A Survey of California Poll Workers in the General Election of 2006

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In the following pages we provide a summary of a survey conducted by the Election Administration Research Center (EARC) at UC Berkeley, and an analysis of data collected from election poll workers (or precinct board members), who worked at polling places throughout California during the General Election on November 7, 2007. This study was funded by the California Secretary of State's office, and conducted in collaboration with the California Association of Clerks and Election Officials (CACEO).

Project Overview

California's 58 counties have roughly 25,000 polling places staffed by approximately 100,000 poll workers. By law, California's polling places have to be staffed by a minimum of 3 poll workers, but some counties, depending on availability, will hire as many as 6 workers to fill special needs, usually to add workers with second language skills. On average, a precinct board consists of 4 members. While there was a great shortage of workers for the June 2006 Primary, and most counties were scrambling to hire workers up until the last few days before the election, there did not seem to be the same widespread need in the 2006 General Election, partly because the counties needed less workers overall. Some counties had purged their voter rolls and cut the number of precincts down considerably.

During the June Primary of 2006, EARC launched a survey of poll workers in California. The initial plan of the study was to deploy the survey instrument (see Appendix 1) to all poll workers in California counties. All 58 counties were invited to participate but because of a short time frame to launch the survey, many counties were unable to include the surveys into their precinct supplies which had already been packed or sent out to poll workers. In the 3 weeks before the election, EARC distributed over 55,000 surveys to 25 counties[1]. Approximately 43% of those surveys were returned which we considered a phenomenal response rate.

Most of the counties who were contacted directly by EARC and declined participating during the Primary indicated that they would be interested in conducting the survey during the General Election in November. In the months preceding the General Election, we again invited counties to participate in the survey, either for the first time or to repeat and compare results to the Primary Election. Four counties that did not distribute the survey in June, chose to distribute it in November.[2] Four counties also chose to conduct the survey again[3], resulting in eight counties participating with a total of 9110 poll workers. Just over 35% of these surveys were returned to us. In some cases we sent extra surveys to the counties, so if we just look at the number of workers who worked that day and could have answered the survey, our response rate is almost 38%.

The November survey instrument was tailored to each county. First the June questionnaire was edited to reflect what we learned from the analyzing the June results. We clarified questions, removed less relevant questions and consolidated questions. As requested by a County Clerk, we

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[1] 1 The counties that received surveys in June were: Alameda, Colusa, Contra Costa, Fresno, Humboldt, Kern, Lassen, Los Angeles, Mariposa, Marin, Monterey, Napa, Nevada, Orange, Riverside, Sacramento, San Bernardino, San Francisco, San Luis Obispo, San Mateo, Santa Cruz, Shasta, Solano, Tuolumne and Yolo.

[2] These counties were Imperial, Mendocino, Sonoma and San Francisco; although we delivered surveys in San Francisco in June, they were never distributed and therefore we considered San Francisco as new to the survey.

[3] These counties were Contra Costa, San Luis Obispo, Santa Cruz and Yolo

added a set of questions right at the beginning of the survey about training on new voting equipment. For two counties that distributed the survey in June, we left the 'rated' questions (where the respondent circles 0-5) worded the same, because they wanted to compared their results between June and November. For the rest of the counties, we reworded these questions to better capture the impact of received training on preparation. Generally, this consisted of the sentence "If you received training on ___, how well did it prepare you to _____" so that the respondent only rated their actual training, not lack of training. For three counties we adapted terminology to their unique circumstances, providing 'Election Day job title' choices particular to their county. In general there were two questionnaires, one which had the older version of 'rated' questions (32 questions – see Appendix 2) and one which had the newer version of 'rated' questions and a few extra questions (34 questions – see Appendix 3).

Just as in June, the surveys were printed on a double sided 8 ½" x 11" sheet of paper. EARC stapled a self-addressed postage-paid business reply envelope to each survey, coded them by county, and collated them into packs of 4 or 5 depending on requests by counties. Generally the surveys were then packaged into a large envelope that was stamped "For Inspector and Poll Workers," one for each precinct, and delivered to the counties for inclusion into the precinct supplies. In some cases individual surveys were provided to the county to distribute to roving inspectors or other workers during training, and in one case the county printed, stapled envelopes (provided by us), and distributed the surveys on its own. As in June, we found this distribution system to be fairly successful. From each county we received back 23% to 51% of the questionnaires we sent them. At the request of some counties, we sent more questionnaires than poll workers in the county (so they had extra for distribution in different ways), and taking into account the actual number of workers, several counties had higher 'true' response rates.   At this time, we have received a total of 3231 surveys which have been coded and entered into datasets by two research assistants. Each research assistant was assigned one survey type.

For this report, we created separate county level datasets, and then combined these datasets according to survey type. Two counties with the older version had a combined total of 1228 responses. The six surveys with the newer questionnaire had a combined total of 2003 responses. For the 20 identical questions sent to all eight counties, a dataset of all 3231 responses was compiled. The combined data are necessary to be able to analyze the variables using a bigger sample, and to provide a baseline for each county to compare their responses. A few of the questions included were designed to allow the poll workers to provide county specific feedback. Answers to those will be included in the county reports.

The participating counties used a variety of voting technology, both in terms of machine types and manufacturers. Some implemented new technology in November and others had the same technology already for several elections. Five counties had scanners in their precincts, two counties used paper ballots that were centrally scanned, and one had a DRE touch screen machine for all voters. To meet the HAVA accessibility requirement, some of the optical scan counties had ballot marking assistance devices and some used DRE machines.

Findings

Below are the results for each response, for the most part discussed in the order they appeared on the surveys. Where percentages do not add to 100%, the balance is those who did not answer the question.

Of the 3231 poll workers that responded to the survey 77.3 % attended a formal training held by one of the counties for the November General election, while 22.0% reported that they had not attended training class. Please note that this number does not reflect the actual percentage of poll workers that were trained, either in a specific county or statewide. This was a lower percentage that the 86.20% of 15,000 respondents to our June survey. One explanation is that one of the eight counties has a program of adopt-a-poll workers that have shorter shifts and are not required to have formal training. In addition, several counties in the June sample required training for all clerks which brought the percentage up. Also this was a more experienced group than the June sample (76.2% returning workers as opposed to 67.8% in June) and the experienced clerks tend to forgo optional training more often. Related to this was the apparent smaller requirement for workers in November than June (perhaps because of the difference between the General and Primary elections) and thus the ability to use returning workers and less need to recruit new workers.

The primary reason (36.6%) for why poll workers said they did not attend training was that they believed that it was unnecessary. This was the third most common reason in the June survey. Respondents gave a variety of reasons that fell into this category, mostly saying that they'd attended training before, or that they knew the materials already, or they thought training was only for inspectors. The second most common reason (and the primary reason in June), at 25.2%, was that a worker had a conflict with the scheduled training times, which included having to work and being out of town. The third (second in June) most frequently mentioned reason (but much less frequent than the other two at 9.4%) was that they signed up too late to attend training. In November, there was not the extreme poll worker shortage and the last minute recruitment efforts seen for the June Primary. Also in the small percentages were those who said that no training was available (9.0%), and finally those that were ill or unable to get to the training location (7.1%).

The November questionnaire then went on to ask specific questions about the kind of training available if the respondent did attend training for the November Election. This was not asked in June. The first question was whether the respondent was trained on voting procedures and the rest of the questions pertained to voting equipment. While only 77.9% of respondents indicated they received training for the November election, a greater number (79.9%) checked that they received training on voting procedures. Possibly reasons for this is that respondents thought that some procedural training was not the same as attending a training class, because it did not include training on equipment or because they received training earlier or on Election Day. In any case, it is refreshing to know that even more people felt trained on procedures than reported attending a training class. Many less respondents were trained on the equipment than reported attending training class. 67.7% reported being trained on how to set up and dismantle voting equipment and 53.1% reported being trained in how to troubleshoot the equipment. Please note that many counties have a division of labor where not all workers must handle the equipment, so these percentages probably reflect that. However those who were trained on equipment were most likely to be fully trained, as almost half (49.8%) of all 3231 respondents reported being trained on both setting up and dismantling and troubleshooting the equipment. A little less than 15% of all respondents were

trained on setting up the equipment but not on troubleshooting. And a very small percentage (2.8%) was trained on troubleshooting equipment but not setting and taking down the equipment. It follows reason that setting up and dismantling equipment is the first level of training, and learning how to troubleshoot equipment would then be the next level of training.

57.7% of November poll workers received reference materials specifically on the voting equipment, a number less than the number who were trained on set up and dismantling (67.7%) but more than the number who were trained on troubleshooting (53.1%). Mostly those that received reference materials were also trained on the equipment, but in 6.4% of cases they were not, so the reference materials in those cases were a substitute to training.

We also asked the poll workers whether this was the first time they were trained on the voting equipment used in the November 06 election. This varied by county, as some counties implemented new equipment for November 06 and others had been using the equipment for several elections and others were somewhere in-between. There was a slightly higher percentage of trainees learning the equipment for the first time (39.1%) than those who had been trained on the equipment already (38.6%).

We then asked the poll workers if they understood from the training why the voting equipment is necessary. It is reassuring that 71.1% of the respondents did answer yes to this question and only 7.1% answered no, considering the fact that 22.0% reported not attending training for the November election. Presumably many who understood the necessity of the equipment learned it in previous trainings. In fact, of those who didn't attend training for November 06, 59.5% did attend trainings for past elections. Overall, 70.2% of respondents attended training for past elections, so the workforce did have a substantial amount of training. This contrasts with the 63% of respondents to the June survey who reported attending past trainings. Of the November sample, 27.1% reported no past training, as compared to 35% in June. Of those who attended past trainings almost 51% attended 1-4 past trainings each.

Overall, the poll worker work force in the November Election sample was quite experienced. 76.2% of respondents (compared to 67.80% in the June sample) of respondents reported that they had worked in previous elections. 22% of the November poll workers reported that they had not worked before. Of those who had worked previous to November, 49.1% had worked in 1-4 previous elections.

In the newer version of the survey we continued the question from June about receiving and reviewing reference materials prior to Election Day. This time we broadened the question to receive materials in any way before Election Day, not just at the training. Of the 2003 respondents who had the opportunity to answer this question, 67% did receive materials. Of those that did receive materials, 82.6% reported reviewing those materials, which is reassuring however lower than the 91.6% in the June survey who reviewed materials received. We recommend that the importance of reviewing the materials prior to Election Day is stressed when they are handed out or mailed to the poll workers.

Later in the survey we asked this group, as we did in June, if they had adequate materials on Election Day (as opposed to before Election Day) and 86.6% (90.25% in June) checked yes and

only 3.6% (2.7% in June) checked no. Only .04% (3.34% in June) was not sure or didn't know, and 7.7% (3.73% in June) did not respond to this question. Next we asked what materials specifically they did need but didn't have. While only 26.4% answered that question, this survey and other data we have collected point to the need of providing materials to every poll worker, no matter what their position, job duty, experience or training status. The requested materials were in four major categories: troubleshooting, equipment, closing and special situations.

In the version of the survey similar to June, we left the original question where respondents could rate (on a scale of 1-5, with 1 being poor and 5 being excellent) the adequacy of reference materials on Election Day. The results were close to those in June, as 26.5% (29.60% in June) found the materials 'good,' 57.9% (58.43% in June) rated them above 'good' and 8.8% (6.98% in June) found them inadequate, checking a number below 3 (good). Only 3.3% (2.09% in June) found this question to be not applicable. A similar number found the adequacy good or better (84.4%) in this question, as those who found the materials adequate (86.6%) on the reworded question. More found the Election Day references inadequate (8.8%) in the older version of the question, than in the newer version (3.6%); however this might be explained by the higher number who did not answer the newer version (7.7% vs. 3.5%).

Our sample contained 20.6% (21.01% in June) inspectors and 72.1% (64.36% in June) clerks. Not every county uses the job title 'judge' and only a small percentage of poll workers reported this as their title 6.1% (10.47% in June). We removed the 'judge' option in counties that do not use this term so that helped to reduce the frequency of that choice. The breakdown of inspectors and clerks is an .expected and reasonable breakdown because there is usually only one inspector per polling place accompanied by 2 or more clerks.

About 24% (25.61% in June) of the returning poll workers reported having worked as an inspector at some point in the past. About 69% (68.67% in June) had been clerks and about 8% (16.67% in June) were judges in a past election.

The next set of questions were scored on a 1 – 5 Likert scale, one being poor and 5 being excellent. 3 or 'good' was in the middle, indicating 'could be better, could be worse.' 0 was the option for Not Applicable. Please note that the following percentages will not add to 100 because not all poll workers answered them.

General preparation for Election Day:
Two counties had the questionnaire which asked these questions worded as in June about the preparation provided by training.

In June, poll workers felt quite confident in their abilities to run a polling place. Upon being asked how well they felt the training prepared them for Election Day, 34.90% said 'good' or a 3 on the 1 – 5 scale. 46.16% felt very well prepared, rating training preparation at 3.5 or above. 8.66% felt poorly or less than well prepared for Election Day, and 6.36% checked N/A. In November, this confidence had decreased somwhat. Of the 1228 asked the same question in November, 29.2% said 'good,' 44.6% said their training preparation was better than 'good', and 9.1% felt their training preparation was less than 'good,' and 9.1% checked N/A. The newer survey asked the question differently by saying "if you received training, how well did it prepare you for Election

Day?" The six counties with the newer version reported that training prep was 'good' in 15.2% of the cases only. However, those who rated the training prep as above 'good,' was much higher at 63.4%, and only 4.1% percent felt unprepared and 3.9% checked N/A. The new wording might have helped capture the true preparation that the respondents received specifically from the training classes.

Handling voters:
Poll workers were then asked whether they felt prepared to manage different voter situations and questions from voters. In our two counties that had the same question as in June, the responses showed slightly less confidence than in the first question (general preparation) and as compared to June. 30.9% (34.67% in June) answered that they thought the training was 'good' in preparing them for Election Day, 41.4% (40.55% in June) felt that they were prepared better than 'good.' But a slightly smaller number of 13.5% (14.63% in June) felt not adequately prepared, answering this question at below 3, and 8.9% (6.47% in June) checked N/A. For the newly worded question, ("if you received training, how well did the training prepare you to manage different voter situations and questions on Election Day?"), confidence increased, with only 18.1% in the middle range ('good'), 58.8% above good, and only 6.1% below good and 3.7% checked N/A.

Working with Voting Equipment:
The next question asked poll workers to rate their preparation to operate voting equipment on Election Day. First we report on the same question asked in June and November. Here we see a slight drop in the responding poll workers' confidence as compared to the first question in the series (general preparation) and as compared to June; 29.1% (30.52% in June) said 'good,' 37.9% (41.03% in June) rated this part of training above 3 on the 1 to 5 scale and 13.3% (11.62% in June) felt poorly or less than well prepared to deal with voting equipment. 13.5% (12.43% in June) said that this question was not applicable. In June, these percentages include counties that did not deploy equipment, but the two counties reported here for November did have equipment. Six counties received the revised question "If you received training on voting equipment, how well did it prepare you to operate that equipment?"   Again the level of confidence rose somewhat in the 'above good' category but decreased more in the 'good' category with this wording, as 16.8% said 'good,' 46.5% said better than 'good,' and 9.4% said less than good, and 12.6% said N/A. Many more did not answer the reworded question (14.7%) than the same-worded question (6.4%), which explains why the total responses are less.

Respondents were then asked whether training had prepared them to demonstrate how to operate the equipment to voters. When asked the same question as in June, 27.2% (29.87% in June) rated the training as 'good' or 3, 40.3% (42.78% in June) as 3.5 and above, and 13.6% (11.22% in June) rated it below 3 and 13.3% (12.22% in June) checked Not Applicable. When the question was preceded by "If you received training on voting equipment," then the percentages changed in similar ways as in the preceding question about the workers operating the equipment themselves. 16.8% checked 'good,' 45.7% checked better than 'good,' and 7.9% checked less than good, and 14.4% checked N/A. Again, many more respondents left this reworded question blank (15.2%) than the ones who left the same-worded question blank (5.6%).

In both versions of the November survey we added a question specifically about assisting voters with disabilities to use the equipment. When asked directly "How prepared were you to assist

voters with disabilities to use the equipment provided for them?" 25.4% of the respondents said 'good, ' 38.3% said better than 'good' and 18.5% said less than 'good' and 12.1% checked N/A. The other counties were asked "If you received training on equipment for voters with disabilities, how prepared were you to assist voters with disabilities to use that equipment?" In this case, 17.2% of respondents answered 'good,' 39.6% answered better than 'good,' 10.8% answered less than 'good,' and 17.2% answered N/A. Again many more respondents (15.3%) didn't answer this question, as compared to only 5.7% who did not answer the other question.

Serving with voters with impairments or limited English proficiency:
In June, the poll workers who responded to our survey felt least prepared on the next two issues. First we asked them generally about serving voters with disabilities with no reference to equipment as in the question above. The numbers in November for the same question about disability were similar: 28.1% (31.63% in June) of poll workers said that their training preparation for assisting voters with disabilities was 'good,' and 36.2% (38.46% in June) rated their preparedness at better than good. 15.6% (14.36% in June) did not feel well prepared, and 14% (10.96% in June) indicated N/A. In order to eliminate those respondents who simply were not trained on disabilities, we asked the question differently to the six counties: "If you received training on how to serve voters with disabilities (other than use of equipment), how effective was the training in preparing you to serve those voters?" 16.6% answered 'good,' 43.3% answered better than 'good,' and 8.2% answered less than 'good,' and 16.7% answered N/A. Again, many more respondents (15.1%) did not answer this latter question as opposed to the percentage (6.2%) that did not answer the former question.

We see a big change in the numbers in the question on how well training prepared poll workers for dealing with voters that either do not speak English at all or not well, both compared to other questions and compared to the same question in June. For the same-worded question in November, confidence was again relatively low, as 19.9% (25.68% in June) of poll workers said that it was 'good,' and 17.6% (24.94% in June) rated it above 'good.' 30.6% (24.56% in June) rated this part of the training as less than good or 'poor.' On this question, we see the largest incidents of Not Applicable with 24.4% (18.76% in June). Of the two counties who answered this "same-worded question" one is covered under Section 203 of the Voting Rights Act, which requires that once counties exceed an established percentage of people of limited English proficiency, they must provide language assistance to that group, including translated voting materials and training to poll workers on how to assist voters.

The other six counties were asked a newly worded question "If you received training on how to serve voters with limited English proficiency, how effective was the training in preparing you to serve these voters?" This was meant to stop those whose training did not cover this area from ranking their preparation. This worked only slightly as the number who circled N/A was 28.6%, not much higher than those who answered N/A to the other question. However, in these counties the confidence was much higher. 15.5% felt their preparation was 'good' but 30.5% felt their preparation was better than 'good.' Only 10.4% reported their preparation was less than 'good.' Of these six counties two are covered under Section 203 of the Voting Rights Act. [4]

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[4] The VRA coverage for the eight counties in the survey is as follows: Contra Costa: yes Hispanic; Imperial: yes Hispanic and American Indian; Mendocino: no; San Francisco: yes Hispanic, Chinese; San Luis Obispo: no; Santa Cruz: no; Sonoma: no; Yolo: no

Some counties that are not covered by Section 203 may not provide training on this issue, and those that are covered may or may not provide training on this subject. Training is obviously a difficult and complex process, and most trainers only include what they believe to be absolutely necessary. However, we should point out that even if a county is not independently covered, the entire State of California is covered under Sec. 203 for the Hispanic language group. In addition, the Department of Justice has sued various jurisdictions (for example the City of Boston in 2005[5]) under Section 2 of the VRA for abridging the right to vote of limited English proficient members of language minority groups, even when that minority group was not covered under Section 203. Thus, taking the saying that a good offense is the best defense, we believe that even if a county is not independently covered under Section 203, it would be wise to incorporate into its training a component that educates poll workers about what to do when a voter with limited English skills enters their polling place, and how to accommodate voters that do not speak English.

Training, processes, and use of equipment ON Election Day:
The last three questions in this series were applicable to all respondents, whether or not they attended training. These questions were the same for all eight counties.

Poll workers were asked how helpful their colleagues were training them on Election Day. This is particularly important for poll workers that did not attend training or are inexperienced. 18.1% (26.32% in June) indicated that the training on Election Day was 'good' and 62.9% (49.73% in June) rated it better than 'good.' 5.6% (7.78% in June) were less impressed with it, checking a number below 3, and 7.4% (8.21% in June) answered N/A. On-the job training was rated on average higher in November than June.

Next, we asked how well Election Day processes went at the respondent's polling place, and 13.7% (24.98% in June) answered 'good,' 77.6% (64.79% in June) indicated that it went better than good, and 4.0% (5.72% in June) felt less than 'good' about election processes in their polling place. Only .6% (.7% in June) checked N/A here. The distribution of ratings shifted into the higher categories, indicating a better feeling about the operation of the polling places than in June.

We added a final Likert scale question, by going back to the topic of voting equipment and asking poll workers "How smooth was the use of new voting equipment in your polling place?" 17.8% of the 3231 respondents rated the smoothness of equipment use as 'good,' 53.2% rated the use of equipment as better than 'good,' and 10.5% rated it as less than 'good.' 11.8% thought this question was not applicable probably because their voting equipment was not new to them. Apparently poll workers felt less good about the use of the equipment than the general Election Day processes, which is understandable considering that equipment use is one of the newer changes to the context of Election Day.

Motivations and Occupations
Two open-ended questions in the next section asked respondents why they chose to become poll workers (motivations) and what they do when they are not working at the polls (i.e. occupation or occupational status). Please note that we coded respondents' 2 primary reasons or job titles, i.e. answers might be: "It's my civic duty and the money helps," this would be coded as 'civic duty'

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[5] For complaint, see: http:www.usdoj.gov/crt/voting/litigation/recent_sec2.htm#boston

and 'money.' Or, "I am retired and volunteer at the senior center and the food bank." This would be coded as 'retired' and 'volunteer.' We gave weight to the order the respondents listed their reasons and occupations, paying most attention to what they stated first.

On the motivations to become a poll worker, the top first reason given with 22.9% (22.63% in June) was 'community service/volunteering in the community' closely followed by 'interest in or wanting to safeguard the election process/system' with 20.3% (19.17% in June). The third most mentioned motivation factor was 'civic duty' with 11.8% (15.58% in June), followed by 'recruited by someone/organization' at 6.3% (13.33% in June). Also in the same order as June were other reasons, 5.7% (9.05% in June) thought that it might be fun, 5.3% (8.82% in June) did it for the money, 3.4% (8.42% in June) said that they liked working with people and enjoyed seeing their neighbors, and 3.1% (4.83% in June) said that they had heard about a need for workers. We should note here that we believe that the financial motivation is understated. In the open-ended questions, many poll workers indicated that money was a factor in recruiting them or keeping them working even when they did not list it as a reason to this question. Respondents might be ashamed to admit that they are working for financial reasons because participation in the process is being 'marketed' as a civic duty.

We then asked poll workers what they do when they are not working at the polling place. We categorized their occupation slightly differently with the November survey, so comparisons with June are more difficult, but for the following 6 categories the content is comparable. We list the top 6 categories for the November survey, which corresponds basically to the top occupations in June survey, except that high school students made a bigger showing in the November sample than in June. 42.1% (45% in June) of all respondents reported first and foremost that they are retired, and the next biggest group was 8.4% who identified as high school students (2.9% in June). The next biggest groups were 6.7% (11.5% in June) who are non-professional government employees, and 5% (10.1% in June) coded as professionals of some type (teachers, lawyers, accountants, etc.), 4.9% (5.7% in June) who did volunteer work as their primary occupation, and 4.3% (6.1% in June) who are college students.

In terms of being able to retain poll workers, the numbers are generally as good as they were in June. 82.9% (88.85% in June) said that they are definitely willing to work again, and only 1.8% (4.56% in June) said that they definitely would not. In the November survey we added two explicit alternatives to 'yes' and 'no,' 'maybe/not sure' and 'cannot.' In June 4.28% of respondents wrote 'maybe' or 'not sure' next to this question, and in November 13.9% of responding poll workers actually checked the "maybe/not sure" option. Only 1.2% (2.31% in June) of respondents did not respond at all to this question. We added the option in November that respondents could check "cannot" work again, to indicate that, regardless of their preference, they are unable to work again because, for example, they are moving away or would be changing jobs or traveling. This option was only chosen by only .3% of the respondents.

We analyzed the responses of those who said that they would not work again. The primary reason with 22.8% (26.11% in June) for definitely not returning to work as poll workers was that they felt the day was too long. The long day was also the most frequent reason, 15.8%, for those respondents who checked that they were 'unsure' if they would return or 'maybe' would return. The second most frequent reason at 19.3% (13.44% in June) for decisively not returning was due to age or

physical limitation. The second most frequent reason to 'maybe' returning was a scheduling conflict at 15.8%. In June 20.43% of those who would not return stated there was some type of timing conflict that would prevent them from working the polls again. This included moving away, travel, or being unable to get time off from work. 14% of those refusing to return stated that they disliked the system and other workers. 16.44% of those refusing to return after the June election said that a particular aspect of the process needed change, and they would not return until it did. This included items such as something being wrong with the polling place, not feeling trained sufficiently, closing the polls taking too long and thus making the day even longer, etc. This reason dropped considerably among November respondents, as only 4.2% of those who 'might' return stated a contingency, and 1.8% of those who refused to return stated a contingency that might change their mind. 21.1% (13.66% in June) of those who refused to return did not state a reason, and 44.2% of those who said "maybe/not sure" about returning did not state a reason.

<u>**Voices from the Polling Place**</u>

The following section lists specific recommendations for county election offices that were gathered from the survey responses. In contrast to the data above, these responses came from the open-ended questions in which poll workers were invited to elaborate. We summarized the responses that met one of the following three criteria: One, they were mentioned repeatedly by poll workers from more multiple counties; Two, in our observations and interviews with trainers and election administrators, we found that they are implemented by at least one county; Three, they are applicable more broadly, to more than one county. Or, they are simply good, common sense suggestions that might be considered. These recommendations are grouped into 7 broad categories. Because there is variation in the counties, based on technology and other factors, not all recommendations are relevant for all counties.

In this version of the report, we also present recommendations for the state-level, for policies that might be adopted state-wide through legislation or by the Secretary of State's Office or resources that might be developed state-wide to assist counties.

These state-level recommendations take several forms,
- Education and outreach to counties and voters
- Developing basic reference materials/training curriculum that counties can adapt
- Investigate/evaluate practices across counties to support promotion of policies and best practices[6]
- Provide funds and incentives for specific county actions
- Mandate policies through statute or regulation

Except for the first section "General Recommendations," where the state-level recommendation follows each county recommendation, the state-level recommendations are given at the send of each section.

<u>**General recommendations:**</u>

- **Inform election office staff that registered voters in California can work as poll workers in ANY county**. Election office staff and potential poll workers should know that they can work in any county in California. This is especially important when recruiting college students who are more likely to be registered in a county different from where they spend the semester and go to school. It is also a factor in recruiting commuting workers who may live in a county different from that in which they work. We found that potential poll workers were told that they could not work in a county in which they were not registered to vote by election staff in various locations.

  State-level: Year-round education and outreach to counties, colleges, and voters about the opportunity to work at the polls.

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[6] In other words, rather than simply send out a list of best practices, send a report of real life experiences counties have with these practices and why and how they work.

- **Train all poll workers.** Many poll workers suggested that all poll workers, including substitutes or 'standbys,' should receive formal training. Many of those who were not trained felt insecure and often overwhelmed by the process. Those that had to work with untrained poll workers felt that the process was slowed down, that they had to work harder, take on additional tasks, and shouldered too much responsibility. Encourage standby's to get training by providing small payment even if not called to work.

  State-level: Consider mandating training for all workers; ie if not trained don't work on Election Day; however, there would need to be safeguards so that the training isn't watered down to meet this requirement. State could provide a basic on-line training with test that is applicable to any county as a substitute for county training. As an alternative to a mandate, the state could provide incentives for counties to reach 100% training levels (including for standby workers), through small grants/awards or recognition.

- **Split shifts.** Have splits shift whenever possible; if you can absolutely not offer formal split shifts, encourage household partners or friends to divide the day amongst themselves and share the paycheck. The number one complaint about working the polls is that the hours are too long. Many poll workers report that they know others who would work if they were allowed to split the day in half.

  State-level: Collect information on counties' experiences with split-shifts, how to make them work, and how they overcame the known problems, and disseminate this information to all counties to encourage some form of split shifts. Do the same with "adopt-a-poll" or other programs that allow multiple organizational volunteers to share the day.

- **Reassess your training and reference materials.** Some counties may have reached the point where the entire training process and the materials that are used, should be recreated from scratch. It appears that most counties take the existing materials and training outlines and add to or subtract from them as new laws are implemented or procedures and technology change. This piecemeal approach has led to overly complex, confusing and counter productive materials that often do not correspond to the training in terms of technology and process descriptions. Many poll workers have commented that this issue has contributed to the process becoming overwhelming and potentially error prone.

  State-level: Study existing county training and reference materials (EARC has most of these) for their commonalities and for well-developed formats, and then develop a boiler plate for basic core text and format that all counties can tailor to their own use.   For example, provide a template for a "what if" type flip book, which are very popular. Some vendors already do this kind of thing for select counties but the process is not systematic.

- **Provide a "help-line" safety net**. Poll workers should have access to a help line and/or their roving inspector via telephone. The help line has to be adequately staffed and reachable, especially during the early morning hours and the evening/closing hours. Help line access is becoming more important as additions of printers make the malfunctioning and unavailability of voting machines twice as likely. Access to a telephone in polling places that are not equipped with one can be provided via election office issued cell phones

(many counties have negotiated very good rates for this) or by asking poll workers to use their personal phone and paying them a stipend ($5 or so) for its availability. When issuing cell phones, verify good coverage in your polling places: it does not help to have a phone only work 300 feet from the polling place when trying to talk a poll worker through a trouble-shooting situation with a voting machine. Also go over the cell phone's basic operation during class and remind poll workers to charge the batteries before Election Day.

State-level: Survey counties about their needs and best solutions to the 'phone access on Election Day' problem, as counties have experimented at this point with issuing cell phones, paying stipends for personal phone use, or doing neither. Then tailor funds to solutions that work to promote worker access to help on Election Day. Funding for staffing of help centers is another option.

- **Provide mechanism for feed back from poll workers**. Many survey respondents asked that the county "listen to them" and use that feedback to make improvements. Often the respondents (inspectors and non-inspectors) specifically asked for a debriefing session or some type of meeting after the Election for workers to report on their experiences and make suggestions for the next election. Although most counties have written feedback forms, the survey respondents asked for in-person opportunities for feedback.

  State-level: Encourage counties to have immediate post-election meetings with poll workers. Provide a handbook on conducting these meeting and possibly small grants.

<u>Training class logistics</u>
These recommendations came directly from poll workers, when asked what would make training better for them. Clearly counties cannot please all the trainees, but each of these is worth considering to make the training more effective for more people. In general, mass trainings of 60-80 workers of all types are not as effective as more frequent smaller and specialized classes.

- **Assign experienced poll workers to different classes than inexperienced ones.** When experienced poll workers have to sit through presentations of processes that have not changed and that they know well, they feel that their time was wasted and they may not pay attention to the items that <u>have</u> changed or are new. Similarly, new poll workers report being overwhelmed by classes that are geared toward experienced poll workers. They cannot follow the presentation, are unfamiliar with the materials that are referenced and feel ashamed to ask questions. The result is high anxiety, frustration, and a reluctance to serve on Election Day. If you can not separate poll workers into different classes based on their experience, consider inviting newcomers an hour earlier to the first part of class when the basics are covered, and add the experienced workers for a later part of the class that covers an overview of procedural changes.

- **Note the true length of the training class on the schedule.** Many poll workers are frustrated if the training is longer than they expected or were told. Without advanced notice, poll workers may simply leave after one hour, thus missing important information

(especially since changes in processes tend to be covered later in class). This results in some poll workers not being as well trained or differently trained than others.

- **Schedule classes frequently and at convenient times during weekdays evenings and weekends.** In order to attract a variety of people and make sure they all get an opportunity for training, classes must be scheduled at a variety of times with more than one choice for each time, for example, more than one evening class.

- **Refreshments and breaks keep poll workers happy.** If classes are longer than 2 hours, provide refreshments like water and coffee. Some counties have donuts or candy available and this is always appreciated. Schedule a break during long classes.

- **Small classes.** Keeping classes small will allow for hands-on training and enable more people to see and hear the presentation. A frequent complaint, especially from older poll workers, was that it was hard to hear the trainer or see the videos because classrooms were too large, crowded or in noisy locations.

- **Hold training in easily reachable locations.** Poll workers should be able to reach training locations via public transportation. Include directions or a map with the training schedule and numbers to call for ride sharing.

  State-level: Encourage counties to set up training class programs with variation in times and locations and topics, smaller classes, and more amenities such as transportation, refreshments and comfortable class rooms. For each county this may require different types of assistance, such as funds for additional training staff, tips on locating or renting facilities, help with transportation mechanisms, and donations of refreshments.

Specific Training Recommendations:

- **Outline your training.** Provide an overview or an outline of the training class, and either pass it out at the beginning or have it posted where everyone can see it. Reserve time at end of each section of the training class for questions and answers and tell students to hold questions until that time. Begin with the "Big Picture:" i.e. the mission of poll workers, their duties, and how voters should be treated. Emphasize the laws and purposes that underlie the procedures, to make them less arbitrary and senseless.

- **Train your trainers.** Most trainers need to have pedagogical training. They need to know how to run a class in a way that keeps students from different backgrounds learning, allow for questions at the appropriate time, keep the crowd entertained but not rowdy, make sure that some poll workers do not dominate the process and, for example, 'hover' over machines, not allowing others access to them.

- **Provide hands-on training.** Most poll workers from counties that implemented electronic equipment mentioned that hands-on training is essential, and many asked for more hands-on time, and that everyone should have an opportunity to work with machines during training.

While it is best to encourage all trainees to touch equipment at some point during the training, it is also useful to allow guided practice after the class is over or during drop-in hours. One-on-one training with machines, where the trainer can observe and test the trainee, and even 'certify' him or her on the equipment is ideal. Another good idea during training, and one requested by survey respondents, is to set up a mock-precinct including a table with all materials and machines, for poll workers to get a visual idea of a proper set-up. Use it for roll playing of different voter situations, emphasizing key issues.

- **Train on cultural sensitivity**. An alarming number of poll workers mentioned in their survey that people with limited English skills should not be allowed to vote, or questioned the wisdom of second language materials. Others suggested that disabled voters should be encouraged to vote absentee. There is a great need to educate poll workers about the laws and purposes of specific procedures relating to these populations, to encourage appropriate conduct and to discourage possible violations of the Voting Rights Act at the polling place. At the same time, there were some poll workers who asked for more training to deal with second-language situations, especially in polling places without non-English materials.

- **Provide at-home training options**. For last minute fill-ins, a take-home DVD or video can provide helpful training. Some counties provide an on-line course that can be either a good supplemental training or be used for those who missed training. Poll workers need to be reminded that generally, the DVD/Video is meant to supplement the training, not to replace it. Point out that reviewing the take-home training materials is still important even if poll workers are experienced. Find a way to highlight changes and additions in some way. People will not read instructions they think they already know. If you are mailing reference materials to your poll workers, consider sending them before the training so that people can ask questions about them in class.

  State-level: In general, there needs to be more state-level guidance on training curriculum, and in some cases more training required by law.
  - *Just as current law mandates that all inspectors are trained, there should be some form of hands-on training required by law for each trainee. Getting a chance to actually operate the voting equipment is important to develop confidence and many poll workers requested more time on this aspect of training. This requirement could be done in class or in drop-in hours at the election office, but there must be a way to ensure each trainee touches the equipment. In small groups, it is typical for some group members to just standby and watch. For counties with minimal equipment, this requirement could be fulfilled with role-playing at a mock precinct board table with actual materials.*
  - *Its also time for the state for develop a recommended curriculum for all counties, which covers basic components of class content in a suggested order and would be a document that the county could easily adapt into a class outline. It could also be converted into a DVD or on-line version for workers to use at home. One important component that should be included at the beginning of this curriculum is an orientation to poll worker 'service' and its objective as well as to present election laws (VRA, NVRA, HAVA, parts of CA Election Code) and the underlying purposes of Election Day procedures. A review of the general intent of election laws is sorely missing in most trainings and this is a component that the state could easily provide for the counties. Finally, the state*

should consider starting a training institute or train the trainers program to which counties could send staff. This and the curriculum would help to develop some uniformity and ensure some of the same basic content across county training programs.

Recruitment and Retention:

- **Recruit year-round!** Recruit poll workers throughout the year not just right before an election. One suggested way is to tag onto <u>town hall type meetings</u> that are already being held by city council members, mayors, etc. to introduce the opportunity to people who might never have heard about it. Include a brief <u>orientation to poll worker service,</u> i.e. what is a precinct board, what happens on Election Day, what are the tasks and requirements of the different poll worker jobs. Provide a general overview of the applicable laws (esp. HAVA and the VRA) and general objectives of polling place voting. This will serve to inform voters and potential poll workers alike.

- **Recruit and get feedback while socializing.** Hold an after-election social event for continuing poll workers, such as a picnic or a BBQ. This event could be a potluck where workers bring their favorite dish and the recipe, and then all recipes could later be made into a poll worker cook book for distribution. This is a great way to show your poll workers that you appreciate them and also to collect feedback and suggested improvements. Additionally, you might invite poll workers to bring a friend who might be interested in working at the polls, thus turning it into a recruitment event.

- **Recognize long-time workers.** This can be done by sending them a certificate of appreciation or trying to get the local paper to write a human-interest story about them. Create an anniversary program that honors them for working the polls for 5, 10, 15, etc. years.

- **Explain job duties.** Make sure each person who is recruited understands the varying responsibilities of each position before signing them up and assigning them to a particular job; for example, inspectors must know in advance that their duties include having to pick up, take home, check, and carry in supplies.

- **Increase the pay!** Many poll workers, experienced and inexperienced alike, commented on the fact that poll working is/has become increasingly complex and that compensation should be commensurate to the tasks assigned and the hours worked. Recent increases have resulted in much positive feedback. The compensation should also be equal to that of the neighboring counties. There were frequent comments about a bordering county paying more and questions about why this is the case. Also beware of hiring temporary workers and paying them more than you pay your other poll workers!

- **Identify good workers.** Provide ways for precinct board members to offer feedback on their fellow workers. This is a good way to identify especially good workers who might be promoted to inspector and to weed out those that should not be working at the polls.

- **Have poll workers help the recruitment effort**. Offer to pay a small 'finders-fee' or a 'bounty' to poll workers who recruit new poll workers. Our data show that many poll workers enter the process by being asked by friends to help or join a precinct board. Creating an incentive for poll workers to do this will make a very effective recruitment tool even more successful.

- **Involve local business**. Many poll workers suggested that local businesses should be encouraged to designate one (or more, depending on size of company) employee as a poll worker for each election. The local election official might consider thanking the business on the official website for their contribution, thus providing an incentive. Local restaurants or food-related establishments might be asked to provide reduced-price lunches or vouchers to poll workers on Election Day, again based on the same principle that the Registrar/County Clerk would publicly acknowledge the contribution.

  State-level: Encourage and provide incentives for counties to recruit year-round and provide a basic handbook on holding poll worker 'orientations' for the general public. Do year-round state outreach to voters on becoming a poll worker (rather than just press releases right before the election) and encouraging friends to sign up as well. Develop a state-wide outreach brochure, to be disseminated by counties to experienced workers, about being an inspector, emphasizing that while it comes with a certain level of responsibility, it is also an important and exciting role in the election process. Do outreach with businesses about providing poll workers, and provide tips to counties on how to solicit assistance of local businesses for Election Day. Investigate the poll worker pay across counties, the equity of pay relative to county economy and standard of living, and the impact of recent pay raises on recruitment. This report can then be used by county election departments to convince County Boards of Supervisors to consider stipend increases. Provide a handbook on planning retention events, such as poll worker picnics or cookbooks. Also develop a handbook on various ways to promote and recognize poll workers.

Selecting workers for Precinct Boards

- **Avoid inexperienced inspectors and screen for competence**. Try not to assign inspector duties to a first time poll worker. We have received a lot of feed-back from poll workers about the problems that inexperienced inspectors create, and comments from first time poll worker/inspectors about how overwhelmed they were by their responsibilities. Screen potential inspectors carefully for competence, sense of responsibility, and social skills. The inspector sets the tone for the polling place and poll workers pick up cues on how to act from their team leader. A good inspector makes all the difference for the whole team.

- **Combine experienced with inexperienced poll workers.** Have poll workers with varying levels of experience on your precinct boards. Avoid boards that are made up of all new workers. Many workers report that experienced fellow poll workers provide their best training on Election Day. Take advantage of this opportunity.

- **Build team spirit.** Keep well working precinct boards together. A good team makes a big difference in a board's effectiveness, efficiency and retention of workers. Promote team building by encouraging precinct board members to meet and sit together at training. Provide contact info of all board members to all board members to enable communication with each other before Election Day. Consider providing contact information for members of other precinct boards in the same polling place to facilitate ride sharing, information exchange, etc. Many poll workers ask to be placed close to their home, in a location where they have previously worked, and/or in their own precinct, all of which makes a long day easier and more pleasant.

- **Test your poll workers.** Implement a testing process for new poll workers and ask continuing poll workers to self-administer a take-home test to assess their skills. This will help weed out people who either do not have the skills a poll worker needs to do a good job or for whom the job has outgrown their skills. We received many reports of poll workers who were not able to do their jobs anymore, and consequently made it difficult for the rest of the precinct board to do theirs in a timely fashion. Respondents also reported that some poll workers had difficulties with basic reading, writing and arithmetic.

- **Eliminate communication barriers**. Inspectors are usually instructed to call their poll workers before Election Day, but some mechanism should be in place to contact inspectors. Especially in counties where training takes place many weeks before the election and where supplies are delivered to the polling place, there is no way for the county to know whether an inspector will show up on Election Day. Poll workers should be instructed to contact their inspector if they don't hear from him/her by a given date, and alert the county if they can still not get in touch.

- **Utilize students to their fullest potential**. If you want student poll workers to be full members of the precinct board, inform them and the rest of the board of this. We have found that students are often only used for menial tasks like updating the street index. The rest of the time they are bored. Bored students will not return! Make sure everyone is informed of their duties, and if students are working as clerks, they should be treated equally and not like lesser members of the precinct board.

- **Minimize physical limitations.** The composition of poll workers in each precinct must reflect the ability to do the required heavy lifting or the county must find another way to manage physical requirements of polling place set-up, packing and delivery of supplies and ballots. Simply packing supplies into multiple boxes may alleviate this problem. Additionally, many poll workers say that curbside voting with electronic equipment that has to be carried is impossible for them to conduct due to the weight of the machines. Adding one physically able poll worker to each board will lessen this concern.

    State-level: Promote and encourage excellence in precinct workers and boards through outreach. Assist counties in supporting ongoing precinct board communication. Provide basic testing materials and continuing education curriculum that counties can adapt to promote year-round involvement of poll workers. Provide funds and encourage counties to higher extra staff to set up and troubleshoot voting equipment.

<u>**Reference and Instruction Materials:**</u>

- **Test and check your materials.** Verify that all materials are accurate and up to date in terms of current procedures. Cross check that all materials have consistent information, the same wording, abbreviations, and most importantly employ the same terminology. Then set up a mock polling place and use the instructions and materials to go through realistic processes. Finally, invite a couple of experienced and inexperienced poll workers to do the same. This will serve to catch inaccuracies and ambiguities before the reference materials are printed.

- **Double check take-home supplemental training media**. If poll workers are provided with DVDs or videos to view at home, make double sure that the information contained is accurate. <u>Double-check materials that were developed by vendors!</u> For example, a DVD that says that the polls open at 8 will result in confusion, unnecessary phone calls to headquarters and latecomers on Election Day.

- **Have training and reference materials available for all workers**. Training and reference materials should be available to <u>all</u> poll workers, not just the inspector. Redundancy is good! Workers have reported that their inspector has refused access to materials when only one copy was provided. Our data show that poll workers, no matter what their job titles are, use the materials if they have access to them! Many have asked to be provided with the materials at training, or even before training, to be able to familiarize themselves with them, take notes and then use them on Election Day as reference materials. Ask your poll workers to bring their manuals on Election Day. Also have all training and reference materials available online in addition to the hard copies. Particularly younger poll workers have asked for this option in our survey. This provides an additional way for poll workers to access materials who have misplaced or did not receive them at training.

- **Consolidate information.** Poll workers love the "What to do if"- books. Flip pages make finding information easy. Expand on this idea and consolidate all other information into either one or two binders or manuals. Try to minimize lose leaf paper. Create detailed step-by-step instructions with check-off boxes for opening and closing procedures. These lists could be incorporated into the back of the "what to do if" booklet. Poll workers are often not quite awake when they arrive at the polling place on Election Day, and we have observed that many tend to 'freeze' – i.e. not know where to start to set up. They are also tired when the polls close. Detailed checklists will help to get the process moving and minimize the procedures that are not completed. Provide check lists to all poll workers so that they don't have to share one copy. Encourage them to place a check mark next to each process that was completed. Develop and incorporate a Frequently Asked Questions document from new questions that arise at training and on Election Day. Incorporate this document into the reference materials.

  State-level: Provide basic outline of reference materials, particularly flip books and check lists, which counties can adapt. Provide handbook on developing user-friendly materials

for poll workers. Require or encourage counties to make sure each worker has access to reference materials before and on Election Day.

Polling Place logistics:

- **Get voters to the proper polling place.** Consider printing a map showing the polling place on the sample ballot, especially if the location has changed. If there are multiple polling places in the same location, consider placing a 'conductor' at the entrance who prescreens voters and directs them to the proper polling place. Print the precinct number prominently on the sample ballot so voters who bring it have some prior idea about which table is theirs. Make sure the voting location is adequate for the number of polling places allocated. Crammed locations with multiple polling places are prone to errors as voters tend to get confused and their voted ballots often end up in the wrong ballot box. Create some type of a physical delineation that keeps voters in the proper polling place, for example tape or string may be used.

- **Get poll workers to the proper polling place.** Provide directions to the polling place. Especially poll workers who are not likely to go online to find directions have had problems finding the polling place. Ask poll workers who arrive at the polling place first to immediately put signs outside so that later-arriving poll workers can find the location more quickly. Alternatively, encourage all poll workers to help with setting-up their polling place on the night before Election Day. This avoids being rushed in the morning. Efforts to make the polling place available prior to Election Day have been appreciated by the poll workers in our survey.

- **Encourage proper traffic flow**. Discuss in class and in reference materials how to set up polling places in terms of the orientation of tables, voting booths/machines, and where line should form. Remind your poll workers not to excessively socialize on Election Day, to speedily process voters, and minimize the wait for voters. This will contribute to better record keeping and provide a quiet environment for voters to concentrate on voting.

- **Educate voters standing in line.** Provide a handout to voters that are waiting to be processed, which explains the voting method, what ballots they may request (in the primary) depending on their registration, etc. This will give waiting voters something to do and poll workers a break from having to explain the same thing over and over.

  State-level: Develop a handbook for counties with diagrams and tips on effective polling place set ups that allow for privacy and proper flow of traffic. This could be combined with the information provided to counties on how to adapt polling places to meet disabled access requirements.

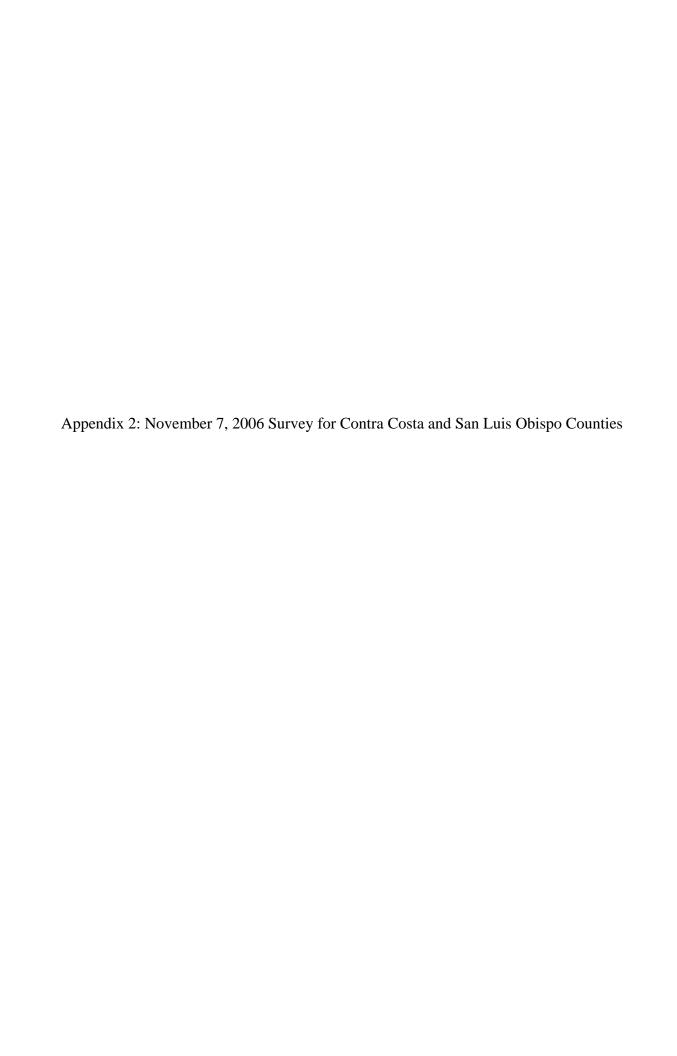Appendix 1: June 6, 2006 Poll Worker Survey

Dear Poll Worker: Please complete this confidential questionnaire to assist a University of California study on poll worker training in California, and then return it in the postage paid envelope. As a poll worker, your expertise is essential to our research and your participation is much appreciated. We hope our research helps to improve the poll worker experience and election process for everyone. (Please complete both sides of this page.) **THANK YOU! THANK YOU!**

ABOUT YOUR TRAINING BEFORE ELECTION DAY

1. Did you attend a training class for the June 6, 2006 Election? Yes_____ No_____
   If No, why not? _____

2. Have you attended trainings in the past for other Elections? Yes ____ (If Yes, how many)? _____ No____

	(for questions below please circle the number that applies)					
3. How convenient was the training location?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
4. How convenient was the training time?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)

5. Did you receive any reference materials (manuals, checklists, etc.) at training to take home? Yes ___ No___ N/A___
   If Yes, did you review any of the materials before reporting to your polling site on Election Day? Yes___ No___
   If you did NOT review materials received, why not? _____

   _____

6. Do you have additional comments about and/or suggestions for improvement of **poll worker training**?

   _____

   _____

ABOUT YOUR ELECTION DAY EXPERIENCE

1. Have you worked as a poll worker in previous elections? Yes_____ No_____

   (If Yes, in **how many elections** have you worked as a poll worker?)_____

2. Please circle your job title on Election Day June 6, 2006:

   Inspector   Judge   Clerk   Other_____

   What were your job titles in past elections? _____

	(for questions below please circle the number that applies)					
3. How well did the training prepare you for Election Day?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
4. How well did the training prepare you to operate any voting equipment (such as ballot marking devices, ballot scanners, electronic machines) on Election Day?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
5. How well did the training prepare you to demonstrate to voters how to operate any voting equipment (such as ballot marking devices, ballot scanners, electronic machines)?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
6. How well did the training prepare you to manage different voter situations and questions on Election Day?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
7. How effective was the training in preparing you to serve voters with disabilities?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
8. How effective was the training in preparing you to serve voters with limited English proficiency?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
9. How helpful was the training/instruction you received on Election Day from other poll workers or election staff?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
10. How adequate were the available reference materials for guiding you through Election Day processes and procedures?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
11. In your opinion, how well did Election Day processes go at your polling place?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)

ABOUT YOUR ELECTION DAY EXPERIENCE (continued)

12. Do you think class training is valuable for working at the polls?   Yes _____   No_____   Not Sure/Don't Know_____

13. Did you have adequate reference materials available to you on Election Day? Yes__ No__   Not Sure/Don't Know_____

What materials were most useful on Election Day? _____

_____

14. Do you have additional comments about and/or suggestions for improving **written poll worker reference materials**?

_____

_____

ABOUT BEING A POLL WORKER IN GENERAL

1. Why did you become a poll worker?

_____

_____

2. When you are not serving as a poll worker, what do you do?
(for example: high school student, college student, retired, county employee, state employee, teacher, in business, etc…)

_____

3. Are you willing to work in future elections?   Yes_____   No_____   (why not?) _____

_____

4. Do you have additional comments about and/or suggestions for improving **your county's poll worker program**?

_____

_____

_____

_____

_____

Co # 19

Appendix 2: November 7, 2006 Survey for Contra Costa and San Luis Obispo Counties

Dear Poll Worker: Please complete this confidential questionnaire to assist a University of California study on poll worker training in California, and then return it in the postage paid envelope. It is most helpful if you complete this after Election Day, and you may take it home and send it back at any time.   As a poll worker, your expertise is essential to our research and your participation is much appreciated.   We hope our research helps to improve the poll worker experience and election process for everyone.

(Please complete both sides of this page.)   **THANK YOU!   THANK YOU!**

ABOUT YOUR TRAINING BEFORE ELECTION DAY

1. Did you attend a training class for the November 7, 2006 Election?   Yes_____   No_____

If No, why not? _____

If Yes,

- Were you trained on voting procedures? Yes_____   No_____
- Were you trained on how to set up and dismantle voting equipment? Yes_____   No_____
- Were you trained on how to troubleshoot various situations with the voting equipment? Yes_____ No_____
- Was this the first time you were trained on this particular voting equipment?   Yes_____   No_____
- Did you understand from the training why the equipment is necessary?   Yes_____   No_____
- Did you receive any reference materials on the new voting equipment? Yes_____ No_____

2. Have you attended trainings in the past for other Elections?   Yes ____ No ____

(If Yes, how many)? every training for _____ Elections   OR   training for every Election for _____years   OR _____

ABOUT YOUR ELECTION DAY EXPERIENCE

1. Have you worked as a poll worker in previous elections?   Yes_____   No_____

(If Yes, in **how many elections before November 7** have you worked as a poll worker?)   _____ elections OR

Less than 10 yrs_____(please enter number)   10-20yrs_____   20yrs or more _____

2. Please circle your job title on Election Day November 7, 2006:

Inspector   Clerk   Other_____

Did you work for an "adopt-a-poll" on November 7?   Yes_____   No_____

What were your job titles in past elections? _____

	(for questions below please circle the number that applies)					
3. How well did the training prepare you for Election Day?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
4. How well did the training prepare you to operate any voting equipment (such as ballot marking devices, ballot scanners, electronic machines) on Election Day?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
5. How well did the training prepare you to demonstrate to voters how to operate any voting equipment (such as ballot marking devices, ballot scanners, electronic machines)?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
6. How prepared were you to assist voters with disabilities to use the equipment that is provided for them?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
7. How well did the training prepare you to manage different voter situations and questions on Election Day?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
8. How effective was the training in preparing you to serve voters with disabilities?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
9. How effective was the training in preparing you to serve voters with limited English proficiency?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
10. How helpful was the training/instruction you received <u>on Election Day</u> from other poll workers or election staff?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
11. How adequate were the available reference materials for guiding you through Election Day processes and procedures?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
12. In your opinion, how well did Election Day processes go at your polling place?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)
13. How smooth was the use of voting equipment in your polling place?	0(N/A)	1(poor)	2	3(good)	4	5(excellent)

ABOUT BEING A POLL WORKER IN GENERAL

1. Why did you become a poll worker?

_____

_____

2. When you are not serving as a poll worker, what do you do?
(for example: high school student, college student, retired, volunteer work, county employee, state employee, teacher, in business, etc…)

_____

3. Are you willing to work in future elections?   Yes_____   No_____   Maybe/Not Sure_____   Cannot_____

(why?) _____

4. Do you have additional comments about and/or suggestions for improving **your county's poll worker program** (especially about recruitment, assignment, training, reference materials, and supplies)?

_____

_____

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Appendix 3: November 7, 2006 Survey for Six Counties

(Santa Cruz, Yolo, San Francisco, Sonoma, Imperial, Mendocino)

Dear Poll Worker: Please complete this confidential questionnaire to assist a University of California study on poll worker training in California, and then return it in the postage paid envelope. As a poll worker, your expertise is essential to our research and your participation is much appreciated. We hope our research helps to improve the poll worker experience and election process for everyone. It is most helpful if you <u>complete this after Election Day</u>, and you may take it home and send it back at any time.
   (Please complete both sides of this page.)   **THANK YOU!   THANK YOU!**

ABOUT YOUR EXPERIENCE BEFORE ELECTION DAY

1. Did you attend a training class for the November 7, 2006 Election?   Yes_____   No_____

If No, why not? _____

If Yes,

- Were you trained on voting procedures? Yes_____   No_____
- Were you trained on how to set up and dismantle voting equipment? Yes_____   No_____
- Were you trained on how to troubleshoot various situations with the voting equipment? Yes_____ No_____
- Was this the first time you were trained on this particular voting equipment?   Yes_____   No_____
- Did you understand from the training why the equipment is necessary?   Yes_____   No_____
- Did you receive reference materials on the new voting equipment? Yes_____ No_____

2. Have you attended trainings in the past for other elections? Yes ____ No ____

(If Yes, how many)? every training for _____ elections   OR   training for every election for _____years   OR   _____

3. Have you worked as a poll worker in previous elections? Yes_____   No_____

If Yes, in **how many elections before November 7** have you worked as a poll worker?
       Please estimate: _____ elections   OR   _____ years

4. Did you receive any reference or learning materials prior to election day??   Yes ___   No___   N/A___
     If Yes, did you review any of the materials before reporting to your polling site on Election Day?   Yes___   No___   N/A__

ABOUT YOUR ELECTION DAY EXPERIENCE

1. Please circle your job title on Election Day November 7, 2006:

   Inspector   Judge   Clerk   Other_____

   What were your job titles in past elections? _____

2. Did you have sufficient reference materials available to you on Election Day? Yes ___   No___   N/A___

What would you have liked more information on: (equipment, opening, closing, special situations, trouble-shooting, etc or I was not given access to reference materials, did not need reference materials, etc) _____
_____

Questions 2-8 are for those who received training.	(for questions below please circle the number that applies)					
3. If you received training, how well did it prepare you for Election Day?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
4. If you received training, how well did the training prepare you to manage different voter situations and questions on Election Day?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
5. If you received training on voting equipment (such as ballot marking devices, ballot scanners, electronic machines), how well did it prepare you to operate that equipment on Election Day?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
6. If you received training on voting equipment, how well did it prepare you to demonstrate to voters how to operate that equipment?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
7. If you received training on equipment for voters with disabilities, how prepared were you to assist voters with disabilities to use that equipment?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
8. If you received training on how to serve voters with disabilities (other than use of equipment), how effective was the training in preparing you to serve those voters?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
9. If you received training on how to serve voters with limited English proficiency, how effective was the training in preparing you to serve those voters?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)

Questions 9-12 are for ALL survey takers	(for questions below please circle the number that applies)					
10. How helpful was the training/instruction you received <u>on Election Day</u> from other poll workers or election staff?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
11. In your opinion, how well did Election Day processes go at your polling place?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)
12. How smooth was the use of new voting equipment in your polling place?	0(N/A)	1(poor)	2	3(neutral)	4	5(excellent)

ABOUT BEING A POLL WORKER IN GENERAL

1. Why did you become a poll worker?

_____

_____

2. When you are not serving as a poll worker, what do you do?   Please indicate your occupational status and occupation past, present, or future.

(for example: high school student, college student, retired, volunteer work, county employee, state employee, teacher, in business, etc…)

_____

3. Are you willing to work in future elections?   Yes_____   No_____   Maybe/Not Sure_____   Cannot_____

(why?) _____

4. Do you have additional comments about and/or suggestions for improving **your county's poll worker program** (especially about recruitment, assignment, training, reference materials, and supplies)?

_____

_____

_____

_____

_____

_____