

# Get Out the Vote 2020

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## The Bonner Community Engagement Curriculum

**BWBR Description:** This Bonner Curriculum workshop guides participants to analyze current trends on youth engagement and issues of voter suppression. It prepares them to organize voter registration and education efforts in a non-partisan manner, as part of civic duty and citizenship.

**Overview:** A new national poll conducted by the Center for Information and Research on Civic Learning and Engagement (CIRCLE, 2020) reveals that there is growing interest and engagement among young people to vote, perhaps due to the economic and social unrest caused by the pandemic and other social issues (i.e. police mistreatment of minorities, peaceful protests turning violent). The report indicated that young people need more information and guidance on how to register to vote online in their state, specifically due to the restrictions in light of the pandemic. This module provides strategies for running a Get Out the Vote (GOTV) campaign, using in-person as well as online outreach on your campus or in your community. It is designed to help increase political engagement of young people and educate them on issues and candidates, in a non-partisan manner. It uses a variety of interactive activities to get participants thinking and equipped to carry out voting campaigns.

**Category:** Political engagement; voting; leadership skills; campaigns; democratic participation; civic engagement

**Level:** Intermediate to Advanced

**Recommended Bonner Sequence:** This training is recommended for Bonner students during sophomore through senior year, or anytime in conjunction with a focus on voter education and registration. It is one of several trainings that exposes students to a broader conception of civic engagement, in which political participation as a citizen is a valuable activity.

**Type:** Structured activity suitable for workshop (e.g. retreat or training)

## Learning Outcomes

Participants will:

- Demonstrate understanding of the role of voting in a functioning democracy by planning voter registration and voter education events
- Address lack of awareness about election resources and candidates, resulting in low voter turnout by providing resources in a non-partisan manner
- Develop timeline for organizing, mobilizing, and educating voters, with a particular focus on youth and/or student voters

## Materials

- Kahoot Game / Quiz
- Poll Report: Young People Believe they Can Lead Change in Unprecedented Election Cycle
- Voter Registration Resources
- Voter Education Guide
- Tips to Increase Voter Turnout

## How to Prepare

- This is a long session, which involves significant amount of reading, so it is recommended that you email all the handouts in advance. This will give students enough time to be prepared to discuss the materials.
- You could either facilitate this training as a 2 to 3 hours long workshop or break it into two sessions. If you choose to do the latter, complete part 1 to 3 of the outline for the first session. Conclude the first session with the “Youth Campus & Community Asset Map” activity to give students time to do individual outreach for the activity. Start Session 2 with the discussion of “Voter Suppression,” and wrap up with some practical ideas / concrete next steps to increase voter turnout.
- Create your account on Kahoot to add your quiz questions for the lesson. It’s very easy. Watch this tutorial on how to create a kahoot game: <https://kahoot.com/help/#general-tutorials>
- Prepare a brief statement, giving an overview of the workshop. Explain that the purpose of the workshop is to encourage people to vote without pushing any agenda or favoring any one candidate over the other.

## Brief Outline

1. Kahoot Game / Quiz

Suggested time: 15 minutes

2. Article Discussion	Suggested time: 10-12 minutes
3. Youth Campus & Community Asset Map	Suggested time: 10-12 minutes
4. Voter Suppression	Suggested time: 10 minutes
5. Three Steps to Increasing Voter Turnout	Suggested time: 30 minutes
6. Wrap Up	Suggested time: 05 minutes

### **Part 1) Kahoot Game / Quiz**

Suggested time: 15 Minutes

See the handout (Kahoot questions) at the end of this guide to create your kahoot game or use other quiz questions. This quiz / game will spark interest among participants about U.S. elections.

Login to your kahoot account and keep the quiz ready before your meeting. Give participants a minute to join the game online, using the game code. Then, for each question, give participants about 30 seconds to read and respond to the question. For each response, there is an explanation below that you can keep with you while playing the quiz. Use that information to explain the answer choices.

### **Part 2) Poll Report: Young People Believe they Can Lead Change in Unprecedented Election Cycle**

Suggested time: 15 minutes

Whether you meet online or in-person, it is recommended that you email handout 2 (highlights from the report by Tufts University's Center for Information and Research on Civic Learning and Engagement (CIRCLE) based on a national poll of young Americans) in advance, so students are prepared to discuss the key poll results when you meet as a group.

Give them 2-3 minutes to skim through the handout and be ready to discuss the following questions in small groups (or small breakout sessions if you meet online).

#### **Discussion questions:**

- What did you find promising about young Americans' voting patterns? How will this help in sustaining civic engagement and democracy?
- What challenges did the report (poll results) highlight about voting? How could colleges / young student voters respond to those challenges?

- The poll indicated that environment, racism, and affordable healthcare are the top-3 issues most commonly named by youth as the most important in driving their vote this November. Getting back to normal after the pandemic and police mistreatment also ranked highly. What are some issues that you care about the most? Why?

### **Part 3) Youth Campus-Community Asset Map**

Suggested time: 15 minutes

Note that if the participants are actually going to be working together to organize a Get Out the Campus Vote initiative, use the Campus Asset Map for real planning to include information about people to be contacted, their contact information, roles or means of involvement, engagement/recruitment strategies, and next steps. Thus, spend more time on the activity and possibly engage in real research (using group knowledge and/ or Internet). If they are not, have participant envision embarking on a Get Out the Vote (GOTV) campaign.

Using Flipchart paper or shared google doc., guide participants to create a Youth Campus and Community Network Map that answers the following questions:

- What are the student organizations that might be interested in increasing the level of civic participation at the college?
- What are the youth organizations that might be interested in increasing the level of civic participation in the community (youth who are 18 or over but not in college)?
- Who are the faculty and staff members on campus who might support a Get Out the Campus Vote initiative?
- Who are the nonprofit leaders or other community members who might support a Get Out the Campus Vote initiative?
- What campus and community resources are available that could be utilized to increase voter turnout (newspapers, radio and television stations, campus website, etc.)?
- What campus departments, offices, or services might sponsor the initiative either through funding or in-kind donations? Will dining services provide food for volunteers? Will the campus copy center donate photocopies?
- Who are the community partners that might be able to provide support for the effort (as above)?
- Are there any other tools that can be used?

### **Additional Resource:**

Visit Tufts University's [Institute for Democracy and Higher Education](#), and review data from the National Study of Learning, Voting and Engagement (NSLVE). See the following explanation of what NSLVE is, as stated on their website. "It is the first and only study to objectively examine student and institution-level data on student voting and to share these data with participating campuses. **Participation is free, easy, and protective of student privacy.** Our growing database includes:

- More than 1,100 campuses and 10 million student records
- All 50 states
- All institutional types

See handout 7 at the end of this lesson that lists participating schools from Bonner network for NSLVE study. See if your school is a participant. If not, brainstorm how you could collaborate with leadership at your school to participate in NSLVE.

### **Part 4) Voter Suppression**

Suggested time: 10 minutes

Next, give participants 5 minutes to read handout 3 (Block the Vote: Voter Suppression in 2020), which includes information compiled by American Civil Liberties Union (ACLU), and explains different ways in which voters may be denied opportunities to vote, resulting in voter suppression. Then, give them 5 more minutes to brainstorm ideas in response to the following **discussion question**:

Given that these voter suppression tactics could negatively affect voter turnout, what are different ways to increase voter turnout, and how can student leaders and campuses be proactive in addressing voter suppression?

### **Part 5) Three Approaches to Increase Voter Turnout**

Suggested time: 30 minutes

After a few minutes of brainstorming with reference to the discussion question, draw off the ideas and present that there are three basic overarching ways to increase voter turnout. They are:

**Get people registered** -Many times people will be inspired to vote come election time, but if they haven't registered in time, it won't matter. If you are not registered in time, you cannot vote.

**Get people educated** - A functioning democracy depends on voters making educated choices at the polls. Also, if people don't feel educated about the candidates, the issues, or the process, they're less likely to vote at all.

**Get people to the polls** - Most people are juggling lots of priorities that demand their time. In particular, students' schedules may make voting seem difficult, schools don't often excuse students from class for voting, and the issue of absentee voting (for students who attend a school not in their home state/area) can be confusing. Getting people to the polls can be the most difficult part.

Explain that now the workshop will turn toward considering strategies for countering each of these types of challenges.

The workshop will require people to work in small groups. If you have enough time, let the groups discuss these three topics in rotations. Otherwise, divide participants in three groups, and assign one topic to each group. It is recommended to have 3 to 5 members in each group.

### **Approach 1: Getting People Registered (10 minutes)**

Ask group members to review the following materials:

- TurboVote - Learn how to sign up for TurboVote & its functions
- Review voter registration deadlines - <https://www.vote.org/voter-registration-deadlines/>
- Find out if and how you can obtain voter contacts for Phone banking
- Presentation for ideas: [https://www.nonprofitvote.org/documents/2020/05/webinar-voter-registration-covid-19-pandemic.pdf?link\\_id=0&can\\_id=9f336b680eac0391ca6d65a54d12d804&source=email-webinar-recap-voter-registration-in-the-age-of-covid-19&email\\_referrer=&email\\_subject=webinar-recap-voter-registration-in-the-age-of-covid-19](https://www.nonprofitvote.org/documents/2020/05/webinar-voter-registration-covid-19-pandemic.pdf?link_id=0&can_id=9f336b680eac0391ca6d65a54d12d804&source=email-webinar-recap-voter-registration-in-the-age-of-covid-19&email_referrer=&email_subject=webinar-recap-voter-registration-in-the-age-of-covid-19)

Once students finish reviewing the materials, give the group the handout (Get People Registered) and allow them to work through the key ideas, which include:

Step 1: Getting people registered. Three common strategies could include:

**VOTER REGISTRATION DRIVE:** Hold a voter registration drive at your school. See the organizing tips in the handout.

PHONE BANKING, BACKED BY A COALITION. Get the College Democrats, College Republicans, Campus Greens, or other political groups you have on your campus to combine efforts for a joint phone-banking event. See the tips in the handout.

USING THE MEDIA. Write an editorial for your school newspaper explaining the importance of voting.

The group should use the following three guiding questions/goals to guide their work (which are at the end of the handout):

- How can you (as a group) generate excitement for this step?
- Who should be involved? How can you best utilize the resources listed on the Campus Asset Map to accomplish this Step?
- Think about the different tasks that will need to be completed. Capture these tasks on the flipchart paper. Then, create a timeline and plan.

### **Approach 2: Getting People Educated** (10 minutes)

Ask the group to review the following websites / resources:

- First Time Voter Checklist: <https://www.vote411.org/first-time-voter-checklist>
- Know Your Rights: <https://www.aclu.org/know-your-rights/voting-rights/#someone-is-interfering-with-my-right-to-vote>
- Guide on Issues and Candidates' Viewpoint: <https://campuselect.org/voter-education/candidate-issue-guides/2020-election-two-party-candidate-guide/>
- This link gives ideas about how to distribute the Presidential guide. See page 2 of this weblink: [https://campuselect.org/wp-content/uploads/2018/01/a-guide\\_to\\_using\\_ceep\\_candidate\\_guides.pdf](https://campuselect.org/wp-content/uploads/2018/01/a-guide_to_using_ceep_candidate_guides.pdf)

While students are reviewing the weblinks, give them the handout (Get People Educated) and allow them to work through the key ideas, which include (from handout):

Step 2: Getting people educated. Three common strategies could include:

VOTER EDUCATION GUIDE: Create a Voter Guide that specifically addresses issues that concern college students (See the attached sample). Distribute it in dorms, in classes, wherever you can.

VOTER EDUCATION FORUM: Invite candidates to speak at your school, or invite speakers who are experts on one of the ballot initiatives to speak in classes

DEBATES AND ENGAGEMENT: Sponsor student debates and have students debate issues on the ballot or have students represent each of the candidates

The group should use the following three guiding questions/goals to guide their work (which are at the end of the handout):

- How can you (as a group) generate excitement for this step?
- Who should be involved? How can you best utilize the resources listed on the Campus Asset Map to accomplish this Step?
- Think about the different tasks that will need to be completed. Capture these tasks on the flipchart paper. Then, create a timeline and plan.

### **Approach 3: Getting People to the Polls** (10 minutes)

Ask the group to review the following material, and think of a timeline to send reminders to vote:

- Voter ID Requirements: <https://www.ncsl.org/research/elections-and-campaigns/voter-id.aspx#Laws%20in%20Effect>

Present the handout of ideas and tips (Get People to the Polls). Then, give people time to tackle the assignment, which again is:

- How can you (as a group) generate excitement for this step?
- Who should be involved? How can you best utilize the resources listed on the Campus Asset Map to accomplish this Step?
- Think about the different tasks that will need to be completed. Capture these tasks on the flipchart paper. Then, create a timeline and plan.

### **Part 5) Wrap Up**

Meet as a whole group, share ideas for each step that were noted on the Flipchart paper.



## **Handout 1**

### **Questions for Kahoot Game**

Use these questions and multiple-choice answers to set up your game. The answers are indicated below.

1. Why do we vote on a Tuesday in early November?

Option 1: To ensure the election occurs before Thanksgiving

Option 2: To ensure that voters can take their summer vacations

Option 3: To ensure that farmers could vote

**Correct Answer: 3**

In 1845, Congress passed a federal law designating Election Day as the first Tuesday after the first Monday in November. Early November was picked to generate a higher turnout. Back then, most Americans were farmers who often lived far from polling places, and it was thought they wouldn't be willing to interrupt the busy harvest season to travel to the polls. Tuesday was selected so farmers wouldn't have to travel on the Sabbath or miss market day, which often was on Wednesday.

2. Can you vote before Election Day, Nov. 3?

Yes

No

**Correct Answer: Yes**

All states allow you to vote absentee, although as of the end of July, 17 states require you to provide a reason, such as that you'll be out of town or you're disabled. Forty states and the District of Columbia also have early voting. During the COVID-19 pandemic, some states are adjusting their absentee and early voting rules. It's best to check with your local board of elections to learn the rules for absentee and early voting in your state. Voters can also sign up with AARP to get election information and reminders.

3. What was the first year women across the United States were allowed to vote?

1918

1925

1920

**Correct Answer: 1920**

The 19th Amendment to the U.S. Constitution, giving all women in the country the right to vote, was ratified in 1920. That year more than 8 million women across the United States went to the polls for the first time.

4. What is the age bracket that votes the most?

18- to 29-year-olds

30- to 44-year-olds

45- to 64-year-olds

65 years and older

**Correct Answer: 65 years and older**

According to U.S. Census Bureau data, 66.1 percent of adults over 65 voted in the last midterm election, in 2018. That was the highest turnout percentage of any age group. In that same year, 35.6 percent of 18- to 29-year-olds voted.

5. Voters don't need to register. They can just show up at the polls on Election Day.

True

False

Maybe

**Correct Answer: Maybe**

Twenty-one states (California, Colorado, Connecticut, Hawaii, Idaho, Illinois, Iowa, Maine, Maryland, Minnesota, Montana, Nevada, New Hampshire, New Mexico, North Carolina, Utah, Vermont, Washington, Wisconsin, Wyoming) and the District of Columbia allow you to register at the polls on Election Day. Maryland and North Carolina allow same-day voter registration only during Early Voting. North Dakota does not require any voter registration. In all other states, you have to register before Election Day; deadlines vary in each state.

6. When was the voting age lowered from 21 to 18?

- 1952

- 1971

- 1983

**Correct Answer: 1971**

Ratified in 1971, the 26th Amendment reduced the voting age in the United States from 21 to 18. The first 18-year-olds voted in the 1972 elections.

7. I have to re-register to vote every year.

True

False

**Correct Answer: False**

Once you have registered to vote, you only have to re-register if you move, have changed your name, want to change political parties or register as an independent or unaffiliated voter, or if you haven't voted in too many elections – the number varies by state.

8. Women vote more than men

True or False

**Correct Answer: True**

According to U.S. Census Bureau data, voter turnout rates have been higher for women than men in every presidential election since 1980. In 2018, 55 percent of eligible women voted compared with 51.8 percent of eligible men.

9. If you are registered to vote but forgot your ID at a polling station, you are not allowed to vote.

True

False

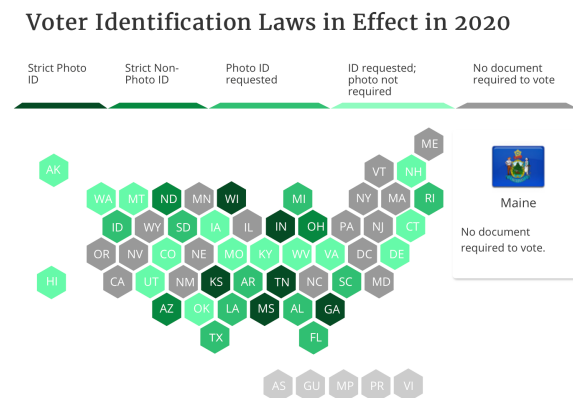
Maybe

**Correct Answer: Maybe**

Source: National Conference of State Legislatures

<https://www.ncsl.org/research/elections-and-campaigns/voter-id.aspx#Laws%20in%20Effect>

Interactive map shows that there are variations in voter identification laws.



Eight of the quiz questions are taken from the American Association of Retired Persons (AARP). The quiz is titled "What Do you Know about Voting and the Election."

Source: <https://www.aarp.org/politics-society/government-elections/info-2018/election-quiz-trivia.html#quest1>

## Handout 2

### Highlights from the Poll: Young People Believe They Can Lead Change in Unprecedented Election Cycle (June 30, 2020)

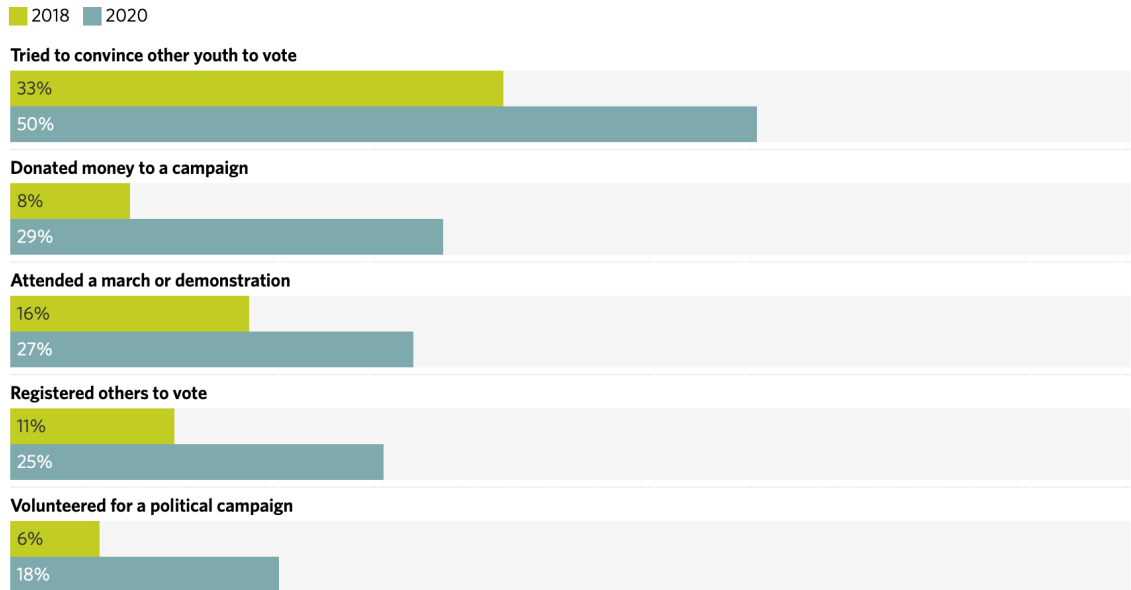
A new national poll of young Americans reveals that despite—or perhaps because of—the interconnected crises shaping American life, young people are interested and engaged in the 2020 election, believe they can make a difference, and stand ready to make their voices heard. However, our survey also highlights the challenges to youth electoral participation due to the unique nature of an election held in the shadow of the COVID-19 pandemic, which will require that youth receive clear and accurate information about online registration and mail-in voting in order to participate in democracy.

The top findings from our comprehensive youth poll include:

- **Seizing their Power:** 83% say they believe young people have the power to change the country, 60% feel like they're part of a movement that will vote to express its views, and 79% of young people say the COVID-19 pandemic has helped them realize that politics impact their everyday lives.
- **Strong Preference for Biden Over Trump:** 58% of youth say they support Joe Biden, compared to just 24% for President Trump—a staggering 34-point margin. But 18% of youth say they would like to vote for another candidate. Asian youth (78%) and Black youth (73%) are the most likely to support Biden. Meanwhile, almost three quarters of youth who support Trump (72%) are White.
- **Campaign Contact Still a Concern:** Almost half of youth (47%) say they have been contacted by a political campaign this year. However, that's still an improvement from 2016, when only 32% of youth (ages 18-29) had heard from a campaign.
- **Youth in the Streets:** 27% of young people (ages 18-24) say they have attended a march or demonstration, a remarkable increase from when we asked the question for the same age group before the 2016 and 2018 elections (5% and 16%, respectively).
- **Information and Guidance on OVR and VBM Needed:** We asked youth if they could register to vote online in their state. A third (32%) said they did not know. Among those who answered yes or no, 25% were incorrect. In addition, only 24% of youth report having voted by mail before.
- **Top Issues Differ, Racism High Priority for Youth of Color:** The environment, racism, and affordable healthcare are the top-3 issues most commonly named by youth as the most important in driving their vote this November. Getting back to normal after the pandemic and police mistreatment also ranked highly.

## Youth Activism and Political Engagement Is on the Rise

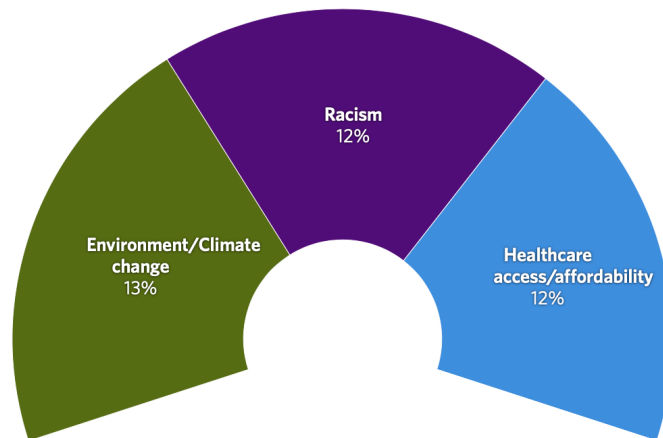
The percentage of young people, ages 18-24, who said they had taken each action in our 2018 and 2020 election polls.



## Racism a Top Issue for Youth of Color; Environment and Healthcare Also Top Priorities

The percentage of young people, ages 18-29, who identified each as the top issue in determining their vote in the 2020 election. Click each group below to cycle through top issues by race/ethnicity.

**All Youth** Asian Youth Black Youth Latino Youth White Youth



Source: <https://circle.tufts.edu/latest-research/poll-young-people-believe-they-can-lead-change-unprecedented-election-cycle>

## **Handout 3**

### **Block the Vote: Voter Suppression in 2020**

Voting should be as easy and convenient as possible, and in many cases it is. But across the U.S., too many politicians are passing measures making it harder to cast a ballot. The goal is to manipulate political outcomes, and the result is a severely compromised democracy that doesn't reflect the will of the people. Our democracy works best when all eligible voters can participate and have their voices heard.

Suppression efforts range from the seemingly unobstructive like voter ID laws and cuts to early voting, to mass purges of voter rolls and systemic disenfranchisement. And long before election cycles even begin, legislators can redraw district lines that determine the weight of your vote. Certain communities are particularly susceptible to suppression and in some cases, outright targeted – people of color, students, the elderly, and people with disabilities. Below, we've listed some of the most rampant methods of voter suppression across the country – and the advocacy and litigation efforts aimed at protecting our fundamental right to vote.

#### **Voter ID Laws**

Thirty-six states have identification requirements at the polls. Seven states have strict photo ID laws, under which voters must present one of a limited set of forms of government-issued photo ID in order to cast a regular ballot - no exceptions. These strict ID laws are part of an ongoing strategy to suppress the vote, and it works. Voter ID laws have been estimated by the U.S. Government Accountability Office to reduce voter turnout by 2-3 percentage points, translating to tens of thousands of votes lost in a single state.

Over 21 million U.S. citizens do not have government-issued photo identification. That's because ID cards aren't always accessible for everyone. The ID itself can be costly, and even when IDs are free, applicants must incur other expenses to obtain the underlying documents that are needed to get an ID. This can be a significant burden on people in lower-income communities. Further, the travel required is an obstacle for people with disabilities, the elderly, and people living in rural areas. Thirty-six states have identification requirements at the polls, including seven states with strict photo ID laws.

#### **Voter Registration Restrictions**

Restricting the terms and requirements of registration is one of the most common forms of voter suppression. Restrictions can include requiring documents to prove

citizenship or identification, onerous penalties for voter registration drives or limiting the window of time in which voters can register.

Politicians often use unfounded claims of voter fraud to try to justify registration restrictions. In 2011, Kansas Secretary of State Kris Kobach championed a law requiring Kansans to show “proof of citizenship” documents in order to register to vote, citing false claims of noncitizen voting. Most people don’t carry the required documents on hand – like a passport, or a birth certificate – and as a result, the law blocked over 30,000 Kansans from voting. The ACLU sued and defeated the law in 2018.

Some states restrict registration by allowing people to register long in advance of an election. For example, New York requires voters to register at least 25 days before the election, which imposes an unnecessary burden on the right to vote. By forcing voters to register before the election even becomes salient to the public, it discourages people from registering in the first place. These outdated restrictions – which were designed for a time when registration forms were exclusively completed with pen and paper, and transmitted via snail mail – can significantly impact voter participation. In the 2016 presidential election, over 90,000 New Yorkers were unable to vote because their applications did not meet the 25-day cutoff, and the state had the eighth-worst turnout rate in the country.

### **Voter Purges**

Cleaning up voter rolls can be a responsible part of election administration because many people move, die, or become ineligible to vote for other reasons. But sometimes, states use this process as a method of mass disenfranchisement, purging eligible voters from rolls for illegitimate reasons or based on inaccurate data, and often without adequate notice to the voters. A single purge can stop up to hundreds of thousands of people from voting. Often, voters only learn they’ve been purged when they show up at the polls on Election Day.

### **Felony Disenfranchisement**

A felony conviction can come with drastic consequences including the loss of your right to vote. But different states have different laws. Some ban voting only during incarceration. Some ban voting for life. Some ban people while on probation or parole; other ban people from voting only while incarcerated. And some states, like Maine and Vermont, don’t disenfranchise people with felony convictions at all. The fact that these laws vary so dramatically only adds to the overall confusion that voters face, which is a form of voter suppression in itself. Due to racial bias in the criminal justice system, felony disenfranchisement laws disproportionately affect Black people,

who often face harsher sentences than white people for the same offenses. It should come as no surprise that many of these laws are rooted in the Jim Crow era, when legislators tried to block Black Americans' newly won right to vote by enforcing poll taxes, literacy tests, and other barriers that were nearly impossible to meet.

### **Gerrymandering**

Every 10 years, states redraw district lines based on population data gathered in the census. Legislators use these district lines to allocate representation in Congress and state legislatures. When redistricting is conducted properly, district lines are redrawn to reflect population changes and racial diversity. But too often, states use redistricting as a political tool to manipulate the outcome of elections. That's called gerrymandering – a widespread, undemocratic practice that's stifling the voice of millions of voters.

Source: American Civil Liberties Union - <https://www.aclu.org/news/civil-liberties/block-the-vote-voter-suppression-in-2020/>



## **Handout 4**

### **GOTV Part #1: Get People Registered**

#### **Step 1: Getting people registered. Three common strategies could include:**

- **VOTER REGISTRATION DRIVE:** Hold a voter registration drive at your school. See the organizing tips below.
- **PHONE BANKING, BACKED BY A COALITION.** Get the College Democrats, College Republicans, Campus Greens, or other political groups you have on your campus to combine efforts for a joint phone-banking event. See the tips below.
- **USING THE MEDIA.** Write an editorial for your school newspaper explaining the importance of voting.

#### **In general:**

- Know the deadline for registering to vote, and plan accordingly.
- Get the forms, and arrange for the completed forms to be dropped off.
- Document your work - keep track of who you register. You can use this information later when you get people to the polls.

#### **VOTER REGISTRATION DRIVE TIPS**

##### **Table Sitting Model**

- Reserve a table and several time slots. You'll want to set up a table in a highly visible place, such as in front of a dining hall or in the student union.
- Make sure you have volunteers ready to help register people. Collect supplies - voter registration forms, pens, and clipboards.
- If you can, set up a computer for students to request forms from other states. Go to <https://ssl.capwiz.com/congressorg/nvra/> to request voter registration forms from 46 states. Or go to [www.election.com](http://www.election.com) where residents of 43 states can register to vote online.
- Be sure to decorate your table to attract attention. However, you cannot have any campaign materials on the table - this includes signs, buttons, bumper stickers, or literature endorsing any particular candidate or party.

##### **Use a Pyramid Model**

Some people recommend a pyramid model to get people registered to vote, because people are often more likely to register if a friend encourages them, rather than a stranger.

- Find a group of core volunteers. Depending on your goals, you may want 10 core volunteers or up to 50 volunteers.

- Give each of the volunteers 10 to 25 voter registration forms, and have them agree to get 10 - 25 of their friends to register to vote.
- Make sure that the volunteers collect the registration forms so that you can keep track of the people you registered. Just before Election Day, you'll want to contact these people to remind them to vote.

### **PHONE BANKING TIPS**

To do a successful phone bank, you may need the following:

- **A Coalition:** Build a coalition of individuals representing diverse or committed constituencies who care about bringing out the votes. Look to the Building Coalitions or Power Mapping training for more guidance.
- **Call List:** A master list – including every individual on the voter list– should be developed and maintained by the organizers.
- **Phone Lines:** To carry out a successful phone bank requires sufficient available telephone lines. You can request the use of phones from local non-profits, departments, or other offices. Certain non-profits may have evening hours. They may be willing to support a non-partisan phone banking (but note that many are prohibited from supporting a partisan phone banking campaign). Another possibility is the use of home or dorm room phones. Keep in mind that phone banks are more likely to achieve better results if organized as group events led by a coordinator, with the momentum being created through group interaction (and a little pizza doesn't hurt).
- **Volunteer Training and Support:** The volunteer caller has two tasks. The first task is to provide accurate information to the potential voter. The second task is, when necessary, to be persuasive. In this case, you are trying to get the person registered; later, you'll follow up to persuade them to use that vote. A properly supplied telephoner's kit is crucial to the accomplishment of these tasks. The kit should include a good script, a calling list (including space to record information), request forms for election day help, such as transportation, child care, etc. (to be submitted at the end of the shift), pens and pencils, notepads, and a daily record sheet. You can get a kit from several national GOTV campaigns.
- **Phone Follow-up:** A two step follow-up should be done after the original phone bank, in time for the person to register. The first follow-up call should occur a week or several days before the election. The volunteer caller should be very direct in asking the potential voter if he or she plans to vote, and if not, why not? If the person states a lack of interest, try information and persuasion. If the problem is logistical or process- related, for example a lack of transportation or not knowing how to vote, try to provide the needed information or a link to others who can assist.

- The second follow-up call should occur the day before or on Election Day itself. Every potential voter needs to be called. Results should be recorded for every person on the list.

**Assignment:**

- With these ideas and others in mind, do the following:
- How can you (as a group) generate excitement for this step?
- Who should be involved? How can you best utilize the resources listed on the Campus Asset Map to accomplish this Step?
- Think about the different tasks that will need to be completed. Capture these tasks on the flipchart paper. Then, create a timeline and plan.

## **Handout 5**

### **GOTV Part #2: Get People Educated**

#### **Step 2: Get people educated. Three common strategies are:**

**VOTER EDUCATION GUIDE:** Create a Voter Guide that specifically addresses issues that concern college students (See the attached sample). Distribute it in dorms, in classes, wherever you can.

**VOTER EDUCATION FORUM:** Invite candidates to speak at your school, or invite speakers who are experts on one of the ballot initiatives to speak in classes.

**DEBATES AND ENGAGEMENT:** Sponsor student debates and have students debate issues on the ballot or have students represent each of the candidates.

#### **VOTER EDUCATION GUIDE TIPS**

When creating a voter education guide, be sure to do the following:

- Consider the issues that are important to your audience
- College students care about specific issues - for example - the environment, privacy rights, foreign policy. Include the candidates' views on the issues that your audience cares most about.
- Include all candidates or all sides of an issue
- If your goal is to get people to vote, write from an unbiased perspective. If you editorialize, you will lose credibility with your audience.
- Cite sources
- Be sure to include where you got your information so people can find out more. And double-check your facts before you publish!
- Make it easy to read
- Don't get bogged down in designing the guide - it should be attractive, yet simple enough so that people can read the content and not be distracted by the look of it.
- Remind people when the election is
- Include the date of the election, as well as the deadline to register

#### **VOTER EDUCATION FORUM TIPS**

- The best way to educate students about candidates or issues is to invite speakers so that there is an opportunity for students to ask questions and engage in a dialogue with the candidates.
- When planning a voter education forum, keep the following in mind:
- Plan ahead

- Political candidates have very busy schedules, so you'll want to plan ahead. Call the candidate's scheduler far in advance with several possible dates in mind. Be flexible, as candidates' schedules often change at the last minute.
- Collaborate
- If your school is small, you may want to consider co-hosting an event with one or more other schools. This gets the word out to more people, and the candidate is more likely to agree to speak if he or she has a larger audience.
- Go through the right avenues on campus
- You'll want to let the President of the school know if a major candidate is coming to speak. Also, inform the Office of Community and Government Relations, Campus Security, and any other office who may be contacted by the candidate.
- Find a great speaker to introduce the candidate
- A student or faculty member should research the accomplishments and platform of the candidate and prepare a brief introduction.
- The more candidates or sides of an issue the better!

For students to feel fully informed, they should hear from more than one candidate or speaker. The more you invite the better. If they don't all show up, at least you will have tried.

- Get media attention
- Contact campus and local news stations and papers to cover the event. This way more people can be reached.

#### DEBATES AND ENGAGEMENT TIPS

If you aren't able to host political candidates, you can at least organize student debates. Find students who are willing to research different candidates or different sides of an issue. Give each student an opportunity to present and then rebut one another's arguments. This is a great opportunity to get students talking about the issues on the ballot.

#### **Assignment:**

- With these ideas and others in mind, do the following:
- How can you (as a group) generate excitement for this step?
- Who should be involved? How can you best utilize the resources listed on the Campus Asset Map to accomplish this Step?
- Think about the different tasks that will need to be completed. Capture these tasks on the flipchart paper. Then, create a timeline and plan.

## **Handout 6**

### **GOTV Part #3: Get People to the Polls**

#### **Some key ideas**

REMINDERS: Canvass the campus (or community) or do a final phone banking

TRANSPORTATION: Organize a Ride to the Polls carpool or other transportation

COMPETITION: Sponsor a competition between classes or dorms to see which group can get the most students to the polls

REMINDERS: Canvass the Campus

Go back to your network maps and again look at where students gather or where are the influential spaces. Have volunteers stand outside classrooms, dining halls, student unions, wherever students congregate to remind people to vote on election day. This is especially good if the polls are close by and directions are clear. Consider doing creative things to build momentum to get people to the polls.

#### **PHONE BANKING TIPS**

As the election approaches, a great phone bank may be a key strategy. It may also be a follow up strategy to the voter registration phone bank. To do a successful phone bank, you may need the following:

- **A Coalition:** Again, tap your coalition. Perhaps a little good-spirited competition at this point, with key people all bringing out their networks, could be effective.
- **Call List:** A master list – including every individual on the voter list– should be developed and maintained by the organizers.
- **Phone Lines:** To carry out a successful phone bank requires sufficient available telephone lines. You can request the use of phones from local non-profits, departments, or other offices. Certain non-profits may have evening hours. They may be willing to support a non-partisan phone banking (but note that many are prohibited from supporting a partisan phone banking campaign). Another possibility is the use of home or dorm room phones. Keep in mind that phone banks are more likely to achieve better results if organized as group events led by a coordinator, with the momentum being created through group interaction (and a little pizza doesn't hurt).
- **Volunteer Training and Support:** The volunteer caller has two tasks. The first task is to provide accurate information to the potential voter. The second task is, when necessary, to be persuasive. In this case, you are trying to get the person to get to the polls, so they may need address information, directions, gentle urging, and other information that makes them want to get there on Election Day.

This call should occur on the day before or even Election Day itself. Every potential voter needs to be called.

## LOCATING TRANSPORTATION

Transportation to the polls may be a barrier for some people. Students or other young people may not have cars, may be unfamiliar with city public transportation, and so on. A lot of the ease of transportation depends on other factors related.

You can work on securing transportation for all voters (especially those with more barriers) with any local GOTV groups, local government, election officials, and elected representative from your area.

Helpful Hints:

1. Make sure you have lists of all persons who want to go to the polls, any special circumstances, most importantly, what times they will be available to go to the polls.
2. Look into logistical details and insurance issues for any carpooling efforts.

Resources: Local Media local government, elected representatives, local chapters of political parties, organizations, social service providers, churches, nonprofits, youth organizations, individuals who are willing to drive people to the polls in their own cars and vans.

### **Assignment:**

- With these ideas and others in mind, do the following:
- How can you (as a group) generate excitement for this step?
- Who should be involved? How can you best utilize the resources listed on the Campus Asset Map to accomplish this Step?
- Think about the different tasks that will need to be completed. Capture these tasks on the flipchart paper. Then, create a timeline and plan.

**Handout 7**  
**National Study of Learning, Voting, and Engagement (NSLVE)**  
**Participating Colleges and Universities in Bonner Network**

Allegheny College	Oberlin College
Averett University	Rider University
Berry College	Rollins College
Bates College	Rutgers University - Newark
Berea College	Rutgers University - New Brunswick
Birmingham Southern College	Sewanee - The University of the South
Brown University	Siena College
Capital University	Slippery Rock University of Pennsylvania
Centre College	Stetson University
Chatham University	Stockton University
College of St. Benedict	The College of New Jersey
Colorado College	The University of Tampa
Concord University	Tusculum College
Davidson College	University of Nevada - Reno
DePauw University	University of North Carolina at Chapel Hill
Earlham College	University of North Carolina at Charlotte
Edgewood College	University of Richmond
Guilford College	Ursinus College
High Point University	Virginia Wesleyan College / University?
Indiana University Purdue University	Wagner College
Indianapolis	Warren Wilson College
Kentucky Wesleyan College	Washburn University
Lindsey Wilson College	Washington & Lee University
Macalester College	Widener University (PA)
Mars Hill University	Wofford College
Montclair State University	

Source: <https://idhe.tufts.edu/nslve/participating-campuses>



## **Resources:**

AARP: What Do you Know about Voting and the Election

<https://www.aarp.org/politics-society/government-elections/info-2018/election-quiz-trivia.html#quest1>

Democracy Works is a nonpartisan, nonprofit organization dedicated to changing the status quo. They build the tools needed to upgrade the infrastructure of our democracy and improve the voting experience for voters and election officials alike.

<https://www.democracy.works/covid-19>

Tufts University's Center for Information & Research on Civic Learning and Engagement: <https://circle.tufts.edu/latest-research/poll-young-people-believe-they-can-lead-change-unprecedented-election-cycle>

Tufts University's Institute for Democracy and Higher Education: The institute has developed many resources, one of which is "Election Imperatives 2020" (ten research-driven recommendations to increase student voting and change campus climates to improve equitable political learning, discussion, and participation in democracy).

<https://idhe.tufts.edu/>

American Civil Liberties Union: <https://www.aclu.org/news/civil-liberties/block-the-vote-voter-suppression-in-2020/>

## **Additional Web-based Resources**

**Compiled by Youth Vote Coalition Source: [www.youthvote.org](http://www.youthvote.org)**

### **Voting**

Project Vote Smart: <https://justfacts.votesmart.org>

Picture this: at an extraordinary research facility high in the Rocky Mountains hundreds of idealists -- conservatives and liberals alike -- volunteering together, spending thousands of hours researching the backgrounds and records of over 12,000 candidates for public office. Forcing them, with or without their cooperation, to fill out a detailed application of employment. Their voting records, campaign finances, position statements, backgrounds, and the evaluations done on them by over 100

competing special interest groups. Research that will defend the people's right to abundant, accurate, relevant information and enable them to check the credibility of the often misleading claims candidates make.

<http://capitoladvantage.com>

Founded in 1986, Capitol Advantage connects citizens to their elected officials, and helps organizations realize legislative goals through grassroots activism. Enter your zipcode for current elected officials' contact information and websites/policy statements.

<http://www.congress.org/> Identify and contact your federal and state elected officials by entering your ZIP Code, through a public service of Capitol Advantage.

### **Academic**

<https://isps.yale.edu>

The Institution for Social and Policy Studies (ISPS) at Yale University advances interdisciplinary research in the social sciences that aims to shape public policy and inform democratic deliberation.

<http://www.crfc.org>

The Constitutional Rights Foundation in Chicago helps young people develop the skills, knowledge, and attitudes necessary to serve their communities and nation as active, responsible citizens. A nonprofit, nonpartisan organization, CRFC has conducted law-related education programs for elementary and secondary students and their teachers for over twenty years and publishes many curricula guides.

<http://nces.ed.gov/pubs2001/cived/>

In 1999, the United States participated with 27 other countries in the IEA Civic Education Study (CivEd), an international assessment designed to tap the civic knowledge and skills of 14-year-olds and their attitudes toward democracy and citizenship. The report is intended to inform education practitioners, policymakers, parents, and concerned citizens of the status of civic education in the United States today. This brochure is based on the results from this report.

<http://www.majbill.vt.edu/polisci/brians/polsci.html>

Largest list of political science departments at universities and colleges in N. America, with website information and contact numbers.

<http://www.academy.umd.edu>

The James MacGregor Burns Academy of Leadership promotes leadership knowledge and practices that empower all those who strive for a just, equitable and

thriving society, particularly those who have been historically underrepresented in leadership.

<http://www.manhattan-institute.org/>

The Manhattan Institute is a think tank whose mission is to develop and disseminate new ideas that foster greater economic choice and individual responsibility.

<https://www.morehouse.edu/bonner/internalpartners/leadershipcenter.html>

The Leadership Center at Morehouse College, established in 1995 with a generous grant from The Coca-Cola Foundation, was created to reflect the ideal of the "Beloved Community" embraced by former Morehouse College President Benjamin E. Mays, Howard Thurman, Martin Luther King Jr. and other distinguished Morehouse alumni. "Beloved Community" provides the context for the cultivation of compassion, integrity and courage as primary values in the development of leaders. The Leadership Center's program also reflects Morehouse College President Walter E. Massey's vision to create a "World House at Morehouse" -- a microcosm of the knowledge, skills and character needed for future civil society.

<http://www.centerforpolitics.org>

The University of Virginia Center for Governmental Studies launched the national Youth Leadership Initiative (YLI) as its signature program in 1998 to encourage greater interest and participation in American Democracy. The Youth Leadership Initiative officially became the Center for Politics in May 2002, a national citizenship education and engagement program designed to involve students in the American electoral and policymaking process. The Center for Politics develops classroom resources and social studies course units that are specifically linked to each state's unique academic curriculum standards. Technology is the signature component and the primary tool that enables The Center for Politics to link schools and students with their counterparts in every region of a state and throughout the nation.

<http://www.civiced.org/>

The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy.

Federal

<http://www.congresslink.org/>

CongressLink provides information about the U.S. Congress -- how it works, its members and leaders, and the public policies it produces. The site also hosts lesson

plans and reference and historical materials related to congressional topics. The Dirksen Congressional Center, a non-profit, nonpartisan research and educational organization, designed the site as a service for teachers of American government, history, and civics.

<http://www.whitehouse.gov/>

Searchable site of recent news, policy, and history.

<http://www.census.gov/>

Searchable maps and data tables of voting information, congressional districting, and current population estimates and characteristics.

<http://www.fec.gov/>

The FEC provides federal data on elections and voting statistics.