a practical guide

NATIONAL CAMPAIGN FOR POLITICAL AND CIVIC ENGAGEMENT

FALL / 2005

TRIED AND TRUE:

CAMPUS

VOTER

REGISTRATION

STRATEGIES

FALL / 2005

NATIONAL CAMPAIGN FOR POLITICAL AND CIVIC ENGAGEMENT

elective politics careers in public service civic education

www.iop.harvard.edu
Introduction

During the last presidential election, the National Campaign for Political and Civic Engagement, a nationwide consortium of twenty colleges and universities dedicated to youth civic engagement, participated in a concerted effort to register, educate and mobilize their campuses for the 2004 Presidential election. The method and approach varied from campus to campus, but there were several techniques that worked universally, as well as many hurdles that were widely encountered. This guide highlights what we learned as a group and on individual campuses. It is not meant as the be-all, end-all of guides; rather it is an attempt to answer some of the basic questions around the voting process.*

We want to thank the students and administrators of the National Campaign partner schools for sharing their individual voter registration drive information.

A Special Note: College Students and Absentee Voting

In 2003, the Institute of Politics survey found that 39 percent of college students prefer to vote in their home state, and an additional 11 percent were not sure where they would vote. To vote in their home state usually requires a vote by absentee ballot, and one-third of those students said they did not know or were unsure how to do so. State laws for absentee voters are diverse and can be especially difficult for first time voters. For example, there are five states (Illinois, Louisiana, Nevada, Michigan, and Tennessee) that require first time voters to register in person, not by mail, if they plan to vote by absentee ballot. If they have registered by mail, these states’ laws necessitate that they vote in person. Laws such as these can pose problems for college students in particular, who cannot easily travel home to register (if they have not already) or to vote on election day.

Because absentee voting is of special importance to college voters, the National Campaign developed the Guide to Absentee Voting (http://www.iop.harvard.edu/voter_info_absentee_guide.html). This guide is an interactive state-by-state information center about how to vote by absentee ballot. Please note; you must be registered in order to vote by absentee ballot; but registration is not an application to vote absentee.

*For more information or to reach any of the partner schools, contact Laura Simolaris at 617-495-9320 or laura_simolaris@harvard.edu
Get Your Campus Registered, Educated and Mobilized

Registering your campus is a fantastic goal, but don’t stop there! Once registered, voters should be educated on the issues and mobilized to the polls. After all, a registered voter is not really a voter until their ballot is cast. The schools in the National Campaign share the philosophy that registration efforts should be combined with campus-wide pains to educate and mobilize students (REM – registration, education, and mobilization) in order to create active and informed citizens, for the election and beyond.

The following pages can help you determine what efforts worked particularly well for schools like yours. The schools are listed by size — beginning with the smallest and moving to the largest.

Whether your school is large or small, we believe there are ten important “keys” to a successful registration and mobilization effort. These keys will help your group as you plan for elections. These are just the basics — you may have others:

10 Keys to Moving Your Campus to the Polls

• FOCUS on three areas: registration, education and mobilization. Registration alone does not get voters to the polls. Continued communication and GOTV (Get Out the Vote) plans are a must.

• UNDERSTAND voting. Make sure that you know the facts — registration, absentee voting and HAVA (Help America Vote Act) provisions for identification and provisional ballots, poll locations, and what is going on in your community — so that you can be a resource to new voters. Make sure you send any voter registration forms you’ve collected to their respective election officials within two weeks.

• TRAIN your volunteers. Eliminate problems before they happen. Make sure volunteers are knowledgeable of the correct way to fill our your state registration form; but especially train them on the variables of the national form. Each state has different requirements for certain sections of the document — use the EAC Guide to Voting in Your State (http://www.fec.gov/votregis/pdf/nvra.pdf).

• PREPARE a calendar. You will need to find and train volunteers, map out a schedule of activities and organize volunteer hours. You will need to mark deadlines and plans, and then get your volunteers out there — whether it’s going door-to-door, planning a fun activity, or getting people to the polls.

• MEET your local board of electors and your state’s election official. They can help or they can hinder. Let them know what you are doing as early as possible — you don’t want to be surprised if they have a problem with your registrations.

• PLAN for deadlines and election dates. Make sure you remind people of key dates for absentee applications. Also make sure to remind them where the polls are and provide directions.

• DEVELOP a database. Organize your registered voters’ information by name, year and state in which they are registered. Remind voters, by state, of upcoming deadlines or other important information.

• SHARE information and resources. Most young people want to know where the candidates stand on issues. Help them out by directing them to the candidates’ website and some outside sources that help voters understand the candidates’ positions (League of Women Voters [http://www.lwv.org] and the National Journal [http://www.nationaljournal.com] are good examples.) Once you give students a basic understanding of the candidates and their issues, it makes it easier to talk politics.

• EVALUATE what worked and what didn’t. Ask students why they did or didn’t vote. Leave the information for those who will work on the next GOTV efforts.

• CELEBRATE and THANK everyone who was involved. You’ve worked hard, now it’s time to have a good time. Too many people skip this part — hard work should have its rewards — so plan ahead of time for your celebration.
Recommendations for Small Schools:

- The smaller number of students gives you the opportunity to register and mobilize everyone on your campus — set high expectations!
- Your small size allows you to go for the personal touch, such as implementing a program in which students are allowed to sign up to receive state specific voter registration and/or absentee ballot request forms in their mailboxes. Include information about state deadlines in this packet, and follow up with these students before each deadline.
- Coordinate with other colleges and universities in your area to organize larger events and speakers.
- If you have ties to the community and volunteers looking for more to do, help get the community registered. For example, set up voter registration tables at a local school or community center.
- Find a centralized place on campus at which to post voter information.

Recommendations for Medium-Sized Schools:

- A personalized approach may be more difficult unless you have a surplus of volunteers, but using the resources of existing clubs on campus will help.
- Remember to provide central coordination and train all volunteers, even those from other campus organizations.
- "Dorm storms" (knocking on doors in dorms to register or remind people to vote) allow for personal contact on a larger scale.
- Keep track of the students you have registered and follow-up with information on deadlines and voter information. Make sure people vote on election day.
- "Phone-banking" (organizing a group of volunteers to call people to give them information) can be just as simple as having students contact the people whose numbers they put in their cell phones — start with your friends and people you know! Have them keep track of who they contact.

Recommendations for Large Schools:

- Start planning over the summer; you have a wide audience to reach.
- Use your size to attract big name speakers and run larger events.
- Set rain dates for large events and let speakers/performers know about them well ahead of time.
- Have registrations and voting information available at campus-wide events such as football games or activity fairs to help reach a diverse audience.
- There will probably be many groups interested in undertaking get-out-the-vote efforts. Act as the central coordinators, making sure that all resources are used most effectively. Try to get the most out of these other organizations' strengths.
- With a large school population, your volunteer base should be large, as well. Divide responsibility — put volunteers in charge of certain dorms, states, areas of campus, or classes.
- Talk to sororities and fraternities about making voter registration or get out the vote efforts part of their community service program.
- No matter how experienced you think they might be, run large training sessions for all volunteers, including those from other campus groups.
- Create a central reporting system for volunteers with all organizations. This is relatively easy to set up for someone who is web-savvy and can create an online form for volunteers. These types of forms will also save you time.
- The Internet is your friend in terms of disseminating information. Create an election website geared specifically to your campus' population. Check out the IOP website for ideas on how to do so: http://www.iop.harvard.edu.
Web Resources

National Political Parties:
Democratic Party
http://www.democrats.org
Green Party
http://www gp.org
Libertarian Party
http://www.lp.org
Natural Law Party
http://www.natural-law.org
Reform Party
http://www.reformparty.org
Republican Party
http://www.gop.org

College Political Groups:
Campus Greens
http://www.campusgreens.org
College Democrats of America
http://www.coldemocrats.com
College Republican National Committee
http://www.crnc.org
Young Democrats of America
http://www.yda.org

Federal Government Branches
The Supreme Court of the United States
http://www.supremecourtus.gov
The United States House of Representatives
http://www.house.gov
The United States Senate
http://www.senate.gov
The White House
http://www.whitehouse.gov

Voter Information and Registration
Common Cause
http://www.commoncause.org
Federal Election Commission
http://www.fec.gov
League of Women Voters
http://www.lwv.org
National Association of Secretaries of States
http://www.nass.org
Project Vote Smart
http://www.vote-smart.org
Youth-oriented Research and Policy Resources
18 to 35
http://www.18to35.org
Campaign for Young Voters
http://www.campaignyoungvoters.org
CIRCLE
http://www.civicyouth.org
Common Cause
http://www.commoncause.org
Federal Election Commission
http://www.fec.gov
League of Women Voters
http://www.lwv.org
Electoral Politics: How They Did It

Birmingham-Southern College
http://www.bsc.edu

“Southern Votes—Make Your Voices Heard”

School Statistics:
- BSC is a private liberal arts college affiliated with the Methodist Church
- School population: 1500 (approximately)
- Southern Votes registered 207 students
- 172 students applied for absentee ballots with the organization’s help

Voter Registration Efforts:
Both students and faculty members were involved in BSC’s “Southern Votes—Make Your Voices Heard” campaign, organized through the Hess Center for Leadership and Service (http://www.bsc.edu/academics/special/hess_center/). Three students planned the initiative, while approximately eight students worked to implement it. In addition, “Southern Votes” had approximately twenty-five volunteers that further assisted in the initiative.

Examples of Events Centered on Voter Registration:

Open House:
BSC organized an “open-house” during freshman orientation to register incoming freshmen to vote.

Student Registration:
While registering for Fall classes, the presence of a voter registration table allowed students to register to vote.

Local Approach:
In order to reach a wider audience—namely, parents with children in local elementary schools — on the day of student registration, BSC set up voter registration tables at local elementary schools to facilitate voter registration amongst parents in the community.

Reminders:
BSC provided students with final email reminders the week before the respective voter registration deadlines.

Voter Education Efforts:

Debate Watches:
BSC coordinated organized debate watches, providing a place for students to watch the presidential debates, and discuss and record their thoughts and perspectives immediately following each of the three debates. The results are sent in to the University of Kansas for analysis with the rest of the country.

Candidate Forums:
Representatives from both the College Democrats and the College Republicans debated the national election issues at these forums; statewide judicial candidates were also invited to speak. In addition, students enrolled in BSC’s “Media and Politics” course conducted panel discussions addressing the media’s role in the election.

Information Website:
BSC designed and continually updated a website containing voting information for students.

Voter Mobilization Efforts:
Using a registration database, BSC contacted students who had either registered at BSC’s election oriented events or who had applied for absentee ballots, to remind them of voting deadlines.

BSC provided transportation to the local polls, even though they were located only a block from campus. Thirty-five BSC students took advantage of this service.

Voter registration seemed to be largely successful for BSC. However, voter mobilization initiatives were not as successful, due to what BSC identified as a lack of time and resources.

What They Learned:
BSC found individual state guidelines for registration and absentee voting extremely confusing. BSC would have liked to provide a training session for voter registration volunteers so that they would have been familiar with individual state guidelines and how to fill out necessary forms. Additionally, they would have attempted to recruit more volunteers to specifically handle the voter mobilization aspect of the campaign.
Saint Anselm College
http://www.anselm.edu

"Count Me In!"

School Statistics:
• Private, Roman Catholic affiliated college located in Manchester, New Hampshire
• School population: 2,000 undergraduates (88% of which live on campus)

Voter Registration Efforts:
With help from the New Hampshire Institute of Politics (http://www.anselm.edu/nhiop), one student planner coordinated seven student implementers and approximately fifty general volunteers to create and carry out events and activities pertaining to voter registration. The efforts were funded by the New Hampshire Institute of Politics.

A graphic designer was employed to design and brand the "Count Me In!" logo. Materials such as temporary tattoos, pens, t-shirts for volunteers, posters and door hangers were created with the logo. This proved to be very successful because "CMI" was a new program to the College and there was little time to publicize the program before the election.

The president of the college volunteered his parking spot to "Count Me In!" and students who registered with the program were entered into a lottery to park in his spot for one week.

Voter Mobilization Efforts:
Students who requested an absentee ballot were mailed the correct form and the deadline for its return.

What They Learned:
St. Anselm’s felt they had put too much time and resources into tabling — next year they plan to emphasize door knocking and more focused state-by-state information distribution regarding registration and absentee deadlines.

It would be ideal to send letters to New Hampshire students and certain other states one month before school starts to encourage them to register to vote in person before they leave home.

The volunteer structure could also have been improved. It would have been better to either assign Count Me In! volunteers to a specific dorm and put them in charge of registering and educating that dorm; or to assign volunteers to specific states and make them responsible for registering and contacting all of the students from their state.

Elon University
http://www.elon.edu

"Engaging Elon"

School Statistics:
• Private university in Elon, North Carolina
• School population: 4,584 (4,431 undergraduates)
• 61% of student population live on campus
• 53.25% of Elon students turned out to vote

Voter Registration Efforts:
Fifteen students affiliated with the Elon Institute of Politics and Public Affairs (http://org.elon.edu/polisci/ippa.htm) organized the efforts with the help of an additional fifteen student volunteers who implemented the main plan. This core group worked in conjunction with Elon’s student government, the Leadership Program, and the Periclean Scholars Program. Registration tables were set up at the senior class meeting, organization fair, at the entrance to football games, lectures, musicals, and other campus events.

Elon’s administration was very supportive with funding and contacts for events. They allowed groups associated with “Engaging Elon” to bypass a lot of paperwork and gave us access to all school events to register students.
Clark Atlanta University
http://www.cau.edu

“Black Youth Vote! Unity ’04 — Feel the Power”

School Statistics:
• Located: Atlanta, Georgia
• Private, liberal arts University with a predominately African American population, affiliated with the United Methodist Church
• School Population: 5,000 (approximately)
• Black Youth Vote registered more than 2,000 voters in all (in collaboration with Unity ’04)

Voter Registration Efforts:
Both students and faculty were involved in Clark Atlanta’s “Black Youth Vote! Unity ’04 — Feel the Power” campaign. Six students were involved in planning and implementing the campaign, with the help of approximately forty volunteers. The campaign advisor was a political science professor at the university.

The campaign focused on organizing specific events to increase registration. Throughout the course of the “Black Youth Vote” campaign, students organized a number of exciting events to attract students and ultimately register them as voters. Clark organized a Friday rally featuring a DJ and an open-mic session.

Freshmen outreach seemed to be largely successful for Clark Atlanta, which had registration tables in freshman dorms.

Black Youth Vote planned a large scale event in conjunction with National “Protect Our Power” weekend, and volunteers canvassed the community in an attempt to determine who was registered to vote, and to register those who were not.

Voter Education Efforts:
Students used the exhibition halls surrounding the university’s library to post literature intended for voter education. The campaign organized forums on health care, war, and education. “Black Youth Vote — Unity ’04” also collaborated with NHMPC in order to better educate voters.

Voter Mobilization Efforts:
“Black Youth Vote” volunteers and part time staff worked with local churches to recruit volunteers who would be willing to drive voters to the polls.

Volunteers used a “phone banking” strategy — they got voter lists from the city and made phone calls to voters who had been registered and or purged from voter rolls.

What They Learned:
Clark Atlanta found individual state guidelines for registration and absentee voting extremely confusing. They had trouble deciphering what the most pressing issues for college students were during the 2004 election season. Another problem the campaign volunteers faced was student apathy. “Black Youth Vote” would have liked to have more candidates/political figures speaking to students directly, and wishes they had been given more time to plan the campaign. In addition, volunteers suggest that having absentee ballot applications from all fifty states on hand would have been helpful throughout the campaign efforts.

University of Tennessee, Knoxville
http://www.utk.edu

School Statistics:
• Public Land Grant University
• Total Student population: 27,764 (4,950 out of state)
• Voter registration drive registered 800 students to vote

Voter Registration Efforts:
The Student Governing Association, with help from the Howard Baker Center for Public Policy (http://www.bakercenter.utk.edu) started its voter registration drive the second week in September. Three weeklong drives were held during which voter registration tables were located in a least three on-campus locations from Monday — Friday. Approximately twenty SGA members volunteered to register voters during the drive. The student volunteers who assisted with registration encouraged passers by to register to vote. Forms were collected by these student volunteers and taken to the Knox County Election Commission Office after each weeklong drive.
What They Learned:
While the Student Government Association led voter registration efforts, several other student organizations also held drives. These included the College Democrats, College Republicans, and the NAACP. Toward the end of the fall 2004 voter registration drive, a fair amount of collaboration occurred between SGA and the other organizations. However, in the future UT wants to have this collaboration present throughout the process. Volunteers could be recruited from several different organizations, but directed by one lead organization. This would increase the chances that voters receive accurate and consistent information, and allow us to more accurately determine how many students are actually registered.

University of Southern California
http://www.usc.edu

School Statistics:
- Private university in Los Angeles, CA
- School population: 32,000 (16,500 undergraduates)

Voter Registration Efforts:
The Unruh Political Student Association (http://www.usc.edu/schools/college/unruh/) organized their REM drive. They relied heavily on input from faculty on ways to generate interest and educate voters; they also worked with the campus Democrats and Republicans and with fraternities and sororities. During welcome week they set up a table in the middle of campus to register freshmen. The partisan groups also went dorm storming, canvassing dorm rooms in a competition to register more voters.

Voter Education Efforts:
USC was fortunate enough to host the California Democratic Candidate Debate on February 26, 2004 with CNN and the Los Angeles Times. The Unruh Institute helped organize activities of student groups beforehand, such as debates between student groups supporting various political positions. There were also candidate support rallies and debate watch parties across campus. Unruh also helped organize a teach-in where faculty discussed everything from California ballot propositions to international affairs.

Specifically for the 2004 election, Unruh organized Countdown to Tuesday, a series of panels designed to educate student voters that had a significant amount of faculty involvement and input. Countdown to Tuesday included a voter registration table.

Fortunately, Unruh also regularly sponsors discussion panels and lectures with political experts and practitioners. The Institute hosted a “Recall Post-Mortem” for a consortium of southern California colleges and universities. In addition, every two years the Institute sponsors an “Election Post-Mortem.” The lectures range from the very small scale to the very large. Examples of speakers who have visited USC in recent years: Barney Frank, Antonio Villaraigosa, Robert F. Kennedy Jr., Ralph Nader, Morris Dees, Jesse Jackson, Willie Brown, Diane Watson, Newt Gingrich and Kim Campbell. Unruh also has a number of publications that are distributed on campus and educate students about politics.

Voter Mobilization Efforts:
USC obtained polling places on campus, which made voting much more convenient and likely increased turnout significantly.

What They Learned:
Unfortunately, volunteers were confused as to state law and how to properly register voters, or tell them how to vote absentee. Although the IOP Guide to Absentee Voting was helpful for clarification, all agreed they need to provide training for their volunteers for future drives.

Rutgers University
http://www.rutgers.edu

“RU Voting?”

School Statistics:
- School population: 50,000 students on three separate campuses. Most voter registration activity took place on the New Brunswick campus.
- “RU Voting” registered “a few thousand” students

Voter Registration Efforts:
Rutgers University president initiated the “RU Voting” coalition through the Eagleton Institute of Politics (http://www.eagleton.rutgers.edu), which consists of a
group of undergraduate associates, graduate students, faculty and approximately 30 — 40 staff members. Student government, Rock the Vote, NJPIRG, and the Board of Governors all sent representatives to regular meetings to plan voter registration activities. Each group relied on its members to volunteer and implement the activities, and also had some assistance from residential life.

The “RU Voting” core group put together tabling kits and voter registration guides that contained New Jersey voter registration forms, national registration forms, and absentee forms, as well as information for other states. The volunteers all received training before they were sent out to register their peers, and all students who registered through “RU Voting” were entered into a database.

The university president emailed students and faculty to encourage participation in the efforts. An online form was developed that allowed professors and/or teaching assistants to request an “RU Voting” representative to visit their class and register students. More than 230 class requests were made. Additionally, faculty were lobbied to cancel classes on Election Day and to remind students to vote.

As a result of the hard work and effort of the “RU Voting” volunteers, the president’s office established the “RU Voting” student voting office in the Eagleton Institute and designated $20,000 and a graduate student as staff member on the project.

Examples of Events Centered on Voter Registration:

“Vote-a-Palooza / Rock the Vote” Concert:
Local bands played and many local politicians came out to encourage students to register to vote.

Voter Education Efforts:
An “RU Voting” website was developed and promoted that contained educational material and links. There were notices sent out in mass emails and on university paychecks for work study students; mock debates were held, and Debate Watches. There was a political information scavenger hunt in the campus newspaper that gave students incentive to gather information.

Voter Mobilization Efforts:
“RU Voting” arranged for volunteers (faculty, lawyers, etc. to be at the polls to inform students of their rights, to give information sheets, and conduct exit polls. Maps were provided to polls in school media and on dorm doors. All volunteers made a great effort to contact as many voters as possible to remind them to vote.

What They Learned:
In the future Rutgers wants to make more of a non-partisan effort. With many anti-Bush groups on campus, it was fairly easy to drum up a lot of support for Kerry. In this sense, the concert event was seen as more of an anti-Bush rally than an average Rock the Vote concert.

Harvard University
http://www.harvard.edu

“H-VOTE”
(Harvard Outreach and Turnout Effort)

School Statistics:
• Medium sized liberal arts college located in Cambridge, MA
• Student population: 18,000 students (6,600 undergraduates)

Voter Registration Efforts:
In conjunction with the Institute of Politics (http://www.iop.harvard.edu), two student chairs worked with house (dorm) captains who oversaw “floor captains” — student volunteers from each floor in the houses — in order to cover the entire house system and ensure all students living on campus had the opportunity to register to vote. House captains tabled in dining halls once per week with registration materials and information for voters, and verbally encouraged their floor mates to vote.

The Institute of Politics organizes an annual voter registration drive at the location, date and time where all freshmen are required to have ID photos taken. Student and staff volunteers canvas the lines of freshmen and encourage them to fill out voter registration cards and mobilization cards (to collect contact information for mobilization efforts) while they wait in line. (See Harvard’s Guide to Voter Registration, Education and Mobilization (http://www.iop.harvard.edu/voter_info_absentee_guide.html)
Voter Education Efforts:
Using information from the League of Women Voters (http://www.lwv.org) and the National Journal (www.nationaljournal.com), the "H-Vote" team created a pamphlet containing issue and candidate information as well as useful web links, and distributed them to each room in student dorms.

An email address was created to answer any voting questions students had about registration, absentee voting, or where to get issue or candidate information. An IOP staff person was responsible for answering the questions in a timely fashion, and researching the correct answers when necessary.

To reach a more diverse audience, the Institute of Politics hosted a Jock the Vote debate in their forum organized by a student athlete. Six athletes from various sport teams researched the issues along party lines and held a debate that was moderated by Smack-down Your Vote representative and Harvard graduate, Chris Newinski.

Voter Mobilization Efforts:
Through the collection of voter mobilization cards that were filled out and collected with all registration forms and absentee ballot requests, "H-Vote" created a database of voters, divided by state. Students from each state were emailed with their particular registration and absentee ballot deadline reminders, and encouraged to contact the "voting questions" email address with questions or concerns.

"H-Vote" representatives distributed bracelets that read "No Vote, No Voice" to all students and asked them to pledge to wear them until election day as a reminder to themselves and others to vote on election day.

Polling places were located on campus for all students registered at the university, and the "H-Vote" team was responsible for posting campus with informational flyers that listed registration deadlines, absentee deadlines, and the locations of campus polling places.

What They Learned:
In the future, "H-Vote" will be sure to train all volunteers before they are sent out to register their peers.
Tried and True: Campus Voter Registration Strategies

U.S. Congress, Governor of Utah, Utah State Legislature and county councils were hosted on campus, and students had the opportunity to ask candidates their views on issues affecting the students.

"Vote Project" organized a website that contained detailed information on issues surrounding the election, and had over 3,000 hits a day in the weeks leading up to the election.

Voter Mobilization Efforts:
Posters were plastered around campus that encouraged students to vote; faculty were petitioned to make announcements in classes; announcements were made on the campus radio station; and the grassroots face-to-face approach was very effective.

For the two days leading up to the election, all volunteers worked in a calling bank to call all students on campus to remind them to vote. Each volunteer also sat at a computer so he or she could be a quick reference for polling locations, candidate information, or any other questions the voter might have had.

Additionally, "Vote Project" volunteers worked to get local sponsors to donate stickers, flyers, and water bottles to distribute to students while reminding them to vote.

The University President sent a follow-up email 10,000 faculty, staff, and students to remind them to vote.

University of Virginia
http://www.uva.edu

"2,004 in 2004"

School Statistics:
• UVA is a public university located in Charlottesville, VA
• Student population: 19,643 (12,907 undergraduates)

Voter Registration Efforts:
Fifteen students worked on planning and implementing the efforts in conjunction with about 60 volunteers, all of which were organized by a staff person from the University of Virginia Center for Politics (http://www.centerforpolitics.org).

The registration drive mainly consisted of tabling at popular student events and high traffic areas on campus with Virginia registration and national registration cards, as well as Virginia absentee ballot applications and applications from many other states.

Voter Education Efforts:
Panel discussions, information booklets.

Voter Mobilization Efforts:
All polling places for students who were registered with their campus address were located in university buildings and serviced by university bus routes. The student volunteers contacted Resident Staff and student leaders to encourage the dissemination of polling locations through chalking, emails, and personal contact.

What They Learned:
Training for volunteers is essential.