and have them share ideas about what they could do to promote youth civic engagement in their community. Have one person in each group write down the group's ideas. Instruct students to allow each person who shared an idea to say why they think that approach would be effective. Encourage students to practice being persuasive while also staying open to new ideas and taking part in a civil deliberation. Students can take a quick vote if necessary to reach consensus on the action their group will take. Allow student groups enough time to carry out their civic engagement plans. Next, have student groups create a presentation about their group's efforts to promote community and/or civic engagement. Ask groups to answer the following questions:
 1. What did you learn in your background research about the best ways to increase the power of young voices?
 2. What did your group do, and why did you choose that?
 3. What worked well, and what did not work so well?
 4. What would you do differently next time, or what advice would you give other people who want to increase the power young voices?

Lesson Eight: Sharing Your Perspective with Your Elected Officials

<p>History–Social Science Content Standards 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society. 2. Explain how civic society makes it possible for people, either individually or in association with others, to bring their influence to bear on government in ways other than by voting and elections.</p>	<p>Common Core State Standards</p>
<p>History–Social Science Framework Question(s) What does it mean to be a citizen? How can citizens improve a democracy?</p>	<p>Inquiry Question(s) 1. What is the difference between dialogue and debate? 2. How can young people reach out to elected officials to foster change?</p>

Prep Time: X-X minutes | Class Time: X-X minutes

Materials Needed: “Sharing Your Perspective with Your Elected Officials” Student Handout; Glossary of Terms in Appendix 1;; and the Local Elected Officials Contact Information in Appendix 5.

Words to Know: **ballot, advocate, Secretary of State, general election, elected official, constituent, underrepresentation, dialogue, deliberation, consensus, civic**

Phase 1: Dialogue (1-2 class periods)

Have students read the introduction and “Dialogue” section of the Student Handout. Next, lead a discussion about changes students would like to see in their communities (see questions below). Encourage students to keep an open mind and listen carefully to one another. Explain how a dialogue is different than a debate. Have students create some ground rules for the dialogue, such as being polite and refraining from personal attacks, and write them down so all students can see and reference them. Act as a neutral facilitator, and encourage each of the students to share their responses. Having students take turns speaking in a circle is one way to foster participation, especially if some students are shy about speaking up. Ask one or two students to record discussion ideas and to share them with everyone at the end (or do this yourself).

Once everyone has had a chance to share their ideas, ask if anyone wishes to briefly explain which idea they are most excited about and why. After everyone has had the opportunity to speak, see if there are ideas that can be combined. Finally, distribute the dot stickers and direct the students to place their dots next to the ideas they most support in a demonstration of “dotmocracy.” Give each student three round stickers, or “dots.” Have students place their dots next to the ideas they like best. Students can place all their dots next to one idea, or distribute them among multiple ideas. The 2-3 ideas that garner the most dots will become the topics for discussion with elected officials. For an online version, create an anonymous online survey so the students can

vote for their top three ideas, alternatively a non-anonymous option would be to put the options in a chat function where the students can “like” their top three choices.

Discussion: What changes would you like to see made in your community? For example, do you wish there were a skate park nearby? Are more crosswalks or stoplights needed to help students travel safely to and from your school? Should the lights on the basketball court be left on later at night? What other ideas do you have?

Phase 2: Researching and Contacting an Elected Official (Homework and/or 1-2 class periods)

Now that students know which ideas will be discussed, have students read the “Researching and Contacting an Elected Official” section of the Student Handout. Next, have students research which officials would be the most appropriate ones to contact about these ideas. Ask students to contact the officials’ offices to verify that these ideas are within their scope of work.

Note: Local elected officials listed in Appendix 5 have already expressed a willingness to participate, should their schedules allow. If none of the officials included in the list fit the needs of your classroom and chosen subject matter, try reaching out to other officials, as appropriate.

Invite one or more elected officials to virtually meet with your class. In addition to setting up a meeting, consider planning a networking event by arranging for a mix of elected officials, community leaders and students to virtually meet. This will offer students an opportunity to learn how to network and communicate with those in a position to cause change. It will also introduce students to a variety of leadership positions and roles in the community that they themselves may aspire to, or begin training for.

Phase 3: Preparing Your Message (1 or 2 class periods)

Once a list of officials has been verified, the students should prepare to host a meeting with them. Have students read the “Preparing Your Message” section of the Student Handout. Next, guide students as they craft their messages to the officials. When the class has its meeting objectives and talking points ready, allow students some time ahead of the actual meeting to practice their approach and presentations.

Encourage students to ask questions regarding their list of concerns, as well as general questions, such as:

- Why did you run for office?
- What are your top priorities as an elected official?
- How can young people most effectively create change in this community?
- What resources or opportunities are available to young people who want to become more engaged in improving their communities?
- How do you represent young people’s interests?

After meeting with the officials, have the class show its appreciation by writing the official(s) handwritten thank-you letters or, as appropriate, thanking them via social media (e.g. Facebook, Twitter, etc.).

About the Authors

This learning module was created by the Center for Inclusive Democracy (CID), a nonpartisan civic engagement research center at the USC Price School of Public Policy directed by Dr. Mindy Romero. The CID would like to thank Diana Dominguez, Edward Bonahue and Greg Keidan for their help writing the lesson plans. We would also like to acknowledge Maria Chairez, Stacey Greer, Thomas Adams and Los Angeles County Registrar-Recorder/County Clerk Dean Logan for providing their careful review and feedback.

This document was created for the Yolo County Youth Civic Initiative (YCYCI) to support its goal of increasing youth involvement in the civic process by creating, promoting and enhancing school and community efforts that build awareness and understanding.

YCYCI Partnering Members include Garth Lewis, M.A., County Superintendent of Schools and Deborah Bruns, Director, Curriculum and Instruction, Yolo County Office of Education; Jesse Salinas, Registrar of Voters and Katharine Campos, Program Manager, Yolo County Elections; Stacey Greer, M.A., Director, The History Project at UC Davis; Mindy Romero, Ph.D., Director, Center for Inclusive Democracy, University of Southern California; Kevin Magill, Ph.D., Assistant Professor of Secondary and Social Studies Education, Baylor University; and Thomas Adams, Ph.D., Board Trustee, Davis Joint Unified School District.



Appendix 1: Glossary of Terms

Advocate: To speak or write in favor of an idea or cause; to support or urge by argument; or to recommend something publicly. Someone who supports an idea or cause in this way is called an advocate.

Aspirations: Hopes and dreams of achieving or becoming something.

Ballot: The paper form you fill out to cast your vote.

Ballot Measure: Ballot measures are initiatives that are voted on by the public during elections. State and local governments routinely allow voters to propose and make decisions about adding, removing or changing laws, about how public funds should be spent and about changes to the state constitution. In California, voters routinely consider both local and statewide ballot measures. Statewide ballot measures are also known as ballot propositions or initiatives.

Barrier to Voting: An obstacle that prevents a person or group of people from voting or makes it difficult for them to vote.

Candidate: A person who runs for office in an election.

Civic: Of or relating to city or community affairs or to the activities of citizens in pursuit of a public good.

Civic Engagement: An effort by people to improve the quality of life in their communities.

Consensus: General or unanimous agreement about an idea or course of action.

Constituent(s): A person or group of people represented by an elected official.

Contest: A competition between candidates for an elected position. The term is often used interchangeably with “race.”

Correlation: A number or measurement that shows the relationship between two variables and how these variables relate to each other; a way of describing the connection or interdependence between two phenomena.

Credible: A source or candidate is credible or has credibility if they are deemed believable, trustworthy or worthy of confidence by others.

Deliberate: To have a conversation in which a group of people examine options and trade-offs and carefully consider a course of action.

Dialogue: A process in which a group of people discuss their perspectives and experiences with the goal of learning from each other. Unlike a debate, a dialogue involves presenting different ideas and arguments rather than winning an argument. Dialogue may help dispel stereotypes, build trust and enable people to be open to new and different perspectives.

Direct Democracy: A voting process in which each vote is counted toward the popular vote, and the nominee who wins the majority of all votes wins the election. A direct democracy is also a specific type of democratic nation-state.

Democracy: A system of representative government created by and for the people in which political decisions are made by the majority of the people or their elected representatives, which is characterized by periodically-held free and fair elections.

Elected Official: An individual who has won an election and holds a position in government as the result of this contest.

Elector: A member of the Electoral College.

Electorate: The group of people eligible to vote in an election, or, depending on the context, the group of people who voted in an election.

Eligible Voter: An eligible voter is someone who is eligible to vote.

Empower: To give someone the strength, power or authority to do something; to provide someone encouragement, knowledge or support in order to achieve a goal.

General Election: A regularly scheduled local, state or national election in which voters elect public officials.

Geographic Information System (GIS): GIS is a computer system designed to capture, store, manage and display data related to spatial locations on Earth's surface. GIS allows many different kinds of data to be displayed on one map, making it easier to visualize, analyze and understand patterns and relationships.

Mailing Address: The address where you choose to receive mail. When you register to vote, you have the option to list a home address and a separate mailing address. If you decide to attend college, study abroad or join the military, you may keep your home address as the location that determines which local contests and ballot issues you vote on.

Majority: More than 50% of a group.

Non-citizen: A non-citizen is a person who is not a legally recognized member of a specific nation-state, does not owe allegiance to the nation-state in which they currently reside, and therefore may not benefit from the same rights granted to citizens of that nation-state. A non-citizen may be either a legal or undocumented resident of a nation-state, depending on whether they are in possession of the required legal permissions such as a visa or residency permit.

Nonpartisan: Politically neutral; not affiliated with any political party.

Overrepresentation: The act of being represented in numbers that are too large compared to the actual size of the group in question. Voters who are overrepresented are more visible and powerful than their actual numbers would predict. Overrepresented groups have disproportionately strong clout compared to underrepresented groups.

Polling Place: An assigned place located close to where a voter lives where they can cast a vote in person or drop off their Vote-by-Mail ballot. Beginning in 2018, some California counties will replace existing polling places with vote centers, which will be larger and have different regulations.

Primary Election: An election conducted to select which candidates will run for each party in the general election.

Propaganda: Widely-spread information, ideas or rumors produced for the purpose of persuading an audience of a particular political or ideological view. Propaganda is usually considered a negative force in modern politics, as it discourages critical thinking and reasoned debate. However, it is widely used by political parties and movements of all leanings.

Provisional Ballot: A ballot that is placed in a special envelope before being dropped into the ballot box.

Pundit: An expert in a particular field who shares his/her opinions or expertise with the public, usually in the media.

Race: A political race is a competition between candidates for an elected position. The term is often used interchangeably with “contest.”

Registrar of Voters: A registrar is someone who officially records information and oversees a process of admission or selection. A Registrar of Voters is an office that oversees voting. Each county has a Registrar of Voters responsible for registering voters and holding elections in that county.

Representative Democracy: A political system in which officials are: elected through fair and free elections; responsive to the demands of their constituents; and respect the laws, institutions, and founding principles of their society. In representative democracies, citizens elect officials to act on their behalf, usually by electing a congress or senate. This is as opposed to direct democracies (which are rare), where citizens engage directly in lawmaking without acting through elected officials or representatives.

Secretary of State: The California Secretary of State is a statewide-elected official that serves as the Chief Elections Officer for the state. To put it simply, he is the Registrar of Voters for the entire state of California. The California Secretary of State is also responsible for the electronic filing and Internet disclosure of campaign and lobbyist financial information and maintaining business filings, among other duties.

Spin: The act of presenting information in a deliberately biased way with the hope of achieving a political goal; carefully and strategically shaping a narrative to persuade people to believe in an idea or cause.

Turnout: The amount of people who attend or participate in an event; for example, voter turnout refers to the amount of voters who participated in an election.

Underrepresentation: The act of being inadequately represented, or being represented in numbers that are too small compared to the actual size of the group in question. Voters who are underrepresented are not as visible or powerful as they could be, given their actual numbers. Underrepresented groups have disproportionately small clout compared to overrepresented groups.

Undocumented: Someone who is called “undocumented” lacks the legal documents required to reside, work or travel in a particular place, and who thus risks sanction or deportation. An undocumented immigrant is a person

who doesn't have the legal documents needed to lawfully remain in the country. The term "undocumented" is preferred and considered more politically correct than the term "illegal [immigrant]."

Vote-by-Mail Ballot: A ballot that allows voters to vote on their own time outside of their polling place and then mail their ballot in or drop it off at a polling place. This kind of ballot is sometimes referred to as an absentee ballot.

Vote Center: A public place where people can go to vote in public elections. In 2018, some California counties will establish new vote centers to replace existing polling places. Vote centers will offer voters new options, such as the ability to vote on any days in the 10 days leading up to Election Day. At polling places, voters can only vote on the Election Day.

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Appendix 2: Political Party Statements of Purpose

American Independent Party of California

The American Independent Party is the party of ordered liberty in a nation under God. We believe in strict adherence to written law. We believe the Constitution is the contract America has with itself. Its willful distortion has led to the violation of our Tenth Amendment guaranteed right to limited government—which inevitably requires oppressive taxation. Its faithful application will lift that burden.

Freed from the lawless oppression of Progressive rule, we may then compassionately and justly use our energy and ingenuity to provide for ourselves and our families. We will then establish truly free and responsible enterprise and reassert the basic human right to property.

We believe in protecting all human life however weak, defenseless, or disheartened; endorse the family as the essential bulwark of liberty, compassion, responsibility, and industry; and declare the family's right and responsibility to nurture, discipline, and educate their children.

We assert the absolute, concurrent Second Amendment guaranteed individual right to self defense coupled with a strong common defense, a common defense which requires a national sovereignty not damaged by imprudent treaties. We oppose all illegal immigration.

We support secure borders and immigration policies inviting the best of the world to join us in freedom.

Phone: (707) 359-4884

Website: www.aipca.org

Democratic Party

California Democrats are committed to working for the future Californians deserve, while resisting Washington, D.C.'s assault on progress.

We believe that every person should have a job that lets them provide for themselves and their family, live in safe and affordable housing, and have comprehensive, universal, exceptional healthcare.

We believe in the Labor Movement and collective bargaining rights for workers, and we want to expand education and childcare opportunities for California's children.

Democrats believe California must lead the fight against the existential threat of Climate Change, and that our Coast must be 100% off-limits to oil drilling. We believe everyone has the right to breathe clean air, drink clean water and enjoy pristine natural spaces.

We believe in an inclusive society for all. We strongly support legal protections for Dreamers, and for immigration reform that honors our history as a nation of immigrants. We believe no person should ever be subjected to bullying, harassment, assault or discrimination because of race, gender or gender identity, sexual orientation, physical disability, economic status or religion.

California Democrats believe in compassion, fiscal responsibility, progress and inclusion. We invite you to join our effort to build the future California deserves.

Phone: (916) 442-5707

Website: www.cadem.org

Green Party

People vote Green because Greens support viable solutions to our greatest challenges from inequality to climate change. Greens' actions can match their values because Greens refuse corporate contributions. In California, over 70 Greens hold elected office.

Voting Green means:

ECONOMIC FAIRNESS

- Living wages, green jobs, workers' rights, affordable housing, food security and improved Medicare for all
- Public banks to invest in California, not Wall Street
- Tuition-free higher education
- Reforming Proposition 13 to close corporate loopholes and restore schools and public services
- Taxing the super-rich

ACTION ON THE CLIMATE CRISIS

- Going 100% renewable through publicly-owned clean energy and efficiency programs
- Switching from fossil fuels to clean electric-powered public transportation
- Restoring groundwater and watersheds
- Reforestation, restorative agriculture

HUMAN RIGHTS

- Ending oppression based on race, gender, sexual orientation, disability or economic status
- Defending immigrants from dangerous raids and deportations
- Black Lives Matter, police accountability
- Gun control/safety
- Abolishing the death penalty, ending private prisons, reducing prison populations

ELECTORAL REFORM

- Eliminating corporate money through publicly-financed elections
- Proportional representation, ranked choice voting
- Overturning the Top Two primary

VISION

- Greens early leadership led to recent successes including cannabis legalization and closing California's last nuclear power plant.

Register Green. Vote Green.
Phone: (916) 448-3437
Website: www.cagreens.org

Libertarian Party

Libertarians stand for something: Respect and Freedom.

Respect for each individual's life and liberty, without government coercion or force. We strive to reduce the use of force, thus increasing happiness, harmony, and prosperity for all.

We believe that the most peaceful, prosperous, socially fair, and tolerant society is one that solves its problems without government force. We believe that social woes like inaccessible healthcare, inadequate social justice, inadequate housing, economic instability, and racial disparity are caused and perpetuated by officials who would rather increase their power instead of solving problems.

We believe in freedom. For 46 years, the Libertarian Party has been at the forefront of advocating once radical issues like marijuana legalization, marriage equity, school choice, gun rights, transportation competition, and ending mandatory minimum sentences and asset forfeiture laws. We oppose foreign wars and want to bring our troops home from overseas.

We want to stop giving money and power to the same people who have caused the problems we face today.

It's time for a big change. If you are tired of throwing away your vote, send a message—Vote Libertarian!

Phone: (916) 446-1776
Website: <http://ca.lp.org>

Peace and Freedom Party

The Peace and Freedom Party is a working-class party in a country run by and for the wealthy and their corporations. We should not have to sacrifice our health, our livelihoods, and our planet for our bosses' profits. We can tax the rich, whose wealth is created by workers, to pay for society's needs.

We favor:

Social justice & equality:

- Free universal health care for all
- Decent jobs and labor rights for all
- Free education for everyone, preschool through university
- Ending all discrimination
- Comprehensive services for disabled people
- Marriage equality
- Full rights for immigrants

Justice reform:

- Abolishing the death penalty
- Stopping police abuse and prison torture

Peace:

- Bringing the troops home now
- Ending drone attacks

Environment:

- Reversing climate change
- Restoring and protecting the environment

Legislative:

- Repealing California's "top two" election law, restoring voters' choices in the general elections
- Establishing a State Bank

While capitalism puts the wealthy first we will continue to suffer war, police brutality, low wages, unsafe workplaces, and pollution. We advocate socialism, the ownership and democratic control of the economy by working people. By joining together to take back our industries and natural resources, we can make progress for the common good.

Register Peace and Freedom Party!

Phone: (510) 465-9414

Website: www.peaceandfreedom.org

Republican Party

The California Republican Party is committed to making California affordable for everyone, not just the rich. Decades of over-taxing, insufficient housing development and an underwhelming economy have made the California Dream just that - a dream. We listen to all Californians to help make the dream a reality.

The high cost of living is harming Californians' ability to provide the most basic necessities for their families. This is made worse by the unfair and unnecessary gas tax. We want to make California the land of opportunity again, with good-paying jobs, affordable homeownership and safe communities.

Californians have the right to feel safe. While most criminals deserve a shot at redemption, they should not be given the leniency they did not give their victims.

We believe every child deserves a world-class education provided by well-paid, effective teachers, and we strongly oppose anything that weakens Prop 13.

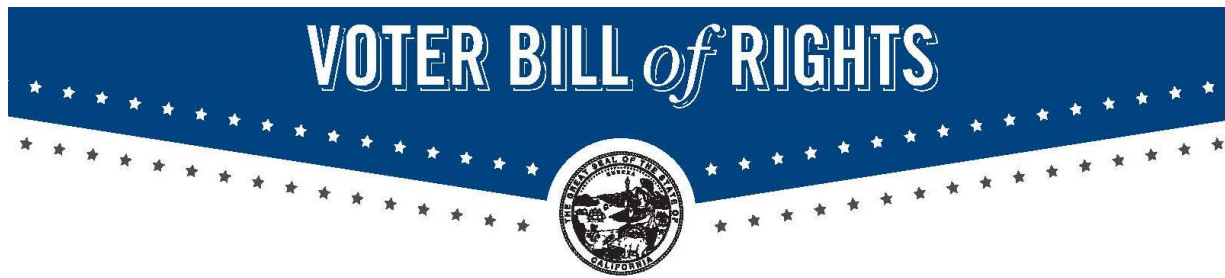
We want a future where hard work leads to better jobs and pay, without the government and powerful special interests determining winners and losers.

Our doors are open to you and we hope you will make the decision today to protect, improve, and build California by joining the California Republican Party. Visit us at www.cagop.org to learn more.

Phone: (916) 448-9496
Website: www.cagop.org

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Appendix 3: Voter Bill of Rights for California



YOU HAVE THE FOLLOWING RIGHTS



1. **The right to vote if you are a registered voter.** You are eligible to vote if you are:

- ★ a U.S. citizen living in California
- ★ registered where you currently live
- ★ at least 18 years old
- ★ not in prison or on parole for a felony

2. **The right to vote if you are a registered voter even if your name is not on the list.**

You will vote using a provisional ballot. Your vote will be counted if elections officials determine that you are eligible to vote.

3. **The right to vote if you are still in line when the polls close.**

4. **The right to cast a secret ballot** without anyone bothering you or telling you how to vote.

5. **The right to get a new ballot if you have made a mistake**, if you have not already cast your ballot. You can:

Ask an elections official at a polling place for a new ballot; or
Exchange your vote-by-mail ballot for a new one at an elections office, or at your polling place; or
Vote using a provisional ballot, if you do not have your original vote-by-mail ballot.

6. **The right to get help casting your ballot** from anyone you choose, except from your employer or union representative.

7. **The right to drop off your completed vote-by-mail ballot at any polling place** in the county where you are registered to vote.

8. **The right to get election materials in a language other than English** if enough people in your voting precinct speak that language.


9. **The right to ask questions to elections officials about election procedures** and watch the election process. If the person you ask cannot answer your questions, they must send you to the right person for an answer. If you are disruptive, they can stop answering you.

10. **The right to report any illegal or fraudulent election activity** to an elections official or the Secretary of State's office.

SPECIAL NOTICE

- Polls are open from 7:00 a.m. to 8:00 p.m. on the day indicated in the posted county Voter Information Guide.
- Specific instructions on how to vote, including how to cast a provisional ballot, can be obtained from a poll worker or by reading the information mailed to you by your local elections official.
- If you are a newly registered voter, you may be asked to provide appropriate identification or other documentation according to federal law. But please note that every individual has the right to cast a provisional ballot even if he or she does not provide the documentation.
- It is against the law to represent yourself as being eligible to vote unless you meet all of the requirements to vote under federal and state law.
- It is against the law to tamper with voting equipment.


If you believe you have been denied any of these rights, call the Secretary of State's confidential toll-free Voter Hotline at (800) 345-VOTE (8683).

 On the web at www.sos.ca.gov

 By phone at **(800) 345-VOTE (8683)**

 By email at elections@sos.ca.gov

Appendix 4: Sample Ballot

<p>Student Ballot Student Body Election 2017 Disney High School August 15, 2017</p>		
		Class of <i>2018</i>
<p>Instructions</p> <p>How to vote</p>  <p>Use a dark blue or black ink pen to completely fill in the box to the left of your choice.</p> <p>Vote for one in each race. If you vote for more than one, no votes will be counted for that race.</p>	<p>High School ASB</p> <p>President Vote for One</p> <p><input type="checkbox"/> Mickey Mouse</p> <p><input type="checkbox"/> Minnie Mouse</p> <p><input type="checkbox"/> Princess Eilonwy</p>	<p>Class of 2018</p> <p>President Vote for One</p> <p><input type="checkbox"/> Snow White</p> <p><input type="checkbox"/> Prince Charming</p>
	<p>Vice-President Vote for One</p> <p><input type="checkbox"/> Goofy</p> <p><input type="checkbox"/> Donald Duck</p> <p><input type="checkbox"/> Pluto</p> <p><input type="checkbox"/> Bambi</p>	<p>Vice-President Vote for One</p> <p><input type="checkbox"/> Fairy Godmother</p> <p><input type="checkbox"/> Lady Tremaine</p> <p><input type="checkbox"/> Pocahontas</p>
	<p>Secretary Vote for One</p> <p><input type="checkbox"/> Tinker Bell</p> <p><input type="checkbox"/> Wendy</p>	<p>Secretary Vote for One</p> <p><input type="checkbox"/> John Smith</p> <p><input type="checkbox"/> Queen Elinor</p> <p><input type="checkbox"/> Prince Eric</p>
	<p>Treasurer Vote for One</p> <p><input type="checkbox"/> Peter Pan</p> <p><input type="checkbox"/> Captain Hook</p>	<p>Treasurer Vote for One</p> <p><input type="checkbox"/> Rapunzel</p> <p><input type="checkbox"/> Robin Hood</p>

10000030100056

200000003192

1893031146

Student Ballot
Student Body Election 2017
Disney High School
August 15, 2017

Class of 2019

Instructions

How to vote



Use a dark blue or black ink pen to completely fill in the box to the left of your choice.

Vote for one in each race.
If you vote for more than one, no votes will be counted for that race.

High School ASB

President
Vote for One

- Mickey Mouse
- Minnie Mouse
- Princess Eilonwy

Vice-President
Vote for One

- Goofy
- Donald Duck
- Pluto
- Bambi

Secretary
Vote for One

- Tinker Bell
- Wendy

Treasurer
Vote for One

- Peter Pan
- Captain Hook

Class of 2019

President
Vote for One

- Winnie the Pooh
- Mulan

Vice-President
Vote for One

- Mushu
- Shan Yu

Secretary
Vote for One

- Mrs. Potts
- Dumbo

Treasurer
Vote for One

- Aladdin
- Timothy Q Mouse

10000020100035

100000002130

1893031146

Student Ballot
Student Body Election 2017
Disney High School
August 15, 2017

Class of 2020

Instructions

How to vote



Use a dark blue or black ink pen to completely fill in the box to the left of your choice.

Vote for one in each race.
If you vote for more than one, no votes will be counted for that race.

High School ASB

President
Vote for One

- Mickey Mouse
- Minnie Mouse
- Princess Eilonwy

Vice-President
Vote for One

- Goofy
- Donald Duck
- Pluto
- Bambi

Secretary
Vote for One

- Tinker Bell
- Wendy

Treasurer
Vote for One

- Peter Pan
- Captain Hook

Class of 2020

President
Vote for One

- Jafar
- Genie

Vice-President
Vote for One

- Hercules
- Hades
- Esmeralda

Secretary
Vote for One

- Quasimodo
- Lilo

Treasurer
Vote for One

- Ariel
- Ursula
- Tarzan

10000010100014

00000001102

1893031146

Appendix 5: Local Elected Officials' Contact Information

City of Davis

Gloria Partida – Mayor

Term Ends: 2022

Phone: (530) 757-5602

Email: gpartida@cityofdavis.org

Lucas Frerichs – Vice Mayor

Term Ends: 2024

Phone: (530) 757-5602

Email: lucASF@cityofdavis.org

Will Arnold – City Council Member

Term Ends: 2024

Phone: (530) 757-5602

Email: warnold@cityofdavis.org

Dan Carson – City Council Member

Term Ends: 2022

Phone: (530) 757-5602

Email: dcarson@cityofdavis.org

Josh Chapman – City Council Member

Term Ends: 2024

Phone: (530) 757-5602

Email: jchapman@cityofdavis.org

City of West Sacramento

Martha Guerrero – Mayor

Term Ends: 2022

Phone: (916) 617-4500

Email: mguerrero@cityofwestsacramento.org

Quirina Orozco – City Council Member

Term Ends: 2024

Phone: (916) 617-4500

Email: quirinao@cityofwestsacramento.org

Norma Alcala – City Council Member

Term Ends: 2024

Phone: (916) 617-4500

Email: nalcala@cityofwestsacramento.org

Chris Ledesma – City Council Member

Term Ends: 2022

Phone: (916) 617-4500

Email: chrisl@cityofwestsacramento.org

City of Winters

Wade Cowan – Mayor

Term Ends: 2024

Phone: (707) 249-4323

Email: wade.cowan@cityofwinters.org

Bill Biasi – Mayor Pro Tempore

Term Ends: 2024

Phone: (530) 400-9484

Email: bill.biasi@cityofwinters.org

Jesse Loren – City Council Member

Term Ends: 2024

Phone: (530) 554-8087

Email: jesse.loren@cityofwinters.org

Harold Anderson – City Council Member

Term Ends: 2022

Phone: (530) 795-3351

Email: Harold.anderson@cityofwinters.org

Pierre Neu – City Council Member

Term Ends: 2022

Phone: (530) 795-0606

Email: pierre.neu@cityofwinters.org

City of Woodland

Tom Stallard – Mayor

Term Ends: 2024

Phone: (530) 661-5800

Email: tom.stallard@cityofwoodland.org

Mayra Vega – Mayor Pro Tempore

Term Ends: 2024

Phone: (530) 661-5800

Email: mayra.vega@cityofwoodland.org

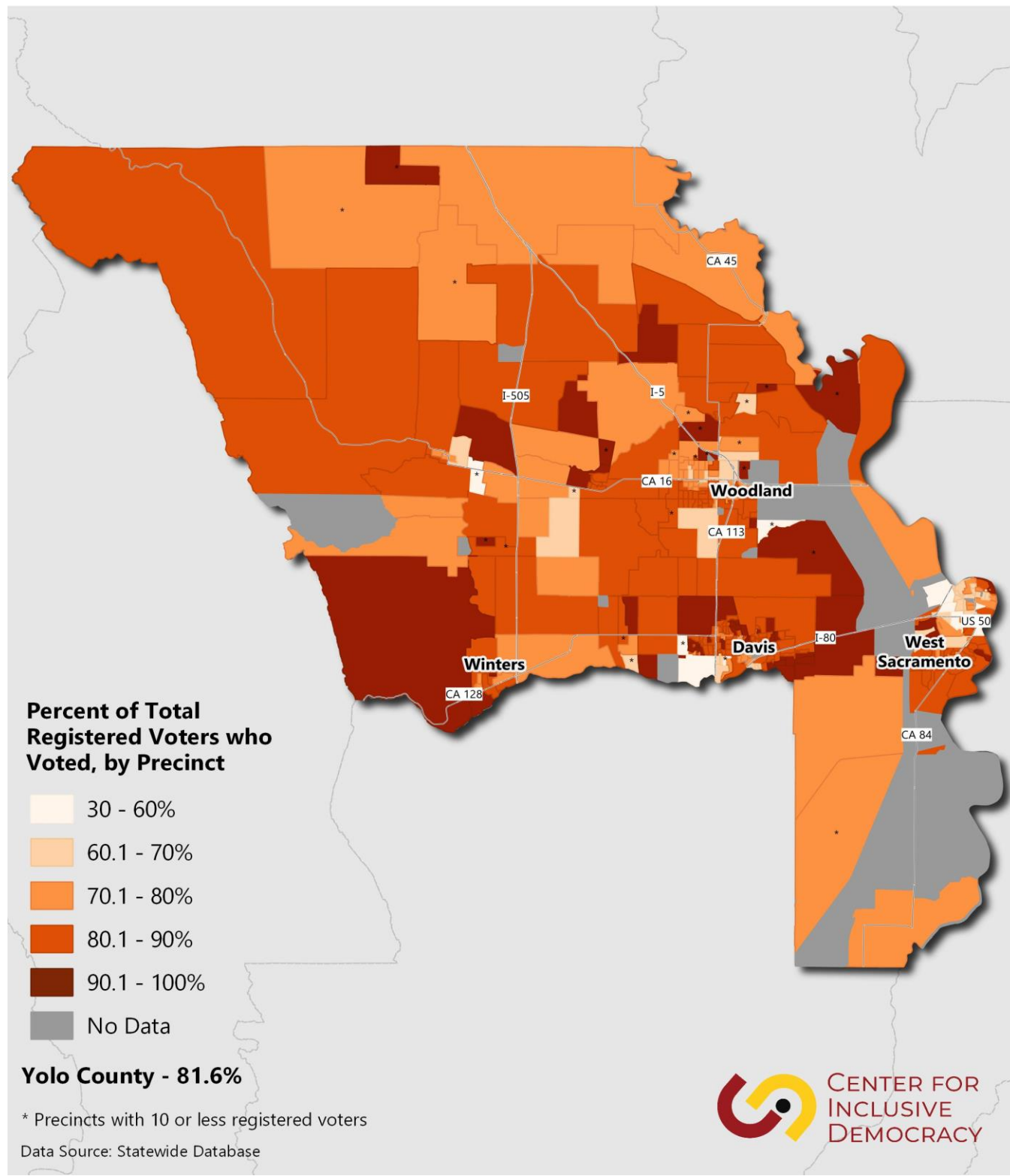
Rich Lansburgh – City Council Member
Term Ends: 2022
Phone: (530) 661-5800
Email: rich.lansburgh@cityofwoodland.org

Rania Garcia-Cadena – City Council Member
Term Ends: 2022
Phone: (530) 661-5800
Email: tania.garciacadena@cityofwoodland.org

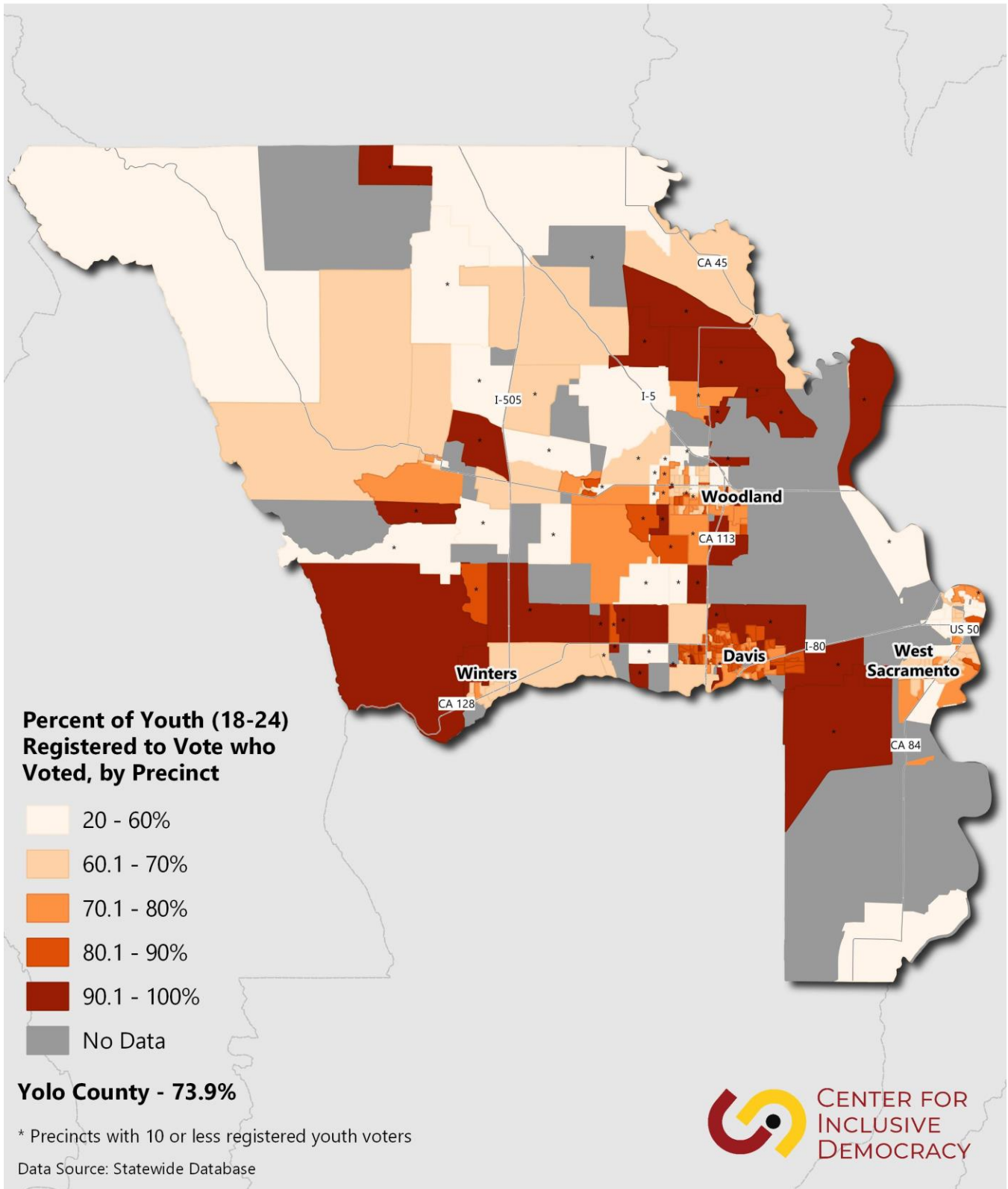
Victoria Fernandez – City Council Member
Term Ends: 2024
Phone: (530) 661-5800
Email: victoria.fernandez@cityofwoodland.org

Appendix 6: Static Registered Voter Turnout GIS Maps

Total Registered Voter Turnout - Yolo County General Election 2020

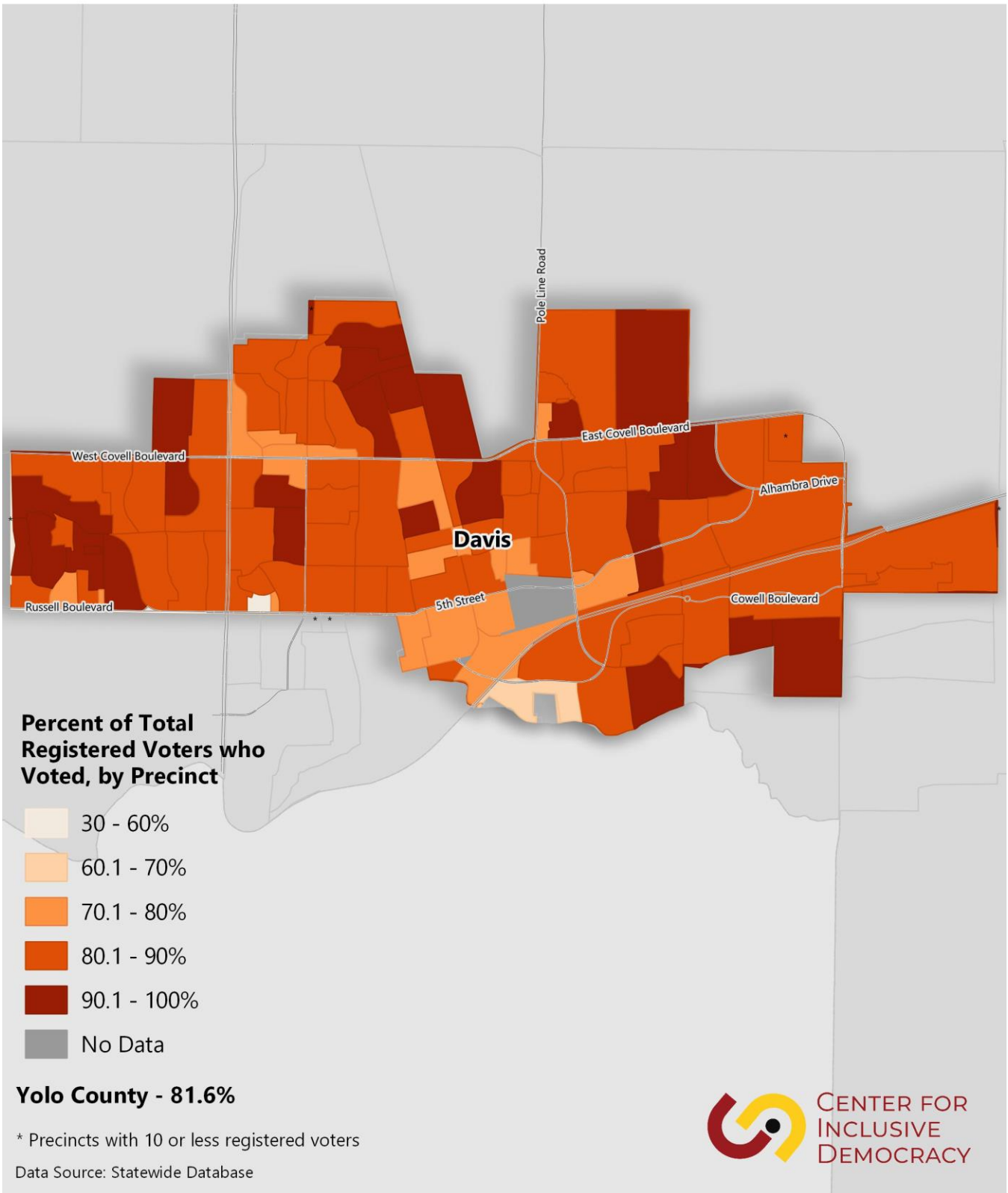


Youth Registered Voter Turnout - Yolo County General Election 2020



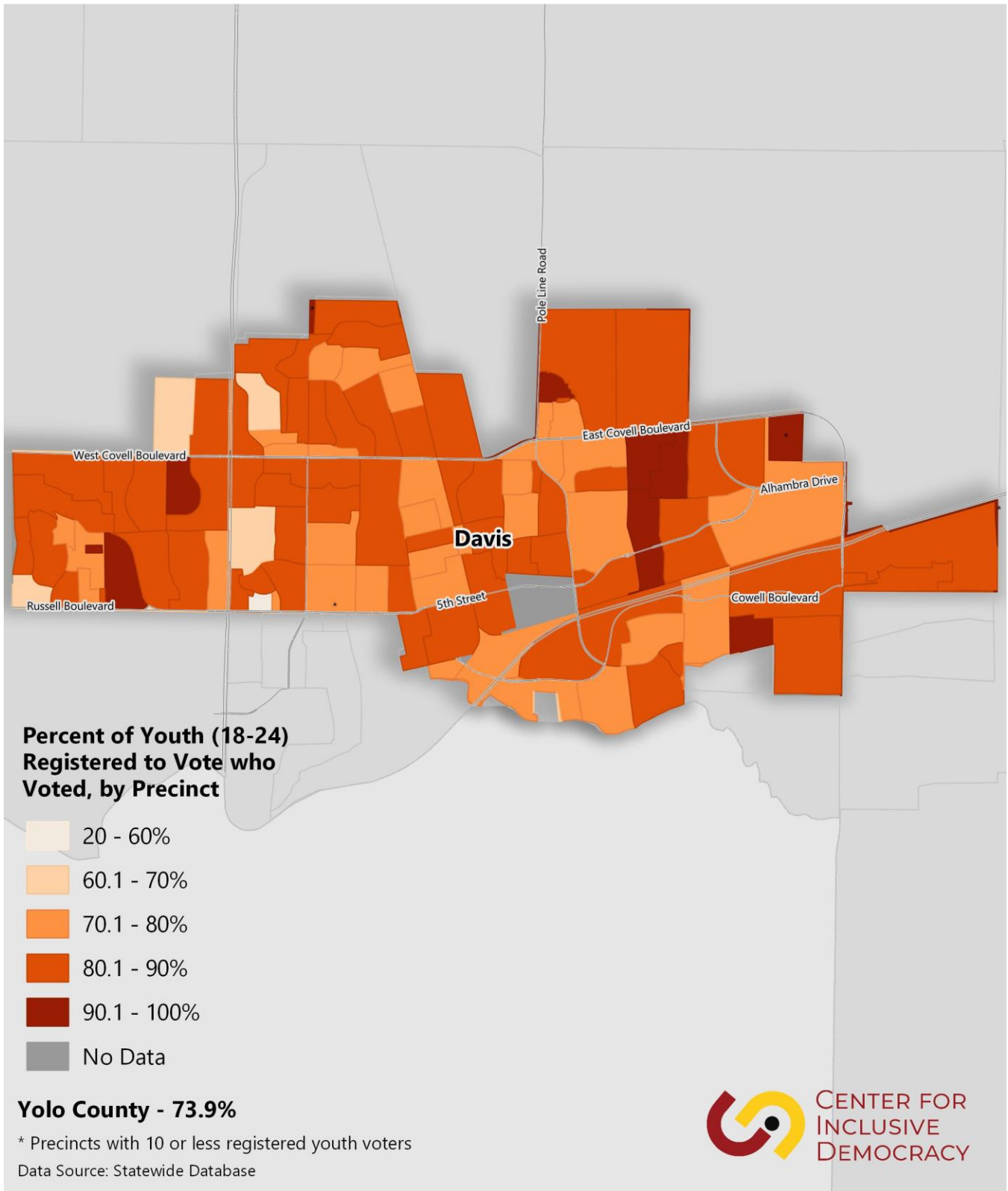
Total Registered Voter Turnout - Davis

General Election 2020

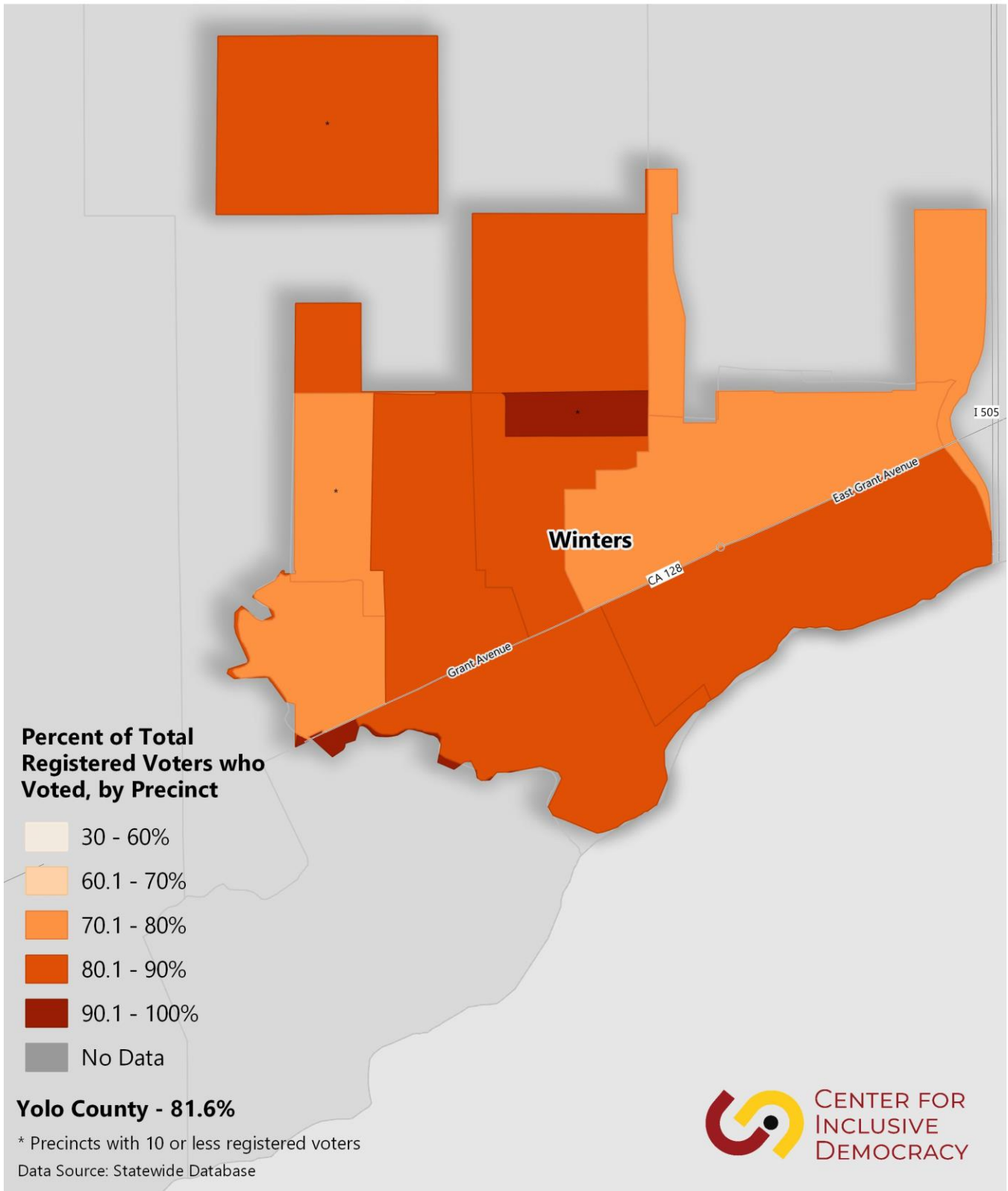


Youth Registered Voter Turnout - Davis

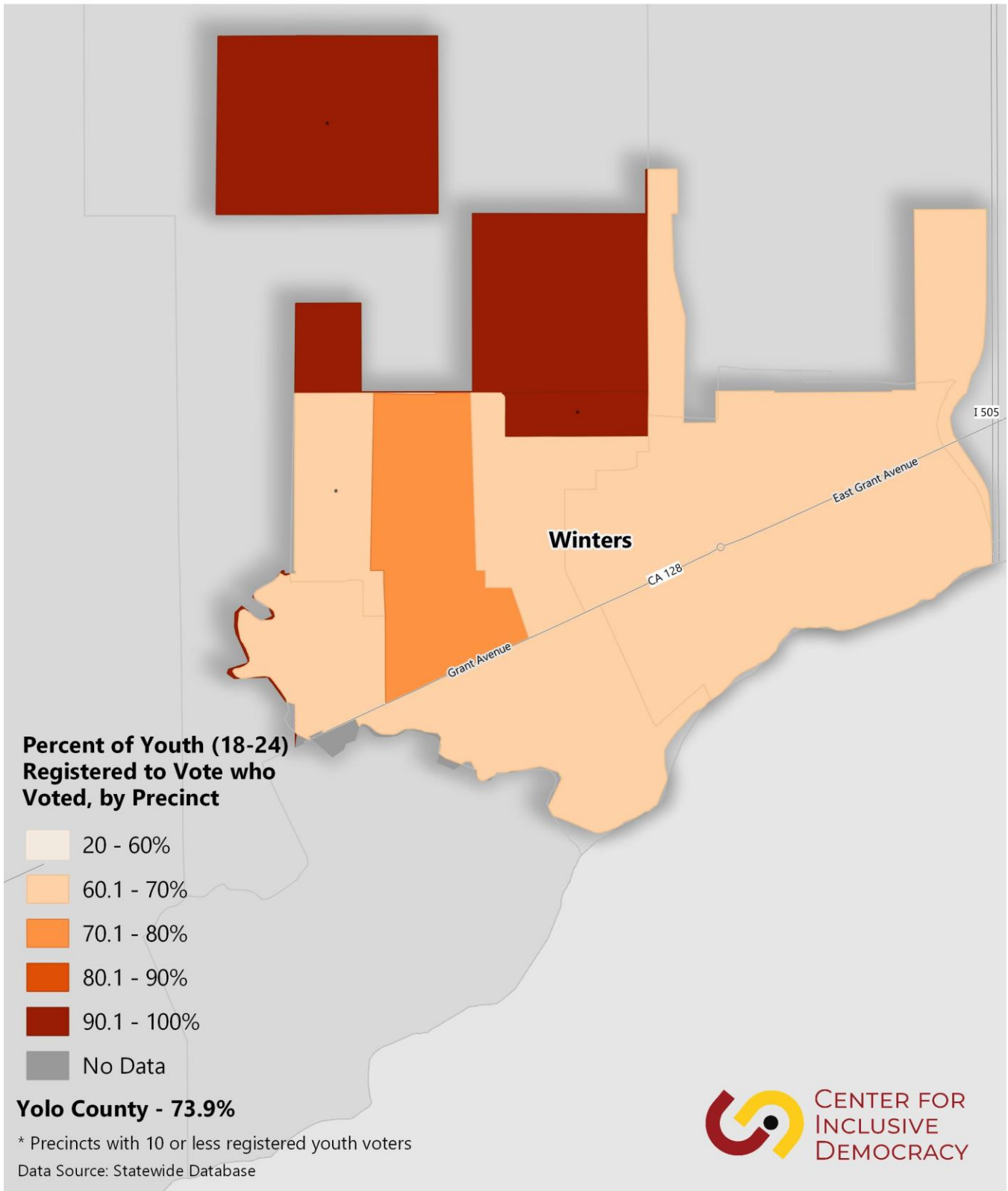
General Election 2020



Total Registered Voter Turnout - Winters General Election 2020

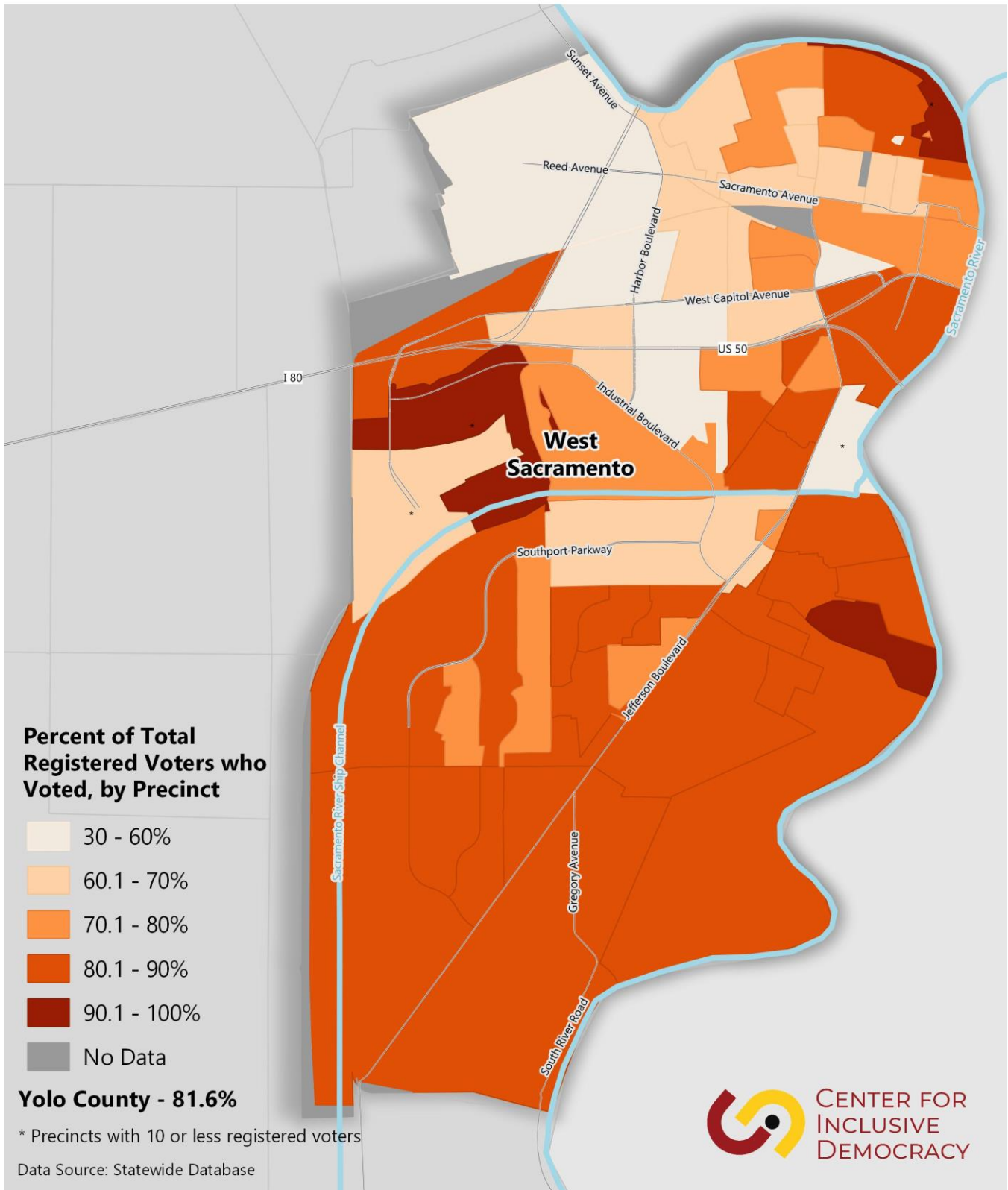


Youth Registered Voter Turnout - Winters General Election 2020



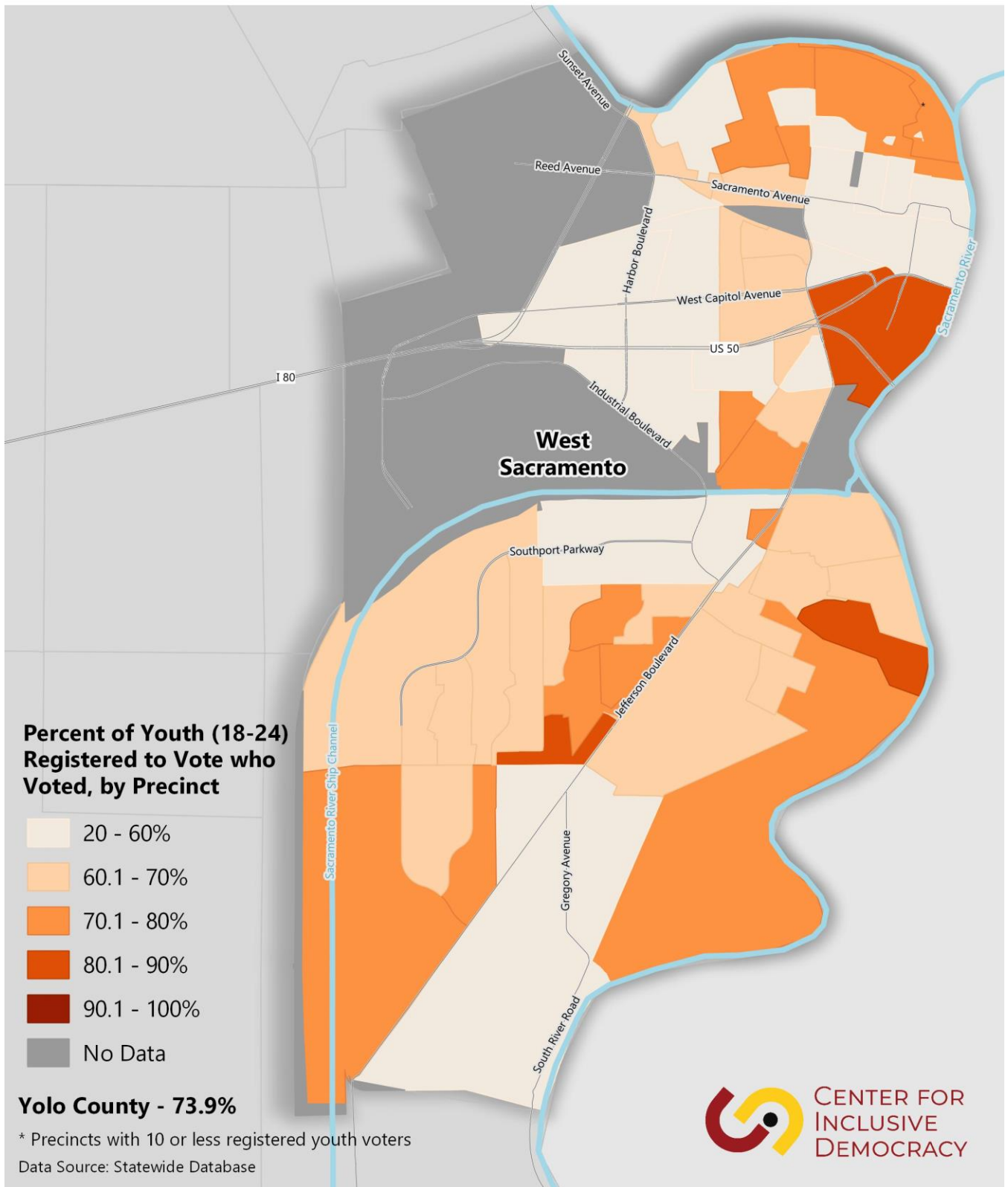
Total Registered Voter Turnout - West Sacramento

General Election 2020

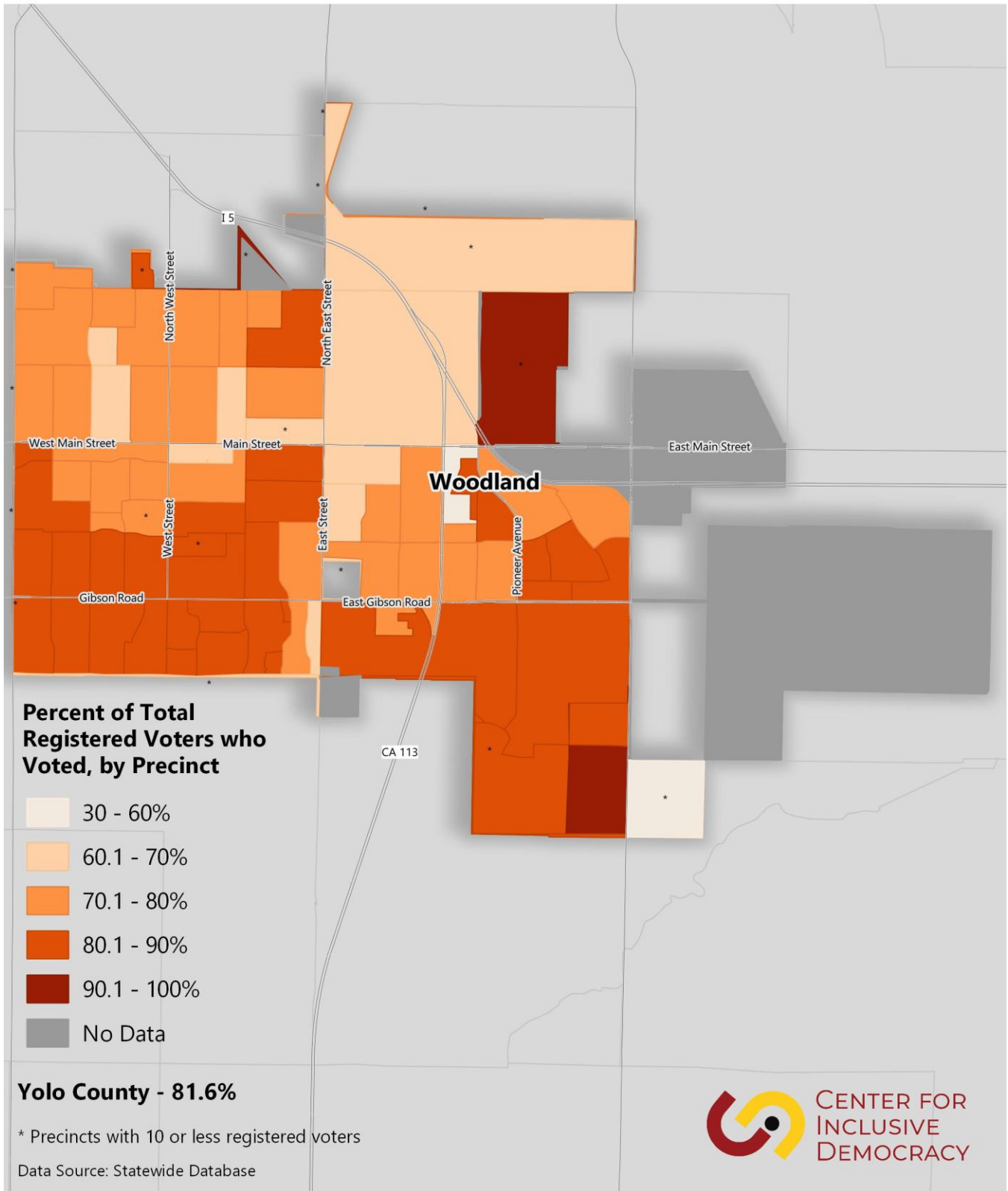


Youth Registered Voter Turnout - West Sacramento

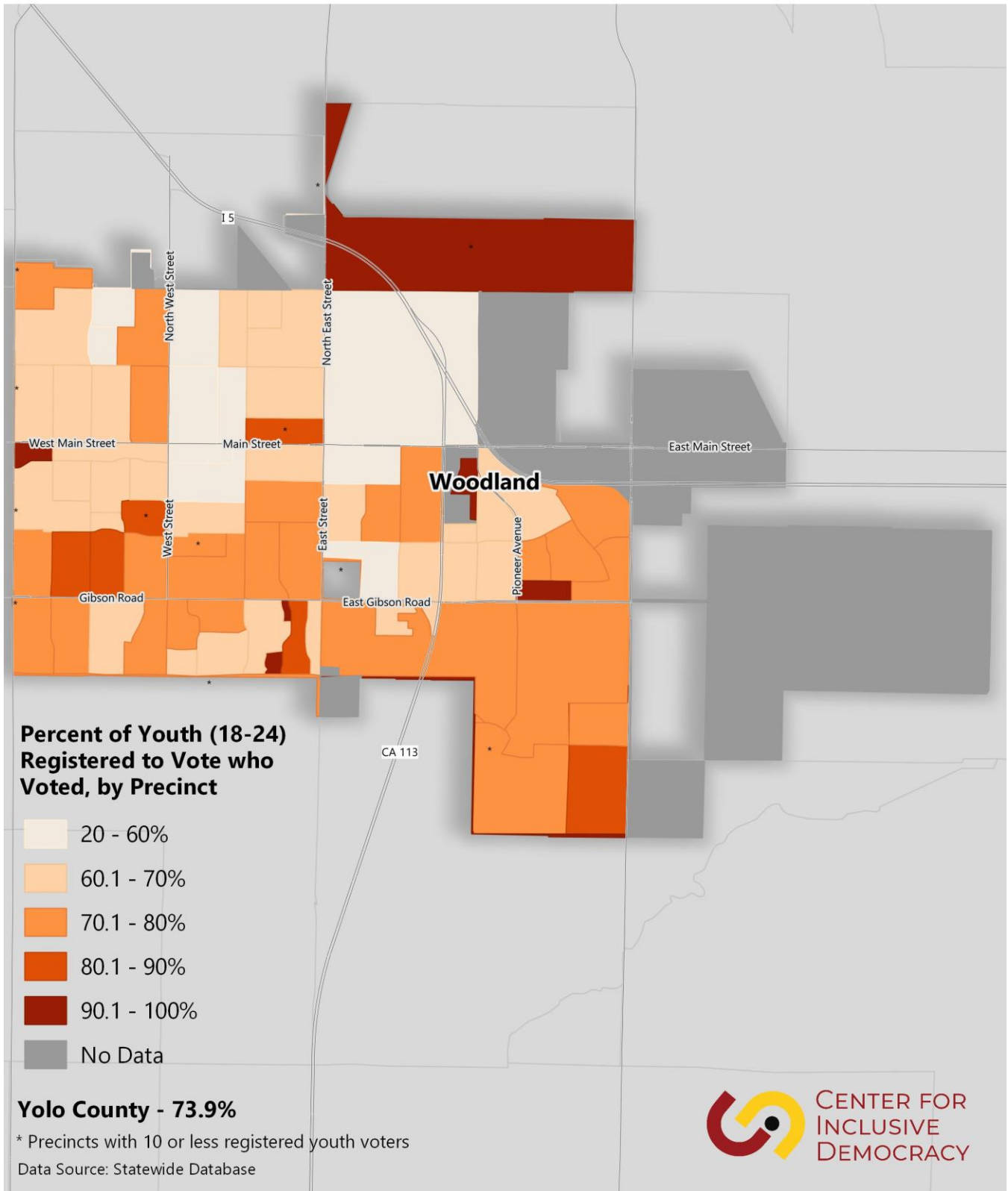
General Election 2020



Total Registered Voter Turnout - Woodland General Election 2020



Youth Registered Voter Turnout - Woodland General Election 2020



Appendix 7: How to Use CID's Interactive Voter Turnout Website

Navigation: You can adjust the zoom and size of the map by using the plus, minus and enlarge buttons in the upper left corner of the map. You can also scroll up and down to zoom in and out (respectively) and click and drag the map to pan to a different area. You can locate any city by typing its name or zip code into the search box in the map's upper right-hand corner.

Adding layers: To adjust the layers on the map, click the "Visible Layers" button in the upper right corner, then turn layers "on" or "off" by clicking the sliding button next to that layer.

Reading layers:

- **Percent Registered Voter Turnout.** The yellow-to-red scale in the bottom right corner indicates the percent registered voter turnout in the 2014 general election, or the percentage of registered voters that cast a ballot. The lighter in color or more yellow an area is, the fewer registered voters in that area participated in the election. The darker in color or redder an area is, the more registered voters in that area participated in the election.
- **Education Map – Low High School Graduation Rate.** This layer will place black diagonal stripes (pointing up from left to right) over areas where 76.2% or less of the population (as recorded by the census) have graduated from high school. This is the lowest quartile for graduation rates in California, meaning three fourths of the population of the United States have graduation rates above 76.2%, and one fourth have graduation rates below 76.2%.
- **Education Map – Low College Completion Rate.** This layer will place blue diagonal stripes (pointing down from left to right) over areas where 13% or fewer adults over the age of 25 (as recorded by the census) have completed a Bachelor's degree or higher degree. This is the lowest quartile for college education in California, meaning three fourths of the population of the United States have college education rates above 13%, and one fourth have college education rates below 13%.
- **Economic Map – Low Employment Rate.** This layer will place black diagonal stripes (pointing up from left to right) over areas where 86% or fewer of the civilian adult population (ages 20-64) are employed (as recorded by the census). Note that 86% represents the lowest quartile for employment in California, meaning three fourths of the population of California have an employment rate above 86%, and one fourth have employment rates below 86%.
- **Economic Map – High Poverty Rate.** This layer will place blue diagonal stripes (pointing down from left to right) over areas where over 51% of the population have a high rate of poverty, defined as having an income that is under 200% of the federal poverty level. This is the highest quartile for poverty status in California, meaning the top 25th percent.
- **Health Map – High Premature Mortality.** This layer will place black diagonal stripes (pointing up from left to right) over areas where the potential years of life lost is 38.9 or more. Years of potential life lost is the number of years of life lost among those who died before 65 years of age. This measure is calculated by taking the mean of the difference between 65 and age at death for all deaths occurring before the age of 65. Note that 38.9 represents the highest quartile for years of life lost in California, meaning three fourths of the population of California have a potential years of life lost lower than 38.9, and will die closer to the age of 65, and one fourth have potential years of life lost higher than 38.9, and will die closer to the age of 26.
- **Health Map – High Teen Birth Rate.** This layer will place green diagonal stripes (pointing down from left to right) over areas where 11.2% or more of babies were born to teenage mothers (as recorded by the census). Note that 11.2% represents the highest quartile for teen births in California, meaning three

fourths of the population of California have teen birth rates less than 11.2%, and one fourth have teen birth rates above 11.2%.

- **Health Map – Disadvantaged Communities.** This layer will place blue diagonal stripes (pointing up from left to right) over areas that fall in the highest quartile for disadvantaged communities in California (as recorded by the census). Disadvantaged communities are defined by the CalEnviroScreen2.0, a tool that identifies areas disproportionately burdened by sources of pollution.
- **Civic Access Map – Limited English Proficiency.** This layer will place black diagonal stripes (pointing up from left to right) over areas where 82.2% or less of the population are proficient in English. This is the lowest quartile for English proficiency in California, meaning three fourths of the population of California have English proficiency rates above 82.2%, and one fourth have English proficiency below 82.2%.
- **Civic Access Map – High Percentage of Eligible Voters.** This layer will place blue diagonal stripes (pointing down from left to right) over areas that fall in the highest quartile for the percentage of the population eligible to vote, meaning these areas have relatively large populations of adult U.S. citizens.