THE COALITION OF
STUDENT ADVOCATES:

PROMOTING CIVIC ENGAGEMENT &
effecting change

An Honors Thesis (HONRS 499)

By

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Abstract:

In response to apathy towards political and social issues on Ball State University’s campus, three students, Jenny Shea, Betsy Mills, and I, formed the Coalition of Student Advocates (CSA) through the Office of Student Life. The first goal of the organization was to encourage civic involvement among the students at Ball State University through events focusing on current political and social issues. The second goal was to organize discussions, focus groups, and events focusing on issues concerning Ball State students. Third, CSA was created to provide an arena for networking and resource sharing (i.e. articles, websites, etc.) among Ball State students. Finally, CSA wanted to advance student awareness and involvement in current political and social issues. The inaugural event of the Coalition of Student Advocates, the BSU Letter Writing Campaign, brought more than 50 attendees together to discuss current issues and participate in collective civic engagement. To further examine the concept of activism among individuals eighteen- to twenty-four-years-old, I analyze reasons for a lack of involvement among young Americans, ways to combat apathy, and I provide an account of our exercise in civic engagement.

Acknowledgements:

I would like to thank Dr. Barb Stedman for advising me on this project. Not only did she provide me with excellent feedback throughout the event planning and writing processes, she also provided great support for civic involvement and student efficacy.

I would also like to thank my partners in this project, Betsy Mills and Jenny Shea. The combination of our various backgrounds, efforts, and skills allowed this project to have a reaching and lasting impact on the Ball State community.

Thank you to our student facilitators: Jacque Wilson, Stephanie Carter, Zac Davis, Nadia Roumie, Alyce Householter, David Spooner, Amanda Glad, and Robert Burgess. Without these students, the event would not have been possible.
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Please note the photo documentation provided on the enclosed DVD.
"Civic engagement is to understand that the life does not consist of what we see from our own perspective and to acknowledge that there are billions of different lives out there worth of examining."

- University of Baltimore, MCU MPA Graduate Program.
The 2008 presidential race is proving to be one full of excitement and anticipation, as is typical of presidential elections. However, something is different about this race: there is a certain electricity in the air. With the Republican candidate decided early in the primaries, Senator John McCain is enjoying his security as the Grand Old Party's nominee. Across the aisle, Senator Hillary Clinton and Senator Barack Obama are engaged in a cutthroat and extremely competitive race for the Democratic bid. For the first time in forty years, states with late primaries, such as Indiana, are welcoming presidential candidates into their cities and watching campaign ads on television.

With all of the attention and media being focused on the presidential elections, it's not surprising the Democratic supporters are in a frenzy to collect bumper stickers and buttons and wait in line for hours to see their favorite candidate, but how many of them are taking the time to research the issues and proposed policy solutions? Is this election sparking civic engagement or political fanfare? Are candidates actively appealing to younger voters or have America's youth been bitten by the "political bug" and developed a new hunger for political involvement? Most likely a combination of efforts has contributed to the surge of participation from eighteen- to twenty-four year olds. Both campaigns have a secret weapon that is appealing to younger voters: Obama's campaign utilizes his youthful charm; Clinton's campaign uses Chelsea.
Chelsea Clinton is on a tour visiting college campuses, relating to students, and spreading the word about why her mother is the best candidate for the presidency. She is inspiring young voters to be educated about the issues, to have an opinion, to support a candidate, and, most importantly, to vote. Regardless of how students identify politically or what candidate they support, Chelsea Clinton is a remarkable example of civic engagement and role model for young Americans.

Although it appears the 2008 Presidential election will bring many young voters to the polls, individuals eighteen- to twenty-four-years-old are still some of the least politically active people. Why? Why is this age group apathetic when it comes to political issues? What will it take to make them see a connection between political activity and everyday life? By investigating these questions and creating an opportunity to teach students about civic engagement, this study will provide reasons American youth are difficult to engage, ways to their increase interest, and what issues are important to them.

THE APATHY EPIDEMIC

There are a number of reasons why young people are not civically inclined. The most important factor is family environment; children raised by politically involved parents are much more likely to vote and volunteer for campaigns once they are on their own. Another reason for the lack of participation stems from the lack of education in public schools. The state of Indiana requires students to take a civics and/or government class, usually during their senior year, in order to receive a high school diploma. Why wait until a student’s senior year to introduce the idea of civic duty to our nation? Why not start educating students as early as junior high about the importance and benefits of being involved? Encouraging
socially active behavior at a young age makes it more likely the same behaviors will be part of their lives as adults. For example, in the state of Connecticut, the government has established a program called Youth Vote. According to the Secretary of the State, “Youth Vote helps promote civic education and establish voting behavior in children as well as increase adult voter turnout in participating towns and cities” (Youth Vote). The program incorporates lesson plans in fourth through eighth grade that encourages visiting polls, “voting” using mock ballots, and student-parent activities to generate a concept of political efficacy in the home.

Many people graduate from high school and even college without an understanding of what public engagement really is. According to Public Agenda, a nonpartisan opinion research organization, public engagement involves four main components:

- it helps citizens understand complex problems, involves those who are normally excluded from policy debates, promotes productive public and leadership dialogue, and creates momentum for change by building common ground, managing differences and creating new partnerships. (Public Engagement)

Also important is the citizen’s ability to relate to the political issues. For example, it is difficult for a twenty-one-year-old to comprehend the importance and potential consequences of social security policy. However, an eighteen-year-old whose best friend was just deployed to Iraq understands the importance of resolving the war on terror. There is evidence of a trend of increasing participation for eighteen- to twenty-four-year-olds. In the 2000 elections, only thirty-six percent of eligible voters in that age group voted in the presidential election. In 2004, that number went up by eleven points, to forty-seven percent;
the highest increase of any voter age group (Fleischer). Although it is impossible to
determine exactly what sparked this increase in voter turnout, this is a trend that will
hopefully continue in future elections.

The best way to address these factors is by educating, impassioning, and encouraging
young people. As a society, we must demand public schools make civic involvement a
priority. Websites like DeclareYourself.com are directly targeted to the eighteen- to twenty-
four-year-old age group, particularly first-time voters. They provide resources on candidates,
political parties, issues, how to register, and when and where to vote (Declare Yourself). Our
schools could provide students with all of this information, while instilling a sense of duty at
the same time. Instead, we rely on non-profit and public interest groups to organize
movements young people want to be a part of. The more educated and involved people are,
the easier it will be for those individuals to relate to the issues.

Even if we can find ways to better educate and interest citizens, why is public
engagement important? According to the Public Agenda organization, “public engagement
offers an alternative [method of conflict resolution], in which citizens engage issues as well
as each other, and leaders are given the chance to listen. As a result, new ideas emerge, new
plans for action are hammered out, and new collaborations are established.” The continuous
evolution of the democratic system is key to its successful management of our society.

ENCOURAGING ENGAGEMENT

In order to investigate and encourage civic engagement by Ball State students, Betsy
Mills, Jenny Shea, and I decided to state a movement of our own. A college campus is a
great place to promote civic engagement. In a study by CIRCLE, the Center for Information
& Research on Civic Learning & Engagement, researchers found that fewer than thirty percent of eighteen- to twenty-five-year-olds who did not attend college voted in the 2000 presidential elections. Comparatively, fifty-five percent of the same age group who did attend college voted in the same election (Lopez and Kolaczkowsk 2). This study shows that students with college experience are more likely to get involved politically. These facts suggest that the Ball State community is a great place to encourage further engagement.

During my time at Ball State, I have observed many student organizations providing many services. Some organizations exist to provide support and community and some exist for social networking. Often times these organizations’ efforts overlap. For example, the multicultural organizations, such as Spectrum and the Latino Student Union, organize community service events for their members. If those organizations worked with Student Voluntary Services to plan service events, they could work more efficiently together and would have a better turnout of student volunteers. Betsy, Jenny, and I felt it was important to find a way for student organizations to work together more efficiently. We decided to create a student organization of our own to help coordinate the efforts of social justice and advocacy groups and organize opportunities for collective engagement.

The Project

The Coalition of Student Advocates (CSA) was created and is now a special interest student organization recognized by Ball State’s Office of Student Life. As stated in its constitution, CSA’s goals are “to encourage civic involvement among the students at Ball State through events focusing on current political and social issues…and to provide resources to students to advance their awareness and involvement in current political and social issues.”
Another goal of CSA is to “organize a letter-writing campaign focusing on issues concerning Ball State students.” We hope that the existence of this group will allow students to learn about issues and decide how to work together to effect change. We believe the students of Ball State have the drive to engage in political and social issues; they simply need an avenue to express their opinions and learn about engagement opportunities on campus and in the community.

The strategy we decided to focus on for our project was a letter-writing campaign. In 2006, I was fortunate enough to be an intern for the Indiana State Senate. I worked for two senators and witnessed the impact of constituent concerns. I was responsible for sorting and responding to all incoming constituent letters and e-mails. I saw first-hand how legislators respond to stacks of letters supporting or opposing particular legislation. Even though a senator may not necessarily agree with a piece of legislation, if his or her district is passionate about the issue, it is his or her duty to take those letters into consideration. In my experience, the bigger the stack of letters, the more time the senator will spend responding and researching the issue. I think in an age of digital communication, a “snail mail” letter has even more influence because a constituent took the time to write and send it. Thus, letter-writing campaigns can be extremely effective if organized correctly. A legislator can’t ethically ignore a stack of five hundred letters, all expressing strong opposition to a bill, especially if he or she is up for re-election.

The goal for CSA’s inaugural event was to contact state and national elected officials about issues important to Ball State students. We had five general issues presented by student facilitators: poverty, human rights, diversity, student first amendment rights, and the environment. We hoped to have one hundred students in attendance and anticipated sending
one thousand letters. We invited our state and national elected representatives to attend the event, knowing the students would benefit from personal interaction with the representatives.

In order to promote political and social awareness, we first had to develop the Coalition of Student Advocates as a team and as an organization. Betsy, Jenny, and I decided it would be most effective to distribute group responsibilities in order to have the largest impact on campus and the community. My role within the organization was the Director. As such, I organized the administrative aspects of the organization. I worked with the Office of Student Life to create CSA as an official student organization and with Charlie Scofield, the Facilities Assignment Coordinator, to reserve a space for the event and all of the supplies we would need. I was also in charge of coordinating printing services with University Computing Services to secure efficient printing of the letters and computer reservations. I was able to help structure the events of the day due to my experience with constituent letters and letter-writing campaigns for other student organization.

Jenny Shea, our Professional Outreach Coordinator, was in charge of securing guest speakers for our event. Jenny contacted Senator Richard Lugar, Senator Evan Bayh, Congressman Mike Pence, State Senator Sue Errington, and State Representative Dennis Tyler to invite them to the event because they represent the Muncie and Ball State University community. She also contacted Muncie Mayor Sharon McShurley and the Citizens Action Coalition, an advocacy group located in Indianapolis. Jenny coordinated correspondence between our campus sponsors and created networking opportunities for campus organizations already in existence. Jenny also found our student facilitators and communicated with them about their participation in the event. She was responsible for contacting department chairpersons to help generate support for the project.
Betsy Mills was our Student Outreach Coordinator. Her main responsibility was contacting student organizations to generate interest in the project and find participants for the event. She attended body and executive meetings of organizations to help publicize the event. She also helped secure funding through her connections with the Student Government Association.

The Process

The process of planning the event started with the formation of CSA as a student organization. We submitted our initial application to the Office of Student Life on August 22, 2007. After review of our application and constitution, the Student Activities Committee had some minor suggestions on improving the structure of our organization, such as adding Robert's Rules of Order to the constitution and changing the organization's name. Our original name was the Cardinal Alliance for Social Awareness, or C.A.S.A. Because another student organization used the acronym CASA, we decided to change our name. On December 7, 2007, CSA became an officially recognized Ball State student organization.

The next step was to decide when and where to host the event. We agreed to have the event in the Ball State Fine Art Building, Room 217, because it was large enough for our participants, had technology we needed, such as a sound system and projection screen, and is aesthetically pleasing.

We decided to hold the event on Saturday April 12, 2008. The event was scheduled to take place from 10 am until 2 pm. We also established that the event would be split into four parts: guest speakers, letter writing, lunch, and addressing envelopes. Because we know
food is always a great incentive for college students, we decided to serve pizza soda pop to our participants during the lunch break.

After we finalized the food, we needed to figure out how to arrange for it to be printed. I contacted University Computing Services and arranged for our letters to be printed by Ball State's extremely efficient printers. Because we planned on printing one thousand letters, two hundred each of the five issues, we were having trouble finding a place to print the letters inexpensively and quickly. Ball State was able to print all of the letters for us, in less than an hour and for a nominal fee.

Another important part of the process was contacting student organizations to tell them about the project and register participants. The groups we chose to contact were socially and politically forward groups or groups that related to the issues we decided to address. We contacted the Student Government Association, Residence Hall Association, Interfraternity Council, National Panhellenic Council, Panhellenic Council, Spectrum, the Latino Student Union, the Asian American Student Association, the Black Student Association, University Democrats, College Republicans, National Resources Club, Students for a Sustainable Campus, Free the Slaves, and some departmental honorary groups. Betsy visited many of these groups. Our recruitment process was slightly behind schedule, so we had to rely on personal connections with friends and colleagues to generate interest and find participants.

The event planning process was not without obstacles to overcome. A main challenge we addressed was funding. Between postage, pizza, and letter-writing resources, we estimated the event would cost approximately $800. We applied for funding through the Student Government Association (SGA) and the Campus Activities Fund Board (CAFB).
We originally requested $500 from SGA and the difference from CAFB. Fortunately, SGA agreed to find the entire event and our application to CAFB was withdrawn.

Another complication we faced was finding the best way to advertise the event. We made fliers and talked to our classes, but we wanted to reach as many students as possible. We found a great resource in Jenny’s Introduction to Peace Studies class. Jenny’s professor was so supportive of our project that she made participation in it mandatory for her class. The students were asked to attend the event and were also split into committees. One committee helped redesign the flyers as well as contact the Muncie Star Press and Ball State Daily News about the event. Another committee helped create a program to be distributed to all participants. I provided the committee with an itinerary, resources for more information on the issues, and ways to contact their representatives. The group was asked to compile the information to create the programs. The involvement of the class ended up being slightly less than we anticipated, but it was a great help to have a group of students to bounce ideas off of.

Meeting our goal of one hundred participants was another challenge for us. Because we were not able to meet with all of the student organizations as we contacted, we were unsure how many students to expect at the event. Regardless of how many students showed up for the event, we organized and presented a well-rounded and engaging event addressing important political and social issues.

The Issues

After the administrative details of the event were finalized, we needed to secure student facilitators for our five issues. We used our personal connections on campus to find
our group leaders. Jacque Wilson, a fellow Honors senior, agreed to facilitate a group related to her senior thesis about student first amendment rights. Alyce Householter and two other members of STAND, a student anti-genocide coalition, wanted to facilitate a group on human rights. Stephanie Carter, a social work student, was extremely enthusiastic about facilitating a group on poverty. Zac Davis, a student exceptionally involved in multiculturalism at Ball State, agreed to lead the diversity group. We initially had trouble finding a facilitator for the environment group, but we eventually found Nadia Roumie, a Ball State graduate educated in environmental issues.

How did we settle upon the five issues we decided to showcase? Much thought and planning went into the decision. We met with a group of diverse students and brainstormed a extensive list of issues that Americans are faced with: gun control, healthcare, financial aid for college tuition, alternative energy sources, humanitarian aid, the war on terror, environmental issues, civil rights, public safety, stem cell research, property taxes, education, welfare, and gay, lesbian, bisexual, and transgender rights. I also used the students in my classes as a resource. When they were asked what the most important issue facing eighteen-to twenty-four year olds, the most common answers were education, the Iraq war, and social security reform. Taking this information and the list we developed from our meetings with students, we first tried to determine which issues were partisan or extremely controversial. We felt that the more contentious an issue, the more likely the students were to be distracted from the main goal of the event: civic responsibility. For example, a student getting in a catfight about embryonic stem cells does not encourage further civic involvement. Because we were funded by SGA it was imperative to make sure our event was non-partisan and welcoming to all political viewpoints. Some issues, such as social security, seemed to be
difficult to develop a call to action; simply asking for social security reform did not capture the engagement we wanted to encourage. We wanted issues that the students could research and develop specific calls to action.

Once we eliminated the partisan issues, we decided to form broad groups of issues such as diversity, environment, human rights, and poverty. It was our hope that the students in each group would decide which particular issue they wanted to focus on. For example, students in the human rights group could decide if they wanted to write about Darfur, slavery, or genocide. Or the environmental group could write about global warming or green energy alternatives. We also decided to support Jacque Wilson’s senior thesis about student first amendment rights. She was a great ally of our project and we felt it would be a good opportunity to introduce Ball State students to these issues that are affecting students across the country.

It was also important to choose issues that had a broad impact on society. Campus Compact is an organization dedicated to educating, impassioning, and encouraging students all over the country. Its 2006 Service Statistics Report provided a list of the “Top 10 Issues Addressed by Student Service” (2006 Service). These issues directly relate to the issues we decided to focus on for our event: poverty, hunger, homelessness, reading, writing, environment and multicultural issues. According to the study, students were involved in some form of civic engagement for 317 million hours during the 2005-2006 school year (2006 Service). Seventy-two percent of campuses involved participated in student civic engagement and thirty-seven percent provided programs for students to act as advocates for social issues (2006 Service).
We found that advocating for social issues was particularly important to students because the issues kept showing up in discussions. In 2004, 12.7 percent of Americans were living at the poverty line or below (Poverty). The real value of minimum wage is not advancing at a rate equal to the national rate of inflation. According to CitiesForProgress.org’s Poverty Fact Sheet, “the minimum wage would have to be $8.70 to have the same purchasing power it had in 1968” (Poverty). The same fact sheet states that “raising the minimum wage to $7.25 an hour will mean an additional $4,370 a year (Poverty). That’s enough for a family to buy: almost two years of child care, full tuition for a community college degree, a year and a half of heat and electricity, more than a year of groceries, or more than nine months of rent” (Poverty).

The diversity issue offers a variety of calls to action for legislators. In my opinion, the most important issue is achieving a truly representative government. Our society is diverse; the elected officials should represent that diversity. If this trend continues, as it should, we will see more ethnic and religious minorities and women elected as political leaders. Another issue involving diversity is the need for state-sanctioned hate crime legislation. The recent passage of the Matthew Shepard Act signifies the importance of hate crime legislation on a federal level. The states need to offer the same protection. Hate crime legislation not only sends a message to perpetrators, it also sends a message to all citizens that the government will not tolerate crimes motivated by hate.

A faction that is rapidly gaining momentum in the public arena is the environmental movement. One major area of concern is sustainability. According to Hillel Hoffman’s article, “Way Too Many For Us,” “the Earth’s limited supply of natural resources will only be able to sustain 2 billion humans by 2100, bad news for a world that already feeds 5.9
billion" (Hoffman). The United State consumes thirty percent of the Earth's resources, but is home to only five percent of the world's population (Earth Day). If global warming continues to be a worrisome trend, our global community and world leaders, in particular, will be forced to investigate alternative sources of energy.

The situation in Darfur is dire and students seem to relate to issues of humanitarian aid. Four-hundred fifty thousand people have died in the Darfur conflict and 2.5 million people have been internally displaced in the nation (STAND). The only relief they receive is the limited security provided by the African Union (STAND). Groups like STAND encourage divestment to stop the flow of funds into the Sudanese government in hopes of weakening the military movement. These issues are important to the student community and encompass our goal of addressing both political and social issues.

STOP WAITING ON THE WORLD TO CHANGE

Three days before the event was to take place, we were faced with a giant obstacle. Senator Barack Obama announced a visit to Ball State's campus to take place on Saturday, April 12th, at 10 am, directly overlapping with our event. When I heard the news, I was quite literally speechless. I had no idea how we were going to compete for participants with a major presidential candidate. After discussing the situation, we decided we had two options: hold the event as planned and hope for the best, or bump our event back a few hours and hope participants would come after seeing Senator Obama. Option one would cost us most of our participants, but all of the details were already finalized. Option two could potentially have cost us all of our guest speakers, but we would hopefully have a larger audience.
After some cost-benefit analysis, we decided to push the event back and host the letter writing campaign from 1 – 4 pm. We agreed it defeated the purpose of our event to compete with Senator Obama. It was not fair to ask our participants and student facilitators to miss out on such a great opportunity. We were trying to encourage political and civic involvement, which includes being involved in political campaigns.

Fortunately, we were still able to use AR 217 as our venue. However, due to the time change, Congressman Pence was unable to attend but he did provide a written statement expressing his support of the event. We were thrilled that Senator Sue Errington and David Menzer of the Citizens Action Coalition were still able to attend.

We then set up a new itinerary and contacted our pizza provider and University Computing Services to notify them of the time change. Finally, we had to spread the word about the time change in hopes of getting as many participants as possible.

On Saturday, April 12th, the event started with David Menzer, who spoke about current projects of the Citizens Action Coalition. Some participants had questions that generated a great discussion on environmental issues. Next Senator Sue Errington talked about her time as an elected official and the importance and effectiveness of contacting representatives. She encouraged participants to contact officials and explained how to do so in a way that generates a positive response. Senator Errington mentioned that she still writes letters to representatives and local newspapers. She also contacts her constituents personally and noted that the widespread use of e-mail and technology makes this process more efficient. The participants asked Senator Errington questions about divestment initiatives and thanked her for serving as a public official.
After our guest speakers, Jenny explained the letter-writing process and introduced the five issues for discussion. The students then broke into five groups and began discussing their selected topic. The students were distributed evenly by their own choice, indicating interest in all of the issues represented. Each issue had eight to ten students interested in advocating their particular opinion. Because we were running slightly behind schedule, we gave the groups forty-five minutes to discuss and write their letters. However, we only had three of the five letters done at the end of the allotted time, so we continued to be behind schedule. The final letter was finally finished at 3:45 pm and the event was scheduled to end at 4:00 pm.

Most of our participants were very understanding about the delay and stayed at the event while UCS was printing the letters. The students enjoyed food, discussion, and School House Rock videos while we waited to sign the letters. One student even took advantage of an opportunity to distribute a petition about providing humanitarian aid to the Sudan. Once the letters arrived from the printer, we got to work addressing envelopes and signing letters.

Overall, we had fifty participants at the event. Although we did not meet our goal of one hundred students, I think the turnout was perfect for our first event. If we had too many more participants, the issue groups would have been too big and the student facilitators would have been overwhelmed with the number of students. We also did not meet our goal of one thousand letters; we ended up sending about two-hundred-fifty letters to public officials. Regardless of the number, we encouraged civic engagement and hopefully planted a seed of involvement that can grow in other student organizations and CSA for many years. The attention and time participants spent on their letters leads me to believe that these students are committed to their roles as advocates. Even when the free food arrived at the
event, all of the participants stayed focused on the task at hand, further confirming their enthusiasm for the engagement exercise.

One major positive outcome of the event was generating interest among other students. Because Betsy, Jenny, and I will be graduating, we hoped to find some students who might be interested in continuing the work of the Coalition of Student Advocates and make the letter-writing campaign an annual event. We will be meeting with four students who expressed an interest in getting involved with CSA in the future.

EVENT ANALYSIS

After analyzing the event and the final outcome of the project, I would do a few things differently. I would have each issue group create a list of public officials they intended to contact. The groups got so involved in the process that they wanted to contact officials other than the state and federal representatives we anticipated. For example, the environment group wanted to contact Governor Mitch Daniels and the Director of the Environmental Protection Agency. Their initiative to distribute the letters to other officials was great but it complicated the idea of each participant sending multiple letters. For example, it was our vision that a student from the diversity group could also send letters from the four other issue groups. In order to do this, the student would need to know where the letters should be sent. Because there was no list of names and addresses for each group, sending more letters after the participants left was not an option. If each group provided a list of officials to contact, more letters could have been sent after specific groups left the event.
Also, because the students decided to take the initiative to send their letters to more than the representatives we suggested, we ended up sending letters to officials who might not necessarily have influence on policy decisions. For example, the Director of the Environmental Protection Agency is the leader of an enforcement agency and does not have decision-making power when it comes to environmental policy. The concept of civic engagement is still at work when students contact those officials, but it is more efficient to contact individuals in a position to effect policy initiatives.

I would also allow more time for the issue to groups to discuss and write their letters. I know part of the tension came from the time crunch we were in as we tried to stick to the itinerary as much as possible. The students were really interested in spending their time on the letters and developing a well-researched and well-written letter. I would allow more time for that development in the future.

Another issue we discovered was the issue of sending letters to multiple officials. The students wanted the letters to be as professional as possible by typing the addresses and names of the officials in the document. Doing so would have required printing multiple versions of each letter. I think this is a great idea that could be achieved through a different printing process that would allow for more versions of the same document to be printed. In our case, we simply didn’t have the time or resources to print multiple versions, but that is something that could be improved upon in the future.

There was also one issue group that didn’t quite grasp the concept of the letter-signing process. They thought they were supposed to take one copy of the letter and have everyone in the group sign it rather than have each individual send a copy to each official. This mistake was not discovered until after the event and it was too late to rectify the
situation. In the future the event organizers should make the process clearer and make sure the facilitators truly understand how to sign the letters. If this group had understood the process, up to fifty more letters could have been sent to representatives.

For future events, I would recommend that all of the issue groups write their letter from the same point of view. For example, one group wrote their letter as a collective group, referring to themselves as “we,” meaning Ball State students. Another group wrote in the first person using “I,” referring to the individual. I think the most effective way to write the letters is as an individual person. This approach allows more letters to be sent and also allows a personal connection to the public official.

**REFLECTION ON ENGAGEMENT**

Our event incorporated many factors that appealed to a college audience: music, free food, social fellowship, and a tool to utilize their skills to effect change. This event provided opportunities to challenge participants to learn more about a particular issue and to think proactively when developing solutions. The New Student Politics Curriculum Guide defines civic engagement as “exercising personal agency in a public domain; and we assume that becoming civically engaged is a developmental process characterized by growing facility with ideas, situations, skills and awareness” (Get Informed). I think the Coalition of Student Advocates provided opportunities for students to exercise ideas, situations, skills, and awareness.

CIRCLE released a study of college student political engagement called “Millennials Talk Politics” that addressed students’ needs when it comes to civic involvement. In the section labeled *Recommendations*, CIRCLE researchers said, “All students need
opportunities for civic and political participation and space for deliberation on public issues” (Kiesa, 5). CIRCLE describes the ideal civic engagement atmosphere:

Students are seeking opportunities for discussion that is authentic, not competitive or partisan. They appreciate discussions in which no one is trying to sell them on anything. Often, students spontaneously cite the atmosphere created in focus groups as desirable and attractive. We speculate that they like the informal, peer-to-peer discussion in a non-hostile and non-divisive atmosphere. (Kiesa 5)

CSA offers this ideal atmosphere and allows for non-partisan, peer-led discussion. Through focus groups, special events, and letter-writing campaigns, the Coalition of Student Advocates provides a foundation to encourage civic engagement in Ball State University Students.
Works Cited


Works Consulted

Center for Information & Research on Civic Learning & Engagement. 24 Apr. 2008


CONSTITUTION OF THE CARDINAL ALLIANCE FOR SOCIAL AWARENESS, A STUDENT ORGANIZATION AT BALL STATE UNIVERSITY

Created August 2007

Article I: Name

Section 1 The name of this organization shall be The Cardinal Alliance for Social Awareness, commonly referred to by the acronym C.A.S.A.

Article II: Purpose

Section 1 The goals of C.A.S.A. shall be:
A. To encourage civic involvement among the students at Ball State University through events focusing on current political and social issues.
B. To organize a letter writing campaign focusing on issues concerning Ball State students.
C. To provide resources to Ball State students to advance their awareness and involvement in current political and social issues.

Article III: Members

Section 1 Qualifications of Membership:
A. Membership in C.A.S.A shall be limited to students, faculty, and staff of Ball State University. Ball State University alumni, and others not currently affiliated with the university, may be nonvoting members of C.A.S.A.
B. Membership will not be based on or refused to anyone for reasons of race, color, sex, religion, national origin, sexual orientation, physical or mental disability, or age.
C. No dues shall be required from the membership.
D. Members must attend at least two meetings per semester to maintain membership.

Article IV: Officers/Advisor

Section 1 The officers of the Executive Board and their rank within C.A.S.A. shall be:
A. Director
B. Secretary
C. Treasurer

Section 2 No officer can hold more than one position at one time.

Section 3 Election of Officers:
A. A quorum of half of the membership must be present to conduct elections. Officers shall be elected according to a simple majority vote of members present at the last meeting of each academic year. The term for all officers shall be one academic school year, beginning in the fall.

Section 5. Officer Duties

A. The Director shall be responsible for the overall operation of C.A.S.A. The Director shall conduct all meetings. The Director shall serve as a liaison between C.A.S.A. and Ball State University. The Director shall be responsible for all administrative details of meetings and events sponsored by C.A.S.A.

B. The Secretary shall handle all correspondence for C.A.S.A. The Secretary shall maintain up-to-date records of the membership of the club. The Secretary shall be responsible for updating members on C.A.S.A. events.

C. The Treasurer shall be responsible for the general supervision of the finances of C.A.S.A. The Treasurer shall keep up-to-date financial records.

Section 9. Faculty Advisor

A. C.A.S.A. will work closely with an advisor who is employed by Ball State University and is dedicated to promoting civic involvement. The faculty advisor is the liaison to the Office of Student Organizations and Activities.

Article V: Executive Board and Committees

Section 1. The Executive Board shall consist of the officers as outlined in Article IV.

Article VI: Meetings

Section 1. An executive board meeting may be called at any time by the Director.

Section 2. C.A.S.A. meetings shall be open to the public. The officers are expected to attend every executive and general body meeting, with the exception of three excused absences under extenuating circumstance which should be explained at the following meeting. C.A.S.A. meetings and executive board meetings shall be held only in the fall and spring semesters.

Section 3. C.A.S.A. meetings shall be held at least twice a month. In the case of extenuating circumstances, C.A.S.A. meetings may be conducted via conference call or e-mail.

Section 4. The quorum for C.A.S.A. meetings shall be one half (1/2) of the average number of members in attendance at meetings that semester.

A. The Secretary shall keep a written tally of the number of members in attendance at each meeting for the purpose of determining the definition of quorum.

B. The appropriate minimum number of members required to achieve quorum shall be agreed upon by a simple majority vote of the executive officers at the executive board meeting to be held before the social meeting at which a vote is to be taken.
Article VIII: Amendments

Section 1. Amendments to the C.A.S.A. Constitution may be proposed by:
   A. Any member of C.A.S.A.
   B. Any officer of C.A.S.A.
   C. Any committee formed by C.A.S.A. for the purpose of constitutional revision.

Section 2. Proposed amendments to the C.A.S.A. Constitution must be submitted to the C.A.S.A. executive board in writing at least one (1) executive meeting before the general body meeting in which a vote is to be taken.

Section 3. Amendments shall become a part of the C.A.S.A. Constitution upon ratification by a simple majority of quorum of C.A.S.A. members at a C.A.S.A. meeting.

Robert's Rules?
CONSTITUTION OF THE COALITION OF STUDENT ADVOCATES, A STUDENT ORGANIZATION AT BALL STATE UNIVERSITY

Created August 2007

Article I: Name

Section 1 The name of this organization shall be The Coalition of Student Advocates.

Article II: Purpose

Section 1 The goals of The Coalition of Student Advocates shall be:
A. To encourage civic involvement among the students at Ball State University through events focusing on current political and social issues.
B. To organize discussions, focus groups, and events focusing on issues concerning Ball State students.
C. To provide an arena for networking and resource sharing (i.e. articles, websites, etc.) to Ball State students to advance their awareness and involvement in current political and social issues.

Article III: Members

Section 1 Qualifications of Membership:
A. Membership in The Coalition of Student Advocates shall be limited to students, faculty, and staff of Ball State University.
B. Membership will not be based on or refused to anyone for reasons of race, color, sex, religion, national origin, sexual orientation, physical or mental disability, or age.
C. No dues shall be required from the membership.
D. Members must attend at least two meetings per semester to maintain membership.

Article IV: Officers/Advisor

Section 1 The officers of the Executive Board and their rank within The Coalition of Student Advocates shall be:
A. Director
B. Secretary
C. Treasurer

Section 2 No officer can hold more than one position at one time.
Section 3. Election of Officers:
A. A quorum of half of the membership must be present to conduct elections. Officers shall be elected according to a simple majority vote of members present at the last meeting of each academic year. The term for all officers shall be one academic school year, beginning in the fall.

Section 4. Officer Duties
A. The Director shall be responsible for the overall operation of The Coalition of Student Advocates. The Director shall conduct all meetings. The Director shall serve as a liaison between The Coalition of Student Advocates and Ball State University. The Director shall be responsible for all administrative details of meetings and events sponsored by The Coalition of Student Advocates.
B. The Secretary shall handle all correspondence for The Coalition of Student Advocates. The Secretary shall maintain up-to-date records of the membership of the club. The Secretary shall be responsible for updating members on The Coalition of Student Advocates events.
C. The Treasurer shall be responsible for the general supervision of the finances of The Coalition of Student Advocates. The Treasurer shall keep up-to-date financial records.

Section 5. Faculty Advisor
A. The Coalition of Student Advocates will work closely with an advisor who is employed by Ball State University and is dedicated to promoting civic involvement. The faculty advisor is the liaison to the Office of Student Life.

Article V: Meetings

Section 1. An executive board meeting may be called at any time by the Director.

Section 2. The Coalition of Student Advocates meetings shall be open to the public. The officers are expected to attend every executive and general body meeting, with the exception of three excused absences under extenuating circumstance which should be explained at the following meeting. The Coalition of Student Advocates meetings and executive board meetings shall be held only in the fall and spring semesters.

Section 3. The Coalition of Student Advocates meetings shall be held at least twice a month. In the case of extenuating circumstances, The Coalition of Student Advocates meetings may be conducted via conference call or e-mail.

Section 4. The quorum for The Coalition of Student Advocates meetings shall be one half (1/2) of the average number of members in attendance at meetings that semester.
A. The Secretary shall keep a written tally of the number of members in attendance at each meeting for the purpose of determining the definition of quorum.
Article VI: Parliamentary Authority


Article VII: Amendments

Section 1. Amendments to The Coalition of Student Advocates Constitution may be proposed by:
A. Any member of The Coalition of Student Advocates.
B. Any officer of The Coalition of Student Advocates.
C. Any committee formed by The Coalition of Student Advocates for the purpose of constitutional revision.

Section 2. Proposed amendments to The Coalition of Student Advocates Constitution must be submitted to The Coalition of Student Advocates executive board in writing at least one (1) executive meeting before the general body meeting in which a vote is to be taken.

Section 3. Amendments shall become a part of The Coalition of Student Advocates Constitution upon ratification by a simple majority of quorum of The Coalition of Student Advocates members at a The Coalition of Student Advocates meeting.
December 7, 2007

Amber Michel  
Coalition of Student Advocates  
614 W. Beechwood Ave., Apt. 3  
Muncie, IN 47303

Dear Amber:

I am pleased to inform you that the constitution of your organization, Coalition of Student Advocates, has been approved by the Student Activities Committee, so the group is now officially recognized.

Enclosed is a Handbook for Student Organizations and a form to request a username for your organization. If your organization chooses to obtain an Outlook account or set up a website linked to Ball State’s website, you will need to submit the Username Request Form as your first step.

All mail that arrives in this office addressed to your organization will be placed in Student Center Box 85. If, at some point, your mail is to be sent to a different on-campus address, please inform our office and we will make the appropriate changes.

If I may assist you or your organization in any way, please let me know.

Sincerely,

Lynda Wiley  
Assistant Vice President for Student Affairs and Director of Student Life

pc: Barb Stedman, Honors College

LW:slm

Enclosures
Student Government Association Co-Sponsorship Guidelines
---Please retain a copy of this form for your records---

1. All co-sponsored events must begin and be held within the boundaries of Ball State University campus. Events taking place off-campus are prohibited.
2. Co-sponsored events must benefit Ball State University students, and/or the Student Government Association in some manner.
3. Student Government Association requires recognition, in all print forms, as a co-sponsor of the event. This includes but is not limited to: flyers, brochures, advertisements, and Daily News correspondence.
4. Events must be free of charge and open to all Ball State University students.
5. *Requests for funds must be submitted 30 days prior to the day of the event and be accompanied by a valid Ball State University account number. Any form without an account number will be automatically denied.
6. A copy of all receipts and documents must be submitted to the Student Government Association no more than seven (7) days after the date of the event. Any unaccounted for funds beyond this time period must be refunded back to the Student Government Association. SGA would prefer to pay for a particular item at the beginning of your planning, opposed to reimbursing an organization. (Example: SGA pays for cupcakes for your event, instead of your organization paying and receiving reimbursement following the event.)
7. Failure to return a copy of all receipts within seven (7) days will result in a disqualification of co-sponsorship for your organization for the term of one semester.
8. Organizations will not be considered for future co-sponsorship until all receipts and unused funds are turned into the Treasurer of Student Government Association.
9. Student Government Association must be notified of any major changes to your planned budget. A major change would consist of an adjustment of $50 or more in a specific area, or the allocation of new funds. This must be done within two days of the event.
10. Requested funds should not exceed $500. Any requests for funds over the amount of $500 must be submitted 60 days prior to the day of the event. The application will then be reviewed by the Co-Sponsorship Committee and Executive Council for approval.

- These guidelines will be enforced by the Treasurer and the Co-Sponsorship Committee of the Student Government Association.

- My organization hereby agrees with and understands all of the above Student Government Association Co-Sponsorship guidelines.

Signature ___________________________ Date 2-6-2008

Co-Sponsorship Guidelines and Application

Co-Sponsoring Organization: Coali-tion of Student Advocates

Name of Event: Ball State Reconnect Campaign

Date of Event: 4-12-2007

Phone: 317-260-6799

Contact Person 1: Amber Michel

Email: amichel2@bsu.edu

Contact Person 2: Lucie Milis

Email: pmilis@bsu.edu

IUT#: 

(Each organization must have a BSU account. This number may be obtained by contacting your organization’s advisor.)

Please answer the following on a separate sheet (typed):

Description and purpose of the event:

Target Audience:

Estimated Attendance:

Estimated Budget:

How will this event benefit Ball State University and/or the Student Government Association:

Contact The Office of Student Life to establish a Ball State Account, if your organization is not currently registered.

EDUCATION REDEFINED
Description and Purpose of the Event:

The BSU Letter Writing Campaign is the premier event of the newly formed student organization Coalition of Student Advocates. Our intent is to promote civic engagement and political awareness by sponsoring a day long event on April 12th where students can write to politicians, business leaders, community leaders, etc and vocalize their interests and concerns. The BSU Letter Writing Campaign will be a neutral advocacy day – no one view will be promoted over another. Our intent is to educate and connect students with leaders. We will be hosting Senator Sue Errington as well as other political leaders, who will speak to issues that students may write about.

Target Audience:
Any student at Ball State is encouraged to attend. We would like to see every student be more civically engaged.

Estimated Attendance:
150 people (goal: 1000 letters)

Estimated Budget:
See attached.

How will this event benefit Ball State University and/or the Student Government Association:

This event will promote the same ideas we’ve been learning in college and the same issues Student Government supports – being involved, being politically aware, being active citizens, etc. Ball State students will benefit by being enlightened to current political and social issues and being given a chance to address those issues by contacting leaders. Student Government Association will benefit by being promoted as the official co-sponsor in all print advertisement, emails, t shirts, and word of mouth. If Student Government would like us to advertise their organization in other ways, we would be open to suggestions. We truly feel that this event could impact the entirety of campus. We want Ball State students to feel that their opinion make a difference in the world.
Coalition of Student Advocates Letter Writing Campaign

List of Expenses

Printing: 1000 letters (University Computer Services) $20.00
Pizza for 100 participants: 25 pizzas @ $6.00 each $150.00
Drinks for 100 participants: 3 cases @ $6.99 and 1 case @ $5.99 $27.00
Disposable products: 100 Paper plates and napkins $10.00
Postage: 1000 letters @ $0.41 each $410.00
Envelopes: 2 cases of 500 for $8.99 each $20.00

T-shirts: Up to 12 t-shirts for event facilitators; order from Dark Star Printing $135.28

Total Expenses $772.28
Campus Activities Fund Board
REQUEST FOR FUNDING APPLICATION

Application must be typed. You can reproduce the application on a computer, just be sure to include the
information requested below, answers to the questions about the event, and a proposed line-item budget.
(You may request the Request for Funding Application be sent to you
electronically as a Word document by emailing smyers@bsu.edu.)

GENERAL ORGANIZATION INFORMATION

Organization Name: Coalition of Student Advocates

Purpose of Organization: This group encourages civic involvement through events
focusing on current political and social issues and organizes discussions and events
focusing on issues concerning Ball State students.

Total Number of Members: 8
Total Number of Active Members: 4

Eligibility Requirements for Membership: All Ball State students are eligible to join.

CONTACT INFORMATION - Student

Student Contact Name: Amber Michel
Position Held in Organization: Director
Email Address: michel.amber@gmail.com
Telephone: (317) 260-6799

CONTACT INFORMATION – Faculty Advisor

Faculty Advisor Name: Dr. Barb Stedman
Department: Honors College

Faculty Advisor Signature:
PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR EVENT:

1. Provide date and description of program, project, or activity for which funds are requested. Who? What? When? Where?

   The event will take place April 12, 2008 from 10 am until 2 pm in AR 217 on Ball State’s campus. We will be hosting a letter writing campaign to contact state and national representatives about important political and social issues. Some of the issues that we will be discussing are health care, education issues such as tuition tax credits, poverty, and global issues such as Darfur and “Invisible Children”. The event is open to all Ball State students and we are anticipating at least 100 students in attendance. The event will open with a viewing of clips from movies with social activist themes, including documentaries of college students in advocacy. State Senator Sue Errington will give the opening address. Event participants will break into groups of 5-20 students by selecting issues to write about from a list of options. Student facilitators will lead these groups in composing the letters. Some student facilitators will act as informed authorities on some issues, including students from Students for a Sustainable Campus and Peaceworkers, among others. The students will compose a letter following a standard format. During lunch, Univeristy Computing Services will print 200 copies of each letter. During the closing address, given by Utility Campaign Organizer of the Citizens Action Coalition, Dave Menzer, students will sign and address letters to their state and federal representatives. CSA will provide students with contact information for their representatives, regardless of where the student lives. Participants will have the option of sending letters written by other groups to their representatives, depending on their interests. This way, representatives all over the country will receive letters concerning a variety of topics all from Ball State students.

2. Justification for the Request. Why is the group seeking funding from CAFB? What makes this particular program/project/activity worthy of funding?

   The Coalition of Student Advocates is a newly formed student organization. This letter writing campaign is our inaugural event. As a new student organization, CSA does not have a steady source of financial support. The letter writing event will help the organization to establish itself on campus to gain membership and resources to be self-financing in future years. This program is a good candidate for CAFB funding because it is open to all Ball State students. We are promoting a general sense of civic engagement that does not endorse a particular political party or ideology. We are also promoting involvement in social issues in an innovative way by engaging students through issues that are important to them.

3. Benefits to campus community. Explain how the program will benefit the campus as a whole (i.e. how students will be impacted) and indicate the estimated number of students that your organization is hoping to attract.

   Our organization is anticipating at least 100 students in attendance. We hope to accomplish this goal by visiting student organizations, explaining the project, and getting commitments of teams to attend the letter writing event. The campus community will be benefited by stimulating student's involvement in social issues and civic engagement even after the event is over. We are anticipating sending out 1,000 letters during our event which will have an impact on the students as they actively participate in the democratic process to express their views. Also, the elected officials we are contacting will gain perspective on the issues important to college students, an alarmingly silent population within the representative's constituency. Letters from Ball State students will also increase Ball State's exposure to political representatives as an institution that promotes civic engagement. This event is the only the first event of this organization. As the Coalition of Student Advocates grows, we intend to attract more students, increasing our impact on campus, the number of issues addressed, and the letters sent out.
PROPOSED BUDGET:

**Income** – Include all income which is related to the request. (Do not include anticipated funding from CAFB).

- **Source(s)** – show calculations when applicable.
- **Amount**

<table>
<thead>
<tr>
<th>Source(s)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGA Co-sponsorship submitted</td>
<td>$ 500.00</td>
</tr>
<tr>
<td>(To Be Approved)</td>
<td></td>
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</tbody>
</table>

**TOTAL (Possible) INCOME** $ 500.00

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**Expenses** – Expenses must be reported in line-item form. Estimates must be as specific and accurate as possible. Expenses include items/services related to your event such as (but not limited to) advertising (newspaper ads, brochures, flyers, posters), food, supplies, speaker expenses such as fee, travel, meals, lodging. Item, Service – show unit cost when applicable.

- **Item, Service** – show unit cost when applicable.
- **Amount**

<table>
<thead>
<tr>
<th>Item, Service</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing 1000 letters (University Computing Services)</td>
<td>$ 20.00</td>
</tr>
<tr>
<td>Pizza for 100 participants: 25 pizzas @ $6.00 each</td>
<td>150.00</td>
</tr>
<tr>
<td>Drinks for 100 participants: 6 cases @ $6.99</td>
<td>42.00</td>
</tr>
<tr>
<td>Disposable products: 100 Paper plates and napkins</td>
<td>10.00</td>
</tr>
<tr>
<td>Postage: 1000 letters @ $0.41 each</td>
<td>410.00</td>
</tr>
<tr>
<td>Envelopes: 2 cases of 500 for $8.99 each</td>
<td>20.00</td>
</tr>
</tbody>
</table>

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**TOTAL EXPENSES:** $ 652.00

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**Subtract TOTAL (Possible) INCOME:** – $ 500.00

---

**BALANCE REQUESTED FROM CAFB:** $ 152.00
EVENT ARTIFACTS

- **Coalition of Student Advocates Letter Writing Campaign**
  Explains the event to potential participants and volunteers

- **Event Advertisement**

- **Participant packet**
  Distributed to all participants

- **Student Facilitator packet**
  Contains letter writing format, example letter, and helpful hints

- **Guest Speaker Handouts**
  - Citizens Action Coalition Newsletters
  - Senator Sue Errington’s Letter Writing Guidelines and Examples

- **Official statement from Congressman Mike Pence**
Coalition of Student Advocates Letter Writing Campaign

The vision:

The Coalition of Student Advocates (CSA) is hosting its inaugural event, a letter writing campaign, on April 12, 2008. The purpose of the event is to unite socially and politically active individuals and groups from across campus to learn about grassroots advocacy and to inform and influence their elected representatives on issues that are important to students.

How it will work:

The event will feature three guest speakers who will educate students on the importance of advocacy: two elected representatives and an advocacy expert. Then participants will select an issue they care about from a list of topics. A student facilitator will lead each group, giving background information on the topic and guiding the discussion to compose a group letter.

After lunch (free to all participants) students will select letters written that day to send to their elected representatives. CSA will pay for postage and mail the letters.

How to help:

The Intro to Peace Studies class will enhance the event by giving input to make the event most effective and working on promotion. Here are some ways to get involved:

1. Focus group:
   - Answer a brief questionnaire to help us determine how to make the event most effective

2. Committees:
   - Publicity
   - Promotion
   - Event volunteers (Set-up and operation)

3. Attend the event:
   - April 12 from 10am – 2pm at the Ball State Museum of Art ballroom, AR 217
   - If you cannot attend the event, you could lead one of the committees to complete the required hours prior to the event
   - To register, e-mail bsuadvocates@bsu.edu - REGISTER AS A VOLUNTEER OR PARTICIPANT OR WHAT?

4. Benefits of this project:
   - Provide an opportunity for Ball State students to be socially and politically active
   - Exchange ideas with other socially-minded students on campus to build a network of activists
   - Make an impact before most students have showered
   - Take on a leadership role: consider coordinating the event next year

5. Costs of this project:
   - 4 hours on April 12
   - Outside preparation time 4-6 hours
   - You’ll lose student apathy for good
Ball State Coalition of Student Advocates

Letter Writing Campaign

It's time for Ball State students to use their voices to influence crucial policies. At the event, you’ll choose one of the following topics to discuss with other passionate students. Then you'll compose a letter stating your views to send to politicians:

- Poverty
- Diversity
- Human Rights and Genocide
- Student Rights
- Environment

Saturday, April 12, 2008
1pm-4pm (Pizza provided)
Ball State Museum of Art Ballroom, AR 217
Register by e-mail to bsuadvocates@bsu.edu

Co-Sponsored by Student Government Association
COURTROOM ADVICE AND INTERVENING COUNTERTERRORISM

Greetings to All,

Constituents Meeting
April 12th

Southtime Convention Association

with CAREER STUDENTS
A.D.E.61

Saturday, April 12th
1 pm - 4 pm
Bell State Mompson of T.S.C.
AR-247

BSUADVOCATES@bsu.edu
Agenda for the day
▷ Introduction
▷ Special Guest Speakers
▷ Letter Writing
▷ Lunch
▷ Address Letters

Learn More! Get Involved!

Looking for ways to get involved? Try looking up these websites!

General Advocacy
▷ www.change-congress.org
▷ www.worldadvocacy.org
▷ www.vancouver.wsu.edu/fac/fountain/about.html
▷ www.actionforchange.org

Poverty
▷ www.citiesforprogress.org
▷ www.one.org
▷ www.justharvest.com
▷ www.povertylaw.org

Environment
▷ www.saveourevironment.org
▷ www.sierraclub.org
▷ www.earthday.net
▷ www.earthjustice.org
▷ www.citact.org

Diversity
▷ www.acrc1.org
▷ www.cir-usa.org
▷ www.hrc.org
▷ www.advocacynet.org
▷ www.splcenter.org
▷ www.naacp.org

Genocide
▷ www.standnow.org/
▷ www.hrwcalfornia.org/scuth/stf.htm
▷ www.genocidedeintervention.net/
▷ www.1800genocide.com/
▷ www.sudandivestment.org

Freedom of the Press - Student's Rights
▷ http://jdwilson2.iweb.bsu.edu/thesis/index.html
Ways to get active at Ball State

If you are on campus and are interested in staying active, why not check out some of these organizations?

**Excellence In Leadership**
www.bsu.edu/eil

**Asian American Student Association**
www.bsu.edu/web/aasa/

**Spectrum**
www.bsu.edu/spectrum

**Black Student Association**
bsa.iweb.bsu.edu

**Latino Student Union**
http://lsu.iweb.bsu.edu

**Student Voluntary Services**
www.bsu.edu/svs/

**Students for a Sustainable Campus**
http://sustainable.iweb.bsu.edu/

**STAND**
standbsu@hotmail.com

**ACT**
www.displaceballstate.com

**Student Government Association**
www.bsu.edu/web/sga/

**Ball State Civil Liberties Union**
bsclu@bsu.edu

**College Republican**
ballstatecr@gmail.com

**Disabled Students In Action**
adshaw@bsu.edu

**Peaceworkers**
http://peaceworkers.iweb.bsu.edu

**Student Action Team**
www.bsu.edu/sat

**University Democrats**
pdnelson@bsu.edu

**Libertarians**
http://libertarians.iweb.bsu.edu

**Free the Slaves**
prcall@bsu.edu
Want to know who to write to?

You can go online to find local and federal representatives.

Find your State Senator and Representative
- www.in.gov/legislative/legislators/

Find your Federal Senators and Representative
- www.senate.gov/index.htm
- www.house.gov/

Or, if you live in the Muncie area, we have done the work for you!

State Senator Sue Errington
Indiana State Senate
200 W. Washington Street
Indianapolis, IN 46204-2785

Senator Richard Lugar
306 Hart Senate Office Building
Washington, D.C. 20510

State Representative Dennis Tyler
Indiana House of Representatives
200 W. Washington Street
Indianapolis, IN 46204-2786

Congressman Mike Pence
1317 Longworth HOB
Washington, DC 20515

Senator Evan Bayh
131 Russell Office Building
United States Senate
Washington, DC 20510
How a Bill Becomes a Law
What does it mean to be an advocate?

Advocacy is the act of arguing on behalf of a particular issue, idea, person or animal. An advocate is someone who does this. In a political context, an advocacy group is an organized collection of people who seek to influence political decisions and policy, without seeking election to public office.

How do I become an advocate?

- Connect with your community!
  Get involved with community groups and organizations such as this letter writing campaign. Talk with your neighbors and other people you know. If you find someone who expresses frustration with the system, you have found a person who needs help.

- Practice your skills!
  You need to be comfortable taking a stance and supporting your position when faced with pressure and officials. You need to feel comfortable being a voice for others. Join an organization with other passionate advocates to learn how to present the topic and major arguments to support it. Join the debate or speech team, student government, or other such public speaking organization.

- Volunteer!
  The best way to gain experience as an advocate is to volunteer in your community. Often the mere presence of another like-minded person is enough support to give someone an opportunity to voice his or her concerns.
Special thanks to...

- Dr. Barb Stedman, Advisor
- Our Guest Speakers
  - Congressman Mike Pence
  - State Senator Sue Errington
  - David Menzer, Citizens Action Coalition
- Senator Richard Lugar for supplying resources
- Student Facilitators
  - Jacque Wilson
  - Alyce Householter
  - Amanda Glad
  - David Spooner
  - Stephanie Carter
  - Zac Davis
  - Nadia Roumie
- Student Volunteers
  - Chris French, Tech Guy/Photographer
  - Rob Burgess, Letter Editor
- ALL OF OUR PARTICIPANTS FOR FIGHTING APATHY!!
- Starbucks
Coalition of Student Advocates
Letter Writing Campaign

EPIC Letter Format for Student Facilitators
From http://www.results.org/website/article.asp?id=1359

1. For each member of Congress or organizational leader you write to, create a version of the letter addressed to that person (Dear Senator____,). Save a different version of the letter for each member of Congress you’re writing to.

2. ENGAGE your member of Congress with the topic. Start the letter with:
   a. A personal story
   b. A personal connection to the topic
   c. A compelling fact or statistic

3. Outline the PROBLEM
   a. Hit ‘em with facts
   b. Give the basic problem and the reason why it hasn’t been solved yet (what’s standing in the way of a solution?)

4. INFORM about the solution
   a. State simply and clearly what needs to be done to solve the problem
   b. Use past successes of similar issues to demonstrate the solution’s effectiveness
   c. Paint a picture of how things will improve with the given solution

5. Give the CALL TO ACTION
   a. State the specific action you want the member of Congress to take
   b. Describe the legislation you would like them to support or policy you’d like them to adopt

6. Be sure to include contact information at the end of your letter so your member of Congress can reply to you. Participants will write their contact information on the letter.
Sample Letter

Senator Sue Errington
Indiana State Senate
200 W. Washington Street
Indianapolis, IN 46204-2785

April 12, 2008

Dear Senator Errington,

As a mother of two small children, I was shocked to find out that over 100 million primary school-aged children are not in school.

Can it be that the only thing standing in the way of these children having access to a brighter future are school fees often as little as $50 a year? I've recently learned that the number one barrier for poor, vulnerable and orphaned children in getting an education is school fees.

How can we expect any country to develop to its full potential when its children are not getting educated? Not one developed country has been able to do so without first making education free and compulsory for its children.

When school fees were dropped in Kenya over 1.2 million new children showed up for school.

Please become an initial cosponsor of H.R.1406, legislation calling for the elimination of school fees with a $250 million incentive fund for countries to draw upon to help defray the costs of hiring new teachers, building new schools and providing all children with a quality education. I look forward to your reply on this issue.

Sincerely,

Ball State University Student

[INSERT CONTACT INFORMATION AFTER PRINTING]
GROUP FACILITATORS

- Encourage Discussion

- You don't have to be an expert. You have a laptop, google it if you don't know the answer.

- If you have a question, or get stuck, ask for help!

- Please Have your letter(s) proof-read before submitting them!

- If you have multiple viewpoints or ideas represented in your group, have the group decide the direction of the letter.

- HAVE FUN!
Utilities Thwarted Again in 2008 Legislature

As in the 2007 legislative session, the Indiana Energy Association (IEA), the lobbying arm for Indiana's major gas and electric utility companies, pushed more unnecessary legislation designed to short circuit regulation over their business plans and profits.

The front man for utility interests in the Indiana General Assembly is Senator Brandt Hershman (Monticello). He has recklessly disregarded ratepayer concerns since becoming chair of the Senate Utilities & Regulatory Affairs Committee.

Fortunately, utility companies have been thwarted in their efforts to gain more ready access to ratepayer wallets. This year, Representatives Dave Crooks (Washington), Russ Stilwell (Boonville), Dale Grubb (Covington) and Kreg Battles (Vincennes), joined by Senator Richard Young (Miltown), worked with CAC to gain a better understanding of utility plans to gut consumer protections in the law.

As a result, the utilities were prevented from plans to weaken regulatory oversight in order to pursue virtual automatic rate increases for speculative investments that could cost ratepayers hundreds of millions, or even billions, of dollars.

Perhaps the worst proposal was Senate Bill 224 authored by Sen. Hershman. This bill would have had ratepayers pick up research and development costs for carbon dioxide controls on coal-fired power plants. The utilities estimate this technology will not be available for 20 years, so this proposal was an open-ended blank check to foist possibly billions of dollars onto ratepayers without any positive result. As it stands now, many are skeptical that capturing and shooting carbon into the ground to keep it out of the atmosphere will ever work or be financially viable. Meanwhile, off-the-shelf technologies that can produce billions in savings for ratepayers languish because the utility industry controls the Senate Utilities & Regulatory Affairs Committee.

Ratepayers should demand from the Governor and state legislature:
- Repeal of anti-consumer provisions currently in Indiana statute;
- A five year moratorium on new coal plants;
- A statewide RES without coal or nuclear; and
- A statewide energy efficiency program to avoid the need for new base load generation.

Renewable Energy Standard Held Hostage by Utility Interests & the Governor

Representative Dave Crooks (Washington) has been a great advocate for a statewide Renewable Electric Standard (RES) over the last few years. He will be missed as he has retired from the General Assembly.

Rep. Crooks filed House Bill 1102 this year to create a statewide RES. It died in committee by a vote of 8 to 3 because utilities and the Governor did not support it.

At the end of the legislative session, the issue resurfaced as Reps. Russ Stilwell (Boonville) and Dale Grubb (Covington) attempted to revive the RES with compromise language in House Bill 1117.

CAC worked for a stand alone RES without coal and nuclear being added as renewable resources. Coal ended up in the compromise proposal: CAC did not support various provisions in the compromise, including trackers and coal. To their credit, Reps. Stilwell and Grubb worked with CAC to reduce the impact of these provisions on ratepayers.

Senator Brandt Hershman's (Monticello) unwillingness to compromise was reflected in an outrageous counter-proposal that included nuclear for AEP (Indiana Michigan) and coal for Duke Energy and that further weakened regulatory oversight. He also included tracking provisions from Senate Bill 24. His actions at session's end proved that he was never serious in his support for a meaningful renewable energy market.

The utilities and the Governor are threatening Indiana's economy and health and well-being of its citizens by continuing to work against a rational energy policy for the state. The reason utility companies do not support a statewide RES is because it would save ratepayers money, money the utilities wouldn't otherwise get their hands on. The Governor's "Homegrown Energy Plan" published a few years ago mirrors utility interests in that it marginalizes renewable resources and energy efficiency while promoting coal at all costs to ratepayers.

Please contact Senator Hershman (s7@in.gov) and Governor Daniels (mdaniels@gov.in.gov). If you are supportive of a statewide RES, please voice your disappointment and encourage a change of heart because purposefully withholding lower utility bills and cleaner air from Hoosiers is simply unethical behavior.

Please also contact Representatives Stilwell (h74@in.gov) and Grubb (h42@in.gov) and thank them for working with us to forge a healthy, sustainable and affordable energy policy for Indiana and for refusing to consider policies that place the profit-motivated interests of investor-owned utilities ahead of the interests of consumers and our state.
Legislature Continues to Support Raw Coal Plant Deal for Ratepayers

In the 2007 legislative session, New York-based, power plant developer Leucadia Corporation convinced state legislators that gas ratepayers in Indiana should essentially finance a non-regulated coal gasification plant to protect Leucadia from financial risk, guaranteeing their profits from the project.

House Bill 1722, authored by Russ Stilwell (Boonville), locked ratepayers into a 30-year contract for synthetic gas being produced by the coal gasification plant once the Indiana Utility Regulatory Commission approved the contract currently being negotiated between Leucadia, Vectren (Indiana Gas and Southern Indiana Gas & Electric), and NIPSCO gas (Northern Indiana Public Service Company). Citizens Gas in Indianapolis dropped out of the negotiations.

However, Leucadia hit a snag. The company could not get a 30-year coal contract in Indiana. So this year’s bill, Senate Bill 223 authored by Brandt Hershman (Monticello), allowed Leucadia to import coal from out of state, contrary to the “Homegrown Energy” spin to get HB 1722 passed in 2007. SB 223 passed and has now become law.

HB 1722 and SB 223 could cost ratepayers billions, including costs incurred by the coal gasification plant for carbon dioxide regulations expected to be adopted by Congress within the next few years.

CAC has intervened in the IURC proceeding that will determine whether the final contract, sight unseen at the moment, gets approved by state regulators.

In response to HB 1722 and SB 223, Vectren customers should contact Neil Ellerbrook, CEO of Vectren and demand that Vectren drop out of the negotiations. Write Mr. Ellerbrook c/o Vectren, P.O. Box 209, Evansville, IN 47702-0209.

NIPSCO customers should contact NiSource CEO Bob Skaggs and demand that NiSource drop out of the negotiations. Write Mr. Skaggs c/o NiSource, 801 E. 86th Ave., Merrillville, IN 46410.

Jim Rogers:
Poster Boy for the Utility Business Plan

Jim Rogers, CEO of Duke Energy, is traversing the country attempting to convince Congress and the public that we can address global warming by building new coal plants. Why? Because that’s where Duke and its cronies make the most money.

Duke’s proposed coal gasification plant at Edwardsport, Indiana, is too expensive and unnecessary. Duke customers, please contact Mr. Rogers and demand that he dump his plans for a coal plant in Indiana c/o Duke Energy, PO Box 1090, Charlotte, NC 28201-1090.

Developments at CAC

It’s been a hard winter in many ways. Tornadoes in January. Temperatures fluctuating between 60 and 20 within days. Economic woes for the country. Nonetheless, CAC members have come through again with their gracious and generous support. Our canvass directors Kelly, Mary and Kerwin wish to thank you for keeping us strong and healthy.

CAC will be addressing the following issues over the rest of 2008:

- Federal legislation that addresses carbon dioxide;
- Promoting a 5 year moratorium on coal plants;
- The AEP rate case;
- The Leucadia project in southern Indiana;
- Duke’s proposed coal plant in southern Indiana;
- Continued advocacy for renewables and energy efficiency.

Getting Involved

The public can have a profound impact on public policy issues by jumpstarting and maintaining a public dialogue on these critical issue. Here are some ideas:

Letters to the Editor

It is important that the public be involved in state decision making on energy policy in order to make the process as open and equitable as possible. Please write a letter to the editor of your local newspaper about your perspective on RES legislation, global warming, energy efficiency, clean air, the public health implications of coal-based power or renewable energy. Please visit our website (www.citact.org) and that of our sister agency (www.cacefindiana.org) for more information. To find the contact information for your local newspaper, please visit http://www.usnp.com/innews.php.

Arrange Meetings with Your Legislators

E-mail or call us if you would like to arrange a meeting with your legislator in your hometown to discuss utility or energy issues.

CAC Speakers

E-mail or call us if you would like a CAC representative to speak to a local organization or group.

For Those Without Computer Access at Home

The local library has computers with internet access. Just go to the reference desk and you’ll be surfing the Web in no time.

www.citact.org
www.cacefindiana.org
staff@citact.org
CAC Calls for Moratorium on Coal-fired Power Plants!

Coal Losing Appeal
Coal-fired power plants are no longer favored by Wall Street or Main Street. Wall Street prefers to invest in energy efficiency and renewable energy over coal. In 2007 coal plants were cancelled in 14 states due to concerns with cost, public health and global warming.

Utilities Want Windfall Profits at the Expense of Consumers, the Environment, and Public Health
Utilities want your money to go where it benefits them the most. Energy Efficiency and Renewable Energy investments could save ratepayers hundreds of billions of dollars over the next 20 years. This is money that wouldn’t be going to utility companies, and that’s why utility companies want to stop aggressive investment in energy efficiency and in technologies like wind turbines.

Indiana utilities are guaranteed a “reasonable rate of return” for their investments. The average rate of return is around 11%, depending on the type of investment, the risk, etc. The point here is that the more money the utilities spend, the more money they earn. So coal is chosen because building new plants is so expensive, earning them a larger profit, regardless of the cheaper and cleaner alternatives (like efficiency and renewables).

Consumers Need Protection
Two bills have been passed by the Indiana General Assembly that should be repealed. They threaten ratepayers and the potential to create a robust energy efficiency and renewable energy market in Indiana. The utilities heavily influenced the provisions in these pieces of legislation. The power plants alluded to in these bills are not needed and Wall Street is very hesitant to finance them. Therefore, utilities expect ratepayers to foot the bill.

Senate Enrolled Act 29 (Indiana Code (IC) 8-1-8.8) allows utilities to force ratepayers to pay for a power plant while it is being constructed, before it is producing any electricity. Construction Work in Progress (CWIP) shifts the financial risk from utility companies onto the backs of ratepayers. It also reduces financial risk to Wall Street investors, thus making an otherwise risky and unnecessary investment extremely profitable for utilities and Wall Street investors.

House Enrolled Act 1722 (IC 8-1-8.9) forces gas ratepayers to finance a coal gasification plant that produces synthetic gas for sale to utilities. This legislation forces ratepayers into a 30-year contract between the owners of the gasification plant and Indiana gas utilities (with the exception of Citizens Gas) even if less expensive gas resources are available. HB 1722 also forces gas ratepayers to pay twice as much for service if the gasification plant stops working. Ratepayers would have to pay for the replacement gas in addition to the gas that would have come from the shut down gasification plant.
U.S. Citizens Have Spoken for a Major Change in Energy Policy

- 71% of Midwesterners support a Five Year Moratorium on coal plants.
  (Source: A National Opinion Survey Prepared by Opinion Research Corporation, October 18, 2007.)

- 88% of U.S. citizens support a New Industrial Revolution in which coal plants are phased out and renewables and energy efficiency are phased in.
  (Source: A National Opinion Survey Prepared by Opinion Research Corporation, October 18, 2007)

- 75% of CAC members support a Renewable Electricity Standard.
  (Source: 2007 CAC Membership Survey)

- 62% of CAC members support a slight increase in rates to pay for a comprehensive, statewide energy efficiency program.
  (Source: 2007 CAC Membership Survey)

A Call to Action for Indiana Ratepayers!
Hoosiers continue to struggle with increases in property taxes, increases in unemployment, increases in health care costs, skyrocketing gasoline prices, decreases in wages, and foreclosures on homes. It is unthinkable for Indiana ratepayers to shoulder the burden of higher utility rates solely for the profit of utilities when cleaner, cheaper alternatives exist.

New Industrial Revolution vs. Business-as-Usual (King Coal)

- Billions of dollars in savings
- Thousands of additional jobs
- Cleaner air and better health

- Billions of dollars in additional utility bills
- Crippled economy due to high utility rates
- Dirtier air and more lung disease

To Stop the Utility Business Plan, Indiana Ratepayers Must:

1. Call for the repeal of CWIP under the “Clean” Coal Technology statute in Indiana law.

2. Call for the repeal of ratepayer financed synthetic gas under the “Financing” Substitute Natural Gas statute in Indiana law.

3. Call for a Five Year Moratorium on the construction of new coal plants.

4. Call for a New Industrial Revolution that emphasizes public policies which support investments in renewable energy and energy efficiency.

Take Action!!

Call a meeting of like-minded neighbors to discuss these issues. CAC would love to attend if you call and invite us. Or, if you would like a CAC representative to speak to a group, please contact us. (Contact information on front.)

Write a letter to editor of your local newspaper! Call for the 2009 Indiana General Assembly to:

- Repeal CWIP and ratepayer financed synthetic gas put into law by the legislation mentioned;
- Initiate a Five Year Moratorium on new coal plants; and
- Support a statewide Renewable Electricity Standard and a comprehensive, statewide energy efficiency program.

Act today because purposely withholding jobs, cleaner air, and lower utility rates for immediate self-interest hurts us economically and defies all ethical standards.
Message/letter writing guidelines

- 1 topic
- Short 1 page
- Simple, courteous, to the point
- 1st sentence: purpose of message
- Give the bill number, if you know it
- Provide information to support your position
- Include personal info – how the problem the bill addresses affects you
- Ask for something – a vote, a response
- Thank the legislator – time, effort, support
- Include your name & address

Example #1

You are not looking out for the taxpayers of Indiana. The poor people don't pay any taxes. My business is run into the ground and I may just leave this state because of communist like you. You should be ashamed of yourself and I will stay around long enough to liquidate my failing businesses and to be sure to work very hard to let all business people (the ones who support this state) know that you are anti-business. When the businesses all leave, who will support the deadbeats then. Who will support you. Have you ever had a job where you actually had to perform and produce in order to get paid or have you, like the dishonorabe Dennis Tyler, always been on the public dole? Stop by my office before we close the doors and talk to my starving realtors for their opinion. They are taxpayers also. I am writing this email from my hospital bed. I just had back surgery that I will have to pay for on a long term payment plan because I can't get good insurance in this state. Who pays for your insurance???
Example #2

Dear Sen. Errington:

We are parents, homeowners and business owners who support public schools and are concerned about the potential impact of tax changes on our children's future. We experienced a 60 percent increase in our property tax bill, BUT we are loathe to support any proposal that reduces our tax bill at the expense of proper support for public schools. Also, as owners of a small business, we are concerned our business property tax bill, already high, will go through the roof under current proposals.

But our immediate concern that our children's school system, already struggling to provide quality with General Fund monies that aren't keeping up with the need, might suffer even more under some elements of the governor's original proposal.

In short, we are asking you to vote:

--YES to significant restructuring of Indiana's system of taxation with particular focus on property tax relief.

--YES to the shift from county budgets to state budget the cost of child welfare, probation and other social welfare programs.

--NO to the concept of the Circuit Breaker.

--YES to the state assuming full responsibility for K-12 Operating Budgets contingent upon -- THIS IS CRUCIAL -- sufficient assurances of full funding.

--YES to continuing to concentrate on cost reduction and efficiencies in school construction and public participation in the process, but

--NO to establishing a referendum requirement for construction of public buildings. (We already have elected school boards and remonstrance options that have worked in the past to curtail spending that a majority in a community who voted felt was excessive.)

Thanks for listening to our concerns.
April 12, 2008

Jennifer Shea  
Coalition of Student Advocates  
Ball State University  

Dear Jennifer and CSA participants,

Today’s inaugural letter writing campaign is a great idea. I congratulate on your efforts to encourage civic involvement. I regret that my schedule prohibits me from participating in this worthwhile endeavor. You are to be commended for your desire to increase interaction between the Ball State student body and their local, state, and federal officials. The communication and distillation of ideas among elected officials and their constituents is foundational to our system of government.

I certainly join Jennifer and the Coalition of Student Advocates in encouraging each of those present to heartily engage in discussion, debate, and composition of the thoughts that you desire to share with your representatives in government. I trust this will be a genuine learning experience in the democratic process for you and a communication tool for me and others that represent you.

Warmest Regards,

Π

Mike Pence  
Member of Congress

MRP/kas
PRODUCTS OF ENGAGEMENT

- Issue Group Letters
  - Human Rights
  - Student First Amendment Rights
  - Poverty
  - Diversity
  - Environment

- Newspaper Articles
  - “Students hope to mail 1,000 letters”
    - Ball State Daily News
    - April 11, 2008
  - “50 attend letter writing”
    - Ball State Daily News
    - April 14, 2008
Dear,

As a concerned citizen and/or Ball State student here in Muncie, Indiana, I feel it is my duty to address my distress regarding the current genocide going on in the Darfur region of Western Sudan. STAND: A Student Anti-Genocide Coalition BSU Chapter is a student organization at Ball State University and we applaud you on your current efforts on divestment legislation regarding Darfur, Sudan. However, we feel that the United States government must take a more aggressive role regarding diplomatic and economic strategies to bring about the end of the suffering caused by the government of Sudan. We feel that these ways should be put in motion by:

- Offering incentives to states and companies that divest from the Sudanese government.
- Diplomatically and economically pressure other countries into respecting the Declaration of Human Rights and supporting their application in Darfur.

As global citizens, we feel it is the responsibility of all individuals to stand for the rights of the abused, disenfranchised, and ignored victims of the genocide in Darfur. As a citizen, representatives of a free nation, we demand you to take a stand with us to resolve this conflict. Thank you for taking the time to recognize this letter and if you have any questions, please feel free to contact our organization and our chapter president.

Sincerely,

STANDBSU@hotmail.com
President, Alyce Householter (mahouseholte@bsu.edu)
Dear

As students of Ball State University, we are concerned with the First Amendment rights of college students. We have seen examples of censorship in everything from our art department to our college newspaper. We feel that as college students we are responsible enough decide when and how to express our opinions, and that they should not be subject to censorship by administrators or anyone else.

In 2005, the 7th U.S. Circuit Court of Appeals decided in *Hosty v. Carter* that the Supreme Court's 1988 Hazelwood decision limiting high school student free expression rights could extend to college and university campuses. If this decision is left in place, if a law protecting collegiate students’ First Amendment rights is not enacted, then the future of free expression is at stake.

At the college level, we are learning the skills needed to be active, involved citizens in this society. We are the next generation of journalists, artists, educators, politicians, activists, businessmen and leaders who will be protecting the democratic process. Because of this, college students must be in an environment that is free from infringement of these rights, or they will not know why and how to fight for them when they are taken away.

Legislators in Oregon (H.B. 3279) and Illinois (S.B. 0729) recently passed similar student free expression laws in their states. Please join them, and us, in supporting efforts to end administrative censorship at public universities. Please introduce a bill into the legislature next session in support of a student free expression in Indiana. Then vote YES for college students learning, accepting and freely using their First Amendment rights as any adult should be able to do.

Thank you for your time and consideration on this matter.

Sincerely,
April 12, 2008

Dear

As Indiana citizens, we commend you for your involvement with the Children’s Health Insurance Program (CHIP), but the program needs to go further. Recently, Indiana introduced a plan to make health insurance more affordable for everyone else through the HIP program, but this plan would only benefit a select few who would make frequent use of health services. One of your constituents, a Ball State student, was booted off her parents’ health insurance two years ago. She has since developed chronic neck and shoulder problems that at times immobilize her. Because she does not have insurance, she has to go to urgent care clinics for relief, and these cost about $300 per visit. She looked into HIP, and the deductible was $1500, which was more than she would spend on medical bills in a year. Even with Indiana’s affordable health care plan, she would end up paying her medical bills out of pocket on top of making the monthly payment for coverage.

Indiana residents need something more attainable to address their health insurance concerns. Legislators must take a more realistic approach when drafting and voting on health insurance bills. As college students, we recognize our positions of privilege and the opportunities we will have in our future, so we cannot help but imagine the plight of those who will not have access to similar employment options. Obtaining health insurance is an even greater challenge for people who do not have the education to work the white collar jobs that offer health insurance benefits. It is immoral to step back and deny these people the right to accessible health care, for they are just as deserving of health and happiness.

Thank you for your time.
April 12, 2008

Dear

We are Ball State University student advocates working for better conditions in the state of Indiana. Please allow us to draw your attention to Senate Bill 345, previously 335, which addresses the employment of illegal immigrants in Indiana. We do not support this bill for multiple reasons and are asking for your assistance in defeating this Bill in the future.

Our immediate concerns regarding this bill are as follows:

- This bill leads to racial profiling of individuals. The bill relies on citizen reporting of undocumented workers and generates an atmosphere of fear and discrimination in our society.
  - This may also lead to the prevention of documented workers getting jobs if they “appear” to an employer to be undocumented workers through profiling.
- Elimination of small-businesses may occur due to loss of workers for jobs, as well as, the 10 day penalty suspending the business license of businesses that are caught hiring undocumented workers after a first infraction.
- This could lead to an increase in brain-drain in Indiana, especially if the business climate is distressed by lack of workers following the implementation of this bill. As up and coming business owners and employees, our concern lies with supporting a state and environment which is discriminatory and insufficient in supporting our economic needs. This bill supports a loss of jobs and diversity for a state already in dire need of economic and cultural stimulation.
- There will likely be a loss of $200,000,000 in tax dollars from the loss of these workers, and $4.8 billion in purchasing power they command in the state.
- Within the surrounding region similar bills have not been enacted.

We would like a temporary work permit for undocumented workers that would allow amelioration of this situation. The benefits of this would be:

- Homeland security – would heighten security within our borders to have some type of alternative policy that allows documentation without penalty.
- Allows willing workers to work with willing employees which minimizes exploitation and discrimination
- Provide incentives for non-citizen workers to return to their home country.

As the return of Bill 345 looms, we support you voting NO.

We appreciate your consideration of this issue, as well as your time.

Sincerely,
Dear

As students committed to solving the climate crisis, we urge you to support Senate Bill 309, the Global Warming Pollution Reduction Act. In Indiana, not only are temperatures increasing, but also our precipitation patterns are changing. A large portion of our state economy depends on our agriculture; as these patterns change, soils are drier during growing seasons and we are experiencing flooding at other times.

While the Lieberman-Warner Climate Security Act is a great first step, it only calls for a 62 to 66% reduction in carbon emissions by 2050. We feel that the Senate Bill 309 is the next necessary step, as it calls for an 83% reduction in emissions by 2050. Most scientists agree that without an 83% reduction in emissions, we will reach a tipping point where we will no longer be able to prevent catastrophic consequences.

We thank you for taking the time to read our letter and consider our concerns. We encourage you to support the Senate Bill 309 and any changes necessary to improve the effectiveness of the bill. We look forward to your reply on this issue.

Sincerely,

On behalf of the Coalition of Student Advocates

Ball State University

2000 W University, Muncie, IN 47306
50 attend letter writing

Students express top concerns with public policies to Congress

By: Joe Cermak

Posted: 4/14/08

David Hentz, freshman graphic arts management major, said he wished more students would get involved in the community and become advocates.

"More people, more voice, more change," he said.

Students had a chance to advocate public policy issues Saturday when 50 students wrote 250 letters to government officials.

Senior women's studies major Betsy Mills said she and two Honors College seniors chose to organize an event that promoted advocacy.

All three of the students are involved in the community and thought a letter writing event was a good idea, she said.

Students don't have many chances on campus to voice their opinions, Mills said.

The letter-writing event addressed issues such as poverty, students' rights, human rights, diversity and the environment.

Senior communication studies major Jenny Shea said they created a group called Coalition of Student Advocates as a way to bring different student organization together and advertise for the letter-writing event.

Shea said it was important to bring people together who cared about different issues and committed to social change.

Mills said the different members in the group focused on different aspects of planning the event, such as advertising the event, having speakers come to the event and administrative aspects.

"We just picked our strengths and [went] to town on those," she said.

When Sen. Barack Obama's visit was announced earlier in the week, senior legal studies major Amber Michel was disappointed.
Sen. Obama's visit was scheduled at the same time her honors thesis project was scheduled, a letter-writing event meant to increase student advocacy that was planned for more than a year.

"Honestly, I was speechless," Michel said. "I was really didn't know how to fix it."

Michel said they solved that problem by rescheduling the event for later in the day.

As the event started, State Senator Sue Errington spoke at the event and said letter writing was the best way to create change.

Sen. Errington still writes to other representatives in Congress on issues she believes in, she said.

"A lot of the so-called special interests are you," Errington said. "Everybody's got a special interest."

Shea said Sen. Errington was easy to work with and jumped at the chance to speak at the event.

Hentz heard about the event when Mills spoke to members of Residence Hall Association, he said.

Hentz was with a group that wrote about human rights, he said. His group wrote to the federal government to stop the war in Sudan, he said.

His experience working with other students on writing the letter was good because the students were interested and willing to compromise, he said.

"I just wish as an individual I could do more," he said. "But since I can't, I chose to group with other students to make the change that's necessary."

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Students hope to mail 1,000 letters

Club's activity will address political, social issues during Saturday event

By: Staff Reports

Posted: 4/11/08

In an effort to increase political activeness on campus, three Ball State University students have organized a letter-writing campaign event for Saturday.

Student organizer Betsy Mills said the event, which will be at 1 p.m. in the Art Museum, will focus on five issues: student rights, diversity, poverty, the environment and human rights.

The event's time was bumped until later than originally scheduled because of Barack Obama's visit, she said.

Mills said she hopes Obama's visit will excite students about politics and social issues so they are motivated to attend the letter-writing campaign.

Student organizer Jennifer Shea said the event will feature speeches from Sen. Sue Errington and political activist Dave Menzer from Citizens' Action Coalition.

Representative Mike Pence was scheduled to appear at the event, Mills said, but he had to back out because of the schedule change.

Students will break into groups based on which issue is the most interesting to them, Mills said.

The groups will have discussions about their chosen topics, she said, and they will then write letters based on the information from the discussions. The letters will then be sent to local, state and federal politicians, she said.

"We want students to be politically active, and we want them to know that their opinions and voices matter," Mills said.

Shea said she, Mills and student organizer Amber Michel are hoping to mail at least 1,000 letters.

Mills said the campaign was the result of work done by the club Coalition of Student Advocates, which the three student organizers formed as part of a senior thesis project.
She said the group got the idea for the letter-writing campaign after Michel did an internship at the Indiana State House. She saw politicians read many letters from the public and base their policy votes on those letters, Mills said.

She said she hopes at least 100 students attend the event, and the first 100 to register online will receive free lunch. Student Government Association is sponsoring the event and paying for the food, Mills said.

Shea said in order for students to receive the free lunch, they must preregister online. She said she wants to encourage students who are not registered to attend so that social activism can increase on campus.

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ADDITIONAL INFORMATION

- "Civic Engagement Among Non-College Attending 18 – 25 Year Olds"
  - A study done by CIRCLE: The Center for Information & Research on Civic Learning & Engagement
  - Provides more information about the civic engagement of America’s youth

- "2006 Service Statistics"
  - Highlights and Trends of Campus Compact’s Annual Membership Survey

- "Census Data Shows Youth Voter Turnout Surged More Than Any Other Age Group"
  - A study done by CIRCLE: The Center for Information & Research on Civic Learning & Engagement
Civic Engagement
Among Non-College Attending 18-25 Year Olds

By Mark Hugo Lopez and Jason P. Kolaczkowski
February 2003

In 2000, there were an estimated 13.1 million 18-25 year old Americans who had no college experience. This constituted roughly 49 percent of the estimated total of 26.9 million 18-25 year olds in America. Those without a college education are diverse, but more likely to be male and Hispanic than the college attending population. Specifically, from 2000 data, we estimate that 46.5 percent of non-college attending youth are female, 58.2 percent are non-Hispanic white, 21.9 percent are Hispanic, and 15.9 percent are African-American. Additionally, we estimate 19.2 percent are legally married. This population of young people is less likely to vote, be registered to vote, volunteer, or feel they can make a difference in their communities than their college attending counterparts.

Table 1 – Educational Attainment Among 18-25 Year Old Citizens

<table>
<thead>
<tr>
<th></th>
<th>All 18-25s</th>
<th>Age Group</th>
<th>All Adults 26 and older</th>
</tr>
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<tbody>
<tr>
<td>1972</td>
<td></td>
<td>18-19</td>
<td>20-21</td>
</tr>
<tr>
<td>Less Than HS</td>
<td>18.6%</td>
<td>24.7%</td>
<td>16.2%</td>
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<td>HS Diploma</td>
<td>35.6%</td>
<td>33.9%</td>
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<td>Some College</td>
<td>36.3%</td>
<td>41.3%</td>
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<td>BA or greater</td>
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</table>

<table>
<thead>
<tr>
<th>2000</th>
<th></th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25</th>
<th>26 and older</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than HS</td>
<td>16.0%</td>
<td>31.3%</td>
<td>12.6%</td>
<td>9.2%</td>
<td>8.1%</td>
<td>14.0%</td>
</tr>
<tr>
<td>HS Diploma</td>
<td>33.1%</td>
<td>37.1%</td>
<td>31.8%</td>
<td>31.9%</td>
<td>30.0%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Some College</td>
<td>40.7%</td>
<td>31.5%</td>
<td>54.5%</td>
<td>39.7%</td>
<td>35.0%</td>
<td>26.2%</td>
</tr>
<tr>
<td>BA or greater</td>
<td>10.3%</td>
<td>0.1%</td>
<td>1.1%</td>
<td>19.2%</td>
<td>26.9%</td>
<td>25.2%</td>
</tr>
</tbody>
</table>


Educational attainment in the U.S. has been rising over the past 30 years among young people. Specifically, more young people have some college experience today than in 1972, though college attendance is not evenly distributed across all racial/ethnic groups. Table 1 above shows educational attainment in 1972 and in 2000 for various components of the youth population ages 18-25. Concentrating on 25 year olds, in 1972 17.1 percent of 25 year olds had less than a high school diploma, and 39.4 percent had...
completed high school, but had never attended college. By 2000, 8.1 percent of young people had less than a high school diploma, and 30 percent had completed a high school diploma, but had never attended college. Furthermore, by 2000, 26.9 percent of 25 year olds had a bachelor's degree, an increase of 7.4 percentage points over 1972. However, even with a rising level of educational attainment, a sizeable number of young people do not attend college.

Throughout this fact sheet, two groups of young people are compared: "college attending" and "non-college attending" young people. Non-college attending young people have completed a high school education or less than a high school education, but have not enrolled in any college courses, including technical/vocational programs, associates degree programs, or four year college programs. The college attending sample of young people is composed of students who have some exposure to college, and may also be currently enrolled. One should be cautious in interpreting the results presented here, as it is likely that some non-college attending 18-25 year olds may be contemplating attending college, and may enter college after the age of 25. People often acquire education somewhat later in life, as shown by the following fact: in 2000, within the population of 18-19 year olds, 31.3 percent reported no high school diploma, but among 25 year olds, only 8.1 percent reported no high school diploma.

**Voter Turnout**

As reported in our fact sheet: "Youth Voter Turnout has Declined by Any Measure," voter turnout, for young people ages 18-25 has declined steadily since 1972. Non-college attending young Americans have consistently voted at levels below college attending youth in both Presidential and midterm election years, though the decline in voter turnout among college attending young people has been sharper than for non-college attending young people since 1972.

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**Graph 1: 18-25 Year Old Voter Turnout, College Attending vs. Non-College Attending Citizens, Presidential Years**

**Graph 2: 18-25 Year Old Voter Turnout, College Attending vs. Non-College Attending Citizens, Midterm Election Years**

Views on Voting

Graph 3: College Non-Attending 18-25 Year Olds are Less Likely to View Voting as Important

In a recent survey of 1,500 15-25 year olds commissioned by CIRCLE in collaboration with the Council for Excellence in Government’s Center of Democracy and Citizenship, and the Partnership for Trust in Government, college attending youth are more likely to view voting as important than those youth with no college experience. However, over three fourths of youth without college experience still view voting as important.

Seventy-one percent of non-college attending youth are likely to view voting as either a right or a choice while only 30 percent are likely to view voting as a responsibility or a duty. Among college attending youth, in contrast, 40 percent are likely to view voting as a responsibility or a duty.6

Graph 4: College Non-Attending 18-25 Year Olds are Less Likely to View Voting as a Responsibility or Duty

Young people overwhelmingly agree that "My vote counts as much as anyone else’s" irrespective of educational attainment.

### Efficacy and Exposure

18-25 year olds with no college experience are significantly less likely to feel they can make a difference in their communities than their college-attending counterparts.
Voter Registration

Since 1972, Voter Registration rates have remained relatively flat for both college attending and non-college attending 18-25 year olds in midterm election years. In Presidential election years, only the college attending 18-25 year olds have dropped off significantly in registration rates, from 82 percent in 1972 to 73 percent in 2000.
Among registered citizens, voter turnout has declined steadily since 1972 for both college attending and non-college attending youth. However, the difference in turnout rates among registered citizens between college attending and non-college attending youth is smaller than presented in Graphs 1 and 2, with the rate of decline consistent for both college attending and non-college attending 18-25 year olds.

Graph 10: Voter Turnout Among Registered College Attending and College Non-Attending 18-25 Year Olds, Presidential Years

Graph 11: Voter Turnout Among Registered College Attending and College Non-Attending 18-25 Year Olds, Midterm Election Years


Trust in Government

Graph 12: Trust in Government Among College Attending and Non-Attending 18-25 Year Olds

College attending 18-25 year olds are somewhat more likely to trust government than college non-attending 18-25 year olds.

Volunteering

Graph 13: Percentage of College Attending and Non-Attending 18-25 Year Olds Who Never Volunteer

Non-college attending 18-25 year olds are much more likely never to have volunteered than their college attending counterparts.

However, there is little difference in the likelihood that a college attending or non-college attending young person has donated to a church or community organization.

Graph 14: Percentage of College Attending and Non-Attending 18-25 Year Olds Who Have Donated to a Church or Community Organization

Attitudes Towards Civic Education

**Graph 15:** Percentage of College Attending and Non-Attending 18-25 Year Olds Who Favor or Oppose Community Service Requirements for HS Graduation

College attending 18-25 year olds are more likely to support a community service requirement than their non-college counterparts.

Similarly, college attending 18-25 year olds are significantly more likely to support civics or government class requirements in high schools than non-college attending 18-25 year olds.

**Graph 16:** Percentage of College Attending and Non-Attending 18-25 Year Olds Who Favor or Oppose Civics Or Government Course Requirements for HS Graduation

However, college attending and non-college attending 18-25 year olds hold similar views on earning money for college in exchange for community service.

While both college attending and non-college attending 18-25 year olds support requiring a civics or government course in middle school, college attending youth show stronger support for middle school civics or government courses than their non-college attending counterparts.
Views on Government and Politics

Graph 19: Government Addresses the Needs of Young People, Responses of College Attending and Non-Attending 18-25 Year Olds

Both non-college attending 18-25 year olds and college attending 18-25 year olds believe that the government is addressing the needs of young people.

However, non-college attending 18-25 year olds are not as likely as college attending 18-25 year olds to believe that politics and elections address the needs of young people.
Similarly, non-college attending 18-25 year olds are not as likely as college attending 18-25 year olds to believe that political leaders pay attention to the concerns of people like themselves.

Notes

1 Research Director and Research Assistant respectively, Center for Information and Research on Civic Learning and Engagement, University of Maryland School of Public Affairs. We thank Peter Levine, William Galston, Deborah Both, Carrie Donovan and Emily Kirby for comments on previous drafts of this fact sheet. All errors in fact or interpretation are our own.

2 These figures are estimates of the number of non-institutionalized young people in the U.S. Estimates are based on the 2000 November supplement of the Current Population Survey.

3 According to Norman Nie, Jane Junn, and Kenneth Stehlik-Barry in Education and Democratic Citizenship in America (Chicago 1996), the relationship between political participation and educational attainment is "the best documented finding in American political behavior research.

4 See the CIRCLE fact sheet, "Youth Demographics" by Mark Hugo Lopez, October 2002 for more information on the trend in educational attainment among different ethnic/racial groups.

5 Data for Voter Turnout rates and Registration rates are taken from the 1972 to 2000 November Supplements of the Current Population Surveys. Each survey is completed within two weeks of the November elections, and interviews over 50,000 non-institutionalized individuals. Calculation of the voter turnout rate by the CIRCLE method excludes survey participants who did not answer the voting question or the registration question. Inclusion of "no answers" would result in a lower turnout rate than that reported here. For this fact sheet, voter turnout and voter registration rates are calculated for U.S. citizens only.

6 Percentages add up to more than 100% as respondents could answer they viewed voting as all of the categories.
Campus Compact's 2006 member survey once again reveals a strong commitment to service and civic engagement among college and university presidents, faculty, students, and service staff. Results confirm a long-term trend toward increasing support for higher education's role in educating citizens and building strong communities.
Student Service

Students at Campus Compact’s 1,000+ member colleges and universities contributed an estimated $7.1 billion in service to their communities during the 2005–2006 academic year. Nearly a third of students participated in volunteer and service-learning work coordinated by campuses, performing an average of 5.6 hours of work each week, for a total of 377 million hours of service. It is important to note that these figures represent only work organized or supported by member colleges and universities; it does not capture other student volunteer work.

The most common service programs on member campuses focused on tutoring and mentoring, a reflection of the high number of member institutions that have partnerships with local K-12 schools and other youth-serving organizations. Other commonly addressed issues included poverty, reading/writing, housing/homelessness, hunger, the environment, and health care.

![TOP 10 ISSUES ADDRESSED BY STUDENT SERVICE](image)

1. Value of volunteer time calculated by the Independent Sector, based on the average hourly earnings of non-agricultural workers as determined by the U.S. Bureau of Labor Statistics (see [www.independentsector.org/programs/research/volunteer_time.html](http://www.independentsector.org/programs/research/volunteer_time.html)).
**Five-Year Trends**

Even as the pool of Campus Compact member campuses increases, which might be expected to dilute the level of service seen per campus, the average level of activity in most areas continues to rise. The trend on campuses nationally is toward greater support for both campus-based service and service-learning (in which service is incorporated into the curriculum).

<table>
<thead>
<tr>
<th>KEY MEASURES OF CAMPUS ENGAGEMENT, 2001-2006</th>
<th>2001</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average proportion of students engaged in service</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Percentage of campuses that reward faculty for service in tenure and review</td>
<td>16%</td>
<td>34%</td>
</tr>
<tr>
<td>Percentage of campuses that offer service-learning courses</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>Average number of service-learning courses offered per campus</td>
<td>27</td>
<td>35</td>
</tr>
</tbody>
</table>

**Institutional Commitment**

For the first time, this year’s survey asked members about student outcomes that are addressed in their institutions’ strategic plans. Nearly all member schools cite at least one student outcome that relates to students’ development as contributors to society. Service to the community was the most commonly cited outcome, included in the strategic plan at 90% of member institutions. A majority of schools also emphasize student leadership development, student civic engagement, education for global citizenship, and student civic learning.

**317 million**

Total number of hours students at Campus Compact member schools spent on service during the 2005–2006 academic year.
Other Highlights

Other highlights of the 2006 survey demonstrate a strong commitment to service and civic engagement across institutional types:

- Faith-based campuses reported the highest levels of student service, with 49% of students participating in service and civic engagement activities. Liberal arts schools had the next highest rate at 45%.

- Although community college students served at below the average rate—not surprising given the large number of such students with work and/or family obligations—those who performed service invested above the average amount of time per week (6.5 hours, compared with 5.6 hours across all campuses).

- Minority-serving institutions offer the greatest number of service-learning courses of any institutional type, with an average of 64 courses per campus.

- Among all members, 85% have at least one staff person and 80% have an office or center dedicated to coordinating service, service-learning, and/or civic engagement activities on campus. Research universities were the most likely to have an office (88%), while minority-serving institutions were most likely to have a dedicated staff person (95%).

- One-third of member institutions reported having more than one office coordinating service, service-learning, and/or civic engagement activities and programs; of those, 40% have more than two offices.
Service Coordination

As a service to member community service and service-learning professionals, Campus Compact tracks structures and support for the work of these professionals across member campuses.

In 2006, 75% of community service/service-learning directors reported having an advanced degree; 25% of these have a Ph.D. or equivalent. By far the majority (84%) earn between $25,000 and $60,000 a year. Lower salaries may reflect part-time work.

![Highest Level of Education Attained by Service Director](chart1)

![Total Annual Salary of Service Director](chart2)

The total annual budget for each service office varies widely. Although the largest single category is offices with budgets of less than $20,000 a year, these offices make up less than half of the total, at 42%. The other 58% of offices have higher budgets, ranging from $20,000 to more than $250,000. As noted earlier, many campuses have more than one service office, so figures here may not reflect total spending per campus.

![Total Annual Budget of Service Office](chart3)
Service by State

The following chart offers a breakdown of the value of student service by state. The breakdown includes only those states from which the survey received enough responses to warrant a separate analysis. All numbers reflect the value of service conducted during the 2005–2006 academic year through activities coordinated and reported by Campus Compact member colleges and universities.

<table>
<thead>
<tr>
<th>STATE</th>
<th># OF MEMBER CAMPUSES</th>
<th># OF STUDENTS</th>
<th>% ENGAGED IN SERVICE</th>
<th>AVE. HOURS PER STUDENT</th>
<th>TOTAL HOURS OF STUDENT SERVICE</th>
<th>TOTAL $ VALUE OF SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>55</td>
<td>599,570</td>
<td>30%</td>
<td>268.6</td>
<td>47,773,711</td>
<td>896,712,556</td>
</tr>
<tr>
<td>Hawaii/Pacific Islands</td>
<td>17</td>
<td>62,038</td>
<td>20%</td>
<td>208.0</td>
<td>2,580,790</td>
<td>48,441,436</td>
</tr>
<tr>
<td>Indiana</td>
<td>45</td>
<td>304,813</td>
<td>45%</td>
<td>124.8</td>
<td>17,118,322</td>
<td>321,310,899</td>
</tr>
<tr>
<td>Iowa</td>
<td>18</td>
<td>51,395</td>
<td>44%</td>
<td>131.2</td>
<td>2,964,633</td>
<td>55,646,161</td>
</tr>
<tr>
<td>Kansas</td>
<td>14</td>
<td>126,446</td>
<td>17%</td>
<td>252.8</td>
<td>5,434,143</td>
<td>101,998,870</td>
</tr>
<tr>
<td>Louisiana</td>
<td>31</td>
<td>194,618</td>
<td>22%</td>
<td>115.2</td>
<td>4,932,399</td>
<td>92,981,122</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>65</td>
<td>240,243</td>
<td>28%</td>
<td>227.2</td>
<td>15,283,284</td>
<td>286,867,237</td>
</tr>
<tr>
<td>Michigan</td>
<td>36</td>
<td>337,001</td>
<td>32%</td>
<td>224.0</td>
<td>24,156,256</td>
<td>453,412,917</td>
</tr>
<tr>
<td>Minnesota</td>
<td>48</td>
<td>288,988</td>
<td>30%</td>
<td>188.8</td>
<td>16,368,301</td>
<td>307,233,008</td>
</tr>
<tr>
<td>Montana</td>
<td>14</td>
<td>63,493</td>
<td>12%</td>
<td>128.0</td>
<td>975,249</td>
<td>18,309,431</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>21</td>
<td>58,744</td>
<td>27%</td>
<td>118.4</td>
<td>1,877,928</td>
<td>35,248,712</td>
</tr>
<tr>
<td>New York</td>
<td>65</td>
<td>455,473</td>
<td>35%</td>
<td>195.2</td>
<td>31,117,929</td>
<td>584,083,528</td>
</tr>
<tr>
<td>North Carolina</td>
<td>26</td>
<td>159,180</td>
<td>44%</td>
<td>198.4</td>
<td>13,895,770</td>
<td>260,823,597</td>
</tr>
<tr>
<td>Ohio</td>
<td>46</td>
<td>249,097</td>
<td>36%</td>
<td>115.2</td>
<td>10,330,559</td>
<td>193,904,584</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>33</td>
<td>121,758</td>
<td>19%</td>
<td>83.2</td>
<td>1,924,752</td>
<td>36,127,602</td>
</tr>
<tr>
<td>Oregon</td>
<td>19</td>
<td>96,709</td>
<td>35%</td>
<td>78.6</td>
<td>2,599,531</td>
<td>48,793,192</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>66</td>
<td>311,813</td>
<td>48%</td>
<td>112.0</td>
<td>16,763,085</td>
<td>314,643,102</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>11</td>
<td>60,110</td>
<td>26%</td>
<td>80.0</td>
<td>1,250,278</td>
<td>23,467,711</td>
</tr>
<tr>
<td>Texas</td>
<td>41</td>
<td>354,479</td>
<td>23%</td>
<td>172.0</td>
<td>14,088,404</td>
<td>264,493,344</td>
</tr>
<tr>
<td>Utah</td>
<td>13</td>
<td>126,322</td>
<td>32%</td>
<td>233.0</td>
<td>9,442,836</td>
<td>177,242,027</td>
</tr>
<tr>
<td>Washington</td>
<td>30</td>
<td>215,627</td>
<td>25%</td>
<td>217.6</td>
<td>11,730,102</td>
<td>220,174,015</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>36</td>
<td>192,778</td>
<td>31%</td>
<td>278.4</td>
<td>6,637,502</td>
<td>312,285,91</td>
</tr>
<tr>
<td>National</td>
<td>1,045</td>
<td>6,566,780</td>
<td>32%</td>
<td>179.2</td>
<td>376,565,432</td>
<td>7,068,133,165</td>
</tr>
</tbody>
</table>

Note: These calculations reflect the Independent Sector's value of volunteer time of $18.77 per hour. The number of students is based on average full-time equivalent enrollment at member campuses in each state. Hours shown are based on a 32-week school year. State numbers do not add up to national numbers because some states are not included in the breakdown.
About This Survey

Campus Compact has conducted an annual membership survey since 1987. Its purpose is to assess the current state of campus-based community engagement and to identify emerging trends.

This year's statistics are from a survey of Campus Compact member campuses for activities during the 2005–2006 academic year. Data was gathered through an online survey during October through December 2006. Of the 1,045 members that were active as of October 2006, a total of 580 responded, yielding a response rate of 55.3%.

Visit http://www.compact.org/about/statistics to view the full report and past years' surveys.

About Campus Compact

Campus Compact is a national coalition of more than 1,000 college and university presidents—representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Through our national office and network of 31 state offices, member institutions receive the training, resources, and advocacy they need to build strong surrounding communities and teach students the skills and values of democracy.

Campus Compact comprises a national office based in Providence, RI, and state offices in CA, CO, CT, FL, HI, IA, IL, IN, KS, KY, LA, MA, ME, MI, MN, MO, MT, NH, NC, NY, OH, OK, OR, PA, RI, TX, UT, VT, WA, WI, and WV.
Census Data Shows Youth Voter Turnout Surged More Than Any Other Age Group

The increase in turnout by the youngest voters, age 18-24, was higher than any other age group, making it a significant and disproportionate factor in the overall jump in the number of Americans going to the polls last fall, according to the Center for Information and Research on Civic Learning and Engagement (CIRCLE). New Census Bureau data released today, shows that the voter turnout rate among voters under age 25 jumped 11 points, from 36 to 47 percent, from 2000 to 2004. The overall voter turnout rate grew by about four points, from 60 to 64 percent.

<table>
<thead>
<tr>
<th>Year</th>
<th>2000</th>
<th>2004</th>
<th>Percentage Point Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-24</td>
<td>36%</td>
<td>47%</td>
<td>+11 % points</td>
</tr>
<tr>
<td>25-34</td>
<td>51%</td>
<td>56%</td>
<td>+5 % points</td>
</tr>
<tr>
<td>35-44</td>
<td>60%</td>
<td>64%</td>
<td>+4 % points</td>
</tr>
<tr>
<td>45-54</td>
<td>66%</td>
<td>69%</td>
<td>+3 % points</td>
</tr>
<tr>
<td>55-64</td>
<td>70%</td>
<td>73%</td>
<td>+3 % points</td>
</tr>
<tr>
<td>65-74</td>
<td>72%</td>
<td>73%</td>
<td>+1 % points</td>
</tr>
<tr>
<td>75+</td>
<td>67%</td>
<td>69%</td>
<td>+2 % points</td>
</tr>
<tr>
<td>All Ages</td>
<td>60%</td>
<td>64%</td>
<td>+4 % points</td>
</tr>
</tbody>
</table>

The Census data confirms CIRCLE’s early estimates of youth turnout that were based upon the National Election Pool’s aggregated state exit poll data, and which also put the turnout of 18-24 year olds at 47%.

###

Funded by The Pew Charitable Trusts and Carnegie Corporation of New York, and housed at the University of Maryland’s School of Public Policy, CIRCLE (www.civicyouth.org) is a premier source of impartial, nonpartisan, and comprehensive data, research, and analysis on the civic engagement of young people.