

Cumulative Voting Educational Program Exit Poll Report
Port Chester, NY

Final Report
March 24, 2011

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Executive Summary

Purpose

In its election for the Board of Trustees on June 15, 2010, the Village of Port Chester, New York used cumulative voting (CV) for the first time. Six seats on the Board of Trustees were up for election. Voters had six votes. Under cumulative voting, voters could “plump” (i.e., give all six votes to one or a small number of candidates) or distribute their votes to up to six different candidates. Voters also had their first opportunity in a New York State election to vote in person early (during the week before Election Day). Turnout in the election was 3,357 voters, including 604 early voters, 2,674 Election Day voters, and 79 absentee voters. Turnout was at least 10% higher than in recent Port Chester municipal elections. This report evaluates the voting experience in the election with an exit poll administered to voters as they left the polling place, or mailed to them if they voted absentee. We received completed surveys from 1,946 voters in the election. Of the remaining voters, 1,034 refused to take the survey and 377 were missed by the interviewers. However, we collected some information on 1,172 of the remaining 1,411 voters who did not answer the survey. Using data from the survey, we answer five primary research questions:

- Whether voters were familiar with cumulative voting before coming to vote.
- Whether voters found the Village’s voter education campaign helpful.
- Whether voters understood the voting instructions.
- Whether voters took full advantage of the cumulative voting system.
- Whether voters were satisfied with the overall voting experience.

Methodology

- An effort was made to survey every voter in the Port Chester election immediately after they left the polling place.
- An exit poll was administered to early voters at Village Hall (N=377) and Election Day voters at ten polling places in Port Chester (N=1,541). A mail-in survey was sent to absentee voters (N=28).
- Voter cooperation rates at polling locations (including early voting at Village Hall) ranged from 56% to 74%. The mail-in cooperation rate for absentee voters was 35%.
- Questionnaires were available in English or Spanish.

Familiarity with Cumulative Voting

- Slightly more than half of the voters reported some familiarity with cumulative voting before coming to vote.
- Latino voters, voters whose first language was Spanish, and voters who did not finish high school reported being most familiar with cumulative voting.
- Approximately one-fourth of Port Chester voters reported that they were “not at all familiar” with cumulative voting. White voters, voters whose first language was English, elderly voters, and those with a post-graduate education were more likely to report that they were not familiar with cumulative voting.
- Most voters report learning about cumulative voting during the last four months before the election, when the Village’s voter education campaign was underway.
- Latino voters, African American voters, voters whose first language was Spanish, young voters, and voters who did not finish high school were most likely to learn about cumulative voting in the last month before the election.

Port Chester’s Voter Education Program

- Voters noted a variety of sources of information about cumulative voting, consistent with the multi-faceted voter education campaign implemented by Port Chester.
- The two most common sources of information about cumulative voting noted by voters were the Port Chester Votes information provided by the Village and news coverage in newspapers and on TV and radio.
- Overall, 11% of respondents reported learning about cumulative voting from community presentations. Latino voters and voters whose first language was Spanish were more likely to learn about cumulative voting from community presentations. White voters, voters whose first language was English, and voters with high levels of formal education were more likely to learn about cumulative voting from news coverage.
- Voters who saw various portions of the voter education program tended to rate them as helpful. Written materials, particularly the “How to Vote with Cumulative Voting” handout, were rated most favorably by voters.

- With the exception of the handout, Latino voters, voters whose first language was Spanish, and less educated voters tended to rate each of the voter education program elements more favorably than other voters.
- For the first time in New York, this election also allowed in-person early voting at Village Hall up to a week before Election Day. Part of the voter education program also informed voters about early voting. Approximately 18% of the ballots in the election were cast during the early voting period.
- Among survey respondents who voted absentee or on Election Day, 82% reported that they knew about early voting. Latino voters, African American voters, voters whose first language was Spanish, young voters, and voters who did not finish high school were less likely to know about early voting.
- Among early voters, the three most common sources of information about early voting noted by voters were the Port Chester Votes information provided by the Village, someone they knew, and news coverage of the election.
- Among all survey respondents, 42% said that they knew more about this election than previous elections, 13% said they knew less about this election, and 45% said they knew about the same as previous elections. All demographic groups reported that they knew more rather than less about this election. For Latino voters, 42% said they knew more about this election and 19% said they knew less about this election.

Understanding Voting Instructions

- The vast majority of voters found the voting instructions very easy or somewhat easy to understand.
- Asian voters, voters whose first language was something other than English or Spanish, and voters at either end of the education spectrum were somewhat less likely than other voters to evaluate the voting instructions as very easy to understand.
- A large majority of those who reported they listened to a poll worker's explanation of how cumulative voting works before they voted found the poll worker's explanation very easy or somewhat easy to understand.
- Latino voters, African American voters, voters whose first language was Spanish, and voters who did not finish high school reported they were more likely to listen to a poll worker explain how cumulative voting works. White voters, voters whose first language was English, and

voters with a post-graduate education were less likely to report that they listened to a poll worker explain how cumulative voting works.

- There were few differences among voters in rating the helpfulness of a poll worker's explanation of cumulative voting.

Use of the Cumulative Voting Ballot

- The vast majority of Port Chester voters took full advantage of cumulative voting. More than 95% of voters in all demographic groups reported that they used all six of their votes in the election, which comports with the number of votes cast in the official election results.
- Based on the exit poll data, we estimate that between 68% and 80% of Port Chester voters plumped their votes to some degree (i.e., gave more than one vote to a candidate), while 34% of voters in the exit poll reported that they plumped all of their votes for one candidate.
- Latino voters, African American voters, voters whose first language was Spanish, and voters who did not finish high school were more likely to report that they gave all of their votes to one candidate. White voters, voters whose first language was English, and voters with a post-graduate education were less likely to report that they cast all of their votes for one candidate (although at least one-fourth of the voters in these groups gave all of their votes to one candidate).
- When asked to explain why they gave more than one vote to a single candidate, 86% of respondents reported that they wanted to give that candidate a better chance to win. African American and Latino voters were somewhat more likely to note that they did not know enough about the other candidates when explaining why they cast more than one vote for a candidate.
- When asked to explain why they did not give more than one vote to a candidate, only 8% of those who gave a reason answered that they did not know they could plump their votes. The large majority of voters who did not give more than one vote to a candidate answered that they wanted to support six candidates. While the number of voters who did not know about the ability to plump votes was low, Latino voters, African American voters, voters whose first language was Spanish, and voters who did not finish high school were somewhat more likely to report that they did not know they could plump their votes as the reason they did not give more than one vote to a candidate.

Overall Voting Experience

- In evaluating the election, 23% of respondents said that casting their ballot in this election was easier than in previous elections, 66% reported that it was about the same, and 10% answered that casting their ballot in this election was more difficult than in previous elections.
- Nearly all demographic groups found voting in this election to be easier rather than harder than previous elections. Latino voters, African American voters, voters whose first language was Spanish, and voters who did not finish high school were more likely to report that voting in this election was easier than in previous elections. For Latino voters, 49% said voting in this election was easier and 5% said it was harder.
- Across all demographic groups, roughly nine of every ten voters rated the voting experience as excellent or good.

Introduction

This report provides the results of a survey of voters in the election for Board of Trustees held in Port Chester, New York, on June 15, 2010. Overall, there were 3,357 voters in the election: 604 early voters, 2,674 Election Day voters, and 79 absentee voters.¹ Turnout in this election was at least 10% higher than in recent municipal elections in Port Chester, including competitive mayoral elections in 2007 and 2009. This was the first time Port Chester used cumulative voting in an election. Six seats on the Board of Trustees were up for election, and each voter had six votes. Under the cumulative voting method, voters could give all six of their votes to one candidate or distribute their six votes to up to six candidates.

Port Chester is one of a relatively small number of jurisdictions to use cumulative voting for local elections in the United States. Cumulative voting is also used in some communities in Alabama, Illinois, South Dakota and Texas (Bowler, Donovan, and Brockington 2003). Like the other local jurisdictions using cumulative voting in the United States, cumulative voting originated in Port Chester as a result of a case filed under the Voting Rights Act. As a result, it is important to examine the voting experience in Port Chester with cumulative voting.

The main purpose of this report is to assess the voter education program implemented by the Village of Port Chester for this election and to measure the ease or difficulty with which voters cast their votes. In this report, we examine five specific research questions:

1. Were voters familiar with cumulative voting before the election?
2. Were voters aware of the educational campaign and did they find it helpful?
3. Did voters understand the voting instructions?
4. Did voters take advantage of cumulative voting? Did voters use all six votes?
Did voters plump their votes?
5. Were voters satisfied with the voting experience in this election?

We attempt to answer these questions based on an exit poll of voters in the election. We also examine differences among demographic groups that might have experienced more difficulty with a new method of casting their votes. These include demographic groups based on race and ethnicity, language, age, and education.

The principal investigators for this study are David Kimball, Associate Professor of Political Science at the University of Missouri-St. Louis, and Martha Kropf, Associate Professor of

¹ There were 29 affidavit ballots cast in the election, of which 12 were validated. We only include the 12 valid affidavit ballots in the Election Day vote total, although it is possible that any of the affidavit voters could have participated in the exit poll.

Political Science at the University of North Carolina-Charlotte. Rob Richie and Amy Ngai of FairVote assisted in preparing the surveys and in recruiting and training interviewers. Elias Baez and Martha Lopez of the Village of Port Chester assisted in recruiting and training interviewers and coordinated data entry for the surveys. The New York City Bar Association also helped recruit volunteer interviewers. Jeanne Zaino, Associate Professor of Political Science at Iona College provided suggestions on the contents of the survey. Cassie Gross, a doctoral student at the University of Missouri-St. Louis, provided research assistance. Furthermore, this study could not have been completed without the assistance of many volunteers who administered the survey to voters, coded the data, and assisted with data entry.

This study was funded by the Village of Port Chester, FairVote, the University of Missouri-St. Louis, and the University of North Carolina-Charlotte.

Methodology

Study Design

Port Chester voters were surveyed to measure their views on the cumulative voting program. Our aim was to make inferences about all voters in the Board of Trustees election.

Sample Decision: Census of Voters

Our target population was all Port Chester voters in the Board of Trustees election. We designed surveys to contact all residents who participated in early voting (held at the Village Hall June 8-12, 2010), Election Day voting at ten polling locations (June 15, 2010) or voted absentee in the Board of Trustees election. The decision to attempt to survey all voters has been made in some other studies of new voting systems (Engstrom and Brischetto 1998; Neely, Blash, and Cook 2005).

The Survey Instrument

We created a survey to answer the research questions described above. Three separate questionnaires were created: one for early voters, one for Election Day voters, and one for absentee voters (see Appendix B for a copy of each survey). Each of the questionnaires was translated into Spanish. Both English and Spanish versions of the surveys were tested for usability by residents of Port Chester before the election. Additionally, the Department of Justice provided suggestions on the Spanish translation. Early voters and Election Day voters were asked to complete the survey after leaving the polling location. Absentee voters received the

questionnaire in the mail and were asked to return completed surveys in a postage-paid envelope. The questionnaires for early voters and Election Day voters are identical except for one question. On the Election Day survey, Question J asks whether voters knew that they could have voted early. On the early voter survey, question J asks how voters learned about early voting. Questions about polling places were deleted or reworded on the absentee voter survey. Otherwise the absentee survey is identical to the Election Day survey.

Surveying Voters

Port Chester Votes coordinated the interviewers/survey administrators for early voting and Election Day voting. They recruited over seventy volunteer interviewers from the community and partnered with the New York City Bar Association to recruit volunteer attorneys and law students as interviewers. Port Chester Votes also hired paid precinct captains to manage polling sites on Election Day. All but one precinct captain was bi-lingual.² Precinct captains attended a training session which lasted an hour and a half and included an on-line component as well as a detailed overview of materials. The volunteer training is described below.

During early voting, Port Chester Votes staff managed the coordination of volunteers and provided on-site support throughout each day. There were at least three interviewers present during early voting hours (from Tuesday to Friday from 9am-8pm, Saturday from 9am-5pm) to cover the two exits (one main exit and one side door) provided at the polling location. Over half of the precinct captains also volunteered during early voting to gain further experience for managing their polling location on Election Day.

On Election Day, all ten of the polling locations in Port Chester had a team of interviewers throughout the day. The teams were lead by a precinct captain who was responsible for setting up the location, providing materials, communicating with Port Chester Votes staff, and also returning all the completed surveys at the end of the day. Precinct captains worked from 6:45am until 9:15pm. Port Chester Votes coordinated the placement and transportation of volunteers at each polling location. The shifts for Election Day were based on the availability of each volunteer, with most volunteers working at least five hours. The number of volunteers assigned to each polling location was based on voter turnout at each location in the 2009 Mayoral location. Each polling location had at least three interviewers and up to five interviewers at high turnout locations or during peak voting hours.

Interviewers asked each voter leaving the polling place to participate in the survey. Nearly all voters were offered the opportunity to complete a survey in either English or Spanish. Two

² The precinct captain who was not bi-lingual was placed at the King Street School polling location, where approximately 5% of the voters were Hispanic. However, Spanish-speaking interviewers did help at that polling location for much of the day.

hundred and ninety voters elected to answer the Spanish survey. With teams of interviewers at each polling location, interviewers did not miss many voters. Almost all voters who completed the survey did so without assistance. After completing the survey, voters placed their surveys in a manila envelope to ensure anonymity and privacy for the respondents. A small number of voters (slightly more than one percent) had difficulty reading the survey. For thirty-two voters (17 white voters, 13 Latino voters, and 2 African American voters), an interviewer read the questions to the voter and recorded the voter's answers. If a voter declined a survey, the interviewer estimated some demographic information about the voter (age, sex, and race or ethnicity) and recorded that information on the back of the survey form (see Appendix A).

After the election, absentee voters were mailed a copy of the survey along with a postage-paid envelope to return the completed survey to Dr. David Kimball. Port Chester Votes staff provided the names and addresses for each absentee voter in the election. In early July, a second copy of the survey was mailed to those absentee voters who did not respond to the first request for them to complete the survey.

Interviewer Training

There were several survey administration (interviewer) training sessions. Training sessions were divided into those for the precinct captains and those for the volunteer interviewers. Precinct captain training was a bit longer and more detailed, so that the precinct captain could coach, retrain or train any interviewers. Training sessions were held at various times, including lunchtime and weekend times to accommodate the schedules of various volunteers. Most volunteers participated in one of the on-line training sessions. Those who missed the on-line training sessions were trained in person by a precinct captain before the start of their shift.

Dr. Martha Kropf held all on-line training sessions using distance education methods on the internet. She used a program called Wimba and invited interviewers to attend the on-line classroom with a headset and microphone. Wimba provides an interactive classroom environment on-line. Any participant who did not have a microphone was able to text questions to Dr. Kropf.

The training session included information on how to approach voters, strategies to use for voters who did not care to take the survey, and how collect data about non-respondents. The training sessions reminded the interviewers that the survey was strictly non-partisan and no political clothing should be worn to the polling place. All trainees were also reminded that they should not participate in any political discussion while administering the survey.

Response Rate

The overall response rate for the exit poll was 58%: the number answering the survey (1,946) divided by the total number of voters (3,357). The response rate at the different polling locations varied from 56% to 74%. Among absentee voters, seventy-nine voters were contacted and 28 returned a survey, for a response rate of 35%. Based on the data we collected from non-respondents, white voters were somewhat less likely to answer the survey and Latino and African American voters were somewhat more likely to answer the survey. Survey respondents and non-respondents were not significantly different in terms of age and sex (See Appendix A for a more detailed report on the response rate).

The exit poll sample consists of 377 early voters, 1,541 Election Day voters, and 28 absentee voters who answered the survey, for a total sample of 1,946 Port Chester voters. This sample of voters is the basis for the analyses that follow.

In addition, some respondents did not answer all of the questions on the survey (what is sometimes called “item non-response”). Survey questions that were most likely to be skipped by respondents include age (skipped by 13% of respondents) and how they cast their votes for Board of Trustees (skipped by 11% of respondents). It appears that white voters were more likely to skip the voting question, while Latino voters were less likely to skip the voting question. There were no significant differences among racial and ethnic groups in skipping the age question.

In any survey, there is a concern about non-response bias in the sample. That is, if those who completed the survey (and answered the questions we analyze) are different from those who did not complete the survey (or skipped the questions we analyze), then the survey sample may not accurately represent the views of all voters in the election. To address this potential concern, we created non-response weights to account for the fact that white voters were less likely to participate and Latino and African American voters were more likely to participate in the survey. The computation of the non-response weights is described in Appendix A. However, applying the non-response weights did not change any of the findings in this report. Thus, the analyses provided in this report are based on the unweighted data from the exit poll sample.

Findings

The findings of this report are organized around five main research questions:

- (1) Did voters know about cumulative voting before coming to vote?
- (2) Were voters aware of the Village's education program, and how did they evaluate the program?
- (3) Did voters understand the voting instructions?
- (4) Did voters understand cumulative voting? Did voters use all six votes? Did voters plump their votes? If not, why not?
- (5) What did voters report about the voting experience?

In examining data from the exit poll, for each of these questions we also examine whether different subgroups of voters (defined by race or ethnicity, first language, age, and education) had different evaluations of cumulative voting and the Village's education program. We make inferences about whether the differences between subgroups in the exit poll sample are present among the full population of Port Chester voters, which is commonly called a test of statistical significance. We test for statistical significance using a Chi-square test. A Chi-square test that produces a p value less than .05 means that there is a less than five percent probability that the differences between subgroups in the exit poll sample could have occurred by chance.

Familiarity with Cumulative Voting

This was the first election in Port Chester to use cumulative voting. The Village of Port Chester undertook a bilingual voter education program to inform voters about cumulative voting. The voter education program included mailings to registered voters, recorded phone calls to registered voters, advertisements in local newspapers, public service announcements on radio and television, community presentations, and the Port Chester Votes website. To measure awareness of cumulative voting before coming to vote, the exit poll asked voters, “Before voting today, how familiar were you with cumulative voting?” Just over half of the respondents (52%) reported that they were “very familiar” or somewhat familiar” with cumulative voting.

Table 1: Voter Familiarity with Cumulative Voting

| Response | Percent |
|---------------------|----------------|
| Very familiar | 23.2% |
| Somewhat familiar | 28.7% |
| Not very familiar | 22.8% |
| Not at all familiar | 25.3% |
| Total | N=1,899 |

In comparing racial and ethnic groups (Table 2), Latino voters were most likely to report being “very familiar” with cumulative voting (41%) while white voters were least likely to report being “very familiar” with cumulative voting (18%). These differences are statistically significant.

Table 2: Voter Familiarity with Cumulative Voting by Race/Ethnicity³

| Response | White | African American | Hispanic/Latino | Asian | Other |
|---------------------|-----------------|-------------------------|------------------------|--------------|--------------|
| Very familiar | 17.5% | 21.1% | 41.1% | 21.7% | 22.6% |
| Somewhat familiar | 27.1% | 31.6% | 32.7% | 34.8% | 35.5% |
| Not very familiar | 24.5% | 26.3% | 15.7% | 26.1% | 12.9% |
| Not at all familiar | 31.0% | 21.1% | 10.8% | 17.4% | 29.0% |
| Total (N=1,763) | 100% N=1,194 | 100% N=133 | 100% N=382 | 100% N=23 | 100% N=31 |

χ^2 (12 df) = 136.3, p < .001

As Table 3 shows, voters who learned Spanish as their first language were most likely to report being “very familiar” with cumulative voting (41%) while voters who learned English as their first language were least likely to report being very familiar with cumulative voting (19%).⁴ These differences are statistically significant.

Table 3: Voter Familiarity with Cumulative Voting by First Language

| Response | English | Spanish | Other |
|---------------------|-----------------|----------------|--------------|
| Very familiar | 18.9% | 41.1% | 24.5% |
| Somewhat familiar | 27.6% | 34.3% | 23.5% |
| Not very familiar | 24.5% | 14.3% | 24.5% |
| Not at all familiar | 29.0% | 10.3% | 27.6% |
| Total (N=1,787) | 100% N=1,368 | 100% N=321 | 100% N=98 |

χ^2 (6 df) = 108.5, p < .001

³ The survey question on race and ethnicity asked voters to “check all that apply,” but only 46 respondents marked more than one box so we coded all voters in one racial or ethnic category for the analyses that follow. In the exit poll, 37 voters marked white and another category and were coded as the other category they marked; three marked African American and Other and were coded as African American; one marked Latino and Other and was coded as Latino; 2 marked Asian and Latino and were coded as Latino; three marked African American and Latino and were coded as Latino.

⁴ Approximately 80% of Latino voters said that Spanish was the first language they learned.

With respect to age (Table 4), voters between 18 and 35 years old were most likely to report being very familiar or somewhat familiar with cumulative voting (56%) and voters over 75 were least likely to report being very familiar or somewhat familiar with cumulative voting (51%). These differences are statistically significant.

Table 4: Voter Familiarity with Cumulative Voting by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|---------------------|---------------|---------------|---------------|----------------|
| Very familiar | 17.6% | 25.1% | 22.3% | 22.5% |
| Somewhat familiar | 38.7% | 28.7% | 26.0% | 28.5% |
| Not very familiar | 23.1% | 23.7% | 23.5% | 18.5% |
| Not at all familiar | 20.6% | 22.6% | 28.2% | 30.5% |
| Total (N=1,686) | 100% N=199 | 100% N=705 | 100% N=582 | 100% N=200 |

χ^2 (9 df) = 22.3, p = .008

Education was related to familiarity with cumulative voting, but not in the direction one might expect (Table 5). Voters who did not finish high school were most likely to report being very familiar with cumulative voting (41%), while college graduates were least likely to report being very familiar with cumulative voting (19%). These differences are statistically significant.

Table 5: Voter Familiarity with Cumulative Voting by Education

| Response | <HS | HS grad/GED | Some college | College grad | Post-grad |
|---------------------|---------------|--------------------|---------------------|---------------------|------------------|
| Very familiar | 40.6% | 24.9% | 21.1% | 18.6% | 19.8% |
| Somewhat familiar | 26.6% | 28.5% | 28.1% | 32.6% | 25.7% |
| Not very familiar | 18.0% | 23.0% | 22.6% | 23.3% | 24.0% |
| Not at all familiar | 14.8% | 23.5% | 28.1% | 25.5% | 30.5% |
| Total (N=1,772) | 100% N=128 | 100% N=417 | 100% N=402 | 100% N=467 | 100% N=358 |

χ^2 (12 df) = 40.6, p < .001

The survey included two questions about voters’ ties to the local community. When asked how long they had lived in Port Chester, 84% reported living in Port Chester more than ten years, while just 7% reported living in Port Chester for five years or less. In addition, 95% of respondents said that they had voted in Port Chester before. These are fairly common figures for local elections in the United States (e.g., Oliver and Ha 2007). Nevertheless, we find that first-time voters and people who have lived in Port Chester for five years or less report being just as familiar with cumulative voting as other voters. Except where noted below, we find no significant differences when we compare the voting experience and voting behavior of first-time voters and recent resident of Port Chester to other voters.

The voter education program implemented by Port Chester took place between February and June of 2010. The exit poll also asked voters when they learned about cumulative voting, to determine if such learning occurred when the voter education program was in place. Among voters who reported some knowledge of cumulative voting, 38% said they learned about cumulative voting in June, thirty-nine percent reported learning about cumulative voting between February and May, and twenty-three percent of voters said they learned about cumulative voting before February. Thus, approximately seventy-seven percent of voters reported learning about cumulative voting when the voter education program was conducted.

In comparing racial and ethnic groups (Table 6), Latino voters were most likely to report learning about cumulative voting in the four months before the election (85%) while white voters were least likely to report learning about cumulative voting during the four months before the election (74%). These differences are statistically significant. The differences between white voters and other groups, particularly Latino and African American voters, are largest for the final month before the election.

Table 6: When Voters Learned About Cumulative Voting by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|----------------------|-----------------|-------------------------|------------------------|--------------|--------------|
| This month (June) | 34.4% | 42.9% | 52.0% | 43.8% | 25.0% |
| Between Feb. and May | 39.9% | 37.5% | 32.7% | 43.8% | 46.4% |
| Before February | 25.7% | 19.6% | 15.3% | 12.5% | 28.6% |
| Total (N=1,550) | 100% N=1,100 | 100% N=112 | 100% N=294 | 100% N=16 | 100% N=28 |

χ^2 (8 df) = 37.4, p < .001

As Table 7 shows, voters who learned Spanish as their first language were most likely to report learning about cumulative voting in the month of June (55%) while voters who learned English as their first language were less likely to report learning about cumulative voting in June (36%). These differences are statistically significant.

Table 7: When Voters Learned About Cumulative Voting by First Language

| Response | English | Spanish | Other |
|----------------------|-----------------|----------------|--------------|
| This month (June) | 35.4% | 55.4% | 34.1% |
| Between Feb. and May | 39.5% | 30.5% | 47.1% |
| Before February | 25.1% | 14.1% | 18.8% |
| Total (N=1,576) | 100% N=1,242 | 100% N=249 | 100% N=85 |

χ^2 (4 df) = 39.7, p < .001

With respect to age (Table 8), voters between 18 and 35 years old were most likely to report learning about cumulative voting in the last two weeks before the election (60%) and voters between 56 and 75 were least likely to report learning about cumulative voting during the last two weeks (32%). These differences are statistically significant.

Table 8: When Voters Learned About Cumulative Voting by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|----------------------|---------------|---------------|---------------|----------------|
| This month (June) | 60.0% | 37.4% | 31.8% | 41.0% |
| Between Feb. and May | 21.8% | 37.2% | 46.4% | 37.1% |
| Before February | 18.2% | 25.4% | 21.9% | 21.9% |
| Total (N=1,492) | 100% N=170 | 100% N=637 | 100% N=507 | 100% N=178 |

χ^2 (6 df) = 51.4, p < .001

Table 9 indicates that voters who did not finish high school were most likely to report learning about cumulative voting during June (55%), while voters with a post-graduate education were least likely to learn about cumulative voting during June (33%). Post-graduates and college graduate were most likely to report learning about cumulative voting before the voter education program began (26%). These differences are statistically significant.

Table 9: When Voters Learned About Cumulative Voting by Education

| Response | <HS | HS grad/GED | Some college | College grad | Post-grad |
|----------------------|---------------|--------------------|---------------------|---------------------|------------------|
| This month (June) | 55.2% | 39.2% | 36.7% | 39.6% | 33.4% |
| Between Feb. and May | 28.1% | 40.1% | 42.0% | 34.6% | 40.7% |
| Before February | 16.7% | 20.7% | 21.3% | 25.8% | 25.9% |
| Total (N=1,564) | 100% N=96 | 100% N=357 | 100% N=357 | 100% N=422 | 100% N=332 |

χ^2 (8 df) = 21.4, p = .006

Summary

In the first election in Port Chester using cumulative voting, roughly half of the voters reported some familiarity with cumulative voting for the election. Approximately one-fourth of Port Chester voters reported that they were “not at all familiar” with cumulative voting. Latino voters, voters whose first language was Spanish, and voters who did not finish high school reported being most familiar with cumulative voting. White voters, voters whose first language was English, elderly voters, and those with a post-graduate education were most likely to report that they were not familiar with cumulative voting.

We also find that most voters report learning about cumulative voting during the last four months before the election, when the Village’s voter education campaign was underway. Latino voters, African American voters, voters whose first language was Spanish, young voters, and voters who did not finish high school were most likely to learn about cumulative voting during the last two weeks before the election.

Port Chester Voter Education Program

The exit poll also asked voters to indicate how they learned about cumulative voting. Voters could report more than one source of information. The most common source, noted by 45% of voters, was the Port Chester Votes information provided by the Village (see Table 10). The second most common source was news coverage, mentioned by 32% of voters. The least commonly marked source, “Other” (noted by 8% of voters), included a variety of sources such as work, Internet, public officials, and community groups. Some of the “Other” sources included elements of the Village’s voter education program (such as pamphlets distributed at schools, and Port Chester Votes staff).

Table 10: Sources of Information on Cumulative Voting

| Response | Percent |
|---|----------------|
| Port Chester Votes information from Village | 45.1% |
| Commercials in newspaper, on radio or TV | 18.9% |
| News coverage in newspaper, on radio or TV | 31.7% |
| Community presentation | 11.2% |
| Someone you know | 20.1% |
| Other | 8.0% |
| Total | N=1,770 |

In comparing racial and ethnic groups (Table 11), there were no statistically significant differences in reporting Port Chester Votes, commercials or people they know as sources of information about cumulative voting. White voters were less likely than other racial and ethnic groups to note community presentations as where they learned about cumulative voting. White voters, and (to a lesser extent) African American voters, were more likely than Latino voters to learn about cumulative voting from news coverage.

Table 11: Sources of Information on Cumulative Voting by Race/Ethnicity

| Source | White | African American | Hispanic/Latino | Asian | Other |
|--|-------|------------------|-----------------|-------|-------|
| Port Chester Votes information from Village (N=1,640, $\chi^2= 5.4$, p = .25) | 44.8% | 43.6% | 48.6% | 60.0% | 33.3% |
| Commercials in newspaper, on radio or TV (N=1,641, $\chi^2= 0.3$, p = .99) | 18.7% | 17.7% | 18.8% | 15.0% | 16.7% |
| News coverage in newspaper, radio or TV (N=1,639, $\chi^2= 95.1$, p < .001) | 39.0% | 25.0% | 12.5% | 15.0% | 33.3% |
| Community presentation (N=1,639, $\chi^2= 12.8$, p = .01) | 9.8% | 17.7% | 14.1% | 15.0% | 20.0% |
| Someone you know (N=1,639, $\chi^2= 7.6$, p = .11) | 18.8% | 24.2% | 24.2% | 10.0% | 23.3% |
| Other (N=1,639, $\chi^2= 8.6$, p = .07) | 8.4% | 11.3% | 5.4% | 5.0% | 16.7% |

For the most part, as Table 12 shows, there were few differences across language groups in the sources of information about cumulative voting. Voters who learned Spanish or another language as their first language were more likely to learn about cumulative voting from community presentations than voters who learned English as their first language. In addition, voters who learned English as their first language were more likely than voters who learned Spanish first to report learning about cumulative voting from news coverage.

Table 12: Sources of Information on Cumulative Voting by First Language

| Source | English | Spanish | Other |
|--|---------|---------|-------|
| Port Chester Votes information from Village (N=1,660, $\chi^2= 3.2$, p = .20) | 44.1% | 48.2% | 51.7% |
| Commercials in newspaper, on radio or TV (N=1,661, $\chi^2= 0.9$, p = .65) | 18.1% | 18.5% | 22.0% |
| News coverage in newspaper, radio or TV (N=1,659, $\chi^2= 71.1$, p < .001) | 36.9% | 12.0% | 34.1% |
| Community presentation (N=1,659, $\chi^2= 6.8$, p = .03) | 10.3% | 13.9% | 17.6% |
| Someone you know (N=1,659, $\chi^2= 3.4$, p = .18) | 19.9% | 24.0% | 16.5% |
| Other (N=1,659, $\chi^2= 3.9$, p = .14) | 8.6% | 5.2% | 7.7% |

With respect to age (Table 13), older voters are more likely than younger voters to report learning about cumulative voting from news coverage and from commercials. Younger voters are more likely than older voters to learn about cumulative voting from someone they know. No age group is statistically more likely than another to have reported obtaining information about cumulative voting from the community presentations. The comparisons of voters who reported "other" information sources also reveal no statistically significant differences among age groups.

Table 13: Sources of Information on Cumulative Voting by Age

| Source | 18-35 | 36-55 | 56-75 | Over 75 |
|--|-------|-------|-------|---------|
| Port Chester Votes information from Village (N=1,569, $\chi^2= 1.1$, p = .80) | 43.5% | 45.2% | 47.4% | 44.9% |
| Commercials in newspaper, on radio or TV (N=1,570, $\chi^2= 10.9$, p = .01) | 10.2% | 19.7% | 18.0% | 22.5% |
| News coverage in newspaper, radio or TV (N=1,568, $\chi^2= 6.6$, p = .09) | 23.7% | 32.5% | 33.9% | 32.6% |
| Community presentation (N=1,568, $\chi^2= 6.7$, p = .08) | 9.0% | 13.7% | 9.4% | 12.3% |
| Someone you know (N=1,568, $\chi^2= 51.2$, p < .001) | 34.5% | 25.2% | 12.8% | 16.0% |
| Other (N=1,568, $\chi^2= 6.1$, p = .11) | 4.5% | 8.7% | 9.9% | 6.4% |

Aside from news coverage, there were few statistically significant differences among voters in their reported sources of information about cumulative voting (Table 14). Voters with more education were more likely to learn about cumulative voting from news coverage than voters with less formal education. Also, voters with a post-graduate education were more likely than other voters to learn about cumulative voting from "other" sources than those listed in the exit poll. Very few of the voters who reported "other" sources reported their source, but some examples were church, community group meetings, past experience in community group voting, and work.

Table 14: Sources of Information on Cumulative Voting by Education

| Source | <HS | HS grad | Some college | College grad | Post-grad |
|--|-------|---------|--------------|--------------|-----------|
| Port Chester Votes information from Village (N=1,647, $\chi^2= 5.0$, p = .29) | 43.6% | 49.4% | 41.9% | 44.3% | 46.5% |
| Commercials in newspaper, on radio or TV (N=1,648, $\chi^2= 4.7$, p = .32) | 21.0% | 16.4% | 20.1% | 20.4% | 15.9% |
| News coverage in newspaper, radio or TV (N=1,646, $\chi^2= 45.0$, p < .001) | 20.2% | 23.9% | 29.6% | 37.7% | 42.9% |
| Community presentation (N=1,646, $\chi^2= 6.5$, p = .16) | 5.7% | 11.2% | 10.6% | 13.6% | 12.3% |
| Someone you know (N=1,646, $\chi^2= 5.8$, p = .21) | 17.7% | 18.0% | 21.5% | 19.7% | 24.5% |
| Other (N=1,646, $\chi^2= 15.4$, p = .004) | 8.9% | 6.0% | 7.1% | 6.8% | 13.2% |

The exit poll also asked voters about the helpfulness of the various elements of the voter education program (see Table 15). These questions included a response option "Didn't see them". In general, voters who reported seeing the elements of the education campaign tended to rate each of those elements favorably. Written materials, particularly the “How to Vote with Cumulative Voting” handout, were seen by the most voters and rated by the most voters as very or somewhat helpful. Fewer voters reported seeing The Port Chester Votes website or commercials on radio and television. These were rated a bit less favorably than written materials.

Table 15: Helpfulness of Information on Cumulative Voting

| Response | Very Helpful | Somewhat helpful | Not helpful | Didn't see them |
|---|--------------|------------------|-------------|-----------------|
| “How to Vote with Cumulative Voting” handout (N=1,880) | 52.8% | 27.1% | 3.4% | 16.8% |
| Other written materials on cumulative voting (N=1,883) | 43.9% | 36.5% | 4.0% | 15.5% |
| Community presentations (N=1,877) | 36.1% | 28.9% | 5.4% | 29.6% |
| Port Chester Votes website (N=1,847) | 17.2% | 15.8% | 4.3% | 62.8% |
| Radio and TV commercials on cumulative voting (N=1,866) | 17.7% | 21.3% | 7.2% | 53.8% |

In comparing racial and ethnic groups (Table 16), there were no statistically significant differences in evaluations of the “How to Vote with Cumulative Voting” handout. However, each of the other sources of information (other written materials, community presentations, the Port Chester Votes website, and radio and TV commercials) were evaluated more positively by Latino voters than by white voters.

Table 16: Rating Education Campaign Elements as “Very Helpful” by Race/Ethnicity

| Source | White | African American | Hispanic/Latino | Asian | Other |
|--|-------|------------------|-----------------|-------|-------|
| “How to Vote with Cumulative Voting” handout (N=1,462, $\chi^2= 11.6$, $p = .17$) | 62.4% | 57.8% | 68.7% | 70.0% | 53.9% |
| Other written materials on cumulative voting (N=1,487, $\chi^2= 54.0$, $p < .001$) | 48.3% | 47.5% | 66.0% | 66.7% | 48.0% |
| Community presentations (N=1,234, $\chi^2= 51.9$, $p < .001$) | 46.4% | 50.9% | 66.3% | 47.6% | 34.8% |
| Port Chester Votes website (N=627, $\chi^2= 28.4$, $p < .001$) | 39.5% | 46.0% | 60.0% | 66.7% | 42.7% |
| Radio and TV commercials (N=790, $\chi^2= 82.3$, $p < .001$) | 28.5% | 32.1% | 60.2% | 78.6% | 20.0% |

Evaluations are based on voters who reported seeing the program elements.

Similarly, as Table 17 shows, voters who learned Spanish or another language as their first language rated each of the information sources more favorably than voters who learned English as their first language. Each of these group differences are statistically significant except for the “How to Vote with Cumulative Voting” handout.

Table 17: Rating Education Campaign Elements as “Very Helpful” by First Language

| Source | English | Spanish | Other |
|---|---------|---------|-------|
| “How to Vote with Cumulative Voting” handout (N=1,473, $\chi^2= 8.3$, $p = .08$) | 62.0% | 70.8% | 60.2% |
| Other written materials on cumulative voting (N=1,504, $\chi^2= 48.3$, $p = .00$) | 47.7% | 70.0% | 52.5% |
| Community presentations (N=1,245, $\chi^2= 39.4$, $p = .00$) | 46.6% | 67.8% | 54.1% |
| Port Chester Votes website (N=635, $\chi^2= 26.5$, $p = .00$) | 41.8% | 65.2% | 44.7% |
| Radio and TV commercials (N=799, $\chi^2= 62.6$, $p = .00$) | 30.2% | 61.4% | 48.9% |

Evaluations are based on voters who reported seeing the program elements.

The exit poll revealed no significant differences between age groups in terms of the helpfulness of different elements of the voter education program (see Table 18).

Table 18: Rating Education Campaign Elements as “Very Helpful” by Age

| Source | 18-35 | 36-55 | 56-75 | Over 75 |
|---|-------|-------|-------|---------|
| “How to Vote with Cumulative Voting” handout (N=1,391, $\chi^2= 5.3$, p = .50) | 66.7% | 62.9% | 65.7% | 59.8% |
| Other written materials on cumulative voting (N=1,419, $\chi^2= 7.5$, p = .28) | 49.0% | 51.0% | 56.3% | 51.2% |
| Community presentations (N=1,170, $\chi^2= 1.4$, p = .96) | 55.4% | 51.2% | 52.4% | 49.0% |
| Port Chester Votes website (N=599, $\chi^2= 5.1$, p = .53) | 52.1% | 47.6% | 44.9% | 34.9% |
| Radio and TV commercials (N=756, $\chi^2= 7.1$, p = .32) | 37.2% | 40.2% | 34.5% | 37.5% |

Evaluations are based on voters who reported seeing the program elements.

In terms of education, voters with less education tend to evaluate information sources more positively than voters with more education (Table 19). Voters who did not finish high school were most likely to rate other written materials (63%), community presentations (62%), and radio and TV commercials (64%) as very helpful. Voters with a post-graduate education were least likely to rate community presentations (44%), and radio and TV commercials (27%) as very helpful.

Table 19: Rating Education Campaign Elements as “Very Helpful” by Education

| Source | <HS | HS grad | Some college | College grad | Post-grad |
|---|-------|---------|--------------|--------------|-----------|
| “How to Vote with Cumulative Voting” (N=1,455, $\chi^2= 7.9$, p = .44) | 69.8% | 65.3% | 59.9% | 62.4% | 62.7% |
| Other written materials on CV (N=1,486, $\chi^2= 18.5$, p = .02) | 61.6% | 56.3% | 48.5% | 47.8% | 50.0% |
| Community presentations (N=1,229, $\chi^2= 21.0$, p = .007) | 60.4% | 55.9% | 47.7% | 48.7% | 43.9% |
| Port Chester Votes website (N=630, $\chi^2= 14.7$, p = .07) | 60.4% | 51.6% | 41.1% | 45.6% | 38.5% |
| Radio and TV commercials (N=789, $\chi^2= 31.6$, p < .001) | 61.8% | 38.1% | 36.2% | 37.8% | 26.7% |

Evaluations are based on voters who reported seeing the program elements.

In addition to cumulative voting, another new feature in the Board of Trustees election in Port Chester was early voting. For the first time in New York, voters were allowed to vote in person at Village Hall during the week before the official Election Day. Thus, an additional part of the Village’s voter education program was to inform voters about their ability to vote early. In the election, 604 Port Chester residents voted early (approximately 18% of all voters in the election). For absentee and Election Day voters, the survey asked, “Did you know that you could vote at Village Hall up to a week before Election Day?” Overall, 82% of the voters answered that they knew about early voting.

In comparing racial and ethnic groups (Table 20), African American voters (70%) and Latino voters (75%) were less likely to report knowing about early voting than white voters (85%). These group differences are statistically significant. Interestingly, Latino voters and African American voters made up a larger share of the early voting sample (34%) than the Election Day sample (24%) in the exit poll data.

Table 20: Knowledge of Early Voting by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|-----------------|---------------|-------------------------|------------------------|--------------|--------------|
| Yes | 84.9% | 69.9% | 75.4% | 82.4% | 82.1% |
| No | 15.1% | 30.1% | 24.7% | 17.7% | 17.9% |
| Total (N=1,403) | 100% N=971 | 100% N=103 | 100% N=284 | 100% N=17 | 100% N=28 |

χ^2 (4 df) = 23.8, p < .001

As Table 21 shows, voters who learned Spanish as their first language were less likely to report knowing about early voting (75%) while voters whose first language was English (83%) or another language (86%) were more likely to know about early voting. These differences are statistically significant. However, voters whose first language was Spanish made up a larger share of the early voting sample (23%) than the Election Day sample (17%) in the exit poll data.

Table 21: Knowledge of Early Voting by First Language

| Response | English | Spanish | Other |
|-----------------|-----------------|----------------|--------------|
| Yes | 82.9% | 75.3% | 85.7% |
| No | 17.1% | 24.7% | 14.3% |
| Total (N=1,425) | 100% N=1,102 | 100% N=239 | 100% N=84 |

χ^2 (2 df) = 8.6, p = .01

With respect to age (Table 22), voters between 18 and 35 years old were less likely to report that they knew about early voting (62%) and voters over 75 were more likely to know about early voting (91%). These differences are statistically significant.

Table 22: Knowledge of Early Voting by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|-----------------|---------------|---------------|---------------|----------------|
| Yes | 61.9% | 82.4% | 85.0% | 89.9% |
| No | 38.1% | 17.6% | 15.0% | 10.1% |
| Total (N=1,338) | 100% N=155 | 100% N=573 | 100% N=452 | 100% N=158 |

χ^2 (3 df) = 51.1, p < .001

Table 23 indicates that voters who did not finish high school were less likely to report that they knew about early voting (72%), while voters with a post-graduate education were most likely to know about early voting (87%). We also find that first-time voters were less likely to know about early voting (65%) than those who had voted in Port Chester before (82%).

Table 23: Knowledge of Early Voting by Education

| Response | <HS | HS grad/GED | Some college | College grad | Post-grad |
|-----------------|---------------|--------------------|---------------------|---------------------|------------------|
| Yes | 71.7% | 79.9% | 80.2% | 82.9% | 87.0% |
| No | 28.3% | 20.1% | 19.8% | 17.1% | 13.0% |
| Total (N=1,418) | 100% N=92 | 100% N=339 | 100% N=318 | 100% N=392 | 100% N=277 |

χ^2 (4 df) = 12.9, p = .01

The exit poll also asked early voters to indicate how they learned about the option of voting early. Voters could report more than one source of information (see Table 24). The frequency with which early voters mentioned different sources of information about early voting is very similar to what voters reported as their sources of information about cumulative voting (compare Table 24 to Table 10). The most common source for information about early voting, noted by 47% of early voters, was the Port Chester Votes information provided by the Village. Port Chester Votes was also the most commonly mentioned source of information about cumulative voting (noted by 45% of voters). The second most common source of information about early voting was “someone you know,” mentioned by 26% of early voters. “Someone you know” was the third most frequently cited source of information about cumulative voting (mentioned by 20% of voters). The third most common source of information about early voting was news coverage (mentioned by 23% of early voters). News coverage was the second most common source of information about cumulative voting. The least commonly marked source, “Other” (noted by 8% of early voters), included a variety of sources such as school, Internet, and public officials.

To assess the overall impact of the voter education campaign, another question on the survey asked, “Compared to previous elections, how much did you know about this election?” Overall, 42% of respondents answered that they knew more about this election, 13% answered that they knew less about this election, and 45% said they knew about the same as previous elections. For every demographic subgroup, more voters answered that they knew more rather than less about this election.

Table 24: Sources of Information about Early Voting

| Response | Percent |
|---|----------------|
| Port Chester Votes information from Village | 46.6% |
| Commercials in newspaper, on radio or TV | 14.8% |
| News coverage in newspaper, on radio or TV | 22.9% |
| Community presentation | 12.0% |
| Someone you know | 26.2% |
| Other | 8.5% |
| Total | N=366 |

Summary

Voters noted a variety of sources of information about cumulative voting, consistent with the multi-faceted voter education campaign implemented by Port Chester. The two most common sources of information were the Port Chester Votes information provided by the Village and news coverage in newspaper and on TV and radio. Latino voters, and voters whose first language was Spanish, were more likely to learn about cumulative voting from community presentations. White voters, voters whose first language was English, and voters with high levels of formal education were more likely to learn about cumulative voting from news coverage. Voters who saw various portions of the voter education program tended to rate them as helpful. Written materials, particularly the “How to Vote with Cumulative Voting” handout, were rated most favorably by voters. With the exception of the handout, Latino voters, voters whose first language was Spanish, and less educated voters tended to rate each of the voter education program elements more favorably than other voters.

In addition, most of the voters who did not vote early nonetheless reported that they knew about the option of early voting in this election. Latino voters, voters whose first language was Spanish, young voters, less educated voters, and first-time voters were somewhat less likely to know about early voting, although large majorities of each of these groups still reported knowing about early voting. Finally, for each demographic subgroup, voters were more likely to report that they knew more rather than less about this election compared to previous elections.

Understanding Voting Instructions

An additional element of the voter education program was for poll workers to explain cumulative voting to voters on Election Day (and during early voting). Roughly 47% of voters reported that they listened to the poll worker’s explanation of cumulative voting. When asked to evaluate the poll worker’s explanation of cumulative voters, 74% reported that it was “very easy” to understand, 21% rated it as “somewhat easy” to understand, 3% rated it as “somewhat difficult” to understand, and 2% rated it as “very difficult” to understand.

As Table 25 indicates, Latino voters (65%) and African American voters (60%) were more likely to listen to the poll worker’s explanation of cumulative voting than white voters (38%). These differences are statistically significant.

Table 25: Listened to Poll Worker Explanation of Cumulative Voting by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|------------------------------------|-------------------|-------------------------|------------------------|----------------|----------------|
| Listened to poll worker explain CV | 38.4% | 59.5% | 65.0% | 52.2% | 45.2% |
| Did not listen | 61.6% | 40.5% | 35.0% | 47.8% | 54.8% |
| Total (N = 1,727) | 100% (N=1,165) | 100% (N=131) | 100% (N=377) | 100% (N=23) | 100% (N=31) |

χ^2 (4 df) = 92.0, p < .001

Similarly, as Table 26 shows, voters who learned Spanish as their first language reported that they were more likely than other voters to listen to a poll worker explain how cumulative voting works before they voted. These group differences are statistically significant.

Table 26: Listened to Poll Worker Explanation of Cumulative Voting by First Language

| Response | English | Spanish | Other |
|------------------------------------|-------------------|-----------------|----------------|
| Listened to poll worker explain CV | 41.5% | 65.7% | 47.5% |
| Did not listen | 58.5% | 34.3% | 52.5% |
| Total (N = 1,759) | 100% (N=1,339) | 100% (N=321) | 100% (N=99) |

χ^2 (2 df) = 61.1, p < .001

The exit poll indicates that younger voters were somewhat more likely than older voters to listen to a poll worker explain cumulative voting, although these group differences fall slightly short of statistical significance (see Table 27).

Table 27: Listened to Poll Worker Explanation of Cumulative Voting by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|------------------------------------|-----------------|-----------------|-----------------|-----------------|
| Listened to poll worker explain CV | 54.6% | 46.8% | 44.1% | 42.9% |
| Did not listen | 45.5% | 53.2% | 55.9% | 57.1% |
| Total (N = 1,652) | 100% (N=198) | 100% (N=699) | 100% (N=571) | 100% (N=184) |

χ^2 (3 df) = 7.4, p = .06

We find statistically significant differences between education groups in terms of listening to a poll worker explain how cumulative voting works (Table 28). Voters with who did not finish high school were most likely to report listening to a poll worker explain cumulative voting (65%), and voters with a post-graduate education were least likely to listen to a poll worker explain cumulative voting (36%).

Table 28: Listened to Poll Worker Explanation of Cumulative Voting by Education

| Response | <HS | HS grad | Some college | College grad | Post-grad |
|------------------------------------|-----------------|-----------------|---------------------|---------------------|------------------|
| Listened to poll worker explain CV | 65.0% | 53.8% | 46.5% | 41.2% | 36.4% |
| Did not listen | 35.0% | 46.2% | 53.5% | 58.8% | 63.6% |
| Total (N = 1,748) | 100% (N=123) | 100% (N=407) | 100% (N=402) | 100% (N=464) | 100% (N=352) |

χ^2 (4 df) = 45.5, p <.001

The exit poll included a question asking how easy it was to understand the poll worker’s explanation of cumulative voting. As Table 29 indicates, and African American voters were slightly less likely than other voters to rate the poll worker’s explanation of cumulative voting as “very easy” to understand, but the group differences are not statistically significant.

Table 29: Rating of Poll Worker’s Explanation of CV by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|----------------------------------|---------------|-------------------------|------------------------|--------------|--------------|
| Very easy to understand | 75.5% | 64.8% | 74.7% | 73.3% | 73.3% |
| Somewhat easy to understand | 21.0% | 30.7% | 20.6% | 13.3% | 13.3% |
| Somewhat difficult to understand | 2.1% | 2.3% | 3.4% | 6.7% | 6.7% |
| Very difficult to understand | 1.4% | 2.3% | 1.4% | 6.7% | 6.7% |
| Total (N=924) | 100% N=514 | 100% N=88 | 100% N=292 | 100% N=15 | 100% N=15 |

χ^2 (12 df) = 14.0, p = .30

Table includes only those who reported listening to a poll worker explain CV.

With respect to first language (Table 30), voters who learned English as their first language were somewhat less likely than other voters to rate the poll worker’s explanation of cumulative voting as “very easy” to understand. These group differences are statistically significant.

Table 30: Rating of Poll Worker’s Explanation of CV by First Language

| Response | English | Spanish | Other |
|----------------------------------|----------------|----------------|--------------|
| Very easy to understand | 72.8% | 76.2% | 76.7% |
| Somewhat easy to understand | 23.2% | 19.1% | 15.0% |
| Somewhat difficult to understand | 2.5% | 3.6% | 1.7% |
| Very difficult to understand | 1.4% | 1.2% | 6.7% |
| Total (N=945) | 100% N=633 | 100% N=252 | 100% N=60 |

χ^2 (6 df) = 13.5, p = .04

Table includes only those who reported listening to a poll worker explain CV.

There are no statistically significant differences among age groups in their evaluations of a poll worker’s explanation of cumulative voting (see Table 31).

Table 31: Rating of Poll Worker’s Explanation of CV by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|----------------------------------|---------------|---------------|---------------|----------------|
| Very easy to understand | 71.3% | 75.0% | 76.2% | 75.0% |
| Somewhat easy to understand | 23.8% | 21.7% | 19.5% | 20.7% |
| Somewhat difficult to understand | 2.5% | 2.5% | 2.7% | 3.3% |
| Very difficult to understand | 2.5% | 0.8% | 1.7% | 1.1% |
| Total (N=876) | 100% N=122 | 100% N=360 | 100% N=302 | 100% N=92 |

χ^2 (9 df) = 3.3, p = .95

Table includes only those who reported listening to a poll worker explain CV.

Similarly, we find no statistically significant differences between education groups in their evaluations of a poll worker’s explanation of cumulative voting (see Table 32).

Table 32: Rating of Poll Worker’s Explanation of CV by Education

| Response | <HS | HS grad | Some college | College grad | Post-grad |
|----------------------------------|---------------|----------------|---------------------|---------------------|------------------|
| Very easy to understand | 77.9% | 73.1% | 73.1% | 75.9% | 76.1% |
| Somewhat easy to understand | 19.0% | 22.4% | 21.1% | 20.7% | 20.3% |
| Somewhat difficult to understand | 2.1% | 1.9% | 4.9% | 1.5% | 2.9% |
| Very difficult to understand | 1.1% | 2.6% | 0.9% | 2.0% | 0.7% |
| Total (N=927) | 100% N=95 | 100% N=268 | 100% N=223 | 100% N=203 | 100% N=138 |

χ^2 (12 df) = 10.3, p = .59

Table includes only those who reported listening to a poll worker explain CV.

Voters were also asked how easy it was to understand the voting instructions in the election. Overall, 71% reported that the voting instructions were “very easy” to understand, 22% of voters reported that the voting instructions were “somewhat easy” to understand, 5% reported that the voting instructions were “somewhat difficult” to understand, and only 2% of voters reported that the voting instructions were “very difficult” to understand. As Table 33 indicates, Asian voters were less likely than other voters to rate the voting instructions as “very easy” to understand, and the group differences are statistically significant.

Table 33: Rating of Voting Instructions by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|----------------------------------|-----------------|-------------------------|------------------------|--------------|--------------|
| Very easy to understand | 70.1% | 75.0% | 77.4% | 47.8% | 67.7% |
| Somewhat easy to understand | 23.5% | 18.9% | 18.1% | 39.1% | 22.6% |
| Somewhat difficult to understand | 4.4% | 5.3% | 3.9% | 8.7% | 0.0% |
| Very difficult to understand | 2.1% | 0.8% | 0.5% | 4.4% | 9.7% |
| Total (N=1,761) | 100% N=1,194 | 100% N=132 | 100% N=381 | 100% N=23 | 100% N=31 |

χ^2 (12 df) = 30.6, p = .002

With respect to language (Table 34), voters who learned a language other than English or Spanish as their first language were less likely than other voters to rate the voting instructions as “very easy” to understand. These group differences are statistically significant.

Table 34: Rating of Voting Instructions by First Language

| Response | English | Spanish | Other |
|----------------------------------|-----------------|----------------|--------------|
| Very easy to understand | 71.4% | 77.6% | 57.1% |
| Somewhat easy to understand | 22.7% | 17.4% | 28.6% |
| Somewhat difficult to understand | 4.2% | 4.0% | 7.1% |
| Very difficult to understand | 1.7% | 0.9% | 7.1% |
| Total (N=1,782) | 100% N=1,362 | 100% N=322 | 100% N=98 |

χ^2 (6 df) = 28.2, p < .001

With respect to age, voters over the age of 75 evaluated the voting instructions slightly less favorably than other voters, although these differences fall short of statistical significance (see Table 35).

Table 35: Rating of Voting Instructions by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|----------------------------------|---------------|---------------|---------------|----------------|
| Very easy to understand | 72.8% | 72.0% | 75.3% | 64.8% |
| Somewhat easy to understand | 21.0% | 23.0% | 18.9% | 24.1% |
| Somewhat difficult to understand | 4.1% | 3.8% | 3.8% | 6.5% |
| Very difficult to understand | 2.1% | 1.1% | 2.1% | 4.5% |
| Total (N=1,681) | 100% N=195 | 100% N=703 | 100% N=582 | 100% N=199 |

χ^2 (9 df) = 18.0, p = .04

Table 36 indicates that a large majority of voters at every level of education found instructions either "very" or "somewhat" easy to understand. The group least likely to rate the instructions as "very easy to understand" was those who had more than a college education. However, the relationship between education and ratings of the voting instructions is not straightforward, since voters who did not finish high school were somewhat more likely to rate the instructions as "somewhat difficult" or "very difficult."

Table 36: Rating of Voting Instructions by Education

| Response | <HS | HS grad | Some college | College grad | Post-grad |
|----------------------------------|---------------|----------------|---------------------|---------------------|------------------|
| Very easy to understand | 68.2% | 74.5% | 72.5% | 71.9% | 66.9% |
| Somewhat easy to understand | 20.2% | 21.2% | 19.9% | 23.4% | 25.5% |
| Somewhat difficult to understand | 6.2% | 3.1% | 6.2% | 1.7% | 7.1% |
| Very difficult to understand | 5.4% | 1.2% | 1.5% | 3.0% | 0.6% |
| Total (N=1,767) | 100% N=129 | 100% N=416 | 100% N=403 | 100% N=466 | 100% N=353 |

χ^2 (12 df) = 39.8, p < .001

Summary

In general, the vast majority of voters found the voting instructions "very" or "somewhat" easy to understand. Similarly, a large majority of those who listened to a poll worker's explanation of how cumulative voting works before they voted found the poll worker's explanation "very" or "somewhat" easy to understand. Latino voters, African American voters, voters whose first language was Spanish, and voters who did not finish high school were more likely to listen to a poll worker explain how cumulative voting works. White voters, voters whose first language was English, and voters with a post-graduate education were less likely to listen to a poll worker explain how cumulative voting works. There were few differences among voters in rating the helpfulness of a poll worker's explanation of cumulative voting. Asian voters, voters whose first language was something other than English or Spanish, and voters at either end of the education spectrum were somewhat less likely than other voters to evaluate the voting instructions as very easy to understand.

Casting Votes

The exit poll included some questions to assess whether voters took advantage of the cumulative voting system when casting their ballots. One question asked voters, “Did you use all 6 of your votes in this election?” Overall, 97% of voters reported that they used all six of their votes in the election. Only seven respondents (less than one percent) said they did not know that they had six votes. Roughly three percent of voters reported that they decided not to use all six of their votes. Thus, most of the voters who did not use all six of their votes did so intentionally. Furthermore, these figures did not vary by race or ethnicity, age, or education. Among each racial and ethnic group, over 95% of voters said they used all six of their votes. These figures are comparable to other studies of cumulative voting programs (Brischetto and Engstrom 1997). In addition, these figures are buttressed by the official election returns. There were 3,357 voters in the Port Chester election, who cast a total of 19,512 votes in the election. The average number of votes cast by a Port Chester voter is roughly 5.8 (19,512 divided by 3,357). Thus, the vast majority of voters used all six of their votes. Of those that did not cast six votes, most indicated that they intended to use less than six votes.

Another question with cumulative voting is whether voters properly recognize that they could plump their votes for one or a small number of candidates. To measure how voters distributed their votes, the exit poll asked voters, “Which answer below best describes how you voted in the Board of Trustees election?” The responses are summarized in Table 37. Slightly more than one-third of the respondents (34%) reported casting all of their votes for one candidate; another 18% reported casting their votes for two candidates; and another 16 % reported giving their votes to three candidates. Thus, 68% of the respondents cast their votes for three candidates or fewer. This might serve as a conservative estimate of the share of voters who plumped their votes to some degree. Since more than 95% of voters reported using all six of their votes, some (and perhaps many) of the voters who cast their votes for four or five candidates could have given more than one vote to a candidate. Among voters who said they used all six votes, 80% reported casting their votes for five or fewer candidates, which is a more complete estimate of the frequency of plumping in the election. Either way, it appears that many voters plumped their votes in this election. According to the official election results, at least one candidate for Board of Trustees received more votes than the number of total voters in eleven of the sixteen election districts in Port Chester. This means that some voters must have plumped some votes in each of those eleven election districts.

Table 37: How Voters Cast Their Ballots

| Response | Percent |
|----------------------------------|----------------|
| Gave all my votes to 1 candidate | 34.1% |
| Gave my votes to 2 candidates | 18.6% |
| Gave my votes to 3 candidates | 15.8% |
| Gave my votes to 4 candidates | 8.2% |
| Gave my votes to 5 candidates | 4.1% |
| Gave my votes to 6 candidates | 19.3% |
| Total | N=1,730 |

Race and ethnicity are strongly related to how voters cast their ballots (see Table 38). Roughly 51% of Latino voters and 47% of African American voters reported casting all of their votes for one candidate, compared to 27% of White voters who gave all their votes to one candidate. Roughly 77% of Latino voters and 72% of African American voters reported casting their votes for three or fewer candidates, compared to 65% of white voters who gave their votes to three or fewer candidates.

Table 38: How Voters Cast Their Ballots by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|----------------------------------|------------------------|-------------------------|------------------------|---------------------|---------------------|
| Gave all my votes to 1 candidate | 26.8% | 46.9% | 50.9% | 41.7% | 24.1% |
| Gave my votes to 2 candidates | 20.4% | 15.6% | 14.9% | 16.7% | 17.2% |
| Gave my votes to 3 candidates | 18.2% | 9.4% | 11.1% | 12.5% | 20.7% |
| Gave my votes to 4 candidates | 9.4% | 9.4% | 4.2% | 12.5% | 10.3% |
| Gave my votes to 5 candidates | 5.0% | 3.9% | 2.1% | 0.0% | 0.0% |
| Gave my votes to 6 candidates | 20.2% | 14.8% | 16.7% | 16.7% | 27.6% |
| Total (N=1,680) | 100% N=1,122 | 100% N=128 | 100% N=377 | 100% N=24 | 100% N=29 |

$\chi^2 (20 \text{ df}) = 96.9, p < .001$

With respect to language (Table 39), voters who learned Spanish as their first language were more likely to cast all of their votes for one candidate (52%) than voters whose first language was English (30%) or voters whose first language was something other than English or Spanish (27%). These group differences are statistically significant.

Table 39: How Voters Cast Their Ballots by First Language

| Response | English | Spanish | Other |
|----------------------------------|-----------------|----------------|--------------|
| Gave all my votes to 1 candidate | 30.0% | 51.9% | 27.4% |
| Gave my votes to 2 candidates | 19.3% | 15.8% | 21.1% |
| Gave my votes to 3 candidates | 17.4% | 9.9% | 14.7% |
| Gave my votes to 4 candidates | 8.6% | 4.4% | 13.7% |
| Gave my votes to 5 candidates | 4.9% | 1.6% | 1.1% |
| Gave my votes to 6 candidates | 19.8% | 16.5% | 22.1% |
| Total (N=1,703) | 100% N=1,286 | 100% N=322 | 100% N=95 |

χ^2 (10 df) = 69.5, p < .001

In comparing age groups (Table 40), the youngest voters (between 18 and 35) are more likely to plump their votes for one candidate (40%) than voters over age 75 (28%). Similarly, older voters are somewhat more likely to spread their votes among six candidates than young voters. However, these age differences fall short of conventional levels of statistical significance.

Table 40: How Voters Cast Their Ballots of CV by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|----------------------------------|---------------|---------------|---------------|----------------|
| Gave all my votes to 1 candidate | 40.4% | 35.4% | 31.5% | 28.0% |
| Gave my votes to 2 candidates | 21.2% | 18.3% | 17.0% | 21.7% |
| Gave my votes to 3 candidates | 14.5% | 15.8% | 16.9% | 15.3% |
| Gave my votes to 4 candidates | 6.2% | 9.3% | 9.0% | 5.8% |
| Gave my votes to 5 candidates | 2.6% | 3.4% | 5.5% | 3.7% |
| Gave my votes to 6 candidates | 15.0% | 17.9% | 20.2% | 25.4% |
| Total (N=1,606) | 100% N=193 | 100% N=678 | 100% N=546 | 100% N=189 |

χ^2 (15 df) = 23.2, p = .08

We also find that education is related to how voters cast their ballots (see Table 41). Voters with less formal education were more likely to plump their votes than voters with more education. Slightly more than half of voters who did not finish high school cast all their votes for one candidate, while one-fourth of voters with a post-graduate education gave all their votes to one candidate.

Table 41: How Voters Cast Their Ballots by Education

| Response | <HS | HS grad | Some college | College grad | Post-grad |
|----------------------------------|---------------|----------------|---------------------|---------------------|------------------|
| Gave all my votes to 1 candidate | 52.0% | 36.7% | 34.4% | 32.2% | 24.7% |
| Gave my votes to 2 candidates | 14.4% | 19.0% | 19.7% | 20.2% | 17.2% |
| Gave my votes to 3 candidates | 5.6% | 17.0% | 15.2% | 14.9% | 20.6% |
| Gave my votes to 4 candidates | 7.2% | 5.1% | 6.6% | 9.2% | 12.8% |
| Gave my votes to 5 candidates | 2.4% | 3.5% | 5.0% | 3.2% | 5.5% |
| Gave my votes to 6 candidates | 18.4% | 18.7% | 19.2% | 20.2% | 19.2% |
| Total (N=1,680) | 100% N=125 | 100% N=395 | 100% N=381 | 100% N=435 | 100% N=344 |

χ^2 (20 df) = 58.5, p < .001

Two additional questions on the survey probed for some of the reasons voters cast their votes as they did. One follow-up question asked voters, “If you did not give more than one vote to a candidate, what was the primary reason?” Roughly two-thirds of the respondents marked their answer as “does not apply,” which suggests that roughly two-thirds of the voters plumped their votes to some extent. Again, this is probably a conservative estimate of the percentage of respondents who plumped their votes, since some of the voters who did give a reason also reported voting for just one or two candidates. Among the roughly one-third of voters who gave a reason for not giving more than one vote to any candidate, 61% reported that they wanted to support six candidates, 8% reported that they "didn't know I could do that," and 31% gave other reasons for not giving more than one vote to a candidate. Most of those who wrote another reason noted that it was their personal preference. Thus, among voters who did not plump their votes, the large majority of them intended to do so.

We examined the data further to determine if there are unique characteristics of the relatively small number of voters who reported that they did not know they could plump their votes. As Table 42 shows, Latino voters (16%) and African American voters (15%) were more likely to report that they did not know they could plump their votes than white voters (4%). These differences are statistically significant.

Table 42: Reason for not Plumping Votes by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|-------------------------------|-----------------|-------------------------|------------------------|----------------|---------------|
| I didn't know I could do that | 4.0% | 15.2% | 15.8% | 6.7% | 14.3% |
| Other reason | 96.0% | 84.8% | 84.2% | 93.3% | 85.7% |
| Total (N = 548) | 100% (N=347) | 100% (N=46) | 100% (N=133) | 100% (N=15) | 100% (N=7) |

χ^2 (4 df) = 22.0, p < .001

Similarly, as Table 43 shows, voters who learned Spanish as their first language were more likely to report that they did not know they could plump their votes than other voters. These group differences are statistically significant.

Table 43: Reason for Not Plumping Votes by First Language

| Response | English | Spanish | Other |
|-------------------------------|-----------------|-----------------|----------------|
| I didn't know I could do that | 6.3% | 16.1% | 0.0% |
| Other reason | 93.7% | 83.9% | 100% |
| Total (N = 561) | 100% (N=412) | 100% (N=118) | 100% (N=31) |

$$\chi^2 (2 \text{ df}) = 14.8, p = .001$$

We find no statistically significant differences among age subgroups when examining whether they report not knowing about the ability to plump votes (see Table 44).

Table 44: Reason for Not Plumping Votes by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|-------------------------------|----------------|-----------------|-----------------|----------------|
| I didn't know I could do that | 7.8% | 9.3% | 5.8% | 3.0% |
| Other reason | 92.2% | 90.7% | 94.2% | 97.0% |
| Total (N = 523) | 100% (N=51) | 100% (N=216) | 100% (N=190) | 100% (N=66) |

$$\chi^2 (3 \text{ df}) = 3.7, p = .29$$

We find statistically significant differences between education groups in terms of knowing whether they could plump their votes (Table 45). Among the reasons given for not giving more than one vote to a candidate, voters with who did not finish high school were more likely to note that they did not know they could plump their votes (19%) than voters with a post-graduate education (5%). Finally, voters who have lived in Port Chester more than 10 years were less likely to say they did not know they could plump their votes (7%) than voters who lived in Port Chester less than 10 years (14%).

Table 45: Reason for Not Plumping Votes by Education

| Response | <HS | HS grad | Some college | College grad | Post-grad |
|-------------------------------|----------------|-----------------|---------------------|---------------------|------------------|
| I didn't know I could do that | 18.9% | 9.8% | 6.0% | 7.1% | 4.9% |
| Other reason | 81.1% | 90.2% | 94.0% | 92.9% | 95.1% |
| Total (N = 545) | 100% (N=53) | 100% (N=133) | 100% (N=117) | 100% (N=140) | 100% (N=102) |

χ^2 (4 df) = 10.8, p = .03

Another follow-up question asked voters, “If you gave more than one vote to a candidate, what was the primary reason?” Roughly 22% of voters marked their answer as “does not apply,” while 78% marked a reason for giving more than one vote to a candidate. This suggests that 78% of voters may have plumped their votes to some degree. However, this may overstate the frequency of plumping, because some of the respondents who gave a reason for giving more than one vote to a candidate also reported that they voted for six candidates. Among the voters who gave a reason for casting more than one vote for a candidate, 86% reported that they wanted to give that candidate a better chance to win, 8% reported that they did not know enough about the other candidates, and 6% gave other reasons. Most of those who wrote another reason noted that it was their personal preference. Thus, among voters who reported giving more than one vote to a candidate, the large majority of them did so to give that candidate a better chance of winning. This suggests that voters who plumped their votes knew what they were doing.

We find a relationship between race and ethnicity and the reason given for casting more than one vote for a candidate. As Table 46 shows, Latino voters (11%), African American voters (19%), and voters of another unspecified racial or ethnic group (14%) were more likely to report that they did not know enough about the other candidates than white voters (6%). These differences are statistically significant. However, we note that for each racial and ethnic group large majorities reasoned that they gave more than one vote to a candidate to help that candidate win.

Table 46: Reason for Giving More than one Vote to a Candidate by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|--|-----------------|-------------------------|------------------------|----------------|----------------|
| Wanted to give that candidate a better chance to win | 87.6% | 77.6% | 83.6% | 100% | 85.7% |
| Didn't know enough about other candidates | 6.2% | 18.7% | 10.7% | 0.0% | 14.3% |
| Other reason | 6.2% | 3.7% | 5.7% | 0.0% | 0.0% |
| Total (N = 1,313) | 100% (N=868) | 100% (N=107) | 100% (N=298) | 100% (N=19) | 100% (N=21) |

χ^2 (8 df) = 28.2, p < .001

However, we see no relationship between first language and the reason for giving more than one vote to a candidate (see Table 47).

Table 47: Reason for Giving More than one Vote to a Candidate by First Language

| Response | English | Spanish | Other |
|--|-------------------|-----------------|----------------|
| Wanted to give that candidate a better chance to win | 85.8% | 84.9% | 90.8% |
| Didn't know enough about other candidates | 8.3% | 10.0% | 5.3% |
| Other reason | 5.9% | 5.0% | 4.0% |
| Total (N = 1,335) | 100% (N=1,000) | 100% (N=259) | 100% (N=76) |

χ^2 (4 df) = 2.6, p = .62

We find small differences in voters’ knowledge of other candidates by age, but again they are not statistically significant. When asked why they cast more than one vote for a candidate, voters between 18 and 35 are slightly more likely to report that they did not know enough about other candidates than older voters (see Table 48).

Table 48: Reason for Giving More than one Vote to a Candidate by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|--|-----------------|-----------------|-----------------|-----------------|
| Wanted to give that candidate a better chance to win | 82.7% | 89.1% | 83.9% | 86.6% |
| Didn’t know enough about other candidates | 12.0% | 5.7% | 9.6% | 7.0% |
| Other reason | 5.3% | 5.2% | 6.5% | 6.3% |
| Total (N = 1,261) | 100% (N=150) | 100% (N=541) | 100% (N=428) | 100% (N=142) |

χ^2 (6 df) = 10.0, p = .13

We find small differences by education in the reasons voters give for plumping their votes, but the differences are not statistically significant (see Table 49). Voters with less education are slightly more likely to report that they do not know enough about other candidates than voters with high levels of education.

Table 49: Reason for Giving More than one Vote to a Candidate by Education

| Response | <HS | HS grad | Some college | College grad | Post-grad |
|--|----------------|-----------------|---------------------|---------------------|------------------|
| Wanted to give that candidate a better chance to win | 79.0% | 85.0% | 85.0% | 87.6% | 88.1% |
| Didn’t know enough about other candidates | 12.6% | 11.0% | 9.1% | 6.8% | 5.6% |
| Other reason | 8.4% | 4.0% | 6.0% | 5.6% | 6.3% |
| Total (N = 1,314) | 100% (N=95) | 100% (N=327) | 100% (N=286) | 100% (N=338) | 100% (N=268) |

χ^2 (8 df) = 12.3, p = .14

Summary

In explaining their votes, the vast majority of Port Chester voters showed that they took full advantage of cumulative voting. More than 95% of voters in all demographic groups reported that they used all six of their votes in the election, which comports with the number of votes cast in the official election results. In addition, voters demonstrated that they knew how to plump their votes. Based on a series of questions about voting behavior, we estimate that between 66% and 80% of Port Chester voters plumped their votes to some degree. More specifically, 34% of Port Chester voters reported that they plumped all of their votes for one candidate. Latino voters, African American voters, voters whose first language was Spanish, and voters who did not finish high school were more likely to give all of their votes to one candidate. These are the same demographic groups who reported being more familiar with cumulative voting. White voters, voters whose first language was English, and voters with a post-graduate education were less likely to cast all of their votes for one candidate.

In addition, when asked to explain their voting choices, a large majority of exit poll respondents demonstrated that they understood cumulative voting. When asked to explain why they gave more than one vote to a single candidate, 86% of respondents who answered the question reported that they wanted to give that candidate a better chance to win. African American and Latino voters were somewhat more likely to note that they did not know enough about the other candidates when explaining why they cast more than one vote for a candidate. Similarly, when asked to explain why they did not give more than one vote to a candidate, only 8% who gave a reason answered that they did not know they could plump their votes. Latino voters, African American voters, voters whose first language was Spanish, voters who did not finish high school, and voters who had lived in Port Chester less than 10 years were somewhat more likely to report that they did not know they could plump their votes as the reason they did not give more than one vote to a candidate. These are the same demographic groups who reported the highest levels of plumping in the election.

Voting Experience

Finally, the exit poll included some questions about the overall voting experience in the election. To measure their comfort in casting their ballot, one survey question asked voters, “Compared to previous elections, was casting your ballot in this election easier, about the same, or more difficult?” Overall, 23% of respondents said that casting their ballot in this election was easier, 66% reported that it was about the same, and 10% answered that casting their ballot in this election was more difficult than in previous elections. These figures are similar to other studies of voters using cumulative voting in that more voters found it easier rather than more difficult to vote using cumulative voting (Brischetto and Engstrom 1997).

As Table 50 indicates, every racial and ethnic group indicated voting in this election was easier rather than harder than previous elections. Latino voters were most likely to report that casting their ballot was easier compared to previous elections, with 49% indicating it was easier and only 5% indicating it was harder. White voters were least likely to report that casting their ballot in this election was easier than in past elections (15%). These differences are statistically significant. The differences between white voters and Latino voters on this question resemble the findings from studies of cumulative voting in other locations (Brischetto and Engstrom 1997).

Table 50: Casting a Ballot in This Election Compared to Previous Elections by Race/Ethnicity

| Response | White | African American | Hispanic/Latino | Asian | Other |
|---------------------------------|-----------------|-------------------------|------------------------|--------------|--------------|
| Easier in this election | 14.6% | 28.4% | 48.7% | 30.4% | 12.9% |
| About the same | 73.3% | 64.9% | 46.8% | 60.9% | 74.2% |
| More difficult in this election | 12.1% | 6.7% | 4.5% | 8.7% | 12.9% |
| Total (N=1,757) | 100% N=1,189 | 100% N=134 | 100% N=380 | 100% N=23 | 100% N=31 |

χ^2 (8 df) = 196.5, p < .001

There is also a strong relationship between first language and reports about the ease of casting a ballot in this election. As Table 51 shows, voters who learned Spanish as their first language were most likely to report that casting their ballot was easier in this election (50%) while voters who learned English as their first language were less likely to report that voting in this election was easier than previous elections (17%). These differences are statistically significant.

Table 51: Casting a Ballot in This Election Compared to Previous Elections by First Language

| Response | English | Spanish | Other |
|---------------------------------|-----------------|----------------|--------------|
| Easier in this election | 17.0% | 49.5% | 24.0% |
| About the same | 71.5% | 46.4% | 63.5% |
| More difficult in this election | 11.6% | 4.1% | 12.5% |
| Total (N=1,780) | 100% N=1,363 | 100% N=321 | 100% N=96 |

χ^2 (4 df) = 158.4, p < .001

With respect to age (Table 52), voters between 18 and 35 years old were most likely to report that casting a ballot in this election was easier (32%) and voters over 75 were least likely to report that voting in this election was easier than previous elections (17%).

Table 52: Casting a Ballot in This Election Compared to Previous Elections by Age

| Response | 18-35 | 36-55 | 56-75 | Over 75 |
|---------------------------------|---------------|---------------|---------------|----------------|
| Easier in this election | 31.6% | 22.5% | 24.2% | 17.2% |
| About the same | 59.2% | 68.0% | 65.0% | 71.2% |
| More difficult in this election | 9.2% | 9.5% | 10.8% | 11.6% |
| Total (N=1,680) | 100% N=196 | 100% N=703 | 100% N=583 | 100% N=198 |

χ^2 (6 df) = 13.1, p = .04

We also find a fairly strong relationship between education and reports about the ease of casting a ballot in this election. Table 53 indicates that voters who did not finish high school were most likely to answer that casting their ballot was easier in this election compared to previous elections (50%), while voters with a post-graduate education were least likely to report that voting was easier in this election (12%). These differences are statistically significant. In fact, post-graduates are the only demographic group with a higher share reporting that voting in this election was more difficult (14%) than reporting that voting in this election was easier than past elections (12%).

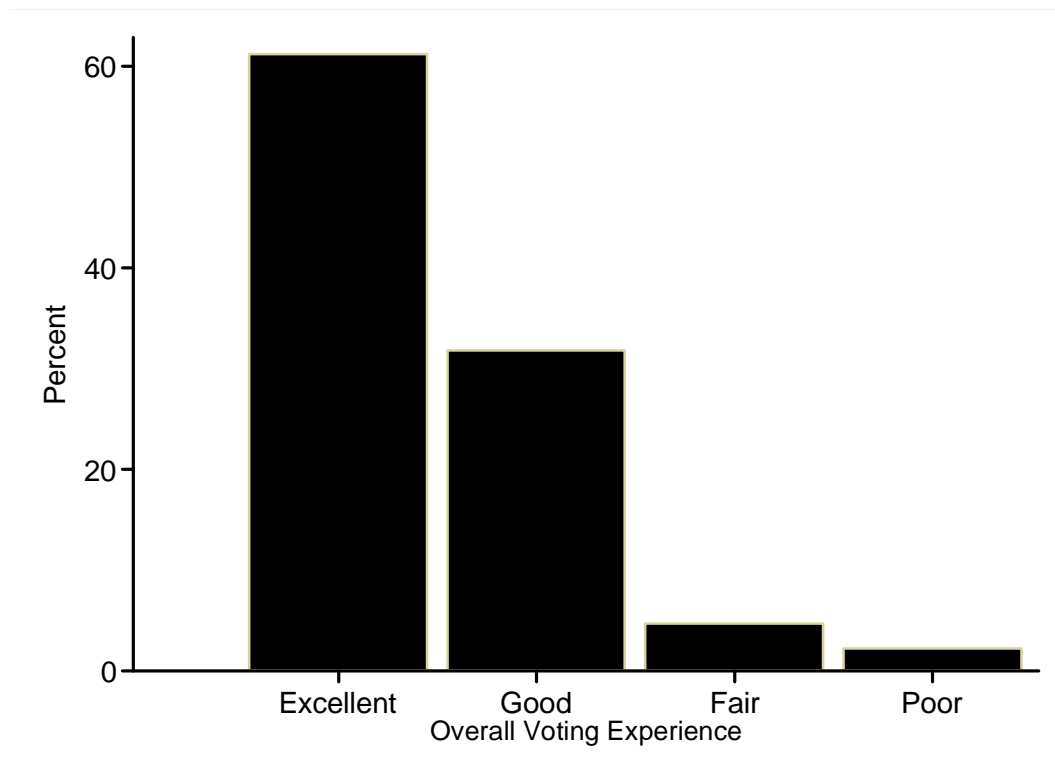
Table 53: Casting a Ballot in This Election Compared to Previous Elections by Education

| Response | <HS | HS grad/GED | Some college | College grad | Post-grad |
|---------------------------------|---------------|--------------------|---------------------|---------------------|------------------|
| Easier in this election | 48.8% | 28.3% | 21.1% | 20.1% | 12.0% |
| About the same | 42.4% | 64.0% | 69.4% | 67.9% | 74.5% |
| More difficult in this election | 8.8% | 7.7% | 9.5% | 12.0% | 13.5% |
| Total (N=1,765) | 100% N=125 | 100% N=417 | 100% N=399 | 100% N=467 | 100% N=357 |

χ^2 (8 df) = 86.2, p < .001

To measure the general voting experience in the election, voters were asked, “Overall, how was your voting experience today?” Among all survey respondents, 61% selected “excellent,” 32% selected “good,” 5% chose “fair,” and 2% selected “poor” to answer that question (see Figure 1). For each of the demographic groups examined above, roughly nine in ten voters described the voting experience in this election as excellent or good.

Figure 1: Rating the Overall Voting Experience



Summary

Similar to other studies of cumulative voting, in Port Chester 23% of respondents said that casting their ballot in this election was easier than in previous elections, 66% reported that it was about the same, and 10% answered that casting their ballot in this election was more difficult than in previous elections. Nearly all demographic groups found voting in this election to be easier rather than harder than previous elections. Latino voters, African American voters, voters whose first language was Spanish, and voters who did not finish high school were more likely to report that voting in this election was easier than in previous elections. For Latino voters, 49% said voting in this election was easier and 5% said it was harder. Across all demographic groups, roughly nine of every ten voters rated the voting experience as excellent or good.

Conclusion

The purpose of this study was to examine Port Chester's voter education program and the experience of voters with cumulative voting in the Board of Trustees election. We examined whether voters were familiar with cumulative voting before the election, whether they found the voter education program helpful, whether they understood the voting instructions, whether they took advantage of the features of cumulative voting, and whether they were satisfied with the voting experience.

The main findings of this report are positive. Most voters indicated that they were comfortable with the voting process. Evidence from the exit poll shows that most voters were able to cast their votes as they intended. Even though this was the first election in Port Chester using cumulative voting, a little more than half of the voters reported some familiarity with cumulative voting before coming to vote. More than 80% of survey respondents knew about early voting, even though this was the first election in New York to offer early voting. Much of what voters learned about cumulative voting and early voting appears to have come from the Village's voter education program. The most commonly cited source of information about cumulative voting and early voting was the Port Chester Votes information provided by the Village.

Most voters in the survey reported some awareness of different components of the Village's voter education program. In particular, the Port Chester Votes information provided by the Village was the most commonly cited source of information about cumulative voting. Among the voters who had seen each part of the education program, most of them rated each of those components as "very helpful" or "somewhat helpful." Written materials, including the "How to Vote with Cumulative Voting" handout provided by the Village, were most frequently mentioned as being helpful to voters. Similarly, a large majority of voters who said they listened to a poll worker explain how cumulative voting works reported that the poll worker's explanation was very easy to understand. In addition, more than 90% of the survey respondents reported that the voting instructions were very easy or somewhat easy to understand.

In reporting on their voting behavior, most respondents showed that they understood how they could use cumulative voting. Almost all voters reported using all six of their votes. We estimate that between 66% and 80% of voters plumped their votes to some extent. Among those who plumped their votes, a large majority explained that they intended to do so to help a particular candidate win. Among those who did not plump their votes, a large majority explained that they did so because they wanted to support six candidates. Along the same lines, voters were more likely to report that voting in this election was easier rather than harder compared to previous elections. Overall, more than 90% of voters rated the experience as excellent or good.

In addition, Latino voters reported a positive experience in this election. Latino voters were more likely than other voters to say that they were familiar with cumulative voting before coming to vote. Latino voters tended to rate the components of the voter education program more favorably than other voters. In particular, minority groups had more favorable evaluations of community presentations and were somewhat more likely to learn about cumulative voting from community presentations than white voters. Also, Latino and African American voters were more likely to listen to a poll worker explain how cumulative voting works, and they found those explanations easy to understand.

Furthermore, Latino voters indicated that they knew how to plump their votes. Latino and African American voters were more likely than other voters to give all of their votes to one candidate. The official election results appear to support this finding. A Latino candidate (Luis Marino) received more votes than total voters in five different election districts on Election Day. Some voters must have plumped their votes for Marino at those polling locations. Finally, Latino and African American voters rated the voting experience very highly and were more likely than other voters to report that casting a ballot was easier in this election than in previous elections.

The study suggests perhaps two small areas of concern with respect to efforts to educate minority voters in Port Chester. First, among voters who said they did not give more than one vote to a candidate, Latino voters (16%) and African American voters (15%) were more likely than white voters (4%) to answer that they did not know they could plump their votes. These percentages are low but they suggest the importance of continued outreach in explaining cumulative voting to Latino and African American communities. And despite this finding, Latino and African American voters were more likely than white voters to report that they plumped all of their votes for one candidate. Second, African American voters (69%) and Latino voters (75%) were less likely than white voters (85%) to report that they knew about early voting. This finding is mitigated by the fact that in the exit poll sample Latino and African American voters were somewhat more likely than white voters to cast their ballots during the early voting period.

In summary, the report finds an encouraging experience for voters. A large majority of Port Chester voters, including minority voters, indicated that they were comfortable with cumulative voting and showed that they could cast their votes as intended under the cumulative voting system.

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Appendix A

How Representative is the Sample?

Response Rates

In the table below, the contact rate reports the percentage of voters contacted by interviewers for each survey. The figures in Table A-1 show that interviewers were successful in contacting the vast majority of voters in the Port Chester election. The response rate is the percentage of voters who completed or partially completed a survey. The response rate is somewhat higher for early voters than for Election Day voters. As Table A-1 indicates, more than sixty percent of the voters contacted by interviewers agreed to answer the survey. These response rates compare favorably to those produced by other exit polls (e.g., Engstrom and Brischetto 1998; Neely, Blash, and Cook 2005; Neely, Cook, and Blash 2006; Hall, Monson, and Patterson 2009).

Table A-1: Survey Response Rates

| Survey Type | Contact Rate¹ | Response Rate² |
|---------------------|---------------------------------|----------------------------------|
| Early Voters | 86.9% | 62.4% |
| Election Day Voters | 92.0% | 57.6% |
| Absentee Voters | 100% | 35.4% |

¹Calculated using the “contact rate 2” formula in AAPOR’s *Standard Definitions* (2009).

²Calculated using the “response rate 2” formula in AAPOR’s *Standard Definitions* (2009).

The large majority of survey non-respondents (roughly 85%) were voters who were asked to complete a survey but refused. We can also examine whether voters were more likely to refuse to participate in the exit poll at certain polling locations by examining the cooperation rate. The cooperation rate is the percentage of voters who, when contacted by an interviewer, agreed to answer the survey. As Table A-2 indicates, the cooperation rate was greater than fifty percent at every voting location. The polling locations with the lowest cooperation rates were Park Avenue School and Corpus Christi School. The polling locations with the highest exit poll cooperation rates include Don Bosco Center, Summerfield Church, and early voters at Village Hall. In general, the high cooperation rates across the board indicate that the exit poll sample is a pretty good reflection of voters at all voting locations in Port Chester.

Table A-2: Survey Cooperation Rates by Voting Location

| Polling Place | Cooperation Rate¹ |
|-------------------------------|-------------------------------------|
| Don Bosco Center | 73.9% |
| John F. Kennedy School | 70.4% |
| Corpus Christi School | 59.4% |
| Carver Center | 70.4% |
| Park Avenue School | 56.3% |
| St. George Church | 62.4% |
| Summerfield Church | 72.5% |
| Brooksville Senior Apartments | 62.2% |
| Edison School | 65.6% |
| King Street School | 69.3% |
| All Election Day voters | 65.0% |
| Village Hall – Early voters | 72.4% |
| Absentee Voters | 35.4% |

¹Calculated using the “cooperation rate 4” formula in AAPOR’s *Standard Definitions* (2009).

Assessing Non-Response Bias

There remains a concern that sample of voters who answered the survey are systematically different from voters who did not complete the survey. For early voters and Election Day voters, interviewers recorded information on the sex, age, and race of most non-respondents. This allows us to examine the degree to survey respondents differ from non-respondents on those three measures. In general, as the tables below indicate, the survey respondents are quite similar to the non-respondents in terms of sex and age, while there are fairly small differences between respondents and non-respondents with respect to race/ethnicity. This increases our confidence that the exit poll sample is representative of all Port Chester voters in the election.

Table A-3: Sex of Respondents and Non-Respondents (Early Voters)

| Sex | Respondents | Non-respondents |
|------------|--------------------|------------------------|
| Male | 46.3% | 49.6% |
| Female | 53.7% | 50.4% |
| Total | 100% (N=367) | 100% (N=121) |

χ^2 (1 df) = 0.4, p = .53.

Table A-4: Sex of Respondents and Non-Respondents (Election Day Voters)

| Sex | Respondents | Non-respondents |
|------------|--------------------|------------------------|
| Male | 44.8% | 48.1% |
| Female | 55.3% | 51.9% |
| Total | 100% (N=1,457) | 100% (N=881) |

χ^2 (1 df) = 2.5, p = .11.

In terms of sample distribution by sex, women were slightly more likely than men to participate in the early voter survey and Election Day survey. Nevertheless, in each survey the respondents are not statistically different from the non-respondents in terms of gender (See Tables A-3 and A-4).

Table A-5: Age of Respondents and Non-Respondents (Early Voters)

| Age | Respondents | Non-respondents |
|------------|--------------------|------------------------|
| 18-35 | 12.3% | 11.7% |
| 36-55 | 37.7% | 40.3% |
| 56-75 | 37.7% | 37.0% |
| Over 75 | 12.3% | 11.0% |
| Total | 100% (N=342) | 100% (N=154) |

χ^2 (3 df) = 0.4, p = .95.

Table A-6: Age of Respondents and Non-Respondents (Election Day Voters)

| Age | Respondents | Non-respondents |
|------------|--------------------|------------------------|
| 18-35 | 11.8% | 11.7% |
| 36-55 | 43.2% | 42.7% |
| 56-75 | 34.2% | 35.4% |
| Over 75 | 10.8% | 10.2% |
| Total | 100% (N=1,351) | 100% (N=930) |

χ^2 (3 df) = 0.4, p = .93.

In terms of the sample distribution by age, the early voter and Election Day survey respondents are not statistically different from the non-respondents (See Tables A-4 and A-5).

Table A-7: Race/Ethnicity of Respondents and Non-Respondents (Early Voters)

| Race/Ethnicity | Respondents | Non-respondents |
|-----------------------|--------------------|------------------------|
| White | 62.4% | 70.0% |
| African-American | 8.5% | 10.7% |
| Latino | 26.8% | 19.3% |
| Asian | 1.1% | 0.0% |
| Other | 1.1% | 0.0% |
| Total | 100% (N=354) | 100% (N=150) |

χ^2 (4 df) = 7.3, p = .12.

Table A-8: Race/Ethnicity of Respondents and Non-Respondents (Election Day Voters)

| Race/Ethnicity | Respondents | Non-respondents |
|-----------------------|--------------------|------------------------|
| White | 68.3% | 79.3% |
| African-American | 7.4% | 4.3% |
| Latino | 21.0% | 13.8% |
| Asian | 1.4% | 0.9% |
| Other | 2.0% | 1.7% |
| Total | 100% (N=1,421) | 100% (N=922) |

χ^2 (4 df) = 35.3, p < .001.

Among early voters and Election Day voters, Latino voters were somewhat more likely to respond and white voters were somewhat less likely to participate in the survey. The ethnic differences between respondents and non-respondents are not statistically significant for early voters, but ethnic differences between respondents and non-respondents are statistically significant for the Election Day survey. Thus, Latino voters are slightly overrepresented in the exit poll sample and white voters are slightly underrepresented in the exit poll sample.

Non-Response Weights

To address potential bias in the survey sample related to race and ethnicity, we computed non-response weights for the exit poll sample. The goal in creating the weighted data is to give more weight to groups that were less likely to participate in the survey and to give less weight to groups that were more likely to participate. The weight for each group is computed by dividing the group's share of the population of voters in the election by the group's share of the survey sample. The weights for each racial and ethnic group are reported in Table A-9 (for a more extended discussion of survey weighting, see Traugott and Lavrakas 2000, pp. 68-69). Since white voters were less likely to participate in the survey, they receive a larger weight. Latino and African American voters receive a smaller weight since they were more likely to answer the survey. Since Asian voters and voters who marked their race or ethnicity as "Other" are a small portion of the sample, we left their weight at 1.

Table A-9: Non-Response Weights for Racial and Ethnic Groups (All Voters)

| Race/Ethnicity | Share of Population | Share of Sample | Weight |
|-----------------------|----------------------------|------------------------|---------------|
| White | 71.20% | 67.10% | 1.0611 |
| African-American | 6.71% | 7.61% | 0.8817 |
| Latino | 19.28% | 22.14% | 0.8708 |
| Asian | 1.12% | 1.35% | 1 |
| Other | 1.69% | 1.80% | 1 |

We re-calculated each of the analyses in the report after applying the non-response weights to the data. However, there are no significant differences between the results with the weighted data and the results with the unweighted data. Thus, the report contains the analyses based on the unweighted data.

Appendix B
Questionnaires

Port Chester Exit Poll

Your answers are **confidential**.
Please answer each question.

[A] Have you voted in Port Chester before?

- ¹ Yes
² No

[B] Compared to previous elections, how much did you know about this election?

- ¹ I knew more about this election
² I knew about the same as previous elections
³ I knew less about this election

[C] How easy was it to understand the voting instructions in this election?

- ¹ Very easy
² Somewhat easy
³ Somewhat difficult
⁴ Very difficult

[D] Overall, how was your voting experience today?

- ¹ Excellent
² Good
³ Fair
⁴ Poor

[E] This election used cumulative voting.

Before voting today, how familiar were you with cumulative voting?

- ¹ Very familiar
² Somewhat familiar
³ Not very familiar
⁴ Not at all familiar

[F] When did you become familiar with cumulative voting?

- ¹ I am not familiar with cumulative voting
² This month
³ Between February and May of this year
⁴ Before February

[G] If you knew about cumulative voting before voting today, how did you find out about it? Check all that apply.

- ¹ Port Chester Votes information from the Village
² Commercials in newspaper, on radio or TV
³ News coverage in newspaper, on radio or TV
⁴ Community presentation
⁵ Someone you know
⁶ Other: _____

How helpful to you were the following?

[H1] "How to Vote with Cumulative Voting" handout:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see it

[H2] Other written materials on this election and cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[H3] Community presentations on this election and cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[H4] Port Chester Votes website:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see it

[H5] Radio and TV commercials on cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[I] Compared to previous elections, was casting your ballot in this election easier, about the same, or more difficult?

- ¹ Easier
² About the same
³ More difficult

[J] Did you know that you could vote at Village Hall up to a week before Election Day?

- ¹ Yes
² No

Please continue on other side →

Port Chester Exit Poll

[K] Did you listen to a poll worker explain how cumulative voting works before you voted?

- ¹ Yes
² No

[L] Was the poll worker's explanation of cumulative voting easy to understand?

- ¹ Very easy ⁵ Does not apply
² Somewhat easy
³ Somewhat difficult
⁴ Very difficult

[M] Did you use all 6 of your votes in this election?

- ¹ Yes
² No, I decided not to use all 6 votes
³ No, I did not know I had 6 votes

[N] Which answer below best describes how you voted in the Board of Trustees election?

- ¹ I gave all my votes to 1 candidate
² I gave my votes to 2 candidates
³ I gave my votes to 3 candidates
⁴ I gave my votes to 4 candidates
⁵ I gave my votes to 5 candidates
⁶ I gave my votes to 6 candidates

[O] If you did not give more than one vote to a candidate, what was the primary reason?

- ¹ I wanted to support six candidates
² I didn't know I could do that
³ Other: _____
⁴ Does not apply

[P] If you gave more than one vote to a candidate, what was the primary reason?

- ¹ I wanted to give that candidate a better chance to win
² I did not know enough about the other candidates
³ Other: _____
⁴ Does not apply

[Q] Did you personally know any of the poll workers at your polling place today?

- ¹ Yes
² No

[R] How often do you follow what is going on in local government and public affairs?

- ¹ Most of the time
² Some of the time
³ Only now and then
⁴ Hardly at all

[S] Are you:

- ¹ Male
² Female

[T] What year were you born? 19 ____

[U] How long have you lived in Port Chester?

- ¹ Less than 1 year
² Between 1 and 5 years
³ Between 6 and 10 years
⁴ More than 10 years

[V] What was the last year of school you completed?

- ¹ Did not finish high school ⁴ College graduate
² High school graduate/GED ⁵ Post-graduate
³ Some college or associate degree

[W] Your race/ethnicity (check all that apply):

- ¹ Asian
² Black / African American
³ Hispanic / Latino
⁴ White
⁵ Other

[X] What is the first language you learned to speak?

- ¹ English
² Spanish
³ Other

Thank you for voluntarily participating in this research.

| | |
|--|----------------------------------|
| Official Use Only | |
| Form ID: _____ | Interviewer ID _____ |
| Time (nearest 15 min.) _____ AM PM | <input type="checkbox"/> Entered |
| Continue only if Non-Response | |
| <input type="checkbox"/> Missed | <input type="checkbox"/> Refused |
| Gender: <input type="checkbox"/> M <input type="checkbox"/> F | |
| Age of Non-respondent: <input type="checkbox"/> 18-35 <input type="checkbox"/> 36-55 <input type="checkbox"/> 56-75 <input type="checkbox"/> 75+ | |
| Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Other | |

Port Chester Exit Poll

Your answers are **confidential**.
Please answer each question.

[A] Have you voted in Port Chester before?

- ¹ Yes
² No

[B] Compared to previous elections, how much did you know about this election?

- ¹ I knew more about this election
² I knew about the same as previous elections
³ I knew less about this election

[C] How easy was it to understand the voting instructions in this election?

- ¹ Very easy
² Somewhat easy
³ Somewhat difficult
⁴ Very difficult

[D] Overall, how was your voting experience today?

- ¹ Excellent
² Good
³ Fair
⁴ Poor

[E] This election used cumulative voting.

Before voting today, how familiar were you with cumulative voting?

- ¹ Very familiar
² Somewhat familiar
³ Not very familiar
⁴ Not at all familiar

[F] When did you become familiar with cumulative voting?

- ¹ I am not familiar with cumulative voting
² This month
³ Between February and May of this year
⁴ Before February

[G] If you knew about cumulative voting before voting today, how did you find out about it? Check all that apply.

- ¹ Port Chester Votes information from the Village
² Commercials in newspaper, on radio or TV
³ News coverage in newspaper, on radio or TV
⁴ Community presentation
⁵ Someone you know
⁶ Other: _____

How helpful to you were the following?

[H1] "How to Vote with Cumulative Voting" handout:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see it

[H2] Other written materials on this election and cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[H3] Community presentations on this election and cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[H4] Port Chester Votes website:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see it

[H5] Radio and TV commercials on cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[I] Compared to previous elections, was casting your ballot in this election easier, about the same, or more difficult?

- ¹ Easier
² About the same
³ More difficult

[J] How did you learn about early voting for this election?

- ¹ Port Chester Votes information from the Village
² Commercials in newspaper, on radio or TV
³ News coverage in newspaper, on radio or TV
⁴ Community presentation
⁵ Someone you know
⁶ Other: _____

Please continue on other side →

Port Chester Exit Poll

[K] Did you listen to a poll worker explain how cumulative voting works before you voted?

- ¹ Yes
² No

[L] Was the poll worker's explanation of cumulative voting easy to understand?

- ¹ Very easy ⁵ Does not apply
² Somewhat easy
³ Somewhat difficult
⁴ Very difficult

[M] Did you use all 6 of your votes in this election?

- ¹ Yes
² No, I decided not to use all 6 votes
³ No, I did not know I had 6 votes

[N] Which answer below best describes how you voted in the Board of Trustees election?

- ¹ I gave all my votes to 1 candidate
² I gave my votes to 2 candidates
³ I gave my votes to 3 candidates
⁴ I gave my votes to 4 candidates
⁵ I gave my votes to 5 candidates
⁶ I gave my votes to 6 candidates

[O] If you did not give more than one vote to a candidate, what was the primary reason?

- ¹ I wanted to support six candidates
² I didn't know I could do that
³ Other: _____
⁴ Does not apply

[P] If you gave more than one vote to a candidate, what was the primary reason?

- ¹ I wanted to give that candidate a better chance to win
² I did not know enough about the other candidates
³ Other: _____
⁴ Does not apply

[Q] Did you personally know any of the poll workers at your polling place today?

- ¹ Yes
² No

[R] How often do you follow what is going on in local government and public affairs?

- ¹ Most of the time
² Some of the time
³ Only now and then
⁴ Hardly at all

[S] Are you:

- ¹ Male
² Female

[T] What year were you born? 19 ____

[U] How long have you lived in Port Chester?

- ¹ Less than 1 year
² Between 1 and 5 years
³ Between 6 and 10 years
⁴ More than 10 years

[V] What was the last year of school you completed?

- ¹ Did not finish high school ⁴ College graduate
² High school graduate/GED ⁵ Post-graduate
³ Some college or associate degree

[W] Your race/ethnicity (check all that apply):

- ¹ Asian
² Black / African American
³ Hispanic / Latino
⁴ White
⁵ Other

[X] What is the first language you learned to speak?

- ¹ English
² Spanish
³ Other

Thank you for voluntarily participating in this research.

| | |
|---|---|
| Official Use Only | |
| Form ID: _____ | Interviewer ID _____ |
| Time (nearest 15 min.) _____ AM PM | <input type="checkbox"/> Entered |
| Continue only if Non-Response | |
| <input type="checkbox"/> Missed <input type="checkbox"/> Refused | Gender: <input type="checkbox"/> M <input type="checkbox"/> F |
| Age of Non-respondent: <input type="checkbox"/> 18-35 <input type="checkbox"/> 36-55 <input type="checkbox"/> 56-75 <input type="checkbox"/> 75+ | |
| Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Other | |

Port Chester Exit Poll

Your answers are **confidential**.
Please answer each question.

[A] Have you voted in Port Chester before?

- ¹ Yes
² No

[B] Compared to previous elections, how much did you know about this election?

- ¹ I knew more about this election
² I knew about the same as previous elections
³ I knew less about this election

[C] How easy was it to understand the voting instructions in this election?

- ¹ Very easy
² Somewhat easy
³ Somewhat difficult
⁴ Very difficult

[D] Overall, how was your voting experience in this election?

- ¹ Excellent
² Good
³ Fair
⁴ Poor

[E] This election used cumulative voting.

Before voting your absentee ballot in this election, how familiar were you with cumulative voting?

- ¹ Very familiar
² Somewhat familiar
³ Not very familiar
⁴ Not at all familiar

[F] When did you become familiar with cumulative voting?

- ¹ I am not familiar with cumulative voting
² This month
³ Between February and May of this year
⁴ Before February

[G] If you knew about cumulative voting before voting, how did you find out about it? Check all that apply.

- ¹ Port Chester Votes information from the Village
² Commercials in newspaper, on radio or TV
³ News coverage in newspaper, on radio or TV
⁴ Community presentation
⁵ Someone you know
⁶ Other: _____

How helpful to you were the following?

[H1] "How to Vote with Cumulative Voting" handout:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see it

[H2] Other written materials on this election and cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[H3] Community presentations on this election and cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[H4] Port Chester Votes website:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see it

[H5] Radio and TV commercials on cumulative voting:

- ¹ Very helpful
² Somewhat helpful
³ Not helpful
⁴ Don't know—I didn't see them

[I] Compared to previous elections, was casting your ballot in this election easier, about the same, or more difficult?

- ¹ Easier
² About the same
³ More difficult

[J] Did you know that you could vote at Village Hall up to a week before Election Day?

- ¹ Yes
² No

Please continue on other side →

Port Chester Exit Poll

[K] Did you need to erase or cross out anything while voting?

- Yes
- No

[L] Did you contact the Port Chester Village Clerk's office for help in completing your ballot?

- Yes, and I got help
- Yes, but I did not get help
- No, I did not ask for help

[M] Did you use all 6 of your votes in this election?

- Yes
- No, I decided not to use all 6 votes
- No, I did not know I had 6 votes

[N] Which answer below best describes how you voted in the Board of Trustees election?

- I gave all my votes to 1 candidate
- I gave my votes to 2 candidates
- I gave my votes to 3 candidates
- I gave my votes to 4 candidates
- I gave my votes to 5 candidates
- I gave my votes to 6 candidates

[O] If you did not give more than one vote to a candidate, what was the primary reason?

- I wanted to support six candidates
- I didn't know I could do that
- Other: _____
- Does not apply

[P] If you gave more than one vote to a candidate, what was the primary reason?

- I wanted to give that candidate a better chance to win
- I did not know enough about the other candidates
- Other: _____
- Does not apply

[Q] Was this your first time voting by absentee ballot?

- Yes
- No

[R] How often do you follow what is going on in local government and public affairs?

- Most of the time
- Some of the time
- Only now and then
- Hardly at all

[S] Are you:

- Male
- Female

[T] What year were you born? 19 ____

[U] How long have you lived in Port Chester?

- Less than 1 year
- Between 1 and 5 years
- Between 6 and 10 years
- More than 10 years

[V] What was the last year of school you completed?

- Did not finish high school
- High school graduate/GED
- Some college or associate degree
- College graduate
- Post-graduate

[W] Your race/ethnicity (check all that apply):

- Asian
- Black / African American
- Hispanic / Latino
- White
- Other

[X] What is the first language you learned to speak?

- English
- Spanish
- Other

Thank you for voluntarily participating in this research.

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Encuesta a la salida de Port Chester

Sus respuestas son confidenciales.
Por favor conteste cada pregunta.

[A] ¿Ha usted votado en Port Chester anteriormente?

- ¹ Sí
 ² No

[B] ¿Comparado con otras elecciones, qué tanto sabía sobre esta elección?

- ¹ Sabía mas sobre esta elección
 ² Sabía casi lo mismo que en elecciones previas
 ³ Sabía menos sobre esta elección

[C] ¿Que tan fácil fue entender las instrucciones sobre la votación en esta elección de hoy?

- ¹ Muy fácil ³ Algo difícil
 ² Algo fácil ⁴ Muy difícil

[D] ¿En general, cómo fue su experiencia de hoy?

- ¹ Excelente ³ Bastante buena
 ² Buena ⁴ Mala

[E] En esta elección se uso el voto acumulativo. ¿Antes de venir a votar hoy, qué tan familiar se sintió con el sistema de votación acumulativo?

- ¹ Muy familiar ³ No muy familiar
 ² Algo familiar ⁴ Nada familiar

[F] ¿Cuándo se familiarizó con el sistema de votación acumulativo?

- ¹ No estoy muy familiarizado con el voto acumulativo
 ² Este mes
 ³ Entre febrero y mayo de este año
 ⁴ Antes de febrero

[G] ¿Si conocía el sistema de votación acumulativo antes de hoy, ¿cómo aprendió sobre el voto acumulativo? Marque cada respuesta que aplica.

- ¹ Por la información suministrada por la municipalidad sobre en Port Chester Votamos
 ² Por los anuncios en los periódicos, en la radio y la televisión
 ³ Por coberturas informativas hechas por periódicos, radio y televisión
 ⁴ Presentaciones comunitarias
 ⁵ Por alguien que conoce
 ⁶ Por otros medios: _____

¿Qué tan útil para usted fue lo siguiente?

[H1] Los folletos en como votar con el sistema de voto acumulativo fueron:

- ¹ Muy útiles
 ² Algo útiles
 ³ Nada útiles
 ⁴ No lo se – nunca los vi

[H2] Los folletos e información hechos por escrito sobre esta elección y el voto acumulativo fueron:

- ¹ Muy útiles
 ² Algo útiles
 ³ Nada útiles
 ⁴ No lo se – nunca los vi

[H3] Las presentaciones sobre esta elección y el voto acumulativo fueron:

- ¹ Muy útiles
 ² Algo útiles
 ³ Nada útiles
 ⁴ No lo se – nunca las vi

[H4] La página del Internet En Port Chester Votamos fue:

- ¹ Muy útil
 ² Algo útil
 ³ Nada útil
 ⁴ No lo se – nunca la vi

[H5] Los anuncios hechos en la radio y televisión sobre el voto acumulativo fueron:

- ¹ Muy útiles
 ² Algo útiles
 ³ Nada útiles
 ⁴ No lo se – nunca los vi

[I] ¿Comparado con elecciones previas, emitir su voto en esta elección, fue mas fácil, casi lo mismo, o mas difícil?

- ¹ Más fácil
 ² Más o menos lo mismo
 ³ Más difícil

[J] ¿Sabía usted que podía votar en la Municipalidad del Pueblo hasta una semana antes de las elecciones?

- ¹ Sí
 ² No

Por favor continúe en la próxima página →

Encuesta a la salida de Port Chester

[K] ¿Escucho a un/una trabajador (a) electoral explicar como funciona el voto acumulativo antes de votar?

- 1 Sí
 2 No

[L] ¿Fue la explicación del trabajador (a) electoral sobre el voto acumulativo fácil de entender?

- 1 Muy fácil 3 Algo difícil
 2 Algo fácil 4 Muy difícil
 5 No aplicable

[M] ¿Uso usted los 6 votos en esta elección?

- 1 Sí
 2 No. Decidí no usar los 6 votos
 3 No. No sabía que tenía 6 votos

[N] ¿De las siguientes respuestas cuál mejor describe su votación para la Junta de Síndicos?

- 1 Di todos mis votos a un candidato
 2 Di mis votos a dos candidatos
 3 Di mis votos a tres candidatos
 4 Di mis votos a cuatro candidatos
 5 Di mis votos a cinco candidatos
 6 Di mis votos a seis candidatos

[O] ¿Si usted no dio más de un voto a un candidato, cuál fue su razón principal?

- 1 Quería apoyar a seis candidatos
 2 No sabía que lo podía hacer
 3 Otra razón: _____
 4 No es aplicable

[P] ¿Si usted dio más de un voto a un candidato, cuál fue su razón principal?

- 1 Quería darle una mejor oportunidad para que el candidato ganara
 2 No sabía suficiente sobre los otros candidatos
 3 Otra razón: _____
 4 No es aplicable

[Q] ¿Conocía usted algunos de los trabajadores electorales en su lugar de votación?

- 1 Sí
 2 No

[R] ¿Con qué frecuencia se interesa y se informa en los asuntos públicos y del gobierno?

- 1 Casi todo el tiempo
 2 Algunas veces
 3 De vez en cuando
 4 Casi nunca

[S] Usted es:

- 1 Hombre
 2 Mujer

[T] ¿En que año nació? 19 ____

[U] ¿Cuánto tiempo ha vivido en Port Chester?

- 1 Menos de un año
 2 Entre un y cinco años
 3 Entre seis y diez años
 4 Más de diez años

[V] ¿Cuál es su nivel más alto de educación adquirido?

- 1 Termino la preparatoria
 2 Equivalencia de preparatoria/GED
 3 Algo de Universidad o una carrera intermedia
 4 Universitario
 5 Maestría o postgrado

[W] Note su raza y grupo étnico (marque todo lo que aplica):

- 1 Asiático
 2 Negro/Afro-Americano
 3 Hispano/Latino
 4 Blanco
 5 Otro

[X] ¿Cuál es el primer idioma que aprendió a hablar?

- 1 Inglés
 2 Español
 3 Otro

Gracias por haber participado voluntariamente en este estudio.

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Encuesta a la salida de Port Chester

Sus respuestas son confidenciales.
Por favor conteste cada pregunta.

[A] ¿Ha usted votado en Port Chester anteriormente?

- ¹ Sí
 ² No

[B] ¿Comparado con otras elecciones, qué tanto sabía sobre esta elección?

- ¹ Sabía mas sobre esta elección
 ² Sabía casi lo mismo que en elecciones previas
 ³ Sabía menos sobre esta elección

[C] ¿Que tan fácil fue entender las instrucciones sobre la votación en esta elección de hoy?

- ¹ Muy fácil ³ Algo difícil
 ² Algo fácil ⁴ Muy difícil

[D] ¿En general, cómo fue su experiencia de hoy?

- ¹ Excelente ³ Bastante buena
 ² Buena ⁴ Mala

[E] En esta elección se uso el voto acumulativo. ¿Antes de venir a votar hoy, qué tan familiar se sintió con el sistema de votación acumulativo?

- ¹ Muy familiar ³ No muy familiar
 ² Algo familiar ⁴ Nada familiar

[F] ¿Cuándo se familiarizó con el sistema de votación acumulativo?

- ¹ No estoy muy familiarizado con el voto acumulativo
 ² Este mes
 ³ Entre febrero y mayo de este año
 ⁴ Antes de febrero

[G] ¿Si conocía el sistema de votación acumulativo antes de hoy, ¿cómo aprendió sobre el voto acumulativo? Marque cada respuesta que aplica.

- ¹ Por la información suministrada por la municipalidad sobre en Port Chester Votamos
 ² Por los anuncios en los periódicos, en la radio y la televisión
 ³ Por coberturas informativas hechas por periódicos, radio y televisión
 ⁴ Presentaciones comunitarias
 ⁵ Por alguien que conoce
 ⁶ Por otros medios: _____

¿Qué tan útil para usted fue lo siguiente?

[H1] Los folletos en como votar con el sistema de voto acumulativo fueron:

- ¹ Muy útiles
 ² Algo útiles
 ³ Nada útiles
 ⁴ No lo se – nunca los vi

[H2] Los folletos e información hechos por escrito sobre esta elección y el voto acumulativo fueron:

- ¹ Muy útiles
 ² Algo útiles
 ³ Nada útiles
 ⁴ No lo se – nunca los vi

[H3] Las presentaciones sobre esta elección y el voto acumulativo fueron:

- ¹ Muy útiles
 ² Algo útiles
 ³ Nada útiles
 ⁴ No lo se – nunca las vi

[H4] La página del Internet En Port Chester Votamos fue:

- ¹ Muy útil
 ² Algo útil
 ³ Nada útil
 ⁴ No lo se – nunca la vi

[H5] Los anuncios hechos en la radio y televisión sobre el voto acumulativo fueron:

- ¹ Muy útiles ³ Nada útiles
 ² Algo útiles ⁴ No lo se – nunca los vi

[I] ¿Comparado con elecciones previas, emitir su voto en esta elección, fue mas fácil, casi lo mismo, o mas difícil?

- ¹ Más fácil
 ² Más o menos lo mismo
 ³ Más difícil

[J] ¿Cómo se entero sobre el voto anticipado en esta elección?

- ¹ Por la información impartida por la municipalidad del pueblo y por medio de en Port Chester Votamos
 ² Comerciales en el periódico, radio y televisión
 ³ Cobertura en el periódico, radio y televisión
 ⁴ Presentaciones hechas en la comunidad
 ⁵ Por medio de un conocido
 ⁶ Por otra manera: _____

Por favor continúe en la próxima página →

Encuesta a la salida de Port Chester

[K] ¿Escucho a un/una trabajador (a) electoral explicar como funciona el voto acumulativo antes de votar?

- 1 Sí
 2 No

[L] ¿Fue la explicación del trabajador (a) electoral sobre el voto acumulativo fácil de entender?

- 1 Muy fácil 3 Algo difícil
 2 Algo fácil 4 Muy difícil
 5 No aplicable

[M] ¿Uso usted los 6 votos en esta elección?

- 1 Sí
 2 No. Decidí no usar los 6 votos
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[N] ¿De las siguientes respuestas cuál mejor describe su votación para la Junta de Síndicos?

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[O] ¿Si usted no dio más de un voto a un candidato, cuál fue su razón principal?

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 3 Otra razón: _____
 4 No es aplicable

[P] ¿Si usted dio más de un voto a un candidato, cuál fue su razón principal?

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 2 No sabía suficiente sobre los otros candidatos
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 4 No es aplicable

[Q] ¿Conocía usted algunos de los trabajadores electorales en su lugar de votación?

- 1 Sí
 2 No

[R] ¿Con qué frecuencia se interesa y se informa en los asuntos públicos y del gobierno?

- 1 Casi todo el tiempo
 2 Algunas veces
 3 De vez en cuando
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[S] Usted es:

- 1 Hombre
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[T] ¿En que año nació? 19 ____

[U] ¿Cuánto tiempo ha vivido en Port Chester?

- 1 Menos de un año
 2 Entre un y cinco años
 3 Entre seis y diez años
 4 Más de diez años

[V] ¿Cuál es su nivel más alto de educación adquirido?

- 1 Termino la preparatoria
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[W] Note su raza y grupo étnico (marque todo lo que aplica):

- 1 Asiático
 2 Negro/Afro-Americano
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 4 Blanco
 5 Otro

[X] ¿Cuál es el primer idioma que aprendió a hablar?

- 1 Inglés
 2 Español
 3 Otro

Gracias por haber participado voluntariamente en este estudio.

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| Race: <input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Other | |

Encuesta a la salida de Port Chester

Sus respuestas son confidenciales.
Por favor conteste cada pregunta.

[A] ¿Ha usted votado en Port Chester anteriormente?

- 1 Sí
 2 No

[B] ¿Comparado con otras elecciones, qué tanto sabía sobre esta elección?

- 1 Sabía mas sobre esta elección
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[C] ¿Que tan fácil fue entender las instrucciones sobre la votación en esta elección de hoy?

- 1 Muy fácil 3 Algo difícil
 2 Algo fácil 4 Muy difícil

[D] ¿En general, cómo fue su experiencia en esta elección?

- 1 Excelente 3 Bastante buena
 2 Buena 4 Mala

[E] En esta elección se uso el voto acumulativo. ¿Antes de venir a votar en estas elecciones, qué tan familiar se sintió con el sistema de votación acumulativo?

- 1 Muy familiar 3 No muy familiar
 2 Algo familiar 4 Nada familiar

[F] ¿Cuándo se familiarizó con el sistema de votación acumulativo?

- 1 No estoy familiarizado con el voto acumulativo
 2 Este mes
 3 Entre febrero y mayo de este año
 4 Antes de febrero

[G] ¿Si conocía el sistema de votación acumulativo antes de hoy, ¿cómo aprendió sobre el voto acumulativo? Marque cada respuesta que aplica.

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 2 Por los anuncios en los periódicos, en la radio y la televisión
 3 Por coberturas informativas hechas por periódicos, radio y televisión
 4 Presentaciones comunitarias
 5 Por alguien que conoce
 6 Por otros medios: _____

¿Qué tan útil para usted fue lo siguiente?

[H1] Los folletos en como votar con el sistema de voto acumulativo fueron:

- 1 Muy útiles
 2 Algo útiles
 3 Nada útiles
 4 No lo se – nunca los vi

[H2] Los folletos e información hechos por escrito sobre esta elección y el voto acumulativo fueron:

- 1 Muy útiles
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[H5] Los anuncios hechos en la radio y televisión sobre el voto acumulativo fueron:

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[I] ¿Comparado con elecciones previas, emitir su voto en esta elección, fue mas fácil, casi lo mismo, o mas difícil?

- 1 Más fácil
 2 Más o menos lo mismo
 3 Más difícil

[J] ¿Sabía usted que podía votar en la Municipalidad del Pueblo hasta una semana antes de las elecciones?

- 1 Sí
 2 No

Por favor continúe en la próxima página →

Encuesta a la salida de Port Chester

[K] ¿Tenía usted que borrar o marcar algo en la boleta mientras votaba?

- ¹ Sí
 ² No

[L] ¿Contacta usted a la oficina de la Secretaria del Pueblo para que le ayudara a completar su boleta?

- ¹ Sí, y obtuve ayuda
 ² No, pero no obtuve ayuda
 ³ No, no pedí ayuda

[M] ¿Usa usted los 6 votos en esta elección?

- ¹ Sí
 ² No. Decidí no usar los 6 votos
 ³ No. No sabía que tenía 6 votos

[N] ¿De las siguientes respuestas cuál mejor describe su votación para la Junta de Síndicos?

- ¹ Di todos mis votos a un candidato
 ² Di mis votos a dos candidatos
 ³ Di mis votos a tres candidatos
 ⁴ Di mis votos a cuatro candidatos
 ⁵ Di mis votos a cinco candidatos
 ⁶ Di mis votos a seis candidatos

[O] ¿Si usted no dio más de un voto a un candidato, cuál fue su razón principal?

- ¹ Quería apoyar a seis candidatos
 ² No sabía que lo podía hacer
 ³ Otra razón: _____
 ⁴ No es aplicable

[P] ¿Si usted dio más de un voto a un candidato, cuál fue su razón principal?

- ¹ Quería darle una mejor oportunidad para que el candidato ganara
 ² No sabía suficiente sobre los otros candidatos
 ³ Otra razón: _____
 ⁴ No es aplicable

[Q] ¿Fue esta la primera vez que voto usando la boleta del Votante Ausente?

- ¹ Sí
 ² No

[R] ¿Con qué frecuencia se interesa y se informa en los asuntos públicos y del gobierno?

- ¹ Casi todo el tiempo
 ² Algunas veces
 ³ De vez en cuando
 ⁴ Casi nunca

[S] Usted es:

- ¹ Hombre
 ² Mujer

[T] ¿En que año nació? 19 ____

[U] ¿Cuánto tiempo ha vivido en Port Chester?

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 ⁴ Más de diez años

[V] ¿Cuál es su nivel más alto de educación adquirido?

- ¹ Termine la preparatoria
 ² Equivalencia de preparatoria/GED
 ³ Algo de Universidad o una carrera intermedia
 ⁴ Universitario
 ⁵ Maestría o postgrado

[W] Note su raza y grupo étnico (marque todo lo que aplica):

- ¹ Asiático
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 ³ Hispano/Latino
 ⁴ Blanco
 ⁵ Otro

[X] ¿Cuál es el primer idioma que aprendió a hablar?

- ¹ Inglés
 ² Español
 ³ Otro

Gracias por haber participado voluntariamente en este estudio.

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