Action Plan!

Executive Summary

What is this action plan for and what does it seek to accomplish?

This action plan was developed in _____ by
(month and year)

_____ to communicate our strategy for increasing both
(team / coalition / organization)

the registration and turnout rates of voters at _____.
(institution)

The planned activities outlined here will be carried out over the next

_____ on and around our campus in _____, ___.
(# of months or years)   (city, state)

This plan will be implemented by _____
(students, staff, faculty, partners, etc.)

recruited by _____ in order to accomplish our
(team / coalition / org.)

goals and further institutionalize _____'s
(institution)

commitment to civic learning, democratic engagement,

and youth participation in elections.

Leadership

Who is coordinating and overseeing the institution's work to increase civic learning and democratic engagement? Who are the working group members?

Leader / Chair: _____

We will work with:

name & role:
JANE DOE
RESIDENTIAL LIFE

personal strengths:
ORGANIZATION

what communities do you represent?
• STAFF
• LGBTQ+
• SOCIAL WORKER

hopes & fears:
RECORD TURNOUT
VOTING LAWS

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

name & role:
_____
_____

personal strengths:
_____

what communities do you represent?
•
•
•

hopes & fears:
_____
_____

CHECK:

Is this group of partners diverse and inclusive in terms of:

☐ fostering leadership from different parts of campus, including students?

☐ how you are recruiting for leadership across different perspectives and areas of expertise?

☐ access to voters, especially those who are underrepresented in our democracy?

☐ how your team addresses student and staff turnover?

    ☐ we have a directory of important partners' contact information.

    ☐ we have succession plans in place for when leaders leave our team.

    ☐ we have our action plans and NSLVE data easily accessible to others on campus.

    ☐ we don't have a plan yet.

We will meet:

🕐 **weekly**　　🕐 **monthly**　　🕐 **quarterly**

Specifics:

☐ virtually　　☐ in person　　☐ over email

where you'll meet on campus, if you'll coordinate via email or something else, etc

_____
_____
_____

Commitment

How does the institution and its leadership demonstrate commitment to improving civic learning and democratic engagement?

In regards to civic learning & democratic engagement —

which means promoting the education of students for engaged citizenship through democratic participation in their communities, respect and appreciation of diversity, applied learning, and social responsibility —

our campus mission statement mentions:

_____

_____

our campus values include:

_____

_____

our campus strategic plan mentions a commitment to:

_____

_____

CHECK: mark most applicable statement

☐ We can point to the above institutional commitments to support our work.

☐ The emphasis on civic learning and democratic engagement could be increased.

☐ There is no mention of civic learning and democratic engagement—yet!

On campus OR in the classroom, circle all that apply

we've seen:

voter education resources

campus leaders promote voting

protests / rallies / walkouts

participation in national initiatives (i.e. NLSVE, ALL IN, Ask Every Student)

on-campus polling place

political clubs

voter registration tables

signage promoting election day

participation in Civic Holidays

we've experienced:

voting in student body elections

political speakers

walks / rides to the polls

town halls

registering to vote

deliberative dialogues

National Voter Registration Day

participation in national initiatives (i.e. NLSVE, ALL IN, Ask Every Student)

participation in Civic Holidays

other:

_____

_____

_____

_____

_____

_____

Landscape

What does assessment data show about the political climate and democratic engagement on campus? What internal and external barriers exist, and what resources/opportunities are there to help the institution be successful?

Data from your institution: (school website, etc.)

You can use https://nces.ed.gov/collegenavigator to access your data!

_____ (year)

Total student enrollment: _____

International students: _____

Ages:

____ % undergraduate	____ % graduate	____ % Pell Grant recipients
____ % full-time	____ % part-time	
____ % men	____ % women	____ % unknown / not specified

_____%	_____%	_____%
18-21	22-24	25-29
_____%	_____%	_____%
30-39	40-49	50+

____ % Asian	____ % Black	____ % Hispanic
____ % American Indian / Alaska Native		
____ % Native Hawaiian / Pacific Islander		
____ % White	____ % 2 or more races	
____ % Unknown		

below, circle whichever option comprises the majority on campus

in-state   v.   **out-of-state**   **on-campus**   v.   **commuters**

Data from your NSLVE report: _____

(year)

Registration rate: _____ %

Voting rate: _____ %

During this year, our: (circle ⬆ or ⬇)

registration rate: ⬆ ⬇ ____ %

voting rate: ⬆ ⬇ ____ %

was ⬆ ⬇ than the national average * ____ %

* compared to previous major election year

Question to consider!

Based on your most recent data, where do you see the greatest opportunity for growth?

What groups (i.e. fields of study, race/ethnicity, age, etc.) could you work to better engage?

Other data to consider: (think: voting rates by field of study; by race / ethnicity, how are students casting their ballot?)

_____

_____

Challenges

internal
(think: limited funding, staff resistance, lack of leadership)

_____

_____

_____

_____

external
(think: election laws, voter ID laws, lack of proximity to polling location)

_____

_____

_____

_____

Strengths
(think: saw an increase in volunteers following 2020 election)

-
-
-
-
-

Goals

What impact is desired—this semester/year and over the next five years?

Make sure your goals are informed by principles of diversity, equity, inclusion and justice!

Long-term:

(think: By 2028, the institution will increase student voting rates by 20 percentage points over 2016 turnout levels, with students of color voting at the same rates as white students.)

-
-
-

Short-term:

(think: By 2022, at least 30% of our working group leadership will represent marginalized communities on our campus.)

-
-
-

CHECK:

Are these goals SMARTIE? ☐ Specific ☐ Measurable ☐ Achievable ☐ Relevant ☐ Time-bound ☐ Inclusive ☐ Equitable

Reporting & Evaluation

How will this plan by shared, internally and externally? What do relevant stakeholders want to know and be able to do with the information gathered?

We will share this plan . . .

internally, by: explain how you will share this plan amongst your team and its partners

_____

_____

externally, by: explain how and where you will share this plan on campus and beyond (i.e. department meetings, with community partners, student org meetings, website, social media, etc.)

_____

_____

CHECK:

☐ Share our NSLVE reports as part of this strategy

☐ Plan to complete our evaluation of this plan by

_____
(Insert Date)

☐ Review the Strengthening American Democracy Guide for support

We want to know:

(think: why students believe it's important to vote)

-
-
-

We will collect feedback by:

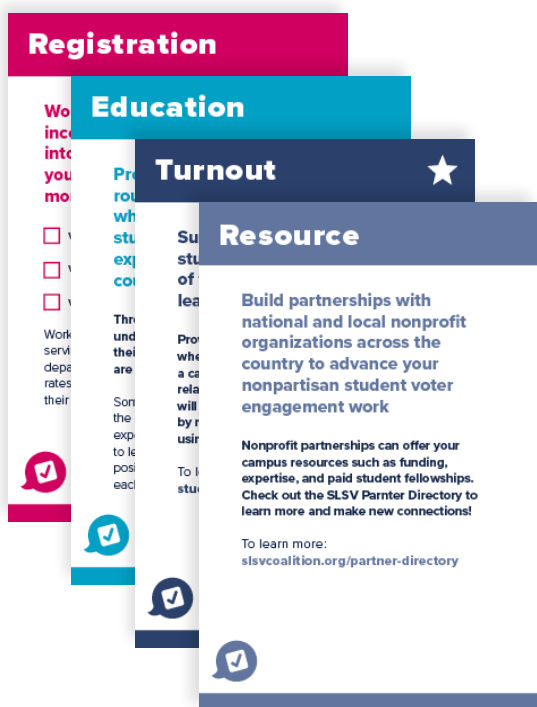(think: sending a post-election survey to students)

-
-
-

Strategy

What is the work? What are the planned activities?

Use this section as a guide to approaching your strategy. Based upon what you shared in previous pages, circle the option that best represents your team's estimated level of resources in terms of **people**, **money**, and **time**. As you are reviewing your tactic cards, consider the resources you have and the resources you might need to be able to accomplish the tactics you select.

circle one in each section		
People	**Money**	**Time**
👤 👥 👥👥	$ $$ $$$	🕐 🕐🕐 🕐🕐🕐

Tactic Cards will represent different types of activities, too! Check out the definitions below, and ensure your strategy includes a well-balanced mix of each:

Registration

Education

Turnout ★

Resource

Build partnerships with national and local nonprofit organizations across the country to advance your nonpartisan student voter engagement work

Nonprofit partnerships can offer your campus resources such as funding, expertise, and paid student fellowships. Check out the SLSV Parnter Directory to learn more and make new connections!

To learn more: slsvcoalition.org/partner-directory

Voter registration
The process of successfully completing the application to be able to cast a ballot in an election.

Voter education
Activities to facilitate civic learning, *political engagement,* and increase participation in elections.

Voter turnout
The act of implementing tactics to encourage potential voters to follow through with becoming voters.

Resource
These resources can help you institutionalize civic learning or democratic engagement (or, CLDE) as an enduring practice and a critical part of student experience.

Cards with a **star symbol** on them do a great job at increasing voter access and break down barriers that make it hard for students to vote.

Next Steps:

Once you complete your strategy poster, Either take what you've done on this board and write an action plan using the Strengthening American Democracy Guide at sls.vote/sadg and other Action Planning Resources, or use the Votes & Ballots Action Planning Form (link and preview below) to get started on a first draft!

Go to **sls.vote/votesballotsactionplan** to use the Votes & Ballots Action Planning Form!