**OFA**

**Local Issue Advocacy**

**Workshop**

**Opening Question -** Who is your example of someone that works for others selflessly?

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| **NOTES:** |

*Goals for this workshop*

* Participants will narrow form a problem to an issue
* Participants will identify the best practices of an issue statement
* Participants feel a sense of community with the group, particularly with members that are working on a similar issue

*Organizer Continuum:*

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|  | **No engagement** | **Minimal engagement & awareness** | **Participation**  | **Leadership** | **Changing the system**  |
| Actions | Lack of voting | Reading news; alarmed; siloed news sources  | Member of a community group; has a plan for change | Recruits people to join plan for change; has a theory of change | Change laws, policies, decisions in local governing  |
| Beliefs | “Government doesn’t affect me, I can’t affect government” | “Change can come, but not for a long time” | “If not me, who?” | “I am the key change lever” | “Power sharing is good for sustainable democracy” |
| Causes | Systematically disenfranchised  | Lack of understanding how city governing is set up  | Understanding ways to raise own voice  | Have had success and positive impact  | Other people have granted them authority  |

**Reflection question -** Where do you identify yourself on the organizer continuum with your issue? What do you need to progress?

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| **NOTES:** |

**Success for local issue advocacy**

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| **Objectives** | **Indicators of success**  |
| * To equip individuals with the skills to identify the root problems affecting the health of their community, and propose a campaign plan to address these root problems
 | * Types of questions asked: “Are the actions I am taking leading to the change I actually want to see?”
* Participants narrowing from their passions to issues that they can work on for actionable change
* 10 campaign plans
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| * To identify all the components of successful coalitions, and to apply these elements of building a coalition in their community
 | * Types of questions asked: “Who cares about this issue already?” or “I am going to XYZ event because I know XYZ person will be there.”
* Participants showing up to events that pertain to their issue, emailing out groups of people about events, posing questions to the group, reading articles and sharing them with others, attending city council meetings, getting groups of people together to talk about their issue
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| * To explain the current legislation surrounding their issue, and take appropriate action for legislation around the issue in their community
 | * Types of questions asked: “Who has worked on this issue before in other cities, and what can I use?” or “What has been proposed to the city before, and what happened?”
* Researching legislation, proposing legislation, copying over legislation from other cities, raising awareness about current legislation
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| * To analyze the barriers and challenges that they face as they implement their campaign plans, and persevere strategically
 | * Types of statements made: “Well, I might have made XYZ person mad…”; “What does this issue look like next year if we are successful?”
* 80% retention rate across 10 weeks
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| * To develop a community of learners that support, push, challenge, and celebrate each other
 | * “High-level” volunteers getting on the calls because they are fun and thought provoking
* Throughout the year, we see volunteers emailing and connecting with each other
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*Indicators of good issues:*

* Result in the improvement of people’s lives
* Make people aware of their own power
* Be winnable
* Be widely felt
* Be deeply felt
* Be easy to understand
* Have a clear decision maker
* Have a clear time frame
* Be consistent with your values and vision

**On a scale of 1 - 5, (1 being ‘I have no knowledge to the answers of these questions’ and 5 being ‘I know all of these answers like the back of my hand…)**

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| **Question** | **Rating** |
| Who is affected by the issue? |  |
| What are the consequences of the issue? |  |
| What is the economic impact of the issue? |  |
| What are the barriers? |  |
| What are the resources? |  |
| What is the history of the issue in your community? |  |

*Group norms for workshops:*

* Develop an ethic of sharing
* It’s okay to question -- asking for why; asking for evidence; receive feedback in kind
* No one is above critique, no one is below dignity

*Group protocol:*

* Groups of 3
* Decide who is person A, B, C
* Part 1:
	+ Person A: Share the context of the problem you are working on, the issue, why you care about it, and your timeline. You have 3 minutes to share.
	+ People B & C: While person A is sharing, listen attentively. When person A is done sharing, be ready to share 3 affirmations, 2 questions, and 1 underlying assumption that is being made. You have two minutes.
	+ In total, part 1 of the protocol is 5 minutes. Listen for Liz to note when it is time to switch letters.
* Part 2:
	+ Person B: Share the context of the problem you are working on, the issue, why you care about it, and your timeline. You have 3 minutes to share.
	+ People A & C: While person B is sharing, listen attentively. When person B is done sharing, be ready to share 3 affirmations, 2 questions, and 1 underlying assumption that is being made. You have two minutes.
	+ In total, part 1 of the protocol is 5 minutes. Listen for Liz to note when it is time to switch letters.
* Part 3:
	+ Person C: Share the context of the problem you are working on, the issue, why you care about it, and your timeline. You have 3 minutes to share.
	+ People A & B: While person C is sharing, listen attentively. When person C is done sharing, be ready to share 3 affirmations, 2 questions, and 1 underlying assumption that is being made. You have two minutes.
	+ In total, part 1 of the protocol is 5 minutes. Listen for Liz to note when it is time to switch letters.

**Closing reflection -** What did I learn today? What am I committing to now go do, or now go understand?

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