ENGAGEMENT FELLOWS HANDBOOK

3rd Edition: Fall 2020
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SECTION 1: HIRING

INTRODUCTION

This handbook is designed to help new CEEP Engagement Fellows get started in their electoral engagement efforts. As a CEEP Fellow, you’ll be helping your school create an environment that encourages and supports student voters. You’ll find creative ways to spread the word about the importance of voting, help students register and vote, and ensure that they get to the polls and make their voices heard.

Here’s what the Campus Election Engagement Project does and how you contribute to its work as a CEEP Fellow:

**Campus Election Engagement Project (CEEP)** helps colleges and universities use their institutional resources to get students involved in elections, helping them register, volunteer, learn about candidates and issues, navigate voting laws and turn out at the polls. We want students to fully participate in democracy as voters, educators and citizens while at school and throughout their lives. CEEP has a comprehensive road map we call “Seven Key Ways,” which outlines a systematic approach to building campus and student involvement. With support and training from our CEEP State Directors, CEEP Fellows take action using Seven Key Ways and our other resources as guides.

**What Does a CEEP Engagement Fellow Do?**

As a CEEP Engagement Fellow, you will develop and execute a plan to register, educate and mobilize students around the election. You will help your campus create systems online that encourage and foster voter participation. You should bring your own interest and creativity to the task, finding ways to get students excited about the importance and value of voting. Your goal is to increase student participation by working in four areas: voter registration, voter education, early voting and getting out the vote (GOTV) on Election Day. CEEP will help you do this through trainings and ongoing coaching.

As a Fellow you must work in a nonpartisan manner, building contacts and allies across the online campus community. This includes faculty of all disciplines, student government, student services, legislative affairs, the registrar, residence and dorm management, athletics, fraternities/sororities, student clubs and other community partners. You’ll learn voter registration laws and deadlines, voter identification requirements, how to build a brand and appropriate content to post online. Ask your State Director about our approved partners on your campus.

You must keep track of information for each event you promote, such as the number of interactions, number of students reached, a description of the event and possibly the number of voters who register. At the end of your Fellowship, you’ll compose and submit a
post-semester report reflecting and summarizing accomplishments. **Failure to produce these items may result in delayed or denied pay from CEEP.**

**What Is the Fellow’s Commitment?**

Fellows are required to work approximately 100 hours of **NONPARTISAN** engagement over the course of their contract. You’ll divide your time between planning, election engagement activities and CEEP reporting procedures, like the activity tracker and final report. Your commitment may also include check-ins with State Directors or Campus Advisors, voter summits and statewide or national trainings. You’ll spend 25-30 hours on direct activities, 25-30 hours on trainings, check-ins and monthly team meetings, and 40-50 hours on institutional projects.

CEEP knows that sometimes things happen that you can’t control. We’ll do everything we can to work with you. Please reach out to your State Director if you’re struggling to meet the full requirements of your Fellowship as detailed above.

As a Fellow, you’re a critical partner in ensuring a free and equitable democracy. Welcome aboard!

**GETTING STARTED**

**Payroll**

The CEEP payroll coordinator will handle your Fellowship onboarding and paperwork. You’ll receive an email from payroll@campuselect.org with your contract, direct deposit form (ADP form) and W-9 form. Complete and sign your forms using Adobe software. You can do this on a smartphone without downloading any new apps. You’ll also complete a data form. Each piece of the hiring paperwork is described below. Examples of a completed direct deposit form and a W-9 form can be found in the Appendix.

If you have questions about hiring paperwork, contact payroll@campuselect.org.

**Paperwork**

**Agreement:** All CEEP Fellows must sign a formal agreement. This document sets out expectations for the Fellowship, including the minimum number of hours you’ll be working, what you’re expected to accomplish, terms of payment and length of your Fellowship. This document ensures that you know and agree to what’s expected of you.

Agreements will vary depending on our arrangement with your campus and how long your Fellowship is. But a few things will always be required:

- You work in a nonpartisan manner.
Your work will focus on a specific number of voter registration, education, early vote and get-out-the-vote activities.

- You will document your efforts with the activity tracker.
- You will submit a final report by the end of your contract.

If you cannot meet these minimum requirements, your CEEP Fellowship and payment may be terminated.

W-9: IRS form completed for tax purposes. Please see the completed example for questions.

ADP (EE Form): This is our payroll form. It must be carefully completed and readable. We prefer a typed copy of your information. If necessary, check the sample form to see how to complete it. If you don’t provide banking information, you can receive a paper check, but it may take longer to arrive than a direct deposit.

*If you move or change bank accounts please let us know to update your information as soon as possible.

Hiring Data Form: We’re proud of our Fellows and want the world to know about you, so we’ll post your profile on our website. We’ll need a good headshot and a paragraph about you that includes your full name and preferred nickname if applicable, area(s) of study, school you attend and a sentence or two about why you’re interested in working on this project.

The hiring form also asks for other information. CEEP prides itself on providing an equal opportunity to diverse groups of students from all backgrounds. Please answer these questions to the best of your ability within your comfort.

Professional Headshots: Each Fellow is responsible for providing a headshot and biography for the CEEP website. In general, a good headshot is from the shoulders up, with good lighting and little shadow. Here are some good examples of headshots.
Selfies can be all right, too, as in this example:

Three-Strike Policy

We have a three-strike policy about communication. As an Engagement Fellow, you must stay in touch with CEEP in order for your program to succeed. Let your State Director know your preferred method of communication. You’ll be expected to reply to requests in a timely manner. If you don’t respond to two attempts by CEEP to reach you, you may get a third and final notice removing you from the Fellowship.

**Strike 1:** Fellow misses the deadline on an initial request from the State Director.

**Strike 2:** The State Director makes a second attempt to contact the Fellow, with a new deadline. The Fellow misses the deadline again.

**Strike 3:** A third and final notice is sent to the Fellow, reiterating the past two attempts at communication and stating that the Fellowship has been terminated effective immediately.

*Fellows will be notified of offenses via email and Slack.*

**Types of Offenses:** There are two categories of offenses.

**Lower-Level Offenses**

Lower-level offenses are subject to the Three-Strike Policy detailed above. Lower-level offenses include but are not limited to the following:

- Not completing work as planned
- Repeatedly missing planned meetings and/or training sessions and/or not responding to communication efforts by CEEP or campus staff
- Refusing to be a team player, i.e., not being adaptable or working well with other stakeholders
• Not recording activities in the activity tracker.

Higher-Level Offenses
These types of offenses may result in immediate termination via email and registered mail letter sent to the Fellow’s mailing address on record. The Three-Strike Policy detailed above does not apply to higher-level offenses, which include but are not limited to the following:

• Showing partisanship during any CEEP working hours
• Coordinating with an unapproved organization (refer to our approved list of partners)
• Lack of communication for more than two weeks
• Instigating physical or verbal altercation
• Insubordination toward a superior.

Emergency Situations

If you feel unsafe or uncomfortable at a voter engagement event you are hosting, we encourage you to leave and make sure that you’re safe rather than continuing your event. If this happens, it won’t count against your Fellowship requirements. Safety of our Fellows is a top priority.

In case of an emergency, call 911 and follow any relevant campus procedures. Once you are safe, report the incident to the National Fellowship Director, Courtney Cochran, at 814-758-8881. Courtney can be reached in non-emergency situations at courtney@campuselect.org.

How to Be Nonpartisan

CEEP is a nonprofit with 501(c)(3) status from the IRS. Your school is most likely a nonprofit as well. Because of this status, CEEP and its representatives must be nonpartisan. They may not support or oppose any particular candidate or political party. However, nonprofits can advocate for social causes and can help people participate in elections. If we work with other organizations, they also must be nonpartisan. For a list of approved third-party partners and allies, please visit our website at campuselect.org.

Beyond legal requirements, because CEEP works with partner schools, we must make an effort to encourage everyone on campus to participate, whatever their beliefs.

Nonprofits can do the following:

• Register people to vote.
• Educate voters about how, when and where to vote.
• Provide nonpartisan voter guides and sample ballots.
• Host or promote candidate forums.
• Create events and invite candidates or party representatives to attend.
● Get out the vote.

Nonprofits **cannot** do the following:

● Endorse a candidate
● Register people based on political affiliation
● Tell a person for whom to vote
● Rate or rank parties and/or candidates
● Give preferred access to resources to any particular party or candidate.

**Working With Your Campus Advisor**

At the beginning of the semester, reach out to your Campus Advisor to schedule a weekly or biweekly meeting time that works for both of you throughout the semester. Determine which platform you’ll use to communicate (e.g., Zoom, Skype, face-to-face, or another method). This will be critical to a successful Fellowship. Your Campus Advisor offers important campus information and another layer of support in your time as a CEEP Fellow.

**TRAINING**

CEEP works to support Fellows throughout their role. You’ll receive a series of trainings to help you get comfortable with your new position. These trainings are meant to make you an expert in elections and help you learn new skills. They’re crucial for you to succeed and to work with CEEP staff.

Three types of trainings are available: two statewide trainings (you must complete both of them), nine national trainings (you must complete three) and five optional mini-trainings.

**Statewide Trainings**

Your State Director will lead two statewide trainings in the following areas:

● **Introduction to CEEP:** This includes expectations, hiring paperwork (i.e., contract, W-9, EE payment form and data form) and a review of how to be nonpartisan.
● **State Voter Registration Laws, Rules and Deadlines.** You should also review the calendar of elections and election information that’s typically found on your state’s Secretary of State or Board of Elections website. A sample training presentation will be provided to you from the national staff.
National Trainings

National trainings are pre-recorded, with quizzes that you must complete before the deadlines listed at the end of this handbook. Training topics will vary, depending on how long you’ve been with CEEP.

Incoming Fellows may receive national training on the following areas:

- **Working From Home.** Working from home brings lots of benefits, such as a more flexible schedule and no transportation worries. But there are also lots of challenges: It can be harder to create a schedule, stay on task and get things done. Our team has always been remote, so we have some good tips on working from home.
- **Getting Started.** This training defines a voter and how to become voter ready. Learn where to turn for registration information, voter visibility and team building. Find out what it means to be nonpartisan.
- **Best Practices for Voter Registration, Education and GOTV.** Learn the best ways to host a variety of voter engagement events on your campus. Prepare to navigate conversations with your peers, stay nonpartisan and provide appropriate voter education resources.
- **Crossing the Finish Line: GOTV and Wrap-Up.** Learn ways to build Election Day excitement through get-out-the-vote events and campaigns. Become aware of your voting rights and discuss how to handle voter suppression at the polls. Discover how to build a brand and create a voting campaign to build excitement.
- **Digital Organizing: Social Media and Branding.** Create a digital brand and make it work. Learn to define your mission, cultivate content and tell your story online.
- **Self Care During Campaign Season.** For returning Fellows, this session focuses on the dos and don’ts of self-care throughout your Fellowship. It touches on everything from proper planning and SMART goals to physical and mental care.
- **Professional Development: Cultivating and Maintaining Professional Relationships.** You asked for more professional development opportunities, and here they are! Tips and tricks for building professional relationships on and off campus.
- **Creating Civil Dialogue: Living Room Conversations.** In an increasingly tense political world, it can be hard to keep things civil. This training features members of the CEEP staff who navigate political discussions and provide a guide for creating and encouraging civil dialogue.
- **Coalition Building and Long-Term Planning.** No one can engage an entire campus. Create a core group to coordinate engagement efforts, divide up the work and make sure your stakeholders communicate.

Short training videos are also available for the following topics:

- Social Media and Branding
- Using the Activity Tracker
- Being Nonpartisan
● Effective Tabling Strategies on Campus
● GOTV
SECTION 2: EXECUTION

ENGAGEMENT PLAN

You will receive an Engagement Plan Template to plan all of your activities throughout the school term. The template has sections for each of the four or more activities you'll be required to hold, as well as a section to plan your overall institutional project. You need to complete this engagement plan at the start of the term, submit it to your State Director and use it throughout the semester to track your progress.

When working on your engagement plan, consider using SMARTER goals paired with CEEP’s Seven Key Ways to Act.

- Be **specific**. Define your activities and goals. Know your limitations and identify key stakeholders to help you build a team or put your institutional project in action.
- Create a project where you can **measure** success. Consider who your target audience is and the metrics you hope to achieve. Your project should include registering students to vote and educating them on registration requirements, candidates, issues and the voting process.
- Make your project **attainable**. Know your campus and create activities that appeal to its students. Plan your events around campus traditions or work with established organizations on campus to get students to volunteer.
- Be **realistic** with your project, goals and timeline. Build election excitement and visibility to increase awareness, both online and around campus.
- Project promotion and strategy are key to staying on time. Getting out the vote has a deadline (Election Day), and your project should prepare voters to make informed decisions.
- Evaluate your plan often. Measuring your impact can help your project live beyond your Fellowship and continue to educate and inform your community.
- **Reward** yourself and your team for all your hard work! Voter engagement is a marathon, not a sprint, so you must celebrate small successes throughout the term.

Sample Engagement Plans
Check out some of our alumni plans or a social media plan by a former University of Central Florida Fellow.

ENGAGEMENT ACTIVITIES

A quarter of your time as a Fellow will be spent doing direct outreach. You need to conduct at least four engagement activities in the following categories:

- Voter registration
- Voter education
- Absentee/early voting
● Getting out the vote (GOTV)

You should spend about 25-30 hours planning and carrying out these activities. Report the
details of each activity in the activity tracker. You should also plan activities and events around
voter engagement days such as National Voter Registration Day (Sept. 22) and Vote Early Day
(Oct. 24).

Example 1: Michelle is working to increase voter registration on campus. She’s collaborating
with her on-campus nonpartisan club, My Vote Matters. They’ve decided to hold Democracy
Tuesdays each week in the quad. She met with the club for an hour to plan their activities in
detail. She spends 30 minutes securing tables at the quad for each Tuesday and another two
hours collecting information and materials to present at the events. Over 16 weeks of
Democracy Tuesdays, she’ll spend 30 minutes a week training student volunteers. So her total
contribution is 11½ hours toward voter registration. She’ll enter this information into the
activity tracker in segments:

Entry 1: Jan. 20—Met and planned event with nonpartisan club for one hour.
Entry 2: Jan. 22—Spent 2½ hours securing tables and creating materials for distribution.
Entry 3: Jan. 27—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 4: Feb. 3—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 5: Feb. 10—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 6: Feb. 17—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 7: Feb. 24—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 8: March 1—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 9: March 8—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 10: March 15—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 11: March 22—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 12: March 29—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 13: April 5—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 14: April 12—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 15: April 19—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 16: April 26—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 17: May 3—Train volunteers for Democracy Tuesday for 30 minutes.
Entry 18: May 10—Train volunteers for Democracy Tuesday for 30 minutes.

Example 2: Ari is creating a social media campaign with a series of scheduled posts. Although
she’s a student leader, she doesn’t have access to the official civic engagement handles for her
school’s social media accounts. But she got approval from her Campus Advisor to create new
accounts for their nonpartisan student organization. In her social media plan, Ari has built a
scheduling chart that includes using her personal networks as well as tagging campus handles
to gain attention. She’ll use Facebook, Twitter and Instagram to post messages. Each outlet has
a target audience, and she’s recruiting campus athletes and popular professors to get more
followers. The media campaign took five hours to create. Ari and her Campus Advisor have
agreed this will be her institutional project. Her planned posts will focus solely on voter
registration and get out the vote. She has worked two hours on registration content and two hours on GOTV content, a grand total of nine hours’ work. (The posts themselves don’t count as separate activities.)

**Example 3:** Daniel is creating a voter education activity that would bring students together to discuss the importance of youth voting and absentee ballots. He spends one hour outlining and planning the event, one hour promoting it through class visits and campus-wide emails and one hour hosting it. He records three hours of voter education in the activity tracker. Since he needs more hours, he decides to do a second Living Room Conversation. This gets his voter education activity total to six hours, completing this portion of his activities.

*Activity hours do not have to be divided equally between the four categories, but a minimum of one activity per category is required to complete the Fellowship.*

**Example 4:** Cameron plans to host an all-day party on campus for Election Day. They have gotten permission from campus administration for classes to be canceled from noon through the rest of the day. At 12:15 p.m., students will meet in front of the library to march to the polls together. The campus president will give a brief speech and remind students what information they are allowed to take with them. The marching band and cheerleaders will lead students from the library to the campus polling location. This event was planned in a series of one-hour meetings for four weeks. Cameron conducted a rigorous promotional campaign with the help of academic and student affairs (two hours creating materials for distribution), and the march itself is one hour. Students will meet back in the library to watch the votes roll in and have a pizza party where they will encourage others who have not yet voted to get to the polls (five hours). The total amount of time spent on this GOTV activity will be 12 hours. This event should have a total of seven entries in the activity tracker:

Entry 1: Meeting to secure Election Day Holiday—1 hour.
Entry 2: Meeting to secure Election Day Holiday—1 hour.
Entry 3: Meeting to secure Election Day Holiday—1 hour.
Entry 4: Meeting to secure Election Day Holiday—1 hour.
Entry 5: Creation of promo materials for 2 hours.
Entry 6: March to the polls for 1 hour.
Entry 7: Pizza party and get-to-the-polls discussion for 5 hours.

**Purchase Requisition**

If you need supplies, materials or funding for your activities, you must fill out a [purchase request](#) to let your State Director know what you need. Submit your request at least seven days before your event. CEEP will review your form and let you know if your request is approved or denied.
Voter Registration

What You Should Know

Registration is different in every state. Your State Director will train you on your state’s election laws and guidelines. Pay close attention—it’s your job to become an expert on these laws. By the end of your training you should know the following:

- Critical dates and deadlines for in-person registration
- State laws about online voter registration
- What form of ID voters should take to the polls
- Does your campus ID meet state criteria?

Check with your State Director and/or relevant government agencies about other rules and resources, forms and registration dates. Find out about any known local issues or voting challenges specific to your area. Decide early on how you’re going to let other students know about registration. Will you use a direct link to a state voting resource, such as the secretary of state’s website? Does your campus use Rock the Vote or TurboVote? Will you consider using QR codes?

Registration Forms

Your fellow students may be unsure if they should register with a home or campus address. Let them know they can use either address, but most likely can’t vote from a campus address if their school meets online this fall. Remind them to update their voter registration every time they move.

Registering With Your Home Address

Students who register with a home address may need to request absentee ballots, or vote by mail if their home state allows it. Of course, in other states, registration dates, deadlines and some of the candidates may be different than the on-campus voter information you’re providing. If you need more guidance to help students choose which address to use, contact your State Director.

Registering With Your Campus Address

Students who register with a campus address can vote in person during the academic year. They must use a physical address (i.e., not a campus mailbox number). Make sure you know the correct physical address of the campus and each residence hall as recognized by the state election board.
Students may also need an address confirmation, like a letter from the president or chancellor, or a zero-balance utility bill issued by the school. It’s critical to know the specific rules for your state or campus, so you can confidently and accurately help students register. You should also learn about relevant voter ID rules, so students can get the ID they need well before Election Day. Once you have all this information, you’ll need a way to share it with students.

Also, make sure that off-campus students know that they may have to vote at a different polling site than on-campus students.

National Mail-In Voter Registration Form

While each state has a specific registration form, the federal government also has one. U.S. citizens can use it to register or update their information, but it’s important to follow the state-specific instructions.

It is critical that you double- and triple-check the address the form should be mailed to. Local forms can be dropped off with your city or county election authority. They may need to be delivered by a specific time and date.

National Voter Registration Day

National Voter Registration Day (NVRD), observed since 2012, is the first holiday celebrating nonpartisan civic engagement in our democracy. NVRD is the fourth Tuesday in September each year. It is a coordinated effort by organizations and individuals across the U.S. to register and educate voters in their communities—and the perfect opportunity to set up a table to raise awareness on campus.

Note: If you provide giveaways at an NVRD table (such as food, swag, etc.), you must offer them to everyone who visits your table, whether they register to vote or not. In other words, **voting or registering to vote cannot be a condition to receive a giveaway.** If you are unsure of the rules surrounding this, please contact your State Director.

- Choose a visible location. Take advantage of situations where people are waiting or gathering, such as registration lines, sporting events, popular lectures and concerts.
- Consider setup requirements in advance. Do you need permission to register voters on campus? Do you need to reserve a space or equipment, such as tables, laptops, a power supply?
- Make it easy. Have office supplies, forms, templates and examples ready. Train any volunteers who assist you on the rules and answers to frequently asked questions ahead of time. Write a script that includes all required information, so you and your volunteers know what to say.
- Get out from behind the table. Don’t wait for people to come to you—students respond when peers actively reach out to them. They might be cynical or intimidated by the voting
process until you engage them. Approach fellow students with registration clipboards. Also have registration tools set up on laptops, tablets or smartphones.

● Ask everyone, not just people who look like you or people who approach you.
● Have one-on-one conversations. Personal conversations are the most effective tool you’ve got. Make sure you’re clear on why voting is important. Use the candidate guides we will prepare and our document on combating cynicism to help frame your discussions.
● “Already registered” may or may not be accurate. Ask students if they have moved since last registering and encourage them to register at their current address.
● Before and after the voter registration deadline, ask people to pledge to vote. Create cards or online pledge forms, using templates we will supply. Collect student phone numbers and emails so you and other nonpartisan volunteers can follow up by phone, email or text.
● If students are particularly interested, see if they would like to volunteer with the campus nonpartisan engagement coalition.

Voter Registration Examples

● Ohio State University’s OSU Votes worked during welcome week and student move-in to register students as they arrived on campus, then made a coordinated effort to educate the campus on the issues and get students out to the polls. They’ve since included campus janitors, housekeepers, groundskeepers and food service workers in their outreach.
● Create a texting chain: Students at Norfolk State University used an “Each One Text One” approach—a phone tree series of text messages to remind students of registration and voting deadlines and encourage them to forward the information to their friends.
● North Carolina A&T University registered over 12,000 students, staff, faculty and community members by combining on-campus registration with service projects where students spent six weekends registering voters in nearby low-income neighborhoods. The outreach culminated in a rally with live music, food and voter registration tables.
● At Michigan’s Delta Community College, teams of students competed to register their peers. Students who brought 10 or more individuals to register won DeltaVotes! T-shirts, and the team that engaged the most peers won a pizza party.
● At Philadelphia’s Drexel University, a Civic Engagement 101 course incorporated a “Why Voting Matters” component to discuss voter registration and the importance of youth voting.
● University of Colorado Boulder and Colorado State University competed to register the most on-campus voters, with great success.
● University of Michigan’s Voice Your Vote committee, sponsored by student government, conducted a series of dorm storms and set up locked mailboxes around campus for students to drop off registration forms for the city clerk to pick up.
● Virginia Tech’s 2013 team registered 3,000 students through active tabling—getting out from behind the tables, calling people over, etc. Passive tabling—where you wait for students to come to your table—tends to register a much smaller number.
Illinois College held a voter registration drive during the football team’s pre-semester training and then followed up with a “vote with your coach” event during early voting.

Voter Education

Voter Education: What, Why and How?

Many students don’t vote because they think they don’t know enough about the candidates or issues. You can change that by offering them accurate and trustworthy information on candidates, issues and voting logistics.

Voting rules: You can create and distribute handouts with everything students should know about voting: registration deadlines, requirements, rules and logistics. Ask your State Director if there’s an information sheet you can use. If not, create your own and have your State Director review it.

Issues and candidates: CEEP provides candidate guides for major races like senator and governor. For local races, you can create your own guides using the same framework. Ask your school’s political science, communications or honors faculty to review any guides you make—or faculty may decide to make a guide for you. Journalism or communications students can create handouts on the pros and cons of major local initiatives, and you can ask your campus newspaper to cover them.

Your campus should be a hub where students can reflect on key issues and critically evaluate local, state and national candidates. Use our guides as the prime resource for races we cover.

Meet, greet and engage: Bring candidates to a virtual town hall. To remain nonpartisan, make sure you invite candidates from all political parties. Schedule events at popular times and promote them widely. Offer incentives to attend, such as asking faculty to give academic credit for attending. Hold debate watch parties and host follow-up conversations via Facebook and Twitter.

Invite participation: Hold formal and informal debates and discussions on Zoom. Partner with student interest groups—such as veterans, students with disabilities and multicultural groups—to hold forums and educational events. Include campus communities such as student government, athletics and student services. Invite political science, sociology and communications students to survey students for their perspectives and then share the outcomes. Ask faculty to hold follow-up discussions and host online policy debates. Think outside the box, and include faculty from social work, education, arts and other departments that don’t typically promote voting. Encourage conversations about current issues and candidates in classrooms, dorms, student clubs and student gathering places.

Reach out and communicate: Encourage student newspapers to cover elections and election issues and to arrange interviews on campus radio stations. Display information and promote
events via campus information screens and posters. Disseminate content online. Foster interaction using social media.

Voter Education Examples

- **Florida Atlantic University** gave extra credit to 1,100 students who attended a presidential debate watch party in the football stadium.
- New Mexico’s **Santa Fe Community College** joined with the city’s public radio and TV stations to create a series of 60-second ads on why youth voting matters.
- **Bowling Green State University** in Ohio held a contest inviting students to submit videos on why voting matters. The winning video was shown on TVs in the student union, during commercial breaks on the residence halls’ movie channel and in every other visible location on campus.
- **Miami Dade Community College** ordered 4,000 “This is Why I Vote” buttons with their Center for Engagement’s logo and a blank space where students, faculty and staff wrote in why they were going to vote. Students used these buttons to spark individual election-related conversations.
- **University of Nevada, Reno**’s journalism school organized a team of graduate and undergraduate students to build a website with statewide nonpartisan election information for students.
- **Loyola University Chicago** sent out two rounds of mailings to all students living on campus, including both student voting rule guides and our nonpartisan candidate guides. They also put together a detailed social media plan that included daily updates on where candidates stood on issues of student concern.
- A **University of Kentucky** journalism professor created a documentary about the importance of the youth vote that appeared on public television statewide. His journalism class organized around the showing, getting campus administrators and student leaders to send out election questions on a schoolwide app, distribute election-related banners and flyers, tweet election information and advertise a mock election. The school newspaper, the Kentucky Kernel, ran our candidate guide, and the class also promoted and attended Lexington’s mayoral debate.
- **University of Miami** hosted a “Healthcare Games” event where the College Republicans and Democrats debated the Affordable Care Act.
- Virginia’s **James Madison University** was one of many schools that distributed CEEP nonpartisan voter guides in the student newspaper or adapted the guides for their own coverage. Wisconsin’s **Viterbo University** printed copies to put in every student mailbox, and numerous schools sent the guides out campuswide via email.
- The Political Science Club at Colorado’s **Red Rocks Community College** organized a Fact Checker Voter Information Table. Student Life staff members helped with marketing and logistics, while the college marketing department published information on the school website.
- **University of North Carolina at Greensboro** held a “Voting 101” session to educate students on how to research candidates and issues and how and where to vote. They also
did a whiteboard project in which they asked students to write down the issues they cared about most, then circulated pictures of their statements on social media.

- **Delta College** in Saginaw, Mich., created *Democracy in Motion*, a triangular wall with a writable surface. Every two weeks, the Citizens in Action student club posted a different political topic on the wall, and students wrote their responses, generating a public dialogue. A cabinetry class constructed the wall with materials purchased through a grant from the college president. Delta also holds regular soapbox events—setting up a stage and sound system in the Commons during peak lunch times and allowing students to share issues they are passionate about.

- **University of Michigan-Dearborn** hosted a Jeopardy game with questions about election-related information.

- The same **University of Kentucky** journalism professor had his students use CEEP’s format to create their own guide for the Kentucky governor’s race, which they distributed on campus. Kentucky Campus Compact distributed it to other universities and colleges statewide.

- Richmond, Va.’s CBS affiliate aired student reports on the election from a **Virginia Commonwealth University** communications class. VCU communications students also created and promoted a widely read campus social media channel, on which student reporters covered the election and posted relevant stories from external sources.

- **Tie the COVID-19 health crisis into class discussions**: Reach out to any clubs or organizations involved with health issues to work with them on pushing out information. But don’t just stop with health classes—the virus and efforts to contain it affect economics, public policy, statistics, business, arts programs, even parks and recreation majors. It’s on everyone’s minds. Think of creative ways to discuss it in classrooms and share them with the broader CEEP team.

- **Contact your local representatives**: Look up the local, state and federal officials for your campus and areas of town with significant student populations. Provide opportunities for students to call or write their representatives to voice their concerns. Offer unbiased information on current issues in your area.

- **Get creative**: Create a music video or write an original song or poem about how important civic engagement is to you. Be sure to share your talent online and use the #CEEPFellow hashtag!

- **School spirit**: Use your mascot or famous campus icons to create online awareness about voter registration, education and local issues.

- **Text blast**: Select 10 students in your phone to send them engagement updates. Ask them to text another 10 students and continue to pay it forward. This also works with Snapchat.

- **Make a Kahoot!**: Students enjoy trivia games, including this timed quiz. Engage their competitive side while teaching them about voting, registration, campaigns or where to vote on campus.
Early Voting

What Is Early Voting and Why Is It Important?

Early voting is the ability to cast your official ballot before Election Day. It’s important because it breaks down barriers to voting by allowing more participation. It creates voting opportunity for people who might otherwise be left out—like students, people who’ll be out of town on Election Day, those with medical procedures or problems, campaign or poll workers, or even those with religious commitments. States with early voting typically have seen an increase in voter turnout and participation.

In-Person Absentee/Early Voting

In-person absentee/early voting helps to alleviate long lines at polling stations. It provides voters with two or more weeks to cast their ballots, instead of just one day.

Here are some common questions about early voting:

● When does early voting start?
● Where do I go to vote early?
● Do I need my ID to vote early?
● What if I have a mail-in or absentee ballot?
● How do I ensure that my vote is counted after I mail it?
● Can ballots be forwarded to me at another address? What happens if my ballot is mailed to my old address? How does a returned ballot impact my voter registration status?

Make sure that you’re familiar with the early voting laws in your state. If you have any questions about these laws, please ask your State Director.

Mail-In Absentee Voting

The nice thing about mail-in absentee voting is that it doesn’t require voters to physically go to the polls. As with voter registration, each state has its own mail-in and/or absentee rules. Some states require a particular reason to vote by mail. Often you’ll have to send in a request to obtain a mail-in ballot. Once received, you fill out the ballot and follow the instructions to mail it back. Please note: Not all states or voting districts provide return postage. If you know a voter who needs help with postage to mail a ballot, please notify your State Director immediately.

CEEP recommends that Fellows and voters check their state Secretary of State’s website to find the correct information on early voting, absentee ballot requests and voting in person.

Voter Fraud

Voter fraud laws differ from state to state, but they often focus on early voting and absentee voting options. Be sure to check with your State Director and review your Secretary of State’s
website to familiarize yourself with these laws and avoid accidental voter fraud. This is particularly important in states with strict voter fraud laws.

Vote Early Day

Vote Early Day will be observed for the first time on Oct. 24, 2020. It is a planned movement of nonprofit organizations, businesses and election officials to educate Americans on how to vote early. In 2016, 40 percent of Americans voted early, and that number is expected to increase in this presidential election. Voting early ensures that school, work, long lines or even viruses can’t stop your ballot from being counted.

Here are a few examples of early voting events:

- **Michigan State University** hosted an “AbsenTEA Party.” A CEEP Fellow received a $1,500 grant from RISEFree to create “AbsenTEA Party” packets. These were distributed to student organizations so they could host events about requesting absentee voter ballots.

- Promote early voting through social media—or class reminders, where possible—to avoid schedule conflicts or long Election Day lines.

- Set up electronic reminders to have students request mail or absentee ballots.

- In 2019, Virginia Fellows from various campuses worked with a nonprofit organization to provide a flow chart on voter registration and absentee voting. Check it out:

**Recommended steps for on-campus discussions about absentee voting**

- Are you registered to vote in Virginia?
  - Yes: At your campus address or back home.
  - No: Encourage to register.

- Would you prefer to vote this year from your dorm room?
  - Yes: Encourage to show up at polling place in November.
  - No: Encourage to show up at polling place in November.

- Would you like me to help you get an absentee ballot?
  - Yes: Encourage to go to eAbsentee.org or, better yet, let them scan the group’s QR code.
  - No: Let’s see if you qualify (See below).

**Looking to find out if your state votes early and when? Check out this calendar.**

Get Out the Vote

No matter how many people you register to vote or educate on the candidates and issues, you haven’t achieved your goal unless they actually go to the polls on Election Day or send in their
ballots. “Get Out the Vote,” or GOTV, is your strategy to ensure that registered voters turnout on Election Day. Make a GOTV action plan that is specific to the needs of your campus, and discuss it with your CEEP State Director and Campus Advisor.

Maximize your outreach. Effective GOTV efforts include canvassing, phone calls, emails and social media. Try to reach as many people as possible before the polls close. Remind people that it’s Election Day. Be ready to tell them about polling locations, same-day voting and registration, if applicable, and where to find candidate information. Identify polling locations both for on-campus students and in neighborhoods where students typically live. Sign up as many volunteers in advance as possible to help you get out the vote.

**Getting Out the Vote Examples**

- Have students plan how going to the polls will fit into their daily schedules. This will increase the chance that they’ll show up to vote.
- Ask specifically when and how students plan to vote. Will they request an absentee ballot or vote early? How will they get to the polls on Election Day? What time will they go? Choose a day during the final week to create excitement and impact the election. Have students write out their plans, snap a picture and share it on social media to encourage others to make a plan.
- Send out a campus-wide email with the voting hours and locations for students living on campus and near campus. Include a link letting students know where they can find their polling place.
- Use Halloween, sporting events or other large gatherings to promote voting.
- Create a phone bank and call student contacts you have collected through other efforts.
- Make it personal. Voters respond best to people they know. If you persuade one person to vote, they will likely influence at least one additional friend or family member. Ask students who they’re going to the polls with. Ask them to use social media to encourage friends to vote.
- **Prescott College** in Arizona held an event called Let’s Mobilize Yavapai County. Students called community members to encourage voting. The advertisement for this event read: “Join Yavapai Community Action Network to watch the returns from the New Hampshire primaries, phone bank voters in the Prescott area, and eat pizza.”
- Create a pledge to vote, and use it to help voters state their reason for voting and sign up for reminders of important election dates and deadlines. This tool is ideal for those who are already registered to vote but want to stay engaged.
- Use volunteers to canvass the dorms and local community to remind potential voters of the election and their polling location. Incorporate a voting plan into these conversations.
- Encourage early voting. Inform students on early voting hours and locations. Encourage student groups or classes to hold “parades to the polls” or “field trips” to vote early.
- Provide transportation. Publicize polling locations with directions, hours and transportation options. Encourage carpooling, and if possible, provide shuttles. See if local transit authorities can help run special buses.
- Plan election night parties. Ask dorms, Greek houses and local businesses to host them.
Organize parades or marches to the polls.

A Fellow at Bates College in Maine held a GOTV Table and Van Base event. The polls in Lewiston were open from 7 a.m. to 8 p.m., so she organized van rides from 8 a.m. to 8 p.m. There were 11 drivers, and four volunteers at an information table outside the dining hall, with flyers on the ballot question and general information about voting as a Bates student. Between 10 a.m. and 6 p.m. they had full van rides almost every time!

University of North Carolina - Charlotte Fellows held a “Women’s March to the Polls.” Our CEEP Fellow led 20 people to the polls as a GOTV event. An elected official, other members of CEEP and students all walked to Belk Gym to vote. While walking, they chanted to promote and encourage student voting.

Miami Dade College North Campus also held a “Parade to the Polls,” led by our CEEP Fellow to celebrate the last day of early voting. She started at a central location on campus, walked around with six other students and made a lot of noise, announcing, “Your vote matters! Early voting is happening today in the library! Go vote!”

West Chester University CEEP Fellows planned an event called Donut Forget to Vote. The event celebrated voter identity and provided students with polling information materials, nonpartisan candidate guides and “Donut Forget to Vote” pins at residence halls. Due to these and other efforts, 1,500 more students voted than in the previous election, and a candidate who was behind after the initial vote count won by 18 votes after student provisional ballots were counted.

University of Minnesota hosted a Party at the Polls at its 50,000-student campus: printing posters and flyers to promote voting, providing hot beverages and snacks for students in lengthy voting lines in the bitter cold, and bringing laptops to answer last-minute questions about local races and same-day registration.

One of James Madison University’s a cappella groups performed pop-up concerts across campus on Election Day, encouraging the gathered crowds to vote while passing out our nonpartisan election materials and those of our partner, Rock the Vote.

When the University of Southern Mississippi’s van driver surveyed students he shuttled, two-thirds said providing this service made the difference in their voting.

Virginia’s Liberty University canceled all classes on Election Day and scheduled buses to take students to the polls. There was also an all-day concert and party for all students.

Red Rocks Community College political science students held an “I Voted” party on Election Day.

Michigan State University stationed student volunteers at each on-campus polling place and in major public common areas. The volunteers handed out candidate guides and reminded students to vote. The school also sent out a campus wide email with polling locations and information.

During GOTV, try to reach as many students as possible before the polls close on Election Day. Make sure your team can provide information on polling locations, same-day voting and registration (if applicable), voter ID rules and where to find candidate information.
INSTITUTIONAL PROJECTS

Voter engagement goes beyond a typical two-year or four-year election cycle. As voting experts, we know that elections actually happen every year. CEEP Fellows seek to permanently change campus culture in favor of election engagement through institutional projects. It often takes more than a single school term to plan and carry out an institutional project on campus.

Institutional Project Ideas

Here are some more ideas our team and our past Fellows have created:

- At Iowa’s Simpson College, a freshman student created the organization Simpson Votes, which is now funded through the student government association. Partnering with media and interfaith departments, the Dean of Students, local politicians and candidates, and a campus service scholars program, they hosted a series of successful voter engagement events in 2014 and successfully engaged students in 2016.

- The University of Wisconsin-Madison built a student-led coalition using the hashtag #BadgersVote. This group is working to replace student ID cards that don’t comply with Wisconsin’s voter ID law. They’ve gained support from their city clerk and are now working with university administrators.

- At The Ohio State University, the student government helped create a nonpartisan organization, OSU Votes, as an ongoing tool to engage OSU students in elections. OSU Votes now gets support from the undergraduate, graduate and professional school student governments, as well as the Office of Student Life, where it’s housed.

- University of Central Florida Student Government created a Social Media Action Plan to help with election-related posts.

- The University of Iowa CEEP Fellow surveyed a small group of students to identify voting information they were looking for. The Fellow then developed a mock-up of a web page for the university website.

- Temple University used a CEEP QR code at new student orientation that links to CEEP’s Rock the Vote registration page. Students could scan the code and register to vote on the spot.

- Voter Engagement Syllabus Language: You can share voting information with all faculty members and administrators, formatted to fit into their syllabi. This way, every student who receives that syllabus also gets information on how to vote. Sample language can be found here.

- Coalition Building: If your campus doesn’t already have a year-round electoral engagement coalition, think about who should be at the table. Ideally, this team should include administrators, faculty, staff, student leaders and community partners. If there already is a team, find a way to stay in touch with them online using a tool like Google Drive, Box or Dropbox.

- Create Civil Dialogue: Have faculty use our Living Room Conversations resources for virtual discussions.
Reach Out Virtually: Work with your campus’s IT department to develop new campus wide communications tools. Strategize with administration to let students know how to change their voter registration to stay eligible. Tools could include:

- Campuswide emails with voting information for students
- A voting web page on your campus’s website and/or app for students to use
- Using the campus wide learning management system (e.g., Blackboard, Canvas, Moodle or other systems) to share voting information and reminders.

Voter Summits: Statewide voter summits are a great opportunity to connect with other campuses online and share resources. This is an ideal institutional project to build a statewide network and learn from others. Summits bring together administrators, faculty and student leaders to explore a specific theme like empowering the youth vote, best practices for nonpartisan voter registration or engaging your local community.

Online Orientation Videos: Work with orientation offices to pre-record one- to two-minute videos encouraging students to register or update their voter registration. Have this video shown during Title IX training on campus. Give students the option to click on a link to a voter registration website.

Make Election Day as a Campus Holiday: Work with administrators to get classes canceled on Election Day so students can go vote.

Nonpartisan Civic Engagement Club: Create a nonpartisan club that becomes a recognized hub for election engagement.

Plan a Virtual Town Hall: Work with local candidates to discuss issues or the importance of the youth vote during virtual town halls.

Full-Time Civic Engagement Faculty: Create civic engagement positions on your campus. This can be done by having your campus hire a staff member or Federal Work-Study student, or having your SGA sponsor an ongoing position.

Voter Engagement Course: Push for first-year experience courses to include information about voter registration—and for graduating seniors to get reminders to update their voter registration.

Build a Brand and Find Content That Works

Strong communication skills and social media savvy will help amplify your CEEP campaign and support your direct outreach to engage your fellow students. When you post nonpartisan information about events, issues and elections, it gives students the chance to take note, become motivated, learn about issues and candidates, and get out and vote.

Building a recognizable brand is important, because it makes an impression on your audience. Nike is an example of a strong brand. You think of Nike when you see the distinctive “swoosh” or the slogan “Just Do It,” because those are the elements of Nike’s brand. So, like Nike, we want you to create your own brand on your campus. This will help the activities that you and other partners and allies undertake. You can use it to make your work visible. When students
become familiar with your brand, they will know who to turn to for voter registration, voter education and GOTV efforts.

Try to connect your electoral engagement brand to your campus, ideally drawing off your school name or athletic team names. For example, Virginia Commonwealth University created “Rams Vote” because its mascot is a Ram. St. Catherine’s University in Minnesota goes by the nickname “St. Kate’s.” One of our Fellows at this campus helped create and advertise the “St. Kate’s Votes” campaign. Michigan State teamed up with the town of East Lansing to create a shared “YouVote” campaign.

Once you have developed a brand, you’ll need to identify key stakeholders on your campus and work on building partnerships with them. These should include but are not limited to your campus communications department and student newspaper. Make sure you communicate clear, concise content that’s relevant to your campaign. Establish an identity and gain followers on Facebook, Twitter, Snapchat and Instagram, so you can get your messages to students whenever they browse social media. You can also use these outlets to send reminders about events and voting deadlines, or encourage participation by posting ideas that foster dialogue.

Check out these sites to see how they built on their brands:

Franklin and Marshall College F&M Votes
George Mason University Mason Votes
Hawk the Vote at the University of Iowa

Fellows are encouraged to co-brand their materials with CEEP. To make this easy, CEEP has developed a Style Guide with our mission, slogan, logo and other branding guidelines for Fellows to use.

Social Media Event Examples

Here are some examples for using social media to count toward your engagement activities:

- **Art/graphic design challenge**: Create some noise on social media around voting with an art or graphic design challenge! The prompt could be anything related to nonpartisan voter engagement work, and the entries could be tagged with CEEP and/or campus accounts and/or hashtags. We recommend checking out Canva or Over for free design apps.

- **Host a Facebook or Instagram Giveaway**: Giveaways and “tag your friend” memes are very effective in encouraging online participation. Ask your student workers how to incorporate them into your voter registration work. You could make a post that says, “Tag a friend who needs to register to vote,” and give a prize to the person who tags the most students to vote—or draw a winner at random. Work with your Campus Advisor and State Director to brainstorm how to get prizes for the giveaway.

- **Create a Social Media Campaign**: Take your voter engagement to social media with a campaign dedicated to educating students on how to vote, the current issues and any other
nonpartisan material you feel is worth sharing. Check out this example from a Fellow at the University of Central Florida.

- Try to create voting memes, TikToks or Instagram videos.

- **Create an Interactive Instagram Story:** Use a series of informative and interactive social media posts—an Instagram Story, for example—to help people learn about voting in your state. Include polls so students can guess the facts before you reveal them. It’s a fun way to get the information out there.

- **Organize a Twitter Storm:** Pick a topic related to civic engagement (e.g., voter suppression, youth voting, state voting laws, etc.) and create at least five questions with graphics. Then, send the list of questions (and some proposed answers) to students and other organizations you want to participate. Send your information to CEEP so we can promote your online event. Have a clear date and time and promote it on social media for a week beforehand.

  - Bonus points for having questions in more than one language. Make sure you use several hashtags to widen your reach on Twitter, and include graphics and GIFs when you can (e.g., #NVVotesChat #KYR).

- **Chill with a Spotify playlist:** See how many songs you can come up with related to voting, freedom or civic engagement. Give the list an informative title such as “Don’t Forget to Vote on April 7, Wisconsin.”

**For more social media information, check out our Social Media Toolkit Guide**

COMMUNICATION

**Google Drive**

The CEEP Google Drive account will be your one-stop shop for success. Here you will find resources, images and templates to be used over the course of your Fellowship. Please download files from Drive before editing them. Your State Director will give you access to Google Drive.

**Chat & Chew**

Chat & Chews are virtual gatherings for Fellows, State Directors and campus partners to come together in an open forum. These are held at 5 p.m. ET via Zoom and listed on the Fellows timeline. While these are optional, they do count toward meetings hours during your Fellowship.
Communication Manual

This should serve as a guide for communications on your campus. CEEP campus cohorts often have a lot of people involved (Fellows, volunteers, student leaders, campus staff, professors, etc.). At some point, everyone involved with your school’s voter engagement platform will write, speak or post about it. The more synchronized the messages, the larger the impact. The manual also includes tips and tricks for talking to reporters as a CEEP Fellow.

Instagram Takeovers

CEEP regularly offers our Fellows a chance to take over our Instagram account and show off their events! If approved, you can post nonpartisan voting-related material on our official Instagram account, as long as it follows these guidelines. To take over our Instagram, please email our Communications team at rachael@campuselect.org.

Your Vote Matters Podcast

CEEP hosts a biweekly podcast called Your Vote Matters. It hosts a variety of staff, Fellows and other supporters of student voters and covers a variety of topics. To be part of this podcast, please contact our Communications team at ellie@campuselect.org.

Using Slack

Slack is the number one way CEEP Fellows communicate with each other. Each week a CEEP team member will ask questions on Slack to help Fellows participate and get to know each other. These may include challenges with prizes. Fellows are highly encouraged to participate. Slack is one of the quickest ways to get in touch with CEEP staff.

If you’ve never used Slack, we have created a resource to help you use it effectively. While Slack is not a requirement, it’s the best way to communicate with State Directors and Fellowship Directors as well as collaborate on projects and troubleshoot issues with other Fellows. Slack has become a very popular online tool in the workplace. Getting familiar with it is just another skill to put on your resume.

Using Zoom

CEEP uses Zoom for Fellows training sessions, state/individual check-ins and more. If you don’t already have your own free Zoom account, here are some helpful steps:

● Open a new window and type in: https://www.zoom.us/.
● Click the blue box that says “sign up, it’s free.”
● Use your email address and create a password.
● Once logged in, you will find your dashboard.
On your dashboard will be the link to your unique, personal Zoom ID number.

Please note that if you need to run your own Zoom meeting, your free Zoom profile comes with a 40-minute video chat room for calls with more than two people. Zoom also has apps available for both iOS and Android.

Joining a Call

- Click on the Zoom link that has been shared with you, if applicable.
- Open your Zoom app, click “Join a Meeting” and enter the meeting ID#.
- If prompted, click the green button that says “Join with Computer Audio.”

Helpful Tips

- You can turn your camera on and off by clicking the “camera” button on the bottom left.
- You can mute and unmute your microphone by clicking the microphone button on the bottom left.
- You can leave the meeting by clicking the “Leave Meeting” button on the bottom right.
- You can chat with other meeting participants with the “Chat” button.

Zoom Etiquette

- Send the Zoom link out beforehand and make sure it’s correct!
- Mute yourself when you aren’t speaking.
- Keep your video on and look into the camera (at your peers).
- Eliminate distractions and focus on the meeting.
- Be aware of your background and if you’re hosting, stick around. This is not the time to get up and be walking around.
SECTION 3: FINISH

MEASURING YOUR IMPACT

Activity Tracker

**Measure, report, review, revise, repeat:** Reporting and documentation are critical. Numbers are important, so you can monitor your progress and so CEEP can report the cumulative impact of Fellows’ work nationwide. Your CEEP State Director will help you work with our reporting tools (the activity tracker), which will be easy if you consistently document your events, contacts, attendance, outreach, etc., and report them as they happen.

Build these measures right into your action plan. Regularly documenting your activities via the activity tracker will help CEEP ensure that you’re meeting your Fellowship requirements. Think of the activity tracker as your timesheet. A fourth of your Fellowship time should be recorded here.

Final Report

All Fellows are required to submit a final report to complete their Fellowship. The report looks at the Fellow’s experience, materials and partnerships, and important areas for improvement. You’ll evaluate how your project has impacted your campus community through outreach, expanded efforts, nonpartisan branding and innovation. Use some space in your report for self-reflection, to measure personal professional development and add any extra explanations to events or projects. The final report will be used in conjunction with the activity tracker to help CEEP ensure that you’ve met your Fellowship requirements.

ALUMNI ASSOCIATION

After you finish your Fellowship, we would love to continue our relationship through our new Alumni Network. As a member of our Alumni Network, you’ll have continued access to the following:

- Professional development trainings regularly provided by CEEP and our partners
- Networking opportunities to meet others in the voter engagement field
- Career opportunities with CEEP before they’re open to the public
- A community of other previous Fellows to connect with and learn from
- Interview practice and resume advice from a couple of our dedicated staffers

Your CEEP experience makes a difference, and there are still many ways to get involved. Connect with current staff, State Directors and Fellows to find out the latest CEEP news.
want you to know how far we’ve come in our engagement activities. Allow us to share your success by being a part of our Alumni Spotlight or share a video testimonial.

Help us update our records and we’ll let you know what resources and events are in the works. Update your information here, and/or if you are interested in receiving the CEEP Alumni Newsletter, please make sure to sign up. For more information, check out our website.

FREQUENTLY ASKED QUESTIONS

Q: How do I know when my actions might seem to be partisan?
A: Given the information listed in the section “How to Be Nonpartisan,” Fellows can do the following:

- Help all members of the campus community register and vote, regardless of their political views or views on issues.
- Target voter registration and GOTV efforts to people and communities that have historically been ignored or shut out of the political process.
- Distribute genuinely nonpartisan resources, like our candidate guides or those of the League of Women Voters, that allow voters to compare where the candidates stand.
- Talk about particular issues, focusing on what they are and which elected officials or candidates (e.g., state senators, city councilmembers, members of Congress) make those decisions.
- For state or local initiatives, include details on impact and include pros and cons from both sides’ points of view.

Fellows cannot do the following:

- Suggest which candidate or political party people should support.
- Ask about party affiliation or otherwise attempt to determine which candidates a voter is likely to support before offering to register them.
- Use code words that tie registration or voting to the views of candidates or parties, like “X” is the progressive candidate, “Y” is the moderate candidate or “Z” is the conservative candidate.
- Criticize or endorse any candidate or party.
- Use single-issue messages in any voter registration or GOTV effort.
- Target voter registration or GOTV efforts to lists of people provided by political parties or organizations that support or oppose candidates.

Q: Does being a CEEP Fellow mean I can’t work for a candidate or political party?
A: You can support the candidate or political party of your choice in everyday life OUTSIDE of your work as a CEEP Fellow but NOT within the context of the work you are doing for CEEP. When you are not acting on behalf of CEEP, you should make it clear that such opinions are your own.
Q: Can I host a candidate forum or invite a candidate to visit campus?
A: Yes, but only if you invite all candidates or political parties to participate.

Q: Can I be featured in the media for my activism and political activities?
A: If you are featured as a CEEP Fellow, you should not reference your political views but only the mission of the organization. If you are featured in an article about your political preferences, you may identify as a CEEP Fellow only for identification purposes. If you are to be interviewed, ask to see the questions in advance. Please check with your State Director before giving any official statements.

Q: Can I wear a personal item representing a candidate or political party?
A: You may do so on your own time but not when representing CEEP.
APPENDIX

APPLICATION

What is the Campus Election Engagement Project? The Campus Election Engagement Project (CEEP) is a national nonpartisan project that helps America’s colleges and universities get as many of their 20 million students as possible to register, volunteer in campaigns, educate themselves and turn out at the polls. We teach administrators, faculty, staff and student leaders to use their institutional resources to engage students.

Position: Engagement Fellow

Overview: Fellows will lead their campus with voter registration, voter education and voter engagement for the 2020 election. Fellows should develop and implement a plan for remote voter engagement. Fellows should recruit their campus administrators, faculty, staff and student leaders to help register and engage students in the election process. Fellows will receive orientation, training support and guidance from CEEP. This position is for the fall 2020 collegiate semester.

Selection Process: Fellows must currently be enrolled in courses. They will be selected by Campus Advisors and/or confirmed by CEEP staff.

Terms of Service: Aug. 17 to Nov. 20, 2020

Payment: $1,000

Semester Hours: Approximately 100 hours

Description: CEEP Fellows will be responsible for developing a plan to remotely engage students in voter registration, education and getting out the vote. Through this Fellowship you will work to communicate with the campus community on 2020 election efforts. This can be done through coordination with online courses or via social media. Nonpartisan engagement contributes skills that look good on a resume and are applicable to all job fields.

Specific things to expect:

- Biweekly check-in calls with CEEP State Director and/or National Fellowship Director to troubleshoot campus plan and provide additional support.
- Collaborate and partner with student organizations, campus administrators and faculty to organize voter registration, voter education and other virtual voter engagement efforts on your campus.
- Create an engagement plan for how you will organize your remote work that includes a minimum of four engagement activities and an institutional project. Use the activity tracker to record weekly efforts correlating with the plan.
• Compose and submit an end-of-semester report summarizing activities and accomplishments.

Requirements:

• Currently enrolled students with a positive and friendly attitude
• A commitment to educating peers about the importance of voter registration and becoming an informed voter
• Self-starters who take initiative to develop and implement their work plans
• Online organizing and social media skills are preferred but not required
• Access to an electronic device such as a computer or tablet and a stable internet connection
• Not presently serving in a fellowship role for another partisan or nonpartisan organization
• Flexible with time commitments and interest for voter registration/voter education
• Willingness to participate in initial orientation/training and maintain regular contact with CEEP staff

FELLOWSHIP AGREEMENT

Terms of Service: Aug. 17 to Nov. 20, 2020
Payment: $1,000
Semester Hours: 100

Duties and Responsibilities

• Participate in CEEP orientation and online training sessions.
• Create an engagement plan for how you will organize your remote work, including a minimum of four engagement activities and an institutional project, and use the activity tracker to document those efforts.
• Schedule and consistently hold biweekly check-in calls with your CEEP State Director or the National Fellowship Director to troubleshoot your engagement plan and receive additional support.
• Document your engagement plan, goals, activities and deliverables as defined in the Fellowship Handbook. This includes, but is not limited to, the number of students reached, activities completed and to the extent possible, the number of voter registrations secured.
• Collaborate and partner with student organizations, campus administrators and faculty to organize voter registration, voter education and other virtual voter engagement efforts on your campus.
• Collaborate with other Fellows when you can.
• Compose and submit an end-of-semester report summarizing your activities and accomplishments.
Requirements

- Currently enrolled student with a positive and friendly attitude.
- A commitment to educating peers about the importance of voter registration and becoming an informed voter.
- Self-starter who takes initiative to develop and implement a work plan.
- Online organizing and social media skills are preferred but not required.
- Access to an electronic device such as a computer or tablet and a stable internet connection.
- Not presently serving in a fellowship role for another partisan or nonpartisan organization.

I understand that failure to comply with these requirements will result in the forfeiture of part or all of my stipend. I recognize that CEEP reserves the right to share best practices and images from my work to highlight program success.

Fellow Printed Name __________________________________________ Signature __________________________ Date ______________

CEEP National Director __________________________________________ Signature __________________________ Date ______________

DEFINITIONS AND TERMS

To get started in election work, you need to understand the key terms in our line of work. The terms below will become an integral part of your vocabulary in the weeks leading up to the election.

**Absentee ballot:** A ballot cast by a voter unable or unwilling to attend a polling place. Forms and rules vary widely by state. Can include vote-by-mail options.

**Civic:** Relating to the public life of citizens concerned with the affairs of the community and nation as contrasted with private or personal life.

**Civic dialogue:** Dialogue about civic issues, policies or decisions of consequence to people’s lives, communities and society. Meaningful civic dialogue is intentional and purposeful.

**Civic engagement:** Any individual or group activity addressing issues of public concern that seeks to make a difference in the civic life of people’s communities. This means promoting the quality of life in a community through both political and non-political processes. This can take many forms, from individual volunteerism to organizational involvement to electoral participation. Also known as civic participation.
**Civil discourse**: Civil conversation in a democratic society. Civil discourse is truthful, productive and audience-based. This involves listening *and* talking and speakers taking responsibility for their words.

**Community engagement**: A community-centered approach to engagement between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity that seeks to better engage the community to achieve long-term and sustainable outcomes.

**Constitution Day**: A federal observance that recognizes the adoption of the U.S. Constitution and those who have become U.S. citizens. It is normally observed on Sept. 17.

**Cynicism**: Mistrust generalized from particular leaders or political groups to the political process as a whole—a process perceived to corrupt the people who participate in it and to draw corrupt persons as participants.

**Democracy**: A system of government where citizens exercise power by voting.

**Democratic engagement**: An approach to civic engagement that seeks to better engage citizens in the political and electoral processes in order to strengthen democracy.

**Dorm storm**: Intensive registration or GOTV efforts focused on college dormitories.

**Early voting**: Ballots cast by voters before an election. Forms and rules vary widely by state. Can be in person or by mail-in ballots.

**Electoral engagement**: An approach to civic engagement that seeks to better engage citizens in the electoral process through participation in elections. Also known as election engagement.

**Fellows**: Students hired by CEEP who help carry out CEEP’s approaches on the ground, working with the nonpartisan engagement teams on their campuses.

**Get out the vote (GOTV)**: Any effort intended to encourage citizens to vote in elections. This usually takes place in the immediate lead-up to an election.

**Midterm election (midterms)**: An election that takes place in the middle of the term of the executive in which citizens elect their representatives and other officeholders. (The next federal midterm election is in 2022.)

**National Voter Registration Day (NVRD)**: Held on the fourth Tuesday of September, National Voter Registration Day “seeks to create broad awareness of voter registration opportunities to reach tens of thousands of voters who may not register otherwise.” The next NVRD will take place on Sept. 22, 2020.
**Nonpartisan**: Not biased or partisan, especially toward any particular political group, such as a political party or campaign. Opposite of partisan.

**Partisan**: Biased toward or advocating for a particular political group, such as a political party or campaign. Opposite of nonpartisan.

**Political learning**: Learning about politics and the political process through participation.

**Primary election (primaries)**: An election in which citizens vote for their preferred candidate to run in an upcoming general election. Primaries can be open (i.e., open to the general, voting-age public) or closed (i.e., open only to members of a political party). In some states, primaries advance the top two candidates to the general election, regardless of political party.

**Service learning**: An educational approach in which learning objectives are combined with community service or action to meet societal needs.

**Seven Key Ways**: CEEP’s suggested approach to election engagement. See “Seven Key Ways to Act.”

**Special election**: An election that takes place to fill a vacant position or decide a ballot initiative.

**Voter apathy**: A lack of voter interest in participating in elections and/or the electoral process, often stemming from cynicism or a perception that a citizen’s vote does not make a difference.

**Voter education**: Any effort intended to educate citizens on any aspect of the electoral process. This includes, but is not limited to, educating citizens on issues, candidate positions and why elections matter.

**Voter registration**: Any effort intended to register citizens to vote.

**Sources**

- American Psychological Association
- American University Project on Civil Discourse
- Animating Democracy
- Center for Civic Education
- ConstitutionDay.com
- Kathleen Hall Jamieson and Joseph N. Cappella, “Spiral of Cynicism: The Press and the Public Good”
- National Voter Registration Day
- PennState College of Agricultural Sciences
SAMPLE COMPLETED HIRING DOCUMENTS

ADP (EE Form)

This is our payroll form. It is important that this form is carefully completed and readable. A typed copy of your information is preferred. Refer to the sample form on how to complete it if necessary. If you don’t provide banking information, you can receive a paper check, but it may take longer to arrive than a direct deposit.
W-9

IRS form completed for tax purposes. Reminder, CEEP does not withhold taxes from your stipend.

Part I  Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a non-citizen alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see What Name and Number To Give the Requester for guidelines on whose number to enter.

Part II  Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding.

3. I am a U.S. citizen or other U.S. person (please select below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification Instructions: You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN), adoption taxpayer identification number (TIN), adoption taxpayer identification number (TIN), adoption taxpayer identification number (TIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

• Form 1099-DIV (dividends, including those from stocks or mutual funds)
• Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
• Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
• Form 1099-K (merchant card and third party network transactions)
• Form 1098 (home mortgage interest) 1098-E (student loan interest), 1098-T (Bills)
• Form 1099-C (canceled debt)
• Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN. If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Aug. 17</td>
<td>Contract Starts</td>
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<td>Sept. 3</td>
<td>Chat &amp; Chew at 5 p.m. ET via <a href="#">Zoom</a></td>
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<td>Sept. 4</td>
<td>Hiring Deadline</td>
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<td>Sept. 7</td>
<td>Training #1 Video and Quiz due</td>
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<td>Constitution Day</td>
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<td>Sept. 21</td>
<td>Training #2 Video and Quiz due</td>
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<td>Sept. 22</td>
<td>National Voter Registration Day</td>
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<td>Oct. 1</td>
<td>Chat &amp; Chew at 5 p.m. ET via <a href="#">Zoom</a></td>
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<td>Oct. 8</td>
<td>Training #3 Video and Quiz due</td>
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<td>Paperwork Deadline</td>
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<td>Vote Early Day</td>
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<td>Chat &amp; Chew at 5 p.m. ET via <a href="#">Zoom</a></td>
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<td>Election Day</td>
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<td>Professional Development Opportunity (OPTIONAL), 4 to 5 p.m. ET</td>
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<td>Final Reports due</td>
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<td>Contract Ends</td>
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<td>Pay Day</td>
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