**Week 3: Learning the landscape of legislation**

Objectives:

* Describe common practices in identifying relevant legislation for your local issue campaign
* Apply common practices to identify legislation in their local communities

Indicators of success:

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| --- | --- |
| Time: | Activity: |
| 00- :10 | OPENING & INTRODUCTION* Welcome & Introduction
* Restating of issues named in the last workshop
* First thing to do is to understand your neighbor’s opinion
	+ Essentially, this is the foundation of good coalition building
	+ Next, we move to identifying relevant legislation
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| :10 - :25 | KEY CONCEPTS* CONTENT
* There is no one right way to do this -- we are going to give as many examples and practices as we can, but a key part in learning this is doing it, and going down as many routes as you can until you have a grasp of the landscape
* Everyone has a different thing that works for them - what can we give people that is helpful and works for them, does not have to be a solitary exercise, best way to do this is set up a group that already thinks about this and ask them questions
* Policy landscape -- what has happened, what is happening, and what people are talking about around your issue
	+ **Writing** on the legislation
		- City government website
		- State government website
		- Newspaper articles (bonus -- look who is cited and quoted at the end, look up their work and their articles)
		- Online articles (bonus -- look who is cited at the end, look up their work and their articles)
	+ **People** resources
		- Identifying what your coalition has found and investigated, sharing that with each other frequently
		- City council meetings -- look at the agenda, check out agendas
	+ **Proposals**
		- ID proposals that other groups have passed through city government -- look at their language, edit for your own use
* SKILLS
	+ How to ‘read between the lines’
		- What are people saying about this type of legislation? What are they not saying about legislation?
		- What are their interests or motivations?
	+ How to ‘read the press’
		- They typically do synthesizing work for an audience -- you want to go back and flesh out what they are not saying, or go to the sources
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|  | APPLICATION* Example of a person who has gone through this/ is going through this
	+ California people working on community choice aggregation (Kyoko)
	+ Pull an example in history -- if XYZ was happening, what would you do?
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|  | SYNTHESIS* Checklist -- best practices, homework is to start attacking this to find out the information you can
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|  | CLOSING & NEXT STEPS* Complete checklist
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<https://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf> (UN advocacy toolkit)

<https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-principles/survival-skills/main>

Additions:

**OUTLINE 3**

* Current status -- what is being discussed at the policy level (research project -- what are other people working on? What are the other group’s priorities? What is the change you want to see happen? -- make sure it is realistic)
* Learning the history for the legislation -- why is the conversation is where it is at this moment in time?
* WHO -- who was working on these things? Where is the conversation, and where are they now?
* Focus on the people (ie -- ‘utility company’ -- who is talking to who in the utility company?)
* Crafting legislation -- don’t do it, there are sometimes model ordinances (SIX -- state innovation exchange)

Different kinds of questions require different kinds of answers, and different kinds of answers require different kinds of research to ferret them out. Knowing what you need is the first step.

* If the answer you're looking for is one of known fact - What's the chemical composition of a certain substance? What effects does it have on humans? - then you're probably going to find it by looking through books or articles in a library, or by consulting an expert.
* If you're seeking reinforcement for your advocacy for a particular intervention - How effective is that health promotion program? Why use this method instead of that one? Why ban this substance in food products? - then you may have to conduct a study of some sort, or sift through existing records.
* If you're trying to find facts that will help you convince policy makers to move in a particular direction - How many people in the community are employed, but have no health insurance? - you may find yourself working in the municipal archives or studying census data.
* If you're searching for evidence of harmful and/or illegal action on the part of a corporation or government agency - Is that paper mill dumping waste directly into the river again? And why isn't the regulatory agency doing anything about it? - you may have to do some actual detective work: searching through documents, taking pictures, analyzing samples of river water, talking to employees.

Study circles: <https://ctb.ku.edu/en/table-of-contents/advocacy/advocacy-research/study-circles/main>