

Survey of Youngest Voting-Age Citizens in Boise

An initiative of The Boise Commons

Conducted among Senior-Level Students of the Boise School District

November 15, 2016

Final Report

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I. Introduction

The Boise Commons is a non-profit, non-partisan organization dedicated to developing civic capacity in the greater Boise area. Following approval by the research committee of the Boise Independent School District, The Boise Commons conducted a survey among high school seniors regarding their views on voting and civic participation. The primary purpose for the survey was to gain and then communicate insights that might help the community understand low voting rates and consider how better to foster civic engagement among young people. The reflections afforded by students' taking the survey would have educational benefits as well.

This survey was conducted through the American Government classes, in all five District high schools, over a span of several weeks in October.

This report includes the District-wide and school-by-school results and interpretations of the data. School-by-school breakdowns and comparisons of other sub-groupings are to follow.

Highlights & Key Observations

- Response rate to the survey and most of its questions was very high, at an estimated 70% . This was made possible by the high level of site-level and classroom-level cooperation with the survey's distribution and administration.
- Overall, students see voting as important to their lives, community, and society, and feel some sense of duty to vote.
- In the context of the present election season, the single greatest reason given for desire or intent to vote next week was a feeling of strong opposition to one or more candidates.
- A sense of duty to vote was the second most highly rated reason given for wanting to vote.
- The leading disincentive for voting among those surveyed was their dislike for any of the candidates.
- Candidate debates were rated by students as the single greatest source of information about candidates and election issues.
- Reform of the Electoral College system was the most popular among theoretical changes to the electoral system presented in the survey for students' opinions.
- Voting-age students who intended to vote were more than twice as likely to believe that their friends and parents would be voting as well, as compared with

voting-age who did not intend to vote. They also indicated much less uncertainty about whether their friends and parents would be voting. However, parents and friends were not cited highly by most students as a source of information about candidates or election-related issues. Furthermore, the influence of friends on the desire or intent to vote, or not to vote, was rated low.

- Students generally rated national elections as being higher in importance than state elections, and state elections higher than local elections. However, a significant percentage of students rated all three highly.
- Students indicated strong support for wanting to vote directly on issues—in many cases rating this more important than voting for candidates.
- Students rated several other forms of civic participation as highly as, if not higher than, voting. These included "Going out of your way to learn about different perspectives, beliefs, values, and opinions" and "Choosing a job or career that makes a positive difference in society."

II. District-Wide Results

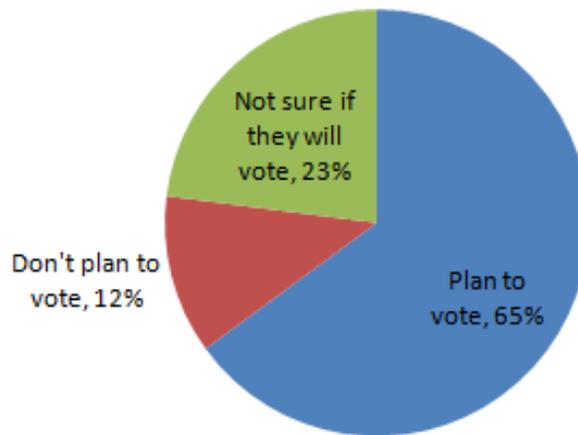
Participation

n = 1305 (estimated to be ~72% of all high school seniors in the District)

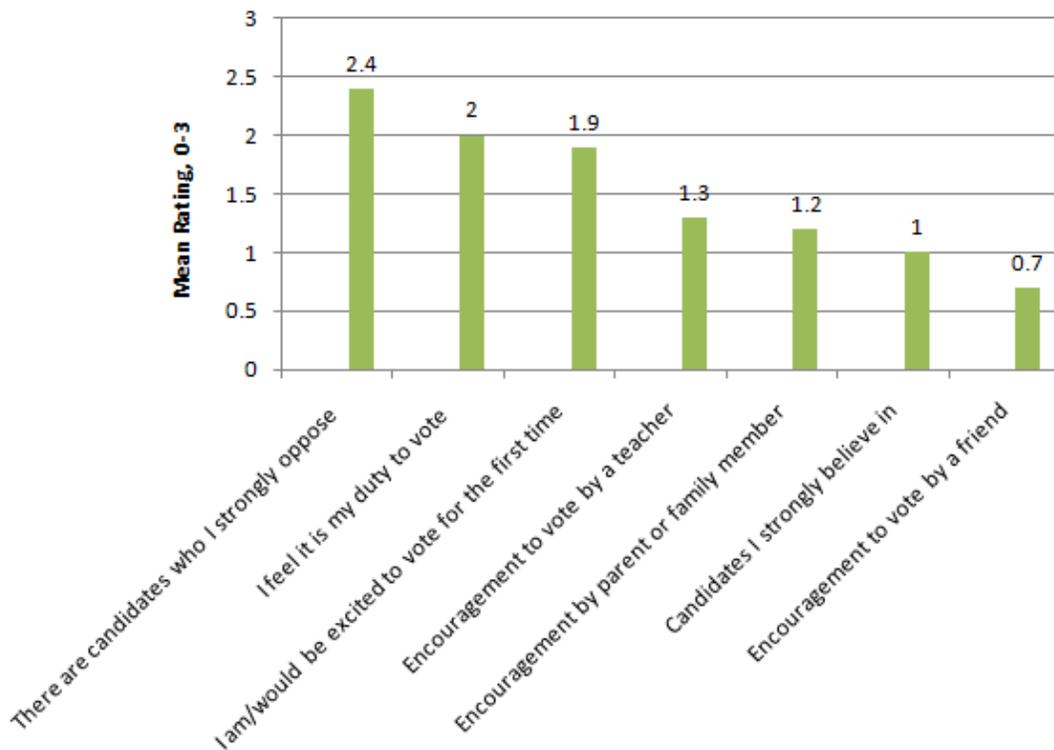
(1) Voting-Age Respondents

315 (24%) say they will be 18 as of Election Day (November 8, 2016). Of those who would be 18,

Intention to Vote among those 18 years old



(2) If you could and would vote this coming Election Day, rate the following reasons why you would vote. (All respondents, regardless of eligibility) (Scale 0-3).



Spreads

Variations are lowest for "Candidates I strongly oppose" and "Encouragement by a friend", and highest for "Encouragement by teacher" and "Encouragement by family/parent".

Interpretation

Among all respondents, "negative voting", or the desire to keep someone from winning, is the single strongest motivator for wanting to vote. This is reinforced by a low standard deviation and the proportion of open-ended comments with "negative" tones (e.g., "To stop [name of candidate]") versus positive tones "I've always wanted to vote." However, a sense of duty was also very strong among reasons for wanting to vote.

The role of encouragement by parents and teachers was also weaker, although there was the widest variation in rating of the role of encouragement by teachers.

The lowest rated reason cited for wanting to vote was "Encouragement by a friend." Standard deviation for this factor was low as well.

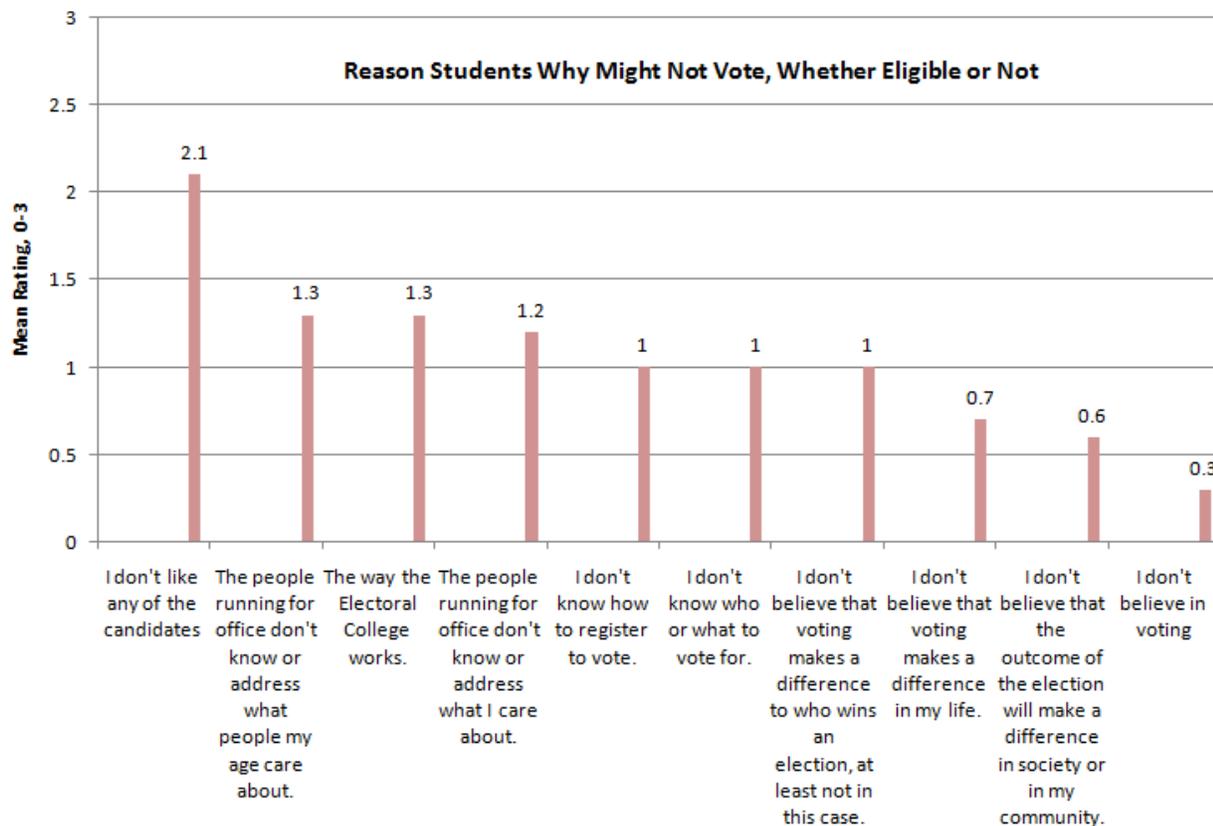
(3) Students indicating that they would/will definitely vote this Election Day if they were/are eligible

n = 533, or 41% of all respondents

(4) Rate each of the following as reasons why you *might not* vote, assuming you would be eligible to vote this Election Day. (All respondents) (scale 0-3).

Number of who completed this section = ~740

See next page for graph



Spreads

The highest agreement by far was seen for the factor with the lowest rating, i.e., that voting doesn't make a difference in their life. Most divergent were "Don't know who/what to vote for" and the Electoral College item.

Interpretation

Respondents believe that voting is important and makes a difference. However, a high level of negative feeling about the presidential candidates was undermining interest in or motivation for voting, at least in the case of the recent election.

Among secondary factors, the spread of rating in relation to the Electoral College item may be attributable to variation in knowledge about the role and effect of the Electoral College among the respondents, which would be affected by variations in where students were at in the American Government curriculum when the survey was taken District-wide. The Electoral College is cited as a negative factor in a number of open-ended comments across the survey pool.

Open-Ended Comments About Factors Influencing To Vote or Not Vote

361 of the 1305 wrote respondents comments in the "Other" section regarding factors that would influence them *to* vote. 131 comments were entered in the "Other" section regarding

factors that would influence them to *not* vote. Most of these comments can be characterized as either "positive" in tone (usually related to exercising their right and making a positive difference) or "negative" in tone (often a negative comment about a particular candidate or an intent to vote for the "lesser of evils"). See section III for further discussion.

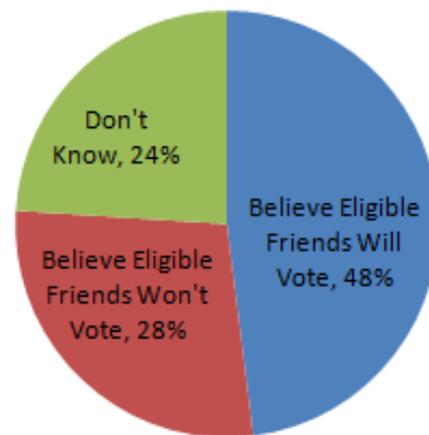
(5) Do you think that *most* of your friends who will be eligible to vote this Election Day will vote? (Yes, No, Don't Know)

n = 1286

Interpretation

The perception of friends likelihood of voting is about 2:1 yes versus no, which ratio is fairly accurate as compared to the percentage of eligible seniors who say they intend to vote.

Believe Eligible Friends Will Vote



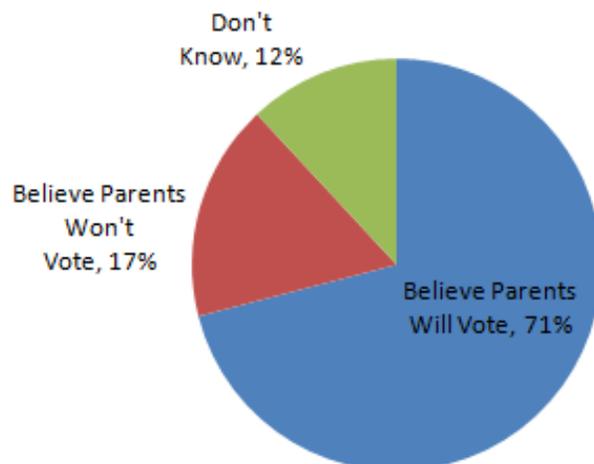
(6) Do you think that your parent(s) will vote this Election Day? (Yes, No, Don't Know).

n = 1293

Interpretation

District-wide, a strong majority of respondents believed that their parents/guardians would vote. We don't know with precision how accurate this perception was, but turnout among registered voters was very high for the Nov. 8 election.

Believe Parents Will Vote



Comparison of *Eligible and Intend to Vote* vs. *Eligible and Don't Intend to Vote or Not Sure*

	18 and WILL vote	18 and will NOT vote or Not Sure
Number	206	108
Believe Eligible Friends Will Vote	49%	21%
Believe Eligible Friends Won't Vote	33%	42%
Don't Know	19%	37%
Believe Parents Will Vote	85%	36%
Believe Parents Won't Vote	9%	44%
Don't Know	6%	19%

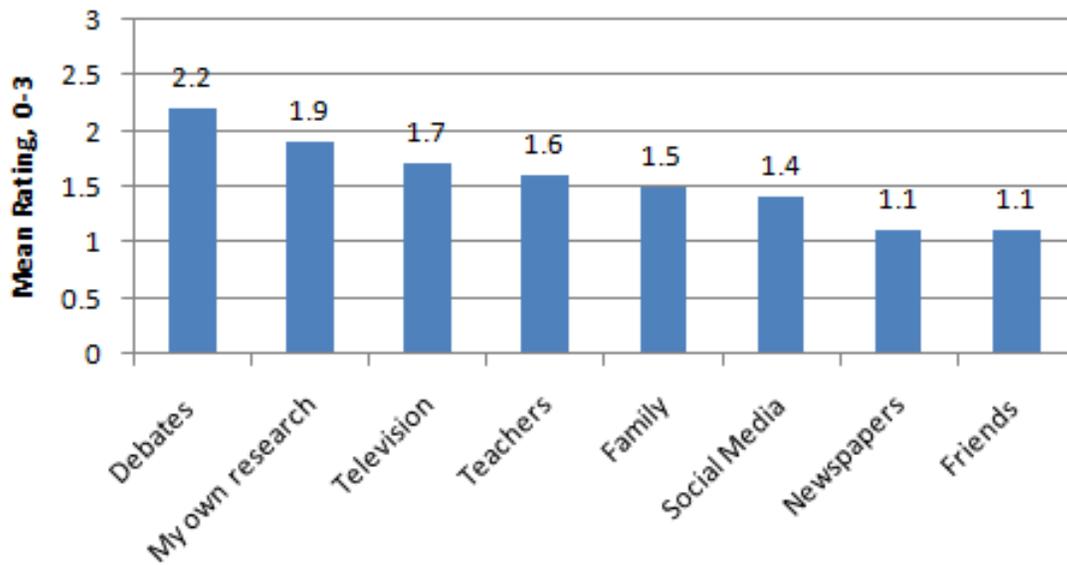
Interpretation

A direct comparison between voting-age students' expressed intent to vote and their view of whether their friends and parents would be voting revealed a strong correlation between the two. Students who intended to vote were more than *twice as likely* to believe that their friends and parents would be voting as well, and indicated much less uncertainty about whether their friends and parents would be voting.

It should be noted that assessment of whether parents intend to vote does not appear to have been influenced by whether students were of voting age. Among those who did not indicate they were of voting age, 72% thought their parents would be voting. Among those of voting age, 68% thought their parents would be voting. The difference is insignificant.

(7) Please rate the importance to you of each of the following sources of information about candidates and election-related issues. (Scale 0-3)

See next page for graph



Sources of information about candidates and related issues

Spreads

The highest agreement was seen on ratings for "Debates" and "Friends" (which also happened to be the highest and lowest rated factors, respectively). Broadest variation was seen for ratings on "My Own Research" and "Social Media".

Interpretation

Candidate debates were cited as the most important source of information on candidates and election-related issues. Students also cited their own research as a leading source of information. The variety of other sources were not too far behind, with the exception of "Friends" and "Newspapers".

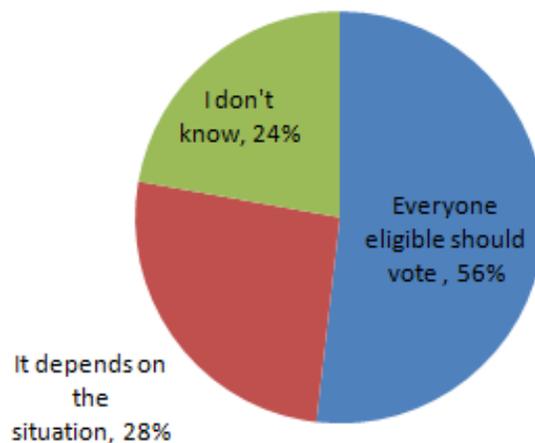
(8) Do you believe that voting is something that everyone eligible to vote should do? (Yes, It Depends, Don't Know)

n = 1265

Interpretation

While a majority of respondents believe that everyone who is eligible should vote, a nearly identical proportion did

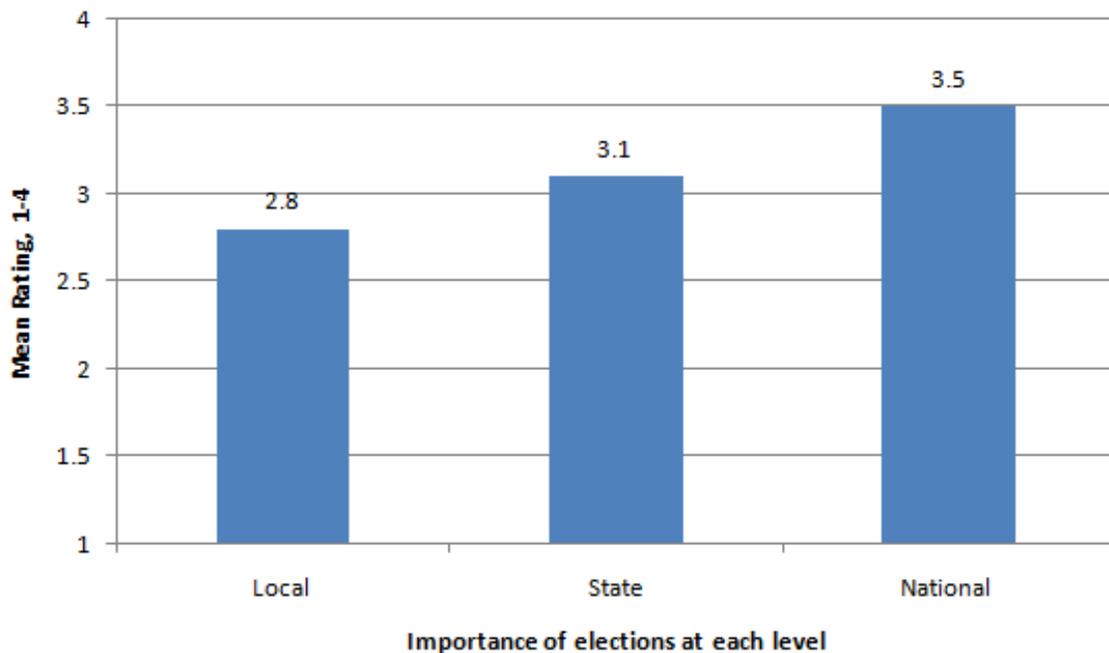
Should everyone who is eligible vote?



not automatically agree with this. Given the earlier indication that students generally perceive voting as relevant to their lives, the level of ambivalence indicated in this question seems likely to be related to the negativity felt toward candidates in the present political season. However, there could also be a more general sense of ambivalence about whether voting is an essential civic act. No clear conclusion can be reached here.

(9) Please rate the elections for the following three levels of government by what you see as their importance (Scale 1-4)

n = 1277 for local & state, 1276 for national



% who rated all three levels as 4's	12%
% who rated them as a combination of 3, 4, and 4	9%
% who rated local highest	7.3%
% who rated state highest	4.8%

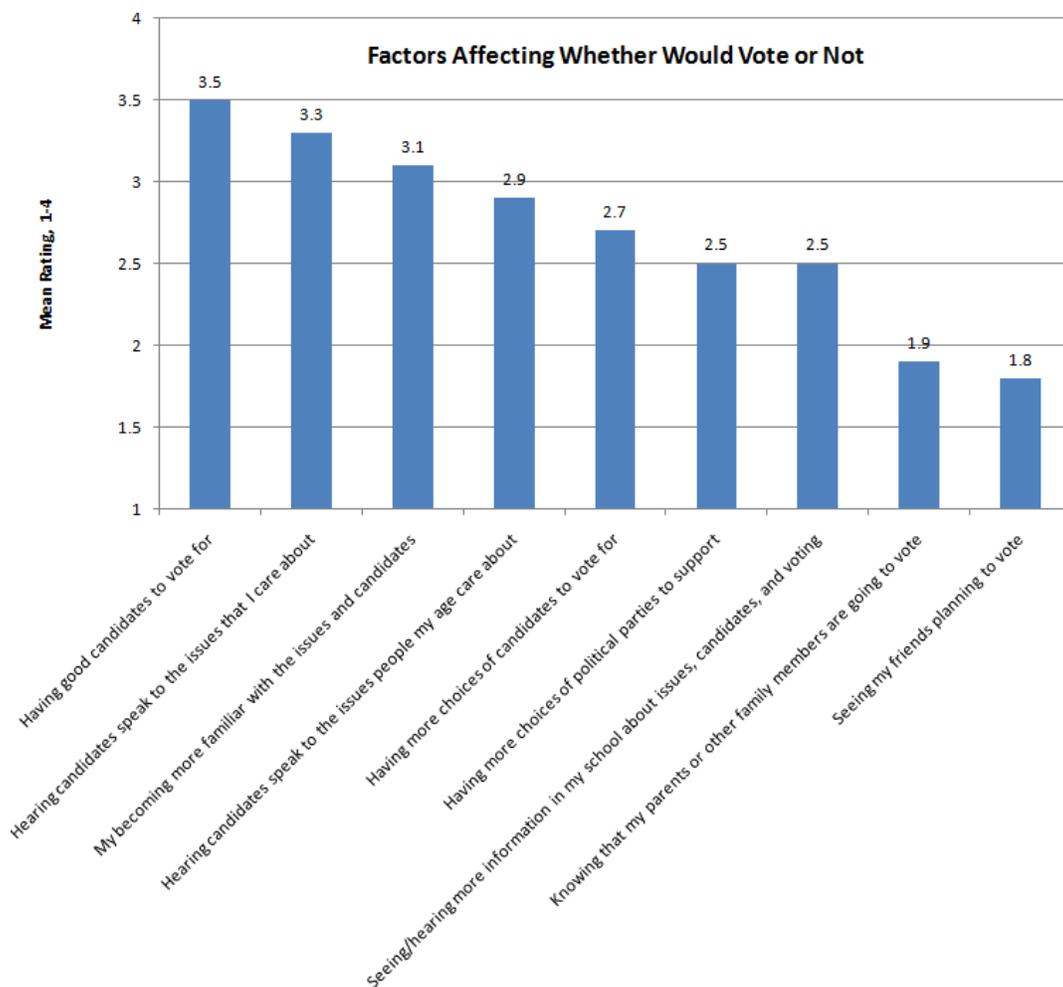
Spreads

Spreads were low, i.e., there was generally strong agreement in the ratings for State and National. Agreement was less strong among the ratings for "Local": a fairly large number of students placed more importance on local elections than did others.

Interpretation

Generally, the students rated local elections less important than state elections, and state elections less important than national elections. However, a significant percentage (21%) rated them as all highly important. A smaller percentage (7.3%) rated Local elections as highest in importance, with State trailing behind. It is not known whether these figures are affected by the fact that this was a Presidential election year with arguably higher-than-normal stakes.

(10) Please rate the likely (or potential) importance of each of the following toward your deciding whether or not to vote. (Scale 1-4)



Spreads

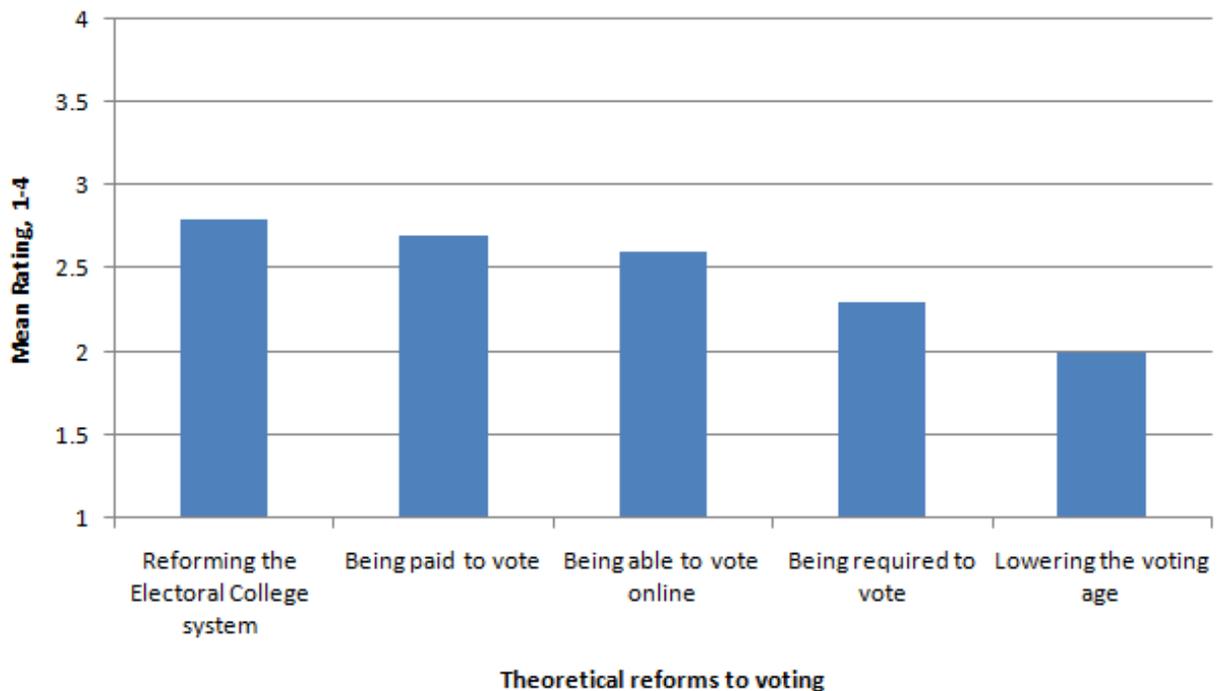
The results were fairly consistent across respondents, one exception being "More choices of candidates" and "More choices of parties", where respondents' ratings on importance were more spread out.

Interpretation

The top-rated factor appears to reflect the general sentiment toward the presidential candidates. It is closely followed by more general issues related to candidates speaking to respondents' concerns and interests. One of the highest rated factors, however, places more of the onus on the student becoming more knowledgeable. At the other end of the spectrum in ratings were parents/family voting, along with friends voting. This latter rating would suggest that peer influence on this issue may not as great as might otherwise be expected.

With regard to family influence, there may be a discrepancy between what this item's low rating suggests and an apparently strong correlation between students' assessment of whether their parents will vote and their own intention to vote—at least among those eligible to vote. This will be more closely explored as analysis continues.

(11) Below are some "theoretical" possibilities for how voting could change in the future; some are more realistic than others. Please rate how important each one could be toward your deciding whether or not to vote. (Scale 1-4)



Spreads

Standard deviations on these items were large, which accounts for the means of the ratings all falling between 2 and 2.8 (out of 4). The largest polarization among respondents was on the

idea of being paid to vote, but most other concepts in this section appeared to be contentious. The idea with highest agreement was reforming the Electoral College system, but even this had a fairly high standard deviation.

Interpretation

Students had strong responses to the options in this section, which is not surprising. There was certainly no consensus about whether they were good or bad ideas. Being required to vote and lowering the voting age had the lowest mean and median ratings, and each garnered the greatest number of "1" ratings (although being paid to vote also had the highest number of "4" ratings).

The low rating given to lowering the voting age was somewhat surprising, but the respondents proximity to voting age (or having finally reached voting age) may also explain the low rating.

Ambivalence toward the reforming the Electoral College system as influencing respondents' decision whether or not to vote could, as noted elsewhere, reflect a variation in familiarity with the effect of the Electoral College. A second explanation might be that the majority of students are happy with the effect of the Electoral College, which would imply that most of them would vote as the state generally votes. Further analysis may help to clarify this matter.

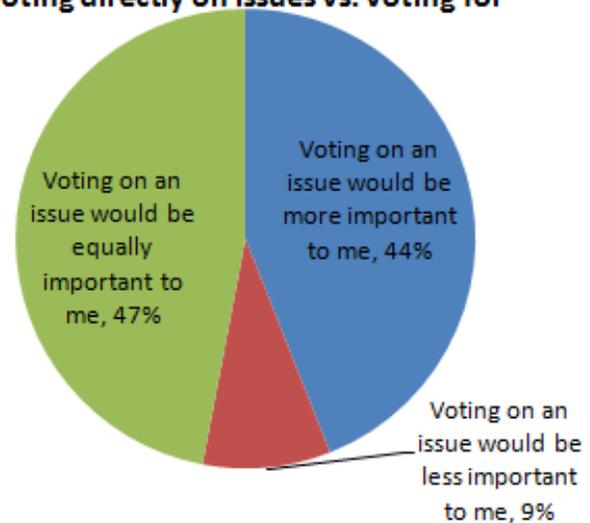
(12) How important would it be to you to be able to vote on specific questions/issues (a "referendum") as compared to voting for candidates for office? (Check one) Percentages shown.

n = 1227 (78 respondents left this blank)

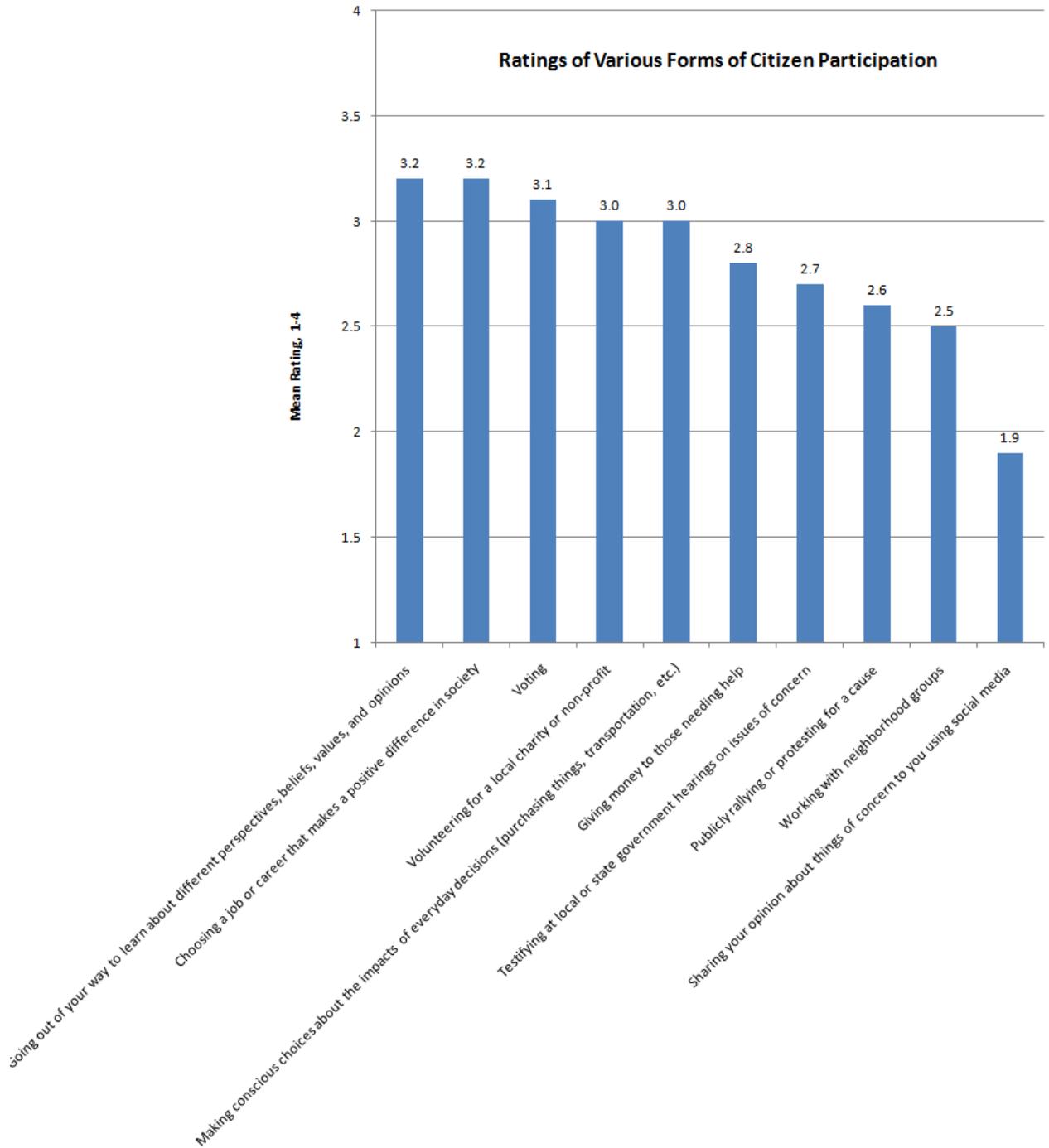
Interpretation

91% of respondents answering this question felt that voting directly on issues would be *at least* as important to them as voting for candidates. Half of those felt that it would actually be more important to them. The concept of "direct democracy" thus seems to appeal to the young voters represented in the sample.

Importance of voting directly on issues vs. voting for candidates



(13) How effective or powerful do you think each of the following forms of citizen participation are? (Scale 1-4)



For clarity, the options were, in rated order:

- Going out of your way to learn about different perspectives, beliefs, values, and opinions
- Choosing a job or career that makes a positive difference in society
- Voting
- Volunteering for a local charity or non-profit
- Making conscious choices about the impacts of everyday decisions (purchasing things, transportation, etc.)
- Giving money to those needing help
- Testifying at local or state government hearings on issues of concern
- Publicly rallying or protesting for a cause
- Working with neighborhood groups
- Sharing your opinion about things of concern to you using social media

Spreads

Standard deviations fell into a relatively narrow, and low, band across all of the choices given, so there was generally high level of agreement.

Interpretation

The students surveyed are open to the potential for a wide spectrum of forms of civic participation to have a positive impact. Two of these were ranked more highly than voting, and several others were close behind. In these results may be found some interesting reflections on, and implications for, students' educational experience.

By far the *lowest* rated among the options given as a form of citizen participation was the use of social media to share opinions about things of concern. Most students appear to be pragmatic, conservative, or simply dubious about their use of social media for the purpose of addressing public issues.

III. Note on Student Comments

361 respondents added comments under "Other Reasons Why I would/will vote this Election Day". Most comments fell into the following general categories:

Comment Type	Example
First Time Voter	"It would be my first time and a fun experience"
General-Neutral	"Because someone has to become president"
General-Positive	"Allows my voice to be heard"; "So that I have 'a say' in what happens to our country"
Duty	"It is my duty to vote as an American citizen"
Lesser Evil	"To vote for the lesser evil"
Negative Toward Candidates	"So it's more of a chance Trump won't win"; "Because Hillary shouldn't be president"
More Than Just National	"Local elections are important. Probably more so than the presidential."
Every Vote Counts	"I feel like the elections are close in #, and every vote counts."
Third Party	"If 3rd party candidate receives 15% of votes - good stuff"
Women	"Women have fought for the right to vote & I feel like I need to vote to pay them back."

Notes

(1) Very few students cited positive factors for either of the presidential candidates as a reason why they would/will vote if eligible.

(2) It is notable that no respondent cited the possibility that a woman might become president for the first time as a motivator for voting. One possible explanation is that this generation of voters takes the role of women in politics for granted, and the historical nature of the possibility was simply not salient to them. That said, several respondents did note historical efforts to grant women the right to vote as a motivator for them to vote.

If the list of possible responses to the above question had included "Seeing a woman become president for the first time", we suspect that it would have been cited by respondents as a factor. In retrospect, we regret this omission.

131 respondents added comments under "Other Reasons Why I might not vote this Election Day (even if eligible)". Most comments fell into the following general categories:

Comment Type	Example
Negative Toward Both	"Neither candidate to me would make a good

Candidates	president."
Don't Know Enough	"Don't know much of the policies for the candidates"
Doesn't Make a Difference	"Because I have no obligation as to vote. I don't mind who we have as a presidential candidate. It doesn't concern me."
Electoral College	"Because it doesn't matter who wins the public vote it only matters what the electoral college wants."
Lack of Trust	"All elections are rigged"; "Because media controls voting"

IV. School-by-School Results

School	Number of Respondents
Boise	285
Borah	366
Capital	333
Frank Church	30
Timberline	291

1. Will you be at least 18 years old as of November 8, 2016?

School	Yes (% of respondents)
Boise	60 (21%)
Borah	77 (21%)
Capital	88 (26%)
Frank Church	15 (50%)
Timberline	75 (26%)

2. If you will be at least 18 years old as of November 8, 2016 (Election Day), do you plan to vote?

	% Yes	% No	% Not Sure
Boise	72%	7%	20%
Borah	48%	21%	31%
Capital	68%	10%	22%
Frank Church	47%	27%	27%
Timberline	79%	7%	15%
<i>District</i>	65%	12%	23%

Please complete the following whether or not you will be eligible to vote this coming Election Day.

3. If you *could and would* vote this coming Election Day, rate the following reasons why you would vote:

(Circle one number for each item: 0 = Not a Reason, 3 = Major Reason)

I feel it is my duty to vote (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	2.3	3	.92
Borah	1.9	2	1.10
Capital	1.9	2	1.01
Frank Church	1.7	2	1.04
Timberline	2.1	2	.98
<i>District</i>	<i>2.0</i>	<i>2</i>	<i>1.02</i>

There are candidates who I strongly believe in (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.0	1	.93
Borah	1.0	1	1.04
Capital	1.1	1	1.02
Frank Church	0.8	0	1.05
Timberline	0.9	1	1.03
<i>District</i>	<i>1.0</i>	<i>1</i>	<i>1.01</i>

There are candidates who I strongly oppose (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	2.5	3	.82
Borah	2.4	3	.95
Capital	2.4	3	.86
Frank Church	2.0	3	1.22
Timberline	2.5	3	.85
<i>District</i>	<i>2.4</i>	<i>3</i>	<i>.89</i>

I am/would be excited to vote for the first time (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	2.0	2	1.03
Borah	1.7	2	1.09
Capital	1.9	2	1.08
Frank Church	1.5	1.5	1.14
Timberline	1.8	2	1.11
<i>District</i>	<i>1.9</i>	<i>2</i>	<i>1.09</i>

Encouragement to vote by a friend (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.0	1	1.02
Borah	0.7	0	.92
Capital	0.6	0	.83
Frank Church	0.5	0	.76
Timberline	0.7	0	.87
<i>District</i>	<i>0.7</i>	<i>0</i>	<i>.92</i>

Encouragement to vote by a parent or family member (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.5	1	1.16
Borah	1.1	1	1.08
Capital	1.0	1	1.05
Frank Church	0.6	0	.76
Timberline	1.3	1	1.14
<i>District</i>	<i>1.2</i>	<i>1</i>	<i>1.11</i>

Encouragement to vote by a teacher (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.7	1	1.15
Borah	1.1	1	1.12
Capital	1.3	1	1.13
Frank Church	1.2	0	.85
Timberline	1.3	1	1.15
<i>District</i>	<i>1.3</i>	<i>1</i>	<i>1.14</i>

4. Rate each of the following as reasons why you might not vote, assuming you would be eligible to vote this Election Day.

- Not applicable: I would, or will, definitely vote this Election Day.

School	% Checked Not Applicable (i.e., would or will definitely vote if eligible)
Boise	47%
Borah	37%
Capital	38%
Frank Church	33%
Timberline	44%

(Circle one number for each item: 0 = Not a Reason, 3 = Major Reason)

I don't know how to register to vote. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	0.9	1	1.04
Borah	0.8	0	1.03
Capital	1.0	1	1.12
Frank Church	1.3	1	1.27
Timberline	1.0	1	1.06
<i>District</i>	<i>1.0</i>	<i>1</i>	<i>1.07</i>

I don't know who or what to vote for. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.1	1	1.09
Borah	1.0	1	1.14
Capital	.9	0	1.12
Frank Church	1.3	1	1.28
Timberline	1.1	1	1.16
<i>District</i>	<i>1.0</i>	<i>1</i>	<i>1.14</i>

I don't believe in voting. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	0.2	0	.62
Borah	0.4	0	.84
Capital	0.2	0	.54
Frank Church	0.4	0	.70
Timberline	0.2	0	.66
<i>District</i>	<i>0.3</i>	<i>0</i>	<i>.69</i>

I don't believe that voting makes a difference to who wins an election, at least not in this case. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	0.9	1	1.03
Borah	1.0	1	1.09
Capital	1.0	1	1.09
Frank Church	1.0	1	1.14
Timberline	1.1	1	1.07
<i>District</i>	<i>1.0</i>	<i>1</i>	<i>1.08</i>

I don't believe that the outcome of the election will make a difference in society or in my community. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	0.5	0	.85
Borah	0.7	0	.95
Capital	0.6	0	.89
Frank Church	0.6	0	1.14
Timberline	0.6	0	.90
<i>District</i>	<i>0.6</i>	<i>0</i>	<i>.91</i>

I don't believe that voting makes a difference in my life. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	0.5	0	.85
Borah	0.7	0	.97
Capital	0.7	0	.97
Frank Church	0.4	0	.86
Timberline	0.7	0	.92
<i>District</i>	<i>0.7</i>	<i>0</i>	<i>.94</i>

I don't like any of the candidates. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	2.0	2	1.02
Borah	2.1	3	1.07
Capital	1.9	2	1.10
Frank Church	2.2	3	1.11
Timberline	2.3	3	.92
<i>District</i>	<i>2.1</i>	<i>2</i>	<i>1.05</i>

The people running for office don't know or address what people my age care about. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.1	1	1.07
Borah	1.3	1	1.07
Capital	1.2	1	1.04
Frank Church	1.2	1	1.26
Timberline	1.3	1	1.01
<i>District</i>	<i>1.3</i>	<i>1</i>	<i>1.05</i>

The people running for office don't know or address what I care about. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.0	1	1.00
Borah	1.4	1	1.08
Capital	1.2	1	1.07
Frank Church	1.2	1	1.20
Timberline	1.3	1	1.04
<i>District</i>	<i>1.2</i>	<i>1</i>	<i>1.06</i>

The way the Electoral College works. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.3	1	1.17
Borah	1.3	1	1.15
Capital	1.1	1	1.09
Frank Church	1.1	0	1.3
Timberline	1.5	1	1.12
<i>District</i>	<i>1.3</i>	<i>1</i>	<i>1.14</i>

5. Do you think that *most* of your friends who will be eligible to vote this Election Day will vote

	% Yes	% No	% I don't know
Boise	56%	25%	20%
Borah	39%	34%	27%
Capital	46%	29%	25%
Frank Church	25%	36%	39%
Timberline	55%	22%	23%
<i>District</i>	<i>48%</i>	<i>28%</i>	<i>24%</i>

6. Do you think that your parent(s) will vote this Election Day?

	% Yes	% No	% I don't know
Boise	80%	11%	9%
Borah	63%	21%	17%
Capital	67%	21%	12%
Frank Church	50%	43%	7%
Timberline	81%	10%	9%
<i>District</i>	<i>71%</i>	<i>17%</i>	<i>12%</i>

7. Please rate the importance to you of each of the following sources of information about candidates and election-related issues.

Use "0" for the source you don't rely on at all, and "3" for a source you rely on to a great extent.

Television news or shows. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.9	2	.93
Borah	1.7	2	.98
Capital	1.6	2	.98
Frank Church	1.7	2	1.00
Timberline	1.8	2	.99
<i>District</i>	<i>1.7</i>	<i>2</i>	<i>.97</i>

Candidate debates. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	2.3	3	.9
Borah	2.1	2	.96
Capital	2.3	3	.91
Frank Church	2.2	2.5	1.05
Timberline	2.3	3	.91
<i>District</i>	2.2	2	.93

What comes up in social media. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.6	2	1.04
Borah	1.4	1	1.07
Capital	1.3	1	.97
Frank Church	1.4	1.5	1.24
Timberline	1.4	1	1.06
<i>District</i>	1.4	1	1.04

Parents/other family members. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.6	2	.94
Borah	1.4	1	1.04
Capital	1.3	1	1.00
Frank Church	1.3	1	1.10
Timberline	1.7	2	.97
<i>District</i>	1.5	2	1.00

Your own research. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	2.0	2	1.02
Borah	1.8	2	1.05
Capital	2.1	2	1.04
Frank Church	2.2	2.5	1.05
Timberline	1.9	2	1.10
<i>District</i>	1.9	2	1.06

Friends. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.2	1	.89
Borah	1.0	1	.86
Capital	1.0	1	.78
Frank Church	1.0	1	1.13
Timberline	1.0	1	.82
<i>District</i>	<i>1.1</i>	<i>1</i>	<i>.85</i>

Newspapers. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.3	1	1.07
Borah	1.0	1	.98
Capital	1.1	1	1.00
Frank Church	1.2	1	1.11
Timberline	1.1	1	1.04
<i>District</i>	<i>1.1</i>	<i>1</i>	<i>1.03</i>

Radio Shows. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.1	1	1.04
Borah	.9	1	.92
Capital	.9	1	.94
Frank Church	1.0	0	1.20
Timberline	1.0	1	.96
<i>District</i>	<i>1.0</i>	<i>1</i>	<i>.97</i>

Teacher. (Scale 0 to 3)

	Mean	Median	Std Dev
Boise	1.8	2	.99
Borah	1.5	2	.97
Capital	1.7	2	1.0
Frank Church	1.7	2	1.06
Timberline	1.5	2	1.01
<i>District</i>	<i>1.6</i>	<i>2</i>	<i>1.00</i>

8. Do you believe that voting is something that everyone eligible to vote should do?

	% Yes, always or usually	% It depends on the situation.	% I don't know
Boise	63%	31%	5%
Borah	48%	42%	9%
Capital	54%	41%	5%
Frank Church	27%	65%	8%
Timberline	63%	33%	4%
<i>District</i>	56%	38%	6%

9. Please rate the elections for the following three levels of government by what you see as their importance.

(Circle one number for each item: 1 = Least Important, 4 = Most Important)

Local elections (city, county, school district, etc.). (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.0	3	.87
Borah	2.7	3	.93
Capital	2.7	3	.99
Frank Church	2.7	3	.92
Timberline	2.7	3	.96
<i>District</i>	2.8	3	.94

State elections (state legislators, governor, state officials). (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.2	3	.65
Borah	3.0	3	.74
Capital	3.1	3	.72
Frank Church	3.0	3	.69
Timberline	3.1	3	.71
<i>District</i>	3.1	3	.71

National elections (president, senators, representatives). (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.5	4	.79
Borah	3.4	4	.84
Capital	3.5	4	.82
Frank Church	3.5	4	.76

Timberline	3.6	4	.67
<i>District</i>	3.5	4	.78

10. Please rate the likely (or potential) importance of each of the following toward your deciding whether or not to vote.

(Circle one number for each item: 1 = Least Powerful, 4 = Most Powerful)

My becoming more familiar with the issues and candidates. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.3	3	.83
Borah	2.9	3	.92
Capital	3.0	3	.94
Frank Church	2.8	3	.95
Timberline	3.2	3	.85
<i>District</i>	3.1	3	.90

Knowing that my parents or other family members are going to vote. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.0	2	.93
Borah	1.9	2	.93
Capital	1.9	2	.96
Frank Church	1.7	1	.93
Timberline	2.0	2	.95
<i>District</i>	1.9	2	.94

Seeing my friends planning to vote. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.0	2	.94
Borah	1.7	1	.83
Capital	1.6	1	.83
Frank Church	1.6	1	.86
Timberline	1.8	2	.86
<i>District</i>	1.8	2	.87

Hearing candidates speak to the issues people my age care about. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.2	3	.82
Borah	2.8	3	1.01

Capital	2.9	3	.97
Frank Church	3.0	3	.82
Timberline	2.9	3	.95
<i>District</i>	2.9	3	.95

Hearing candidates speak to the issues that I care about. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.5	4	.73
Borah	3.2	3	.95
Capital	3.3	4	.85
Frank Church	3.4	4	.90
Timberline	3.2	3	.91
<i>District</i>	3.3	4	.88

Having more choices of candidates to vote for. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.8	3	1.00
Borah	2.6	3	1.04
Capital	2.8	3	1.03
Frank Church	3.2	4	1.08
Timberline	2.8	3	1.04
<i>District</i>	2.7	3	1.03

Having good candidates to vote for. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.5	4	.85
Borah	3.4	4	.94
Capital	3.5	4	.84
Frank Church	3.5	4	.91
Timberline	3.5	4	.88
<i>District</i>	3.5	4	.88

Having more choices of political parties to support. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.6	3	1.05
Borah	2.4	2	1.06
Capital	2.5	2	1.07
Frank Church	2.9	3	1.24
Timberline	2.6	3	1.03

<i>District</i>	2.5	3	1.06
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**Seeing/hearing more information in my school about issues, candidates, and voting.
(Scale 1 to 4)**

	Mean	Median	Std Dev
Boise	2.8	3	.98
Borah	2.4	2	1.01
Capital	2.6	3	.99
Frank Church	2.6	3	.90
Timberline	2.5	2.5	1.01
<i>District</i>	2.5	3	1.01

11. Below are some "theoretical" possibilities for how voting could change in the future; some are more realistic than others. Please rate how important each one *could* be toward your deciding whether or not to vote.

(Circle one number for each item: 1 = Least Important, 4 = Most Important)

Being able to vote online. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.6	3	1.10
Borah	2.5	3	1.13
Capital	2.7	3	1.11
Frank Church	2.4	2	1.10
Timberline	2.5	3	1.16
<i>District</i>	2.6	3	1.12

Being required to vote. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.5	3	1.17
Borah	2.2	2	1.15
Capital	2.3	2	1.19
Frank Church	1.8	1	1.03
Timberline	2.3	2	1.16
<i>District</i>	2.3	2	1.17

Being paid to vote. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.6	3	1.27
Borah	2.7	3	1.21
Capital	2.6	3	1.27
Frank Church	2.3	2	1.19
Timberline	2.7	3	1.30
<i>District</i>	<i>2.7</i>	<i>3</i>	<i>1.26</i>

Reforming the Electoral College system. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.0	3	1.03
Borah	2.7	3	1.09
Capital	2.7	3	1.06
Frank Church	2.5	4	1.17
Timberline	3.0	3	1.06
<i>District</i>	<i>2.8</i>	<i>3</i>	<i>1.08</i>

Lowering the voting age. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.1	2	1.15
Borah	2.0	2	1.12
Capital	2.0	1	1.22
Frank Church	1.4	1	.95
Timberline	1.9	1	1.14
<i>District</i>	<i>2.0</i>	<i>2</i>	<i>1.16</i>

12. How important would it be to you to be able to vote on specific questions/issues (a "referendum") as compared to voting for candidates for office?

	% "More Important"	% "Less Important"	% "Equally Important"
Boise	45%	8%	47%
Borah	41%	12%	47%
Capital	44%	9%	47%
Frank Church	58%	4%	38%
Timberline	43%	9%	48%
<i>District</i>	<i>44%</i>	<i>9%</i>	<i>47%</i>

13. How effective or powerful do you think each of the following forms of citizen participation are?

(Circle one number for each item. 1 = Least effective or important, 4 = Most effective or important)

Voting. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.2	3	.86
Borah	3.0	3	.96
Capital	3.1	3	.88
Frank Church	3.0	3	.89
Timberline	3.0	3	.94
<i>District</i>	<i>3.1</i>	<i>3</i>	<i>.91</i>

Giving money to those needing help. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.9	3	.90
Borah	2.8	3	.85
Capital	2.9	3	.92
Frank Church	3.0	3	.85
Timberline	2.8	3	.87
<i>District</i>	<i>2.8</i>	<i>3</i>	<i>.88</i>

Volunteering for a local charity or non-profit. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.1	3	.81
Borah	2.9	3	.86
Capital	3.0	3	.88
Frank Church	3.2	3	.97
Timberline	3.1	3	.85
<i>District</i>	<i>3.0</i>	<i>3</i>	<i>.86</i>

Working with neighborhood groups. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.6	3	.87
Borah	2.5	2	.93
Capital	2.4	2	.93
Frank Church	2.6	3	.85
Timberline	2.6	3	.94

<i>District</i>	2.5	2	.92
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Publicly rallying or protesting for a cause. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.7	3	.86
Borah	2.5	2	.98
Capital	2.6	3	.97
Frank Church	3.0	3	.80
Timberline	2.5	2	.97
<i>District</i>	2.6	3	.95

Sharing your opinion about things of concern to you using social media. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	1.9	2	.96
Borah	1.9	2	.92
Capital	2.0	2	.97
Frank Church	2.4	2	1.10
Timberline	1.9	2	.95
<i>District</i>	1.9	2	.96

Going out of your way to learn about different perspectives, beliefs, values, and opinions. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.4	4	.78
Borah	3.0	3	.95
Capital	3.1	3	.95
Frank Church	3.3	4	1.09
Timberline	3.2	3	.88
<i>District</i>	3.2	3	.91

Testifying at local or state government hearings on issues of concern. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	2.8	3	.81
Borah	2.6	3	.92
Capital	2.8	3	.91
Frank Church	2.8	3	.94
Timberline	2.6	3	.91
<i>District</i>	2.7	3	.90

Choosing a job or career that makes a positive difference in society. (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.3	3	.82
Borah	3.2	3	.88
Capital	3.2	3	.91
Frank Church	3.3	4	.96
Timberline	3.2	3	.90
<i>District</i>	3.2	3	.88

Making conscious choices about the impacts of everyday decisions (purchasing things, transportation, etc.). (Scale 1 to 4)

	Mean	Median	Std Dev
Boise	3.2	3	.88
Borah	2.9	3	1.01
Capital	3.0	3	.96
Frank Church	3.1	3	.89
Timberline	3.0	3	.98
<i>District</i>	3.0	3	.97