Campus Action Plan 2022-2023

vote everywhere

THE **ANDREW GOODMAN** FOUNDATION

Each academic year, Andrew Goodman Campus Teams should create a Campus Action Plan to engage your student population in our democracy. To prepare for the National Civic Leadership Training Summit and the 2022-2023 academic year, your Campus Team should begin planning early and use this outline as a tool to document ideas and plans for both the Fall 2022 and Spring 2023 semesters.

Below is a list of campaigns that can be implemented throughout the academic year. Campaigns typically focus on voter outreach in Fall semesters and voting infrastructure and institutionalization in Spring semesters. Sometimes campaigns span multiple semesters and even academic years. Your campus team should ensure that *all* events have a voting-related component. Choose from the following options to guide your short and longer-term goals:

1. Election engagement
2. On-campus polling site
3. Student ID as voter ID
4. Voting rights restoration (e.g. of formerly incarcerated populations)
5. Civic education
6. Policy or legislation work
7. Voter registration institutionalization
8. Issue-based advocacy initiative
9. Other voting impediment removal
10. Partner or task force cultivation

***Note:** Please also refer to the "Promising Practices" in the [Ambassador Handbook](#) on pages 29-31 for further ideas. Additionally, you may refer to the [Strengthening American Democracy Guide](#) and [Rubric](#) (page 28) to learn more about the action planning process.*

***Instructions:** Use the Campus Action Plan template on the next pages to draft your Campus Action Plan! Each section will provide categories and descriptions to guide your responses.* **You should remove the description text in *italics* and fill in your own**. *This template will be used to create your Campus Action Plan which will ultimately become your campus democratic engagement roadmap for the academic year. The plan will also help you to build institutional knowledge and create continuity over the years. Please feel free to add any institutional logos or pictures to this document to bring your campus action plan to life.*

Provide a 1-2 paragraph summary of the campus action plan. It should be clear and concise so the reader can quickly become familiar with the action plan. Consider finalizing the executive summary as the final step in your action plan development.

You should address the following in the executive summary:

1. Who developed the action plan?

   Our three ambassadors: Bianca Sanchez, Bintou Fofana, India McCruter, and Andrew Bloeser our campus champion

2. What is the action plan for and what does it seek to accomplish?

   The action plan is for us and the Andrew Goodman Foundation to have a visual illustration of what we are trying to accomplish. We are trying to accomplish building community relationships with the diverse groups of color on campus to encourage them to register to vote in our college town as well as learn about the specific issues and concerns they have regarding voting on campus and in town.

3. Where will this action plan be implemented? (city or town, number of campuses, specific college at university)

   Implemented in our college town, Meadville and our campus, Allegheny College.

4. Why was this action plan developed? How does this plan tie to broader institutional norms, goals, or strategic plans?

   It was developed to help us have a plan on how to connect with student groups on campus in a less formal way. This ties to broader goals because we are hoping to connect with student groups and register their whole group to vote in Meadville. Also because the groups we are choosing to focus on are diverse groups of color on campus.

5. When does this action plan begin and end? When will it be updated throughout the academic year?

   It begins this semester and ends at the end of this semester and will be updated before the end of this semester to plan for the rest of the academic year

6. How will this action plan be implemented (who will participate in the execution)? What unit/office/student group will facilitate the effort?

   All of our members will have their own role and responsibilities in our action plan. Our campus champion will help facilitate the effort and keep us on track.

Describe the state of democratic engagement on your campus using the following categories or other categories relevant to your campus.

1. **Leadership:** *List academic departments, faculty, units within student affairs, students, student organizations, local, state, and/or national external organizations, local elections officials. Include a succession plan.*

    a. *If you are just starting out, include folks you want to invite to your leadership team.*

        i. *Center for Political Participation on campus are political science and law and policy students who also work to increase voter campus engagement. We have collaborated with them for events in the past but currently we are inviting them and have been invited to their meetings to create a closer relationship and depend on each other.*

        ii. *Working to train two students on campus who are interested to continue our work since many of our students are our upcoming*

        iii. *We have also been working closely with the NAACP chapter in Meadville to establish community connections as well.*

2. **Commitment:** *How does your institution's leadership demonstrate commitment to improving civic learning and democratic engagement (clde)? Is clde a part of institutional culture? How is your institution's commitment reflected in mission statements, vision, core values, strategic plans? How is clde education a part of general education curriculum and co-curriculum?*

    a. *Our institution's leadership demonstrates commitment to clde by trying to be transparent with where we're not meeting the support needed for our BIPOC and other inequalities students may face. This transparency allows our insitution's leadership to find where their fault lies, thus allowing for an open dialogue to transpire between the administration and the students through our student government body. This dialogue occurs through deans and other leaders of our institution holding office hours for students to come to with their concerns. Clde is reflected in our institution's mission statement.*

3. **NSLVE:** *Include a brief review of your campus's NSLVE report for information on voter registration rates, voter turnout rates, voting method, and demographic breakdown.*

    a. *What stands out? Where do you see change from previous elections? Where can you improve for future elections?*

    What stands out is that White students have a significantly higher percentage of voter turnout than any other demographic group. I see the Ambassadors of the AGF improving this data by reaching out vigorously to students who belong to these marginalized BIPOC groups. We strive to increase our voter turnout/registration for this year's midterm election rates by at least 5%.

   i. Voter registration rates in 2018: 76.9%

   ii. Voter turnout rates in 2018: 49.7%

   iii. Voting method in 2018:

- Not In-Person = 31%
- Voting Method Unknown = 15%
- In-Person Election Day = 54%

   iv. Demographic Breakdown in 2018:

- Asian = 30%
- Black = 24%
- Hispanic = 26%,
- White = 43%,
- 2 or more races = 34%

4. **Partnerships:** *Include information on past partners, potential partners, and campus and community allies, including senior campus leadership and faculty.*

 Currently AGF is working with the Center for Political Participation also known as the CPP to get students to and from polling locations. AGF is also planning outreach to more BIPOC clubs on campus that aligns with our messaging and will help grow voter turnout among students of color. Also, AGF has been working with the local NAACP chapter to not only help the campus with voter outreach but the city our institution resides in.

5. **Resources:** *Include information on the financial, material, and human resources dedicated to democratic, civic, and voter engagement.*

 Through AGF, we have an activities budget that contains around $1000. As for human resources dedicated to democratic, civic and voter engagement, we have the three ambassadors of course, two training students, and our campus champion who oversees our work, Andrew Bloeser.

6. **Institutionalization:** *Include information on ways in which voter and civic engagement are formally or informally embedded into the student experience such as new student orientation, move-in day, course registration, student portals, and more.*

 Civic engagement is formally embedded in the student experience as we have mentioned above. Every student at Allegheny has to fulfill their distribution requirement of Civic Learning. Also there is a daily message that goes out to all students, called MyAllegheny. Using this daily message system, AGF can post important information regarding elections and voter registration. We also work with residential life to train RAs to register students to vote and provide extra help and resources to first year students. We are working on talking with residential life to possibly implement a "voter registration guide" as a part of new student orientation.

7. **Programming**: *Include examples of programs, events, activities, and initiatives that have been previously successful or regularly occurring.*

   A successful event is always the buses that AGF provides for the Presidential Election. We have done a Kahoot Trivia Night of voter registration laws. We have also participated in the Center for Political Participation's "Town Hall" meetings and will continue to do so this year.

8. **Achievements, Challenges, and Opportunities:** *Include information on things that stand out for your campus and your Campus Team. Include successful initiatives, barriers to engagement, and opportunities for growth.*

   On Allegheny's campus there is a general sense of wanting to "be in the know" and be involved on campus. We believe that AGF could use this sense of urgency to connect with students who aren't involved and aren't registered to vote. Successful initiatives would be a table-event with some free merch to hand out or brochures.The only barriers that we think AGF ambassadors could have would be that students have lost trust or interest in participating in the government, thus making it harder for us achieve the outreach we're hoping for.

   The aftermath of COVID may be a big challenge for us as several student organizations we want to partner with are still struggling to get back on their feet after Covid disrupted the ability to gather in-person for nearly two years. Many students do not even know what AGF is on our campus but that is why we have begun our successful initiative this semester of publicizing our efforts and kicking off the semester with a "Meet the Ambassadors of AGF" event to generate more awareness and recruitments.

| Goals

Create targets for progress within democratic, voter, and civic engagement on your campus and in your community. All goals should be S.M.A.R.T.I.E (Specific, Measurable, Attainable, Relevant, Time-bound, Inclusive, and Equitable).

1. **Long-term goals:** *Include goals for beyond this academic year, such as 2-year or 4-year goals. These goals can include increasing voter turnout and voter registration rates and larger-scale policy and administrative changes.*
    a. *What is the long-term vision your campus hopes to achieve?*
        i. *For long term goals we hope to increase voter turnout in all elections, especially in local Meadville elections. We also hope to encourage more students of color to vote.*
    b. *What are the outcomes your campus wants to accomplish?*
        i. *Students will feel apart of/connected to the community and it will give students of color an opportunity to have their voices heard.*
    c. *Are the goals S.M.A.R.T.I.E.?*
        i. *Yes these goals are S.M.A.R.T.I.E, we have specific goals to encourage students to vote in local elections. This can be measured by how many students register to vote and how many students use shuttles (ambassadors will provide) to the polls. We have specific goals with specific student groups and specific institutional goals. These goals are all relevant to today's social justice issues and voting involvement. The time bound for the long term goals is longer, especially for getting every member registered to vote in student organizations. Lastly, our goals are inclusive and equitable because we are focusing on students of color concerns and goals.*
    d. *Do the goals support full student voter participation?*
        i. *Yes, our connections with student culture, identity and leadership coalition (CILC) clubs will encourage student members and student leaders to register to vote.*
2. **Short-term goals:** *Include goals for the 2022-2023 academic year. Short-term goals are not specific tasks but rather components of achieving long-term goals.*
    a. *What outcomes does your campus need to reach during the next 1-3 years to support student voting?*
        i. *Collaboration with CILC clubs.*
    b. *What resources does your campus team need to reach full student voter participation?*

        i. First, we would like to create connections and build a community. This will not only expand our influence on campus but give us more resources through CILC clubs.

   c. *Who does your campus need to involve to reach longer-term goals?*

        i. We need students who are board members of CILC clubs. Along with faculty members who are the lead of these clubs.

| Strategy

Pursuing goals, especially long-term goals, can require multiple projects to achieve the desired outcome. Your strategies are the projects to achieve your goals, and the specific steps to carry out the strategies will be covered in the Tactics section.

1. **Long-term Goal Strategies:** *Include the initiatives and projects required to achieve long-term goals. For example, to increase voter turnout by 10% you may choose to provide daily voter registration opportunities, increase election communication, and highlight early voting. Do not include the specific activities required to do so, as those will be covered in the Tactics section.*

    a. *How might your campus deepen capacity and competence related to diversity, equity, and inclusion in tandem with civic learning and democratic engagement?*

        i. *Our campus can deepen capacity and competence by collaborating with student culture, identity and leadership coalition (CILC) clubs. By collaborating with these clubs for voter registration events on campus, we are expanding our network to groups that have been traditionally left behind in the voting process.*

    b. *What will it take to build towards sustained democratic engagement programming beyond a single election?*

        i. *Ambassadors will have to create a strong presence on campus, by hosting meet and greets, attending CILC club meetings to build a connection with the community and emphasizing why it is important to vote. With these three steps ambassadors will be able to get students involved in democratic programming.*

    c. *How will you know this strategy has been institutionalized?*

        i. *We will know the strategy has been institutionalized when CILC clubs establish working with AGF on civic engagement projects as a regular part of their organization's annual work.*

    d. *On what timeline will the strategy be implemented?*

        i. *We have already begun implementing this strategy by creating an emailing list and connecting with the head of CILC clubs to get on their agenda for monthly meetings. This timeline will continue when we have hosted a meet and greet for ambassadors and board members of CILC clubs to attend.*

2. **Short-term Goal Strategies:** *Include the initiatives and projects required to achieve short-term goals. For example, to register 500 students to vote, you may choose to participate in new student orientation and engage key campus actors.*

a. *Consider: What is the work? What are the planned activities?*

    i. *Some planned activities are "meet the ambassadors" and "why vote in Meadville" round table talk.*

b. *Who is responsible for implementing the strategies?*

    i. *All ambassadors at the college are responsible for implementing these strategies.*

c. *Who is the audience for each strategy? What methods will make the strategy accessible to diverse populations?*

    i. *All students and students who are board members of CILC clubs*

d. *Where, when, and why will the strategy be most effective?*

    i. *The strategy will be most effective before election day and before the voter registration deadline.*

All of the actions your Campus Team takes related to the Andrew Goodman Vote Everywhere program are tactics used to complete a strategy and achieve a goal.

1. **Events**: *Include activities your Campus Team plans to host such as tabling, forums, movie screenings, and panels.*

   "Meet The Ambassadors of Andrew Goodman Foundation" in our coffee shop on campus. "Why Vote Meadville Table Talk" which will be held shortly after the previous event listed and will require outreach to the BIPOC organizations to begin a conversation of why students should but do not vote in our campus town. Then we plan to have at least 2-3 tabling sessions during lunch time to register students to vote. Meetings with student organizations with diversity, equity, and inclusion goals to register their members to vote in Meadville (including the local chapter of the NAACP's Youth and College Committee).

2. **Actions**: *Include projects such as advocacy projects, petitions, letter-writing campaigns, and media features.*

   One example of an "advocacy project" would be our why vote meadville event because it will require outreach and generally more planning to get an idea of why students should vote in meadville. We will be advocating reasons why students should vote in town without sponsoring any candidates but instead focusing on issues that align with AGF's values.

3. **Meetings**: *Include gatherings with people outside your Campus Team such as campus administrators, student organizations, and community partners.*

   We meet weekly with our campus champion for 1 hour on Mondays to plan events and coordinate outreach. Two of our ambassadors and our campus champion meet with the Center for Political Participation Fellows weekly for an hour on Wednesdays. And we will start participating in Saturday meetings twice a month w/ NAACP again soon.

4. **Digital Organizing:** *Include campaigns to distribute my.VoteEverywhere, leverage SimpleTexting, among other outreach through channels such as campus-wide emails, social media, and texting.*

   We have created a monthly newsletter to send to an email mailing list who may be interested in our events and voter news. We are working on rebranding our Instagram and other forms of social media such as our email, we recently created an agf email for our campus and for future ambassadors to store important info and formal outreach. Lastly, in the past we have generated voter guides about candidates and their specific platforms and policies they are promoting to provide information to the whole campus before voting. We are discussing ways to raise awareness of my.VoteEverywhere portal; One possible way is to get a link to the portal added on the Allegheny College website.

It is important to report on your impact before and after wrapping up a campaign to ensure transparency and accountability (within the parameters of your campus's reporting requirements). It is encouraged to continue updating your plan as you work towards your goals to ensure you're on the right track.

1. **Sharing Your Plan**: *Who will the plan be shared with, internally and externally? (This may include posting on your university website, sharing with a nonprofit partner, or sending to specific stakeholders on campus.)*

   a. The more explicit and detail plan will be shared internally within the ambassadors, Bianca, Bintou, and myself, along with our lead faculty advisor, Andrew Bloeser. Externally speaking, our plan will be shared throughout the campus by hosting various events with specific times in mind to maximize the visibility of AGF and our missions to the largest amount of students on campus. Also, we have a template for a newsletter that we will send out once a month to tell people on our email list the events and talks we have planned for the month. Also, we want to start collaborating with the groups of students that the NSLVE data reports being lower than the other margins.

2. **Publishing Your Plan**: *Will the plan be made public?*

   a. All the details regarding how we hope to achieve our plan listed above probably won't be publicized, as our main goal may get overshadowed by all the minute details. I think the main takeaway and goal from executing this plan will be the most essential to build community between the AGF foundation and Allegheny College's community.

3. **Reporting NSLVE Data**: *With whom will you share your campus's NSLVE report?*

   a. It could be beneficial to share Allegheny's NSLVE data with other clubs and organizations we seek to collaborate with. If we use the NSLVE data to support the claims of why voting is important and how certain clubs connections to students can help get those students registered and to the polls, the willingness to collab with AGF will hopefully increase.

| Monitoring and Evaluation

To track progress toward achieving goals through strategies and tactics, ensure regular communication with stakeholders and track quantitative and qualitative data.

1. **Meetings**: *Include a plan for regular Campus Team check-ins and progress updates for tactics, strategies, and goals.*
   a. Every Monday and meetings are usually 1-2 hours
      i. Within the meetings we'll discuss plans for future events and once the ideas for the events are finalized we delegate responsibilities
   b. Every Wednesday, two of the three ambassadors meet for 1-2 hours
      i. We discuss further efforts to reach and educate students on the inner workings of the government

2. **Event Reports:** *Include a plan for tracking event information and a directly responsible individual for reporting.*
   a. We have a shared drive regarding all AGF related events and meetings. In this drive we have notes regarding what event ideas and plans we want to carry out by the end of each semester. Once the event idea is fully developed, we try to set a tentative date. We all take notes and add to the event details, but often, Bintou or India will fill in the details while Bianca discusses and outloud amongst the group.

3. **NSLVE:** *Include a plan for how to receive, review, and share NSLVE reports for 2016, 2018, and 2020.*
   a. Our AGF faculty advisor has shared all the NSLVE information from 2016, 2018, and 2020 with us to access.

4. **Research:** *Design and conduct your own research (e.g. surveys and focus groups) to understand civic, voter, and democratic engagement on your campus and the impact of your Campus Team's strategies and tactics.*

5. **Continuous Evaluation:** *Include a schedule for reviewing and revising your Campus Action Plan throughout each semester.*
   a. After each event that AGF successfully host, we can return back to the campus action plan and see how the event aligns with our ideals and has or hasn't brought us closer to our S.M.A.R.T.I.E. goals.