



# CAPITOL FOCUS

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*Election 2002*  
*“What You Should Know”*

Activity Workbook  
Directions and Reference  
Materials

*October 20-22, 2002*

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# Introduction to Political Parties

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Political parties play an important role in any democratic system of government. The parties organize people around different ideas, different constituencies, so that there can debate on the political direction in a state or a nation. People choose to join a Party or register with a Party that best represents their political beliefs. Parties help people with similar beliefs and opinions organize. Political Party committees often support candidates for elected offices who share their same political philosophy elected into office. The following is a list of political parties registered with the State of California and a description of their platform. Which Party best represents your political philosophies? Which platform do you agree or disagree with most?

## American Independent Party- [www.usiap.org](http://www.usiap.org)

The American Independent Party supports the following:

- Protection of American jobs
- Limits on legal immigration, and an end to illegal immigration; no tax funded benefits to illegal immigrants
- School vouchers
- Crime control and the death penalty for the most aggravated offenses
- Ending the personal income tax, and abolition of the IRS
- A non-interventionist foreign policy, and a strong national defense free of waste
- The right of citizens to keep and bear arms
- Protection of consumers' rights in utility rates, insurance, health care, and housing
- Consideration of human needs in environmental concerns
- "Rights of unborn children" or Pro-life platforms
- Oppose affirmative action programs

## Democratic Party- [www.democrats.org](http://www.democrats.org)

The Democratic National Committee's platform includes:

- Against school vouchers
- Support for alternative methods of transportation
- In favor of efforts to end racial profiling
- Support crime prevention efforts
- Support measures to protecting the environment
- Supportive of government run programs like welfare and social security
- Pro-Choice
- Support Affirmative-Action



*The donkey, a symbol for the Democratic Party, was established in 1828 during Andrew Jackson's campaign.*

## Green Party- [www.greenpartyus.org](http://www.greenpartyus.org)

The Green Party's platform is as follows:

- Increase public participation in politics

- Confront barriers such as racism and class oppression, sexism and homophobia, ageism and disability
- Find alternative methods to violence and war
- Shift decision-making to the local level
- Support feminist causes and gender equity
- Protect the Environment

### **Libertarian Party- [www.lp.org](http://www.lp.org)**

The Libertarian Party opposes all government interferences with private property and citizens personal lives. They believe that people should not be forced to sacrifice their lives and property for the benefit of others. The Libertarian Party also supports free trade between individuals without any government intervention.

### **Natural Law Party- [www.natural-law.org](http://www.natural-law.org)**

The Natural Law Party supports:

- A balanced budget
- Health programs that focus on prevention
- School vouchers
- Guaranteed federal student loans and Pell Grants for higher education
- Drug prevention
- The development and use of alternative energy sources, such as solar, wind, and biomass
- Reducing pollution
- The elimination of Political Action Committees (PACs) and soft-money funding of campaigns
- Decreasing the number of unwanted pregnancies and the right to choose to have an abortion
- Upholding existing gun-control legislation
- Welfare reform

### **Republican Party- [www.rnc.org](http://www.rnc.org)**

Often referred to as the G.O.P. or the "Grand Old Party," the Republican Party supports the following:

- Minimal government intervention
- Right to bear arms
- Tax cuts
- Pro-Life
- Supporting private enterprise and small businesses
- School vouchers
- Making home ownership more accessible
- Support the traditional definition of "marriage" as the legal union of one man and one woman
- Attaining the nation's goal of equal opportunity without quotas or other forms of preferential treatment.
- Support the death penalty as an appropriate



*This symbol of the Party was created by cartoonist Thomas Nast and first appeared in Harper's Weekly in 1874.*

# What's Your Political Ideology

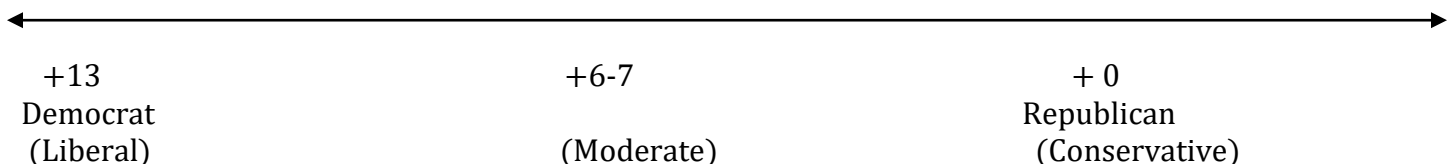
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Which party platform do you most agree with? How can you tell? Most often, party identification is based on your position on certain controversial issues. In the past, party identification was associated with how one felt about government intervention in the lives of citizens. Democrats were in favor of government run programs, and having the government take up certain social responsibilities like welfare, health care, and social security. Democrats were typically middle income or poor blue-collar workers (farmers, factory workers, mechanics, and other labor intensive jobs). Traditionally, Republicans stood for fewer taxes and less government intervention. Republicans were mostly big business people, wealthy, and white-collar workers (lawyers, doctors, managers, real estate brokers, etc.) These standards of judging your political standing have changed and the parties don't fit these stereotypes anymore. Additionally, in the last twenty years, third parties like the Green Party, Independent Party or Libertarian Party have begun to play an important role in elections and political debate.

The following short quiz should give you an idea of where you stand on the political ideology scale. Answer "yes" if you agree with the following statements, or "no" if you disagree.

- 1. I believe in gun control.
- 2. I believe in a woman's right to choose whether or not to have an abortion.
- 3. Welfare is an important governmental program and we should do everything we can to keep it working.
- 4. The government should do something to help the homeless.
- 5. Government needs to play an important role in regulating big business.
- 6. We are not doing enough to help the environment.
- 7. Pornography is protected under freedom of speech.
- 8. Taxes are not too high. They are necessary to fund government programs.
- 9. Everyone should be entitled to health care.
- 10. Government does not do enough to protect workers.
- 11. I believe that California should not have the death penalty as punishment for criminals.
- 12. I believe that affirmative action is a good policy to ensure that there is no discrimination in hiring for jobs.
- 13. I believe that offering school vouchers will harm public schools.

## Party Identification Scale



(over)

### **Tally up the points!**

Give yourself one point for each statement you agreed with. If you agreed with most of the questions, then you would be closely aligned with the Democratic Party or other parties like the Green Party, which lie towards the left end of the scale. If you responded mostly with no's, then you identify more with the conservative parties like the Republican Party or the Independent Party which is on the right side of the scale. The left side is often referred to as the "liberal" side or the left, and the right side is the "conservative" side or the right. Most citizens these days are split on the issues, and stand dead center on the scale. This makes them either a "liberal Republican", or a "conservative Democrat". Or maybe you feel closer to one of California's other political parties such as the Green Party (Environmentalists), or the Libertarian Party (No Government Intervention). Where are you on the scale?

# Community Profile Presentation

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Over the past 22 years, students and teachers have represented over 120 Californian communities in Capitol Focus programs. California is one state, sharing strengths and sharing problems, but our communities, school and people are diverse and unique in their many attributes.

During the Community Profiles exercise, students from different parts of the state and different communities will have the opportunity to share information about their school and community with the group. Meet with others from your community and designate one representative to present a report. If you are the only one from your community, get up and wing it! Your presentation should be brief, no longer than three minutes.

Take this as an opportunity to learn about your state, all its diverse communities, and the mixture of people at this Capitol Focus program.

## Questions to Consider

### **Geography**

Where is your school located? What is the terrain like? Does it snow where you live? Close to the mountains or the beach? How many people live there? Is it the suburbs or the city?

### **Community**

Are there any major festivals? Is there a cruise street? A major sports stadium? A theater? Where do people go to have fun? Are there any national or state parks? What is the ethnic composition?

### **Economy**

What kinds of businesses are in your community? Industrial? Agriculture? Oil and gas? Technological? Tourism? Any big companies we might recognize? Do most people work in the community or commute to other places?

### **Your School**

How many students attend your school? What is the ethnic composition? What kinds of special programs do you have? Has your school received any special awards? Any famous graduates? What types of extracurricular does your school offer? Where do students spend their lunches and free time?

What other attributes make you community unique? Be creative!

# Ice Breaker/ Interview

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It's time to get to know one another and to learn some important questioning and reporting skills that you will be developing throughout the program.

## **DIRECTIONS**

1. Participants begin by forming teams of two to conduct interview sessions. Each team then turns their chairs so they are facing one another.
2. Using the questions listed below for reference, each member of the team interviews the other person for five minutes. After five minutes, reverse interviewer roles for the next five minutes. Since you will be reporting about the person you interviewed, you may want to take notes, or test your memory and listening skills.
3. After ten minutes, the interview sessions end. Each person then presents a one or two minute report on their new friend.

## **SUGGESTIONS**

One purpose of this activity and this conference is to learn how to dig up the information you want and need. Be curious and inquisitive! Don't settle for a one-word answer. Ask Why! Get the story behind the story! Since you will be reporting about the person to the full group, you may want to take notes.

## **SAMPLE QUESTIONS**

1. Do you come from a large or small family? Are you the oldest or the youngest of your brothers and sisters?
2. Where do you live? What town or city are you near? What is it like there? The land? The people? What do you like about where you live? What would you change?
3. What's the name of your school? How many students? What is the composition of the student body?
4. What career do you think you might enjoy? If you go to college, where do you think you might like to go?
5. What current issues are you especially interested in? If you had absolute power for a day, which problem would you address first?
6. Is there an individual, a family member, politician, athlete, or teacher that you admire? Why?
7. What is your favorite food? Movie? Book?

NOTES:



# Creating the Ideal Governor

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**W**e often criticize our leaders for not having certain experience or a certain kind of personality. We investigate their views on particular issues to make certain they are in accordance with our own views. Exactly what kind of person do we want the next Governor of California to be? Aside from political considerations, what character traits and experiences do we look for in a gubernatorial candidate? What characteristics do we consider desirable, or dangerous? Where should they stand on the issues? Is it possible to elect the "Ideal Governor"?

The 2002 Race for the Governor is well under way! Who will be elected? Bill Simon (R)? Gray Davis (D)? If you have an idea ahead of time what your ideal Governor should be like, then you have a basis for evaluating the candidates. This exercise allows you to create your "Ideal Governor." Please fill in the blanks and be prepared to explain your reasons.

## Statistical Information

Age \_\_\_\_\_

Sex \_\_\_\_\_

Marital Status \_\_\_\_\_

Religion \_\_\_\_\_

Political Party \_\_\_\_\_

Race \_\_\_\_\_

## Educational Background (Circle up to two)

Law

Science

Economics

Religion

Medicine

Political Science

Public Admin. Engineering

Education

Business

Philosophy

Other \_\_\_\_\_

## Previous Employment (Circle up to two)

Judge

Congress

Priest

Sports Star

Senator

Doctor

Laborer

Businessman

Lawyer

Mayor

Entertainer

Teacher

Military

Farmer

Governor

Real Estate

Other \_\_\_\_\_

## Character Traits: (Mark your top three):

- \_\_\_ Very active worker who invests a great deal into their work.
- \_\_\_ Passionate and emotional about the job.
- \_\_\_ Displays a detached attitude.
- \_\_\_ Ambitious, aggressive, and combative.
- \_\_\_ Decision making style is to consult with top aids in meetings.
- \_\_\_ Prefers to study issues and work from briefs and written notes.

- \_\_\_ Believes that in many situations, the ends justify the means.
- \_\_\_ Strong self-image and high esteem.
- \_\_\_ Believes that regardless of situation, the Governor is always subject to the law.

**Policy Candidate Supports:**

- 1.
- 2.
- 3.

**Policy Candidate Opposes:**

- 1.
- 2.
- 3.

**Campaign Promises:**

- |    |    |
|----|----|
| 1. | 2. |
|----|----|

What characteristics make up an ideal governor for your fellow students?

# Capitol Search Investigative Reports

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**E**ach Capitol Focus team is assigned an issue to investigate. Your assignment is to assume the role of a reporter and get as much information as possible on your issue. Think of your appointments as scheduled press conferences. Each team member should have a question planned to ask each speaker. Be sure you know both sides of your issue. You will be the only ones to give information to the rest of the students attending the conference. People will be voting based on the information you provide! Please be courteous to the speakers, they are taking time out of their busy schedules to speak to you. **DON'T BE AFRAID TO ASK QUESTIONS!**

**TOPIC:**

## **Appointments:**

### Speaker One

Name:

Title:

Position on Issue:

Main Points Presented:

### Speaker Two

Name:

Title:

Position on Issue:

Main Points Presented:

## Additional Information

1. Background on the issue:

2. Other Positions:

Groups Supporting

Groups Opposing

3. Specific strategies mentioned to pass or defeat proposal?

4. Reports/Materials on Subject?

5. Group Conclusion?

6. Notes

# Campaign Design Game

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## **DIRECTIONS**

The full group should be divided into teams (campaign firms), which will each be assigned one of the following candidates. The task of the team is to design a campaign strategy for the candidate they've been assigned. Each team will give a **two-minute** presentation to panelists who will act as candidates selecting a campaign firm to handle their campaign. You want their business! How will you get them elected?

All candidates are running statewide for the U.S. Congress. Be sure to use the information provided in the candidate profiles. How will you promote your candidate? Slogans? Activities? How will you involve the media? What is your candidate's name? Does he/she have a platform? Where does he/she stand on the issues? Where will your funding come from? How will you address the gossip about your candidate?

## **CANDIDATE PROFILES**

### **NUMBER ONE**

Description: Native American Female from San Marino

Age/Party: 38 years old/Republican

Current Job: Housewife

Education: BA in history from Stanford University

Activities: A member of the San Marino school board. President of Christian Association of Women (CAW). Host of popular LA radio talk program.

Gossip/Issues: Has been arrested three times in conjunction with anti-abortion activities. Used euthanasia on a family member.

### **NUMBER TWO**

Description: Vietnamese Male from Santa Ana

Age/Party: 63 years old/ Republican

Current Job: Mayor of Santa Ana. Owner of chain of fast food Vietnamese restaurants.

Education: High School Diploma

Activities: A refugee from Vietnam, he started as a dishwasher, eventually bought the business and now is the owner of 384 restaurants. Sponsors local little league teams.

Gossip/Issues: An aggressive anti-communist. Believes in free enterprise, his views on social issues are unclear. There has been some question over the years about the source of money for his business. Claims to be a child advocate, but accused of being delinquent on child support payments.

### **NUMBER THREE**

Description: Asian Female from Newport Beach  
Age/Party: 40 years old/ Republican  
Current Job: California Senator. Has served in the legislature for the past sixteen years.  
Education: Bachelors degree in Managerial Economics  
Activities: Former member of Newport School Board, and Orange County Board of Supervisors  
Gossip/Issues: Long record of supporting women's issues and education. Opposed to abortion. Her husband once owned a savings and loan that went bankrupt, costing taxpayers millions of dollars. Introduced legislation to increase prison capacity by having prisoners sleep in shifts.

#### **NUMBER FOUR**

Description: Caucasian Male from Half Moon Bay, wheelchair bound following auto accident.  
Age/Party: 35 years old/ Republican  
Current Job: State Assemblyman. Owner of computer software company.  
Education: Bachelors degree  
Activities: Never married. Gained millions from inventing the code for Mario Nintendo games.  
Gossip/Issues: Won his first term in the Assembly two years ago by spending \$4 million of his own money on the campaign. Since then, he's introduced only two bills and ten months ago began running for higher office. He refuses to take campaign contributions and has vowed to spend \$30 million of his own money running for office. A fiscal conservative. Pro-Choice.

#### **NUMBER FIVE**

Description: Caucasian Female from San Francisco  
Age/Party: 46 years old/ Democrat  
Current Job: Superintendent of Public Instruction  
Education: Ph.D. in Sociology  
Activities: Married with two children. Granddaughter of a former Chief Justice, who was a California governor for three terms.  
Gossip/Issues: Opposes death penalty. Claims she can improve schools without raising taxes. Fundraises for rehabilitation programs. Accepts campaign contributions from alcohol companies.

#### **NUMBER SIX**

Description: Hispanic Male from the San Gabriel Valley  
Age/Party: 55 years old/ Democrat  
Current Job: State Senator, chairman of the Senate Appropriation Committee.  
Education: Law degree from Hastings  
Activities: Former labor leader, has served in the legislature for the past eighteen years.  
Gossip/Issues: Former alcoholic, previously known for carousing and womanizing, now a member of Alcoholics Anonymous. Continues to support labor issues.

#### **NUMBER SEVEN**

Description: African American Female from Oakland

Age/Party: 44 years old/ Democrat  
Current Job: State Assemblywoman. Head of Assembly Transportation Committee.  
Education: High school diploma, two years of Jr. College  
Activities: Long time advocate for the poor and children. Helps with local fundraising for community homeless projects.  
Gossip/Issues: Single mother, once on welfare. Became active in politics through her first job with a welfare rights group in Berkeley. Introduced transportation legislation that would favor a relative who works in the industry.

### **NUMBER EIGHT**

Description: Asian Male from Sacramento  
Age/Party: 47 years old/ Democrat  
Current Job: Acting State Controller. Appointed Deputy Controller, took over department when boss was killed in a car accident.  
Education: Masters in Business Administration  
Activities: Has worked in department as chief deputy for twenty years.  
Gossip/Issues: Openly homosexual. Supports providing state services for undocumented children.

Notes

# The Caucus Game

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## Description and Objectives

The Caucus Game is consistently among the most highly rated activities during Capitol Focus programs. It provides a rough facsimile of the actual budgetary process that enables participants to subjectively experience the role of an elected official. It is an excellent activity to conduct prior to a classroom discussion, or program activity on the legislative branch of government on the national or state level.

Its purpose is to enable participants to develop skills in brainstorming, compromising, group decision-making, negotiating, persuasion, politicking, and organizing. The facilitator should review the steps below, and then proceed. There is no need for a detailed explanation to participants beforehand. The ideal sized group is twenty to forty students. It can be completed in forty-five minutes, but a full hour is best. Here are the directions:

### **STEP #1. BRAINSTORM ISSUES**

The whole group is together for this step. The participants are the brainstormers; the activity leader is the recorder. The facilitator gets things started by posing the question:

"If we had all the money we needed what would we like our government to provide? What problems and needs do we need to address? What services might we provide?"

As participants call out their responses, the facilitator records them on a chalkboard or flip chart without passing judgment. It is a good idea to have at least thirty issues to work with. When participants get rolling they should easily generate that many.

*Helpful Hint: The facilitator may wish to store their own list mentally, so if the group hits a snag, he or she can prompt them by asking a leading question. For example, "What about our water and air? Are they as clean as we would like them to be?" A student is likely to respond by suggesting, "Environmental Protection!"*



# Reference Materials

# Jeopardy Vocabulary

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Moderators may use the following vocabulary list to develop student skills by playing jeopardy type games, i.e.: divide students into two teams and give teams a definition, using examples. The first team to come up with the correct word wins a point.

<b><i>Amendment:</i></b>	An addition to or deletion of language in a bill.
<b><i>Appropriation:</i></b>	Money set aside by formal action, for a specific use.
<b><i>Assembly:</i></b>	The 80-member Lower House of the State Legislature. Members serve two year terms with a limit of three terms.
<b><i>Author:</i></b>	The legislator who submits a bill.
<b><i>Bicameral:</i></b>	A legislature consisting of two houses. (Senate/Assembly)
<b><i>Bill:</i></b>	A proposed law or statute usually referred to as AB (Assembly bill) or SB (Senate bill).
<b><i>Bill Room:</i></b>	Room in Capitol basement where citizens can obtain copies of bills, files and other publications free of charge.
<b><i>Bond:</i></b>	Ballot measure whereby voters determine whether money may be borrowed by the state in order to fund a particular project, e.g., railway transit or public school construction. The state sells "bonds" to the public and uses the money to fund these projects. The public can later cash in the bonds and collect interest on them.
<b><i>Budget:</i></b>	Suggested allocation of state moneys presented annually by the Governor, for consideration by the Legislature; compiled by the Department of Finance, in conjunction with Directors of State Departments.
<b><i>Caucus:</i></b>	A group of lawmakers who meet to discuss common problems. These include party caucuses, minority group caucuses and regional caucuses.
<b><i>Chapter:</i></b>	A bill that has been enacted into law. It is given a number, its chapter number being different from its bill number, based on the order in which it is passed.
<b><i>Co-author:</i></b>	A member/legislator who places his/her name on a bill as supporter of a measure but who does not normally present argument for the measure before the committee.
<b><i>Committee:</i></b>	Group of legislators who meet to discuss and hear testimony on proposed bills. Three key committees are:

- (1) *Policy* - one of numerous policy committees which handles bills according to their specific subject matter.
- (2) *Fiscal* - handles the annual state budget and all other bills with either a direct or implied cost to the state.
- (3) *Standing* - hear testimony on bills and may or may not recommend passage.

<b><i>Constituent:</i></b>	Citizen residing within the district of a legislator.
<b><i>Constitutional Amendment:</i></b>	A proposed change in the state constitution to be submitted to the voters.
<b><i>Dead:</i></b>	When a bill fails passage.
<b><i>Exofficio:</i></b>	By virtue of one's office or position.
<b><i>File:</i></b>	The pamphlet printed each legislative day that lists bills that may be debated in committee and on the house floor.
<b><i>Gerrymandering:</i></b>	To divide a voting area during reapportionment so as to give an unfair advantage to a particular political party, politician or voting group.
<b><i>Grassroots:</i></b>	Arising from public support. "Grassroots campaigning" involves mobilizing public support for a particular political candidate or ballot issue through actions such as door-to-door campaigning, local rallies and parades, and poster, banner and button displays.
<b><i>Gubernatorial:</i></b>	Referring to the governor or his/her office.
<b><i>Incumbent:</i></b>	The current holder of a public office.
<b><i>Index:</i></b>	The pamphlet or book listing bills by subject.
<b><i>Initiative:</i></b>	Provides voters with the power to propose a law or to propose a change in the state constitution. Must receive 6 million signatures of registered state voters before being placed on the ballot for statewide approval or rejection.
<b><i>Interim Hearing:</i></b>	A hearing on a subject area held when the Legislature is not formally in session. Sending bills to "interim hearing" is usually just a polite way of killing a measure, since most are never actually set for another hearing.
<b><i>Legislator:</i></b>	Member of either house of the Legislature who proposes new laws and votes in favor of or against new laws proposed by other members.
<b><i>Legislature:</i></b>	Comprised of two houses - the Assembly and the Senate - which are responsible for solving the problems of the state by the passage or rejection of proposed new

laws, through the appropriation of funds, and through the confirmation or rejection of the governor's appointees.

**Line-item veto:** The power, usually held by the governor, to reduce or eliminate specific items in a budget or proposed piece of legislation. Is subject to two-thirds overriding vote of the Legislature.

**Lobbyist or Legislative Advocate:** Individual who attempts to influence legislators and other officials to take a particular stand on an issue.

**Logrolling:** The mutual exchange of favors among legislators when voting on or proposing a bill. A legislative practice whereby a particular bill may encompass several matters of individual importance by numerous legislators in order to secure its passage by the necessary number of votes.

**Lt. Governor:** Designated by the state constitution as president of the Senate; however he/she has no role in the routine business of the Senate and votes only when there is a 20-20 tie. Also takes over in event of Governor's absence.

**Ordinance:** A city statute or regulation; a municipal law

**Override:** Rejection of the Governor's veto of a bill. Must be by a two-thirds majority of each house in the Legislature.

**Petitioner:** Individual given the task of acquiring signatures of registered voters in order to put a particular initiative on the ballot.

**Porkbarrel:** The practice of gaining benefits for one's own district. A particular piece of legislation which may include additional (i.e., other than specified) appropriations or fiscal advantages for an individual (group of) legislator(s) and his/her (their) district(s).

**President Pro Tempore:** Responsible for the overall administration of the Senate. Elected by the the Senate. Elected by the Senate, the pro tem chairs the Senate Rules Committee, promotes the prompt disposition of bills and other business before the Senate, and acts as its president in the absence or disability of the lieutenant governor.

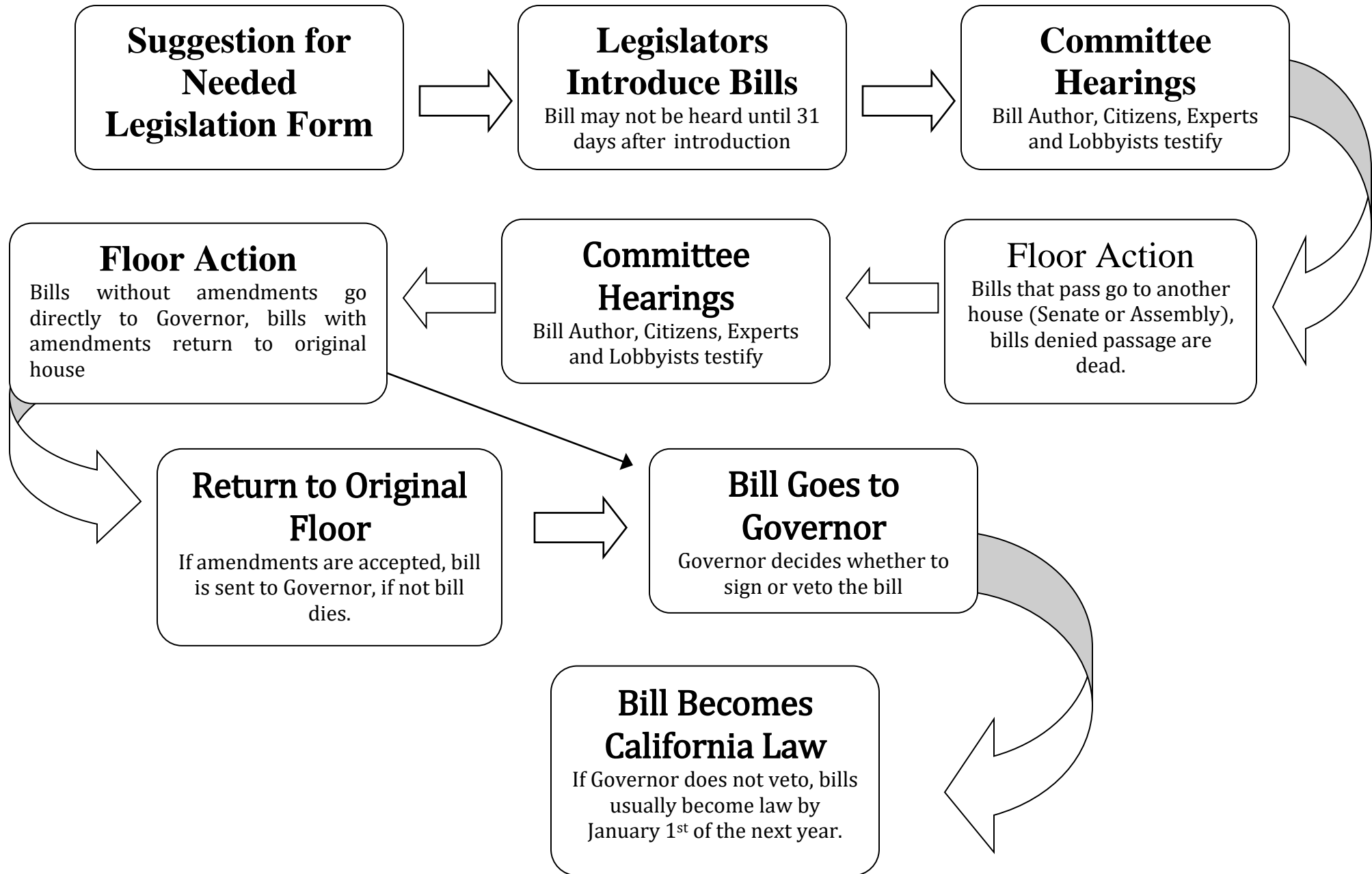
**Proposition 140:** Commonly referred to as the "term limits" law, this legislation mandates that California public officials may only hold office for a designated number of terms. For example, the Governor may only be re-elected once, i.e., he/she holds office for only two four-year terms.

**Quorum:** Number of members required to be present before business can be transacted: 21 in Senate and 41 in Assembly.

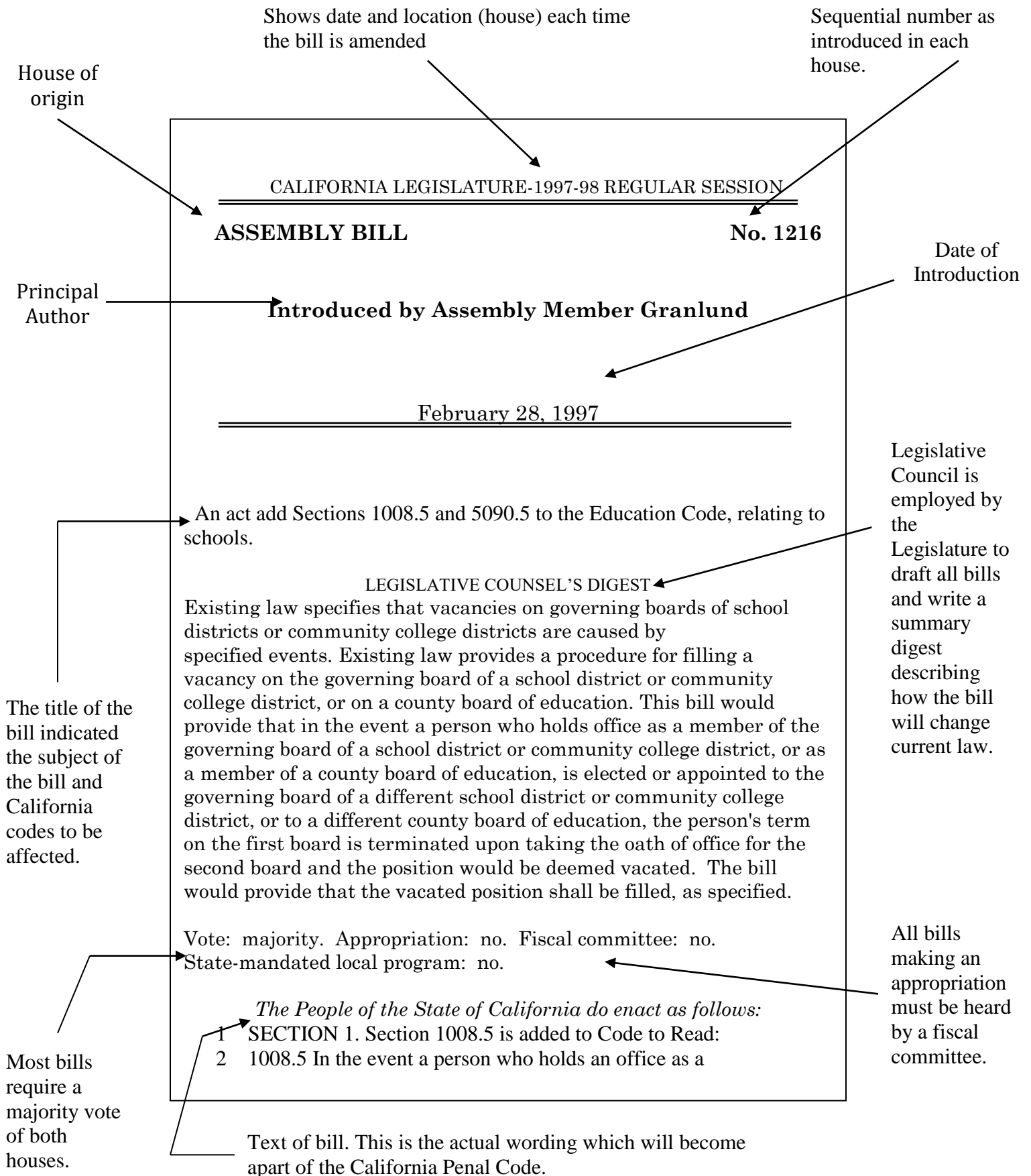
<b><i>Reapportionment:</i></b>	After the state census is taken every ten years, the state constitution requires the Legislature to adjust district boundary lines in the following year according to the changes in population. Districts of a particular type must be reasonably equal in population.
<b><i>Recall:</i></b>	To remove any state or local elected official from office by circulating petitions and asking for a recall election.
<b><i>Referendum:</i></b>	Process by which voters may place a measure passed by the Legislature on a statewide ballot for voter approval or rejection; such a measure is temporarily suspended, pending a decision of the voters.
<b><i>Resolution:</i></b>	A legislative proposal that does not have the force of law but conveys the sentiments of the Legislature.
<b><i>Senate:</i></b>	The 40-member Upper House of the Legislature. Members serve four-year terms with a limit of two terms.
<b><i>Speaker of the Assembly:</i></b>	Presiding officer of that body, is elected by the majority of members to run the day-to-day administrative activities of the Lower House. The Speaker presides over the Assembly during legislative sessions.
<b><i>Speaker Pro Tempore:</i></b>	Elected by the Assembly to perform leadership duties during the Speaker's absence. The speaker pro tem is an ex officio member of the rules committee with no vote.
<b><i>Statute:</i></b>	An established rule or law; a law passed by a legislative body.
<b><i>Statutory Initiative:</i></b>	Qualifies for the ballot if petitions are signed by registered voters equal in number to 5% of the votes cast for candidates in the last election.
<b><i>Veto:</i></b>	Power held by the Governor by which he/she may reject a bill.

# California's Legislative Process

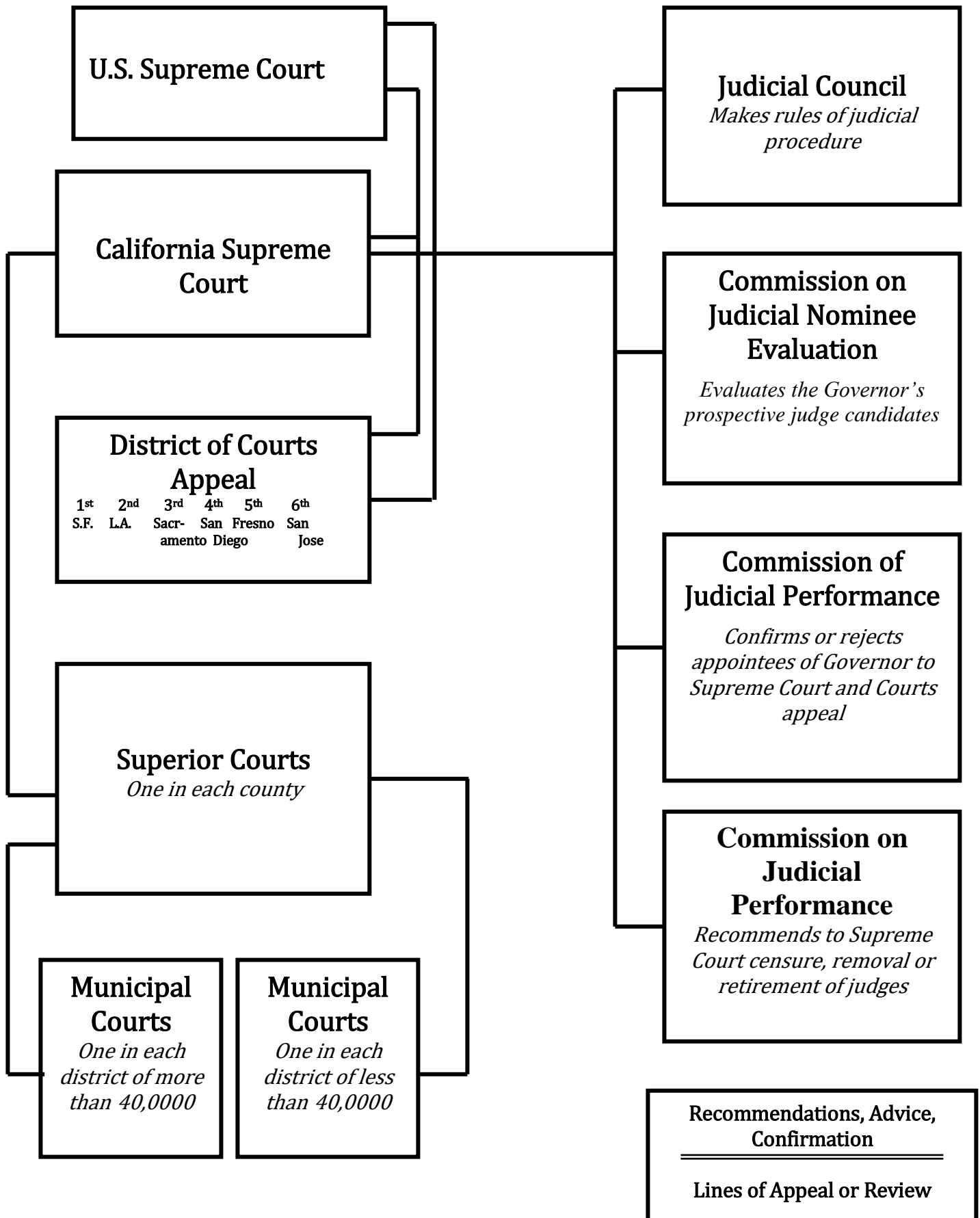
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# Anatomy of a Bill



# California's Court System





WHAT  
DO YOU THINK?

# Program Evaluation

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## CAPITOL FOCUS

*October 20-22, 2002*

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ (optional)

Please take time to complete this evaluation. Your input will help improve future programs. Let us know what you liked or disliked about each item listed. Was it valuable? Why? What did you learn? WE READ EACH EVALUATION AND COMMENT!! Your compliments and critique are appreciated! Be honest in your evaluations. Your comments may be recorded for use in promotional materials.

**BEST TWO EVENTS:** Please describe your TWO FAVORITE ACTIVITIES/SPEAKERS of the program. Why did you like them? Opinions on the Candidate Spotlight? Vietnam Memorial? Simulated Hearings?

1. \_\_\_\_\_ Comments:

2. \_\_\_\_\_ Comments:

**WORST EVENT:** What event did you enjoy the least. Why didn't this event work?

1. \_\_\_\_\_ Comments:

**SIMULATED LEGISLATIVE HEARING:** Which topic did you have? Death Penalty, Minimum Wage, School Uniforms, or Campus Search and Seizure? Did it help you to understand the hearing process? (Comments on topic, participation, educational value, location, etc.)

Topic:

Comments:

**CAPITOLSEARCH INVESTIGATIONS:** Which issue did you investigate? Was it valuable? What did you learn? Did you gain confidence in your ability to understand different perspectives on the same issue? Other benefits or criticism?

Topic:

Comments:

**RECREATION ACTIVITIES:** (Tours, Dance)

Comments:

**PROGRAM MATERIALS:** (Schedule, Worksheets, and Briefs? Helpful? How so? Suggestions for the Future?)

Comments:

**WORKSHOPS:** (Candidate Game/Skill Building Workshops/Caucus Game - Valuable?)

Comments:

**PROGRAM INSTRUCTORS:** (Please comment on the staff in general and your instructor.)

My Instructor was: \_\_\_\_\_

Comments:

*Comments on Staff in General:*

**DEBATES:** Please evaluate the following debates. Content? Value?

1. Morality and the Law (Parental Consent, Medicinal Marijuana, Needle Exchanges, Assisted Suicide.):

### WHAT DID YOU LEARN?

How has your **interest in politics** been influenced by attending Capitol Focus?

- a) much more interested      b) a little more interested      c) feel the same as before      d) less interested

During the program your knowledge of **current policy issues and legislation** improved\_\_\_\_\_.

- a) significantly      b) a little      c)not at all

During the program your knowledge of **how state government works** improved\_\_\_\_\_.

- a) significantly      b) a little      c)not at all

More specifically, your understanding of...

...the role of <b>legislators</b> in the legislative process has improved	significantly	a little	not at all
...the role of <b>lobbyists</b> in the legislative process has improved	significantly	a little	not at all
...the role of the <b>governor</b> in the legislative process has improved	significantly	a little	not at all
...the role of <b>citizens</b> in the legislative process has improved	significantly	a little	not at all
...how a <b>bill becomes a law</b> has improved	significantly	a little	not at all

Because of attending Capitol Focus you are \_\_\_\_\_ to look at different perspectives on an issue **before deciding** if you support or oppose it.

- a) more likely      b) less likely      c) equally as likely (no change)

Are you **more or less likely now, than before** the conference to.....

<i>Vote when you turn 18</i>	more likely	less likely	no change in likelihood
<i>Read newspaper/internet articles on political issues</i>	more likely	less likely	no change in likelihood
<i>Watch the news</i>	more likely	less likely	no change in likelihood
<i>Participate in a conversation about politics</i>	more likely	less likely	no change in likelihood
<i>Volunteer in a political campaign</i>	more likely	less likely	no change in likelihood
<i>Pursue a career in government/politics</i>	more likely	less likely	no change in likelihood

Overall, how have you benefited from attending the program? How was your understanding of government and the political process improved?

**OVERALL IMPRESSIONS:** Parting comments, complimentary quotes, helpful suggestions? What could we have done to help you learn more? How could the program be improved? Let us know what you think!