

Supplementary Appendix

Supplementary Appendix A.

Table A1. Model for Table 2 with Minorities and the Poor Variable broken apart into contingent parts

Variables (Comparison to Voted “Yes” on Both)	Group 1	Group 2	Group 3
	Voted for Neither	Voted for HO Only	Voted for GE Only
Minorities Work Harder	0.393** (0.106)	0.0129 (0.122)	0.278** (0.0812)
Poor are a Burden	0.193* (0.0775)	0.197 (0.131)	0.357** (0.0834)
Town gets more GE \$	0.0198 (0.417)	0.393 (0.378)	-0.307 (0.230)
Town gets less GE \$	0.442* (0.211)	0.127 (0.214)	-0.0715 (0.189)
Town gets more AH \$	-0.236 (0.500)	0.0697 (0.408)	-0.159 (0.352)
Town gets less AH \$	0.147 (0.268)	-0.0231 (0.307)	-0.00611 (0.186)
Climate Change Concern	-0.301** (0.0815)	-0.319** (0.107)	0.0375 (0.0853)
Population Concern	0.0777 (0.0676)	-0.0220 (0.0995)	0.156* (0.0712)
Government Involvement in the Economy	0.216** (0.0820)	0.228** (0.0776)	0.169 (0.0951)
Building Homes Effect on the Economy	-0.423** (0.0925)	0.0759 (0.134)	-0.465** (0.0786)
Price of Housing	-0.231* (0.0901)	0.0346 (0.0956)	-0.160 (0.104)

Trust in Government	-0.386** (0.105)	-0.0732 (0.0847)	-0.316** (0.118)
Family Financial Struggle	0.119 (0.0788)	0.303** (0.0973)	0.199* (0.0833)
Effect of Increase of Housing Price	0.141 (0.121)	-0.181 (0.125)	0.142 (0.116)
Party ID	-0.220** (0.0756)	-0.287** (0.104)	-0.144* (0.0679)
Trump Voter	0.467* (0.223)	0.224 (0.344)	0.173 (0.242)
Female	0.0226 (0.173)	-0.209 (0.221)	-0.264 (0.155)
Homeowner	0.552 (0.316)	0.469 (0.381)	0.0580 (0.211)
Income	0.166* (0.0788)	0.112 (0.0847)	0.178* (0.0703)
Education	0.161 (0.0889)	0.164 (0.122)	0.331** (0.0886)
Age	-0.0197 (0.0746)	-0.0987 (0.104)	-0.263** (0.0636)
Hispanic	0.122 (0.430)	-0.211 (0.491)	-0.00911 (0.326)
Black	0.339 (0.458)	0.834* (0.355)	-0.217 (0.577)
Asian	-11.63** (0.423)	0.155 (0.434)	-0.967 (0.723)
Native American	-0.380 (0.431)	0.192 (0.770)	-1.396** (0.430)
Other Non-White	0.375 (0.446)	-1.375 (0.729)	0.999 (0.724)
Percent White	-0.102	0.244	0.773*

	(0.636)	(0.342)	(0.377)
Median Income	0.746 (0.723)	-0.249 (0.626)	0.251 (0.565)
Percent College Educated	-0.391 (0.611)	-0.594 (0.421)	-0.778 (0.405)
Constant	-1.136 (0.699)	-1.628* (0.677)	-1.948** (0.641)
N=1535			

Supplemental Appendix B. Information about the Exit Poll

This appendix provides supplemental information, data, and analysis on the exit poll.

We chose sample precinct locations in the following manner. A list of official precinct polling locations with number of registered voters was obtained from the Rhode Island Board of Elections, geocoded using ArcGIS spatial mapping software, and matched with demographic data based on the Census Tract in which the polling location is located. Additionally, we incorporated data on how each precinct voted in the 2012 election, specifically the aggregate votes for an environmentally-themed referendum similar to the 2016 Green Economy Bonds. Sample poll location selections were made with consideration for the representativeness of precinct partisanship and demographics and geographic range. We worked with 79 students in total, 67 undergraduate students and 12 graduate students. As part of a major class assignment, the undergraduates were assigned to work a 7-hour shift as an exit pollster. Graduate students were volunteers and only asked to work a 3-hour shift. The students all received IRB human subjects training and were certified by the Research Integrity office for human subjects, research ethics and compliance training as part of the overall IRB approval for the project. In addition, all participants received training on how to conduct surveys and exit polls.

Based on schedule conflicts and transportation issues, we grouped the undergraduates into 32 groups of 2 or 3 students. Similarly, we grouped our graduate students into 5 groups. Each group was assigned a polling location. Our primary goal was to assign the 32 undergraduate groups to a set of precincts that were representative of the state in terms of demographics and geography. The 5 graduate student groups were assigned more based on convenience, while also trying to balance demographics and geography.

We now present a step-by-step description of how our 37 sample precincts were chosen. Tables A1 to A6 serve accompany this description by comparing partisanship and demographic variables for various samples of precincts. Unless otherwise stated, all statistics presented in Tables A1 to A6 are weighted by the total number of registered voters by precinct.

We first chose to only sample from churches and schools because they are the least likely locations to have other activities going on during the election, which allows the pollsters to easily

identify voters and limits the number of non-voters asked to take the survey. Churches and schools make up 60% of the polling locations. Table A1 reports summary statistics for locations identified as a church or school compared to all other locations. Compared to the other locations, school and church polling locations have a lower proportion of registered Democrats and support for conservation bonds on the 2012 ballot. They also are in towns with higher median income residents and more residents with a bachelor's degree and fewer racial minorities.

Table A2 splits the school and church polling locations according to the number of registered voters at the polling location precinct. To increase the odds of obtaining a large number of exit poll responses while polling a geographically disperse sample, we ranked polling locations based on the number of precinct registered voters by municipality and selected the top ranked precinct for each municipality if there were over 2,500 registered voters. This selected 27 precincts. We additionally selected 3 additional precincts in order to provide a greater sample from the most populous municipalities in Rhode Island: 2 additional from Providence (for a total of 3) and 1 additional from Warwick (for a total of 2). In the case of all three of these additions, the unsampled precinct with the largest number of registered voters was chosen to be added to the sample set. Lastly, we additionally added two more precincts to the sample set from towns that were not originally sampled (Jamestown, Central Falls) because the largest precinct fell below 2500 registered voters. At this point, there were 32 precincts in the sample, which is the right number for the undergraduate students. Table A2 compares the characteristics of these 32 precincts versus others not selected. Compared to the out-of-sample polling locations, the sampled precincts under-represent Democrats, blacks, and Hispanics, while over-representing registered Republicans, places with higher median incomes, and higher education levels.

To improve the balance of characteristics between in-sample and out-of-sample precincts, we replaced the top ranked precincts in terms of registered voters with the second or third ranked precincts for four municipalities. This was done in an ad hoc manner of manually looking at the second or third rank precincts and determining if the change in demographics would be beneficial to achieving balance. Table A3 shows the summary statistics after making these changes. While not identical, partisan and demographic characteristics are quite similar between in-sample and out-of-sample locations. These 32 precincts comprised the sample that we assigned to undergraduate students.

Finally, we chose 5 more precincts to assign to graduate students. Three of the chosen precincts were in municipalities not sampled by the undergraduate groups, thus increasing the geographic scope of our sample. Two were chosen in municipalities already sampled by the undergraduate groups because of their proximity to the University's main campus. Tables A4 to A6 report sociodemographic summary statistics when graduate student polling locations are included. Table A4 shows Census Tract level sociodemographic statistics for undergraduate (Column 1) and graduate polling locations (Column 2) separately while Table A5 combines them (Column 1). Table A6 reproduces the results from Table A5, but weights the sociodemographic statistics for graduate student polling locations by 3/7 due to the difference in time commitments. The overall balance of partisan and demographic variables remains good.

Two locations that were selected for our final sample were changed either before or on the day of the election. One of the polling locations in Providence was switched for a nearby one with nearly identical demographics the night before the election after it was found that the parking lot for voters was located inside the state mandated 50-foot perimeter, inside which pollsters and electioneers are unable to enter. The switch was made to increase the number of exit poll responses. During the day of the election, one of the sample polling locations in

Pawtucket actually suspended voting due to broken voting machines and the student pollsters moved to a nearby polling location to finish out their shift. This added an additional location to our final sample for a final count of 38 polling locations.

Figures A1 to A3 are maps of Rhode Island. Figure A1 is a reference map that labels Rhode Island municipalities. Figure A2 shows all the polling locations in Rhode Island for the 2016 Presidential Election. There were 414 unique polling locations throughout the state. Figure A3 shows the locations that we sampled for this paper. The map includes the 38 locations from which we received exit poll responses.

Several months after the election, the Rhode Island Board of Elections released official vote counts by precinct, and we can use these data to assess the reliability of our findings. Figure A4 shows scatter plot comparisons between exit poll responses and official precinct results for the proportion of votes for Hillary Clinton, approval of the Green Economy Bonds, and approval for the Housing Opportunity Bonds. Exit poll responses are designated by the x-axis while official precinct results are designated by the y-axis. Each scatter plot has a 45-degree line to show where observations would lie if the proportion of responses for Hillary Clinton and approval for the Green Economy and Housing Opportunity Bonds were equal between the exit poll and official precinct results. In each case, most observations lie slightly below the 45-degree line which suggests we over-sampled Clinton, Green Economy Bonds, and Housing Opportunity Bonds supporters compared to the general population of Rhode Island voters. This result is not surprising considering Democrats are more likely than Republicans to elect to take surveys and exit polls in specific (Best and Krueger 2012). The correlations between official precinct results and exit poll results are 0.87 for votes for Hillary Clinton, 0.75 for votes for the Green Economy Bonds, and 0.86 for votes for the Housing Opportunity Bonds.

To support the exit pollsters, four people drove around and provided food, water, extra surveys and equipment, and breaks to the student pollsters. Each of these four additional people (which included both PIs, the graduate student on the project and a TA for the class who volunteered to help). These four people surveyed voters while the students took breaks.

The survey was also made available in Spanish and English. Most students only had a handful of Spanish surveys as Spanish-language dominance in Rhode Island is very concentrated to a few towns. However, Spanish fluent students were assigned to a few polls that were in neighborhoods with large Hispanic and Spanish-dominant populations to increase the likelihood of a correct sample of the Hispanic voters in the database. The survey was translated into Spanish by two undergraduate native Spanish speakers and then again by a technical Spanish translator who worked on formalizing the translations.

In addition to the poll, clipboards and pens, students had copies of:

1. Information sheet that served in place of informed consent and included contact information for the PIs
2. The law regulating polling and electioneering for the state or Rhode Island in case their right to poll was questioned
3. A sample ballot for voters to reference if they could not remember the bond referendums
4. Contact information for the PIs and graduate students helping with the project
5. Copies of the training materials about correct polling technique and what to do in various scenarios.¹

¹ These are available upon request from the authors.

At the end of their shifts, students immediately returned their polls and all their materials to the PIs, the graduate student or TA driving around, or to a designated office at the University.

An example exit poll is shown in the last two pages of the appendix.

Survey Procedure

Pollsters were stationed at the 50-foot line at the Poll's exit. Pollster instructions were to ask the very first person who walked out the door to take the survey as soon as they had a poll on their clipboard. If the voter agreed, the pollster would hand the voter a pen and a clipboard with a copy of the poll and explain that it had two sides. The pollsters would then step back and allow the voter to take the poll uninterrupted. The pollsters were given instructions about how to handle questions. They were allowed to explain technical questions but were asked to simply respond "whatever it means to you" if someone asked a question about something that might change the respondents answer (e.g. "do you know where they plan to put the Affordable housing?"). When the voter completed the survey the pollster would ask the voter to place the survey into a survey collection envelope. The students were allowed to put the surveys into the envelope for voters if the voter handed them to the completed survey and walked away (which many did) but were asked not to read the survey. Immediately, the pollster was to restock the clipboard with a new blank survey and immediately ask the very next person coming out of the poll to take the survey.

The PIs were very concerned about pollsters introducing bias to the process by only asking those who looked "friendly" or who were more like the pollster (e.g. younger, or similar gender, race, etc.) even though they had been trained about the importance of random assignment for the survey. However, we found no evidence of this in our results. In fact, not only did the students not avoid asking people, a few broke out additional (self-provided) clipboards in an attempt to increase how many polls they collected.

We were also concerned about sampling error introduced by groups taking the survey together. Pollsters were instructed the person who walked out first, even if they were with a group to take the survey. If they were with a partner or group and someone else requested to take the survey also, the pollster told the person they were only allowed to give it to one person per group. If the voter became insistent though, the pollster was allowed to give the survey to the other member of the group but to mark it when it was put into the collection envelope. This occurred relatively rarely (33 marked surveys). Marked surveys were excluded from the analyses.

Polling began with the opening of the polls at 7am and all polling concluded by 4pm to make sure the pollsters were not polling after dark. Undergraduate pollsters had 7am-2pm shifts while others had 9am-4pm shifts. The graduate students did their shifts according to their availability so it ranged throughout the day.

Exit Polls Collected

In total, 2,723 surveys were collected on Election Day. Of those, 247 respondents did not complete second page at all, 71 respondents did not answer the GE bond vote question, 62 did not answer the HO bond vote question, 43 respondents did not answer presidential vote question. Many of the respondents did not answer at least one question on the survey. 1,500 surveys were collected that did not include any missed questions.

**Table B1: Summary Statistic Comparison
Between Non-Church or School and
Church or School Polling Precincts**

	(1)	(2)
	Church or School	Non-church or School
Democrat %	38.83 (11.66)	43.40 (13.24)
Republican %	12.63 (4.89)	11.06 (5.27)
Black %	4.20 (5.88)	6.72 (8.09)
Hispanic %	8.71 (13.69)	15.00 (19.61)
Median Income	62,347 (20,475)	54,554 (22,254)
Bachelors %	32.76 (16.22)	29.73 (16.54)
Green Vote 2012%	69.9 (6.73)	71.5 (9.30)
Precincts	249	165

**Table B2: Summary Statistic Comparison
Based on initial sample selection**

	(1)	(2)
	More Than 2,500 Voters	Less Than 2,500 Voters
Democrat %	37.39 (12.26)	39.18 (11.48)
Republican %	13.72 (5.43)	12.36 (4.71)
Black %	3.66 (5.17)	4.33 (6.04)
Hispanic %	7.79 (13.76)	8.93 (13.66)
Median Income	66,106 (21464)	61,421 (20,117)
Bachelors %	35.62 (17.00)	32.06 (15.94)
Green Vote 2012	69.64 (6.92)	69.96 (6.68)
Locations	32	217

**Table B3: Summary Statistic Comparison
for final Undergraduate Student Polling
Locations and All Other Locations**

	(1) Undergraduate Sample Precincts	(2) All Other Precincts
Democrat %	38.57 (11.76)	38.89 (11.63)
Republican %	13.12 (5.20)	12.51 (4.81)
Black %	4.02 (5.19)	4.24 (6.04)
Hispanic %	8.71 (13.80)	8.71 (13.67)
Median Income	63,636 (21,394)	62,031 (20,232)
Bachelors %	33.26 16.85	32.64 (16.06)
Green Vote 2012	70.09 (6.81)	69.85 (6.71)
Locations	32	217

**Table B4: Summary Statistic Comparison Between
Sample and Non-sample Polling Locations by
Student Pollster Type**

	(1)	(2)	(3)
	Undergrad Sample	Grad Sample	All Other Locations
Democrat %	38.57 (11.76)	31.80 (4.68)	39.10 (11.71)
Republican %	13.12 (5.20)	14.02 (2.56)	12.46 (4.85)
Black %	4.02 (5.19)	0.87 (0.50)	4.34 (6.10)
Hispanic %	8.71 (13.80)	1.90 (0.49)	8.91 (13.82)
Median Income	63,636 (21,394)	66,813 (16,674)	61,888 (20,311)
Bachelors %	33.26 (16.85)	38.11 (10.75)	32.48 (16.16)
Green Vote 2012	70.09 (6.81)	67.30 (5.90)	69.93 (6.72)
Locations	32	5	212

**Table B5: Summary Statistic Comparison
Between Sample and Non-sample Polling
Locations**

	(1)	(2)
	Sample	Non-sample
Democrat %	37.85 (11.42)	39.10 (11.71)
Republican %	13.21 (4.99)	12.46 (4.85)
Black %	3.69 (5.00)	4.34 (6.10)
Hispanic %	7.98 (13.21)	8.91 (13.82)
Median Income	63,973 (20,966)	61,888 (20,311)
Bachelors %	33.78 (16.37)	32.48 (16.16)
Green Vote 2012	69.80 (6.77)	69.93 (6.72)
Observations	37	212

**Table B6: Summary Statistic Comparison
Between Sample and Non-sample Polling
Locations with Graduate Student Weights**

	(1)	(2)
	Sample	Non-sample
Democrat %	38.24 (11.61)	39.10 (11.71)
Republican %	13.16 (5.10)	12.46 (4.85)
Black %	3.87 (5.10)	4.34 (6.10)
Hispanic %	8.38 (13.54)	8.91 (13.82)
Median Income	63,790 (21,201)	61,888 (20,311)
Bachelors %	33.50 (16.63)	32.48 (16.16)
Green Vote 2012	69.95 (6.79)	69.93 (6.72)
Observations	37	212

Figure B1: Rhode Island Municipality Reference Map

Rhode Island Municipalities



Figure B2: Rhode Island 2016 Election Polling Locations

Polling Locations

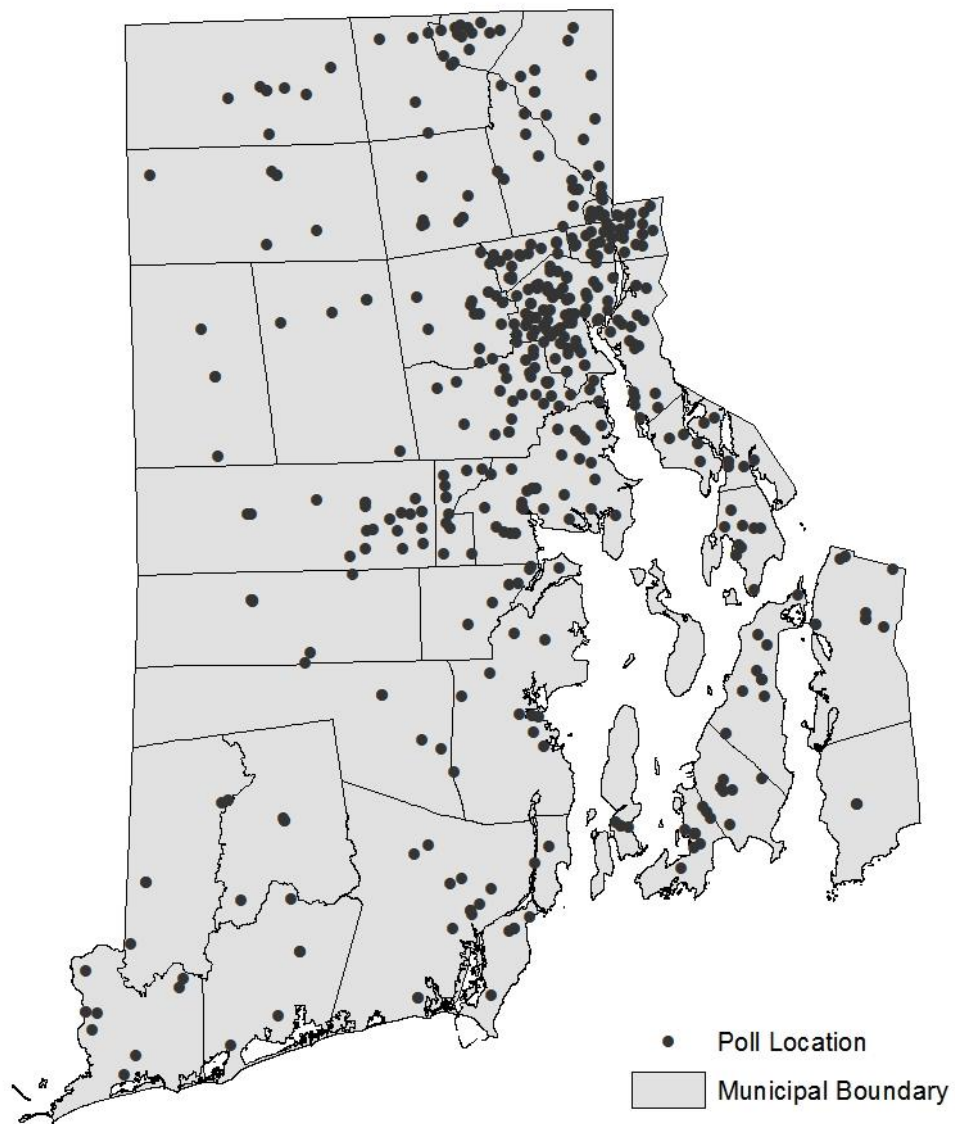


Figure B3: Exit Poll Sample Locations

Sample Polling Locations

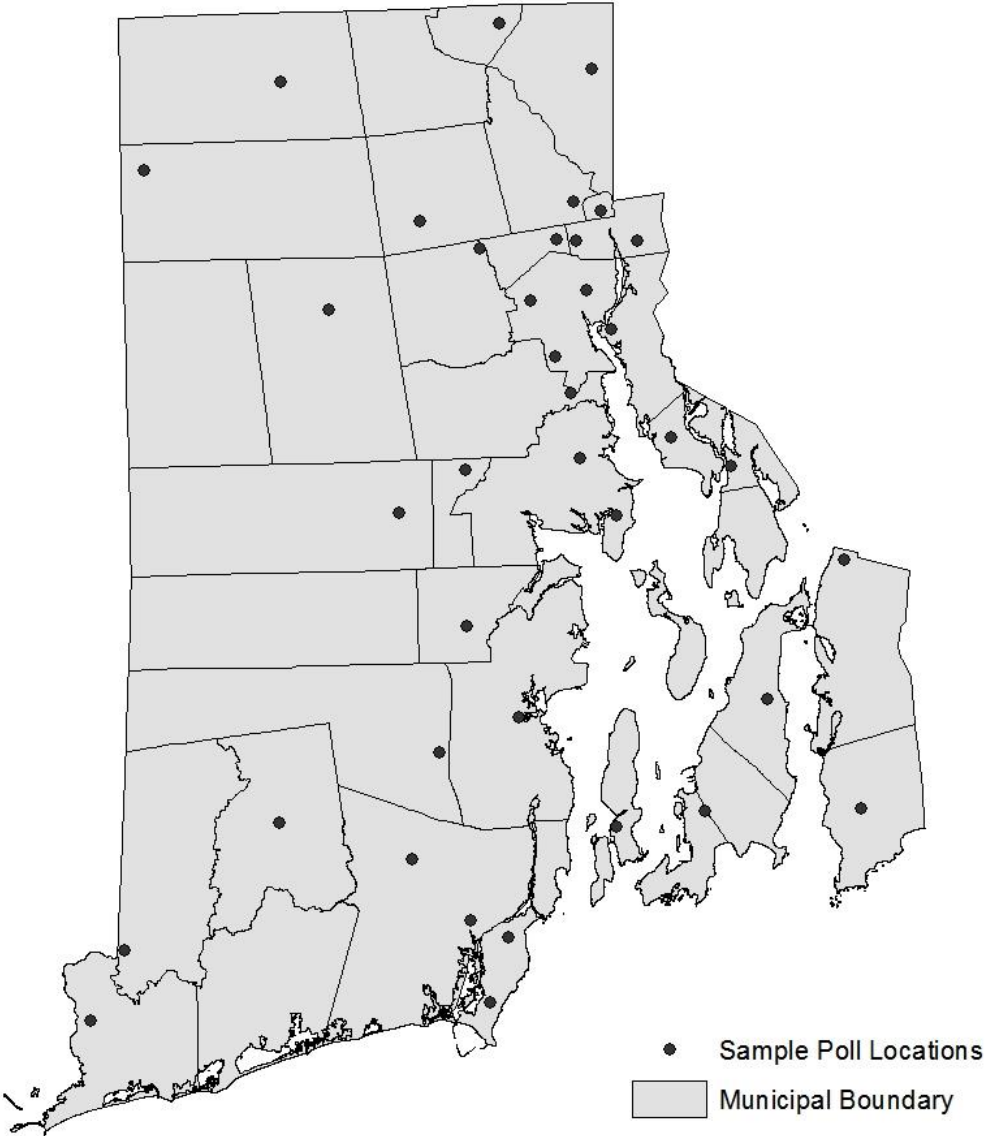
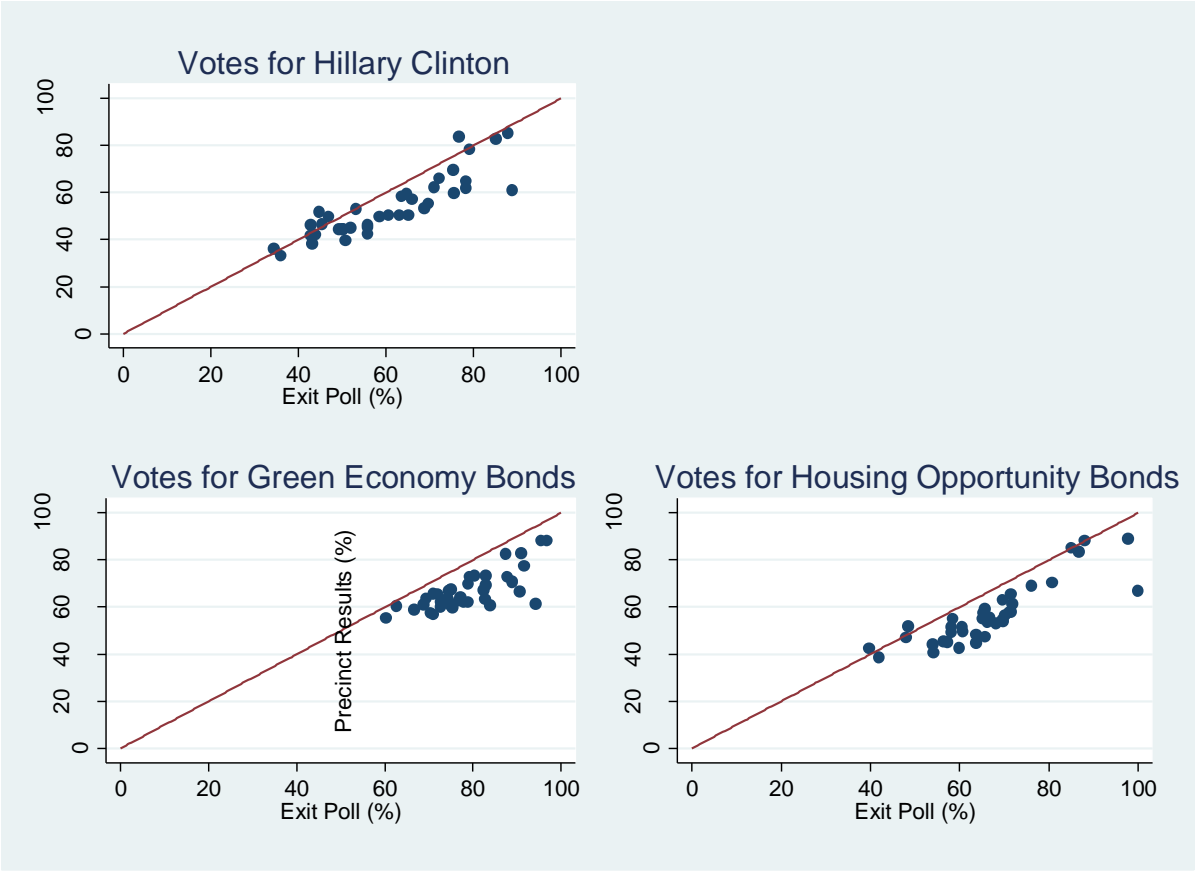


Figure B4: Exit Poll vs. Official Precinct Results Scatter Plots



Thank you for participating in the 2016 Exit Poll!

All information collected from this survey is confidential and anonymous. Your participation in this survey is voluntary. You may elect to stop your participation at any time. The information collected from your answers will be used for research purposes by the professors and students at [REDACTED]. Please complete the following survey at your own pace and to the best of your abilities. All answers should be reflective of your personal views and beliefs.

1. In the Presidential election, who did you just vote for?

Hillary Clinton ... ☐ Donald Trump ... ☐ Jill Stein ... ☐ Gary Johnson ... ☐ Other ... ☐

2. How did you just vote on the following ballot questions?

	Approve	Reject	I left this question blank
Green Economy Bonds (\$35,000,000) for environmental and recreational purposes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing Opportunity Bonds (\$50,000,000) for affordable housing, urban revitalization, and blight remediation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Prior to coming to vote today...

	Yes – <u>in favor</u> of the measure	Yes – <u>opposed</u> to the measure	No
Did anyone call you, talk to you, or send you mail/email in favor or opposed to the <i>Green Economy Bonds</i> before the election?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you seek out and find any information in favor or opposed to the <i>Green Economy Bonds</i> on your own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you did receive or seek any information about the <i>Green Economy Bonds</i> , would you say that it influenced your vote?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did anyone call you, talk to you, or send you mail/email in favor or opposed to the <i>Housing Opportunity Bonds</i> before the election?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you seek out and find any information in favor or opposed to the <i>Housing Opportunity Bonds</i> on your own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If you did receive or seek any information about the <i>Housing Opportunity Bonds</i> , would you say that it influenced your vote?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The Green Economy Bonds referendum listed several types of projects that will be paid for using the bond money. Please indicate the TWO most important projects to you. (Mark only TWO).

Completion of Bike Paths <input type="radio"/>	Pollution clean-up in Brownfields <input type="radio"/>	Land Conservation <input type="radio"/>
Development of Local and State Parks <input type="radio"/>	Preventing storm water pollution <input type="radio"/>	

5. The Housing Opportunity Bonds referendum listed two types of projects that will be paid for using the bond money. Please indicate the SINGLE most important project to you. (Mark only ONE).

Affordable Housing Development ☐ Urban Revitalization and Blight Remediation ☐

6. If approved, how much of the money from the Green Economy Bonds do you think will be spent in your city/town?

Similar to other towns ☐ Less than most other towns ... ☐ More than most other towns ... ☐

7. If approved, how much of the money from the Housing Opportunity Bonds do you think will be spent in your city/town?

Similar to other towns ☐ Less than most other towns ... ☐ More than most other towns ... ☐

8. If approved, how do you think the Green Economy Bonds will affect your housing value or rent?

Increase
a lot ☐

Increase
somewhat ... ☐

No
change..... ☐

Decrease
somewhat ☐

Decrease
a lot ☐

9. If approved, how do you think the Housing Opportunity Bonds will affect your housing value or rent?

Increase
a lot ☐

Increase
somewhat ... ☐

No
change ☐

Decrease
somewhat ☐

Decrease
a lot ☐

10. If you were asked to vote on a bond referendum that combined Green Economy Bonds and Housing Opportunity Bonds into one ballot item for \$85 million instead of two separate items, how *would* you vote?

Approve ... ☐

Reject ... ☐

11. Do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
The government should not be involved in regulating the economy.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate Change is a major concern.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family struggles to meet expenses each month.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building more homes in my community would benefit the local economy.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are approaching the limit of the number of people the earth can support....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low income residents are a burden on the local school system.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housing in Rhode Island is too expensive for most people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If minorities would only try harder they could be just as well off as whites.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the state government to do what is right most of the time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. When housing prices in your area increase, how does it affect you?

Very beneficial ... ☐

Somewhat beneficial ... ☐

Somewhat harmful ... ☐

Very harmful ... ☐

13. Generally speaking, do you usually consider yourself to be a ...

Democrat ... ☐

Republican ... ☐

Independent ... ☐

Other ... ☐

14. If you said “Independent” or “Other” in question 13, do you think of yourself as closer to the Republican or Democratic party?

Democratic ☐

Republican ... ☐

Neither ... ☐

15. What gender do you identify as?

Female ... ☐

Male ... ☐

16. Do you rent or own your home?

Rent ☐

Own ... ☐

Live with someone who rents/owns ... ☐

17. To what age group do you belong?

18-29 ... ☐

30-44 ... ☐

45-54 ... ☐

55-64 ... ☐

65 or over ... ☐

18. What is your household income?

Less than \$30K... ☐

\$30 - 49K... ☐

\$50 - 74K... ☐

\$75- 99K... ☐

Over \$100K... ☐

19. What is the highest level of education you completed?

Less than
High School ... ☐

High School
Graduate ☐

Some
College ☐

College
Graduate ... ☐

Graduate
Degree ☐

20. Are you...(mark all that apply)

White... ☐

Black... ☐

Asian... ☐

Hispanic... ☐

Native American... ☐

Other... ☐