

A study conducted by the  
Baldwin Wallace University  
Community Research Institute  
for the Cuyahoga County Board of Elections

# Bilingual Ballot Access Survey

A survey of voters and  
non-voters on Cleveland's  
Near West Side  
and in Cuyahoga County

December 26, 2013

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## I. Executive Summary

The bilingual ballot access survey project conducted by the Baldwin Wallace University Community Research Institute for the Cuyahoga County Board of Elections exceeded all survey targets. The exit poll survey conducted on November 5<sup>th</sup>, 2013 collected 698 surveys from ten bilingual polling stations, and 707 surveys from ten non-bilingual polling stations (the targets were 400 from each set). A survey of the Hispanic community on the near west side of Cleveland conducted November 9<sup>th</sup> – December 12<sup>th</sup>, 2013 collected 665 completed surveys (target was 600). The community survey respondents included 47% who identified as Puerto Rican and 33% who identified as Hispanic, either non-Puerto Rican or mixed. The exit poll and community surveys were conducted in English and Spanish. 67% of the community survey respondents used the Spanish language survey, as did 8% of the exit poll survey respondents. A randomized landline phone survey of residents of Cuyahoga County collected 523 completed surveys (target: 500) during the period of November 12 – 26<sup>th</sup>. The margin of error for the phone survey is 4.3% at the 95% confidence level.

### Findings:

- **Language Proficiency Among Spanish Language Respondents:** 74% of the Spanish language exit poll respondents said they can converse in English ‘very well’ or ‘pretty well,’ as did 39% of the community survey respondents. 69% of the exit poll respondents said they can read books and newspapers in English ‘very well’ or ‘pretty well,’ compared with 37% of community survey respondents (Tables 8-11).
- **Voting Registration and Engagement:** 95% of phone survey respondents said they are registered to vote, compared with 71% of the English language community survey respondents and 60% of the Spanish language community survey respondents. 73% of the phone survey respondents voted on 11/5/13, compared with 55% of the English language community survey respondents, and 51% of the Spanish language community survey respondents (Tables 12-13).
- **Difficulties Voting:** for the exit poll survey, 11% of English language respondents said they had difficulties voting, compared with 20% of Spanish language respondents. 9% of community survey respondents said they had difficulties, as did 5% of the phone survey respondents (details are provided in Tables 14-17).
- **Voting Preferences:** 82% of exit poll respondents prefer to vote at a polling location, as did 49% of phone survey respondents and community survey respondents. Voting by mail is preferred by 16% of exit survey respondents, 31% of community survey respondents (voters), and 49% of phone survey respondents. Voting at the Board of Elections office was chosen by 20% of community survey voters, and 27% of community survey non-voters (Table 19).
- **Ballot Design Preferences:** a majority of respondents to the exit poll (69%) and community surveys (62%) prefer a version of the bilingual ballot, while 55% of the

phone survey respondents prefer separate Spanish and English ballots. 49% of Spanish language respondents to the exit poll prefer the existing bilingual ballot design; 38% preferred a side-by-side language ballot design option. 49% of English language exit poll respondents preferred the existing design, while 18% chose the side-by-side design. The community survey was more evenly split, with 31% of Spanish language voter respondents choosing the existing design, and 31% choosing the side-by-side design. 37% of English language community survey voter respondents chose the existing design, while 31% chose the side-by-side language design (Tables 20-24).

- **Notifying Voters about Elections:** Community and phone survey respondents were asked about how to notify them about upcoming elections. Sending information to residential addresses was the preferred option for notification: 64% of community survey respondents chose this option, as did 74% of phone survey respondents. The other leading choices for information were candidate campaign literature and advertising in *The Plain Dealer* and on billboards (Table 25).
- **Reasons for Not Voting:** Community and phone survey respondents who are not registered to vote were asked about why they do not vote. The leading reason was not knowing if they are registered to vote, which was chosen by 27% of English language community survey respondents, 33% of Spanish language community survey respondents, and 50% of phone survey respondents. Getting time off of work to go and vote was the second most frequently cited reason, mentioned by 27% of English language community survey respondents, 32% of Spanish language community survey respondents, and 38% of phone survey respondents (Tables 26-27).
- **Preference of Non-voters for Registration Locations:** Public schools and public libraries were the first choices of non-voting respondents. Public libraries are preferred by 52% of English language community survey respondents, 56% of Spanish language community survey respondents, and 76% of phone survey respondents. Public schools are preferred by 50% of English language community survey respondents, 65% of Spanish language community survey respondents, and 57% of phone survey respondents (Table 28).
- **Publicizing Elections to Nonvoters:** Residential mailings are the most frequently mentioned source of information preferred by nonvoters, chosen by 56% of English language community survey respondents, 69% of Spanish language community survey respondents, and 55% of phone survey respondents. Radio, billboard advertising, and candidate campaign literature were also the most frequently mentioned as preferred sources of information (Table 29).
- **Respondent News Sources:** Newspapers, radio, websites, and Spanish language media were chosen as sources of information by 81% of English language exit poll survey respondents, 66% of Spanish language exit poll survey respondents, 79% of English language community survey respondents, and 84% of Spanish language community survey respondents (Tables 30a and 30b).

## Recommendations:

- Continue use of a bilingual ballot. The existing bilingual ballot design has more support, but the side-by-side ballot could be considered for usage with further study, possibly through use of focus group design to explore user perceptions in more detail.
- Increase outreach and publicity efforts for elections that follow changes to voting locations. Monitor parking accessibility during peak voting times. Consider changing voting locations to provide better accessibility, particularly concerning parking.
- Continue use of residential mailings to publicize elections. Advertising on radio, in print news sources, on Spanish language media, and using billboards are the most likely avenues to reach voters and non-voters.
- Consider outreach to employers with information about legal requirements for allowing time for employees to vote. This may need to focus on employers with shift work such as fast food restaurants and manufacturing, in which shift assignments can become an obstacle to voting. An alternative is to target new voters with more information about early voting by mail.
- Work with grassroots organizations such as Esperanza, El Barrio, the Hispanic Alliance, the Spanish-American Committee, and the Hispanic Roundtable to disseminate information about voting eligibility requirements and encourage and assist with voter registration. To the degree that these efforts are already occurring, they should be maintained and expanded.
- Disseminate voter registration materials at public schools and libraries, particularly for parents. Consider including materials in student packets that are sent home from schools. Use exterior signage and bulletin boards at libraries and schools to post information about registration and voting locations, process, and deadlines.

## II. Introduction

Improving voter turnout by maximizing the accessibility of the voting process is an important goal of a democratic system of government. Management of the election process in the U.S. is a state responsibility. For the state of Ohio, the Office of the Secretary of State is charged with oversight of a Board of Elections in each of the 88 counties in the state; the county Boards of Elections are responsible for all aspects of management of the voting process, including verification of voter eligibility, voter registration, provision of an accessible means of voting, and counting votes and reporting the results to the Secretary of State and relevant local public authorities.

The Cuyahoga County Board of Elections (CCBOE) was challenged by the U.S. Department of Justice (USDOJ) under Section 4e of the Voting Rights Act over the issue of providing Spanish language assistance for citizens with limited English proficiency who were educated in Puerto Rico. Puerto Ricans have citizenship and are to be provided with Spanish language assistance in the voting process wherever they are living in the United States.<sup>1</sup> According to the U.S. Census, the Hispanic population in Cuyahoga County has grown from 41,078 in 2000 to 61,270 in 2010, a growth of 30.15%. The highest concentrations of Hispanic residents in the county live on the near west side of Cleveland. This population grew 13.84%, from 34,728 in 2000 to 39,534 in 2010. Hispanic residents of Cleveland are 9.96% of the city's population, and are 4.79% of the County population.<sup>2</sup> According to the U.S. Census, approximately 34,000 residents of Cuyahoga County are of Puerto Rican descent.<sup>3</sup>

The Hispanic population of Cleveland is concentrated in Ward 3 and Wards 11-16, all located on the west side of the city. Table 1 shows the numbers and percentages of Hispanic residents in each of these wards:

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<sup>1</sup> Email communication, David Lambert, Office of the Cuyahoga County Prosecutor, 12/24/13.

<sup>2</sup> Northern Ohio Data and Information Service (NODIS), Cleveland State University

<sup>3</sup> Exner, Rich. 9/3/10 'Cuyahoga County Ranks 28<sup>th</sup> Nationally for Puerto Rican Population.' *The Plain Dealer*. [http://www.cleveland.com/datacentral/index.ssf/2010/09/cuyahoga\\_county\\_ranks\\_28th\\_nat.html](http://www.cleveland.com/datacentral/index.ssf/2010/09/cuyahoga_county_ranks_28th_nat.html)

Table 1: Cleveland Wards with Highest Adult Hispanic Population in 2010

Ward	2010 adult population	2010 adult Hispanic population	Percent Hispanic
3	22,198	2,203	9.9%
11	15,286	202	1.32%
12	14,328	706	4.9%
13	18,782	2,211	11.77%
14	15,741	5,955	37.83%
15	15,184	3,718	24.49%
16	16,686	3,064	18.36%
Totals	102,919	17,857	17.35%

Source: Northern Ohio Data and Information Service (NODIS), Cleveland State University

A consent decree was developed in 2010 between the Board and the USDOJ in which the CCBOE agreed to provide a bilingual ballot in English and Spanish for all county voters, and to staff polling locations with higher Census tract concentrations of Hispanics with bilingual poll workers. The bilingual ballot and bilingual poll workers staffing targeted polling locations with at least 100 registered voters with Spanish surnames has been in effect since the September 2010 primary elections.<sup>4</sup>

The CCBOE requested bids for a study of the accessibility of the bilingual ballot by Spanish language voters and the effectiveness of outreach efforts to this group. The CCBOE sought empirical evidence to determine the degree to which their efforts had succeeded in providing an accessible ballot to all voters, in particular people needing ballot language in Spanish. The Board was also interested in learning about the reasons why people do not vote, and what outreach efforts might help improve voter registration and participation in the voting process.

The Baldwin Wallace University Community Research Institute (CRI) was awarded a contract to conduct the study, in which three surveys would be implemented to collect data from eligible voters living on the near west side of Cleveland and from residents of Cuyahoga County about their experiences with the voting process. The CRI proposed conducting an exit poll of voters at ten polling locations staffed with bilingual poll workers and ten polling locations with non-bilingual staffing on Election Day, November 5<sup>th</sup>, 2013. Surveyors would be trained BW students and residents of the community, including bilingual surveyors at the ten targeted bilingual polling sites. The goal of this component was to collect 800 surveys, half from the bilingual sites, and half from the non-bilingual sites. The second component of the study was a community survey, in which BW students and community residents would collect survey data about the voting process from at least 600 adult residents of neighborhoods with higher Hispanic

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<sup>4</sup>Pat McDonald, Cuyahoga County Board of Elections, email communication, 12-18-13.

populations. The third component of the study was a county-wide randomized landline phone survey of at least 500 English-speaking residents, designed to collect data about their experience with voting to use as a comparison with the data collected from Cleveland's near west side.

### Hispanic voting and the issue of language access

The voting experience of Hispanics nationally is marked by lower turnout as compared with the rest of the population. According to a study by the Pew Hispanic Center, the 2012 national turnout of eligible Hispanic voters was 48%, compared with 66.6% turnout for blacks and 64.1% for Caucasians. This was a bit lower than the 49.9% Hispanic voter turnout in 2008 (it should be noted that the number of eligible Hispanic voters also rose 15% during this period, making it difficult for an overall increase in voter turnout to occur). Individuals who identified themselves as Puerto Rican voted at a rate of 49.7% in 2008 and 52.8% in 2012, countering the decrease in the overall Hispanic vote. The Pew study also found that the highest voter turnout among Hispanics was from those with a college degree (70.8%), while the lowest was among the voters aged 18-29 (36.9%), and those with less than a high school diploma (35.5%) (Pew Hispanic Center).<sup>5</sup> These statistics mirror the voter turnout rates for other groups; younger voters and those with less education vote at lower rates than older and/or better educated voters.

Ohio has a population of eligible Hispanic voters of 166,000, which is 1.9% of the total eligible voters in the state, ranking Ohio 19<sup>th</sup> for percentage of Hispanic eligible voters. 32% of Hispanics in Ohio are age 18-29, compared with 20% for the state overall. Ohio has the 14<sup>th</sup> highest number of residents from Puerto Rico, who comprise 33% of the total Hispanic residential population in the state. 23% of Hispanics in Ohio have less than a high school diploma, compared with 19% of Blacks, 12% of Asian-Americans, and 11% of Caucasians (Pew Hispanic Center).

The Latino National Survey 2004 Elections Survey provided data about the voting experiences of a randomized set of 4,330 Latino respondents across 495 counties in the U.S., selected using a cluster sampling approach, stratified by population ethnicity. The data was used in a study of the effects of bilingual ballot access during the 2004 elections, and found that federally mandated language assistance has a positive impact on voters with limited English skills, but does not have a strong impact on Hispanic voters overall. Voters with limited English skills increased turnout by 11% in areas where polling stations provided language assistance and bilingual ballot access.<sup>6</sup>

Language access is also affected by the complexity of ballot issues. Reilly and Richey<sup>7</sup> (2011) found that ballot roll-off was more likely for voters facing ballot issues with complex language, similar to the non-response bias found in surveys with complex questions. Applying

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<sup>5</sup> *Inside the 2012 Latino Electorate*. 2013. Pew Hispanic Center.

<sup>6</sup> Hopkins, Daniel J. "Translating Into Votes: The Electoral Impacts of Spanish Language Ballots." *American Journal of Political Science* Vol. 55, No. 4, October 2011: pp.813-829.

<sup>7</sup> Reilly, Shauna, and Sean Richey. 2011. "Ballot Question Readability and Roll-Off: The Impact of Language Complexity." *Political Research Quarterly* 64(1) 59-67.

the Flesh-Kincaid test for readability, which measures sentence length and average number of syllables per word, the authors found that voting on ballot measures was less likely among voters with limited reading proficiency. It is logical to conclude that this finding can also be applied to voters with limited English proficiency, and even more so for those who may also have limited proficiency reading in their first language. The CRI study of Hispanic voters incorporated language proficiency questions into the exit poll for the Spanish language version of the survey. The same questions were also asked of both English and Spanish-speaking respondents in the community survey. The questions asked about the respondents' level of confidence with speaking and with reading news sources in English (for the exit poll survey), and in both languages for the community survey.<sup>8</sup>

### **III. Survey Methodology**

The Baldwin Wallace University Community Research Institute (CRI) designed and implemented a study for the Cuyahoga County Board of Elections that collected data about experience with the voting process from residents of the near west side of Cleveland and from residents across Cuyahoga County. The purpose of the study is to determine the accessibility of the bilingual ballot used by Spanish-speaking and English-speaking voters in Cuyahoga County. The study also gathered data about outreach efforts to the Hispanic community to encourage voter registration and voting.

The CRI conducted three surveys designed to capture information about the experience of Hispanic and non-Hispanic residents of Cleveland and Cuyahoga County with the voting process. Hispanic and non-Hispanic active voters were targeted through an exit poll survey conducted during local elections at twenty polling stations on the near west side of Cleveland on Election Day, November 5<sup>th</sup>, 2013 that collected 1,398 completed surveys, far exceeding the original goal of 800 surveys. Data for the Hispanic community was gathered in a walking survey of the near west side of Cleveland November 9 - December 12, 2013, during which 665 surveys were collected (the project goal was 600). Data for non-Hispanic residents of Cuyahoga County was collected through a landline phone survey conducted November 12-26, during which 523 surveys were completed (the project goal was 500).

The questionnaires for each of the survey components were designed by the CRI and reviewed by the staff and board of the Cuyahoga County Board of Elections. Staff attorneys of the U.S. Department of Justice also reviewed the survey instrument and suggested review by two scholars who specialize in voter surveys, Drs. Herbert Weisberg and Ismail White of The Ohio State University. Each reviewed the instrument and made suggestions for improvement that were incorporated into the final version. At the suggestion of the U.S. Department of Justice, a set of questions in which respondents indicate their level of proficiency communicating and reading in English and Spanish were included in the community survey component (the questions were borrowed from the Pew Hispanic Center Survey). The final versions of the

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<sup>8</sup> Language proficiency questions taken from the Pew Hispanic Trends Project (2012).  
<http://www.pewhispanic.org/question-search/>

survey instruments for the exit poll survey and community survey were translated into Spanish by Dr. Javier Morales-Ortiz, Associate Professor of Political Science at Baldwin Wallace University, and a CRI project investigator.

### Tests of Statistical Significance

The demographic information collected for the surveys (language, gender, age, education, ethnicity/race, voting status) were tested to determine if any were statistically significant influences on the distribution of responses to the survey questions. The cross-tabulation method was used, with a non-parametric Chi-square test applied to determine if statistical significance occurs at the 95% confidence level. This means that any test which reveals a probability value ('p') lower than .05 means that the dispersion of responses to a question is affected by the relevant demographic variable being tested. In other words, if education is found to have a value of  $p=.02$  for answers to a survey question, it means that the answer distribution is influenced by the level of education of the respondents.

Tables with data that have been found to have statistically significant influences from one or more demographic variables are marked with a subscript at the bottom of the table that details the survey affected, the demographic value, and the 'p' value (probability). Statistical significance is either present or absent; it is not something that is stronger or weaker depending on the 'p' value.

### Exit Poll Survey Methodology:

The exit poll survey component was designed to maximize the potential for collecting comparative data from Hispanic and non-Hispanic voters, as well as to capture a sampling of voters preferring to communicate in Spanish. The Cuyahoga County Board of Elections provided a list of all polling locations that are staffed with bilingual poll workers, along with a list of non-bilingual polling locations on the west side of Cleveland that have a history of higher voter turnout. The CRI selected ten bilingual polling locations for the survey, screening for high voter turnout and geographic distribution. Ten non-bilingual polling locations were selected based on the same criteria. Table 1 shows the twenty stations, addresses, and number of registered voters for each polling location, while Figure 1 shows the mapped locations:

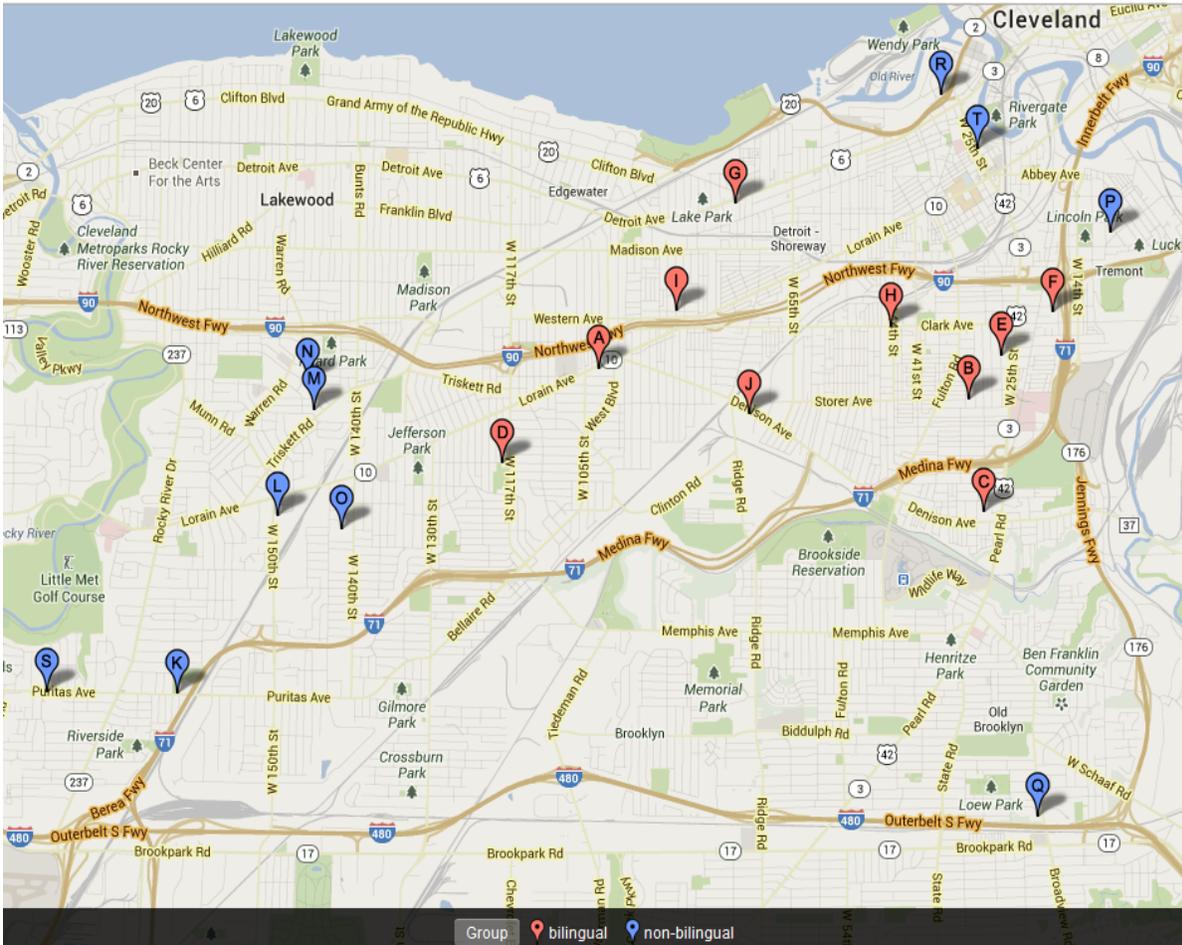
Table 2: Exit Survey Polling Locations

<b>Bilingual polling stations</b>	<b>Address</b>	<b>Number of registered voters</b>	<b>Non-bilingual polling stations</b>	<b>Address</b>	<b>Number of registered voters</b>
A. Beit Hanina Social Club	10301 Lorain Avenue	4,789	K. Gunning Park Recreation Center	16700 Puritas Avenue	2989
B. Boys and Girls Club	3340 Trowbridge Avenue	2921	L. V.F.W. Post #2533	3791 West 150 <sup>th</sup> Street	2721
C. Denison Elementary School	3799 W.33 <sup>rd</sup> Street	3106	M. Saint Mel Hall	14436 Triskett Road	2509
D. Halloran Skating Rink	11815 Linnet Avenue	3970	N. Riverside Elementary School	14601 Montrose Avenue	2493
E. Lincoln West High School	3202 W. 30 <sup>th</sup> Street	1797	O. Garfield Elementary School	3800 West 140 <sup>th</sup> Street	2374
F. Luis Munoz Marin Middle School	4701 Castle Avenue	821	P. Tremont Elementary School	2409 West 10 <sup>th</sup> Street	2048
G. Iglesia Sagrada Familia	7719 Detroit Avenue	2441	Q. Saint Leo Parish Community Center	4940 Broadview Road	1932
H. Salvation Army Clark Ave.	4402 Clark Avenue	3247	R. Lakeview Towers Apartments	2700 Washington Avenue	1843
I. The Brick Lofts of Historic West Tech Hi	2201 W. 91 <sup>st</sup> . Street	2858	S. Clara E. Westropp Middle School	19101 Puritas Avenue	1616
J. West Side Sachsenheim Hall	7001 Denison Avenue	2533	T. Riverview Apartments	1795 West 25 <sup>th</sup> Street	753
Total registered voters	Bilingual polling stations:	28,483		Non-bilingual polling stations:	21,278
Sample size	707	3.6% sample margin of error at 95% confidence level	694	3.7% sample margin of error at 95% confidence level	

Source of registered voter tallies: Cuyahoga County Board of Elections

Note: exit polling is considered semi-random sampling, as it does not include eligible voters who voted by mailed ballot or at the Board of Elections offices, or who did not vote in this election. The sample is considered adequate but not definitive of the population of registered voters.

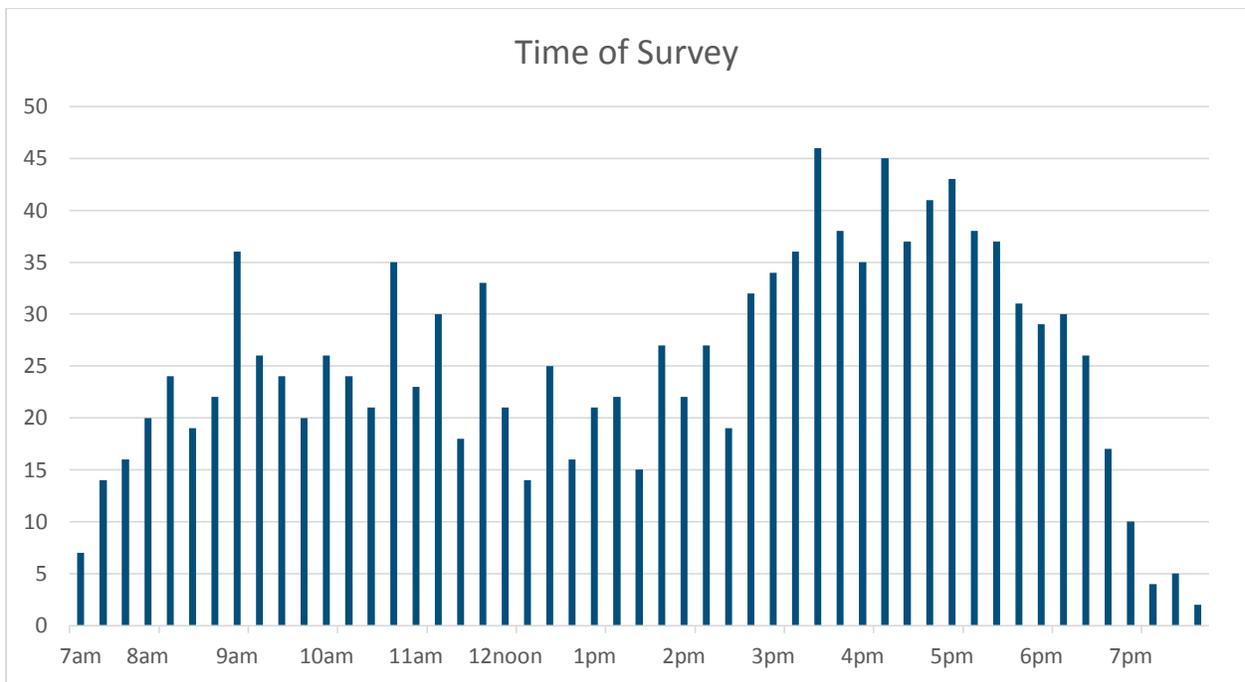
Figure 1: Mapped Exit Polling Survey Locations



The CRI recruited and trained students from Baldwin Wallace University and members of the community to conduct the exit poll surveys. Twenty-one BW students staffed the ten non-bilingual polling stations, while an additional eighteen students, plus two BW staff and seven community members conducted exit poll surveys at the ten bilingual polling stations. Nineteen of the survey staff at the bilingual polling locations spoke Spanish. The twenty locations were divided among three faculty and two student coordinators, who were responsible for periodically checking in with each of the stations in their area, and respond to any needs of the survey staff in their areas.

The exit poll surveys were conducted at each of the stations beginning at 7:30 am and concluding at 7:00 pm. Figure 2 shows the frequency of survey collection by the hour:

Figure 2: Exit Poll Survey Collection Frequency by Time of Day

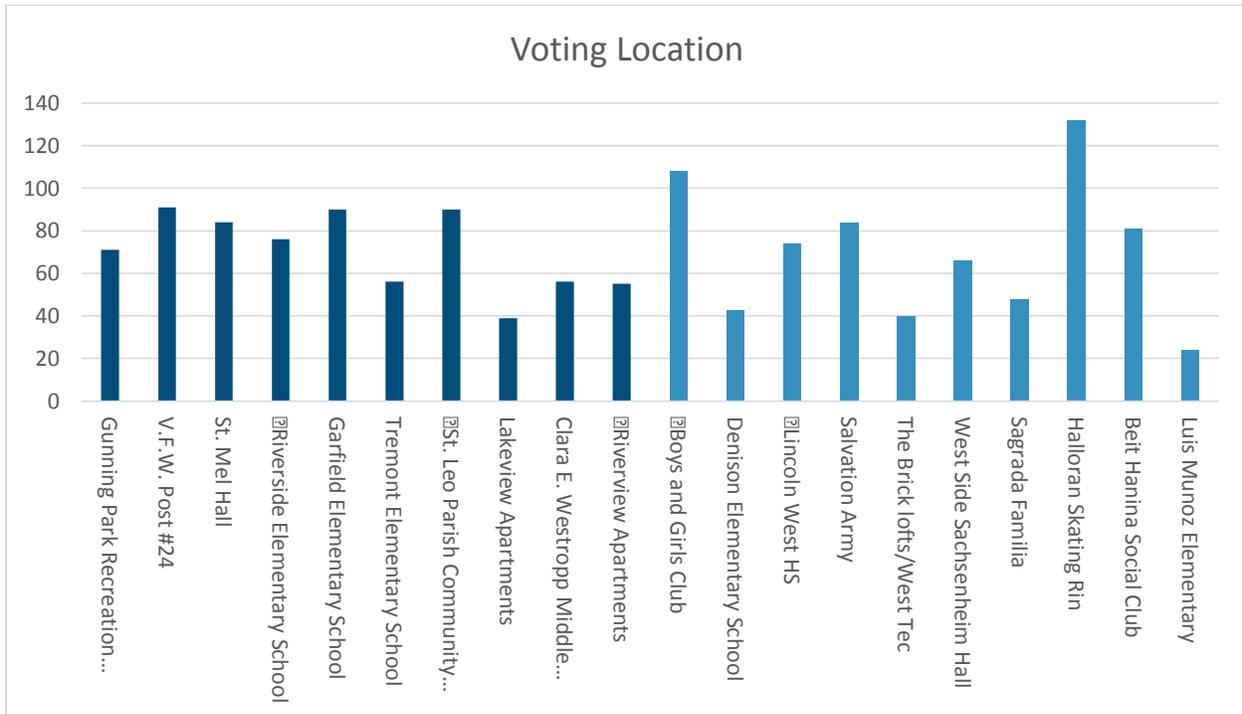


Not surprisingly, the frequency of survey collection peaks in the late afternoon/early evening hours of 3:00 pm – 6:30 pm. Survey workers were instructed to approach voters after individuals finished voting. With an expected low turnout (averaging about 20% of registered voters for a local election at these locations), the focus was on filling a quota of 40 completed surveys for each polling location. The strategy did not allow for planned random approach of voters. However, according to the survey staff, most voters were approached at each location. All but one exceeded the quota of 40 surveys (25 surveys were completed at the Luis Munoz Marin Middle School polling location).

Figure 3 below shows the number of surveys completed at each location. The first ten bars in dark blue are the non-bilingual polling locations, while the second set of bars in light blue

are the bilingual polling locations. For the non-bilingual polling locations, 707 completed surveys were collected. For the ten bilingual polling locations, 694 completed surveys were collected. One surprising result was the low number of surveys completed in Spanish at the ten bilingual polling locations, where only 118 were completed in Spanish (17%). Exit survey staff at these locations reported that there were often individuals who spoke with a Spanish accent and appeared to be bilingual, but who preferred to complete the survey in English.

Figure 3: Number of Surveys Completed at Each Location

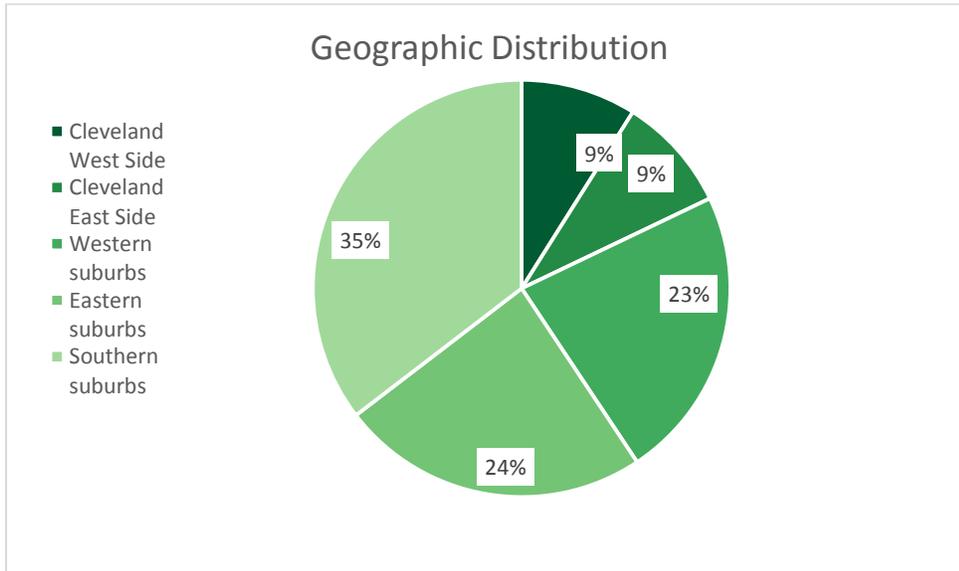


County-wide Phone Survey Methodology:

A landline phone survey of residents of Cuyahoga County was conducted during the period of November 12 – 26, 2013. Calls were conducted Mondays – Thursdays, 5:00 pm – 9:00 pm by BWU students hired and trained to conduct the calling in the CRI survey center on the BWU campus. The CRI purchased a randomized phone number database of 10,000 residential numbers, stratified by location and age, and identified whether the address was owner-occupied from GoLeads, Inc., a database provider frequently used by the CRI for phone surveys. Students conducted the calls using BWU phone lines, and entered survey responses in the Survey Monkey online survey tool. Calling occurred on ten evenings and collected 523 completed surveys, with a 4.3% margin of error at the 95% confidence level (note: the margin of error varies for cross-tabbed subgroup reporting).

The geographic distribution of completed phone surveys is illustrated in Figure 4. The southern suburbs of Cuyahoga County had the highest set of responses at 35%, followed by the eastern suburbs at 24% and the western suburbs at 23%. Cleveland accounted for 18% of the survey responses.<sup>9</sup>

Figure 4: Geographic Distribution of Cuyahoga County Phone Survey Responses



### Community Survey Methodology:

The community survey was conducted as a semi-randomized geographic paper survey of the west side of Cleveland, targeting neighborhoods with higher percentages of Hispanic residents. Surveys were collected by five BWU students who are fluent in Spanish, as well as seven students from Lincoln West High School. Surveys were collected at a variety of locations, as indicated in Table 3 and Figure 5:

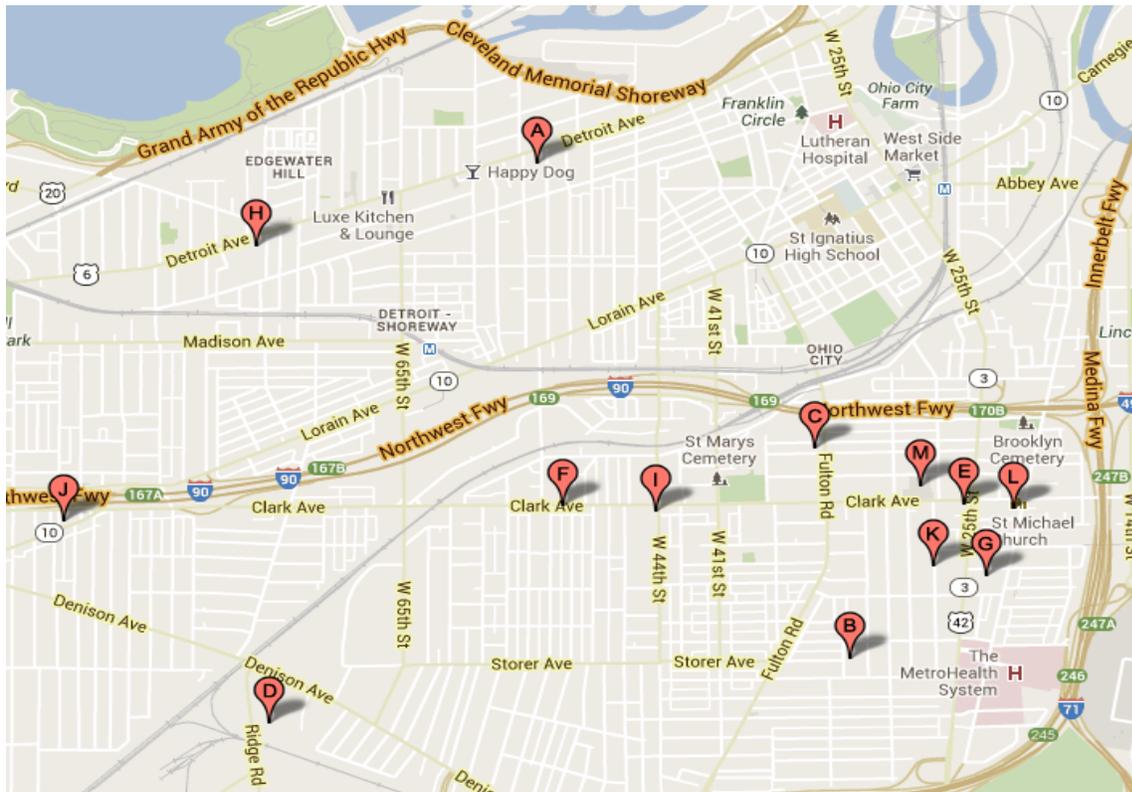
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<sup>9</sup> The specific zip codes and cities represented in the survey are available in Appendix B.  
BWU CRI: Cuyahoga County Board of Elections Survey Report

Table 3: Community Survey Collection Locations

Location	Address	Timeframe	Number of surveys
A. El Barrio	5209 Detroit Avenue	11/25 – 12/6	18
B. Boys and Girls Club	3340 Trowbridge Avenue	11/27 – 12/11	15
C. El Caribe Bakery	2906 Fulton Road	11/9 – 11/25	35
D. Dave’s Mercado	3565 Ridge Road	11/16; 11/23	36
E. Esperanza, Inc.	3104 West 25 <sup>th</sup> Street	11/25 – 11/26	9
F. Iglesia Roca de Refugio	5101 Clark Avenue	11/17 – 12/4	4
G. Iglesia Nueva Vida food pantry	2327 Holmden Avenue	11/23	47
H. Iglesia Sagrada Familia	7719 Detroit Avenue	11/24	53
I. Express Laundry Center	4401 Clark Avenue	12/1 – 12/8	24
J. The Mat Laundromat	9426 Lorain Avenue	12/1 – 12/8	22
K. Lincoln West High School	3202 West 30 <sup>th</sup> Street	11/11 – 12/6	43
L. Saint Michael’s Church	3114 Scranton Avenue	11/20 – 12/9	21
M. Save-A-Lot Store	3024 Clark Avenue	11/9; 11/16; 11/23	35
Surveys collected from family members, on RTA buses, and walking around neighborhoods of Clark-Fulton and Detroit areas	Four BW students from Clark-Fulton and Detroit-Shoreway neighborhoods, plus seven Lincoln West High School students	11/17 – 12/7	303
Total surveys collected			665

Figure 5: Community Survey Locations



The goal of the community survey was to target Hispanic residents, in particular those preferring to communicate in Spanish. The results of the surveys indicate that this goal was accomplished. 46.5% of respondents chose ‘Hispanic-Puerto Rican’ as their ethnicity, while an additional 32.6% chose ‘Hispanic-non Puerto Rican’ or ‘Hispanic-mixed’ for ethnicity. Of the 665 surveys collected, 66.7% were conducted in Spanish. The survey also captured a good mix of voters and non-voters. 65.4% indicated that they are registered to vote, while 25.8% are not registered, and 8.8% do not know if they are registered. It is possible that some of the non-register responses are from individuals who are not eligible to vote. However, the survey staff found that non-citizens in general did not want to take the survey. There is no way to verify if all of the respondents are eligible to vote; the survey relies on their self-reported status.

Determining the degree to which the community survey sample represents the population of adult Hispanic residents on the near west side of Cleveland is dependent on how the question of sampling method is treated. The practical constraints of time and willingness of respondents to participate prevented use of scientific sampling methods. The community survey used a cluster sample approach, in which census areas with higher proportions of Hispanic residents were identified as targets for the survey. Cultural factors such as willingness to speak with people who share a common language, ethnicity, and neighborhood identity were the basis for

recruiting and training surveyors who were young, bilingual, and lived on the near west side of Cleveland. As Table 3 and Figure 5 show, the surveyors collected responses from a mix of fixed locations with identified populations (church congregations; shopping areas), and using a networking approach by collecting surveys from family, friends, and neighbors. According to Hurtado (1994)<sup>10</sup>, ethnic identity of surveyors can have a positive influence on willingness of subjects to cooperate. Brick (2011)<sup>11</sup> analyzes the future of survey sampling, finding growing support for non-probability sampling, such as web-based surveys, as representative of populations, depending on scope and definition of the questions being addressed. Heckathorn (1997)<sup>12</sup> explores the concept of homophily bias, in which survey subjects are chosen by surveyors with a bias towards having similar characteristics. In the case of the community survey, this is a positive attribute of the sampling method. The goal was to target Hispanic bilingual residents. Given the older demographic that was over-represented in the exit poll survey and the county phone survey, it was also beneficial to achieve more representative sampling of younger Hispanics. These goals were accomplished with the use of high school and college age Hispanic bilingual surveyors who were from the targeted neighborhoods on Cleveland's near west side.

If the sample of 665 is treated as somewhat representative of the adult Hispanic resident population of 18,059 for Cleveland Wards 3 and 12-16, the sample margin of error of the survey is 3.7% at the 95% confidence level. It is expected that non-sampled parts of the population (e.g., persons not shopping, attending one of the churches, or knowing or encountering one of the surveyors) do not constitute a significantly different response potential to the survey.

#### **IV. Survey Demographics**

The following tables present the demographic characteristics of respondents for the three surveys: gender, age, educational attainment, and ethnicity. All data presented are self-reported by the respondents in face-to-face interviews, with responses recorded on paper forms by survey staff. The data are reported as percentages of the total number of respondents for each survey. The exit poll survey conducted on November 5<sup>th</sup>, 2013 collected 1,398 responses. The Cleveland near west side community survey conducted from November 9<sup>th</sup> – December 12<sup>th</sup> collected 665 responses. The randomized landline phone survey of residents of Cuyahoga County conducted November 12 – 26<sup>th</sup>, 2013 collected 523 responses.

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<sup>10</sup> Hurtado, Aida. 1994. "Does Similarity Breed Respect: Interviewer Evaluations of Mexican-Descent Respondents in a Bilingual Survey." *Public Opinion Quarterly* 58(1): 77-95.

<sup>11</sup> Brick, J. Michael. 2011. "The Future of Survey Sampling." *Public Opinion Quarterly*, pp.877-888.

<sup>12</sup> Heckathorn, Douglas D. 2002. "Respondent-Driven Sampling II: Deriving Valid Population Estimates from Chain-Referral Samples of Hidden Populations." *Social Problems*, Vol. 49, No. 1 (February 2002), pp. 11-34.

Table 4: Gender

Gender	Exit poll survey	Community survey	County phone survey
Male	49%	45%	37%
Female	51%	55%	63%
N	1398	665	523

The exit poll had the most balanced gender division at 49% male and 51% female. The community survey and county phone survey reflect the typical pattern of females being more willing to answer surveys, both by phone and in person.

Table 5: Age

Age	Exit poll survey	Community survey	County phone survey
18-29	7%	25%	3%
30-39	14%	28%	8%
40-49	20%	24%	15%
50-59	30%	14%	27%
60-69	20%	7%	18%
70 and older	10%	1%	29%

The exit poll shows a bell curve pattern in age, rise from a low of 7% for 18-29 year olds to the high of 30% for 50-59 year olds, and then dropping to 10% for those 70 and older. The community survey is weighted towards younger respondents, with 53% under age 40, and 22% 50 and older. The reverse pattern is found for the county phone survey. Only 21% of respondents are less than 50 years old, while the highest age category are those 70 and older at 29%. This is not representative of the county age distribution, but does typify the age distribution found in landline phone surveys, which tend to be answered by older persons. Another factor contributing to this effect are the rising percentage of younger people who do not have landlines and rely on cell phones. This has been a growing problem in phone surveys. Inclusion of cell phone numbers in a local survey is a challenge, as the locality of the number is difficult to verify. Also, cell phone users are reluctant to respond to unrecognized numbers.

Table 6: Education

Educational attainment	Exit poll survey	Community survey	County phone survey
Some high school	6%	22%	2%
High school diploma	23%	29%	23%
Some college	25%	21%	18%
2 year college degree	13%	14%	13%
4 year college degree	20%	10%	23%
Graduate degree	13%	4%	21%

The educational attainment of respondents in each of the surveys has some variance, with the highest educated group among the phone survey respondents, and the lowest educated being among the community survey respondents. 44% of the phone survey respondents had at least a bachelor’s degree, compared to 14% of the community respondents, and 33% of the exit poll survey respondents. In contrast, almost half of the community survey respondents had a high school diploma or less (49%), compared with 29% of the exit poll survey respondents and 25% of the phone survey respondents. The most even distribution for the three groups was for respondents with ‘some college’ or a two year degree: 38% of exit poll respondents; 35% of community survey respondents; and 31% of phone survey respondents.

Table 7: Race/Ethnicity

Race/ethnicity	Exit poll survey	Community survey	County phone survey
<b>Hispanic – Puerto Rican</b>	11%	47%	1%
<b>Hispanic – non-Puerto Rican</b>	3%	24%	0.5%
<b>Hispanic - both</b>	1%	9%	0.5%
<b>African-American</b>	16%	8%	17%
<b>Caucasian</b>	61%	7%	78%
<b>Multiracial</b>	3%	4%	3%
<b>Asian-American</b>	1%	2%	1%
<b>Other</b>	4%	2%	n/a

As mentioned at the beginning of the report, the community survey is purposely weighted in favor of Hispanic respondents. 80% of this group are Hispanic, of which 47% are Puerto Rican. In contrast, only 2% of the phone survey respondents were Hispanic. A surprise was the low percentage of Hispanics represented in the exit poll at 15%. This may correlate with historically low voter turnout among Hispanics, as noted in the introduction of the report. A similar percentage of African-Americans responded to the exit poll survey (16%) and the phone survey (17%), while half that percentage are found in the community survey (8%). Caucasian respondents were somewhat reflective of the population of the west side of Cleveland at 61% of the exit poll survey, and a higher percentage of the county-wide phone survey at 78%.

## V. Language Proficiency

Studies of bilingual eligible voters emphasize the importance of assessing the language proficiency of the eligible voter in areas where bilingual voting materials and staffing are recommended or required by law. As discussed at the beginning of the report, limited English eligible voters benefit the most from provision of bilingual ballots, voting materials, and assistance at the polls.

Following the practice of the Pew Hispanic Center, the exit poll survey and community survey each asked respondents about their proficiency communicating, reading, and getting news in English and Spanish. Respondents choosing the Spanish language version of the exit poll survey, and all respondents for the community survey were asked the following questions:

Would you say you can carry on a conversation in English, both understanding and speaking - very well, pretty well, just a little, or not at all?

Would you say you can carry on a conversation in Spanish, both understanding and speaking - very well, pretty well, just a little, or not at all?

Would you say you can read a newspaper or book in English: very well, pretty well, just a little, or not at all?

Would you say you can read a newspaper or book in Spanish: very well, pretty well, just a little, or not at all?

Table 8: How well do you carry on a conversation in English?

Level of self-reported proficiency	Exit poll Spanish responses	Community survey English responses	Community survey Spanish responses
<b>Very well</b>	58%	87%	19%
<b>Pretty well</b>	16%	8%	20%
<b>A little</b>	19%	3%	30%
<b>Not at all</b>	7%	2%	31%
<b>N</b>	103	205	292

Note: as with most survey question results, some respondents did not answer all questions. Subtotals for individual categories and questions will likely be less than total number of respondents for each survey.

The bilingual ability of Spanish-speaking voters from the exit poll survey is much better than that of the Spanish-speaking respondents in the community survey. 74% of the exit poll Spanish-speakers said they speak English ‘very well’ or ‘pretty well’, compared with 39% of the community survey Spanish-speakers.

Table 9: How well do you carry on a conversation in Spanish?

Level of self-reported proficiency	Exit poll Spanish responses	Community survey English responses	Community survey Spanish responses
<b>Very well</b>	58%	27%	89%
<b>Pretty well</b>	33%	13%	7%
<b>A little</b>	8%	24%	3%
<b>Not at all</b>	1%	37%	1%

In contrast to the table above, 58% of Spanish-speakers in the exit poll said they speak Spanish very well, compared with 89% of the community survey Spanish-speakers. It is interesting that 27% of the English-speaking community survey respondents also said they could speak Spanish very well.

Table 10: How well can you read a newspaper or book in English?

<b>Level of self-reported proficiency</b>	<b>Exit poll Spanish responses</b>	<b>Community survey English responses</b>	<b>Community survey Spanish responses</b>
<b>Very well</b>	55%	84%	17%
<b>Pretty well</b>	14%	14%	20%
<b>A little</b>	22%	1%	29%
<b>Not at all</b>	9%	2%	34%

The reading ability responses parallel the responses for speaking English. 69% of the Spanish-speaking exit poll respondents said they can read a book or newspaper in English ‘very’ or ‘pretty’ well, compared with 74% of the same group using these characterizations of their English speaking ability. 63% of the Spanish-speaking community survey respondents said they can read English ‘a little’ or ‘not at all,’ paralleling their speaking self-assessment of 61% for the same ratings.

Table 11: How well can you read a newspaper or book in Spanish?

<b>Level of self-reported proficiency</b>	<b>Exit poll Spanish responses</b>	<b>Community survey English responses</b>	<b>Community survey Spanish responses</b>
<b>Very well</b>	62%	24%	88%
<b>Pretty well</b>	24%	14%	8%
<b>A little</b>	11%	18%	3%
<b>Not at all</b>	3%	43%	1%

Spanish reading ability parallels speaking ability, similar to what was found with speaking and reading English. Among the Spanish-speaking exit poll respondents, 86% said they can read a book or newspaper in Spanish ‘very well’ or ‘pretty well,’ similar to their speaking ability on the same categories of 91%. 96% of community survey Spanish-speakers state that they can read ‘very well’ or ‘pretty well’ in Spanish, the same as their self-assessment of speaking ability. Again, it is interesting that the English-speaker responses to the community survey include 38% who state that they can read a book or newspaper in Spanish ‘very well’ or ‘pretty well’, supporting the notion of broad bilingualism among the near west side community who participated in the survey.

## VI. Voter Experience and Awareness

Table 12: Voting Registration and Recent Voting

<b>Voting registration and participation in November 5<sup>th</sup>, 2013 election</b>	<b>County phone survey</b>	<b>Community survey English responses</b>	<b>Community survey Spanish responses</b>	<b>Community survey ‘either language’ responses</b>
<b>Registered to vote</b>	95% (N=502)	71% (N=141)	60% (N=168)	67% (N=80)
<b>Voted in 11/5/13 elections (% of those registered to vote)</b>	73% (N=369)	55% (N=86)	51% (N=97)	58% (N=47)

Note: 18% of respondents in the community survey indicated that they were comfortable with either English or Spanish; their results are reported separately from the results of those preferring only one of the languages.

Self-reported voting registration is high for the county phone survey at 95%, while the community survey registration rates appear to be closer to actual records. The self-reporting voting on November 5<sup>th</sup> is a bit higher than the 49% reported nationally for the 2012 presidential elections. However, it is much higher than the average 25% turnout at many polling stations in Cleveland for the November 5<sup>th</sup>, 2013 local elections, which typically see the lowest voter turnout. There may be some over-reporting by respondents in each of these surveys. Future analysis of precinct voter turnout in these neighborhoods compared with the self-reported rates of turnout would be recommended as a future point of focus.

Table 13: Voting Frequency

<b>Voting frequency</b>	<b>Exit poll survey</b>	<b>Community survey</b>	<b>County phone survey</b>
<b>First time voting</b>	1%	%	0%
<b>Vote in Presidential elections only</b>	3%	36%	6%
<b>Have missed a few elections</b>	9%	29%	9%
<b>Vote in most elections</b>	85%	30%	78%
<b>No answer</b>	2%	0%	7%

Exit poll statistical significance: language (p=.007); age (p=1.601E-12); education (p=.003); ethnicity/race (p=3.60E-11)

Community survey statistical significance: age (p=.007); education (p=.003)

County phone survey statistical significance: age (p=2.112E-10); ethnicity/race (p=.000); region (p=.020)

Voting frequency is highest among the respondents for the exit poll and county phone survey, with 85% of exit poll respondents reporting voting in most elections, along with 78% of

county phone survey respondents. In contrast, only 19% of community survey respondents report voting in most elections. Age is a statistically significant influence across the three surveys, with voting frequency increasing among older voters. Education has a similar influence among exit poll and community survey respondents; those with higher levels of education vote more frequently. Ethnicity/race of respondents was a significant influence for the exit poll and county phone surveys, in which Caucasians voted at higher rates than other ethnic/racial groups. This is not a factor in the community survey, primarily because of the dominance of Hispanics in the survey and their lower voting frequency. This aligns with the influence of language found in the exit poll results, in which higher voting frequency is found among English-speaking voters than among Spanish-speaking voters.

All respondents for the exit poll survey, community survey, and phone survey who indicated that they had voted on November 5<sup>th</sup> were asked: “Did you have any difficulties voting?” Table 14 provides the results by survey instrument and, in the case of the exit poll and community survey, by the respondent’s language choice.

Table 14: Difficulty voting

<b>Difficulty voting</b>	<b>Exit poll survey</b>	<b>Community survey</b>	<b>County phone survey</b>
<b>Had difficulties voting</b>	English: 11% Spanish: 20%	9%	5%

Exit poll statistical significance: language (p=.007)

County phone survey statistical significance: ethnicity/race (p=.029)

Difficulties with voting were low overall, ranging from 5% of phone survey respondents to 20% of Spanish-speaking exit poll respondents. This explains the significance of language as an influence on difficulty voting in the exit poll, in which 20% of Spanish-speaking respondents reported difficulties, compared with 11% of English-speaking respondents. It should be noted that the percentage difference is also affected by the large differential in sample size (118 Spanish-speaking respondents versus 1,280 English-speaking respondents in the exit poll survey).

Only the exit survey data was linked to specific polling locations. The percentage of respondents reporting problems varied by polling location. Table 15a provides the percentage of respondents at each location that reported either no difficulties voting or that they encountered problems.

Table 15a: Percent reporting voting difficulties by location (Exit poll data)

<b>Polling location</b>	<b>% indicating no difficulties</b>	<b>% indicating difficulties voting</b>	<b>Total responses</b>
<b>Salvation Army</b>	94%	6%	81
<b>Riverview Apartments</b>	93%	7%	55
<b>V.F.W. Post #2533</b>	93%	7%	90
<b>Beit Hanina Social Club</b>	93%	8%	80
<b>Clara E. Westropp Middle School</b>	93%	7%	56
<b>Sagrada Familia</b>	92%	8%	48
<b>Riverside Elementary School</b>	91%	9%	76
<b>Denison Elementary School</b>	91%	9%	43
<b>Tremont Elementary School</b>	91%	9%	56
<b>Lakeview Towers Apartments</b>	90%	10%	39
<b>Gunning Park Recreation Center</b>	89%	11%	71
<b>Garfield Elementary School</b>	87%	13%	90
<b>St. Leo Parish Community Center</b>	87%	13%	89
<b>Lincoln West HS</b>	86%	14%	70
<b>West Side Sachsenheim Hall</b>	86%	14%	66
<b>Halloran Skating Rink</b>	85%	15%	123
<b>St. Mel Hall</b>	84%	16%	83
<b>The Brick Lofts/West Tech</b>	83%	18%	40
<b>Boys and Girls Club</b>	80%	20%	92
<b>Luis Munoz Elementary</b>	79%	21%	24

Only the exit survey data was linked to specific polling locations. The numbers of problems encountered varied by polling location. Table 15 provides the numbers of problems reported, and the percentage of all problems reported, at each location. The two most problematic polling places were the Boys and Girls Club and Halloran Skating Rink, both bilingual polling stations, each with 11% of the reported problems. The second most problematic group included St. Mel Hall, Garfield Elementary School and St. Leo Parish Community Center. Each was an English-only polling location and each represented 8% of reported difficulties.

Table 15b: Difficulties Voting Reported by Polling Location (exit survey data)

<b>Polling location</b>	<b>English / Bilingual</b>	<b>Number of problems reported</b>	<b>Percentage of overall problems</b>
<b>St. Mel Hall</b>	English	13	8%
<b>Garfield Elementary School</b>	English	12	8%
<b>St. Leo Parish Community Center</b>	English	12	8%
<b>Gunning Park Recreation Center</b>	English	8	5%
<b>Riverside Elementary School</b>	English	7	4%
<b>V.F.W. Post #2533</b>	English	6	4%
<b>Tremont Elementary School</b>	English	5	3%
<b>Clara E. Westropp Middle School</b>	English	4	3%
<b>Lakeview Towers Apartments</b>	English	4	3%
<b>Riverview Apartments</b>	English	4	3%
<b>Boys and Girls Club</b>	Bilingual	18	11%
<b>Halloran Skating Rink</b>	Bilingual	18	11%
<b>Lincoln West HS</b>	Bilingual	10	6%
<b>West Side Sachsenheim Hall</b>	Bilingual	9	6%
<b>The Brick Lofts/West Tech</b>	Bilingual	7	4%
<b>Beit Hanina Social Club</b>	Bilingual	6	4%
<b>Luis Munoz Elementary</b>	Bilingual	5	3%
<b>Salvation Army</b>	Bilingual	5	3%
<b>Denison Elementary School</b>	Bilingual	4	3%
<b>Sagrada Familia</b>	Bilingual	4	3%
		n=161	

Percentages exceed 100% due to rounding

Respondents who answered that they had experienced difficulties when voting on November 5<sup>th</sup> were asked the following question: “What difficulties did you have?” Table 16 provides the results of the surveys for English and Spanish speaking responses. Because the phone survey was conducted entirely in English, there is no language differentiation for that survey. The low numbers of specific responses in all but the exit poll make them statistically insignificant with regard to their representativeness of the sample. Even with the greater sample size, the exit poll data fall within the scope of normal probability (p=0.559). The data are provided here for informational purposes. The majority of the specific responses (78%) were received on Election Day and were offered by respondents answering in English.

Table 16: Difficulties Voting Reported by Respondents (“What difficulties did you have?”)

Specific voting difficulties reported	Exit poll		Community survey		Phone survey
	English responses	Spanish responses	English responses	Spanish responses	(no language differentiation)
Change in voting precinct/location	21	1		3	1
Facilities issues (parking, finding entrance, lighting)	15				
Difficulty using bilingual ballot	8	2			4
Ballot scanner issues	11	1			1
Difficulty understanding ballot directions	9	2		2	
Difficulty understanding issue language	12				1
Incorrect/missing voter info	11				2
Lack of issue/candidate awareness	7		1	1	1
Handicapped accessibility	3		1		3
Disliked fill-in “bubble” format	3				2
Pens malfunctioning/missing	5				
ID requirements	5				
Problem with poll worker	3	1			
Late mailing of absentee ballot/application	3				
Ballot stub issues	1				1
Inconsistent procedures from year to year	2				
Citizenship/resident status issues				2	
Provisional ballot difficulties	1				
	n=120	n=7	n=2	n=8	n=16

Table 17 below summarizes the total numbers and percentages of each complaint category. The most commonly encountered difficulty (17%) related to changes in the voter’s precinct or polling location. Facilities issues and handicapped accessibility comprised 15% of the reported problems. Cognitive problems cited included difficulties following the bilingual ballot (9%), understanding directions on the ballot (8%), understanding the phrasing of issues on the ballot (8%), and a lack of awareness about the issues and candidates (7%). Mechanical issues involved ballot scanners (8%), a dislike of the fill-in “bubble” format (3%), problems with

pens (3%), and the tear-off stubs on ballots (1%). Other than changes in polling location or voting precinct, logistical and administrative issues included incorrect or missing voter information (8%), problems with identification requirements (3%), problems with respondents' treatment by poll workers (3%), the late mailing of absentee ballots (2%), the inconsistency of procedures from year to year (1%), issues with citizenship status (1%), and difficulties with provisional ballots (1%).

Table 17: Difficulties Voting Reported by Respondents (“What difficulties did you have?”)

<b>Specific voting difficulties reported</b>	<b>Number</b>	<b>Percentage</b>
<b>Change in voting precinct/location</b>	26	17%
<b>Facilities issues (parking, finding entrance, lighting)</b>	15	10%
<b>Difficulty using bilingual ballot</b>	14	9%
<b>Ballot scanner issues</b>	13	8%
<b>Difficulty understanding ballot directions</b>	13	8%
<b>Difficulty understanding issue language</b>	13	8%
<b>Incorrect/missing voter info</b>	13	8%
<b>Lack of issue/candidate awareness</b>	10	7%
<b>Handicapped accessibility</b>	7	5%
<b>Disliked fill-in “bubble” format</b>	5	3%
<b>Pens malfunctioning/missing</b>	5	3%
<b>ID requirements</b>	5	3%
<b>Problem with poll worker</b>	4	3%
<b>Late mailing of absentee ballot/application</b>	3	2%
<b>Ballot stub issues</b>	2	1%
<b>Inconsistent procedures from year to year</b>	2	1%
<b>Citizenship/resident status issues</b>	2	1%
<b>Provisional ballot difficulties</b>	1	1%
	n=153	

Table 18: Respondent Awareness of Factors in Voting Process

<b>Respondent is aware of the following voting process factors</b>	<b>Exit poll survey</b>	<b>Community survey (voters)</b>	<b>Community survey (non-voters)</b>	<b>County phone survey</b>
<b>Bilingual ballot</b>	N/A	71%	71%	64%
<b>Early voting by mail</b>	94%	77%	57%	97%
<b>Early voting at the Board of Elections office</b>	85%	68%	54%	81%
<b>N</b>	1398	421	254	523

*Early vote by mail:*

Exit poll statistical significance: language (p=.000); education (p=9.254E-10); ethnicity/race (p=7.617E-05)

Community survey statistical significance: education (p=2.020E-08); voter/nonvoter (p=2.451E-18)

County phone survey statistical significance: age (p=.004); ethnicity/race (p=2.381E-08);

*Early vote at BOE:*

Exit poll statistical significance: language (p=.005); age (p=1.33E-05); ethnicity/race (p=.000)

Community survey statistical significance: age (p=.011); education (p=.003); voter/nonvoter (p=4.81E-11)

County phone survey statistical significance: age (p=.004); ethnicity/race (p=2.381E-08)

Awareness of the bilingual ballot is fairly constant across the community and county phone surveys. Awareness of early mail voting is highest among exit poll (94%) and county phone survey (97%) respondents, and lowest among community survey non-voter respondents (57%). Lower levels of awareness are found regarding early voting at the Board of Elections, with 85% of exit poll respondents and 81% of phone survey respondents being aware of this option, followed by 68% of community survey voter respondents and 54% of non-voter respondents in the community survey.

It is not surprising that there is a statistically significant difference in awareness of the vote by mail and early voting at the BOE among community survey voter and non-voter respondents, with higher levels of awareness among voters. Age is significant for county survey awareness of early vote-by-mail, and for all three surveys regarding awareness of early voting at the BOE. Education is significant in the exit poll respondent awareness of early vote-by-mail, as well as among community survey respondents for awareness of early voting at the BOE. Ethnicity/race is a significant influence on awareness of both early vote-by-mail and early voting at the BOE for the exit poll and county survey. It should be reiterated that these influences mean that as education and age increase, awareness increases. For ethnicity/race, patterns of higher awareness are found among Caucasians as compared with other groups.

Table 19: Respondent Voting Preferences

<b>Respondent prefers to vote in the following manner</b>	<b>Exit poll survey</b>	<b>Community survey (voters)</b>	<b>Community survey (non-voters)</b>	<b>County phone survey</b>
<b>At a polling location on Election Day</b>	82%	49%	51%	49%
<b>At the Board of Elections office before Election Day</b>	2%	20%	27%	2%
<b>By mail before Election Day</b>	16%	31%	22%	49%
<b>N</b>	1398	421	254	523

County phone survey statistical significance: age (p=.008); ethnicity/race (p=1.896E-07)

The voting preferences of respondents contain a few surprising findings. As expected, exit poll respondents prefer voting at a polling location (82%). In contrast, only 49% of community survey voters and phone survey respondents chose this option, with a similar 51% of community survey non-voters also choosing this. Almost half of phone survey respondents (49%) prefer to vote by mail. It is also interesting that the only significant influences on voting preference are found in the county phone survey respondents. Younger respondents are more inclined to vote at a polling location, while those 70 and older had the highest preference for voting by mail. Voting preferences by ethnicity/race show a preference among Caucasians for voting by mail, while other groups prefer voting at a polling location or at the BOE.

Table 20: Ballot Design Preferences (three surveys)

<b>Respondent ballot preference</b>	<b>Exit poll survey</b>	<b>Community survey</b>	<b>Phone survey</b>
<b>Keep existing bilingual ballot</b>	49%	31%	33%
<b>Arrange English and Spanish side by side on ballot</b>	20%	31%	12%
<b>Provide separate ballots in English and Spanish</b>	31%	38%	55%
<b>N</b>	1398	665	523

Exit poll survey statistical significance: language (p=1.683E-07); age (p=.006); ethnicity/race (p=4.107E-12)  
 County phone survey statistical significance: ethnicity/race (p=.023)

Ballot design preferences indicate that exit poll survey respondents favor keeping the current ballot design (49%), while phone survey respondents have a preference for separate

language ballots (55%). Language differences among exit poll respondents show that both groups still favor the existing ballot, while there is less support for the separate language ballot among Spanish-speaking exit poll respondents than among English-speaking respondents. A similar pattern is found for the effect of ethnicity/race in the county phone survey. Caucasians were far more supportive of separate language ballots compared with other groups, where the preference was for keeping the existing ballot. It should be noted that phone survey respondents could not view the ballot design options, unlike the respondents for the exit poll survey and community survey. Regarding the effect of age in the exit poll survey, the highest support across all age groups was for the existing ballot. Lower levels of support were found for the separate language ballots, while the lowest level of support was for the side-by-side ballot design option. It is quite possible that the idea of a new ballot with the side-by-side language option is less desired because it is different. The separate language ballot is perceived as easier to use (and for many voters, is what they were familiar with prior to 2010).

The next three tables detail the ballot preferences for respondents based on language and voter status. Table 21 presents the results of the exit poll survey ballot preferences by English and Spanish response percentages. Table 22 presents the results from the community survey of voters divided by language use. Table 23 presents the community survey non-voter responses, again divided by language.

Table 21: Ballot Design Preferences (exit poll survey)

<b>Respondent ballot preference</b>	<b>Exit poll survey English language respondents (92% of survey)</b>	<b>Exit poll survey Spanish language respondents (8% of survey)</b>	<b>Exit poll survey total</b>
<b>Keep existing bilingual ballot</b>	49%	49%	49%
<b>Arrange English and Spanish side by side on ballot</b>	18%	38%	20%
<b>Provide separate ballots in English and Spanish</b>	33%	13%	31%
<b>N</b>	1280	118	1398

Table 22: Ballot Design Preferences of Voters (community survey)

<b>Respondent ballot preference</b>	<b>Community survey: English language voters</b>	<b>Community survey: Spanish language voters</b>	<b>Community survey: Either language voters</b>	<b>Community survey: Total voters (72% of survey)</b>
<b>Keep existing bilingual ballot</b>	37%	31%	35%	34%
<b>Arrange English and Spanish side by side on ballot</b>	31%	31%	36%	31%
<b>Provide separate ballots in English and Spanish</b>	32%	38%	29%	35%
<b>N</b>	142	153	60	355

Table 23: Ballot Design Preferences of Non-voters (community survey)

<b>Respondent ballot preference</b>	<b>Community survey: English language non-voters</b>	<b>Community survey: Spanish language non-voters</b>	<b>Community survey: Either language non-voters</b>	<b>Community survey: Total non-voters (28% of survey)</b>
<b>Keep existing bilingual ballot</b>	40%	22%	27%	28%
<b>Arrange English and Spanish side by side on ballot</b>	33%	26%	31%	29%
<b>Provide separate ballots in English and Spanish</b>	26%	52%	42%	43%
<b>N</b>	87	163	60	310

The findings for the three ballot preference tables show that for the exit poll survey, it is clear that keeping the existing ballot is the most favored by both English and Spanish language respondents at 49% for each. English language voters in the community survey had a slightly lower preference for the existing ballot (37%), while 31% of the Spanish language voters chose this option. For nonvoters, 40% of the English speakers preferred the existing ballot, compared with only 22% of the Spanish speaking respondents.

The side-by-side language option was favored by 31% of the community survey voter respondents. Non-voter community survey respondents split by language, with 33% of English-speakers and 26% of Spanish-speakers choosing this option. The surprise came in the choice for separate language ballots. While only 13% of the Spanish-speaking exit poll respondents chose this option, a much higher 38% of community survey Spanish-speaking voters and 52% of

nonvoters chose separate language ballots. These exceeded the percentage of English-speaking community survey respondents (32% of voters; 26% of non-voters). The lowest support for the side-by-side language ballot was from English-speaking exit poll respondents (18%), while the highest support came from Spanish-speaking exit poll respondents (38%).

Table 24: Likelihood of Choosing an English-only Ballot if Offered Either Language as Separate Ballot

Likelihood of choosing an English-only ballot	Exit poll survey: English language voters	Exit poll survey: Spanish language voters	Community survey: English language voters	Community survey: Spanish language voters	Community survey: Either language voters
<b>More likely</b>	84%	63%	63%	61%	33%
<b>Less likely</b>	3%	10%	13%	8%	8%
<b>It would not make a difference to me</b>	6%	14%	14%	20%	43%
<b>I would prefer to keep the ballot in both English and Spanish</b>	7%	12%	10%	11%	14%

A follow-up question to ballot preference concerned the degree to which a voter might be likely to choose an English-only ballot if offered the choice of separate ballots in English or Spanish. The results are surprising, and may have involved some confusion on the part of respondents. While the question specifically asked about the likelihood of choosing an *English-only* ballot if offered both, Spanish language voters in both the exit poll and community surveys chose this by a large majority (63% for the exit poll; 61% for the community survey). Not surprisingly, 84% of English-speaking exit poll survey respondents chose this option, as did 63% of English-speaking voter respondents in the community survey.

It is possible that the respondents were referring to choosing a ballot in their own language, even though the question was worded to refer specifically to the English-language ballot option. However, a majority would choose a single language ballot option, rather than stay with a bilingual ballot. For the Spanish-speaking voters, this option was only chosen by 12% of the exit poll respondents and 11% of the community survey respondents. For the English-speaking voters, 7% of the exit poll respondents chose the bilingual ballot, as did 10% of the community survey English respondents.

The final question of voters asked in the community survey and the county phone survey concerned ways that publicizing of information about elections would be useful (this question was eliminated from the exit poll survey for the sake of timing).

Table 25: Which of the Following Would be the Most Likely to Help You to Vote? (voters)

Ways to help voters to vote	Community survey: English language voters	Community survey: Spanish language voters	County phone survey: voters
Send information by mail to my house about elections	64%	63%	74%
Distribute information at local stores and businesses in my neighborhood	29%	24%	21%
Send text message to my cell phone	38%	25%	12%
Ads on radio	29%	25%	43%
Ads in the Plain Dealer	32%	25%	50%
Ads in La Prensa	13%	27%	N/A
Provide information through bulletin of houses of worship	14%	24%	19%
Billboard ads on roads near my house	26%	32%	27%
Get information from candidates and campaigns who go door-to-door	32%	36%	46%

Percentages exceed 100% due to respondents choosing multiple options

The top three choices for receiving information about elections are highlighted in each column. Voters appear to prefer conventional approaches to publicizing elections. Respondents to both the county phone survey and the community survey chose residence mailings by substantial majorities: 74% of county survey respondents; 64% of English language community survey respondents, and 63% of Spanish language community survey respondents. Information from candidates was a top three choice across all three categories of respondents, while ads in *The Plain Dealer* was chosen by the county phone survey and English speaking community survey respondents. Billboard ads (32%) were preferred as a top choice by Spanish-speaking community survey respondents, while sending text messages (38%) to cell phones was chosen by English-speaking community survey respondents.

## VII. Experiences of Non-voters:

The community and phone surveys asked if respondents were registered to vote. If they answered ‘no,’ a set of separate questions was asked regarding why they do not vote, and what might be helpful in getting them to register and begin voting.

All respondents for the phone survey and community survey who indicated that they were not registered voters were asked the following question: “Of the following reasons, which have kept you from voting? (check all that apply).” Respondents to the exit poll were not asked this question as they had just voted. Table 26 provides the results of the surveys for English and Spanish speaking responses from the community survey and the results from the phone survey which was conducted in English.

Table 26: Reasons for Not Voting (“Of the following reasons, which have kept you from voting? [check all that apply]”)

Reasons for not voting	Community survey		Phone survey*
	English responses	Spanish responses	No language differentiation
<b>I don’t know if I am registered to vote</b>	<b>27%</b>	<b>33%</b>	<b>50%</b>
<b>It is difficult to get time off from work to go and vote</b>	<b>27%</b>	<b>32%</b>	<b>38%</b>
<b>I don’t know where to vote</b>	16%	18%	25%
<b>It is difficult getting transportation to go and vote</b>	16%	15%	13%
<b>I don’t know when to vote</b>	16%	12%	25%
<b>It is difficult to arrange for childcare so that I can go and vote</b>	7%	11%	0%
	n=62	n=117	n=8

Percentages exceed 100% due to respondents choosing multiple options

\*Note: The small numbers of responses to this question in the phone survey (n=8) renders these percentages statistically insignificant. The majority of respondents to this question in the phone survey answered “other.” Those responses are detailed in the next table.

Of the reasons cited by respondents for not voting, the most commonly cited were uncertainty about voting registration status, difficulty in getting time off from work to vote, and knowing where to vote. The ranking of frequencies at which the reasons were cited was similar among the English and Spanish responses to the community survey. Significantly more Spanish-speaking respondents provided reasons for not voting. This is consistent with the earlier discussion about the influence that language on the likelihood of voting.

A smaller set of respondents indicated other reasons for not voting, both in addition to, and instead of, the reasons cited above. These open-ended responses were categorized and the results are listed in Table 27 below. The reason cited most often for not voting among Spanish-speaking respondents to the community survey was a problem with citizenship status. Among English-speaking respondents, the most commonly cited reason was a lack of interest in politics.

Table 27: Other Reasons for Not Voting (“Of the following reasons, which have kept you from voting? [check all that apply]”)

“Other” reasons for not voting	Community survey		Phone survey
	English responses	Spanish responses	
<b>Citizenship status</b>	5%	45%	11%
<b>No desire/lack of interest</b>	32%	16%	21%
<b>Issue with voter registration status</b>	16%	16%	5%
<b>Distrust/dislike of politicians/candidates</b>	0%	8%	26%
<b>Jury duty avoidance</b>	0%	0%	11%
<b>Lack of issue/candidate awareness</b>	0%	0%	11%
<b>Personal choice</b>	0%	2%	5%
<b>Religious objection to voting</b>	0%	0%	5%
<b>Too busy</b>	4%	2%	0%
	n=19	n=49	n=19

Despite the relatively low numbers of responses in each of these response categories, the results of the community survey are statistically significant ( $p=0.0138$ ). When considered along with the results from the phone survey, the significance improves ( $p<0.01$ ). Thus, despite the small numbers involved, this pattern of distribution falls outside the normally expected distribution.

Table 28: Which of the Following Types of Locations Would be Easiest for You to Use to Register to Vote? (check all that apply)

<b>Locations for voter registration identified by non-voters as easiest to access</b>	<b>Community survey: English language non-voters</b>	<b>Community survey: Spanish language non-voters</b>	<b>County phone survey: non-voters</b>
<b>Offices of the Board of Elections</b>	26%	28%	24%
<b>Public library</b>	<b>52%</b>	<b>56%</b>	<b>76%</b>
<b>Public school</b>	<b>50%</b>	<b>65%</b>	<b>57%</b>
<b>Offices of a community organization</b>	8%	13%	14%
<b>Community service provider (health center; social services office)</b>	4%	13%	10%
<b>Websites of any of the above types of organizations</b>	12%	19%	33%

Percentages exceed 100% due to respondents choosing multiple options

It is clear from Table 28 that non-voters find public spaces such as libraries and schools to be the easiest to access to register to vote. Similar percentages of English-speaking community survey nonvoter respondents chose libraries (52%) and schools (50%). 65% of Spanish-speaking nonvoters chose public schools, along with 56% choosing libraries. Despite being a small sample, 76% of the phone survey nonvoters chose libraries, while 57% chose schools. It should be noted that a third of this group also chose websites of schools, libraries, and service nonprofits as a means of registering to vote.

Table 29: Which of the Following Would be the Most Likely to Help You to Vote? (non-voters)

Ways to help non-voters to vote	Community survey: English language non-voters	Community survey: Spanish language non-voters	County phone survey: non-voters
Send information by mail to my house about elections	56%	69%	55%
Distribute information at local stores and businesses in my neighborhood	15%	18%	32%
Send text message to my cell phone	28%	26%	14%
Ads on radio	22%	27%	55%
Ads in the Plain Dealer	20%	11%	32%
Ads in La Prensa	6%	23%	N/A
Provide information through bulletin of houses of worship	7%	15%	9%
Billboard ads on roads near my house	22%	32%	46%
Get information from candidates and campaigns who go door-to-door	20%	37%	46%

Percentages exceed 100% due to respondents choosing multiple options

Nonvoters had similar responses regarding ways to publicize elections as their voting counterparts. The highest frequency choice was residential mailings, similar to the choices of voter respondents. For the community survey, 56% of English speaking respondents and 69% of Spanish speaking respondents chose residential mailings, as did 55% of the phone survey nonvoters. This group also chose radio ads by the same percentage (55%), followed by billboard ads and door-to-door campaigns by candidates (46% for each). Billboard ads were chosen by 22% of English-speaking and 32% of Spanish-speaking community survey respondents. 37% of the latter group also chose door-to-door campaigns as a preferred method for learning about elections. Unlike voter respondents, nonvoter respondents chose ads in *The Plain Dealer* with lower frequency.

## VIII. Respondent Information Sources and Community Involvement

All respondents for the exit poll survey and community survey were asked the following question: ‘From which of the following types of sources do you get news? Check all that apply.’ Table 30a provides the results of the surveys for English and Spanish speaking responses. Because the phone survey was conducted entirely in English, there is no language differentiation for that survey. The last category, ‘Spanish language sources’ was asked in both surveys, but is reported separately only in the community survey (it is combined with the category, ‘national network news/periodicals’ in the exit poll survey).

Table 30a: Respondent News Sources (“From which of the following types of sources do you get news? Check all that apply”)

Source of information	Exit poll		Community survey		Phone survey
	English responses	Spanish responses	English responses	Spanish responses	
<b>Print newspaper</b>	<b>56%</b>	<b>42%</b>	43%	37%	<b>64%</b>
<b>Local TV</b>	<b>73%</b>	<b>62%</b>	<b>74%</b>	<b>56%</b>	<b>77%</b>
<b>Radio</b>	47%	32%	<b>50%</b>	40%	50%
<b>National network news (e.g., Fox, CNN, MSNBC)</b>	41%	39%	37%	45%	<b>66%</b>
<b>Websites</b>	<b>54%</b>	<b>44%</b>	<b>48%</b>	48%	54%
<b>Social media</b>	31%	24%	40%	43%	23%
<b>Friends, family, work</b>	45%	32%	35%	<b>67%</b>	54%
<b>Spanish language sources (e.g., Telemundo, La Prensa)</b>	N/A (included in national network responses)	N/A (included in national network responses)	19%	<b>58%</b>	4%
	n=1267	n=112	n=203	n=294	n=518

Percentages exceed 100% due to respondents choosing multiple options

For the exit poll, the results do not vary by language in a statistically significant way ( $p=0.802$ ). For the community survey, the results do significantly vary by language ( $p<0.001$ ) at least in part due to the differentiation of the Spanish language media category.

Table 30b: Respondents who get news from newspapers, radio, websites, and/or Spanish language media

	<b>Yes</b>	<b>No</b>	
<b>Exit poll</b>			
<b>English responses</b>	1047 (81%)	246 (19%)	n=1293
<b>Spanish responses</b>	75 (66%)	39 (34%)	n=114
<b>Community survey</b>			
<b>English responses</b>	161 (79%)	44 (21%)	n=205
<b>Spanish responses</b>	252 (84%)	47 (16%)	n=299
<b>“Either” responses</b>	135 (84%)	25 (16%)	n=160
<b>Phone Survey</b>	471 (89%)	60 (11%)	n=531
<b>Overall</b>	2141 (82%)	461 (18%)	n=2602

Table 30b presents the total number of respondents who chose at least one of the following as a source of information: newspapers, radio, websites, and Spanish language media. Since these are among the highest frequency responses regarding sources of information as indicated in Table 30a, it is useful to determine the broadest percentage of usage across the survey samples. This can be used to plan media strategies that maximize message outreach at lowest possible cost.

The results show that respondents use a wide variety of media to get news. Local television was the most frequently cited source by all groups on all survey instruments, with the exception of Spanish-speaking respondents on the community survey, who favored word of mouth for their news. For English-speaking respondents, the second most cited sources of news were print newspapers (exit poll) and radio (community survey). For Spanish speakers, the second most cited sources were websites (exit poll) and local television (community survey). In the phone survey, national network news was the second most cited source. This suggests that an effective outreach plan will entail a mix of media usages dependent on the community to be reached.

All respondents for the exit poll survey, community survey, and phone survey were asked the following question: ‘Are you involved in any community organizations or groups?’ Table 31 provides the results of the surveys for English and Spanish speaking responses. Because the phone survey was conducted entirely in English, there is no language differentiation for that survey.

Table 31: Respondent Community Involvement  
 (“Are you involved in any community organizations or groups?”)

Type of community involvement	Exit poll		Community survey		Phone survey
	English responses	Spanish responses	English responses	Spanish responses	
<b>Religious-affiliated organization</b>	38%	41%	32%	29%	38%
<b>Block club/neighborhood watch</b>	12%	11%	9%	9%	9%
<b>Other community involvement</b>	25%	16%	10%	8%	20%
<b>No community involvement</b>	43%	41%	53%	56%	50%
	n=1262	n=116	n=196	n=287	n=465

Percentages exceed 100% due to respondents choosing multiple options

Most respondents in each category and on each survey instrument indicated they had no community involvement. Of those specifying involvement, religious affiliation (church, temple, mosque, etc.) was the most frequently identified involvement. The exit poll did not solicit any elaboration from respondents who indicated that they had “other” community involvement. The community survey and the phone survey did request that information. Meaningful responses were provided by 91 respondents. Those open-ended responses were categorized and the numbers of responses are reflected in Table 32 below.

Table 32: Respondent Community Involvement – Other Involvements  
 (“Are you involved in any community organizations or groups?”)

Type of “other” community involvement	Phone survey	Community survey
educational/mentoring	15	4
charity/volunteer	14	
veterans group/fraternal organization	11	
arts/culture	9	
social services/activism	8	3
business association	7	
political	4	1
ethnic organization	4	
religious	3	1
sports	3	1
civic group	3	
	n=81	n=10

The numbers of responses on the phone survey were too few to be of statistical significance. The numbers on the community survey were more substantial and reflect that the three most frequently reported types of “other” community involvement were participation in education/mentoring organizations and activities, working with charities/volunteering, and membership in veterans groups and fraternal organizations. Because the majority of these data are from the phone survey, which did not differentiate on language, there is no meaningful way to distinguish between responses by English and Spanish speakers.

## IX. Recommendations

The bilingual ballot access survey project produced information from voters and non-voters regarding their perceptions of the current ballot design as compared to alternative designs; preferences for information outreach regarding elections; preferences for voter registration outreach; news media usage; and engagement in community activities.

### Ballot Design:

The results of the surveys indicate that respondents in the three surveys are split regarding ballot design preferences, with majorities of the exit poll survey and community survey favoring one of the two versions of a bilingual ballot. 69% of the exit poll survey respondents favor one of the versions of the bilingual ballot, as did 62% of the community survey respondents and 45% of the phone survey respondents. The separate language ballots were preferred by 31% of the exit poll respondents, 38% of the community survey respondents, and 55% of the phone survey respondents.

Analysis of responses by language preference reveals a variety of differences. 87% of Spanish language respondents to the exit poll survey favored a version of the bilingual ballot, compared with 67% of English language respondents. The community survey was more evenly split. For the voters in the community survey, 62% of Spanish language respondents favored a version of the bilingual ballot, as did 71% of the 'either language' respondents and 68% of the English language respondents.

The side-by-side bilingual ballot design was the least favored across the three surveys, and among the subgroups. 20% of the exit poll, 31% of the community survey, and 12% of the county-wide phone survey respondents chose this option. There was more support among Spanish-speaking respondents in the exit poll survey (38%) than among Spanish-speaking voter respondents in the community survey (31%). For English-speaker respondents, support for the side-by-side language option was 18% for exit poll respondents and 31% for community survey voter respondents.

**Recommendation:** continue use of a bilingual ballot. The existing bilingual ballot design has more support, but the side-by-side ballot could be considered for usage with further study, possibly through use of focus group design to explore user perceptions in more detail.

### Voting Accessibility:

Across the surveys it appears that voters generally had few difficulties with voting. For the exit poll, 20% of Spanish-speaking voters and 11% of English-speaking voters said they had difficulties voting. 9% of the community survey voters and 5% of the county phone survey voters indicated difficulties. A total of 161 individual concerns were raised about voting from the respondents to the exit polling, as detailed in Table 15.

Two of the bilingual polling stations, The Halloran Skating Rink and the Boys and Girls Club indicated the highest number of difficulties at 11% each (18). Three of the non-bilingual stations indicated difficulties by 8% of the respondents from each of these locations. Change in voting location was the leading type of difficulty, mentioned by 21 respondents. This is not surprising, given that new ward and precinct boundaries had been instituted since the prior local election in 2009. The second most frequent difficulty mentioned was facilities (15 respondents), including areas such as lighting and parking.

**Recommendation:** increase outreach and publicity efforts for elections that follow changes to voting locations. Monitor parking accessibility during peak voting times. Consider changing voting locations to provide better accessibility, particularly concerning parking.

#### Voter Outreach:

Both voters and non-voters identified residential mailings as the most preferred option for outreach regarding election information. Respondents also identified advertising in *The Plain Dealer* and door-to-door candidate campaigns as an effective means of learning about when elections are occurring. Community survey English-language respondents were interested in receiving text messages on cell phones regarding elections information (38%). Spanish-language respondents were also interested in billboard ads as a means of getting election information.

News source preferences of voters also parallel the types of sources preferred for receiving information about elections. Exit poll and phone survey respondents prefer print newspapers as a source of news. All groups prefer local television as a news source.

**Recommendation:** continue use of residential mailings to publicize elections. Advertising on radio, in print news sources, on Spanish language media, and using billboards are the most likely avenues to reach voters and non-voters.

#### Eligible Voter Registration Outreach:

Both English-language and Spanish-language non-voters listed not knowing their registration status and difficulties getting time off from work as the most frequent reasons for not voting. Lack of knowledge about where to vote followed as a frequently cited reason; issues such as access to transportation and childcare were less frequent.

**Recommendation:** consider outreach to employers with information about legal requirements for allowing time for employees to vote. This may need to focus on employers with shift work such as fast food restaurants and manufacturing, in which shift assignments can become an obstacle to voting. An alternative is to target new voters with more information about early voting by mail.

Spanish-language non-voters also identified concerns about citizenship status, voting registration status, and lack of interest as reasons for not voting. Phone survey non-voter

respondents identified lack of interest and distrust of politicians as primary reasons for not voting.

**Recommendation:** work with grassroots organizations such as Esperanza, El Barrio, the Hispanic Alliance, the Spanish-American Committee, and the Hispanic Roundtable to disseminate information about voting eligibility requirements and encourage and assist with voter registration. To the degree that these efforts are already occurring, they should be maintained and expanded.

The non-voter respondents in the community survey were very clear in preferring to have registration materials available at area public libraries and schools. The Board of Elections and organization websites were also identified as preferred locations to receive information about voting registration.

**Recommendation:** Disseminate voter registration materials at public schools and libraries, particularly for parents. Consider including materials in student packets that are sent home from schools. Use exterior signage and bulletin boards at libraries and schools to post information about registration and voting locations, process, and deadlines.

## **Appendix A**

### **Survey Instruments**

- 1. Exit Poll Survey Instrument (English)**
- 2. Exit Poll Survey Instrument (Spanish)**
- 3. Community Survey Instrument (English)**
- 4. Community Survey Instrument (Spanish)**
- 5. County Landline Phone Survey Instrument**

# 1. Exit Poll Survey – English Version

Polling Station:

Survey #: \_\_\_\_\_

Surveyor Name: \_\_\_\_\_

Time of Survey: \_\_\_\_\_

Exit poll for use at polling stations on November 5<sup>th</sup>, 2013

## Introductory script for surveyors

Hi; my name is \_\_\_\_\_. I am conducting a survey of voters for the Baldwin Wallace University Community Research Institute on behalf of the Cuyahoga County Board of Elections. Would you mind taking a few minutes to answer some questions about voting? Your answers will be kept confidential. The information collected will be reported without identifying individuals.

## Language preference:

1) I am going to ask you questions about voting and language preference. Would you prefer to answer these questions in Spanish or in English?

- \_\_\_\_\_ A. Spanish (surveyor – use Spanish language survey)
- \_\_\_\_\_ B. English (surveyor – use English language survey)
- \_\_\_\_\_ C. either is fine (surveyor – please ask respondent to choose)

2) Would you say you can carry on a conversation in (ask about language chosen for survey – Spanish or English), both understanding and speaking – very well, pretty well, just a little, or not at all?

- \_\_\_\_\_ A. very well
- \_\_\_\_\_ B. pretty well
- \_\_\_\_\_ C. just a little
- \_\_\_\_\_ D. not at all

3) Would you say you can carry on a conversation in (ask about language NOT chosen for survey – Spanish or English), both understanding and speaking – very well, pretty well, just a little, or not at all?

- \_\_\_\_\_ A. very well
- \_\_\_\_\_ B. pretty well
- \_\_\_\_\_ C. just a little
- \_\_\_\_\_ D. not at all

4) Would you say you can read a newspaper or book in (ask about language chosen for survey – Spanish or English): very well, pretty well, just a little, or not at all?

- \_\_\_\_\_ A. very well
- \_\_\_\_\_ B. pretty well
- \_\_\_\_\_ C. just a little
- \_\_\_\_\_ D. not at all

5) Would you say you can read a newspaper or book in (ask about language NOT chosen for survey – Spanish or English): very well, pretty well, just a little, or not at all?

- A. very well
- B. pretty well
- C. just a little
- D. not at all

6) What sources do you use to get news? (English version) (check all that apply)

- A. print newspapers
- B. local TV station (such as WKYC TV3, WEWS Newschannel5, Fox 8, WOIO 19 Action News)
- C. radio
- D. national network (such as CNN, FoxNews, MSNBC)
- E. internet websites
- F. social media (such as Facebook, Twitter)
- G. talking with family, friends, people at work

7) Are you involved in any community organizations or groups?

- A. Church
- B. Block club and/or neighborhood watch group
- C. Other community involvement
- D. No community involvement

#### Experience voting

8) Did you have any difficulties voting today?

- A. yes (go to question 9)
- B. no (go to question 10)

9) What difficulties did you have? (surveyor – please write down answer given by respondent)

10) How often have you voted?

- A. in most elections during the past ten years
- B. I have missed a few elections during the past ten years
- C. I usually only vote in Presidential elections
- D. this is the first time I have voted

11) If you could change the way the ballot is arranged, which of the following would you prefer?  
(surveyor: show the three examples to the respondent):

- A. keep the existing ballot like the one you used today (example #1)
- B. arrange the English and Spanish in columns that are next to each other  
(example #2)
- C. have separate ballots in English and Spanish (example #3)

12) If you were asked to choose a Spanish only or English only ballot, would you be more likely or less likely to ask for a ballot in English?

- A. more likely
- B. less likely
- C. it would not make a difference to me
- D. I would prefer to keep the ballot in both English and Spanish

13) Do you know about being able to vote by mail before Election Day?

- A. yes
- B. no

14) Do you know about being able to vote before Election Day at the Board of Elections office in downtown Cleveland at E. 30<sup>th</sup> St. and Euclid Avenue?

- A. yes
- B. no

15) Which of the following ways to vote would you prefer for the next election?

- A. voting at a polling location on Election Day
- B. voting before Election Day by mail
- C. voting before Election Day at the Board of Elections office in downtown Cleveland

Demographic Questions:

16) Respondent gender:

- A. female
- B. male

17) Which of the following categories includes your age?

- A. 18-29
- B. 30-39
- C. 40-49
- D. 50-59
- E. 60-69
- F. 70 or older

18) What is the highest level of education you have attained?

- A. Some high school
- B. High School diploma/ or equivalent
- C. Some college
- D. 2 year college degree
- E. 4 year college degree
- F. Graduate degree (e.g., Master's, J.D.)

19) Which of the following best describes your ethnicity and race?

- A. Hispanic – Puerto Rican
- B. Hispanic – not Puerto Rican
- C. Hispanic - both
- D. African-American
- E. Caucasian
- F. multi-racial
- G. Asian-American
- H. other

Thank you for taking the time to complete this survey.

## 2. Exit Poll Survey – Spanish Version

Polling Station:

Survey #:

Name of Surveyor: \_\_\_\_\_

Time of Survey: \_\_\_\_\_

### Sondeo de opinión pública para votantes cuando salen de un centro de votación el 5 noviembre de 2013.

#### Guión introductorio para ser utilizado por los/las encuestadores/as

1) Hola! Le voy a hacer unas preguntas sobre el proceso de votar y preferencia de idioma. ¿Le gustaría responder a estas preguntas en inglés o en español?

- \_\_\_\_\_ A. Español (encuestador/a – utilice la versión en español de la encuesta)
- \_\_\_\_\_ B. Inglés (encuestador/a – utilice la versión en inglés de la encuesta)
- \_\_\_\_\_ C. cualquier idioma está bien (encuestador/a – por favor indique al encuestado que elija)

Mi nombre es \_\_\_\_\_. Estoy realizando un sondeo electoral para el Instituto de Investigación Comunitaria de Baldwin Wallace University, auspiciado por la Junta de Elecciones del Condado de Cuyahoga. ¿No le sería de mucha molestia si nos permite unos minutos de su tiempo para que nos responda algunas preguntas sobre el proceso de votar? Sus respuestas serán mantenidas en confidencialidad. La información recogida será reportada sin identificar a los individuos que participan de esta encuesta.

#### Preferencia de idioma:

2) ¿Considera usted que puede tener una conversación en (indique aquí el idioma elegido para la encuesta, español o inglés), comprendiendo y hablando en este idioma – muy bien, bastante bien, sólo un poco, o nada?

- \_\_\_\_\_ A. muy bien
- \_\_\_\_\_ B. bastante bien
- \_\_\_\_\_ C. sólo un poco
- \_\_\_\_\_ D. nada

3) ¿Considera usted que puede tener en una conversación en (indique aquí el idioma que NO fue elegido para la encuesta, español o inglés), comprendiendo y hablando en este idioma – muy bien, bastante bien, sólo un poco, o nada?

- \_\_\_\_\_ A. muy bien
- \_\_\_\_\_ B. bastante bien
- \_\_\_\_\_ C. sólo un poco
- \_\_\_\_\_ D. nada

4) ¿Diría usted que puede leer un periódico o un libro en (indique aquí el idioma elegido para la encuesta – español o inglés): muy bien, bastante bien, sólo un poco, o nada?

- A. muy bien
- B. bastante bien
- C. sólo un poco
- D. nada

5) ¿Diría usted que puede leer un periódico o un libro en (indique aquí el idioma que NO fue elegido para la encuesta, español o inglés): muy bien, bastante bien, sólo un poco, o nada?

- A. muy bien
- B. bastante bien
- C. un poco
- D. nada

6) ¿Cuáles son las fuentes de información que usted utilizan para acceder noticias? (marque todas las respuestas que correspondan)

- A. periódicos impresos como La Prensa
- B. estación de televisión local (como WKYC TV3, WEWS Newschannel5, Fox 8, WOIO 19 Action News)
- C. la radio
- D. redes de noticias nacionales (tales como Telemundo, Univision, CNN, FoxNews, MSNBC)
- E. páginas web en la internet.
- F. medios de comunicación de redes sociales (como Facebook, Twitter)
- G. hablar con familiares, amigos/as, compañeros/as en el trabajo

7) ¿Está usted involucrado en alguna organización comunitaria u otros grupos?

- A) iglesia
- B) asociación comunitaria y/o grupo de vigilancia vecinal
- C) otro tipo de participación comunitaria tales como el Barrio, the Spanish American Committee
- D) no tengo involucramiento alguno con la comunidad

#### Experiencia del encuestado/a con el proceso de votar

8) ¿Acaso usted tuvo alguna dificultad ejerciendo su voto el día de hoy?

- A. Sí (vaya a la pregunta 9)
- B. No (vaya a la pregunta 10)

9) ¿Qué dificultades usted tuvo? (Encuestador/a – por favor, anote la respuesta de el encuestado/a)

10) ¿Cuántas veces usted ha votado?

- A. En la mayoría de las elecciones durante los últimos diez años.
- B. He perdido unas cuantas elecciones durante los últimos diez años.
- C. Yo por lo general sólo voto en las elecciones presidenciales.
- D. Esta es la primera vez que voto.

11) Si usted pudiese cambiar la forma en que está organizada la papeleta electoral, ¿cuál de las siguientes opciones usted prefiere? (Encuestador/a muestre los tres ejemplos al encuestado/a):

- A. mantener la papeleta electoral como la que usted utilizó el día de hoy (ejemplo # 1)
- B. organizar la versión en inglés y la versión en español en columnas que se encuentren una al lado de la otra (ejemplo # 2)
- C. tener las papeletas electorales separadas en inglés y en español (ejemplo # 3)

12) Si se le indica a usted que seleccione entre una papeleta electoral en español o una papeleta electoral en inglés, ¿sería más probable o menos probable que usted seleccione la papeleta electoral en español?

- A. más probable
- B. menos probable
- C. no sería de alguna diferencia para mí
- D. Yo prefiero que se mantenga la papeleta electoral en español y en inglés.

13) ¿Sabe usted que puede ejercer su voto por correo antes del día de las elecciones?

- A. Sí
- B. No

14) ¿Sabe usted que puede ejercer su voto antes del día de las elecciones en las oficinas de la Junta de Elecciones localizada en el centro de la ciudad de Cleveland entre la carretera E. 30th y la avenida Euclid?

- A. Sí
- B. No

15) ¿Cuál de las siguientes opciones para ejercer el voto usted prefiere en las próximas elecciones?

- A. votar en un centro de votación el día de las elecciones
- B. votar por correo antes del día de las elecciones
- C. votar antes del día de las elecciones en la Junta de Elecciones localizada en el centro de la ciudad de Cleveland

Preguntas Demográficas

16) Género de el/la encuestado/a:

- A) mujer
- B) hombre

17) ¿Cuál de las siguientes categorías incluye su edad?

- A) 18-29 años
- B) 30-39 años
- C) 40-49 años
- D) 50-59 años
- E) 60-69 años
- F) 70 años o más

18) ¿Cuál es el nivel de educación más alto que usted han alcanzado?

- A) algunos años de escuela secundaria
- B) diploma de escuela secundaria o equivalente
- C) algunos años de estudios universitarios
- D) un grado universitario de 2 años
- E) un grado universitario de 4 años
- F) un postgrado (ejemplos: maestría, J. D.)

19) ¿Cuál de las siguientes opciones describe mejor su origen étnico y su raza?

- A) Hispano/a – Puertorriqueño/a
- B) Hispano/a – no soy Puertorriqueño/a
- C) Hispano/a – ambos
- D) Afroamericano/a
- E) blanco/a
- F) multirracial

Gracias por permitirme de su tiempo para completar esta encuesta.

### 3. Community Survey: English Version

Polling Location: \_\_\_\_\_ Survey #: \_\_\_\_\_

Date of survey: \_\_\_\_\_ Time of survey: \_\_\_\_\_

Surveyor Name: \_\_\_\_\_

#### Survey Instrument for community survey (11/9 – 12/12): English version

#### Introductory script for surveyors

Hi; my name is \_\_\_\_\_. I am conducting a survey of eligible voters for the Baldwin Wallace University Community Research Institute on behalf of the Cuyahoga County Board of Elections. Would you mind taking a few minutes to answer some questions about voting? Your answers will be kept confidential. The information collected will be reported without identifying individuals.

#### Language preference:

1) I am going to ask you questions about voting and language preference. Would you prefer to answer these questions in Spanish or in English?

- \_\_\_\_\_ A. Spanish
- \_\_\_\_\_ B. English
- \_\_\_\_\_ C. either is fine

#### **Questions 2-5: Ask if respondent speaks Spanish and English, but is answering survey in English.**

2) Would you say you can carry on a conversation in English, both understanding and speaking – very well, pretty well, just a little, or not at all?

- \_\_\_\_\_ A. very well
- \_\_\_\_\_ B. pretty well
- \_\_\_\_\_ C. just a little
- \_\_\_\_\_ D. not at all

3) Would you say you can carry on a conversation in Spanish, both understanding and speaking – very well, pretty well, just a little, or not at all?

- \_\_\_\_\_ A. very well
- \_\_\_\_\_ B. pretty well
- \_\_\_\_\_ C. just a little
- \_\_\_\_\_ D. not at all

4) Would you say you can read a newspaper or book in English: very well, pretty well, just a little, or not at all?

- A. very well
- B. pretty well
- C. just a little
- D. not at all

5) Would you say you can read a newspaper or book in Spanish: very well, pretty well, just a little, or not at all?

- A. very well
- B. pretty well
- C. just a little
- D. not at all

6) What sources do you use to get news? (check all that apply)

- A. print newspapers
- B. local TV station (such as WKYC TV, WEWS Newschannel5, Fox 8, WOIO 19 Action News)
- C. radio
- D. national network (such as CNN, FoxNews, MSNBC)
- E. internet websites
- F. social media (such as Facebook, Twitter)
- G. talking with family, friends, people at work
- H. a Spanish language media source (examples: La Prensa, Telemundo)

7) Are you involved in any community organizations or groups?

- A. Religious-affiliated organization, such as a church, temple, mosque, service group
- B. Block club and/or neighborhood watch group
- C. Other community involvement (please provide description of involvement)
- D. No community involvement

### Experience voting

8) Are you registered to vote?

- A. yes (go to question 9)
- B. no (go to question 18)
- C. I don't know (go to question 18)

9) Did you vote in the election on November 5<sup>th</sup>?

- A. yes (go to question 10)
- B. no (go to question 12)

10) Did you have any difficulties voting?

- A. yes (go to question 11)
- B. no (go to question 12)

11) What difficulties did you have? (surveyor – please write down answer given by respondent)

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12) How often have you voted?

- A. in most elections during the past ten years
- B. I have missed a few elections during the past ten years
- C. I usually only vote in Presidential elections
- D. I voted for the first time on November 5<sup>th</sup>, 2013

<sup>13</sup>\*13) If you could change the way the ballot is arranged, which of the following would you prefer? (surveyor: show the three examples to the respondent):

- A. keep the existing ballot (example #1)
- B. arrange the English and Spanish in columns that are next to each other (example #2)
- C. have separate ballots in English and Spanish (example #3)

\*14) If you were asked to choose a Spanish only or English only ballot, would you be more likely or less likely to ask for a ballot in English?

- A. more likely
- B. less likely
- C. it would not make a difference to me
- D. I would prefer to keep the ballot in both English and Spanish

\*15) Do you know about being able to vote up to a month before Election Day at the Board of Elections office in downtown Cleveland at E. 30<sup>th</sup> St. and Euclid Avenue?

- A. yes
- B. no

\*16) Do you know about being able to vote by mail up to a month before Election Day?

- A. yes
- B. no

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<sup>13</sup> \* questions appear in sections for both voters and non-voters.

\*17a) Which of the following ways to vote would you prefer for the next election?

- A. voting at a polling location on Election Day
- B. voting before Election Day at the Board of Elections office in downtown Cleveland
- C. voting before Election Day by mail

\*17b/19) Which of the following would be the most likely to help you to vote? (check all that apply)

- A. sending information by mail to my house about elections
- B. distributing information at local stores and businesses in my neighborhood
- C. sending a text message to my cell phone
- D. advertising on radio
- E. advertising in *The Plain Dealer*
- F. advertising in *La Prensa*
- G. providing information through my church bulletin
- H. a billboard ad on roads near my house  
(such as West 25<sup>th</sup> Street, Lorain Avenue, Clark Avenue, I-90, I-71)
- I. getting information from candidates and campaigns who go door-to-door

Questions for non-voters:

18) Why haven't you voted? (check all that apply)

- A. I don't know when to vote
- B. I don't know where to vote
- C. I don't know if I am registered to vote
- D. It is difficult to get time off from work to go and vote
- E. It is difficult to arrange for childcare so that I can go and vote
- F. It is difficult getting transportation to go and vote
- G. other (write in answer provided by respondent): \_\_\_\_\_

19) Which of the following would be the most likely to help you to vote? (check all that apply)

- A. sending information by mail to my house about elections
- B. distributing information at local stores and businesses in my neighborhood
- C. sending a text message to my cell phone
- D. advertising on radio
- E. advertising in *The Plain Dealer*
- F. advertising in *La Prensa*
- G. providing information through my church bulletin
- H. a billboard ad on roads near my house  
(such as West 25<sup>th</sup> Street, Lorain Avenue, Clark Avenue, I-90, I-71)
- I. getting information from candidates and campaigns who go door-to-door

20) Which of the following types of locations would be easiest for you to use to register to vote?  
(check all that apply)

- A. the office of the Cuyahoga County Board of Elections
- B. public library
- C. public school
- D. offices of a community organization
- E. a community service provider such as a health center or social service office
- F. a website of any of the above organizations

21) Did you know that voting materials are available in Spanish and in English?

- A. Yes
- B. No

\*22/13) If you could change the way the ballot is arranged, which of the following would you prefer? (surveyor: show the three examples to the respondent):

- A. keep the existing ballot (example #1)
- B. arrange the English and Spanish in columns that are next to each other  
(example #2)
- C. have separate ballots in English and Spanish (example #3)

\*23/14) (Question for English language survey): If you were asked to choose a Spanish only or English only ballot, would you be more likely or less likely to ask for a ballot in English?

- A. more likely
- B. less likely
- C. it would not make a difference to me
- D. I would prefer to keep the ballot in both English and Spanish

\*24/15) Do you know about being able to vote up to a month before Election Day (provide specific timeline of availability) at the Board of Elections office in downtown Cleveland at E. 30<sup>th</sup> St. and Euclid Avenue?

- A. yes
- B. no

\*25/16) Do you know about being able to vote by mail up to a month before Election Day?

- A. yes
- B. no

\*26/17) Which of the following ways to vote would you prefer?

- A. voting at a polling location on Election Day
- B. voting before Election Day at the Board of Elections office in downtown Cleveland
- C. voting before Election Day by mail

Demographic Questions (all respondents):

27) Respondent gender:

- A. female
- B. male

28) Which of the following categories includes your age?

- A. 18-29
- B. 30-39
- C. 40-49
- D. 50-59
- E. 60-69
- F. 70 or older

29) What is the highest level of education you have attained?

- A. Some high school
- B. High school diploma/ or equivalent
- C. Some college
- D. 2 year college degree
- E. 4 year college degree
- F. Graduate degree (e.g., Master's, J.D.)

30) Which of the following best describes your ethnicity and race? (Use for walking survey)

- A. Hispanic – Puerto Rican
  - B. Hispanic – not Puerto Rican
  - C. Hispanic - both
  - D. African-American
  - E. Caucasian
  - F. multi-racial
  - G. Asian-American
  - H. other (write in what respondent says):
- 

Thank you for taking the time to complete the survey.

## 4. Community Survey: Spanish Version

Polling Location: \_\_\_\_\_ Survey #: \_\_\_\_\_

Date of survey: \_\_\_\_\_ Time of survey: \_\_\_\_\_

Surveyor Name: \_\_\_\_\_

### **Instrumento de encuesta para sondear individuos en la comunidad (11/9 – 12/12) – Versión en Español**

#### Guión introductorio para ser utilizado por los/las encuestadores/as

Hola, mi nombre es \_\_\_\_\_ Estoy realizando una encuesta a personas elegibles a votar para el Instituto de Investigación de la Comunidad de Baldwin Wallace University, auspiciado por la Junta de Elecciones del Condado de Cuyahoga. ¿No le sería de mucha molestia si nos permite unos minutos de su tiempo para que nos responda algunas preguntas con respecto al proceso de votar? Sus respuestas serán mantenidas en confidencialidad. La información recogida será reportada sin identificar a los individuos que participan de esta encuesta.

#### Preferencia de idioma:

1) Le voy a hacer unas preguntas sobre el proceso de votar y preferencia de idioma. ¿Le gustaría responder a estas preguntas en inglés o en español?

- \_\_\_\_\_ A. Español
- \_\_\_\_\_ B. Inglés
- \_\_\_\_\_ C. cualquier idioma está bien

#### **Preguntas 2-5: Haga estas preguntas si el encuestado habla español e inglés, pero está respondiendo a la encuesta en inglés.**

2) ¿Considera usted que puede tener una conversación en inglés, comprendiendo y hablando en este idioma – muy bien, bastante bien, sólo un poco, o nada?

- \_\_\_\_\_ A. muy bien
- \_\_\_\_\_ B. bastante bien
- \_\_\_\_\_ C. sólo un poco
- \_\_\_\_\_ D. nada

3) ¿Considera usted que puede tener en una conversación en español, comprendiendo y hablando en este idioma – muy bien, bastante bien, sólo un poco, o nada?

- \_\_\_\_\_ A. muy bien
- \_\_\_\_\_ B. bastante bien
- \_\_\_\_\_ C. sólo un poco
- \_\_\_\_\_ D. nada

4) ¿Diría usted que puede leer un periódico o un libro en inglés: muy bien, bastante bien, sólo un poco, o nada?

- A. muy bien
- B. bastante bien
- C. sólo un poco
- D. nada

5) ¿Diría usted que puede leer un periódico o un libro en español: muy bien, bastante bien, sólo un poco, o nada?

- A. muy bien
- B. bastante bien
- C. sólo un poco
- D. nada

6) ¿Cuáles son las fuentes de información que usted utiliza para acceder noticias? (marque todas las respuestas que correspondan)

- A. periódicos impresos como La Prensa
- B. estación de televisión local (como WKYC TV3, WEWS Newschannel5, Fox 8, WOIO 19 Action News)
- C. la radio
- D. redes de noticias nacionales (tales como CNN, FoxNews, MSNBC)
- E. páginas web de internet.
- F. medios de comunicación de redes sociales (como Facebook, Twitter)
- G. hablar con familiares, amigos/as, compañeros/as en el trabajo
- H. fuentes de medios de comunicación en español (ejemplos: La Prensa, Telemundo)

7) ¿Está usted involucrado en alguna organización o grupo comunitario?

- A) organización con afiliación religiosa tal como una iglesia, templo, grupo de servicio de una mezquita
- B) asociación comunitaria y/o grupo de vigilancia vecinal
- C) otro tipo de participación comunitaria (por favor suministre una descripción de la participación)
- D) ninguna participación comunitaria

#### Experiencia del encuestado/a con el proceso de votar

8) ¿Está usted registrado para votar?

- A. Sí (vaya a la pregunta 9)
- B. No (vaya a la pregunta 18)
- C. No sé (vaya a la pregunta 18)

9) ¿Acaso usted voto en las elecciones del 5 noviembre?

- A. Sí (vaya a la pregunta 10)  
 B. No (vaya a la pregunta 12)

10) ¿Acaso tuvo usted alguna dificultad cuando ejerció el voto?

- A. Sí (vaya a la pregunta 11)  
 B. No (vaya a la pregunta 12)

11) ¿Cuáles fueron esas dificultades que usted tuvo? (Encuestador/a – por favor, anote la respuesta del encuestado)

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12) ¿Con que frecuencia usted ha votado?

- A. en la mayoría de las elecciones durante los últimos diez años  
 B. He perdido unas cuantas elecciones durante los últimos diez años.  
 C. Yo por lo general sólo voto en las elecciones presidenciales.  
 D. Yo vote por primera vez el 5 de noviembre de 2013.

<sup>14\*</sup>13) Si usted pudiese cambiar la forma en que está organizada la papeleta electoral, ¿cuál de las siguientes opciones usted prefiere? (Encuestador/a muestre los tres ejemplos al encuestado/a):

- A. mantener la papeleta electoral que se utiliza actualmente (ejemplo # 1)  
 B. organizar la versión en inglés y la versión en español en columnas que se encuentren una al lado de la otra (ejemplo # 2)  
 C. tener las papeletas electorales separadas en inglés y en español (ejemplo # 3)

\* 14) Si se le indica a usted que seleccione entre una papeleta electoral en español o una papeleta electoral en inglés, ¿sería más probable o menos probable que usted seleccione la papeleta electoral en español?

- A. más probable  
 B. menos probable  
 C. no sería de alguna diferencia para mí  
 D. Yo prefiero que se mantenga la papeleta electoral en español y en inglés

\* 15) ¿Sabe usted que puede ejercer su voto hasta un mes antes del día de las elecciones en las oficinas de la Junta de Elecciones localizada en el centro de la ciudad de Cleveland entre la carretera E. 30th y la avenida Euclid?

- A. Sí  
 B. No

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<sup>14</sup> \* Las preguntas aparecen en las secciones para los electores y no electores.

\* 16) ¿Sabe usted que puede ejercer su voto por correo hasta un mes antes del día de las elecciones??

- A. Sí
- B. No

\* 17<sup>a</sup>) ¿Cuál de las siguientes opciones para ejercer el voto usted prefiere en las próximas elecciones?

- A. votar en un centro de votación el día de las elecciones
- B. votar antes del día de las elecciones en la Junta de Elecciones localizada en el centro de la ciudad de Cleveland.
- C. votar por correo antes del día de las elecciones

\* 17b/ 19) ¿Cuál de las siguientes opciones entiende usted sería la más probable que le ayude a votar? (Marque todas las opciones que correspondan)

- A. Enviar información por correo a mi casa sobre las elecciones
- B. Distribuir información en las tiendas locales y en los negocios de mi barrio
- C. Enviar un mensaje de texto a mi teléfono celular
- D. Publicidad por la radio
- E. Publicidad en el *Plain Dealer*
- F. Publicidad en *La Prensa*
- G. Proveer información a través del boletín de mi iglesia
- H. Un rotulo publicitaria en las carreteras cerca de mi casa  
(por ejemplo en West 25th Street, Lorain Avenue, Clark Avenue, I-90, I-71)
- I. obtener información de parte de candidatos y campañas que van puerta en puerta

Preguntas para encuestados que no votan:

18) ¿Por qué usted no ha votado? (Marque todas las opciones que correspondan)

- A. No sé cuándo puedo votar
- B. No sé en dónde puedo votar
- C. No sé si estoy registrado para votar
- D. Es difícil conseguir tiempo libre en mi trabajo para ir a votar
- E. Es difícil coordinar el cuidado de los niños/as para que yo pueda ir a votar
- F. Es difícil conseguir transportación para ir a votar
- G. otra razón (escriba la respuesta que el encuestado le provee)

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19) ¿Cuál de las siguientes opciones entiende usted sería la más probable que le ayude a votar?

(Marque todas las opciones que correspondan)

- A. Enviar información por correo a mi casa acerca de las elecciones
- B. Distribuir información en las tiendas locales y en los negocios de mi barrio
- C. Enviar un mensaje de texto a mi teléfono celular
- D. Publicidad por la radio
- E. Publicidad en el *Plain Dealer*
- F. Publicidad en *La Prensa*
- G. Proveer información a través del boletín de mi iglesia
- H. Un rotulo publicitaria en las carreteras cerca de mi casa  
(por ejemplo en West 25th Street, Lorain Avenue, Clark Avenue, I-90, I-71)
- I. obtener información de parte de candidatos y campañas que van puerta en puerta

20) ¿Cuál de los siguientes tipos de localizaciones le sería más fácil utilizar a usted para registrarse para votar? (Marque todas las opciones que correspondan)

- A. la oficina de la Junta de Elecciones del condado de Cuyahoga
- B. la biblioteca pública
- C. una escuela pública
- D. las oficinas de una organización de la comunidad
- E. un proveedor de servicios en la comunidad como un centro de salud o una oficina de servicios sociales
- F. una página web en la internet de cualquiera de las organizaciones antes mencionadas

21) ¿Sabe usted que los materiales de votación están disponibles en español y en inglés?

- A. Sí
- B. No

\* 22/13) Si usted pudiese cambiar la forma en que está organizada la papeleta electoral, ¿cuál de las siguientes opciones usted prefiere? (Encuestador/a muestre los tres ejemplos al encuestado/a):

- A. mantener la papeleta electoral que se utiliza actualmente (ejemplo # 1)
- B. organizar la versión en inglés y la versión en español en columnas que se encuentren una al lado de la otra (ejemplo # 2)
- C. tener las papeletas electorales separadas en inglés y en español (ejemplo # 3)

\* 23/14) (Pregunta para la encuesta en inglés) Si se le indica a usted que seleccione entre una papeleta electoral en español o una papeleta electoral en inglés, ¿sería más probable o menos probable que usted seleccione la papeleta electoral en inglés?

- A. más probable
- B. menos probable
- C. no sería de alguna diferencia para mí
- D. Yo prefiero que se mantenga la papeleta electoral en español y en inglés

\* 24/15) ¿Sabe usted que puede ejercer su voto hasta un mes antes del día de las elecciones en las oficinas de la Junta de Elecciones localizada en el centro de la ciudad de Cleveland entre la carretera E. 30th y la avenida Euclid?

- A. Sí
- B. No

\* 25/16) ¿Sabe usted que puede ejercer su voto por correo hasta un mes antes del día de las elecciones??

- A. Sí
- B. No

\* 26/17) ¿Cuál de las siguientes opciones para ejercer el voto usted prefiere en las próximas elecciones?

- A. votar en un centro de votación el día de las elecciones
- B. votar antes del día de las elecciones en la Junta de Elecciones localizada en el centro de la ciudad de Cleveland
- C. votar por correo antes del día de las elecciones

Preguntas Demográficas (para todos los/as encuestados/as)

27) Género de el/la encuestado/a:

- A. mujer
- B. hombre

28) ¿Cuál de las siguientes categorías incluye su edad?

- A. 18-29 años
- B. 30-39 años
- C. 40-49 años
- D. 50-59 años
- E. 60-69 años
- F. 70 años o más

29) ¿Cuál es el nivel de educación más alto que usted han alcanzado?

- A. algunos años de escuela secundaria
- B. diploma de escuela secundaria o equivalente
- C. algunos años de estudios universitarios
- D. un grado universitario de 2 años
- E. un grado universitario de 4 años
- F. un postgrado (ejemplos: maestría, J. D.)

30) ¿Cuál de las siguientes opciones describe mejor su origen étnico y su raza? (Utilicé esta pregunta en las encuesta por las calles)

- A. Hispano/a – Puertorriqueño/a
  - B. Hispano/a – no soy Puertorriqueño/a
  - C. Hispano/a – ambos
  - D. Afroamericano/a
  - E. Caucásico/a
  - F. multirracial
  - G. Asiático-americano/a
  - H. otro/a (por favor indique la respuesta de el/la encuestado/a):
- 

Gracias por permitirme de su tiempo para completar esta encuesta

## 5. County Landline Phone Survey Instrument

### Introductory script for surveyors

Hi; my name is \_\_\_\_\_. I am conducting a survey of eligible voters for the Baldwin Wallace University Community Research Institute on behalf of the Cuyahoga County Board of Elections. Would you mind taking a few minutes to answer some questions about voting? Your answers will be kept confidential. The information collected will be reported without identifying individuals.

Can you confirm that you are at least 18 years of age? (If not, ask if there is someone else in the household over the age of 18 who can take the survey). If not, thank them for their time.

1. Are you registered to vote?
- A. yes (go to question 2)
  - B. no (go to question 6)
  - C. don't know (go to question 6)

### Questions for voters:

- 2) Did you vote in the election on November 5<sup>th</sup>?
- A. yes (go to question 3)
  - B. no (go to question 5)
- 3) Did you have any difficulties voting?
- A. yes (go to question 4)
  - B. no (go to question 5)
- 4) What difficulties did you have? (surveyor – please write down answer given by respondent)
- 
- 

- 5) How often have you voted? (then go to question 8)
- A. in most elections during the past ten years
  - B. I have missed a few elections during the past ten years
  - C. I usually only vote in Presidential elections
  - D. I voted for the first time on November 5<sup>th</sup>, 2013

Questions for non-voters:

6) Of the following reasons, which have kept you from voting? (check all that apply)

- A. I don't know when to vote
  - B. I don't know where to vote
  - C. I don't know if I am registered to vote
  - D. It is difficult to get time off from work to go and vote
  - E. It is difficult to arrange for childcare so that I can go and vote
  - F. It is difficult getting transportation to go and vote
  - G. other (write in answer provided by respondent): \_\_\_\_\_
- 

7) Which of the following types of locations would be easiest for you to use to register to vote? (check all that apply)

- A. the office of the Cuyahoga County Board of Elections
- B. public library
- C. public school
- D. offices of a community organization
- E. a community service provider such as a health center or social service office
- F. a website of any of the above organizations

Questions for all respondents:

8) Which of the following would be the most likely to help you to vote? (check all that apply)

- A. sending information by mail to my house about elections
- B. distributing information at local stores and businesses in my neighborhood
- C. sending a text message to my cell phone
- D. advertising on radio
- E. advertising in *The Plain Dealer*
- F. providing information through my house of worship
- G. a billboard ad on roads near my house
- H. getting information from candidates and campaigns who go door-to-door

9) Did you know that voting materials are available in Spanish and in English?

- A. Yes
- B. No

Currently, the bilingual ballot lists English first, followed by Spanish, followed by the voting choices listed in both languages. One alternative would be to list English and Spanish side-by-side in columns with the voting choices listed after both languages. Another alternative would be to have separate, single language Spanish-only and English-only ballots.

10) If you could change the way the ballot is arranged, which of the following would you prefer?

- A. keep the existing ballot
- B. arrange the English and Spanish in columns that are next to each other
- C. have separate ballots in English and Spanish

11) Do you know about being able to vote up to a month before Election Day at the Board of Elections office in downtown Cleveland at E. 30<sup>th</sup> St. and Euclid Avenue?

- A. yes
- B. no

12) Do you know about being able to vote by mail up to a month before Election Day?

- A. yes
- B. no

13) Which of the following ways to vote would you prefer for the next election?

- A. voting at a polling location on Election Day
- B. voting before Election Day at the Board of Elections office in downtown Cleveland
- C. voting before Election Day by mail

14) What sources do you use to get news? (check all that apply)

- A. print newspapers
- B. local TV station (such as WKYC TV, WEWS Newschannel5, Fox 8, WOIO 19 Action News)
- C. radio
- D. national network (such as CNN, FoxNews, MSNBC)
- E. internet websites
- F. social media (such as Facebook, Twitter)
- G. talking with family, friends, people at work
- H. a Spanish language media source (examples: La Prensa, Telemundo)

15) Are you involved in any community organizations or groups?

- A. Religious-affiliated organization, such as a church, temple, mosque service group
- B. Block club and/or neighborhood watch group
- C. Other community involvement (please provide description of involvement)
- D. No community involvement

Demographic Questions:

16) Respondent gender:

- A. female
- B. male

17) Which of the following categories includes your age?

- A. 18-29
- B. 30-39
- C. 40-49
- D. 50-59
- E. 60-69
- F. 70 or older

18) What is the highest level of education you have attained?

- A. Some high school
- B. High School diploma/ or equivalent
- C. Some college
- D. 2 year college degree
- E. 4 year college degree
- F. Graduate degree (e.g., Master's, J.D.)

19) Which of the following best describes your ethnicity and race?

- A. Hispanic – Puerto Rican
- B. Hispanic – not Puerto Rican
- C. Hispanic - both
- D. African-American
- E. Caucasian
- F. multi-racial
- G. Asian-American
- H. other

Thank you for taking the time to complete this survey.

## Appendix B

### Communities and Zip Codes Represented in County Phone Survey

Zip code	Community	Region	Number of surveys
	<b>Cleveland West</b>		<b>47</b>
	<b>Cleveland East</b>		<b>47</b>
<b>Western Suburbs</b>			
<b>44017</b>	<b>Berea</b>	<b>West</b>	<b>25</b>
<b>44070</b>	<b>North Olmsted</b>	<b>West</b>	<b>14</b>
<b>44116</b>	<b>Rocky River</b>	<b>West</b>	<b>11</b>
<b>44107</b>	<b>Lakewood</b>	<b>West</b>	<b>7</b>
<b>44126</b>	<b>Fairview Park</b>	<b>West</b>	<b>22</b>
<b>44138</b>	<b>Olmsted Falls</b>	<b>West</b>	<b>8</b>
<b>44140</b>	<b>Bay Village</b>	<b>West</b>	<b>8</b>
<b>44142</b>	<b>Brookpark</b>	<b>West</b>	<b>9</b>
<b>44133/44145</b>	<b>Westlake</b>	<b>West</b>	<b>15</b>
<b>Totals</b>	<b>9 cities</b>		<b>119</b>
<b>Eastern Suburbs</b>			
<b>44022</b>	<b>Chagrin Falls</b>	<b>East</b>	<b>6</b>
<b>44040</b>	<b>Gates Mills</b>	<b>East</b>	<b>4</b>
<b>44112</b>	<b>East Cleveland</b>	<b>East</b>	<b>5</b>
<b>44118</b>	<b>Cleveland Heights</b>	<b>East</b>	<b>12</b>
<b>44117/44119/44132</b>	<b>Euclid</b>	<b>East</b>	<b>14</b>
<b>44120</b>	<b>Shaker Heights</b>	<b>East</b>	<b>11</b>
<b>44121</b>	<b>South Euclid</b>	<b>East</b>	<b>19</b>
<b>44122</b>	<b>Beachwood</b>	<b>East</b>	<b>14</b>

<b>44123</b>	<b>Willowick</b>	<b>East</b>	<b>7</b>
<b>44124</b>	<b>Lyndhurst</b>	<b>East</b>	<b>16</b>
<b>44139</b>	<b>Solon</b>	<b>East</b>	<b>9</b>
<b>Totals</b>	<b>11 cities</b>		<b>117</b>
<b>Southern Suburbs</b>			
<b>44109/44131</b>	<b>Brooklyn Heights</b>	<b>South</b>	<b>17</b>
<b>44125</b>	<b>Garfield Heights</b>	<b>South</b>	<b>7</b>
<b>44129</b>	<b>Parma Heights</b>	<b>South</b>	<b>16</b>
<b>44130</b>	<b>Middleburg Heights</b>	<b>South</b>	<b>39</b>
<b>44134</b>	<b>Parma</b>	<b>South</b>	<b>15</b>
<b>44136</b>	<b>Strongsville</b>	<b>South</b>	<b>13</b>
<b>44137</b>	<b>Maple Heights</b>	<b>South</b>	<b>11</b>
<b>44141</b>	<b>Brecksville</b>	<b>South</b>	<b>9</b>
<b>44144</b>	<b>Brooklyn</b>	<b>South</b>	<b>7</b>
<b>44146</b>	<b>Bedford</b>	<b>South</b>	<b>15</b>
<b>44147</b>	<b>Broadview Heights</b>	<b>South</b>	<b>5</b>
<b>44149</b>	<b>Strongsville</b>	<b>South</b>	<b>29</b>
<b>Totals</b>	<b>12 cities</b>	<b>South</b>	<b>183</b>