

TRANSFORMATIONS THROUGH CIVIC ENGAGEMENT

A National Evaluation of the Impact of the ENACT Course on Student
Attitudes, Knowledge, and Behavior

Volume 3: 2025



Kaitie Chakoian, Ph.D. Candidate

Social Policy: Economic & Racial Equity
The Heller School for Social Policy and
Management
Brandeis University

Charlotte Powley, PhD

Assistant Director of Research, ENACT
The Abraham Feinberg Educational Network
for Active Civic Transformation
Brandeis University

Melissa Stimell, JD

Professor of the Practice
Director ENACT, The Abraham Feinberg Educational Network for Active Civic Transformation
Brandeis University

Contents

Overview.....	1
Key Findings.....	2
Methods	3
Results	4
Participant Demographics	4
ENACT Classes	5
Political Attitudes.....	7
Political Efficacy.....	9
Political Engagement	11
Voting Behavior.....	13
Critical Skills	14
Conclusion.....	16
Appendix.....	17
Appendix A: Survey Administration Script.....	17
Appendix B: ENACT National Survey Questions.....	18
Appendix C: Demographic Break-Down of Period 3 Student Participants	26
Appendix D: Sample Schedule of Assignments.....	27
Appendix E: About the Authors.....	33
References.....	34

Overview

The Abraham Feinberg Educational Network for Active Civic Transformation (ENACT) is a national, non-partisan program based at Brandeis University that engages undergraduates at colleges and universities in state-level legislative change by teaching them to work with legislators, staffers, and community organizations to advance policy. By engaging young people around the country in civic activism built on knowledge, cooperation, justice and integrity, ENACT is becoming a major voice in addressing challenges to American democracy. In ENACT courses, students learn about participation in the legislative process at the state level, with a substantial hands-on component in which they engage directly in that process.

In the 2024-2025 academic year, 15 ENACT courses and one independent study ran at 12 schools across 12 states. Approximately 3599 students have participated in ENACT courses to date. In total, since its inception 12 years ago, ENACT has trained Faculty Fellows (a total of 70) teaching in colleges and universities in all 50 states.

In 2021, twelve years after ENACT's initial implementation, a group of seasoned ENACT faculty and administrators collaborated to build an evaluation tool to systematically measure the impact of ENACT participation on students' attitudes, behaviors, knowledge, and skills around civic engagement. This is the third volume of the ENACT National Survey of ENACT students' attitudes, knowledge, and behavior.

"Working with the government and meeting with Senators and House Representatives on housing issues really opened my eyes [to] the power we have as the people."

-ENACT Student

Key Findings

- Consistent with findings from previous iterations of the ENACT National Survey, students who complete an ENACT course report high levels of political knowledge, new critical skills for political engagement, and feelings of efficacy that they can have an impact on government and politics.
- These findings around knowledge, skills, and attitudes translate to levels of political engagement that are above national averages for comparable groups.
- ENACT participants engage in both voting behavior and other various forms of civic engagement such as circulating and signing petitions and attending political meetings.
 - Following a dip in national voting behavior demonstrated by Period 2 findings, participants in the current year's survey vote at national¹, state, and local levels at higher rates than in previous years and at levels that far surpass national comparison rates.
- For the first time in Volume 3, it is possible to examine trends over time across multiple administrations of the ENACT National Survey.
 - There is an observable shift over time in the political affiliation of respondents with more participants identifying with political extremes in Period 3 than in Period 2.
 - Findings relating to government attitudes and political knowledge have remained relatively consistent over time, providing robust data to demonstrate the impact of ENACT courses.
 - There is a slight upward trend in behaviors of political engagement and voting between Period 1 findings and data from Period 3.
- ENACT students are interested in having an impact on politics and government. In the ENACT courses they gain knowledge and skills to engage civically and politically which builds their sense of efficacy and translates to behaviors, both in and out of the voting booth.

¹ With the exception of a high rate of voting in Presidential primaries reported during the 2024 election cycle and captured in Period 2 data.

Methods

Students who enrolled in ENACT courses between September 2024-May 2025 were surveyed within 2 weeks following completion of their course (or as a final course activity). The survey asked about students' attitudes, knowledge, and behavior around civic engagement, as well as their perceptions of the impact the ENACT course had on them. Surveys were completed online through the Qualtrics platform. They were either conducted during class time or sent out in the days and weeks following the conclusion of the course. ENACT Faculty Fellows² administered the survey. Faculty Fellows were provided a survey administration script (see Appendix A) as well as a survey link that was unique to their university. During the period that this survey was administered, 15 ENACT courses ran with approximately 369 students enrolled across courses. In total, 155 students (42%) in ENACT classes at 11 universities (two universities ran multiple courses and not every university had survey respondents) across the country completed the ENACT National Survey. Participating schools include: Augustana University (SD), Brandeis University (MA), Cleveland State University (OH), Florida Agricultural and Technical University (FL), Laramie County Community College (WY), Metropolitan State (MN), Mississippi State (MI), Pennsylvania State University (PA), Seattle University (WA), the U.S. Air Force Academy (CO), the University of Hartford (CT), and the University of Maine (ME).

The ENACT National Survey has been administered to students since January 2022. In 2023, [the first report based on this survey](#)ⁱ was published. The [second volume was reported in 2024](#).ⁱⁱ For clarity, data collected between January 2022 through May 2023 is referred to as "Period 1" data. Data collected between September 2023 through May 2024 is referred to as "Period 2" data. Data collected between September 2024 and May 2025 is referred to as "Period 3" data. In total, between January 2022 and May 2025, 399 students have completed the ENACT National Survey. Additionally, in 2022, the ENACT research team published [the results of a pilot survey of ENACT alumni](#)ⁱⁱⁱ from the first 10 years (2011-2020) of the course's implementation. These data are referred to, in this report, as "ENACT Alumni" data. Finally, in the spring of 2025 the ENACT research team launched the ENACT Faculty Fellows Survey to better understand who is teaching the ENACT courses and their experiences doing so. In total, 17 respondents completed the survey between April and July of 2025. Ten Faculty Fellows who taught during the 2024-2025 academic year responded to the survey (71% of all 2024-2025 faculty). Survey results from these ten participants are referred to as "Faculty Fellow Survey" data below. All data in this report refer to Period 3 data unless otherwise specified.

The ENACT National Survey reflects a collaborative, iterative evaluation process. All versions of the survey consist of the following sections: 1) Engagement, 2) Knowledge, 3) Efficacy, 4) Civic Action, 5) Voting Behavior, 6) Tolerance/Diversity, 7) Skills/Competencies, 8) College Experience, 9) Values, 10) Demographic questions. The initial survey tool was updated in January of 2024 to add two questions about feelings of empowerment to participate in the democratic process and to adjust the wording of a few questions. In January 2025, the survey tool was revised again. The

² More information about the ENACT model, including the Faculty Fellows, can be found on the ENACT Network Digital Platform: <https://www.enactnetwork.org/about>

newest iteration of the survey added a question at the beginning that asks participants to identify the civic engagement activities they completed as part of their ENACT course. Edits were also made to the demographic questions. Older iterations of the survey had an open-ended gender question. In 2025, this question became multiple choice. In presenting the gender of survey participants across both versions, open-ended responses were coded according to the categories in the multiple choice question. Questions about sexual orientation, disability status, and religious affiliation were added. Reporting on these new questions only reflect students who responded to the 2025 version of the survey. Full versions of each iteration of the survey can be found in Appendix B. For a detailed description of analysis across changes in the 2023-2024 surveys, see Volume 2 of this report.

Results

Participant Demographics

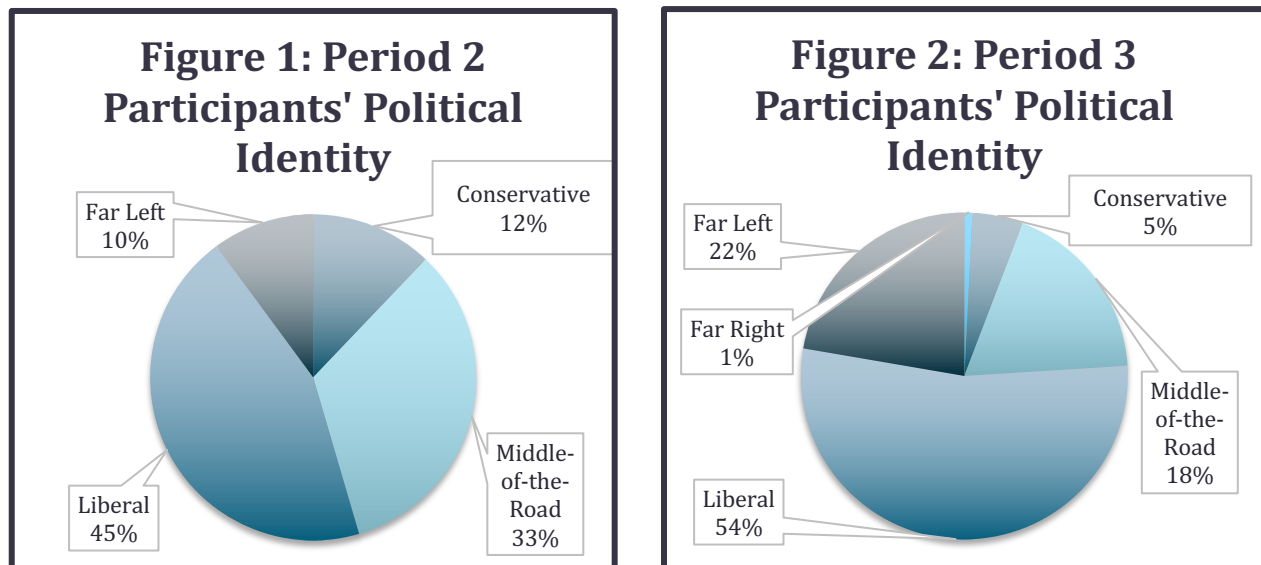
Student Participants

In Period 3 of the ENACT National Survey, 155 students participated. There were approximately twice as many participants who identified as female or women (63%) than as male or men (30%). One participating student identified as a transgender woman, one as agender, three as nonbinary, and four preferred not to state their gender identity. Students who participated in this phase of the survey identified as White (48%), Black or African American (32%), Asian (19%), Hispanic, Latino, or Spanish (10%), American Indian or Alaska Native (3%), Middle Eastern or North African (2%), and “other race, ethnicity, or origin” (4%). (In both the race/ethnicity and sexual orientation questions, students were able to select more than one response so the percentages total to more than 100%). Similarly, the majority (60%) of Faculty Fellows surveyed who taught an ENACT class during the 2024-2025 academic year identified as women. In contrast to a racially diverse set of student participants, most 2024-2025 faculty identified as white (80%), with 20% identifying as Black and/or African American. (See Appendix C for more detailed break-down of student participant demographics.)

The majority of participants (41%) enrolled in the ENACT course in their junior year. Another 31% took the course as seniors and 17% as sophomores and 6% as first year students and graduate students, respectively. Social science majors (Anthropology, Economics, Ethnic Studies, Political Science, Psychology, Sociology, etc.) made up 61% of survey participants. Students majoring in arts and humanities accounted for 12% of participants, with the remaining students studying biological and life sciences (9%), business (6%), health professions (5%), education (1%) and other majors not listed (8%). The majority of participants were between the ages of 18-24 (87%) or 25-34 (8%). Just over a quarter (28%) are the first generation in their family to attend college. Notably, 40% of Faculty Fellow Survey respondents are first generation college graduates themselves.

Participants affiliate themselves with many political ideologies, but over half (54%) identify as liberal and over three-quarters (76%) as left-leaning. This represents a shift from Period 2 where there was a more even distribution of political affiliation. Both the far left and the far right groups expanded in Period 3, although the far right contingent still represents only 1% of respondents. In

Period 3, only 18% of students identify as “middle-of-the-road”, compared to a third of all participants in Period 2 (see the change over time in Figures 1 and 2).



ENACT Classes

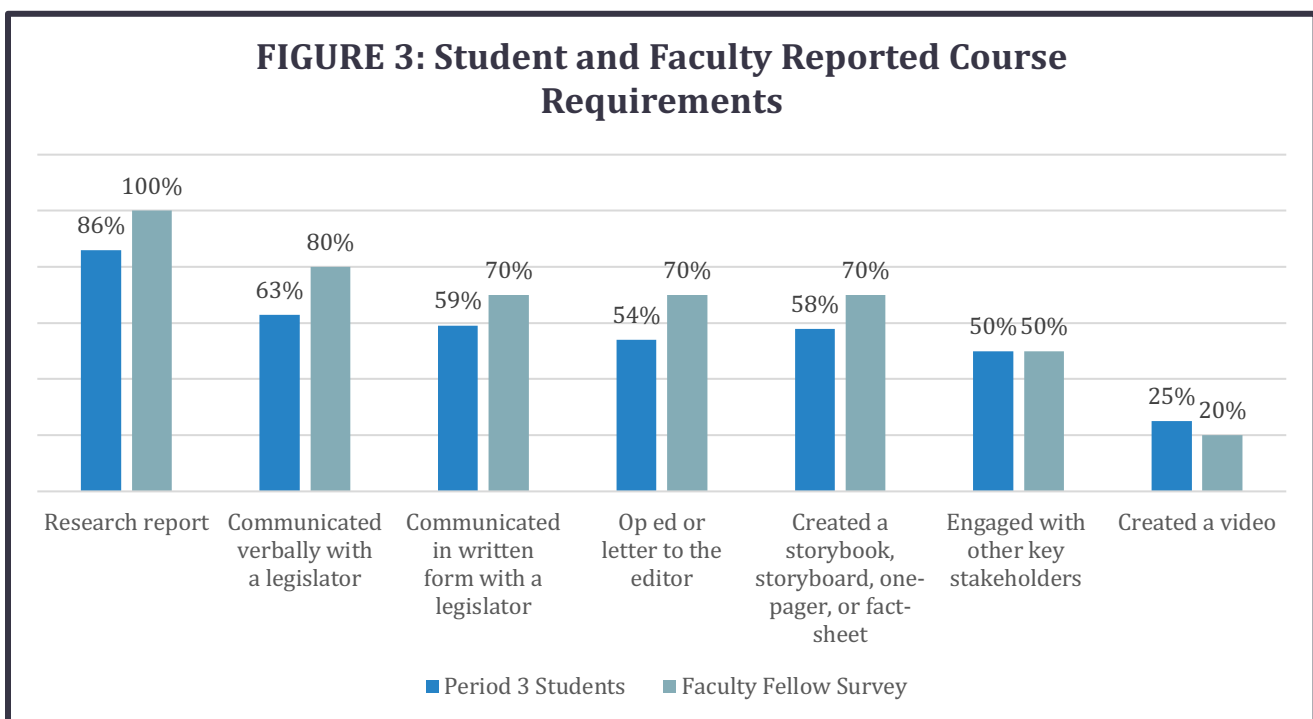
The Spring 2025 iteration of the ENACT National Survey included a question that asks participants to identify the civic engagement activities they completed as part of their ENACT course. The following options were: 1) Wrote a research report and/or policy brief related to a state bill, 2) Prepared an elevator speech regarding a state bill, 3) Communicated verbally (in person, phone call, etc.) with a state legislator/staffer/aid in relation to a state bill, 4) Communicated in written form (email/letter/etc.) with a state legislator/staffer/aid in relation to a state bill, 5) Wrote an op ed or letter to the editor related to a state bill, 6) Created a storybook, storyboard, one-pager, or fact-sheet, infographic, etc. related to a state bill, 7) Engaged with other key stakeholders regarding a state bill (ex: coalition members, researchers, those with lived experience related to the bill issue, etc.), and 8) Created a video related to a state bill.

Of the 115 students who completed the ENACT National Survey in the Spring of 2025, the vast majority (86%) reported that they wrote a research report and/or policy brief related to a state bill as part of their ENACT class. Approximately two-thirds (63%) reported that they communicated verbally (in person, phone call, etc.) with a state legislator, staffer, or aid in relation to a state bill. Nearly 60% stated that they 1) prepared an elevator speech regarding a state bill (63%), 2) communicated in written form (email/letter/etc.) with a state legislator, staffer, or aid in relation to a state bill (59%), and 3) created a storybook, storyboard, one-pager, or fact-sheet, infographic, etc. related to a state bill (58%).³

³ Students were able to select more than one response so the percentages total to more than 100%.

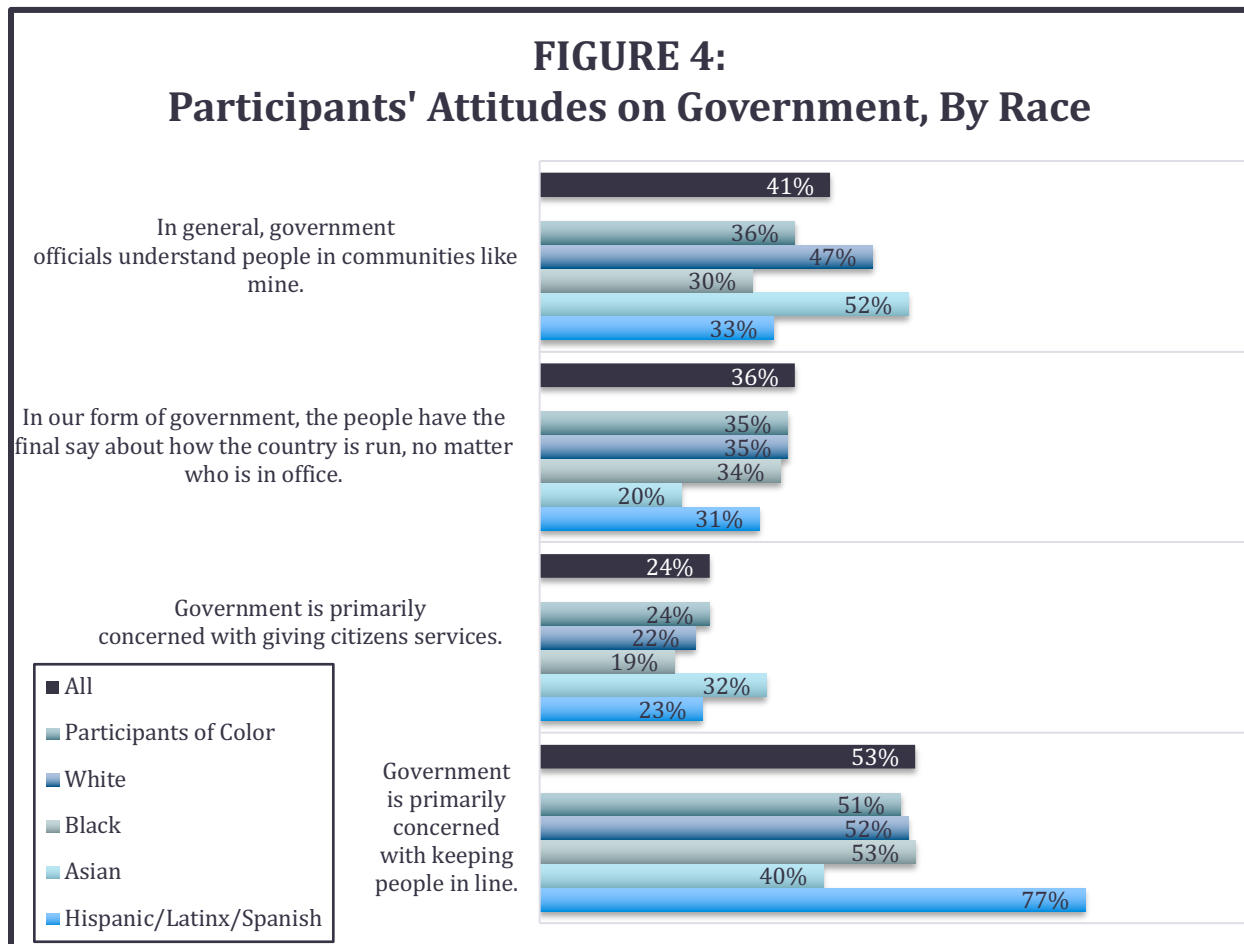
Just over half (54%) of students wrote an op ed or letter to the editor related to a state bill, while a similar percentage (50%) engaged with other key stakeholders regarding a state bill (ex: coalition members, researchers, those with lived experience related to the bill issue, etc.). Only one quarter of students (25%) reported creating a video related to a state bill. ENACT launched its inaugural “ENACT Student Summit” in the Spring of 2025, where students were invited to create videos related to their work from the semester and share their videos at the virtual summit. Continuing this type of event in future years may incentivize more students to create videos related to the state bills they explored as part of their ENACT class.

The above mirrors the findings of the Faculty Fellow Survey. All (100%) 2024-2025 faculty indicated including a research report in their course requirements. The majority also included verbal communication with a state legislator (80%), communication with a state legislator (70%), an op ed or letter to the editor (70%), a one-pager or fact-sheet (70%). Fewer included a requirement to engage with other key stakeholders (50%) or to create a video (20%) related to a state bill. (See Figure 3 for a full break down of requirements reported by students and Faculty Fellows).



Ultimately, this data surrounding the deliverables of the various ENACT classes suggests that the majority of ENACT students (in Spring 2025) were completing similar assignments and they were most commonly being asked to write research reports and/or policy briefs related to a state bill.

Political Attitudes

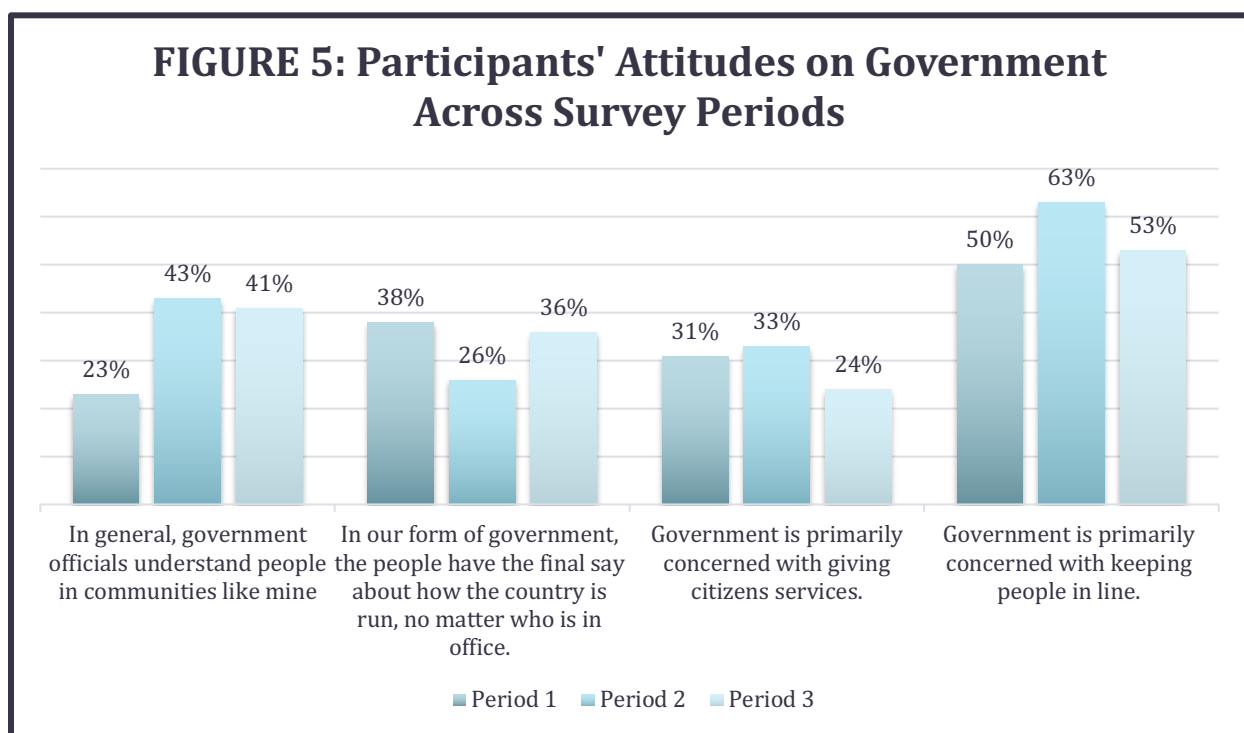


Student participants were asked about some of their attitudes regarding politics. Less than half (41%) feel that, in general, government officials understand communities like theirs. Just over a third (36%) believe that under the U.S. form of government, the people have the final say about how the country is run, no matter who is in office. Nearly one-quarter (24%) indicated that they feel the government is primarily concerned with giving citizens services while just over half (53%) feel its primary concern is keeping people in line. Importantly, these responses can be disaggregated by race.⁴ Only 36% of participants of color (a group that includes all participants who identified as any category other than solely white) indicated that government officials

⁴ Any participant who indicated more than one racial category is included in the data for all categories they selected and, therefore, some participants are double-counted.

understand people in their communities, and even fewer Hispanic, Latinx,⁵ or Spanish (33%) and Black or African American participants (30%) indicated so, in contrast to 47% of white respondents. White respondents are nearly evenly split on the role of government (“providing services” vs. “keeping people in line”). See Figure 4 for further breakdown by race, political attitudes.

While each iteration of the ENACT National Survey has been conducted during what can be described as “unprecedented times” and during two different highly polarizing presidential administrations, findings related to ENACT student political attitudes do not demonstrate consistent trends over time (see Figure 5). Small sample sizes in Period 1 and Period 2 prevent disaggregation of subgroups to further explore these results. What is noteworthy is that, in aggregate, ENACT students have consistently seen the primary role of government as more about keeping people in line than providing services, regardless of the political party in power at the time of the survey administration and social context in which they completed the survey.



When asked about interactions with government, respondents indicated both positive and negative experiences. Of those who responded to this open-ended question,⁶ approximately a quarter described positive experiences (25%), approximately a third described negative experiences (35%), and just under a third described having very limited interactions with government or none

⁵ The fall 2024 iteration of the survey listed “Hispanic, Latinx, or Spanish” as a race category while the spring 2025 iteration listed “Hispanic, Latino, or Spanish”.

⁶ “Thinking about your life experiences to date, how would you describe your interactions with government?”

at all (31%). Positive interactions were often related to experiences students had interacting with government as part of their ENACT classes. Other respondents who indicated positive interactions frequently relayed both positive and negative interactions, noting the distinction between instances of interaction with local or state government in contrast to the impact the federal government has on them and their lives (which was often labeled as negative). Negative interactions ran the gamut from feelings of anxiety to being treated unfairly to concerns related to their own identities (around race, socioeconomic status, or immigration status).

“[I would describe my interactions with government as] minimal. I vote. I went to public schools as a kid, which exist because of government. But for me, the government was mostly a distant and terrifying force that randomly decided to give or take away rights, not something that felt moveable. It was nice to be able to talk to state legislators [through the ENACT class] and see that they are normal people who it is possible to interact with in normal ways. There are faces behind the force of government – and many people working daily to improve it.”

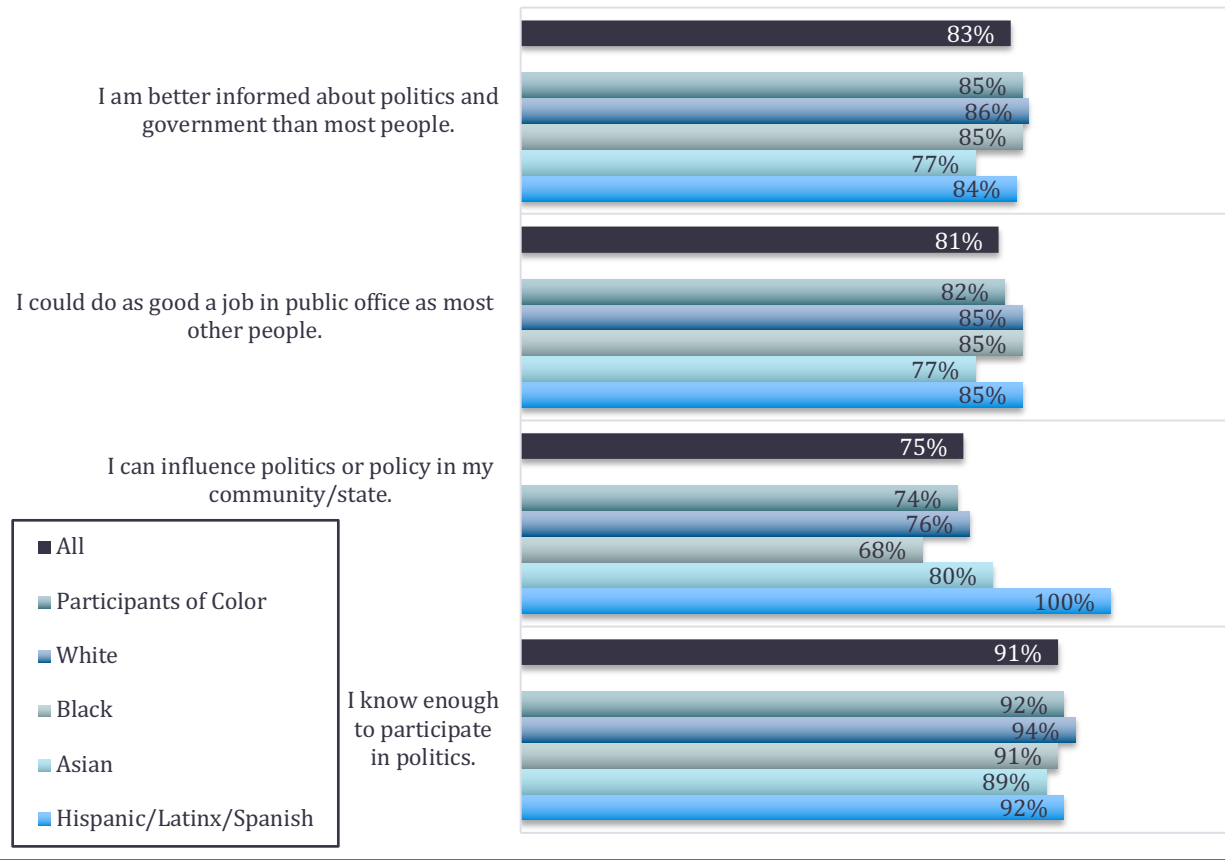
-ENACT Student

Political Efficacy

A consistent finding across all three administrations of the ENACT National Survey, as well as the ENACT Alumni data, is that students who complete an ENACT course express having political efficacy. Nearly all (91%) of Period 3 survey respondents indicated that they know enough to participate in politics. Three-quarters (75%) believe they can personally influence politics or policy in their communities or states. An even higher percentage, 81%, feel they could do as good a job in public office as most other people, and 83%, indicated that they think they are better informed about politics and government than most people. There is some slight variation in these measures when results are disaggregated by race (see Figure 6).

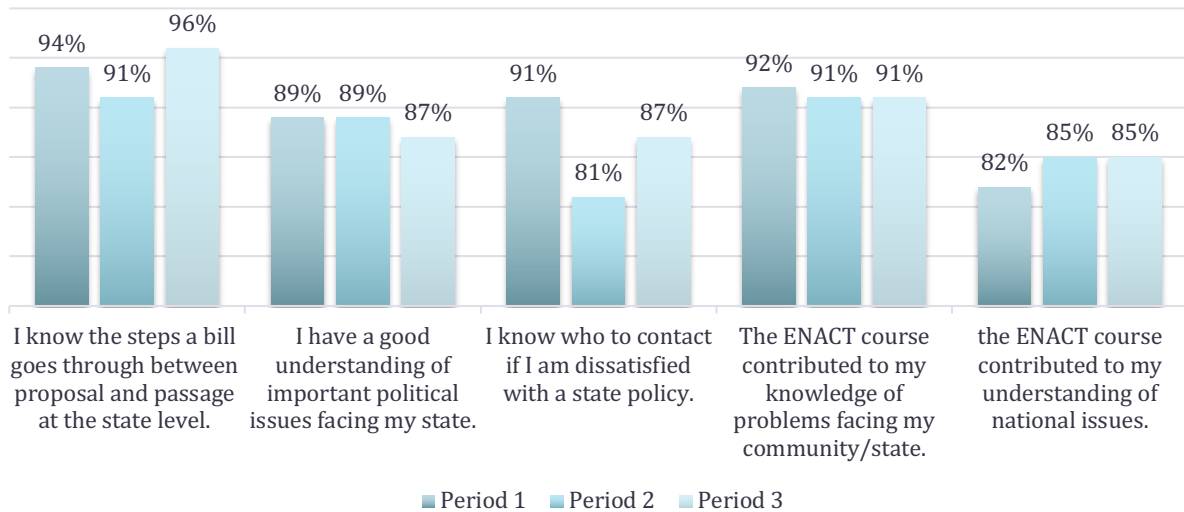
When asked about specific elements of state-level political knowledge that contribute to feelings of efficacy, participants responded similarly. The majority of participants know the steps a bill goes through between proposal and passage at the state level (96%), believe they have a good understanding of important political issues facing their state (87%), and know who to contact if they are dissatisfied with a state policy (87%). ENACT courses help students understand the major issues facing their communities. Almost all participants (91%) reported that the ENACT class contributed to their knowledge of problems facing their community/state and 85% reported the class contributing to their understanding of national issues.

**FIGURE 6:
Participants' Political Efficacy, By Race**



These results are once again relatively consistent across Period 1 and Period 2 data (see Figure 7). When looking at these trends over time, however, there is a slight regression in Period 2 data around students' self-reported knowledge of the steps a bill goes through between proposal and passage at the state level and again in confidence about who to contact if they are dissatisfied with a state policy. While these are small variances, they are worth following over time moving forward in case they turn into larger trends.

FIGURE 7: Participants' Political Knowledge Across Survey Periods



Political Engagement

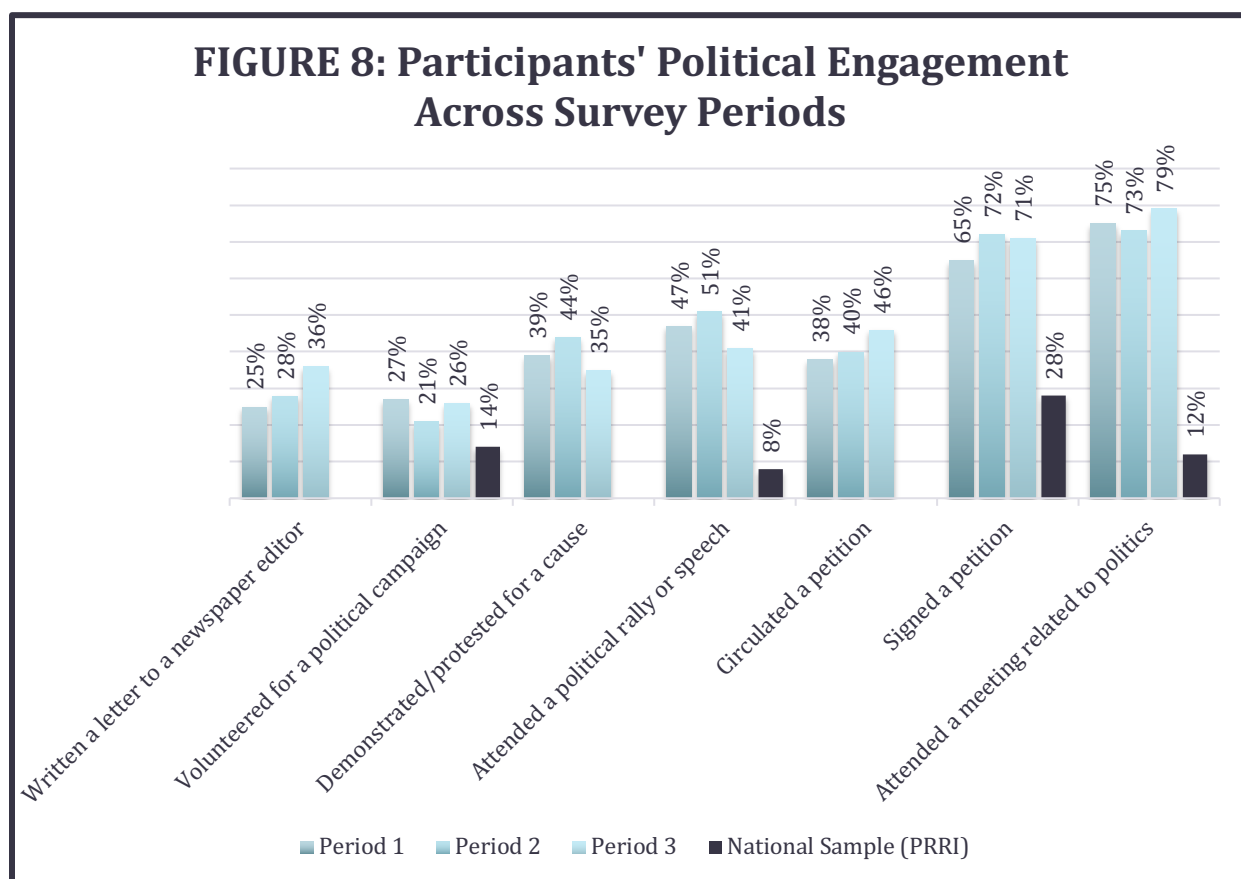
Feelings of political efficacy translate to political and civic engagement.^{iv} Students who complete an ENACT course are engaged in social, civic, and political activity. Within the past 12 months, 75% of respondents have attended meetings related to politics and 65% have signed a petition. Just under half (47%) attended a political rally or speech, 39% demonstrated or protested for a cause, and 38% circulated a petition for a candidate or issue. Looking beyond just the past year, 41% have volunteered for a political campaign, 32% have written a letter to a newspaper editor, and 32% have contributed money to a political organization or candidate. This political engagement is modeled by ENACT Faculty Fellows. Respondents to the Faculty Fellow Survey indicated a wealth of knowledge beyond the classroom with the three most common types of non-academic work and/or volunteer experience they have being community organizing (50%), work in the non-profit sector (50%), and campaigning for candidates (30%).

"As a citizen of America, I realize I have more of a say in government action than I thought."

-ENACT Student

These survey findings from students are above the national average rates of similar political engagement. In 2018, the Public Religion Research Institute (PRRI) and The Atlantic conducted a survey with a random sample of over 1000 adults living in the U.S. about their civic engagement. The PRRI/The Atlantic Civic Engagement Survey found that a minority of participants had attended a rally or demonstration (8%), volunteered with a group or cause (14%), attended a community meeting (12%), donated money to a campaign or cause (19%), posted on social media about an issue that matters to them (23%), or signed an online petition (28%), in the past 12 months.^v

Rates of political engagement that surpass those of U.S. adults overall are consistent with findings from Period 1 and Period 2 (see Figure 8).⁷ In general, from 2023 to 2025, ENACT survey participants are writing letters to newspaper editors, circulating petitions, signing petitions, and attending political meetings with increasing frequency. While rates of volunteering for political campaigns and attending political rallies or speeches appear to be declining slightly during this same time period, this can very likely be attributed to the timing of the most recent Presidential campaign. In 2023 and 2024, presidential and down-ballot race candidates were holding events frequently in the lead-up to their elections. In the off-year of 2025, these events are much less frequent.

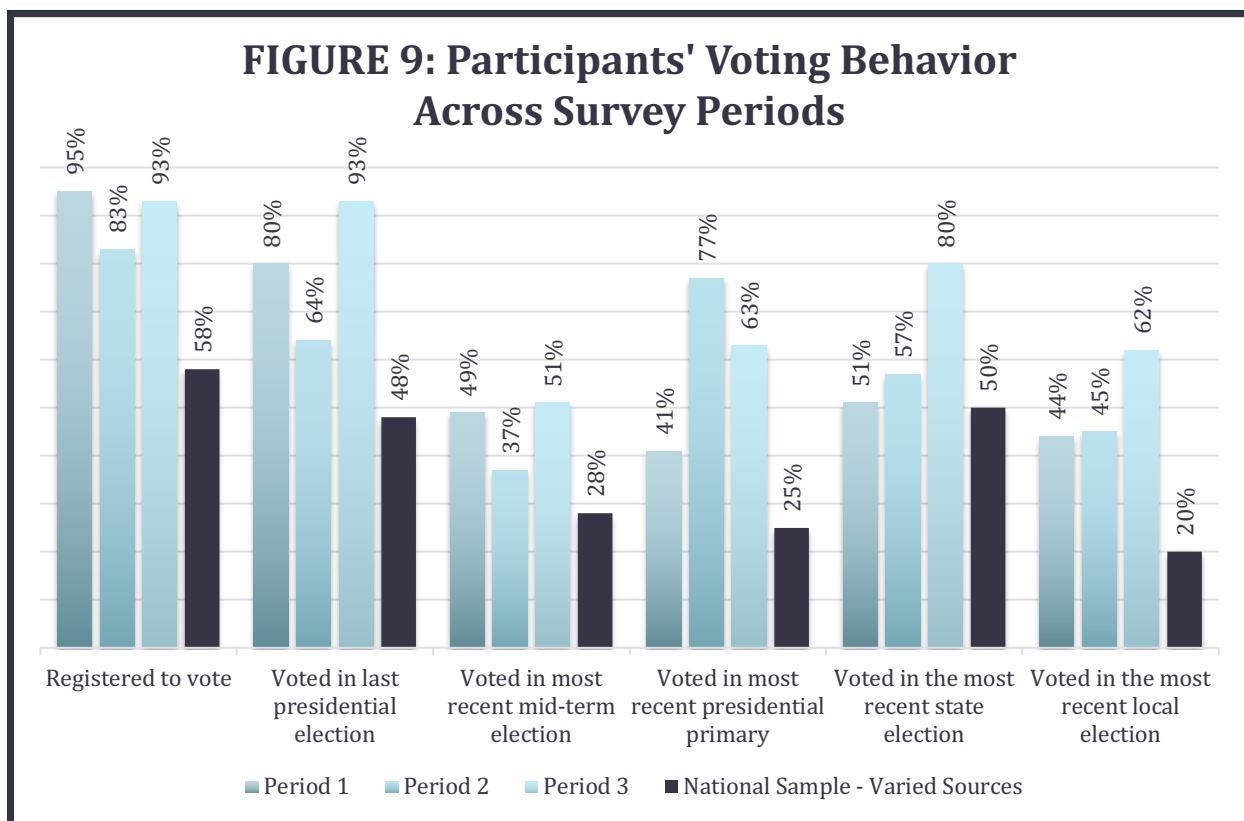


⁷ The PRRI survey did not ask about writing a letter to a newspaper editor, demonstrating/protesting for a cause, or circulating a petition.

Voting Behavior

ENACT students also consistently indicate a high rate of political engagement through voting. The majority of Period 3 respondents (83%) are registered to vote. This is significantly higher than the national average. According to the U.S. Census Bureau, at the time of the most recent Presidential election (November 2024), only 58% of citizens ages 18-24 were registered to vote (and only 74% of all citizens over the age of 18).^{vi} In addition to high registration rates, when students complete ENACT courses, they intend to vote at high rates. Period 3 participants who are eligible intend to vote in the upcoming local (93%), state (94%), and presidential (95%) elections.

While there was a dip in national voting behavior among Period 2 respondents,⁸ student respondents in Period 3 are voting at even higher rates than students enrolled in previous years (with the exception of Period 2 Presidential primary voting). They are also voting at significantly higher rates than national average voter turn-out rates (see Figure 9).⁹ The vast majority of ENACT students who were eligible voted in the most recent Presidential election (93%), nearly double the national rate of only 48% of all citizens ages 18-24, and well above the 65% of U.S. citizens of all ages who voted in 2024.^{vii}



⁸ For a full exploration of the Period 2 trends, see the Volume 2 report.

⁹ National sample rates are pulled from a variety of sources (the U.S. Census Bureau, Wisconsin Elections Commission, The University of Chicago Center for Effective Government, and States United Democracy Center). Each is detailed in the text below.

Participants vote at similarly high rates in their state and local elections. A noteworthy 80% of ENACT students reported having voted in their most recent state election. State voter turn-out rates vary from state to state and year to year. In Wisconsin, a state with notably high turnout, 50% of voters participated in the 2025 state election and 40% participated in 2023. These were the highest rates in the past 25 years.^{viii} ENACT students far surpass these rates. At the same time, well over half of eligible ENACT students voted in their most recent local election (62%). National and even state data on voting rates in local elections is difficult to come by, but a variety of studies conducted in the 2010s found the highest rates to be only around 20%^{ix} - less than one-third the rate of ENACT students.

Similarly, ENACT students are active voters in Presidential primaries. State averages for primary turnout rates vary similarly to those of other state elections. In Wisconsin, 2022 primary turnout was only 25%, and in Arkansas (a state with voter turnout that is consistently among the lowest in the country) it was only 19%.^x In contrast, 63% of eligible Period 3 ENACT students had voted in the most recent Presidential primary. In contrast to all other voting behavior, more Period 2 participants had voted in the most recent primary than Period 3 participants. This may be explained by the proximity of the primary to the time when students were surveyed. Many Period 2 students were surveyed in the week or months after their most recent primaries.

Finally, just over half of ENACT students surveyed had voted in the most recent mid-term election (51%), nearly double the rate of U.S. citizens ages 18-24 who reported voting in the same election (28%) and even surpassing the total rate of voters of all ages (49%).^{xi}

“My [only] interactions with the government have mostly been through voting on the local, state, and federal levels.”

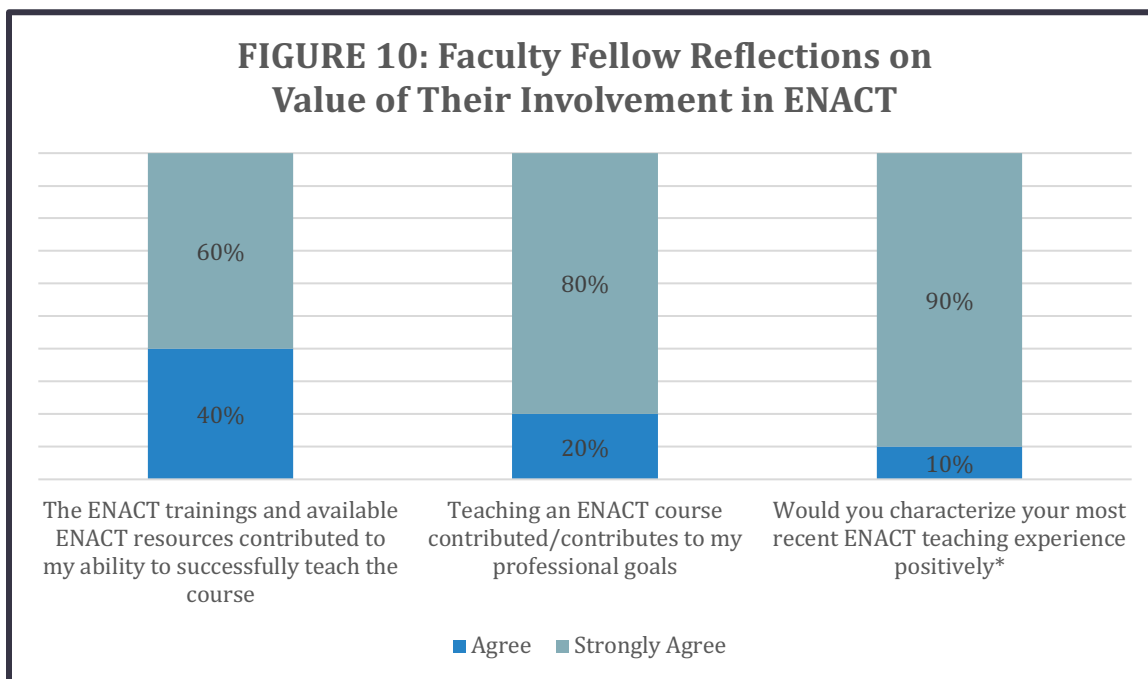
ENACT STUDENT SURVEY

Critical Skills

In addition to impacting students’ political efficacy and engagement, ENACT courses help students develop critical and translatable professional skills. Participants reflected that their ENACT coursework contributed to their communication skills. The majority (81%) indicated that the course helped to improve their writing skills and 77% indicated it enhanced their ability to speak clearly and effectively. Survey respondents also attribute their ability to work effectively with others (80%) to the coursework. Teamwork is a core component of most ENACT classes. In the flagship course at Brandeis University, for example, students work in pairs all semester to research and advocate for a current bill of their choosing. (See Appendix D for a sample schedule of assignments, including how the team component is incorporated).

Finally, respondents attribute their ability to critically evaluate an issue to ENACT. The majority (87%) reflected that ENACT emphasized using various sources of information to examine a real-world problem and 85% indicated that their ENACT coursework taught them to evaluate a point of

view, decision, or information. After completing the course, 89% of respondents report that their ability to see the world from someone else’s perspective is one of their strengths, 85% consider their ability to discuss controversial issues to be a strength and 70% report that engaging in discussions with individuals who disagree with their position is another of their strengths. Overall, students are satisfied with the relevance of ENACT coursework to their everyday lives (87%) and to their future career plans (84%).



Faculty Fellows similarly find value in their involvement teaching ENACT courses (see Figure 10).¹⁰ All of the 2024-2025 participants in the Faculty Fellow Survey indicated that they felt positive or very positive (90%) with regard to their ENACT teaching experience. Similarly, 100% agreed that teaching an ENACT course contributed to their professional goals (80% strongly agreed). Likely contributing to these positive results, 100% of Faculty Fellows also indicated that the ENACT trainings and resources available to them contributed to their ability to successfully teach their courses (60% strongly agreed).

¹⁰ The text of the 3rd question in this series appeared in the Faculty Fellow Survey as: “How would you characterize your ENACT teaching experience (please respond based on your most recent teaching experience)?”

“The longer I teach [this class], the more I see my alumni turn up as lawmakers, staffers, lobbyists, etc. This is really gratifying and shows that the experiential nature of the class serves as an impetus for students to seek careers in state politics.

-ENACT Faculty Fellow

Conclusion

ENACT courses are designed to teach undergraduate students to participate in state-level legislative change through hands-on engagement with the political process. Based on Period 3 of the ENACT National Survey, this report finds that, consistent with data from Period 1, Period 2, and the Alumni Survey, students who complete an ENACT course report high levels of political efficacy. Students feel well-qualified and equipped to engage with the political process. This political efficacy translates to higher-than-average levels of political activity – through both individual actions (attending meetings, rallies, or demonstrations, signing petitions, and volunteering) and voting behavior. For many students, the ENACT course opened the door to political activity by showing them the access they already had to the political process and providing critical knowledge and skills to build their confidence to engage with the democratic process.

Appendix

Appendix A: Survey Administration Script

(To be read or paraphrased by the course instructor during class time, within the last two weeks of regular class sessions)

“As we wrap up the semester, we want to learn a little bit more from you about how your experience in this class has impacted you outside of the class, and outside of school. As you know, universities across the country offer ENACT classes similar to this one. Students at many universities are being given this same survey so that we can understand if the ENACT model has an impact outside of academic course outcomes.

We’re going to take the last 15 minutes of class to complete a survey. The survey is not required and if you do not want to participate, this time is your own. For those who do want to participate, the link is on the board. The survey should take approximately 10-15 minutes.

If you have any questions, I am happy to answer them.

Thank you!"

“I had little prior knowledge [about] how to interact with the government before this class... Even if I did have the knowledge, I don’t think I would have [expected] to be heard in an interaction with government like I do now.”

-ENACT Student

Appendix B: ENACT National Survey Questions

Questions in blue cells were only asked in the fall 2023 survey and subsequently were removed.

Questions in purple cells were added in spring 2024 and have been asked since.

Questions in gray cells were removed after fall 2024.

Questions in teal green cells were added in spring 2025 and have been asked since.

Section	Question	Response Choices
INTRODUCTION	Please select the following activities you engaged in during your ENACT course. Select all that apply.	Wrote a research report and/or policy brief related to a state bill Prepared an elevator speech regarding a state bill Communicated verbally (in person, phone call, etc.) with a state legislator/staffer/aid in relation to a state bill Communicated in written form (email/letter/etc.) with a state legislator/staffer/aid in relation to a state bill Wrote an op ed or letter to the editor related to a state bill Created a storybook, storyboard, one-pager, or fact-sheet, infographic, etc. related to a state bill Engaged with other key stakeholders regarding a state bill (ex: coalition members, researchers, those with lived experience related to the bill issue, etc.) Created a video related to a state bill
ENGAGEMENT	Please respond to the following statement with your level of agreement. I engaged in advocacy during the class.	Strongly Agree Somewhat Agree Neither Agree nor Disagree Somewhat Disagree Strongly Disagree
ENGAGEMENT	Given the current state of politics today, what is your interest level in participating in politics (as a voter or otherwise)?	Strongly interested Interested Neutral Disinterested Strongly disinterested
ENGAGEMENT	Please answer the following questions according to how you feel now: - I am interested in politics	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know

ENGAGEMENT	Please answer the following questions according to how you feel now: - I could do as good a job in public office as most other people	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
ENGAGEMENT	Please answer the following questions according to how you feel now: - I am better informed about politics and government than most people	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
ENGAGEMENT	Please answer the following questions according to how you feel now: - I am politically active	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
ENGAGEMENT	Before the semester began, did you post about politics on online social networks (e.g., Facebook, Twitter, Google+, Instagram, Snapchat, or other social networks)?	Yes No
ENGAGEMENT	During the semester, did you post about politics on online social networks (e.g., Facebook, Twitter, Google+, Instagram, Snapchat, or other social networks)?	Yes No
KNOWLEDGE	Please answer the following questions according to how you feel now: - I know enough to participate in politics	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
KNOWLEDGE	Please answer the following questions according to how you feel now: - I have a good understanding of the important political issues facing this state	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
KNOWLEDGE	Please answer the following questions according to how you feel now: - I know who to contact if I'm dissatisfied with a policy or a piece of legislation in this state	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
KNOWLEDGE	Please answer the following questions according to how you feel now: - I know the steps a bill goes through between being proposed and being passed into law at the state level	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
KNOWLEDGE	During the current school year, about how often have you connected your learning in the classroom to societal problems or issues?	Very often Often Sometimes Never Don't know
EFFICACY	Please indicate whether you agree or disagree with the statements below according to how you feel now: - Under our form of government, the people have the final say about how the country is run, no matter who is in office.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know

EFFICACY	Please indicate whether you agree or disagree with the statements below according to how you feel now: - I can influence politics or policy in my community/state.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
EFFICACY	Please indicate whether you agree or disagree with the statements below according to how you feel now: - In general, government officials understand people in communities like mine.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
EFFICACY	Please indicate whether you agree or disagree with the statements below according to how you feel now: - Government is primarily concerned with giving citizens services.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
EFFICACY	Please indicate whether you agree or disagree with the statements below according to how you feel now: - Government is primarily concerned with keeping people in line.	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
EFFICACY	Thinking about your life experiences to date, how would you describe your interactions with government?	Open Ended
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Attended a meeting related to politics	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Attended a political rally or speech	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Demonstrated/protested for a cause	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Written a letter to a newspaper editor	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Circulated a petition for a candidate or issue, online or on paper	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Signed a petition, online or on paper	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know

BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Volunteered for a political campaign (unpaid)	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Worked for a political campaign (paid)	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
BEHAVIOR	People engage in social, civic, and political activity in different ways. Over the past 12 months, have you done any of the following in support of a group, cause, or campaign you care about? - Contributed money to a political organization or candidate	Yes, within the past 12 months Yes, but not within the last 12 months No, haven't done it Don't know
VOTING BEHAVIOR	Did you vote in the 2020 presidential election?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the 2024 presidential election?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the 2023 state election?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the most recent state elections?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the most recent state elections (for example, state senators, state house of representatives)? Note: in some states, these were on the most recent general ballot (with the presidential election).	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the 2023 local election?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the most recent local elections?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the most recent local election (for example, city, county, town, or school board)?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Are you currently registered to vote in the 2024 presidential election? If not sure, please feel free to visit the following: https://www.nass.org/can-i-vote/voter-registration-status	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Are you currently registered to vote? If not sure, please feel free to visit the following: https://www.nass.org/can-i-vote/voter-registration-status	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the 2020 primary election or participate in a caucus for the presidential nomination?	Yes No Not eligible to vote Don't know

VOTING BEHAVIOR	Did you vote in the presidential primary (2024)?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the most recent primary election or participate in a caucus for the Presidential nomination?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Did you vote in the 2022 national election (mid-term)?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Do you intend to vote in the 2024 presidential election?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Do you intend to vote in the 2028 presidential election?	Yes No Don't Know Not Eligible to Vote
VOTING BEHAVIOR	If you intend to vote in the 2024 presidential election, how do you plan to do so?	In person on election day In person (early; before election day) Absentee ballot (mail in)
VOTING BEHAVIOR	Do you intend to vote in the next state election?	Yes No Not eligible to vote Don't know
VOTING BEHAVIOR	Do you intend to vote in the next local election?	Yes No Not eligible to vote Don't know
TOLERANCE/DIVERSITY	How would you rate your ability to see the world from someone else's perspective?	A major strength Somewhat strong Average Somewhat weak A major weakness Don't know
SKILLS/COMPETENCIES	The ENACT class has contributed to my: Understanding of the problems facing my community/state	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
SKILLS/COMPETENCIES	The ENACT class has contributed to my: Understanding of national issues	Strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree Don't know
SKILLS/COMPETENCIES	How much has your coursework in the ENACT class emphasized the following? Evaluating a point of view, decision, or information source	Very much Quite a bit Some Very little Don't know
SKILLS/COMPETENCIES	How much has your coursework in the ENACT class emphasized the following? Using various sources of information to examine a real-world problem or issue	Very much Quite a bit Some Very little Don't know

SKILLS/COMPETENCIES	How would you rate your ability to discuss controversial issues?	A major strength Somewhat strong Average Somewhat weak A major weakness Don't know
SKILLS/COMPETENCIES	How would you rate your ability to engage in discussion with individuals who disagree with your position?	A major strength Somewhat strong Average Somewhat weak A major weakness Don't know
SKILLS/COMPETENCIES	How much has your experience in this class contributed to your knowledge, skills, and personal development in the following areas? Speaking clearly and effectively	Very much Quite a bit Some Very little Don't know
SKILLS/COMPETENCIES	How much has your experience in this class contributed to your knowledge, skills, and personal development in the following areas? Writing clearly and effectively	Very much Quite a bit Some Very little Don't know
SKILLS/COMPETENCIES	How much has your experience in this class contributed to your knowledge, skills, and personal development in the following areas? Working effectively with others	Very much Quite a bit Some Very little Don't know
COLLEGE EXPERIENCE	Please rate your satisfaction with your ENACT class in each area: Relevance of coursework to everyday life	Very satisfied Satisfied Neither satisfied or dissatisfied Dissatisfied Very Dissatisfied Don't know
COLLEGE EXPERIENCE	Please rate your satisfaction with your ENACT class in each area: Relevance of coursework to future career plans	Very satisfied Satisfied Neither satisfied or dissatisfied Dissatisfied Very Dissatisfied Don't know
COLLEGE EXPERIENCE	After completing this course, I feel empowered to participate in the democratic process.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
VALUES	Please indicate the importance to you personally of each of the following: Helping to promote racial understanding	Essential Very important Somewhat important Not important Don't know
VALUES	Please indicate the importance to you personally of each of the following: Becoming a community leader	Essential Very important Somewhat important Not important Don't know
VALUES	Please indicate the importance to you personally of each of the following: Developing or clarifying a personal code of values and ethics	Essential Very important Somewhat important Not important Don't know

VALUES	When thinking about your career path after college, how important is working for social change?	Essential Very important Somewhat important Not important Don't know
DEMOGRAPHICS	How do you describe your gender identity? Select all that apply.	Man Woman Non-binary/gender non-conforming Something else Prefer not to answer Open Ended on the Spring 2024 Instrument*
DEMOGRAPHICS	How do you describe your racial/ethnic identity? Select all that apply.	White Hispanic, Latino or Spanish Black or African American Asian American Indian or Alaska Native Middle Eastern or North African Native Hawaiian or other Pacific Islander Some other race, ethnicity, or origin Don't know
DEMOGRAPHICS	What is your primary undergraduate major?	Arts and humanities (Art, English, History, Music, Philosophy, Theater, Religion, etc.) Biological and life sciences (Biology, Ecology, Environmental Science, Neurobiology, etc.) Business (Accounting, Business Administration, Finance, Management, Marketing, etc.) Education (Elementary, Secondary, Special Education, Music or Art Education, etc.) Engineering (Aerospace, Biomedical, Chemical, Civil, Computer, Electronic Engineering, etc.) Health professions (Health Care, Nursing, Pharmacy, Occupational, Physical or Speech Therapy, etc.) Math and computer science (Math, Computer Science, etc.) Physical sciences (Astronomy, Chemistry, Earth Science, Marine Science, Physics, etc.) Social sciences (Anthropology, Economics, Ethnic Studies, Political Science, Psychology, Sociology, etc.) Other Don't know/undeclared
DEMOGRAPHICS	What is your academic class level?	First year Sophomore Junior Senior Graduate student Alternative student
DEMOGRAPHICS	I am the first generation in my family to attend college	Yes No Don't know

DEMOGRAPHICS	What is your age?	Under 18 18-24 25-34 35-44 45-older
DEMOGRAPHICS	What is your political ideology?	Far left Liberal Middle-of-the-road Conservative Far right Don't know
DEMOGRAPHICS	How do you identify your sexual orientation? Select all that apply.	Heterosexual Gay/Lesbian Bisexual Pansexual Asexual Other Don't Know
DEMOGRAPHICS	Do you identify as a person with a disability or other chronic condition?	Yes No Don't Know
DEMOGRAPHICS	What is your present religious identity if any?	Agnostic Atheist Bahai Buddhist Hindu Jewish Mormon Muslim Orthodox (such as Greek or Russian Orthodox) Protestant Roman Catholic Other religion Not religious Don't Know
DEMOGRAPHICS	When you think about your family's access to money and resources, were you raised with:	Less than enough Enough More than enough Don't know
DEMOGRAPHICS	In the neighborhood where you lived most of your life, how much of a problem were things like drugs, violence, gangs, and crime? Would you say they were:	A big problem Somewhat of a problem Not much of a problem No problem at all

Appendix C: Demographic Break-Down of Period 3 Student Participants

Gender

There were approximately twice as many participants who identified as female or women (63%) than as male or men (30%). One participating student identified as a transgender woman, one as agender, three as nonbinary, and four preferred not to state their gender identity.

Sexual Orientation

The majority of participants identified as heterosexual (71%). Others identified as bisexual (13%), gay/lesbian (10%), pansexual (7%), asexual (2%), or another sexual orientation (1%).

Race/Ethnicity

Students who participated in this phase of the survey identified as White (48%), Black or African American (32%), Asian (19%), Hispanic, Latino, or Spanish (10%), American Indian or Alaska Native (3%), Middle Eastern or North African (2%), and “other race, ethnicity, or origin” (4%). (In both the race/ethnicity and sexual orientation questions, students were able to select more than one response so the percentages total to more than 100%).

Disability

One-fifth of survey participants have a disability or other chronic condition (20%) while the majority did not (77%) and 3% did not know.

Religious Affiliation

Participants ran the gamut in terms of religious affiliation. While the majority identified as Agnostic (12%), Atheist (9%), not religious (11%) or “don’t know” (5%), other students identified as Protestant (13%), Roman Catholic (5%), Jewish (4%), Hindu (4%), Muslim (4%), and Orthodox (2%). Approximately one-third of participants identified as another religion not listed (30%).

Socioeconomic Status

When asked to consider their family’s access to money and resources as they grew up,¹¹ 20% indicated that they had less than enough, 47% had enough, and 33% had more than enough. Similarly, when asked about how much of a problem drugs, violence, gangs, and crime were in the neighborhood where they grew up, 29% said they were somewhat or a big problem, 31% said they were not much of a problem, and 40% said they were no problem at all.

¹¹ These two questions were taken from the Black Youth Project Survey. Cathy J. Cohen. 2005. “Black Youth Culture Survey.” Chicago, IL: *Black Youth Project*. <http://www.blackyouthproject.com>.

Appendix D: Sample Schedule of Assignments

A. The Legislative Research Report

Team Assignment

The report is a **10-page document** in support of your bill. It should contain detailed arguments and counterarguments with facts, figures, analyses, and relevant studies explaining the rationale and consequences of the bill. It might be helpful to examine similar legislation in other states. Students in other states working on similar bills might be helpful via ENACT. The report should clearly cite relevant research and contain a bibliography. This report is especially helpful to the staff or few legislators who wish to become experts on this bill; or as a training document for coalition staff and grassroots leaders.

Your report will be graded on the following criteria:

- analysis of legislation,
- arguments and research in support of legislation,
- response to counterarguments,
- quality and breath of works cited, and
- quality of writing.

B. Storybook

Team Assignment

For elected and appointed policymakers a book of good stories about a critical mass of constituents with a fixable policy problem, the campaign storybook, is an invitation to be a hero. We all like a good story. There is something about real stories of real people with real problems that makes us want to help-especially when we are in a place with the expertise and the power to fix the problem.

In this assignment, you and your team will create a campaign storybook consisting of, at a minimum, two separate stories. These stories must originate from real people through personal interviews, testimony at hearings that you attended, or informal meetings. The final product should include: a distilled version of the full interview, stating the compelling essence of the story presented in a visually pleasing manner. The storybook also should include the bill's title and number, its essence in layperson's language, the problem it seeks to fix, and your contact info for people who want to get more information. It will be important to ask the participant's name, contact information, the participant's willingness to talk to policymakers, and the participant's willingness to talk to the media. **It also will be important to give yourself adequate time to identify people to include in your storybook, to obtain the story, and to present it in an effective manner.**

Your storybook will be graded on the following criteria:

- relevance of interview, hearing, or meeting;
- quality of substance presented, and
- quality of visual presentation.

C. Elevator Speech, Letter to Legislator, and Monologue to Chair of House Ways and Means Committee

Team Assignment

1. Script for the Elevator Speech

All workers on your bill campaign need to handle short telephone or face-to face conversations about the bill. This 30-second rap, known as the elevator speech, is important in quickly getting the essence of the campaign out to potential recruits, staff, and legislators you “bump into on the elevator.” Write the script for your bill campaign's elevator speech. This script should not be longer than **one page**. **Be prepared to make your elevator speech to the class and to answer brief questions.**

Your elevator speech will be graded on the following criteria:

- engaged the legislator/staffer, with a common value,
- succinctly described the problem,
- illustrated the solution, and
- made a call to action.

2. Letter to the Legislator

A **one-page** personal letter communicating a genuine response to a problem is very effective with policymakers. Write the letter in support of your campaign issue to your State Representative or State Senator. Type in your address at www.wheredoivotema.com to determine your elected officials, those that represent your current place of residence. Use a standard business letter format.

Your letter will be graded on the following criteria:

- engaged this legislator with a common value and a specific connection,
- succinctly described the problem,
- illustrated the solution,
- addressed counterarguments to the bill, and
- made a specific call to action.

3. Script for in-depth meeting with House Ways and Means Legislative Staff

The Chair of the House Ways and Means Committee and his legislative staff have put you on his meeting schedule. As always, the Chair is concerned about **finances**. You have **5 minutes** to get your points across and to convince the Chair of Ways and Means to vote the way you wish. Write the script for that speech. The script should not be longer than **three pages**. For simplicity, imagine that you have already done the introductions. The script essentially can be written as a monologue of what you and/or your teammates would say during the inform-and-persuade portion of the meeting. **Please be prepared to give your 5-minute speech and to answer brief questions.**

Your script for your meeting with the Chair of the House Ways and Means Committee and his staff will be graded on the following criteria:

- engaged this specific legislator with a common value and a specific connection,
- succinctly described the problem,
- illustrated the solution, addressing the Chair's financial concerns,
- made a specific request of the Chair,
- addressed counterarguments to the bill, addressing financial concerns.

D. Media Advocacy

Create a media advocacy campaign consisting of two media activities.

1. The OpEd for Bill

Individual Assignment

OpEd (literally, opposite the editorial page) represents the views of individual writers. This page is designed to present a broad array of views from members of Greater Boston. The Boston Globe is interested in featuring your perspective in an OpEd piece. The written piece should contain no more than **750 words**.

Below are some suggestions:

- Focus tightly on one issue or idea in your first paragraph. Be brief.
- Express your opinion, then base it on factual, researched, or first-hand information.
- Be timely, controversial, but not outrageous. Be the voice of reason.
- Be personal and conversational; it can help you make your point.
- Be humorous, provided that your topic lends itself to humor.
- Have a clear editorial viewpoint - come down hard on one side of the issue. Don't equivocate.
- Provide insight, understanding: educate your reader without being preachy.
- Near the end, clearly re-state your position and issue a call to action. Do not philosophize.
- Have verve, and "fire in the gut" indignation to accompany your logical analysis.
- Do not ramble or let your oped unfold slowly, as in an essay.

- Use clear, powerful, direct language.
- Emphasize active verbs; forget the adjectives and adverbs, which may weaken this writing.
- Avoid clichés and jargon.
- Appeal to the average reader. Clarity is paramount.
- Include a brief bio along with your email address at the end.

Your OpEd will be graded on the following criteria:

- Focused tightly on one issue/idea in first paragraph,
- Clearly stated viewpoint,
- Supported viewpoint,
- Used powerful direct language,
- Used conversational tone,
- Made a call to action, and
- Demonstrated quality writing.

Extra credit for OpEds emailed to relevant sites for publishing between date graded OpEd is returned to student and amended and due date of final written portfolio.

2. The Video for Bill

Team Assignment or Individual Assignment

Create a brief infomercial on your bill. You might film yourself explaining your bill. You may use tik-tok.

Video is a forum for instant political commentary through such sites as Facebook and YouTube. Such videos can be created through original film or a combination of original film and a remixing of existing video clips into mash-ups-with-messages. They might borrow from the most popular videos on YouTube, marrying serious substance with lighthearted style. While serious in purpose, video activism can draw on the approach pioneered by entertainment-oriented videos. Create your voice in video. Short and powerful can be the best approach.

Your video will be evaluated on its ability to

- engage the audience,
- present the problem,
- illustrate a solution;
- call the audience to action,
- create emotional impact, and
- originality.

If necessary, remember to identify relevant speakers and cite the source of existing video clips.

Extra credit for Videos emailed to relevant legislators/coalitions between date graded Video is returned to student and amended and due date of final written portfolio.

E. Campaign Advocacy Journal

Individual Assignment

Attend and reflect on **four** substantive advocacy meetings on your bill. These meetings cannot include the initial meeting with your bill's sponsor scheduled by the professor. These meetings can include additional meetings with legislators or staffers, coalition members, and legislative hearings that you attended.

In an additional paragraph, please describe any problems you have experienced in your group project, how you are dealing with those challenges, and what you would like to see happen.

Use your communications with your bill's sponsor, coalition organizations and your class supervisor to identify meeting and event opportunities. Each "journal entry" should describe the location of the meeting, the people present, the reason for the meeting, a synopsis of the substance of the meeting, the connections made or lack thereof, and your perceptions of what went well and what might have worked even better. If you attend more than the above meetings or events, please include a comprehensive list at the end of the journal. Any additional meetings will be viewed as extra credit towards the grade of the campaign advocacy journal. **The majority of the journal should be reflective.** Your campaign advocacy journal should **not be more than five pages**.

Your campaign journal will be graded on the following criteria:

- relevance of the meeting,
- your advocacy efforts, and
- lessons learned.

F. Present and Defend Legislative Advocacy Project

Team Assignment

1. Final Oral Present and Defend

Each team will have **20 minutes** to convince the audience to support its legislation. The audience will role-play as staff to policymakers and interested citizens. Please be prepared for questions. There are multiple possible approaches to the oral presentation. You might use your elevator speech, pieces of your monologue to the Ways and Means Committee, your storybook, parts of your video clip, or something else. As in the final written Legislative Advocacy Project, the presentation should contain a section on next steps. In other words, if you continued to work on the issue, what would be your focus.

Your oral presentation will be graded on the following criteria:

- level of preparedness;
- evidence of maturation of understanding of legislative process;
- level of understanding of issue;
- ability to handle questions and comments;

- quality of materials presented;
- quality of communication skills;
- teamwork/collaborative effort.

2. Final Written Legislative Advocacy Project

Your final written legislative advocacy project should consist of amended copies of the prior listed assignments, A-E, based on constructive comments and a new-found knowledge of the issues and the process. Include all members' campaign journals. Do not include the reflection on your group dynamics. **Please add a detailed section on next steps.** Depending on where your bill is in the legislative process, you might discuss potential implementation issues, future advocacy collaborations, potential lobbying problems, substantive problems with the bill itself, and others. **The next-steps section should not be more than three pages.** Please include a table of contents.

Appendix E: About the Authors

Kaitie Chakoian, PhD Candidate, MA, MEd

Kaitie Chakoian is a current doctoral candidate in Social Policy at the Heller School at Brandeis University. Kaitie was a Teaching Fellow in the ENACT class at Brandeis (“Advocacy for Policy Change”) from 2019-2023. Additionally, she has been a member of the ENACT evaluation team since 2021. She also teaches courses to undergraduate and graduate students in gender-based violence, social policy, and qualitative research methods. Outside of academia, Kaitie has worked as an Epidemiologist for SAMHSA’s Strategic Prevention Technical Assistance Center and as the Campus Policy Manager for “End Rape On Campus”, a national organization working end college sexual violence. She has also consulted for the Ohio Alliance to End Sexual Violence, the Institute on Community Health, the Massachusetts Commission on the Status of Women, and the Sanar Institute.

Charlotte Powley, PhD, MPH, MEd

Charlotte completed her PhD in Social Policy in 2020 at the Heller School for Social Policy and Management, where her doctoral work focused on menstrual management and students’ experiences of menstruation in US public schools. Charlotte currently serves as a Lecturer in the Legal Studies program at Brandeis and works as the Assistant Director of Research at ENACT. Charlotte teaches the ENACT course “Gender, Justice, and Legislation” as well as “Legislation for Change: Research, Policy and Social Determinants of Health”. Charlotte earned her B.A. from Barnard College, Columbia University in 2011, majoring in Women, Gender, and Sexuality Studies. After Barnard, she joined the New York City Teaching Fellows and taught at a Title I high school in New York City for over three years. While teaching, she completed a Master’s in Education at Hunter College in New York City, graduating in 2014. Charlotte left teaching in 2015 to pursue her Master’s in Public Health from Tufts University School of Medicine. Charlotte completed her MPH in 2017 with a major in Biostatistics and Epidemiology.

Melissa Stimell, JD

Melissa Stimell is a Professor of the Practice in the Legal Studies Program at Brandeis University. She is the Director of ENACT, The Educational Network for Active Civic Transformation. She served as the chair of the Program in Social Justice and Social Policy. She currently teaches Advocacy for Policy Change, Conflict Analysis and Intervention, and Global Justice and Societies in Transition. She also has led Brandeis Summer in The Hague and the seminars accompanying the internship programs. She received her undergraduate degree from Cornell University and her law degree from Boston University School of Law. She has been a public interest attorney for over 30 years, focusing on the representation of vulnerable populations in such areas as criminal law, discrimination of individuals with disabilities, and child welfare.

References

- ⁱ Chakoian, Kaitie & Stimell, Melissa (2023). Transformations through Civic Engagement: A National Evaluation of the Impact of the ENACT Course on Student Attitudes, Knowledge, and Behavior. Waltham: Brandeis University International Center for Ethics, Justice and Public Life.
- ⁱⁱ Chakoian, Kaitie, Powley, Charlotte, & Stimell, Melissa (2024). Transformations through Civic Engagement: A National Evaluation of the Impact of the ENACT Course on Student Attitudes, Knowledge, and Behavior Volume 2. Waltham: Brandeis University.
- ⁱⁱⁱ Chakoian, Kaitie, Powley, Charlotte, & Stimell, Melissa (2022). Transforming the Civic Engagement of Future Generations: A Pilot Evaluation of the Impact of the ENACT Course on Alumni Civic Engagement and Career Trajectories. Waltham: Brandeis University International Center for Ethics, Justice and Public Life.
- ^{iv} Almond, G. A., and Verba, S. (1963). The civic culture: Political attitudes and democracy in five nations. Princeton University Press.
- ^v Jones, R., Cox, D., Griffin, R., Najile, M., Fisch-Friedman, M., and Vandermaas-Peeler, A. (2018). *American democracy in crisis: Civic engagement, young adult activism, and the 2018 midterm elections*. <https://www.prr.org/wp-content/uploads/2018/10/Civic-Engagement-NovB.pdf>
- ^{vi} United States Census Bureau. (2025). *Voting and registration in the election of November 2024*. <https://www.census.gov/data/tables/time-series/demo/voting-and-registration/p20-587.html>
- ^{vii} *ibid*
- ^{viii} Wisconsin Elections Commission. (2025). Voter turnout partisan-nonpartisan through April 2025, *Voter Turnout*. <https://elections.wi.gov/statistics-data/voter-turnout>
- ^{ix} Berry, C. R. (2024). The timing of local elections. *The University of Chicago Center for Effective Government*. <https://effectivegov.uchicago.edu/primers/the-timing-of-local-elections>
- ^x States United Democracy Center. (2024). Voter turnout in American elections since 2000. *Trend Analysis Reports*. <https://statesunited.org/resources/voter-turnout-since-2000/#section-4>
- ^{xi} United States Census Bureau. (2023). *Voting and registration in the election of November 2022*. <https://www.census.gov/data/tables/time-series/demo/voting-and-registration/p20-586.html>