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# DANIEL COMMUNITY SCHOLARS PROGRAM

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## Civic Engagement Program Guide

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## COMMUNITY NEED

Throughout Alabama's history, many Alabamians have had their right to vote and to full citizenship stripped in ways ranging from blatant discrimination on the basis of race to more modern, inconspicuous techniques. Post-Reconstruction disenfranchisement in Alabama culminated in 1901 with the ratification of a new state constitution, enacting voting restrictions based on class, wealth, and education. On and after January 1, 1903, any male wishing to register to vote in Alabama had to meet either literacy and employment or property requirements. Literacy meant the ability to read and write any part of the United States Constitution; employment meant having worked for the majority of the previous year; and property ownership meant he and his wife had to own and reside on at least forty acres of land or own personal property; either the land or the property must have been worth at least \$300. During the 1910s and 20s, black voters were subject to intimidation and violence, preventing those that could overcome the hurdles literacy tests and poll taxes imposed from voting. In the 1940s, *Smith v. Allwright* (1944) and the banning of the white primary led to a substantial increase in black voter registration. Southern black voter registration from 1940 to 1944 hovered around 5% of the black voting age population but had increased to about 12% by 1947 (Lewis and Allen, 109). A seven percent increase in registered black voters was no small feat but southern black voters still faced extreme disenfranchisement. Fed up with their continued marginalization, Southern black activism reached a fever pitch in the 1950s and 60s. 500,000 Southern blacks were registered to vote between 1960 and 1964, representing "the most dramatic increase rate of any four-year period since Reconstruction" (Lewis and Allen, 111).

While voter enfranchisement in Alabama is at a level never before seen in the state, voting rights are still an issue in Alabama. Today, felon disenfranchisement, voter ID laws, and various other stringent rules and regulations surrounding voter registration threaten to silence the voice of a large number of Alabamians, both white and black. According to a 2016 study done by the Sentencing Project, 7.62% of Alabama's adult population and 15.11% of Alabama's black adult population had lost their right to vote due to conviction of a crime of "moral turpitude," which, for years, was defined on a county Registrar-by-Registrar basis. (Uggen et al., 2016). In 2017, the Alabama state legislature passed a bill defining which crimes constituted 'moral turpitude,' re-enfranchising an estimated 60,000 citizens (Harv. L. Rev., 2072). However, the Secretary of State's office failed to notify those citizens of their newly-reinstated right to vote, effectively committing *de facto* disenfranchisement. And, felon or not, Alabama requires a photo ID to vote, making it needlessly difficult to exercise a political voice. In an article by AL.com, the NAACP Legal Defense Fund was quoted as saying "more than 100,000 registered voters in Alabama can't vote because they don't have the photo identification required by the state" (qtd. in Faulk). Alabama voting rights have come a long way since the ratification of the racist, classist 1901 constitution, but they still require much work. The issue will not be solved until voting in Alabama is truly a right—and not a privilege.

## HISTORICAL CONTEXT

Taken critically and looked at logically, to be a citizen of the United States of America, one must be able to practice—in full—their rights to citizenship. In a representative democracy, full citizenship relies upon the right to vote for the representatives and policies that one feels represents them most thoroughly. Throughout Alabama’s history, many Alabamians have had their right to vote and to full citizenship stripped in ways ranging from blatant discrimination on the basis of race to more modern, inconspicuous techniques. Our group feels strongly that all Alabamians deserve a voice in politics. Two group members, Stephen Grover and Shana Oshinksie, have hands-on experience battling modern-day disenfranchisement. Stephen and Shana are members of the Andrew Goodman Foundation’s Vote Everywhere program, a “national, non-partisan, civic engagement movement” working to “register voters, bring down voting barriers, and tackle important social justice issues on their college campuses” (“Vote Everywhere”). Stephen and Shana are just two passionate citizens out of thousands who have worked to end disenfranchisement throughout Alabama’s history, from the end of Reconstruction to today.

Spurred by the Populist Movement of the late 19th century, the Alabama ruling class moved to disenfranchise those who did not meet wealth and education requirements. The Bourbons (conservative Democrats consisting of wealthy planters in the Black Belt and Birmingham industrialists) fought hard to squash the Populist Movement and limit the voting rights of both blacks and poor whites during the late 19th century. Burton D. Wechsler, a professor emeritus at American University’s law school and civil rights activist, notes, “Ironically, it was in the ‘black belt’ where blacks outnumbered whites and where the preponderance of Alabama’s conservative forces resided, that the Bourbons were able to maintain state power against reform, defeat black aspirations, and stave off the Populist menace by means of rank fraud and manipulation of the black vote” (28-29). Efforts to consolidate Bourbon power came from all over the state, however, and began just years after the end of Reconstruction. According to Joanne Grant, “In 1883 in Alabama there were only 3,742 registered [blacks] out of the 140,000 formerly registered” (qtd. in Lewis and Allen, 107). That factors out to a 97% percent decrease from the end of Reconstruction just six years before. In 1888, the Birmingham Democratic party “instituted an all-white primary for city elections, which removed black workers, the majority of the Birmingham labor force, from the city’s most significant electoral event” (Norrell, 209). Then, in 1893, the Sayre Election Law was passed, establishing “a secret, nonpartisan ballot that disfranchised many illiterate voters” (209). Before the Sayre Act, family members or election officials could read the ballot for illiterate voters; afterwards, it was up to each voter to decipher the ballot for themselves. The culmination of early Alabama disenfranchisement came in 1901 with the ratification of a new state constitution, enacting voting restrictions based on class, wealth, and education. On and after January 1, 1903, any male wishing to register to vote in Alabama had to meet either literacy and employment or property requirements. Literacy meant the ability to read and write any part of the United States Constitution; employment meant having worked for the majority of the

previous year; and property ownership meant he and his wife had to “own and reside on at least forty acres of land, or own personal property, either of which was assessed for taxation purposes at more than \$300” (Bechsler, 35). The 1901 Constitution included the infamous grandfather clause, aimed at protecting the poor white vote, but scholars argue that “despite poll tax exemptions for veterans and ‘grandfather’ clauses designed to preserve ballot access for white men loyal to the Democratic Party, many of the devices that disfranchised African American men in the South disfranchised white men there as well” (Gidlow, 437).

Disenfranchised voters fought for years to re-establish their constitutional right to vote, finally achieving a fair and equal vote through the Civil Rights Movement of the 1960s, culminating in the Voting Rights Act of 1965. During the 1910s and 20s, black voters were subject to intimidation and violence, preventing those that could overcome the hurdles literacy tests and poll taxes imposed from voting. Birmingham blacks were subject to particularly severe racial violence, due to Ku Klux Klan (KKK) activity there. According to Norrell, “Klan candidates won all the city commission seats in Birmingham in 1925, and the next year their candidates, Bibb Graves and Hugo Black, were elected governor and U. S. senator respectively” (Norrell, 1991). With such public support for the KKK in Alabama, black voters were virtually incapable of exercising their right to vote for the time being.

However, in the 1930s, black workers united with other politically-disempowered groups to agitate for greater voting rights; in the 1940s, *Smith v. Allwright* (1944) and the banning of the white primary led to a substantial increase in black voter registration. Hosea Hudson, a black industrial worker in Birmingham and member of the Communist Party, formed a “right to vote” club with Joseph Gelders, a white radical activist. In 1938 and 39, about one hundred Right to Vote club members were registered, “but its activity had suggested the promise of greater black and worker political power, and it brought about an alliance of workers and radicals, both black and white, with the black middle class” (Norrell, 206). Such local interracial activism, coupled with the striking down of the white primary, led to a substantial increase in black voter registration. Southern black voter registration from 1940 to 1944 hovered around 5% of the black voting age population but had increased to about 12% by 1947 (Lewis and Allen, 109). A seven percent increase in registered black voters was no small feat but southern black voters still faced extreme disenfranchisement. Fed up with their continued marginalization, Southern black activism reached a fever pitch in the 1950s and 60s. 500,000 Southern blacks were registered to vote between 1960 and 1964, representing “the most dramatic increase rate of any four-year period since Reconstruction” (Lewis and Allen, 111).

In 1965, Lyndon B. Johnson signed into law the Voting Rights Act, promising federal protection over southern blacks’ right to vote. The Voting Rights Act specified certain jurisdictions (including the entire state of Alabama) with a history of voting discrimination and allowed federal ‘registrars’ to qualify voters and for federal ‘observers’ to monitor elections in those areas (Lewis and Allen, 113). This federal protection helped to close the large registration gap between whites and blacks and gave Southern blacks a fair and equal vote for the first time since Reconstruction.

Voting rights are still an issue in Alabama; today, felon disenfranchisement, voter ID laws, and various other stringent rules and regulations surrounding voter registration threaten to silence the voice of a large number of Alabamians, both white and black. For years, disenfranchised felons made up a significant part of the state's voting-age population and an even larger part of the state's black voting-age population. According to a 2016 study done by the Sentencing Project, 7.62% of Alabama's adult population and 15.11% of Alabama's black adult population had lost their right to vote due to conviction of a crime of "moral turpitude," which, for years, was defined on a county Registrar-by-Registrar basis. (Uggen et al., 2016). In 2017, the Alabama state legislature passed a bill defining which crimes constituted 'moral turpitude,' re-enfranchising an estimated 60,000 citizens (Harv. L. Rev., 2017). However, the Secretary of State's office failed to notify those citizens of their newly-reinstated right to vote, effectively committing *de facto* disenfranchisement. The Harvard Law Review, in reviewing a lawsuit brought against the state of Alabama for its failure to notify citizens of their re-enfranchisement, writes, "While the Thompson court concluded that a lack of notice did not infringe on voting rights because everyone is presumed to know the law," such reasoning fails to recognize how "practical barriers that impinge on voting rights can effectively mean the loss of those rights" (2017). The days of overt disenfranchisement are over; today, practical barriers are what keep thousands of eligible voters from exercising their right.

Strict voter ID laws are one such practical barrier. Section 5 of the Voting Rights Act of 1965 mandated federal oversight of any of Alabama's proposed changes in voting procedures; in 2013, the Supreme Court declared Section 5 unconstitutional in landmark case *Shelby County v. Holder*, allowing Alabama to move forward with their strict voter ID law. In an article by AL.com, the NAACP Legal Defense Fund was quoted as saying "more than 100,000 registered voters in Alabama can't vote because they don't have the photo identification required by the state" (qtd. in Faulk). Stripping 100,000 registered voters of their political voice is shameful and grotesque and must be rectified. New regulations allow Alabama voters to use nine different forms of photo ID at the polls and offer a free photo voter ID card to those citizens who do not possess any of the nine accepted forms. However, Alabamians can only apply for a photo voter ID at one of three locations. These locations include the Secretary of State's office in Montgomery, each county's Board of Registrars office, and a mobile unit—only open for two hours at a time in each scheduled location (Merrill et al., 8; "Mobile ID Locations"). As for obtaining a driver's license with which one can vote, Alabama closed thirty-one DMV offices in 2015 but was forced to reopen them shortly thereafter due to complaints that the closures predominantly affected minorities. These DMV offices remain open on an insufficient schedule; for example, "A person in Sumter County, which is majority African American, can only visit the driver's license office on the second and fourth Tuesday of the month from 8-12pm or 12:30-2:30pm to get a driver's license or non-driver ID" (Seung-Bickley). If the state wishes to have a voter ID law, then the state should do everything in its power to ensure that the voter ID law does not affect the ability for citizens to vote. Alabama should look to make voting easier, not harder.

Alabama voting rights have come a long way since the ratification of the racist, classist 1901 constitution, but they still require much work. The issue will not be solved until voting in Alabama is truly a right—and not a privilege. The time is ripe to affect change in Alabama and to ensure that all Alabama citizens can enjoy full citizenship.

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## **COMMUNITY PARTNER & PROCESS**

The project went through 3 major versions, with the efforts to find a community partner varying for each.

The first version of the project was going to be tied to felon re-enfranchisement. We began with this strong topic, but a generally unclear direction as to who to contact. The first potential contact who could give us some direction was the Department of Political Science on campus, so Dr. Richard Fording was the first contact who we knew directly researched the issue. After meeting with Dr. Fording, it was clear that during the implementation period in the Spring, it would not be the optimal time for a voter registration related project with midterms having just been completed in the Fall. He highlighted the complexity of working on the issue of felon disenfranchisement. Other attempted leads with this first topic were to contact the voting rights section of the SPLC, but I did not hear back from them - likely due to the fact that the contact form on their website was the only way to reach out. Similarly, Dana Sweeney was contacted via text twice but was likely too busy to respond so unfortunately no partnership was secured in that relationship.

After a brief meeting with the implementation specialists, it became clear that for the purposes of time and implementation feasibility we would need to change our approach. The topic was then changed to voter registration drives to sign people up for TurboVote in the Spring. As a result, we then looked to the partnership between UA and TurboVote, Stephen Grover's existing relationships with relevant organizations on campus, and organizations which could host registration drives for TurboVote in the Spring. Shelton State was most recently contacted as the first external organization who could partner to use TurboVote. With this heading, we are much more certain with our project's direction and are looking forward to fleshing out a proposal and maintaining these partnerships.

The project was then changed to the current form - civic engagement workshops in a local community space. We began by trying to contact two faith based organizations that were partners for other Blackburn projects, Hurricane Baptist Church and Soma of Christ. Unfortunately, we were unable to get a hold of these two communities via the provided numbers. After this, we looked at the local YMCA as a community partner and scouted out if anyone in the new member class had a connection with which we could avoid the to the date unsuccessful cold calls. It turns out Alli Koszyk was instrumental in this process and connected us with the Director of Membership at the downtown YMCA, Shane Reeves. After a few calls to catch Mr. Reeves while he was available, we talked on the phone and he was very interested in the idea of hosting civic engagement panels. He said an implementation deadline before the first week of April was realistic, and he was emailed the latest version of the project proposal. The YMCA then officially became our partner due to the ease of communication and excitement about the goals of the Daniel Community Scholars Project. We are excited about working with the downtown YMCA to potentially implement our project!

## **PROPOSED ACTION**

Our Daniel Community Scholars project proposal is a workshop series accompanying the creation of a Civic Engagement Program Guide. The ongoing element of our proposal would be the Program Guide, which would be a physical booklet outlining topics ranging from fake news, to discrimination claims resources and to getting involved in the political process. This expansive booklet would be the main resource for instruction at the supplementary workshops. The workshops that we teach using our constructed Program Guide can be customized by the community partner. Our flexible guide grants us the capabilities to create a two day seminar style workshop, a four hour one day workshop, or an abbreviated topic workshop. By creating a customizable experience, we believe that a bigger impact is possible. In this way, we can approach the unique needs of each community partner instead of a “one size fits all” method.

We believe that this Program Guide will be an effective tool to reach currently unengaged or disadvantaged voters and equip them with important information to civically contribute in their Tuscaloosa communities. Through elements of curriculum including voting, representation, issue areas, organizing, rights, community and more. Our Program Guide seeks to bridge the educational gap with these current unengaged members of the community. Our Program Guide will be broad enough to supplement workshop efforts, each customizable with our potential community partners including local churches, The Tuscaloosa Public Library and the Tuscaloosa YMCA. These workshops will call for and incorporate the volunteer efforts of our Blackburn classmates, fellows and advisory board members. Through research, outreach, and training phases, our Program Guide project will provide multiple opportunities for Blackburn and greater campus engagement. The research for and writing of the booklet and teaching of workshops will all be facilitated by a volunteer effort.

## **PROJECT ROLES**

The implementation of the Program Guide’s formation and action processes will be facilitated by the Project Coordinator, Stephen Grover and the Project Logistics Coordinator, Callie Cochran. The Civic Engagement Program Guide will require graphic design elements to clearly display information on gathered data and promote a professional and credible aesthetic. Shana Oshinskie, our project Media Coordinator, will lead these design communication efforts. All volunteer networking will be led by John Martin Weed, our team’s Volunteer Recruitment Coordinator. Volunteer Team Leaders will be established from our volunteer base to head up each segment of the Program Guide implementation phases: research, outreach and training. Once community partners and workshop dates are firmly established, site Volunteer Team Leaders will be instated as the head point of contact at each of the workshop locations to supplement the successful implementation of the project’s action step. To gauge our project’s impact, Chance Tudor will survey community impact as our Evaluation Specialist after the implementation phase is complete.

## **HEALTH, SAFETY AND ENVIRONMENT**

### **PERFECT Model Analysis:**

- **P(hysical) Risks:** will include the safety of our volunteers as they individually arrive and leave from the workshop sites. Part of our accommodations to volunteers will also include group transportation, which will be our biggest physical risk. However, these trips to targeted community partner sites are well within the permissible travel distance and will assume little transportation risk.
- **E(motional) Risks:** There are some emotional risks associated with the political climate of current times. There are possible emotional risks engaging in discussions about voting and policies that affect our target audiences in the Tuscaloosa community (low income voters, disengaged citizens and minorities). These conversations will have to be led in a way that is constructive, unbiased, transparent and respectful.
- **R(eputational) Risks:** The Blackburn Institute is an organization known for leadership in a diversity of opinion. It will be our job to make sure this material is strictly non-partisan and promotional of free thinking. This will also be a focus while training team leaders who oversee the teaching of this programming at separate community locations, so reputational risks are avoided, and the quality of all workshops are comparable.
- **F(inancial) Risk:** While our project doesn't require baseline funding aside from renting volunteer transportation and printing our workshop pamphlet, we know we must be mindful in our budget to provide for certain community partners who may need other accommodations to facilitate the workshop (tables, chairs, etc.).
- **E(nvironmental) Risk:** While there won't be many environmental factors that put our project at risk, it could be very possible in the spring that weather may be an issue for scheduling workshops. Snow Storms, tornado threats and heavy rains are all possible in the middle of our proposed timeline, so we must be mindful of where we are booking the workshops (i.e. places with reliable shelter spaces, convenient parking and community centers in walking distance of target audiences).
- **C(ommunication) Risk:** Reaching our target audience from a student perspective is something that can pose a challenge. While community partners will make this task easier, communication is an area where we will have to be purposeful in the way we promote our workshop events. The risk of engaging in communication that doesn't actively engage our target workshop audiences must be avoided for effective change.
- **T(iming) Risk:** Midterm elections will be over by the time our project would launch in the spring semester. We will have to be mindful of leveraging this lull in the political cycle to our advantage.

## **VOLUNTEER MANAGEMENT**

The Blackburn community will serve as the basis of our volunteer community. From this community, our Volunteer Recruitment Specialist will form Volunteer Teams and appoint Volunteer Team Leads in our three areas of implementation focus: research, outreach and

training. When our project moves into workshop phase, Outreach Volunteer Team Leads will take on roles as Site Coordinators and be the point of contact for all workshop event efforts at individual community partner sites. While we will look to the Blackburn community for a majority of our volunteer base, the Volunteer Recruitment Specialist will be at liberty to recruit from other civic engagement minded organizations in the community and on campus through email and phone communication and our promotional media materials. We would begin to recruit volunteers as soon as our project is chosen for funding. All volunteer team assignments will be completed by the first of February, Volunteer Team Leaders will be assigned by the middle of February and research team assignment deadlines would be an expedited process set to be completed by the start of March. Workshop dates are set to start at the end of March and continue throughout the start of April. While all volunteer contributions are uniquely important, a big portion of volunteer efforts during the implementation phase will be required from Research Volunteer Team Leads and Research Volunteers. These volunteers will be responsible for helping us gather pertinent and factual information to include in the first edition of our Civic Engagement Program Guide. We will use this Guide as a resource at each of our workshops.

A mandatory volunteer training session will be necessary before the beginning of workshops at the end of March. We want our volunteers to be familiar with the programming in our Guide and to be prepared to field questions in their subject area. We realize that volunteers not assigned to the research teams will need more training in an area of expertise, so that all workshops reflect the desired quality of the project in each phase. This training will include a general teaching workshop and then divide into more specialized training sessions based on issue areas in the finished Program Guide. Once the workshop implementation phase begins, the Volunteer Team Leaders and Site Coordinators will be responsible for distributing all volunteer communications to their volunteer team. This experience will be beneficial to all volunteers interested in promoting civic engagement in the Tuscaloosa community. Group transportation will be provided for volunteers who need or prefer it to value their commitment and efforts. Equipping the volunteers at pre-workshop training sessions will display our value in their efforts and time and our value in the success in the project as a whole.

## **TRANSPORTATION**

We recognize that our engagement workshops will vary in location as we solidify dates with potential community partners, so transportation efforts will be to different sites in Tuscaloosa in each workshop, while all remain within the confines of Tuscaloosa. Students must either provide their own transportation of workshop events, carpool to these events or utilize the carpool vans appropriated in our project budget.

Supplies are also a transportation factor. Our volunteers will be responsible for moving and setting up Program Guides, tables and chairs, writing utensils and electronic or paper voter registration forms.

## **BUDGET AND FUNDRAISING**

Our projects main costs will be associated with the printing of our physical Program Guide that will include the curriculum information we outline at the end of this implementation plan. The costs associated with our project would also include funding group transportation for campus and community volunteers to our workshop sites during the dates we finalize with community partners in the spring.

Aside from print materials, there won't be any specific supplies we need to implement our project at the workshop phase. We will need a space to have the Volunteer Team training sessions in the Ferguson Center before the implementation of the project. Afterward, our project assessment will be done by outreach to Volunteer Team members and community partners, all coordinated by the Evaluation Specialist. There will be no costs associated with that data gathering. All our project goals should be well within the funding boundaries of the Daniel Community Scholars Program budget.

## **MEDIA**

Each workshop event will be promoted on social media outlets in pre-event marketing campaigns. To more personally reach our target audience, paper flyers will be utilized, and potential tabling can be implemented to register people for workshop events in advance. We would like to have photographers present at workshop events, which will include publishing waivers in the workshop registration process. To further prioritize the importance of our community partner workshop sites, we will also recognize them on social media and in local media outlet coverage. Post-event media will focus more on advertising efforts, utilizing tactics like social media, local newspapers and radio stations and local government reports.

Arguably, the Program Guide could be part of our media outreach strategy in and of itself. Marketing for the publication itself will be part of greater media implementation and distribution efforts within the community. Through media promotion, we hope to leverage local civically engaged partners in established Tuscaloosa voter organizations, on Alabama's campus and in area high school programs and clubs. The project Media Coordinator will be responsible for the drafting and distribution of media advisories and press releases to University and local outlets. All these releases and our greater media efforts must be reflective of our nonpartisan, engagement mission.

## **ENGAGING OTHERS**

Our man engagement effort will center around idea formation. We want our volunteers to have a voice in the formation of our Program Guide, so that all perspectives are examined, and our Guide can be as comprehensive as possible. Engagement will continue in the implementation phase of the project through volunteer work at workshop events. The involvement will continue during and post-workshop phase through the active distribution of the Civic Engagement Program Guide to student organizations on Alabama's campus, at community partner sites and at

places where they work, volunteer or worship. The Fellows and Advisory Board communities will be engaged through outreach efforts. We will require their expertise in the formation of community partnerships and workshop sites.

### **LASTING IMPACT AND SUSTAINABILITY**

The Civic Engagement Program Guide will be a sustainable and meaningful project. Aside from the workshop implementations, there will be value in the production of the guide in and of itself. There are many opportunities to distribute these publications to local partners in the future aside from the spring workshops. The spring workshop curriculum will have usable material for the future and be a guideline upon which to base future civic engagement efforts. Ideally, the same approach could be taken as we state in our implementation plan above, and the utilization of volunteers could be more focused on revisions and updates of the original Program Guide versus the creation of totally new literature.

The workshop program will be unique to our project, along with the collaboration, writing and instructive participation from our volunteers. However, the system we use if chosen could be easily applicable to any civic engagement focused group on campus or in the community. Our customizable workshop guideline could serve as a model and resource for future workshop curricula. While future extensions of this project may include edits by Research Volunteers, this frees up more space and time for deeper community partnerships through the efforts of Outreach Volunteers and the Outreach Team Leads responsible for cite coordination and partnership sustainability. These volunteers could easily streamline, customize and improve our original workshop designs in future forms of the project's workshop component. This project is sustainable most in the way that programming like this will always be useful. Whether leading a workshop for the marginalized in our community, for youth or for disengaged college students, a Program Guide booklet like this will be equally useful today and in the future.

## **CIVIC ENGAGEMENT PROGRAM GUIDE**

### **TOPIC OUTLINE**

- **VOTING**

- Registering
  - How do I register to vote? What does a change in residency mean for my voter registration status?
- Absentee Process
  - How do I request and process an absentee ballot?
- Felon
  - Moral Turpitude
  - Re-Enfranchisement
- Voter Identification Laws
- Deadlines
  - Registration
  - Absentee
  - Primaries
  - General
  - When are my state and local elections?

- **REPRESENTATION**

- State Offices
  - House of Representatives
  - Senate
  - Judges
  - Executive Branch
- Federal Offices
  - House of Representatives
  - Senate
- Local Offices
  - How do I understand local government?
  - What is the organizational structure of Tuscaloosa's government?
  - School Board Outline
- Identification of Local, State and Federal Representatives
  - Who represents me?
  - How should I communicate with my representatives?
    - Social Media Outreach
    - Phone Outreach

- Letter Outreach
- In-Person Communication

- **ISSUES**

- Filtering Fake News
  - Where can I look for and find reliable and proven news sources?
- Where You Stand
  - What does it mean if I don't always agree with Republicans or Democrats?

- **ORGANIZING**

- Anyone Can Do It!
  - How can I take an action step in an issue that I care deeply about?
- Effective Organization
  - Funding
  - Leading
  - Communicating
- Engagement of Others
  - Canvassing
  - Campaigning

- **RIGHTS**

- Outline of Basic Voter Rights
  - Layman's Terms
- Infringement of Rights
  - Contacting Authorities
  - Alternate Resources

- **COMMUNITY**

- General Tuscaloosa Information
  - Where can I find out more (parks, libraries, town halls, city events)?
- Building Community
  - How to Resources
  - Importance of Communal Strength

- **DIALOGUE**

- How to Resources
- Value of Sustained Dialogue

- **HEALTH, HELP AND CRISIS RESOURCES**

- Community Centers and Hospitals
  - Mental Health Component
    - Resources
  - Medicaid and Affordable Care Act
  - Help
    - Resources for the Needy
      - Shelter
      - Faith Communities
      - Food Banks
    - Women and Child Services
    - Donation Services
  - Crisis
    - 911 and Emergency Resources
- **INVOLVEMENT**
    - Running for Office
      - How to Resources
    - Voting
      - Local Election Importance
    - Organizing
    - Donating
    - Activism and Advocacy

## **TIMELINE**

- November 8<sup>th</sup>
  - Final written project proposal due
- November 13<sup>th</sup>
  - Daniel Community Scholars Competition
    - If our project is chosen, we will continue by following the presented timeline
- November 26<sup>th</sup>
  - Poll sent out to determine which topics students will be assigned to research
    - Student will be asked to rank the topics in order of interest, and we will assign the groups according to what fits their top interests and our logistical needs
- November 30<sup>th</sup>
  - Poll due date
- January (early)
  - Research groups assigned
- January 27<sup>th</sup>

- Research groups meet informally
  - We will be designating team leaders at this point, and be giving the Blackburn students better guidelines as to what they will be researching and how to assemble their information
- February 1<sup>st</sup>- 28<sup>th</sup>
  - Researching topics and assembling resource sections
    - Each section of the booklet will be coordinated and led by designated team leaders, who will be responsible for keep their team on time and assigning specific tasks
  - Designing the booklet layout
    - Shana will be coordinating the designing of the actual booklet, with the help from a team she can assemble to her liking
  - Coordinating with community partners to plan the workshop series dates
    - We will determine which days we can host workshops with each of our community partners, and follow up to make sure that everything is in order
- March 1<sup>st</sup> – 8<sup>th</sup>
  - Assemble the booklet
    - We will review and edit the electronic copy of the booklet, and finish the project
  - Organize, host and lead volunteer workshops in preparation for workshop dates
- March 18<sup>th</sup>
  - Order booklets to be printed
- March 25<sup>th</sup> – April 5<sup>th</sup>
  - Four different workshops with our community partners
    - We will identify four dates and times and schedule workshops on those days. While we will have programming that can be as extensive as a four hour workshop, we will also provide a menu function for our community partners to be able to choose what programming is most valuable for their audiences.
    - Workshops will require volunteers and optional transportation
- April 12<sup>th</sup>
  - Send finished booklet to Blackburn Fellows, Advisory Board Members, and Network
    - Electronically distribute the booklet to our various partners and vast network in order to maximize the impact of our work

Group Number:	8				
Project Name:	Civic Engagement Program Guide				
	<b>Quantity</b>	<b>Revenue per Unit</b>	<b>Total</b>	<b>Running Total</b>	<b>Notes / Details</b>
<b>Revenue:</b>					
<i>Daniel Foundation Funds</i>	1	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
<b>TOTAL REVENUE</b>				<b>\$ 5,000.00</b>	
	<b>Quantity</b>	<b>Expense per Unit</b>	<b>Total</b>	<b>Running Total</b>	<b>Notes / Details</b>
<b>Expenses:</b>					
<i>2 vans for each of our 4 sessions</i>	8	\$ 79.00	\$ 632.00	\$ 632.00	These would be 12-passenger vans from Fleet Services. They note that mileage is not included in this cost, so this expense is noted separately below
<i>Mileage for vans</i>	80	\$ 0.55	\$ 43.60	\$ 675.60	Fleet services has also not gotten back to me about their mileage fee, but I assumed about 10 miles round trip for each trip, multiplied by each of the 8 vans we are requesting in total, and then used the national rate of .545 dollars.
<i>Printing</i>	800	\$ 2.20	\$ 1,760.00	\$ 2,435.60	UA Printing has not gotten back to me on costs, but I would estimate about \$0.10 for each color page. With an estimate of 22 pages per book, the cost would be 2.20 per unit.
<b>TOTAL EXPENSES</b>				<b>\$ 2,435.60</b>	
<b>DIFFERENCE</b>				<b>\$ 2,564.40</b>	<b>Balanced or Budget Surplus</b>