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RPQ 1

What is Democracy Matters and its methods, goals, and indicators of assessment in its efforts to strengthen democracy in the US?

Overview of election context:

Elections in the United States, both federal and state with few exceptions, are dominated by a very small percentage of citizens and companies. This is because the existing system of elections are highly influenced and won, 97% of the time, by the candidate who raises the most money. Democracy has always been questionable since the founding of this country, and since then, marginalized groups have had always to fight tooth and nail for every right afforded to them by law and the constitution. This is the next phase in that fight for over 99% of people in this country; because if elections are bought out by special interests, democracy cannot be realized.

Democracy Matters:

Democracy Matters is a national, non-profit organization aimed to advocate for something called Fair or Clean elections. This is a public financing system of elections, which uses public funds for the elections of representatives, both state and federal, under the economic assumption that elections should be considered a “public good”. A public good is an economics term that can be likened to the

maintenance of roads, social security, and maintaining a standing military, for the good of the people, the good of the whole. The public good is the crux of Democracy Matters' national advocacy campaign, aimed at getting private money out of the election system. Democracy Matters' advocacy is based in the ideals of a true representative democracy, some may call that a republic, but nevertheless, where the PEOPLE dictate who represents them, not the monied interests of an extreme few.

Goals:

There are two overarching goals of Democracy Matters. First, full public financing of elections reform for both federal and state elections. Second, training the next generation of political activists (college students) to be leaders dedicated to a truer, deeper democracy in this country. The most important part about our advocacy with college students is that historically, uprisings and movements are sparked in the hearts and minds of young people who see their futures in the balance. This is why we reach out to college students specifically, because we can see that their work as activists on their respective campuses has the potential to spark this kind of mass political and social change. Also, there are no other civic or activist organizations who are doing this kind of outreach, on this scale, and within this particular subject matter. Although they agree that it is of great importance to work with college students, they find that it is too difficult with the changing and inconsistent nature of a college campus. With students flowing in and out over time, over the course of 4 years, sustainability of a movement can wax and wane depending on the students themselves.

Under the umbrella of the first goal, full public financing of elections, Democracy Matters seeks grand social change, changing anti-democratic policies and laws across the nation. The process of advocating for public financing of elections is one that would change the face of the United States as we know it, and has in the past, yet has faced the challenge of regression and keeping up with how much it

“costs” to run a campaign. Social change is a long-term process and the fact that DM started over thirteen years ago attests to the sustained efforts that go into creating such social change. Examples of micro and macro efforts along the way include interns’ student government associations reverting to a student-financed system of elections (Brown University, Rhode Island) to state-wide successful campaigns to enact public financing for their representatives (Maine, Connecticut, Arizona, North Carolina judicial elections, ETC), to implementation of a national public financing campaign. A new bill was just introduced this year (there have been many like it in the past) called Government is for the People Act. Democracy Matters is an organization co-sponsor of this bill and our students advocate on their campuses about this bill and other pro-democracy reforms, garnering support of their campuses through grassroots organizing and political action events.

Within the arena of training student activists, we work to connect the issues that students care about to the main, overarching goal of public financing of elections. Pro-democratic reforms are in essence related to all social and economic issues that we face as a nation. Privately funded elections is at the heart of why policies on all sides of the political spectrum are not being addressed in state and federal legislation. Elected officials on both sides are scrambling, 75% of their time in office, on fundraising. Where does this leave their constituencies? Voiceless. Connecting this problem with students’ lives is the most important aspect of Democracy MAtters’ training initiative. If a student can see how their lives are connected to the problem of money in politics, they can then spread that awareness to their schools through grassroots organizing efforts (which we train them to perform).

Methodology:

The nature of Democracy Matters’ goals enable us to be very flexible with our tactics in policy advocacy. By hiring interns on college campuses and training them to become advocates for

campaign finance reform, we are reaching a broad audience of students across the nation. Each campus is unique; independent campus context and students' advocacy work must reflect the needs of the particular student as well as the culture of that particular campus. There is a three-phase program for Democracy Matters interns. They must organize and educate a core group of students at their college or university, develop and execute a series of campaigns designed to raise awareness on campus highlighting inequality in the context of election finance, and (if possible) connect with local, community organizations to spread this education beyond the borders of their campus.

Democracy Matters' methods for advocacy are wide-ranging, and they fall under a few categories. First, education on campaign finance issues and history associated with federal and state elections. We provide the history of election finance in the United States and depending on the state, the local election history for that area. This is done by providing an online training module that addresses the history of campaign finance reform. Simultaneously, students receive personal mentoring from a Democracy Matters "staff link". This is their supervisor with whom they converse weekly, receiving verbal training and students provide updates about current happenings on campus and the Staff link shares updates about national news and provides them with resources such as existing activist networks, latest news updates in their states, facts about campaign spending from online websites such as www.opensecrets.org and www.followthemoney.org.

Next, the interns then create and organize a campus chapter of Democracy Matters on their campus. They do this by following the requirements of their schools' guidelines for creating an official organization. This can be fairly easy or difficult, depending on the amount of restrictions or "red-tape" the student has to go through to complete the official process for becoming an official organization. At this point, when the student achieves official recognition as a Democracy Matters chapter, they are then

required to organize at least four campaigns highlighting the issue of money in politics. The action campaigns are varied and can be anything from hosting a panel discussion connecting campaign finance reform to social and economic issues students care about, to organizing lobby visits to their elected officials advocating for campaign finance reform. For example, since the new Government is for People act has been introduced, many campuses are petitioning their students, then traveling to their capital to push their Congressional representatives to co-sponsor the bill.

The students are trained in grassroots organizing tactics such as power-mapping and resource inventories of their campuses and communities, analyzing and how to build an effective campaign, how to successfully run a chapter of Democracy Matters, how to make classroom announcements, how to have an effective lobby visit, ETC (see attached examples of these worksheets/training tools. Exhibit A). The staff link provides this information as well as sample letters to elected officials, sample constitutions for the creation of the group, sample op-ed/letters to the editor so that the student can grasp the idea of what this sort of outreach looks like, yet they are also encouraged (and often do so) to create their own versions of these to then share with the national group of Democracy Matters interns (who are all connected via Facebook.)

The cohesion of the national cohort of students depends on Facebook as the tool for connection. With the creation and maintenance of the DM Campus Coordinators Group on Facebook, students from across the country who may have never met have the opportunity to see each others work, comment and critique campaigns, post photos of achievements, lobby days, rallies, and protests, and generally share information so that no one feels that they must reinvent the wheel on their respective campus.

Lastly, Democracy Matters hosts a national conference each year called the Democracy

Matters National Summit, held in Albany, New York. Between 50-100 students join together in Albany to have two days of policy advocacy training, workshops, community and relationship building of identity as student organizers, and a chance to dig deeply into the reasons why the work they are doing is fundamental to the campaign finance reform movement. (See Summit Materials appendix for examples of workshops and handouts from the Summit. Exhibit B)

Indicators:

In order for a campaign to be evaluated, there must be tools of evaluation. Democracy MAtters has several layers of evaluation to determine the success and efficacy of our advocacy work. Again, the various campuses and work our students perform makes the necessity of evaluation very subjective, often qualitative in nature - since one formula would be impossible to gauge success of all chapters, all at once.

First, there are End of Month and End of Semester reports. At the end of each month, the Staff Link provides the Executive Director with a written evaluation of what and how each student is performing. This includes a list of activities performed, attendance at meetings and events, and a grade 1-5 of how well the student is reaching their campus as a whole. This is based upon the weekly reports the Staff Link is given by the students about their activities and the supporting materials (example fliers, posters, and group work submitted by the student). (See attached examples of student materials and an End of Month Summary. Exhibit C)

At the end of each semester, student interns submit an End of Semester report where they reflect on their work and grade themselves via written evaluation. The students are asked to talk about their successes, what they need to work on, and goals/plans for the future of their campus chapters. (See attached End of Semester report example. Exhibit D)

These are the methods of Self-Evaluation that Democracy Matters employs to determine the success on a micro level, using these types of questions - How well is the chapter doing? → How many students have been reached/acquired as members? How many events/campaigns were executed? How was attendance at these events?

On a macro level, we ask these types of questions: Were there any policy changes on this campus/in this local government due in part by the efforts of this chapter? What were those policy changes in relation to public financing of campaigns? How integral was the Democracy Matters chapter in advocating for the legislative agenda? Is lobbying proving to be effective for this group? What has it accomplished?

In closing, there is an aspect of Democracy Matters that creates complication simply because of the nature of our chosen issue. The very foundation of all social, economic, and political (can they be separated?) turmoil rests upon the ideals of democracy being shoved under the rug at the expense of the well-being of most of the citizenry (and other occupants/immigrants/non-citizens). How can students take on this task and be evaluated for their successes and failures? One day at a time. A grand and fatal habit of handing over elections to the highest bidder has been perpetuating and growing in size since the beginning of this country, but never have we seen in our history inequality of these proportions proliferating in what we'd hoped we could call a democracy. The work of Democracy Matters interns is in essence to highlight this problem at its heart, connect it to the lives of their peers, professors, and communities, and to work to change the way elections in this country (and their local governments) are funded. To change from privately funded election campaigns that represent a tiny fraction of our population, to those which are funded by everyone and therefore represents everyone -

the pillar of political, social, and economic equality, a representative democracy.

Exhibit A.1.

Power Mapping and Campus Resource Inventory

Building a base!

~People ~ Events ~ Structure ~ Affiliations and Your Campus!

Why? What? Who? Where? Which? HOW(Action)?

Resource Mapping and Planning Guide

Why?

- Are you here?
- Are we passionate about Democracy Matters?
- Are people going to be interested?
- Is \$ in politics the MAIN issue?
- Should someone become a member?

What?

- Is our mission?
- Resources do we have/have access to on campus/in community?
- Strengths in individuals do we have?
- What's your major? What are you good at? What can you contribute?

- Ideas and talents do we have?

Who?

- Do we know?
- Are we connected to?
- Have access to?

Where?

- Can we reach students?
- Can we have weekly meetings?
- Can we hold events?
- Can we go to have fun together?
- Can we go for assistance and support? (administration/faculty)
- Can we reach our community?

Which?

- Classes can we visit?
- Other political/awareness groups are on campus?
- Professors are available and willing to come on board?
- Clubs can we align ourselves with?

How? (THE ACTION PIECE)

- Are we doing? (self-assessment, group assessment)
- Are we talking to students – are we connecting with our campus?
- Do we plan to build awareness at our school?
- Are we planning ahead and connecting with current issues and interests on campus?

Exhibit A.2.

How to build a SMART campaign:

Organizing a S.M.A.R.T. Campaign/Event

Guidelines for organizing successful campaigns and events from start to finish

Specific – Measurable – Advertised – Realistic – Time bound

Specific?

- Is your campaign understandable to the average person?
- Can you effectively communicate the goal(s) of the campaign?
- Is it concrete about who, what, where, and when?
- When is the event going to be?
- Who is it going to target?
- What issue will it address?
- Where will it be held?

Example #1: Democracy Matters will be hosting a screening of “Sicko” to build awareness around the for-profit healthcare industry in America and its connection with money in politics. Attendees will be

educated on actions they can take to change the system. The screening will be on Monday, November 12th at 7pm in Anderson Theatre followed by a debate on health care reform in America and its connections to money in politics. We have invited all the student groups to attend (Environmental, Black Student Union, Amnesty International, Political Science, Democrats, Republicans, and Greens), and professor Kintowski will speak at the end to provide analysis of the film, show connections to money in politics, and help facilitate discussion.

Example #2: Democracy Matters will be hosting a teach-in around the issue of U.S. energy policy to educate the campus and surrounding community about the promises our elected officials make vs. the policies they actually enact and the variety of moneyed interests that play into the formation of these policies. Those who attend will be given the opportunity to take direct action in addressing their concerns with their elected officials by placing a call to their offices. The event will take place on Friday, October 12th from 4:00pm to 6:00pm. The event will be held in Bender auditorium with different speakers and faculty members rotating in and out throughout the event. Professor Jones will speak from 4:00pm to 4:15pm about U.S. reliance on foreign oil. Professor Smith will speak from 4:30pm to 4:45pm about the nuclear power industry. Professor Frost will speak from 5:00pm – 5:15pm about wind and solar energy. Professor Grant will speak from 5:30pm – 5:45pm about fuel economy standards. In between each lecture a Democracy Matters member will be giving a short 5 minute description of how the Fair Elections system works and how it is connected to energy policy.

Measurable?

- Will you be able to tell what has been achieved?
- Do you know what you want to get out of the campaign to determine if you have accomplished anything?
- How many people do you want to attend?
- How long do you want it to last?
- How many email addresses/names/phone numbers do you want to get?
- Find something that you can measure so that you know if you are making progress.

Example #1: In screening “Sicko” we hope to have at least fifty students in attendance and get at least 30 signatures on our petition. Through these signatures we hope to get at least 10 people to sign up and join the group as permanent members and work with us on organizing our next campaign. The discussion afterwards will be held for at least 45 minutes.

Example #2: We hope to get 100 students to attend the teach-in and get at least 50 students to call their elected officials asking them to support the Clean Energy Bill and the Fair Elections Now Act. We also want to film the lectures and post them on the Democracy Matters YouTube channel.

Advertised?

- Are people aware of your campaign/event and if so are they excited to be a part of it?
- Do people know what the campaign is about and how it impacts them?
- A campaign will not be a success by itself. It requires some marketing and advertising beforehand so that people know that it is even taking place and are getting excited about going to it and/or participating in it.

Example #1: Preceding the screening of “Sicko” our Democracy Matters staff writer will be submitting an article/letter to the editor in the school paper about the health care issue and money in politics and will put in a plug about the movie screening. We will also be hanging up posters in dorms and in the student center with some startling numbers on them (47 million = amount of people in US without health care, 50% = percentage of bankruptcies in the U.S. that are caused by health care costs, 25 = ranking of US health care system, lowest in the industrialized world, etc.). Each poster will give the specific time and location of the screening. We will also be advertising on the posters that we will be providing free popcorn and candy during the movie.

Example #2: Preceding the teach-in, we will be going into the classes and giving a short announcement about the event and the schedule of short lectures. Some of the classes will also allow us to handout fliers advertising the events and will be giving their students extra credit for attending. We will also be doing some dorm storming during the two days leading up to the event, informing people of the teach-in and asking if they would be willing to help out during the “call your legislator” portion.

Realistic?

- Can it be done?
- Can it influence students?
- Can you and your group do all the necessary leg work to put all the necessary elements in place (contacting professors, booking rooms, accessing resources, etc.)?
- Are you setting standards that are high but that are also achievable?
- Is your campaign going to actually influence and educate people?
- Are you going to remain committed and dedicated to the campaign and the time it will take to follow your plan?

Example #1: We chose to screen “Sicko” on Monday because that is the day we determined was most accessible for students. We chose healthcare as an issue because it has been a hot topic of discussion not only in political debates, but also on campus. This is also scheduled during the National Week of Action in support of the Fair Elections Now Act. In addition, Professor Kintowski teaches one of the most popular classes on campus and can draw a crowd. We will have multiple people posted around the room passing around the petition to ensure that all attendees are given the opportunity to sign it.

Example #2: The teach-in will be held before the November elections and around the same time that a lot of GOTV efforts will be taking place. This way we can piggy back off those efforts and encourage students to not only vote but be informed about important issues and take action as part of a larger national movement. All core Democracy Matters members have been well educated on FENA and have prepared and practiced a 5 minute presentation about the connections this issue has with money in politics and have been able to address commonly asked questions about the bill.

Time Bound?

- Can it be achieved within a specific time frame?
- When is the start and end date of your event?
- Do you have enough time to accomplish all of your goals?
- Never underestimate the power of a deadline to actually get you to do something. In some cases this aspect of organizing is connected to a specific campaign being measurable, but in many cases a single campaign is just one part of an overall strategy and that strategy should have a specific time frame determining when certain goals should be met.

Example #1: For the environmental film screening on February 18th, I will contact Professor Johnson via email on January 10th and then follow up with a phone call on January 12th. I will get him to commit by January 20th. I will hang posters up on February 10th, place table cards on February 13th, and send out an email on February 10th, 15th, and 18th.

Example #2: For the clean elections panel on March 25th, I will contact the elected official by phone and email on February 10th and get an answer by March 1st. I will follow up each week until I get an answer. I will contact Professor Wilson by email and phone on March 1st and get an answer from her by March 10th. I will do class raps on March 10th, March 15th, and March 23rd.

Exhibit A.3.

How to Build a Great Democracy Matters Chapter:

Building a Great DM Chapter: Dynamic Leadership, Successful Recruitment, and Exciting Meetings

Great tips on recruiting loyal DM members and running terrific meetings. How to sharpen your leadership skills, tap into your collective resources, and maintain an engaged group on campus!

- **Leadership style** – Everyone's leadership style is going to be different. Each group/chapter/school will require leadership specific to that location and campus coordinator. Find out what type of style works best for you and proceed with confidence that you are creating a successful group for a great cause!

- **Focus on your members and their interests** – Hold one-on-ones with each of your new members to figure out what they're interested in and what they're looking to get out of the group. Also, make sure to check in regularly with older members to make sure they feel like their needs are being met.
- **Mold your group to the interests of members** – All the DM chapters have the broad goal of creating a democracy that is more responsive to the people through public campaign financing, but there are a multitude of ways to go about this. Exactly what goals you seek to accomplish and how you approach them should very much depend on your members. For ideas see “Take Action” and “Action Campaigns” on the DM website.
- **Big picture visioning** - “If you can imagine a better world, you can make one.” - Linda Stout. Creating space for group envisioning WHY this work is important and HOW you are to accomplish your goals together is the key for moving forward in grassroots organizing. You will find that your ideas for strategies will be broadened when you purposefully include your group in the collective decision-making and visioning process.
- **“The success flywheel”** – This concept is an adaptation from Jim Collins in “Good to Great,” which has a ton of great lessons for strong organizations. The idea is that you first accomplish cool, remarkable things, which then builds buzz and your reputation as a good group to be involved in, which in turn leads more people to want to join, which allows your group to do even more awesome things. This virtuous cycle repeats. Every action you take should include a specific recruitment component and goal.
- **The purpose of recruiting** – A lot of chapters struggle with recruitment. Thinking of recruiting as an end goal suffers from the “now what” problem. It's key to have projects that can involve new members so they don't just drift away after they come in. After all, that's the whole point of recruiting more members, so that your group can effectively accomplish more good work. In keeping with the success cycle above, thinking about effectiveness first can actually end up helping your recruitment more in the long term anyways.
- **Successful meetings have the facilitator speaking less** – The more people that can be involved giving status updates and speaking the better. It's more interesting from a listening perspective than having one person drone on all meeting. Having people make a contribution to the meeting gives them a concrete reason to show up. “Spectators” at meetings that just come in and don't speak are very often the first ones to drift away from the group.
- **How to give people responsibility** – We talk about delegation, but it's important to think not just from a perspective of “I want to get this project done and I need other people to accomplish these tasks for me”, but rather from a personal development standpoint. There's a “ladder of engagement” that makes the point that it's key to get somebody on the first rung of that ladder very early with even a very small little project and then have a plan for that member's development into larger roles.
- **Retention is the best recruitment** – Your experienced members know about Fair Elections, already know how to be effective advocates and already know what your group does. So even while trying to recruit new members, it's important to continue to check in with your experienced members to make sure they're getting what they want out of the group and to adjust to their needs.
- **Good Meetings Have an Agenda** – Having an agenda shows you have given thought to the meeting and it has direction. Here is a sample that includes members reporting and also an action that everyone can take before the next meeting. It's a good idea to have a fun activity planned as well.

How to Facilitate a Great Meeting:

1. Educational Issue of the Week: Have a member report on an article having to do with money and politics so that everyone feels they have learned something and are becoming confident experts.

(check www.opensecrets.org; www.campaignmoney.org; “Money on My Mind” articles on the DM website.

2. Updates on tasks by members
3. Brainstorming for upcoming campaign
4. Logistical planning, time line, and assigning tasks for upcoming campaign
5. Action at meeting or before next meeting (write letter to legislator; recruit one new member for next meeting; make posters; practice class raps etc)
6. New Issues, Ideas or Problems

Be yourself and remember why you're doing this work with Democracy Matters!

Hello everyone! My name is _____ and I have a few questions for you.

1. Raise your hand if you feel that your voice is heard in our Democracy?
(no one, or not many people raise their hands)
 - Democracy is all about accountability, fairness, and representation! Our government has been sold to the highest bidder!
 - OK.... #2
2. Raise your hand if you know what we can do about it?
(again, not many people will raise their hands)
 - Not often do students like us have a solution to fix the huge problem of Money in Politics. Democracy Matters has a solution.
 - Here at School Name, I am the current president of Democracy Matters, a national, non-partisan student-powered organization fighting to change the corrupt election system in our country. We need to get private money out of politics and by supporting PUBLIC financing of campaigns, we can begin to see that corruption end.
 - We have our weekly meetings at ___location___ at _____time_____. I would love to see all of you there to mobilize School Name to join the national movement to make our political system fair for EVERYONE not just the super-rich and corporations.
 - I am passing out a sign-up sheet, please sign up if you are interested in learning more and joining our chapter. I look forward to seeing you soon!

Pass out sign-up list during your class and email everyone who added their name that night with more info, our FB page, your contact information, and repeat the date/time/location of your meetings and next event information. Also, never forget to thank someone for expressing interest, it encourages people to participate if they are appreciated, even in the smallest of ways.

DEMOCRACY MATTERS TIPS FOR EFFECTIVE LOBBYING

Plan how the meeting will run and who will speak from your group.

Find out how long the meeting will be when you make the appointment. Then agree among yourselves what you would like to ask the legislator, tell her/him, and what action you want him/her to take. Someone from your group should be designated in advance to facilitate the meeting.

The facilitator should begin the discussion by allowing everyone in the group to introduce themselves.

Use the introductions to legitimize your group and your reasons for being there (e.g., "I am Democracy Matters chapter member from Jones College "; "I worked on your campaign"; " I plan to reside in this state after I graduate etc.) Emphasize whom you are representing – "students at Smith College" – "young people believe..."

Don't be disappointed if your appointment is set up with a staff person.

Legislators are busy and staff members pass the information they receive on to their bosses. Often, by developing a rapport with a staff member, you open an important line of communication to that office.

Present a clear and concise message.

Get your points across in the fewest possible words. Have each person take part of the argument to present. If your issue involves legislation, cite the specific bill's name or number. The easier your position can be explained, the more likely it is that a legislator will be persuaded to accept it.

Don't ramble – stick to the subject.

Be specific about what it is you hope to accomplish, but don't be afraid to be passionate about your subject and why you care.

Use hard facts to support your arguments.

Refrain from overstatement; honesty builds credibility.

Don't exaggerate. Never lie. Even a simple issue has pros and cons. Don't try to cover them up.

After your initial pitch, ask specific questions and allow the legislator to respond.

First, ask if the legislator would be interested in supporting your work in the specific way you've chosen (introducing a bill, voting for a bill, supporting the concept of Clean Elections etc.). If they will, ask them if they would be willing to try to convince other legislators to do so as well.

If they won't, ask what is preventing them from doing so, and have them suggest what would have to happen to change their mind (more grassroots support; compromise on bill's language).

Be prepared for questions, even challenges.

Be sure to think through the criticisms of your position and have answers ready.

If you don't know something, say so.

If a question throws you off balance because you don't know the answer, don't be afraid to admit it. Say you will research the matter and report back.

Be on time and neatly dressed.

This may be the most important thing to know! ;)

Bring only a small number of people to each appointment.

Between 4 and 7 is a ideal – enough to show you have support, few enough so the legislator doesn't feel overwhelmed (but this can work with fewer people as well).

Be knowledgeable.

Know with whom you are speaking, know your issue, know the politicians' stand on this issue.

Be patient.

It is not uncommon for an elected official to be late, or to have a meeting interrupted, due to the member's crowded schedule. If interruptions do occur, be flexible.

Be a good listener...

Give the legislator or staff member a chance to express his/her point of view.

...But don't allow your legislator to evade the issue!

If the representative does change the subject, don't be afraid to firmly but tactfully bring the conversation back to your point. Ask *specific* questions.

Don't be arrogant, argumentative, or condescending toward legislators or their staff.

Treat the Senator with the same dignity and respect you expect for yourself. Don't threaten, offer rewards, or call names. Always be polite.

Don't back legislators into a corner where they take a definite position against you.

Lobbying is like any negotiation: both sides should leave without feeling like they lost. Keep the door open for further discussion in spite of any disagreements.

Thank you and hand out materials

Thank them for their time, give them materials to read (petitions etc), tell them you will be in touch with them in the future. Materials should be succinct and easy to read. Highlight facts and important arguments. Include your contact information on each document.

Never talk about legislators, staff members, political parties, or other individuals involved with your issue when you are in hallways or elevators before or after meetings.

You never know who will be listening!

Follow Up

Follow up with a letter to the legislator by thanking him/her for meeting with you. Repeat the details of the meeting and any specific commitments or outcomes. If you agreed to send any further information, include it with your letter.

Exhibit B.1. - DM National Training Summit Materials and Handouts

ANSWERING THE CRITICS

By Joan Mandle, Democracy Matters

1. *NOT WITH MY TAXES, YOU DON'T.*

Many people are concerned that public financing will raise taxes. But taxpayers actually save money if politicians were not funded by special interests in return for tax breaks, special favors, and government bailouts. Only public financing can ensure that tax dollars are spent in the interests of all the people, not wasted in order to pay back campaign contributors.

It is estimated that public financing would cost less than \$10 a year for each taxpayer in the United States. It would mean that politicians would be working for all the people, not just those who fund their campaigns. Ten dollars a year seems little to pay in order to ensure a true democracy, where everyone has an equal say in the votes cast by elected officials.

2. *I DON'T WANT TO SUPPORT CORRUPT POLITICIANS OR DAVID DUKE.*

Public financing will support all eligible and serious candidates. Criteria are set to make sure that candidates with no real support cannot qualify for public funds. However, all serious candidates would have an equal chance to qualify for public financing, regardless of their views. This is real democracy at work – everyone has an equal chance to air their opinions, as well as to object to the views of others.

Voters in this system will have a real choice among a wide diversity of candidates. If a politician is corrupt or has loathsome views, challengers supported by public financing will be able to communicate this information to the voters. Right now these folks can run as long as they have money. Public financing facilitates an electoral process with more information and more choice of candidates. Together these create a strong democracy.

3. *NO ONE CARES ABOUT CAMPAIGN FINANCE REFORM.*

Politicians do. This is their job to to understand in order to get re-elected. Polling indicates that there is widespread concern about our electoral process. In 1997, a poll by the Center for Responsive Politics found that almost 2/3 of Americans thought that campaign finance reform and reducing the role of money in politics should be a top or high priority. National polling consistently shows that a large majority of the American people believe that reducing the role of money in politics is critical. In a number of polls over many years, citizens have attested to the fact the corporations through campaign contributions use their wealth to control the political agenda. A large majority of citizens feel that politicians listen to their funders more than to the voices of the people.

Whether respondents are concerned about the environment, foreign policy, the economy health care, civil rights or other hot-button issues they care that the role of big money in politics means that we have corporate-funded elections rather than a government of, by and for as well as accountable to the American people.

4. *I WON'T SUPPORT WASTEFUL SPENDING.*

The best way to rid our government of wasteful spending is to eliminate the dependence of politicians on wealthy donors and special interests who want a pay-back for their support of campaigns. This is the heart of the corruption that regularly returns incumbents to office because they have a huge fund-raising advantage over challengers. Typically 95%-99% of Congressional incumbents are re-elected. With public financing, the playing field is more even among candidates, and when publicly financed candidates are elected our tax dollars can go where they belong - to public needs rather to pay back monied interests. That's the real source of waste.

5. *THE RICH WILL ALWAYS PREVAIL BY OUTSPENDING EVERYONE.*

The system of public financing is voluntary. A candidate who refuses to take public funds and abide by spending limits can raise and spend as much as he or she wants to. However, public financing offers other candidates the chance to get their message out to the public to win support. After a certain point, additional spending does not mean as much. In addition, publicly funded candidates can and should point out that unlike those dependent on private funding, if elected they will be beholden to all the people and not just to big campaign funders. Maine and Arizona have shown that publicly financed candidates can be elected

even if outspent.

6. *THIS HAS NEVER WORKED BEFORE.*

Systems of partial public financing have been part of our political process for a long time: in a dozen states, candidates for office can receive matching public funds. This is also the case in such cities as Los Angeles and New York. Decades worth of experience has shown that public financing enhances the democratic nature of election campaigns. In almost all democratic countries other than the United States, including Canada, Australia, France, and Germany, extensive systems of public financing are in place. And in Maine, New Mexico, North Carolina, Vermont, and Arizona full public financing schemes – Clean Money – have recently been instituted. In all these places, public financing has worked, creating more competitive elections, more diverse candidates, and real choices for voters.

7. *I AM TOO BUSY WORKING TO PROTECT THE ENVIRONMENT, FOR WOMEN'S AND CIVIL RIGHTS, FOR HEALTH CARE, OR GLOBAL JUSTICE.*

Public financing of elections affects ALL the issues mentioned above and hundreds of others as well. Public financing is the reform that allows all other reforms to be accomplished. It ensures that elected officials are responsive to the majority of the electorate rather than to the tiny proportion that funds their campaigns. By providing public funding for campaigns of those who care about the environment, about health care, about America's role in the world, and about civil rights, we will get legislatures willing to vote in the reforms that the majority of Americans support.

8. *IT'S UNCONSTITUTIONAL.*

The courts, including the Supreme Court in its *Buckley v Valeo* decision, have consistently expressed concern about reforms that would limit the amount of contributions to or spending in campaigns. They have done so primarily because of free speech considerations – the argument that to constrain contributions or spending would limit the political discourse.

Public financing does just the opposite. It allows for more political speech by a larger and more diverse group of candidates. In that sense, it enhances free speech by providing more individuals an opportunity to get their political message out to the public and perhaps be elected to office as a result. With the fair funding that public financing represents, not only those who can call on wealthy special interests to fund their campaigns can speak, but anyone who is a serious candidate. Rather than limiting it, public financing broadens the political dialogue and in this way enhances democracy.

9. *FULL DISCLOSURE, BCRA, AND OTHER REFORMS ARE ENOUGH*

Full disclosure of the names and occupations of major campaign contributors of course is essential to the democratic process. The public has the right to know to whom and to what interests its elected officials are beholden. Electronic filing -- using the internet to enhance disclosure -- is an important step in giving the public access to this information. And the control of soft money that BCRA (the Bi-partisan Campaign Reform Act known as McCain/Feingold) has initiated are first steps in controlling the spiraling spending of campaigns and the dependence of candidates on wealthy special interests.

However, these reforms are not enough. It is not realistic to expect that in a country where less than half the people even vote, most citizens will make the effort and devote the time needed to analyze campaign contributions. And BCRA, though important in focusing on the problem of soft money, has only begun to curb the influence of big spenders. In fact the legal limit of individual contributions to federal candidates has doubled with the implementation of BCRA.

Only public financing of elections can ensure a more level playing field so that money is not the prime determinant of who runs, who is elected, and what social policies they support. Only public financing can create a democracy in which any citizen can choose to run for office, and where all citizens can have an equal influence in elections.

10. *THE PRESIDENTIAL PUBLIC FINANCING SYSTEM IS BROKEN*

The voluntary Presidential public financing system was created in 1976 as part of Federal Election Campaign Act. It was thought that the Presidential race was so important that candidacies should not have to depend on wealth or the ability to raise large sums of money. In addition there was concern that constant increases in campaign spending were spiraling out of control. The Congress voted that candidates could opt

to limit their spending and in turn receive public financing – partial matching funds in the primary and full funding in the general election. Every candidate for President since then participated in this public financing system until 2000, when George Bush refused public matching funds in the primary in favor of raising private funds for his campaign. And then in 2008, when Barack Obama refused to use any public financing for both the primary and the general, the end of an effective presidential public financing system was signaled. Its funding had not up with the increased cost of campaigns.

However, the breakdown of the Presidential public financing system does not mean that public financing can't work. What it shows is that we need a better system of public financing -- like the one that is working so well in Arizona and Maine -- full public financing of elections. The lesson is that if you are a good candidate in a well-structured public financing system, you can defeat privately funded candidates and open up the election system to anyone who is a serious candidate – regardless of their wealth. The Presidential public financing system needs to be saved by providing generous public funding to candidates.

11. *PRIVATELY FINANCED ELECTIONS DON'T COST TAXPAYERS ANYTHING.*

The actual cost of privately funded elections may not come from tax money but the consequences of this system are costing taxpayers millions of dollars. These consequences include myriad tax breaks, subsidies, regulatory exemptions, bail-outs and other favors that elected officials regularly perform for their financial backers. As Public Campaign reported in 1998: "Every year, the average American taxpayer shells out more than \$1000 in federal income taxes so the government can keep some very important taxpayers on welfare. Those taxpayers are better known as corporations, and according to a trenchant series in Time magazine by investigative reporters Donald Barlett and James Steele, a privileged group of well-connected and savvy businesses milk \$125 billion a year out of the U.S. Treasury in grants, subsidies, low-interest loans, tax credits, exemptions, deductions and deferrals."

12. *SPECIAL INTERESTS BALANCE EACH OTHER OUT.*

There is a vast array of "special interests" who try to influence legislation. But some are more powerful than others. Here are just a few examples of total contributions to federal campaigns and parties. For more information on specific funding go to www.opensecrets.org

Total Contributions to Federal Campaigns 1990-2010

Sectors:

Finance, Insurance, Real Estate	\$2,396,580,205
Misc. Business	1,441,854,436
Energy and Natural Resources	513,041,065
Environmentalists	24,573,566

Industries:

Oil and Gas	\$252,941,488
Pharmaceuticals	186,147,157

Other:

Gun Rights	\$22,357,050
Gun Control	1,888,886

13. *MONEY ONLY BUYS ACCESS – NOT VOTES*

"Senators and representatives, faced constantly with the need to raise ever more money to fuel their campaigns, can scarcely avoid weighing every decision against the question 'How will this affect my fundraising prospects?' rather than 'How will this affect the national interest?'" former US Senator Barry Goldwater (R-Arizona)

"What goes on every day in Sacramento is that the same lobbyist comes in, and on Monday he talks to you about how he's arranging for a campaign contribution from a client. And on Tuesday he comes back and asks you to vote on a piece of legislation for that same client." former State Senator Alan Robbins (D-California)

"The payoff may be as obvious and overt as a floor vote in favor of a contributors' desired tax loophole or appropriation. Or it may be subtle...a floor speech not delivered...a bill pigeon-holed in subcommittee...an amendment not offered, or a private conversation with four or five key colleagues in the privacy of the

cloakroom.” former US Senator William Proxmire (D-Wisconsin)

14. *CONTRIBUTING MONEY IS AN IMPORTANT WAY TO PARTICIPATE*

Making sure that citizens participate in a democracy is important, but it is just as important to make sure that everyone has an equal opportunity to participate. That’s why each citizen has one and only one vote. But because wealth is so unequally distributed in the United States, not everyone has an equal opportunity to participate by contributing funds to candidates. In fact, in our privately funded campaign system, contributing to campaigns violates the ideal of equality in a democracy, for only those with money can spend the maximum and have the maximum influence. In fact, less than 1/4 of 1% of citizens contributes significantly (more than \$200) to any political candidate at any level. That means those people and interests use their wealth to have greater influence – to participate more, while others are silenced by the lack of wealth.

These data, examples, and much much more can be found easily on the web. Consult the following websites for more up-to-date information on money and politics:

www.publiccampaign.org

Especially their press releases and OUCH! archives

www.opensecrets.org

For national data and commentary

www.followthemoney.org

For state-based data

www.democracymatters.org For “[Money on My Mind](#)” – monthly original commentary and information.

Exhibit B.2.
Summit Workshop -

Type of Activity: Workshops

Subject: Clean Elections

Content Framework: Campaigns and Elections

Goal: Students will learn how money is used in campaigns and elections and how monetary influence affects the creation, adoption and implementation of policy.

Objectives: Students will be able to:

- List the different campaign finance laws
- Define “hard money,” “soft money,” PAC, and 527 and understand the role they play in campaigns
- Develop a policy platform
- Debate the implementation of publicly funded campaigns
- Understand the role money plays in politics.
- Learn different ways in which they can address the issue of money in politics

Materials: Flip chart and/or chalk board, pens, paper, articles

Procedure: 1 hour and 30 minutes

1. 5 minutes - Have the participants fill out an anticipation guide, asking them if they strongly agree, agree, disagree, or strongly disagree with the following statements:
 - The two party (democrat, republican) system adequately addresses the needs of citizens.
 - Politicians are influenced too much by money.
 - Running a campaign is too expensive.
 - I would run for elected office.
 - Every citizen has an equal voice in our democracy.
2. 10 minutes - Once the participants have marked their answers open it up to discussion. Why did people answer they way the did? Which statements spurred the most debate? Which statements spurred no debate?
3. 3 minutes - Split the students into 9 different groups. Three groups will represent candidates who are running for elected office (see detailed profiles). Candidate #1 is an incumbent who is running for a seventh term. Candidate #2 is a self-made millionaire and former CEO of a telecommunications company. Candidate #3 is an American history teacher at a public school. The next four groups represent three of the largest corporations in the country (see detailed profiles); Exxon Mobil Corporation, Pfizer Inc, and Wal-Mart Stores, and the Ford Motor Company. The last two groups represent civic action groups focused on a specific issue.
4. 20 minutes - Once the participants are in their groups have them start working on a number of specific tasks. The three candidates should work on developing any part of their platform that has not yet been decided. The four corporations should be deciding how much money they want to donate and to which

candidate(s), and what kinds of policies that want to see enacted. The two civic action groups should be formulating their message and figuring out which candidate they want to target to support their issue. Candidates should develop their platform, corporations should assess their stake in, and civic action groups should pick from the following policy choices.

- *Environmental Issues* - drill in ANWR (y/n), increase CAFE standards (y/n), support the signing of the KYOTO protocol (y/n), and the promotion of wind and solar farms (y/n).
- *Economic Issues* – minimum wage (raise/eliminate/livable), tax cuts to American companies that keep jobs in America (y/n),
- *Social Issues* – universal healthcare (y/n), importation of cheaper drugs from Canada (y/n), privatize social security (y/n)
- Develop your own

Corporations will have to decide how and if they want to use their money to support a candidate:

5. 20 minutes - Break the students into 3 groups. Each group will be given an article to read. After the group is finished reading and discussing the points in the article they found most interesting they will then be re-grouped with students from other groups. Once the new groups are formed the students will educate each other about the issues and arguments made in their articles.
 - *“Representative Democracy versus Corporate Democracy: How Soft Money Erodes the Principle of One Person, One Vote”* by Russell D. Feingold
 - *“So What Does NBA Basketball Have to do With Campaign Finance Reform Anyway”* by Adonal Foyle
 - *“Paying for Fair Funding”* by Jay Mandle
 - *“Become an Expert”* by Joan Mandle
6. 15 minutes – Engage the entire group in a discussion. What do you think about “clean elections?” How did money play a role in the simulation? How would things be different with publicly financed elections? How does money in politics affect the issues you care about?
7. 15 minutes – What can you do? Provide the participants with action plans, websites, more information on Democracy Matters and stories of previous student campaigns.

Exhibit B.3.**Summit Workshop -**

Title: Citizen Power Workshop

Goal: To build student interest and involvement in Democracy Matters and the issue of money in politics.

Objectives:

Participants will be able to:

- Identify political and social issues that are important to them
- Understand the reasons why people care about certain political and social issues
- Analyze the sources of political and social issues
- Understand the role that private money plays in politics and public policy and how public financing is a solution
- Help set the agenda for campaigns organized by Democracy Matters

Time: 60 – 90 minutes

Materials: Paper, pens, money in politics handouts, sign up sheet, Democracy Matters information, flip chart, markers

Lesson Plan:

1. Introduction (5 minutes) - Each participant will be given a piece of paper on which they will be asked to write their answer one of the following question (or a variation thereof): What is the most important issue facing America today? What is the most important issue facing young people (15-30) today? What political/social issue do you care about the most?
2. Icebreaker/Snowball Fight (5 minutes) - Once everyone has written their answer on their piece of paper they should crumple it up into a ball. Once everyone is fully armed with a paper ball the entire group will engage in a “snowball” fight – throwing pieces of paper around the room and at each other. After 30 seconds of throwing paper at each other (which is supposed to symbolize how a lot of these issues end up competing with each other and fragmenting what could be a much larger and more effective movement) each participant should pick up the ball of paper that is closest to them.
3. Group Work 1 (10 minutes) - All the participants will then be split up into 4-5 small groups (chosen at random). Members in each group should open their respective paper balls and see what issue is written inside. The small group must then try and get into the head of whoever wrote that issue and figure out why someone would consider that issue to be important. The participants should write down their collective answers to each of the issues.
4. Group Presentations (5 minutes) - Each group selects one of their members to share their group’s response to

one of the issues they discussed. Someone should write the issues discussed onto a piece of flip chart (10 minutes)

5. Group Work 2 (10 minutes) - Once each group has shared a response they must then go back to working with their group and collectively answer the following question (or a variation thereof): Why has this issue become such a serious problem in the United States? Why is this issue not getting as much attention as you feel it warrants? Why has the government been slow or unresponsive in its efforts to address this issue?
6. Group Presentations 2 (5 minutes) – Each group will pick on of their members to share their collective response to one of the issues with the rest of the groups. The reports should in some way all make a reference to the role of special interests, corporations, and private money in politics affecting the kinds of people who get elected and the policies they enact once in office. This should tie all the issues and solutions around one common theme: money in politics.
7. Presentation (10 minutes) - The facilitator will highlight the connections found in all the issues by giving a brief presentation on “Getting Elected in America: How Money in Politics Weakens Our Democracy and Affects Public Policy.” All participants should be given the two sided handout with a breakdown of how a privately funded political process works vs. how a clean/fair elections system works. Take questions.
8. Group Brainstorming (10 minutes) – The Democracy Matters president will outline the goals he/she has set for the chapter and those in attendance will choose to focus on one of these goals (campaigns/events) and sign up to play an active role in making that campaign/event a success. They will be asked to consider the following questions: What level of involvement would you like to play in organizing this campaign/event? What skills/expertise can you bring to enhancing the efficacy and success of this campaign/event? What ideas do you have in enhancing the power and scope of this campaign/event? How can Democracy Matters reach more students on campus and educate the community about the money in politics issue and public financing as a solution? Depending on the number of participants, this brainstorm can be done as one large group, or they can be split up into issue areas or campaigns and a DM member will help facilitate the work in each of those separate groups.

Exhibit B.4.
Summit Workshop:

Making Art a Part of YOUR Democracy!

The arts are a fundamental part of a healthy, socially-just and sustainable community. Through art and music we can paint a vivid picture of the conditions in which we are living - and express how we are struggling for creative solutions. It engages the senses and stimulates the mind. Art and music brings people together beyond socially created boundaries. When art is seen as a core element of encouraging social action, its power moves from a source aesthetic appreciation to a strong political tool. Here are some suggestions for using the arts with your Democracy Matters work and some resources for further exploration.

Cultural Organizing (<http://artsanddemocracy.org>)- “Cultural organizing exists at the intersection of arts, culture and activism. It is a fluid and dynamic practice that is understood and expressed in a variety of ways, reflecting the unique cultural, artistic, organizational and community context of its practitioners. Cultural organizing is about integrating arts and culture into organizing strategies. It is also about organizing from a particular tradition, cultural identity, and community of place or worldview to advance social and economic justice. You may not be able to paint a mural that details Fair Elections’ policy nuances, but you CAN paint a mural expressing a lack of equality in our democracy.

How? Build coalitions with the art or drama departments, dance club, step team, photography club, etc.
COOPERATE!

Why are art and music so important?

This is how humans have been communicating since before written language. Everybody learns and understands information differently. Everyone can be inspired by music, street theater, or a painting. You can reach a wider audience by incorporating the arts. *Historically, political art has at times been censored to prevent collective citizen action—this PROVES its effectiveness!*

IDEAS: Check the Democracy Matters Website for more ideas OR contact Anita directly!

- Story circles
- Street Theater
- Video and audio projects - Short Films, Film Series, and Audio Displays
- Community Murals and Art displays
- Open-Mic

- Journalism - WRITE YOUR OWN OP-ED!
- Dance-based campus engagement (Step-show or Dance Show)
- Poetry Slam
- ONLINE art blog (Tumblr, SoundCloud, Instagram, and Wordpress)- documenting Democracy Matters timeline on your campus
- Political Hip-HOP!
- Hands-on art making - to be posted around campus
 - Paper Mache Statues
 - Picture Books
 - Bed Sheet Banners (for a VERY LARGE visual project!)
 - Photo Journal
 - Comic Strip (to be published in school newspaper)

Crucial Elements for Success

1) Keep it simple! You don't need detailed or expensive materials to have a creative and effective work of art. Concentrate on and utilize the resources you have available rather than create a project around resources that are not easily accessible.

2) Be spontaneous! You don't need to get permission to do a short performance in your dining hall or student center or to write and publish a zine. Surprises grab attention! While some projects (i.e. large installation paper mache art) might benefit from getting approval from the school, focus on what YOU CAN do and ACT.

3) Collaborate! Work with everyone in your group to see what your collective skills are and then reach out to the community. Don't be afraid to approach other students or groups who have the skills you want. The more you work together and broaden your reach, the more people will hear your message.

Learn More- Resources to Explore

Film: *AH! The Hopeful Pageantry of Bread and Puppet*

Websites: Art Threat <http://artthreat.net>

RLM Arts: <http://www.rlmarts.com/>

Social Justice Journal www.socialjusticejournal.org

Animating Democracy: <http://animatingdemocracy.org/>

Political Cartoons www.politicalcartoons.com

Exit Art www.exitart.org

Books:

Shulman, R. (2000). *The Power of Political Art: The 1930's Literary Left Reconsidered*. University of North Carolina Press, NC.

SHOMARI, HASHIM A., (1995) *From the Underground: Hip Hop Culture as an Agent of Change*. N.Y.: X-Factor Publications, Fanwood, N.J. & Mt. Vernon,

Essays:

Vanellen, M. (2004). *Why All Art is Political*.

<http://www.art-for-a-change.com/content/essays/political.htm>

With the Bread & Puppet Theatre: An Interview with Peter Schumann

Helen Brown, Jane Seitz, Peter Schumann, Kelly Morris and Richard Schechner

TDR (1967-1968), Vol. 12, No. 2 (Winter, 1968), pp. 62-73

THEATRE

Dramatizing the issue of money and politics is a great way to get people to pay attention. Put on a short skit. You don't have to be professional actors to dress up as Fat Cat Billionaires (with funny names like Iona Senator or Hal E. Burton), Lobbyists, Politicians on the take, or Students and Homeless people trying to influence legislation (lower tuition; build low-income housing etc). Have fun – write your own skit!

EXAMPLE: POLITICAL AUCTION SCRIPT

AUCTIONEER: Ladies and gentlemen! Attention please! We will now be auctioning off the hot item of the evening! AMERICAN DEMOCRACY!!

Please welcome our most anticipated items of the evening, Senator Robin D. Poore and Representative Meg A. Bucks!

The politicians enter from the audience shaking people's hands, introducing themselves, waving.

We'll be starting tonight's bidding at \$1 million! \$1 million!

Politicians look worried as they look in their pockets and find them empty.

MEG A. BUCKS: Hey, Dow Chemical! How about you give me \$1.4 million dollars, and I will look the other way when you dump 27 tons of lethal gases from a union carbonide pesticide factory, resulting in high levels of mercury in the waterways?

MONSANTO: It's a deal! Here is \$1.4 million!

Tosses a bundle of money to MEG A. BUCKS. There is a string attached to the money that runs from Dow Chemical's hand to the politicians.

Robin looks worried because she has no money

AUCTIONEER: And we also have Robin D. Poore! Do I hear 200 million?

[North American Coal Corporation](#): I will give 200 million if he/she listens to me when I tell him/her to relax the clean air standards!

AUCTIONEER: THAT'S A DEAL!!

ROBIN D. POORE: Hey GE, how about you give me \$100 million if I look the other way when you go over the emissions limit, or have chemical problems.

GE: Throw some military contracts in there and it's a deal!

ROBIN D. POORE: Military contracts, no problem, it's a deal!

GE tosses her a couple bundles of money with strings attached.

Bids while waving cash in the air:

AUCTIONEER: Hey corporations! WHAT DO YOU WANT? Let's hear some bids on these politicians! (Use examples from Exxon Mobile; Haliburton, etc. or other major corps)

Democracy Matters Super Hero jump onto stage.(wear the DM banner like a cape!!)

DM SUPERHERO: NOOOOOOOOOOOOOO! I am the Democracy Matters Super Hero, and I want Fully Financed Public Elections!

Superhero jumps in from off the stage and, like a tornado, pulls and knocks the strings out of the corporation's hands. (or can cut strings with a giant pair of scissors)

AUCTIONEER: *Looking confused.* What!? I don't want to give MY money to politicians.

SUPERHERO: But you pay for schools, firemen, roads? Why not invest in Democracy?? With only five dollars a year per person, we will have more politicians who care for OUR needs, not the needs of CORPORATIONS! We will have a government that cares about the things we care about, like the environment! We will have a more responsive government and fair playing field for everyone!

AUCTIONEER: Wait, you mean I could run for office?

MEG A. BUCKS: And I could actually represent the interests of my constituents instead of these corporations?

SUPERHERO: YES!

People in the crowd stand up and say "And I could run for Mayor?" etc.

AUCTIONEER: FAIR AND CLEAN ELECTIONS SOLD to the People of the United States of America!

EVERYONE: Hey Hey! HO HO! Big Money has got to go! Hey Hey! HO HO! Big Money has got to go?

*for added appeal, Senators can wear "pins" and "buttons" with slogans that read FOR SALE

**Exhibit C.1. - Examples of Student Work and an example End of Month Summary from a Staff
Link
Potty Politics Flyer from Vassar College:**

Democracy MATTERS

Change Elections Change America

Democracy Matters is a non-partisan, non-profit, national organization that strives to reinvigorate and further democratize our American political system.

How Would CAMPAIGN FINANCE REFORM Affect CIVIL RIGHTS?

"No, but it can be rented." Sen. John Breaux (D-LA), asked if his Senate vote could be bought

One Person, One Vote

Politicians court votes with money behind them. Average political donors earn over \$1900/week. An average African American family earns a quarter of that. This system essentially disenfranchises 34 million people.

Money Matters

In 2000 House of Representatives candidates who spent the most money won 98% of the elections. In the Senate the percentage was 85%. By donating, the wealthier citizens can ensure a candidate's victory, while those who don't have money must make do with someone they effectively didn't elect.

Proportion of congressional campaign donors who are NOT white: 5%

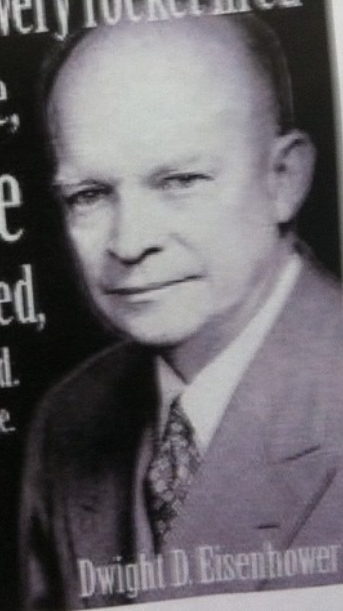
Sources - Facts: Public Campaign and the Center for Responsive Politics Quote: Open Secrets

Democracy Matters is committed to meaningful campaign finance reform to insure that all Americans, regardless of wealth, have an audible voice in our political system and that viable political candidates are not discouraged from running because they do not have sufficient access to wealth.

Join the group! Wednesdays @ 7, Gold Parlor


Come to the screening of
Why We Fight
 A documentary about the United
 State's military-industrial complex

Every gun that is made,
 every warship launched, every rocket fired
 signifies, in the final sense,
 a theft from those
 who hunger and are not fed,
 those who are cold and are not clothed.
 This world in arms is not spending money alone.
 It is spending the sweat of its laborers,
 the genius of its scientists,
 the hopes of its children.



Dwight D. Eisenhower

Wednesday 11/2 in Eddie's Lounge at 7pm
 Popcorn will be served! Sponsored by...

 **Democracy
MATTERS**
 Change Elections Change America

STUDENT ACTIVITIES
OFFICE

NOV 02 1999

POSTING APPROVED THROUGH

Exhibit C.3 Flier from Providence College, Rhode Island for a panel discussion hosted by

Anger-2-Action

Thur. April, 28
6pm Fein. 400

If you care about the environment, education costs, globalization, and civil rights, then **you should be angry about the dominance of big money in politics.**

✓ Panel discussion with DM representatives
✓ Pizza & Beverages
✓ Protest Bracelets
✓ Meet and Greet w/ DM
✓ Chance to be a part of a movement for a better America

Democracy MATTERS
Change Elections Change America

Introducing Democracy Matters, the fastest growing student activism group in the country. **UNITE TOGETHER** with Democracy Matters so we can finally get **MONEY OUT** of politics – and the **PEOPLE BACK IN.**

Sponsored by the Political Science Department & PC Democrats

Example of Staff-Link End of Semester Report, gauging and grading progress of students.
EOM Summary – October 2013

Yarrel Smith – Brown – 4 – She has much improved on getting specific with plans. Brown during mid-terms were not very active and are still in process of planning McCutcheon dramatic readings. She is reaching out to several professors, one is a professor of campaign finance and John Marion for your visit. The group is attending different group meetings to advertise and attempt to co-sponsor events for networking. They just attended Brown's political forum last night, plugged DM and talked about campaign finance and the work we do. They hope to gather more members from this event.

Ashley Brizm – UofMinnesota – 3.5 – They need more campus outreach and it took a hammer to nail that into action. As of this week however, she is doing more on campus recruitment efforts while also working on drafting a resolution. They are currently doing a petition campaign, on campus and online with change.org. Here's the link:
<http://www.change.org/petitions/minnesota-state-legislature-get-money-out-of-politics>

Corelle Jones – Elmhurst – 5 – Corelle's group is working on two projects: one is a teach-in "How to take back Democracy" with at least 2 professors. This is going to be really good. She is excited about this. Also – they are doing a campaign right now called Dangerous Money in Education, highlighting the money that speaks over students in regards to student loan debt and tuition hikes. They are going to come to the summit.

Quincie Young – Occidental – TBA – Quincie is finally going to become official and her first meeting this week (Oct 30th). She has done a ton of groundwork so far and is passionate about \$ in politics.

Gertrude Naysayer – BU - 4 - She is driven and had 9 people at her latest meeting. She is eagerly anticipating your visit - I've made several suggestions to her about the types of things you'd like to do. She's also coordinating with the Harvard intern, and will hopefully be bringing BU students to his event also. They are co-sponsoring a screening of Gasland to talk about Fracking and the environment, and she's done one tabling event advertising the event already. I speak with her tomorrow in more detail.

Francis Strickland – St. Francis – 4.5 – Francis is doing well and maintaining good numbers in attendance at meetings. Currently doing a potty politics campaign and poster around campus. They've also put "did you know" information about DM and \$ in politics on the campus TV screens as an advertisement. They just screened the Lessig TED talk and had a great discussion, 11 people attended. Planning a pizza in politics forum for November, I have encouraged him to branch out of the polisci dept.

Joshua Pickens – Millersville – TBA – Joshua was doing well we thought until I arrived on campus for a panel discussion and no one showed up. I am following up with this but very cautious about continuing his paid position. I didn't hear from him after the event (as I would have reached out to my boss immediately...) and I told him that it was not good that not one person showed up. He replied to my message with great apologies and eager to work on having better execution for his future events. He said the rigidity of the date limited the amount of people who could come because of classes and other obligations.. I told him that outreach is very important also and that just relying on his members for attendance is not enough.

Patricia Lemur – McDaniel – Affiliate – Excellent intern, she needs to branch out of the crowd she's comfortable with. Mostly a bunch of sweet, but wonky friends (who are all very passionate about the issue, nonetheless.) My visit went very well at McDaniel and she had around 13 people including a professor and the librarian come. I was impressed.

Kelsey Courtland – UnivWiscEauClaire – 3.5 - Her last event, which was during her meeting time was to host a political science professor and a move to amend rep. There were only 4 people there which means that

her advertising and messaging strategy isn't working. That may be why she's lost so many people since the beginning. I am planning to step-by-step help her with her strategy for the November pizza and politics discussion she is planning. Hopefully this will boost her numbers.

Luanne Parker - S Conn St - 3, although she is very engaged, she is not having success with getting people to coming to meetings or helping her at all. She has been co-hosting with the Anthro dept. social justice speakers monthly. She's doing potty politics for 3 weeks, focusing on 4 in politics first through Citizens United and then via McCutcheon and what they mean for democracy. She's spoken to several classes and has been working with Kim Hynes, just having real trouble accessing and organizing people. I've advised her to look outside of anthro and poli sci and she is working on this.

Micah Graves - Salisbury - N/A yet, This week was his last session in preparation for becoming official, he has to attend one last workshop. He has a crew of 6-10 people who have genuine want to support DM and an excellent networking setup already with the affiliations he has with the SGA, NAACP and the African Student Union. I am eager to see how he does.

Mary Brink - Univ Mary Wash - 5 - Mary is awesome. I enjoyed meeting her and her group. Many of them were first timers at the event I hosted. This was great and showed that Mary had done her groundwork. She's doing a political poetry slam and potty politics campaign in addition to my event this past week. Her group is stable and engaged and creative.

Rod Baxter - Puget Sound - 4.5 - Excellent communication. He is currently doing a petition drive and has spoken to several classes, his group members are doing the same and participating in all the tabling and petitioning days also. He is working with the Law Society for a Politics Discussion (name TBA) in early November. Rod is doing well. I am expecting photos soon.

Stephanie Weller - Marshall - 5 - Stephanie's group is doing very well and being creative about their event ideas. They had a Shutdown Halloween card party where they sent cards and letters to Boehner and the WV senators to get \$ out of politics and protesting the shutdown. There were 20 people in attendance. They have done sidewalk chalking to advertise DM meetings and a Did you know campaign. She's talking to Public citizen about getting their Democracy Tour back to Huntington, but on campus this time instead of at the public library.

Leigh Pettis - Gettysburg - 5 - Leigh put together an excellent event for me and the students have provided very interested and supportive feedback about it since it happened. There were 3 new very dedicated members to come to their meeting this week and they are planning a pizza and politics event, it's being co-hosted by their gov't and politics dept. I've charged Sophie with reaching out to other departments personally to get a more diverse group.

Tim Collins- Pittsburg - 4.5 - Tim definitely worked to get people to come to the event at Pittsburg, he tried very hard to get a professor to come, but he waited too late I think to get one to commit and only reached out via email. There were 11-12 people in that room and they were all engaged, but their concerns were very fiscal vs. social justice. However, at the end of it, we brainstormed ways to practically apply issues they care about with action campaigns DM can host on campus, Tim walked away with tons of ideas. I think they will do well in their execution.

Exhibit D.1.**Example End of Semester Report from Democracy Matters Intern****Your name:** S. S.**School name:** Gettysburg College**Have you organized a group?** Yes, we have organized a group that meets regularly.

How many regulars? We have six regulars that are excited about and committed to helping further Democracy Matters at Gettysburg College. This is exciting for us because this is the first year that a Democracy matters group has been truly established at Gettysburg.

How many others? We have thirty-two other people that have attended events throughout the semester and expressed interest in the organization but are less committed than our regulars.

How many meetings have you held this semester? We have had seven meetings this semester with our group. In addition to the regulars, myself, and Neal, we have tried to get anyone that may be interested even the slightest bit to attend a meeting in an effort to engage the community in what Democracy Matters does since the organization is new to Gettysburg.

Is the group an "official" college group? Yes, Democracy Matters is an officially acknowledge student club at Gettysburg.

If you have a faculty advisor, please give her/his name and e-mail: Currently none as the past faculty advisor was abroad on sabbatical this semester. We will be reconnecting with him for spring semester, however.

Have you met with other groups? Attempted to collaborate with the Political Science department's Pizza and Politics club, but scheduling conflicts forced us to cancel our event. Gettysburg, perhaps because of its small size, lacks politically oriented student groups that are not incredibly partisan. Strategically, we felt as though we should avoid linking our group with any strongly partisan groups and instead focus on presenting Democracy Matters and campaign finance reform as non-partisan issues that effect everyone.

If yes, please list. See above.

Have these groups signed on to campaign finance reform? See above.

Did you get coverage by campus or local media outlets? (newspaper, radio, TV, etc)? Please list.

The Gettysburgian, the Gettysburg College student newspaper, did a front page article about one of our events. We held a screening of Lawrence Lessig's TED talk and facilitated a discussion following the viewing. The piece talked about Democracy Matters, the organization's role on campus, and advertised our next event.

What have been the activities you have initiated/accomplished this semester? (Please attach a separate description of each and an estimate of its success. Also note how many students you reached with this activity)

Our first activity was the campus activities fair at which Neal Carr and myself set up a table with a banner, fact sheets, candy, sheets about DM, and a contact information sign-up sheet. This was very successful. A lot of people approached us to learn more and it was a really positive note us to begin on. Unfortunately, not a lot of the people who gave us their information came to later events, which, while perhaps not surprising, was slightly disappointing.

Our second event was a screening of the movie PRICELESS\$. We screened the film and then facilitated a short discussion. I would say that this was hands down our most frustrating event of the year. Turnout was much lower than anything had indicated it would be. We put a lot of effort into advertising the event and a number of people verbally committed that ended up not showing. A professor came but did not bring his freshman class as he had said he would, and he ended up being very noncommittal and frustrating throughout the semester for us.

Our next event was a screening of the Lawrence Lessig TED talk and a follow-up discussion. This went very well. A lot of new faces turned out for the event and the discussion was lively and carried itself. I only asked one opening question and the rest of the conversation followed from there. People seemed to really grasp and get excited about the concepts that Lessig talked about, which was exciting for me and Neal to see.

Our final formal event was a discussion panel with two of the Gettysburg College political science professors and Anita. This event was my personal favorite of the semester. I thought that the level of discussion was really high and the informal setting of the event allowed it to be very relatable. Turnout was fairly good though perhaps not as high as we had hoped given the amount of advertising that we did. I

think this might be attributable to the fact that the event took place in the middle of the day and that class and other conflicts may have prevented a good number of people from attending. Those that attended, however, actively participated. I got good feedback from them as well.

What were the biggest successes of this semester? _____ (Please attach a description)

I am proud of the work that myself and Neal Carr did this semester to get Democracy Matters more solidified as part of the Gettysburg community. I would say that we did a good job of reaching those that may be most interested in Democracy Matters and campaign finance as an issue. This includes several younger students, which makes me excited for the future of the chapter at Gettysburg. Further, despite the fact that our former faculty adviser was abroad, we made good connections with a couple of other very supportive faculty members that ended up on our discussion panel when Anita visited. Finally, I feel as though Neal and I survived our crash course in learning how to best organize events to maximize their success and what works and what does not at Gettysburg, and that we came out the other side set up and motivated for a great second semester.

What were the biggest failures of this semester? _____ (Please attach a description)

I think that our biggest failure of the semester was not being more proactive in working with the political science department to co-sponsor events together. We experienced a major frustration at the end of the semester when our final event, a co-sponsored pizza and politics event, had to be cancelled because the political science department scheduled something over it. Perhaps this could have been avoided if we had further solidified a relationship early on. Our focus for the majority of the semester was entirely on generating awareness of DM and trying to get the word out about the issues at hand. I think that maybe we should have been more multi-dimensional in our approach.

Has your group begun to plan for next semester? _____ (Please attach a description) **Which Democracy Matters materials were most/least helpful (flyers, brochures, banners, t-shirts, buttons)? Why?**

We have pushed back our pizza and politics event with the political science department until next semester. We prepared all of the materials for it in preparation this past semester, so we will be able to hit the ground running with that. We also talked with the group about what events they would like to do more of and brainstormed about other ways to get more people to our events.

The banner has been really helpful at both events and when tabling. All of the materials were great for the activities fair, but the buttons and mints remained untouched. The flyers and brochures are also really great both on their own and as inspiration when we are creating our own.

Did you find the Democracy Matters website helpful? Any suggestions for changes?

I think that the new website is much easier to navigate and I can find material significantly more easily.

Do you receive/read ENews? What would you like to see more of/less of in ENews?

Yes, I both receive and read ENews. I like that a really broad range of issues are covered and have found the facts included in the ENews really great in terms of sharing with the group. It is incredibly useful for me as the group leader to receive so much relevant information compiled into one email every month. I especially like the short facts and charts typically at the end, as they transfer really well to discussion at meetings.

How could the Democracy Matters Staff Link be of more help to you? (Please attach your thoughts)

Anita was very helpful throughout the entire semester. She was really great at being excited with me when things went well, as well as being disappointed with me when things went less well. Never did the disappointment last long though, as she would quickly remind me to move forward positively and proactively. This was really important to me since this is my first time organizing a group such as this. I also found Anita's visit to Gettysburg to be one of the highlights of our semester. Meeting her in person and having her participate in one of our events was also really great.

Please attach separately your general evaluation of your experience with the Democracy Matters internship. Also please mention whether and how it has changed your view of politics and activism?

