**Online Appendix A**

**Table A1 Basic traits of schools conducting the experiment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Trained | State | Enrollment | Locale | Highest degree offered |
| Ball State University | X | IN | 20507 | Mid-size city | Doctoral |
| California University of Pennsylvania |   | PA | 6640 | Urban fringe of large city | Master’s |
| Castleton University | X | VT | 1971 | Rural | Master’s |
| Central Missouri State University | X | MO | 10051 | Small town | Master’s |
| College of Charleston |   | SC | 11607 | Mid-size city | Master’s |
| East Central Oklahoma University | X | OK | 4651 | Small town | Master’s |
| Eastern Kentucky University | X | KY | 16183 | Urban fringe of mid-size city | Master’s |
| Georgia College and State University | X | GA | 5531 | Small town | Master’s |
| Indiana University - Northwest | X | IN | 5138 | Mid-size city | Master’s |
| Indiana University - South Bend | X | IN | 7501 | Mid-size city | Master’s |
| Morehead State University | X | KY | 9278 | Small town | Master’s |
| State University of New York - Cortland | X | NY | 7350 | Small town | Master’s |
| University of Memphis | X | TN | 20668 | Large city | Doctoral |
| University of Wisconsin - Oshkosh | X | WI | 11532 | Mid-size city | Master’s |
| University of Wisconsin - River Falls | X | WI | 5950 | Urban fringe of large city | Master’s |
| Washburn University | X | KS | 7251 | Mid-size city | Master’s |

Note: “Doctoral” means Doctoral/Research Universities--Intensive

**Table A2 Complier Average Treatment Effect on Voter Registration Rates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Professor | Student | Constant | Observations | Classrooms |
| Ball State University |   | 0.048 | 0.495 | 3020 | 122 |
|  | 0.022 | 0.012 |
| Castleton University | -0.051 |  | 0.549 | 478 | 37 |
| 0.043 |  | 0.036 |
| Central Missouri State University | -0.022 | -0.117 | 0.721 | 1191 | 45 |
| 0.035 | 0.040 | 0.027 |
| College of Charleston | 0.055 | 0.054 | 0.611 | 3090 | 209 |
| 0.028 | 0.027 | 0.021 |
| California University of Pennsylvania | 0.117 |   | 0.530 | 1263 | 60 |
| 0.050 |   | 0.035 |
| East Central Oklahoma University | 0.098 | 0.085 | 0.582 | 1217 | 97 |
| 0.036 | 0.038 | 0.025 |
| Eastern Kentucky University | 0.083 | 0.038 | 0.673 | 1280 | N/A |
| 0.064 | 0.039 | 0.022 |
| Georgia College and State University |  | 0.183 | 0.673 | 273 | 13 |
|  | 0.073 | 0.022 |
| Indiana University – Northwest | 0.009 |   | 0.747 | 703 | N/A |
| 0.042 |   | 0.025 |
| Indiana University -- South Bend | 0.080 | 0.053 | 0.614 | 1797 | 108 |
| 0.034 | 0.040 | 0.024 |
| University of Memphis | 0.106 |   | 0.590 | 3629 | 107 |
| 0.019 |   | 0.013 |
| Morehead State University | 0.110 | 0.171 | 0.585 | 1097 | 65 |
| 0.040 | 0.035 | 0.028 |
| State University of New York - Cortland | 0.132 | 0.085 | 0.612 | 1328 | 74 |
| 0.038 | 0.040 | 0.027 |
| University of Wisconsin - Oshkosh | 0.087 | 0.058 | 0.474 | 2045 | N/A |
| 0.033 | 0.033 | 0.033 |
| University of Wisconsin -- River Falls | -0.020 | 0.013 | 0.559 | 1424 | N/A |
| 0.060 | 0.044 | 0.025 |
| Washburn University | 0.082 | 0.026 | 0.595 | 1434 | 89 |
| 0.052 | 0.102 | 0.030 |
| Pooled | 0.065 | 0.056 |  | 25269 | 1026+ |
| 0.015 | 0.021 |   |

Top number reports the complier average treatment effect.

Bottom number reports the associated standard error clustered on unit of randomization (classroom).

Constant reports registration rates among the control group.

Pooled results calculated using random effects estimator.**Table A3 Complier Average Treatment Effect on Voter Turnout Rates**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Professor | Student | Constant | Observations | Classrooms |
| Ball State University |   | 0.014 | 0.107 | 3020 | 122 |
|  | 0.012 | 0.008 |
| Castleton University | -0.032 |  | 0.109 | 478 | 37 |
| 0.026 |  | 0.023 |
| Central Missouri State University | 0.011 | 0.022 | 0.272 | 1191 | 45 |
| 0.038 | 0.020 | 0.027 |
| College of Charleston | 0.023 | 0.020 | 0.206 | 3090 | 209 |
| 0.020 | 0.020 | 0.013 |
| California University of Pennsylvania | 0.056 |   | 0.171 | 1263 | 60 |
| 0.045 |   | 0.029 |
| East Central Oklahoma University | 0.036 | 0.053 | 0.204 | 1217 | 97 |
| 0.034 | 0.036 | 0.018 |
| Eastern Kentucky University | 0.017 | -0.013 | 0.094 | 1280 | N/A |
| 0.040 | 0.024 | 0.014 |
| Georgia College and State University |  | 0.077 | 0.015 | 273 | 13 |
|  | 0.033 | 0.023 |
| Indiana University – Northwest | 0.016 |   | 0.422 | 703 | N/A |
| 0.048 |   | 0.029 |
| Indiana University -- South Bend | 0.058 | 0.031 | 0.257 | 1797 | 108 |
| 0.030 | 0.042 | 0.021 |
| University of Memphis | 0.050 |   | 0.298 | 3629 | 107 |
| 0.022 |   | 0.015 |
| Morehead State University | 0.022 | 0.056 | 0.047 | 1097 | 65 |
| 0.018 | 0.024 | 0.013 |
| State University of New York – Cortland | 0.020 | 0.052 | 0.079 | 1328 | 74 |
| 0.025 | 0.050 | 0.013 |
| University of Wisconsin – Oshkosh | 0.053 | 0.050 | 0.265 | 2045 | N/A |
| 0.031 | 0.031 | 0.031 |
| University of Wisconsin - River Falls | -0.054 | 0.027 | 0.337 | 1424 | N/A |
| 0.056 | 0.041 | 0.024 |
| Washburn University | 0.002 | -0.044 | 0.309 | 1434 | 89 |
| 0.023 | 0.029 | 0.025 |
| Pooled | 0.023 | 0.029 |  | 25269 | 1026+ |
| 0.008 | 0.008 |   |

Top number reports the complier average treatment effect.

Bottom number reports the associated standard error clustered on unit of randomization (classroom).

Constant reports registration rates among the control group.

Pooled results calculated using random effects estimator.

**Online Appendix B Sample Script for Classroom Presentations (*Peer)***

* **This script may be shortened and adapted if necessary.**
* **No partisan opinions or bias may be introduced.**
* **No partisan t-shirts or buttons may be worn.**
* **Volunteers should MEMORIZE the presentation.**
* Practice the presentation out loud before presenting in a classroom.
* Concentrate on delivery.
* Speak slowly so that people can fully digest what you’re staying.
* Speak clearly so that everyone can hear you.
* Vary your tone and pace for emphasis.

Hi. My name is \_\_\_\_\_\_\_\_, and I am a student at [campus name]. [Campus name] is working with a coalition of public colleges and universities across the nation to make sure that students and young people are heard in the fall 2006 elections.

I am here to make sure that young people turn out to vote this November so that we can get attention paid to students and to the issues that matter to us.

So let me tell you about what’s going on in the elections right now and what we are doing.

First, I think most of us see some of what is going on with the elections: The ads, the news about this candidate and that candidate. But mostly it seems pretty much like the whole thing is going on without us. Especially here in (X STATE) it seems like the election is everywhere you turn, but it often has little to do with us.

It’s not surprising really. Even though there are 24 million people between 18 and 24 in this country, older people – like over 65 - they vote at twice the rate that we do. Campaigns just know those people are going to vote. That is why the ads are talking about prescription drugs and Medicare. That’s why they spend so much money making phone calls and sending pieces of mail to older people, trying to get them to vote for this candidate or that candidate.

How many people here are on Medicare? C’mon, don’t be shy now. Raise your hands if you are on Medicare.

Right. Now how about those of you who could use more financial aid to help pay for college?

We don’t hear a lot of talk about that. Go ahead, raise your hands.

Right. There are a lot of important things going on right now that affect students’ lives. Getting a good job, paying for college or deciding what happens with the war in Iraq. It’s not like we all have the same opinion on this stuff just because we are young people or students, but we do need politicians to pay attention to these issues and to pay attention to us.

But a lot of it comes down to voting and what we do on Election Day this November.

Our coalition is all about getting young people registered and out to vote. Of course, we want non-traditional students to register to vote too. As students, they understand many of the issues confronting young people today. But our primary goal is to get at least 40,000 college students (under the age of 30) registered to vote, including 400 here at [campus name]. And we are one of more than 80 colleges that is doing this all across the country—and that’s just counting schools in our coalition.

Each of you has a voter registration form on your desk. I’m asking you take just a couple of minutes to complete them now. I’ll collect them now and be sure that they are turned in to the proper voter registration office. It’s important that you register NOW, before you forget. [School name] will even send the form in for you!

Personal story . . . Wrap Up . . . *(optional)*

**AASCU Classroom Presentation Script (Professor)**

Today I want to take a few minutes to talk with you all about a very important issue. (CAMPUS NAME) is a working with a coalition of public colleges and universities across the nation to make sure that students and young people are heard in the fall 2006 elections.

We want to make sure that young people turn out to vote this November so that we can get attention paid to students and to the issues that matter to them.

Even those of us over age 30 (ADAPT IF PROFESSOR IS YOUNG) see what is going on with the elections: often it seems like the whole thing is going on without us. Especially here in (X STATE) it seems like the election is everywhere you turn, but often has little to do with the issues that matter most to students.

Its not surprising really. Even though there are 24 million people between 18 and 24 in this country, older people – especially those over 65 - vote at twice the rate that young people do. Campaigns just know those people are going to vote. That is why the ads are talking about prescription drugs and Medicare. That’s why they spend so much money making phone calls and sending pieces of mail to older people trying to get them to vote for this candidate or that candidate.

How many people here are on Medicare? C’mon don’t be shy now. Raise your hands if you are on Medicare.

Right.

But how many people here have friends or family who are serving in Iraq. Raise your hands. Keep them up. Now how about those of you who want to go to college or could use some financial aid to help pay for college. Raise your hands too.

Right.

There are a lot of important things going on right now that affect your lives. Getting a good job, paying for college or deciding what happens with the war in Iraq. It’s not like you all have the same opinion on this stuff just because you are young people, but you do need them to pay attention to these issues and to pay attention to you.

But a lot of it comes down to voting and what you do on Election Day this November.

Our coalition is all about getting young people registered and out to vote. Of course, we want non-traditional students to register to vote too. As students, they understand many of the issues confronting young people today. As a faculty member, I think I do too. But our primary goal is to get at least 40,000 college students (under the age of 30) registered to vote, including x,xxx here at (CAMPUS). And we are one of more than 80 colleges that is doing this all across the country—and that’s just counting schools in our coalition.

Each of you has a voter registration form on your desk. I’m asking you take just a couple of minutes to complete them now. I’ll collect them now and be sure that they are turned in to the proper voter registration office. It’s important that you register NOW, before you forget. (CAMPUS NAME) will even send the form in for you!

Personal story . . . Rap Up . . .

Provide specific instructions and reminders about completing all fields legibly (including driver’s license number and/or social security number) and signing the form.

Check all forms for completeness before leaving the room.

**Online Appendix C**

*Inflation of Standard Errors*

The estimate for calculating the degree to which standard errors should be inflated for the five schools not reporting the unit of randomization (Ball State, Eastern Kentucky, University of Wisconsin-Oshkosh, University of Wisconsin-Riverfalls, and Indiana University Northwest) was calculated by comparing the ratio of clustered and unclustered standard errors for the six schools where both treatments were implemented and the unit of randomization was reported. The six schools were College of Charleston (C of C), East Central Oklahoma (ECOK), Indiana University – South Bend (IUSB), Morehead State, State University of New York – Cortland (SUNY Cortland), and Washburn.



*Compliance*

As stated in the text, compliance with the assigned treatment was very high.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Compliance Type | Professor Treatment Correctly Applied | Professor Control Violated | Student Treatment Correctly Applied | Student Control Violated |
| CMSU | 100% | 0% | 100% | 0% |
| CoC | 100% | 0% | 100% | 0% |
| ECOK | 100% | 0% | 100% | 0% |
| IUSB | 100% | 2% | 97% | 0% |
| Morehead State | 100% | 0% | 100% | 0% |
| SUNY-Cortland | 91% | 1% | 92% | 0% |
| Washburn | 72% | 0% | 41% | 0% |
| Ball State |  |  | 100% | 1% |
| GCSU |  |  | 100% | 33% |
| Castleton | 100% | 0% |  |  |
| CUP | 96% | 0% |  |  |
| Memphis | 100% | 0% |  |  |
| EKU | 100% | 0% | 86% | 0% |
| UWO | 100% | 0% | 100% | 0% |
| UWRF | 67% | 0% | 92% | 0% |
| IUN | 95% | 0% |   |   |

*Intent to treat effects*

The two tables below report the intent to treat effects for both registration and turnout for each school.

The coefficient for the constant can be interpreted as the rate of registration and turnout for the control group. The coefficients for the assignment to classroom presentations by professors and students (respectively) should be interpreted as the percentage point increase in being assigned to a classroom receiving the type of presentation. Thus, to estimate the rate of registration in a treatment condition, add the coefficient to the constant.

**Registration**



**Voting**



**Abbreviations used for schools**

Ball State = Ball State University

Castleton = Castleton University

CMSU = Central Missouri State University

CoC = College of Charleston

CUP = California University of Pennsylvania

ECOK = East Central Oklahoma University

EKU = Eastern Kentucky University

GCSU = Georgia College and State University

IUN = Indiana University Northwest

IUSB = Indiana University -- South Bend

Memphis = Memphis University

Morehead State = Morehead State University

SUNY Cortland = State University of New York – Cortland

UWO = University of Wisconsin – Oshkosh

UWR = University of Wisconsin – River Falls

Washburn = Washburn University