

WORKSHOP

Local Issue Advocacy

Opening question: Who is your example of someone that works for others selflessly?

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

	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?

Success for local issue advocacy

Objectives

1) 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

Indicators of success

- 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

2) To identify all the components of successful coalitions, and to apply these elements of building a coalition in their community

Indicators of success

- 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

3) To explain the current legislation surrounding their issue, and take appropriate action for legislation around the issue in their community

Indicators of success

- 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

4) To analyze the barriers and challenges that they face as they implement their campaign plans, and persevere strategically

Indicators of success

- 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

5) To develop a community of learners that support, push, challenge, and celebrate each other

Indicators of success

- “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

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 of the answers to these questions' and 5 being 'I know all of these answers like the back of my hand ...)

	1	2	3	4	5
Who is affected by the issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What are the consequences of the issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is the economic impact of the issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What are the barriers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What are the resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is the history of the issue in your community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?