

TOOLKIT

2010

Organizing for  
Policy Change

**ICAH**  
ILLINOIS CAUCUS FOR ADOLESCENT HEALTH



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## How to Use this Toolkit

This toolkit is intended as a step-by-step guide for use by organizers or anyone who is interested in developing strategies for working with a school, community and/or youth to create a positive climate to change school board policy.

In this toolkit you will find:

- ICAH Vision, Mission & Timeline
  - What is sexuality education?
  - What is reproductive justice?
  - Sex ed & reproductive justice—making the connection
  - ICAH roadmap for policy change
  - Phased-in model for policy change
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## **VISION**

We envision a world in which all young adults in Illinois use their power to achieve health and wellbeing in their own lives and for their communities.

## **MISSION**

In partnership with youth, we advocate sound policies and practices that promote a positive approach to adolescent sexual health and parenting.

We believe reproductive justice is an integral part of a broader human rights framework. Our reproductive justice work must align with other social justice movements to address the multilayered impact of oppression on at-risk youth. In all our projects, we focus on serving marginalized adolescent groups, including low-income, immigrant, homeless, LGBTQI, and pregnant and parenting youth.

We believe reproductive freedom for adolescents must encompass the choice to prevent pregnancy and disease with sexual health care information and services; to terminate a pregnancy through safe, accessible, legal abortion; and to bring a pregnancy to term and parent.

## **STRATEGIES**

- . Youth leadership development
- . Grassroots organizing
- . Youth and adult training
- . Policy analysis and development
- . Legislative advocacy

## **HISTORY**

Founded in 1977 as the Illinois Caucus on Teenage Pregnancy, our organization has accomplished much in the fields of adolescent welfare, workforce development, health, and parenting.

The 1960s introduced the birth control pill—and the potential for women to gain greater control over their reproductive lives. In 1967, Cook County Hospital began dispensing birth control, and within 10 years the hospital's birth rate dropped by a third. In 1969, a new state law legalizing family planning services for unmarried adolescents of any age was passed after an 11-year-old gave birth to twins.

In the 1970s, the Chicago Women's Liberation Union worked tirelessly to set up grassroots health

programs for women. When CWLU demobilized, activist Jenny Knauss continued organizing around health care system reform on behalf of Illinois young people, and in 1983 she became the first executive director of the Caucus. In 1991, we changed our name to the Illinois Caucus for Adolescent Health (ICAH) to reflect the organization's broadening agenda.

For more than three decades, ICAH has organized and trained young people to advocate for issues that directly affect their lives and communities. ICAH has conducted statewide research, developed resources, changed public policy, and hosted frequent events and training sessions for youth and service providers, always with an emphasis on building youth leadership skills and serving marginalized populations, including low-income, immigrant, homeless, LGBTQ, and pregnant and parenting adolescents.

## **ICAH MILESTONES**

**1977:** Illinois Caucus on Teenage Pregnancy founded following a conference on the increasing adolescent pregnancy rate nationwide.

**1984:** Directory of statewide resources for pregnant and parenting youth published.

**1986:** First Youth Advisory Board established.

**1993:** Legislation introduced and passed to establish a committee to report to the Illinois General Assembly on pregnant and parenting youth public aid policies.

**1995:** Successful Networking for Adolescent Parents program developed to create a statewide case management system for pregnant and parenting wards.

**1996:** Statewide coalition Youth Need to Know Network formed to oppose federal abstinence-only-until-marriage policy.

**1999:** Illinois Department of Human Services makes policy changes increasing access for young parents to Temporary Assistance for Needy Families.

**2002:** All Teen Health website launched, making adolescent health information available to youth, parents, and service providers.

**2006:** Chicago Public Schools passes school board policy mandating sexual health education.

**2008:** Statewide Youth Policy Council formed to advocate for responsible sexual health education and the rejection of federal abstinence-only program funding.

**2009:** Freeport, IL adopts policy change district-wide in support of comprehensive sexuality education from 5<sup>th</sup> grade through high school.

**2010:** ICAH releases a Sexuality Education Report and Recommendations for the state of Illinois

## **SEXUALITY EDUCATION INITIATIVES**

ICAH's Sexual Health Education Initiatives (SEI) was established in the spring of 2007. The overall vision for the SEI was to lay the groundwork for creating multi-level, sustainable change in the area of sexual health education in Illinois schools.

Youth-based organizing efforts to change school board policies not only builds knowledge for the field in effective youth-led intergenerational strategies for local school board organizing but also builds a statewide network for engagement in ICAH's other issues.

## **THE IMPETUS FOR CHANGING SCHOOL BOARD POLICY**

ICAH and Planned Parenthood Chicago Area (PPCA) established a statewide campaign in 2004 called the Illinois Campaign for Responsible Sex Education (ICRSE). This campaign was focused on securing state funding to support the implementation of sex education programs in communities throughout Illinois, change school board policies mandating responsible sex education in districts throughout Illinois, and improving teacher and school practices in the implementation of sex education.

With a victory in the city of Chicago, we recognized that while statewide legislation mandating comprehensive sexual health education in the state of Illinois was a strategy to continue working on, immediate organizing work around local school board policy would be more feasible and that building support with local school boards across the state would assist us in our long-term state-wide legislative efforts.

Utilizing the Chicago model for policy change, ICAH then set out to recreate its success in Chicago in five school districts across the state. After much organizing and coalition building we realized that the success of policy change could only take place if and when a community decided that they were in fact ready to implement sexual health education district-wide. We also recognized that the city of Chicago model for policy change, while effective, might not meet the needs of other areas in the state due to cultural, geographic, economic and racial/ethnic differences.

## What is Sexuality Education?

Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values. It encompasses sexual development, sexual and reproductive health, interpersonal relationships, affection, intimacy, body image, and gender roles.

The primary goal of school-based sexuality education is to help young people build a foundation as they mature into sexually healthy adults. School-based sexuality education should be designed to complement and augment the sexuality education children receive from their families, religious and community groups, and health care professionals. Such programs should respect the diversity of values and beliefs represented in the community.

From the moment of birth, children learn about love, touch, and relationships. Infants and toddlers learn about sexuality when their parents talk to them, dress them, show affection, and teach them the names of the parts of their bodies. As children grow into adolescence, they continue to receive messages about sexual behaviors, attitudes, and values from their families.

Young people also learn about sexuality from other sources such as friends, television, music, books, advertisements and the Internet. And, they frequently learn through planned opportunities in faith communities, community-based agencies, and schools.

Sexuality education should assist young people in understanding a positive view of sexuality, provide them with information and skills for taking care of their sexual health, and help them make sound decisions now and in the future.

Comprehensive sexuality education programs have four main goals:

- Provide accurate information about human sexuality;
- Give an opportunity for young people to develop and understand their values, attitudes, and insights about sexuality;
- Help young people develop relationships and interpersonal skills; and
- Aid young people in exercising responsibility regarding sexual relationships, which includes addressing abstinence, pressures to become prematurely involved in sexual intercourse, and the use of contraception and other sexual health measures.

Source: SEICUS

## **What is Reproductive Justice?**

Reproductive Justice, as defined by Asian Communities for Reproductive Justice (an original founding member organization of SisterSong) is the complete physical, mental, spiritual, political, economic and social well-being of women and girls and will be achieved when women and girls have the economic, social and political power and resources to make healthy decisions about our bodies, sexuality and reproduction for ourselves, our families and our communities in all areas of our lives.

For this to become reality, we need to change on the individual, family, community and institutional levels to end all forms of oppression, including forces that deprive us of self-determination and control over our bodies, and limit our reproductive choices. This oppression has been implemented through the controlling and exploiting of women and girls through our bodies, sexuality and reproductive (both biological and social) by families, communities and institutions. The regulation of reproduction and exploitation of women's bodies and labor is both a tool and a result of systems of oppression based on race, class, gender, sexuality, ability and immigration status.

Reproductive justice is a concept linking reproductive health with social justice. For reproductive justice activists, the primary difference between the reproductive rights and health frameworks and the reproductive justice framework is that the rights and health frameworks focus on protecting individual rights and choices, while the reproductive justice framework focuses on broader socioeconomic conditions and bringing about structural change. The emphasis on individual choice in the health and rights frameworks is considered problematic because it obscures the social context in which reproductive choices are made, ignoring the fact that many women do not have access to services or the options available to these women. Therefore, advocates of reproductive justice argue that certain enabling conditions are necessary for women to make reproductive decisions free of constraint or coercion. These conditions include such factors as access to reliable transportation; health services; education; childcare and access to positions of power; adequate housing and income; elimination of health hazardous environments; and freedom from violence and discrimination

## **Sexuality Education and Reproductive Justice: What's the Connection?**

In the last four years, ICAH has shifted its focus from a more mainstream sexual education lens to adopt a reproductive justice agenda. Youth are often left out of the mainstream reproductive justice dialogue and we've had the opportunity to build long-lasting relationships with our young people that can serve as a model for sustaining youth involvement and help shift current dialogues around sexuality education to reflect the relevant issues of access and equity that our youth encounter.

### **What We Want**

- We want sexuality education that has a holistic view of sexuality and sexual health, including positive body image, self-esteem, gender identity, sexual orientation and communication and decision-making in relationships and for sexuality to be seen as a natural part of the human experience.
- We want sexuality education that goes beyond a deficit-based disease & pregnancy prevention framework.
- We want attention, commitment and resources that focus on promoting the overall health of all people including marginalized communities, people of color, LGBTQ, people with disabilities and immigrants.
- Sexuality education is about equity and we want quality sexuality education for all students and people.
- Sexuality education to be addressed as a core part of people's lives, not an external issue that is separate from our whole self.
- What we want is sexuality education JUSTICE.

### **Sexuality Education Justice is Holistic**

The Sexuality Education justice framework is one which is at the intersection of reproductive justice and sex ed. It address the needs and realities of all people including people of color, indigenous people, immigrants and English language learners, people with disabilities, LGBTQ, people of faith and is based on the lived experiences and cultural norms of these diverse groups of people.

- It incorporates social, cultural, and economic support for pregnant and parenting youth, including directly addressing stigma and demonization of young people of color
- It's inclusive of people of all ages, not just youth
- It addresses cultural and societal myths, stereotypes and barriers (such as shame and guilt) around sexuality and promotes positive sexuality

Sexuality education justice is when young people, families and communities have the information and resources and power to make healthy decisions about the gender, body, sexuality and overall well being.

ICAH views school board policy organizing as a unique opportunity to engage entire communities as well as engage everyday people and youth in the political process. Schools offer an amazing opportunity for organizers to mobilize entire communities and keep young people at the center of the organizing. We believe that youth have the ability and the authority to determine what kinds of education and what kinds of changes they need in their lives in order to have thriving communities. However, youth are often left out of political processes because of age, access to voting and/or immigration status.

### **Benefits of Organizing in the School Community**

- Engaging youth and putting them at the forefront of organizing efforts, ensuring that they have a voice in the process
- Access to community at large via parents, guardians, extended families and outside groups that also work in schools
- Creating opportunities to work with other social justice advocates, including education reform groups and community-based organizations
- Offering teachers and administrators outside support in the development of youth
- Schools are a resource for most communities and one of few places where key stakeholders work together for the betterment of youth
- Organizers can establish relationships with caretakers, teachers, community members and policy decision-makers in one place, as well as fill in the gaps as most of our public schools are underfunded and often welcome outside support with youth programs

## ICAH Roadmap for School Board Policy Change

The road to school board policy change for ICAH includes a number of different strategies, such as organizing the core group, establishing messages and recommendations, and conducting research. Typically, before establishing a core group and beginning campaign work, ICAH offers each site a baseline of support:

- Assignment of one staff as the point person for each site
- Provide a sub-grant of \$5,000 per year
- Select and support an intern who will serve as community organizer for the site
- Face-to-face, online, and conference call opportunities for networking with other sites
- Monthly skills-based advocacy training and strategic guidance
- Documentation of the campaign
- Technical assistance at every step of the campaign

### Organizing the Core Group

The core group will be comprised of a coalition of individuals and organizations committed to driving the campaign through to completion. Not everyone who is supportive of the campaign vision will be part of the core group. In fact, the core group will very likely represent a small percentage of supporters in the community. The core group will work intensively to move the campaign forward, meeting and communicating regularly. Most people identified as supporters of the campaign will not be interested or able to participate as fully. A structure must be established to allow these people to participate at the level and in the way they are comfortable, able, and suited.

The composition of the core group is an important element as a diversity of perspectives and representation of experiences will help ensure effective direction for the campaign and access to key groups of supporters. Having representation of youth and adults, medical and educational professionals, business professionals, religious and civic groups, parents and grandparents within the core group can help strengthen the campaign.

Deciding who should be a part of the core group is another important step on the road to policy change. Not All members of the core group need to be a part of ALL steps the group decides to take. For most who work in the school setting, especially those who work with students, time and capacity are often barriers to carrying out a successful action plan. One of the ways in which the organizer(s) can help determine who should be in the core group, as well as deciding what role they should play in the core group, can be identified by answering the following questions.

- Does this person work in the school?
- Does this person have influence with school principal(s) and key administrator(s)?
- Is this person a member of the community?
- Does this person have a track record of making things happen at the school—events, new programs, projects, curriculum implementation, etc.?
- Is this person passionate about the overall health of youth and passionate about this issue?

- Does this person have time to participate and do they have support from other staff?
- Does this person have the authority to make changes at the school or do they have influence with those who have authority to make changes at the school?
- Does this person have any relationships with school board members that can be leveraged?
- Does this person have knowledge, experience and relationships with people in the community that can support the campaign?
- If this person is not an integral part of the local campaign process, will it have a negative effect, or slow momentum in accomplishing policy goals and curricula implementation goals?

The core group is responsible for developing a vision for policy change, building and executing a strategy map to reach the policy change, keeping track of timelines and responsibilities for accomplishing the strategy map, and communicating regularly to keep the campaign moving forward. Leadership and structure of the core group are important considerations. The core group will receive advocacy training from ICAH and may invite supporters when appropriate and useful.

### **Establishing Messages and Recommendations**

This is the first step of the process but one that will be revisited throughout the duration of the campaign. The core group must conduct necessary research to develop consistent messages and effective recommendations.

#### **Research**

##### Political landscape

- Make up of current school board members—influences, stances if known, election cycle, election results, standing within the community, familial or personal story, etc.
- History of this issue within the community—previous scandals, community discussions, media coverage, etc.
- Local, state, and federal decision-makers' stance on the issue, if known

##### Current state of sex education

- Current school policy, if any
- Placement, timing and content of sex education within the schools
- Abstinence-only funds allocated for area schools
- Who the teachers are

##### Supporting data

- Vital statistics on teen pregnancy, rates of STIs and sexual assault among youth, etc.
- Organizations who provide or support sex education
- Organizations who oppose sex education
- Assessment of community resources, gaps, and problems youth face in putting their education into action

## **Recommendations**

From all the data gathered in the research phase, the core group must identify what key policy and practice recommendations will fill the gap between what exists and what is envisioned. This may involve development of a new policy, change to an existing policy, adherence to an existing policy, removal of certain curricula or providers, and development of teacher training requirements. These recommendations should be put into a clear, specific format that can be shared as the campaign progresses. These recommendations will serve as the foundation for later shaping of the policy to be considered by the school board. While recommendations must be reasonable, they should also be visionary, understanding that some compromise may happen along the way.

## **Messages**

The research and recommendations will serve as the foundation for the messages the core group will develop and use with the system, school board, and community. Audiences will include decision-makers, potential activists, and the general public. Two processes that will be employed to create these messages are a message box and message triangle. The message box includes answering four main questions: 1) What the core group says about ourselves; 2) What potential opposition says about themselves; 3) What the core group says about potential opposition; and 4) What potential opposition says about the campaign. From this process, the core group can develop a message triangle that will serve as consistent messaging for all core group and campaign members. The message triangle will be made up of three main messages that encapsulate the problem, supporting reasons, and solution posited by the campaign.

## Message Box Example

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### What we say about ourselves

- We're logical and recognize sexuality as a natural part of human experience
- We represent the majority, most people support sexual health education for youth
- We're inclusive of all different communities

### What opposition says about themselves

- We're saving children
- We are upholding American values
- We believe morals and values should be taught at home and not in school

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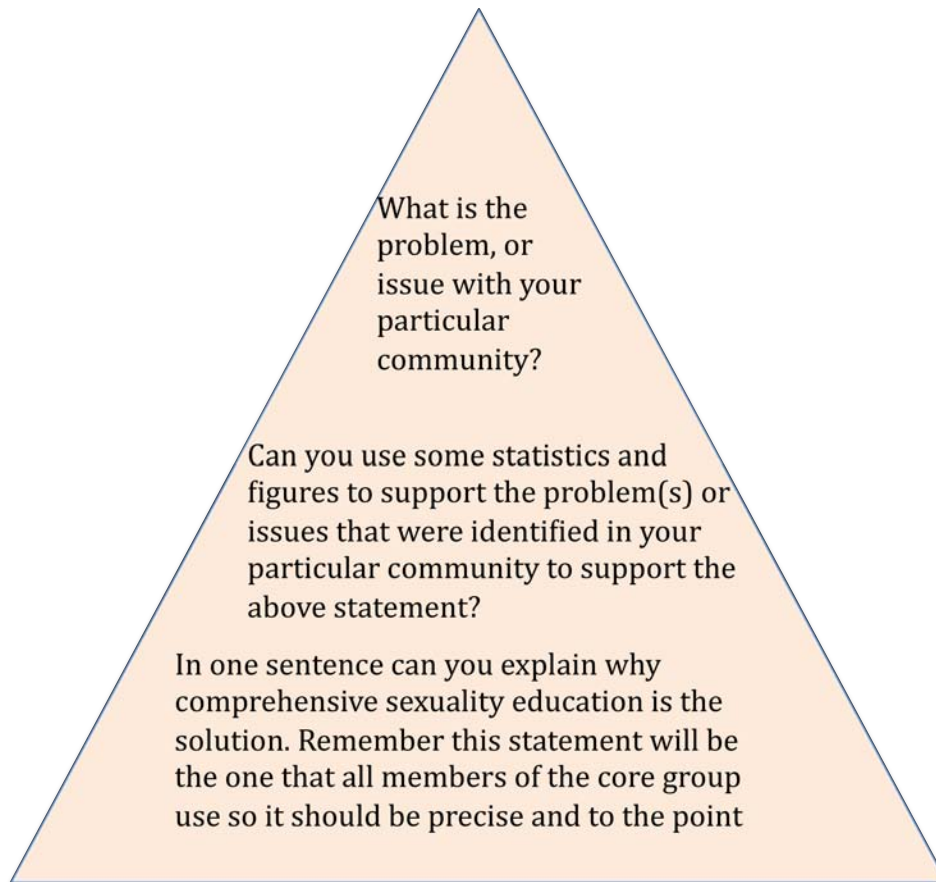
### What we say about the campaign

- Good sex ed promotes overall healthy lifestyle and decision making skills
- Informed youth make informed decisions
- Sex ed is not only about sexual reproduction but effective communication and healthy relationships
- Sex ed should be age and culturally appropriate

### What they say about the campaign

- They teach kindergarteners how to use condoms
- Sex ed promotes sex
- Teaching sex ed is like teaching morals
- Sex ed doesn't belong in schools parents and churches should teach it
- Children are not mature enough to make decisions about sex

## Messaging Triangle Example



### Approaching the System

Once messages and recommendations are determined, the core group will identify who the decision-makers are that can make the change or gatekeepers within the system (principal, superintendent, school board member, curriculum coordinator, mayor, etc.) and approach them. This can happen by setting up a formal meeting with representation of core group members or through a one-on-one meeting. If the representative(s) approached agrees with the recommendations and commits to moving forward, the campaign can move into “Shaping the Policy”. If the representative says no, the group must ask the person why and what additional information needs to be known or voices need to be heard from. If the core group decides to meet with each school board member, tracking responses by each member will assist the group in identifying which board members are sure votes, which are immovable, and which the group needs to focus their organizing efforts on. This will take the campaign back to “Messages and Recommendations” and “Organizing the Community.” Once the necessary information and voices are gathered, a re-approach of the system is necessary. If the response is again negative, it may be necessary to take direct action with the school board to get on the agenda and move the policy change forward.

## **Organizing the Community**

This may not be necessary prior to the first approach of the system, except to bring on board a few secondary targets. Secondary targets are individuals and groups that have the ear of the primary targets—school administrators and board members. These people can be useful for moving the primary targets toward action and may include local elected officials, key medical professionals, teachers and administrators, state board of education or legislative officials, or school administrators. Once the policy change starts to move forward or if the system must be approached again, some demonstration of community support will be necessary to ensure final passage of the proposed policy. This may involve rallies, petition collecting, organizational sign-on letters, a media campaign, town hall forums, and more. Another key strategy to consider is mobilizing the business and funding communities. If the group can bring to the board commitment of funding to pay for implementation of the policy, passage of the policy may be more likely.

## **Shaping the Policy**

Once commitment by someone within the system or access to formal records (that can be used to shape a formal policy) has been obtained, the process of drafting a policy for consideration by decision-makers can take place. However, if the system is reluctant to move this policy change forward, the core group may have to shape the policy without support from inside the system. It is important the policy be formatted to fit the system's documents, within the scope of the decision-makers' powers, and consistent with state and federal law. There are two very important considerations. It is important the policy drafted is everything the campaign wants. Some elements may be compromised in the process, so including everything in the initial policy proposal allows the campaign to negotiate what compromises to make. Likewise, guidance on implementation and enforcement of the policy, if possible, should be included in the policy to ensure tools for schools and activists to actualize the success.

## **Getting on the School Board Agenda**

Once the policy has been shaped and some contact with the system has been made, the vote must be put on the agenda for a school board meeting. This can happen by making a formal request to the board president or showing up at a prior school board meeting and using the public comments section to make the request. The person inside the system with whom the activists are working may also be able to add the policy to the school board agenda.

## **Policy Change Happens**

The board meeting is the crucial climax of the effort. Once the date has been set for the vote, activists must collect supportive documents, testimonies, and people to demonstrate support to ensure success. This is an important time to reach out to swing and sure votes on the school board to make sure no ground has been lost with them. Secondary targets that have been identified as supportive of the cause could approach these primary targets. This is the time to finalize collection of petition signatures, secure supportive organizational letters, prepare key spokespeople (parents, physicians, students, clergy, etc.) to testify, organize a letter-writing campaign, and for other tactics that help demonstrate support. A decision must be made if press will be alerted to the vote, realizing this may tip the opposition who may not be aware of the vote. Either way, press releases should be ready to go once the vote is complete, celebrating the success. Thank-you notes to board members should be written following the vote.

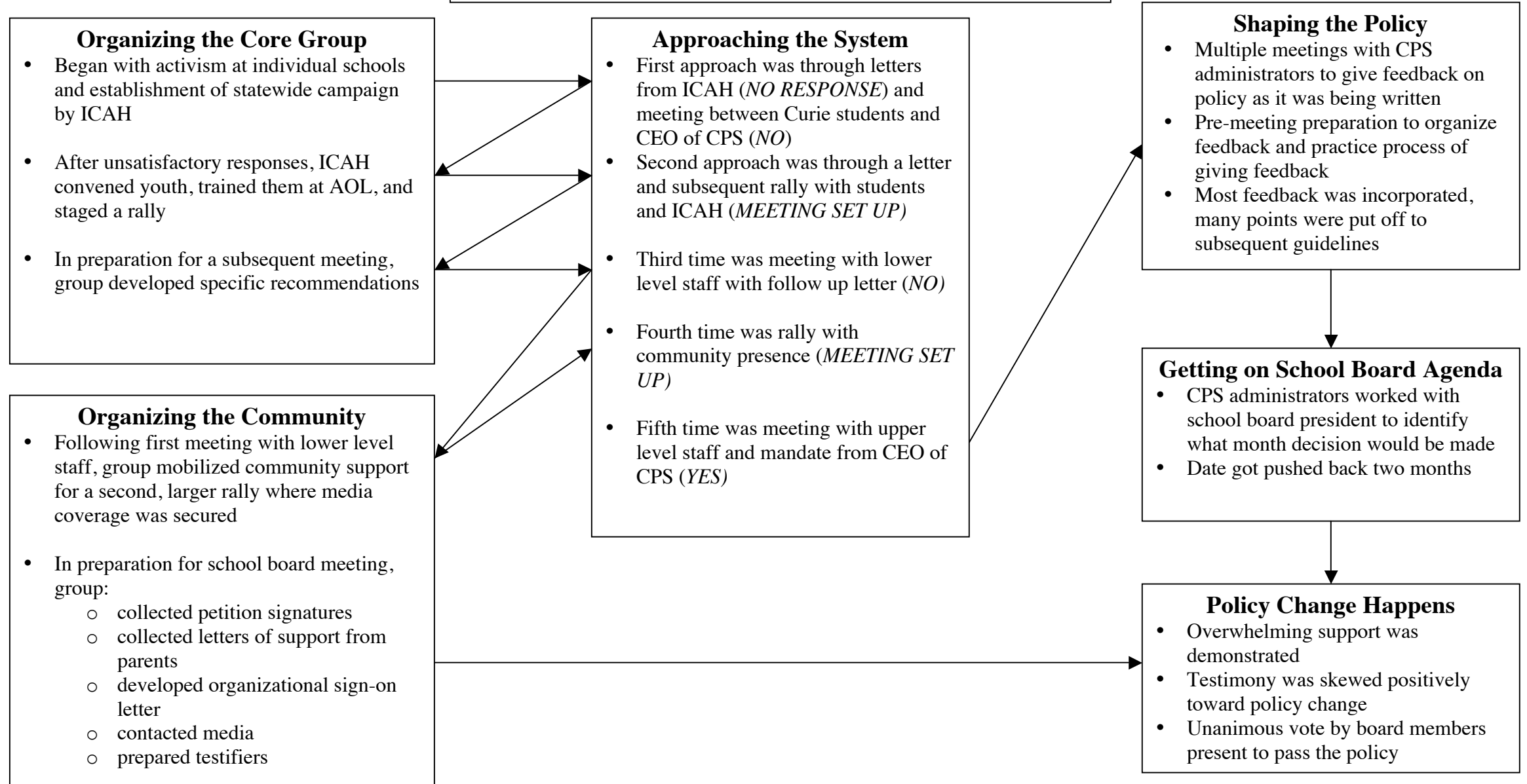
## Understanding ICAH's Models for School Board Policy Change

The following documents include a general template for school board policy change based on the Chicago model. It breaks down the Chicago model by rounds. Rounds are identified by the number of times or significant movements represented by each action. For example in Round 1 of organizing the core group, the lead organizer(s) are building relationships and garnering support for their campaign. By Round 3, core group members have already developed responsibilities and tasks for continuing their work. For each process on the road to policy change (organizing the core group, approaching the system, shaping the policy, getting on the school board agenda, establishing messages and recommendations, and policy change happens) our models outline specific action taken by both organizers and core group members at various stages on the road to policy change.

While each action is the same for all rounds of organizing, tasks and actions change depending on the momentum that has been built up, as well as on the engagement of community members in each site. For instance, once you have established yourself as a stakeholder in the community—someone in support of youth and what the community needs—approaching the system may take a completely different strategy in Round 3 than in Round 1. Policy change can take place at any step in the process and may or may not include the different processes we've outlined. However, these steps can serve as a template to help guide your work.

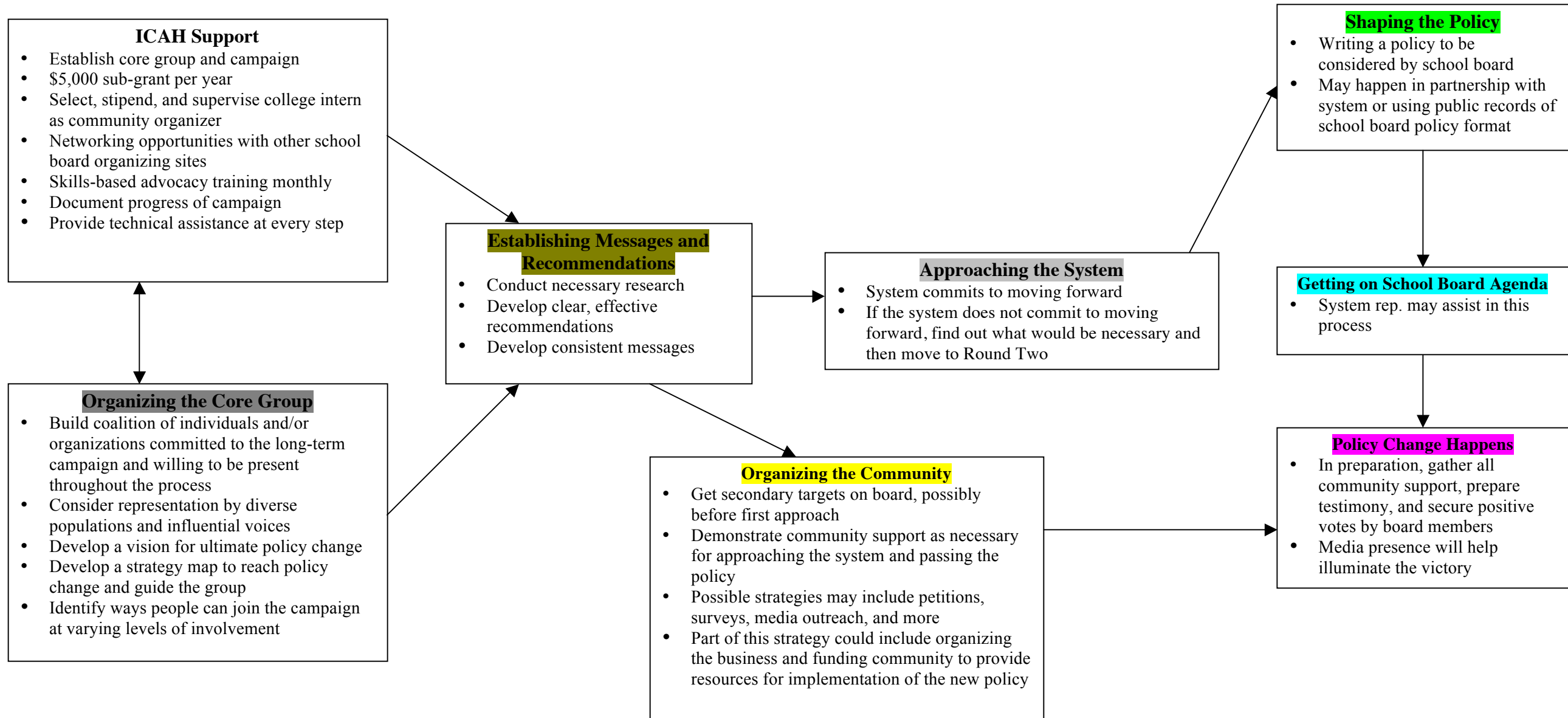


## Chicago Model of School Board Policy Change

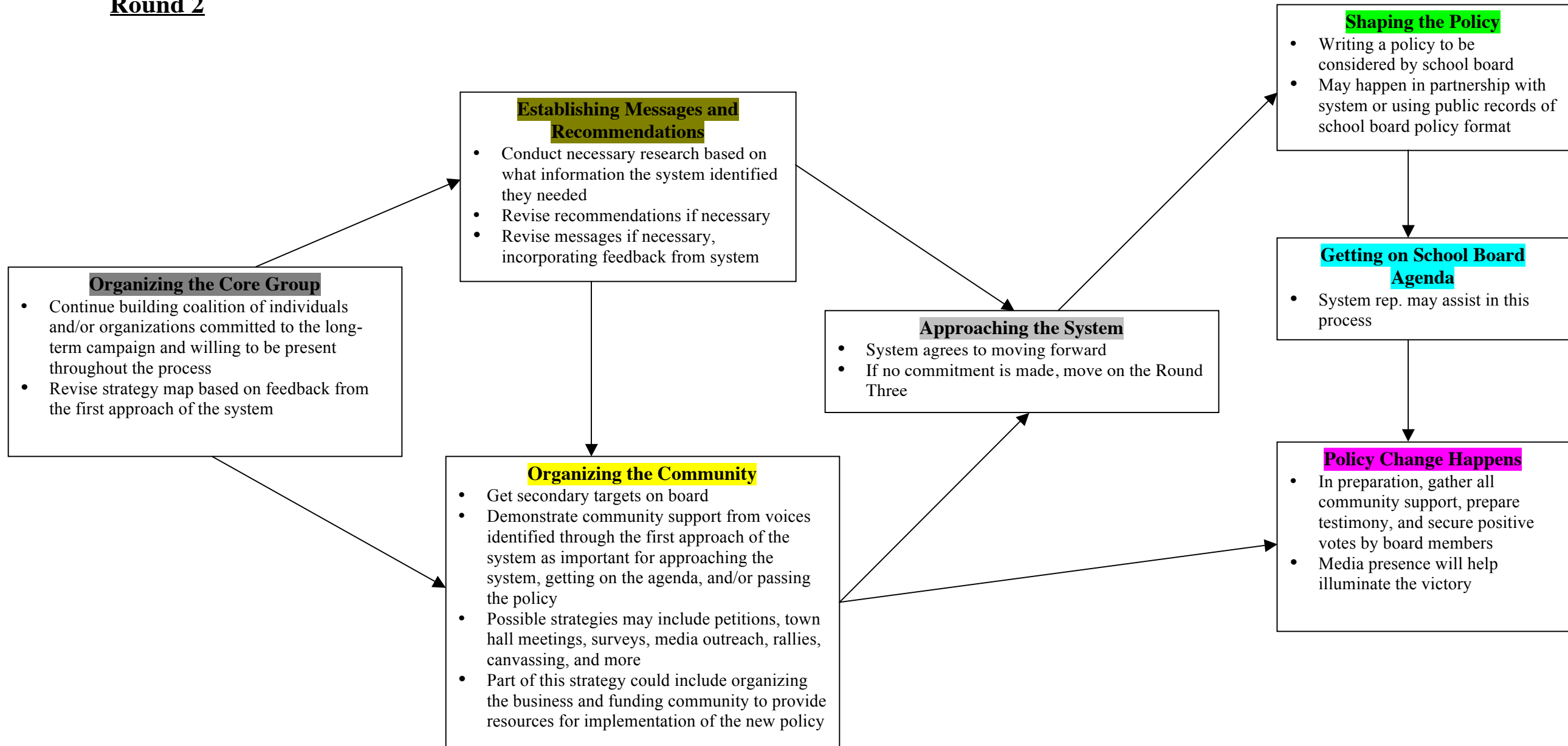


# Omnibus Model of School Board Policy Change

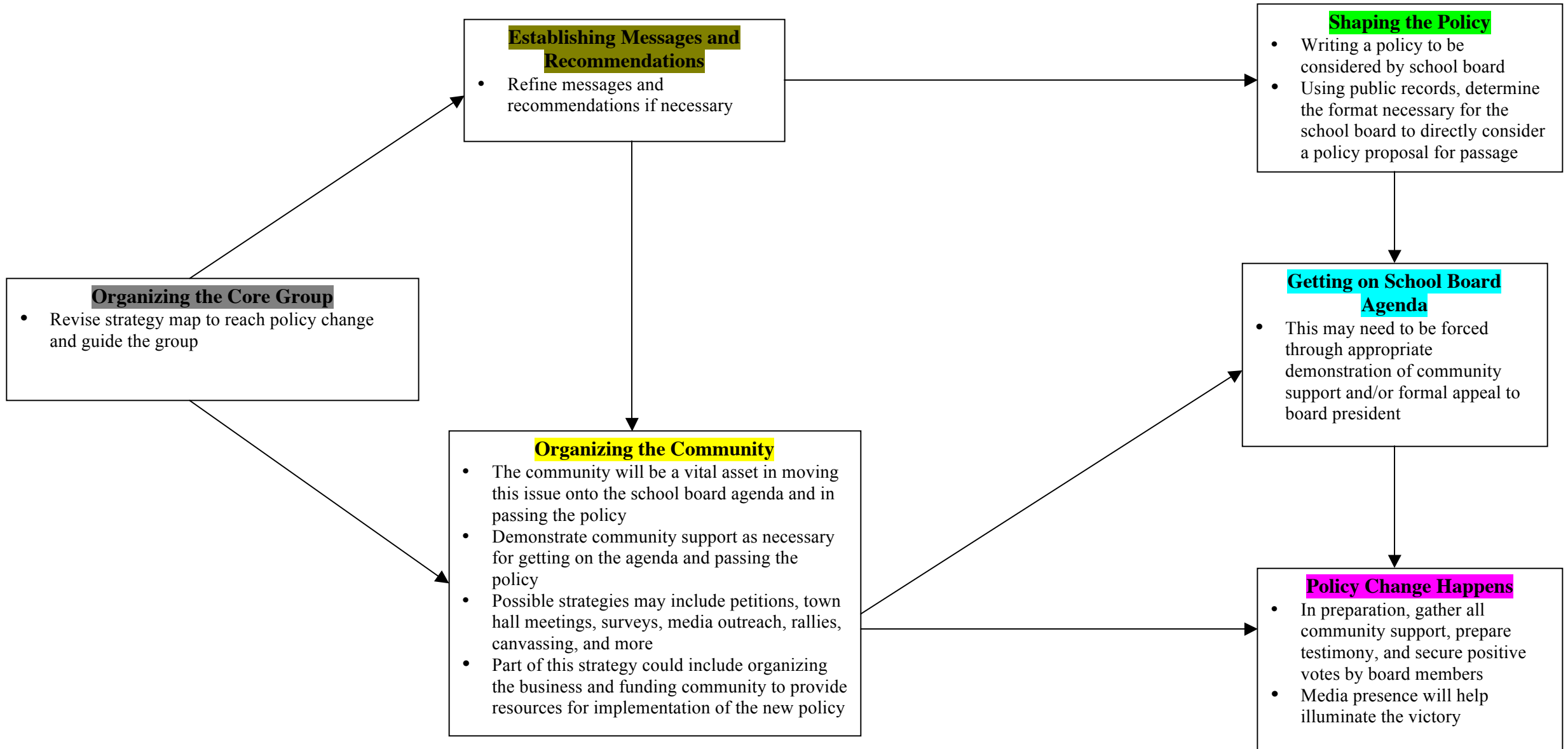
## Round 1



## Round 2



## Round 3



## Deciding What Approaches to Take in Your Community

Every community is different. Below are a few questions to ask yourself before you begin your outreach.

- Is your community a rural, urban or suburban community?
- Does your community have an influential religious community?
- What influence does the religious community have with local politicians and other decision makers?
- Do local councilwomen/men have strong feelings and/or are involved in local school events or work closely with school board?
- Is the community where you work culturally conservative?
- Are the majority of the school board members conservative or explicitly affiliated with any particular party?

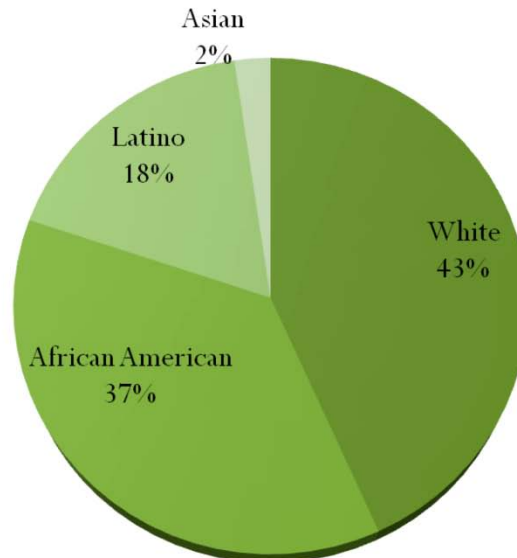
Determining the cultural distinctions of the community will help you begin to develop messages that do not threaten the community's values. Whether or not the values of your communities support sexual health education will determine how you frame your messages.

For example, if you are working a conservative community, it would be most strategic to highlight the communication skills, health knowledge, healthy relationships, and life problem solving skills that will be developed rather than the portion of sex ed that focuses on physical health—contraception, STD/HIV prevention, abstinence and safer sex.

## Adjusting the Model for Your Community's Needs

As organizers it is important to recognize that each community is different. In addition, events may not happen in sequential order and often times the different stakeholders that are involved in this process can enter into the work at any time. This particular model was a picture of the Chicago school board. However, culturally a large city like Chicago might have a different response to passing policies around sexual health education than a small rural community or a suburb on the outskirts of Chicago.

ICAH is currently working in three distinct areas, adjusting this Chicago model as needed by the demands of those particular communities. One of our sites is a suburban community just outside the city of Chicago. This particular community that we'll refer to as SUB is demographically very similar to Chicago.



(Cook County Department of Public Health, 2008).

There are three high schools in the SUB community. We set out to work with the district in order to change policy that would potentially affect 6,000 students. The table below gives very telling information about the school system in this particular community.

Community SUB	Population: 6,000 students	School A	School B	School C
Low Income	38.2%	48.7%	13%	51.2%
White	3.4%	1.4%	13.7%	2.8%
African American	62.7%	70.8%	43.9%	56.3%
Latino	31.2%	26%	34.6%	38.2%
Asian/Pacific Islander	1.3%	.1%	5.9%	1.5%

During our environmental scan of community SUB we were able to make several observations.

1. While the total population of Whites in community SUB is 43%, only a very small percentage attended any one of the 3 area high schools.
2. The school that we recognized as having the most resources, highest exam scores and state-of-the-art computer labs (School B), was also the school with the highest percentage of White students.
3. The school with the least amount of funding and the lowest test scores also had the highest pregnancy rate, dropout rate and STD rates (School A). This was also the school that had a School Based Health Center.
4. We also found out through our research that most of School B's students had been transferred from school A and C. So that when higher-achieving students excel at a "sub-par" school they are shipped to a "better facility." So then how does that affect the overall student body and testing statistics of their former schools and how does that impact their funding?

The state of Illinois instructional expenditure per pupil in 2007-2008 was \$6,103. District SUB's instructional expenditure per pupil during the same time was \$8, 379, one of the highest in the county.

This led us to ask a series of questions that we would only find the answers to once we started our outreach and began building relationships with relevant community stakeholders:

- Why was the population so underserved?
- Why were so many programs being cut from School A?
- Where was all the money going?
- What factors contributed to such low educational outputs in a county with one of the highest instructional expenditures?

### **Opportunities to Engage Youth**

In community SUB, we recognized that opportunities for youth development and programming was a gap that our organizers could help fill. Working with community liaisons in the health center would be the most strategic way for us to get buy-in from teachers and school administrators as well as provide a unique opportunity for us to work regularly with a core group of youth. Health center professionals decided that starting a health peer education program would be the best way to engage the youth in their school.

The development of youth included weekly trainings on sexual health, as well as instruction on student evaluation of curricula, participating as students in a health program planning committee, and being a resource for their peers. The site organizer then worked closely with students and continued building support in the school building for comprehensive sex ed and adopting and implementing a unified curricula across all three high schools. Deciding what type of youth engagement to have in your site will be determined in large part by capacity of the organizer(s) and support from staff at the school or community-based organization. In our case, the work of the peer educators garnered so much attention--especially because they were coming from School A—that Schools B and C requested having a similar program.

## ICAH's Phased-in Approach to School Board Policy Change

The following SBP Omnibus Logic Model illustrates ICAH's phased-in approach to school board policy change. Developed from years of evaluation, we've recognized that each site—no matter what stage in the organizing process they are in—include a variation of the elements identified in the model. We are currently working at three distinct sites with each site in one of the three phases. Based on the illustration, you can see that policy change can take place at any point in the process. Also note that your community may already be in the "Ready for Health Program Planning" phase, thus, you may not need to begin by garnering support for sexuality education. Determining where in the process your community is will help you develop a campaign that most benefits your site. Whichever phase your site is in, determining approaches to outreach and recruitment will be one of the first questions you will need to answer. The following worksheets offer ideas, strategies and templates on how to begin organizing.

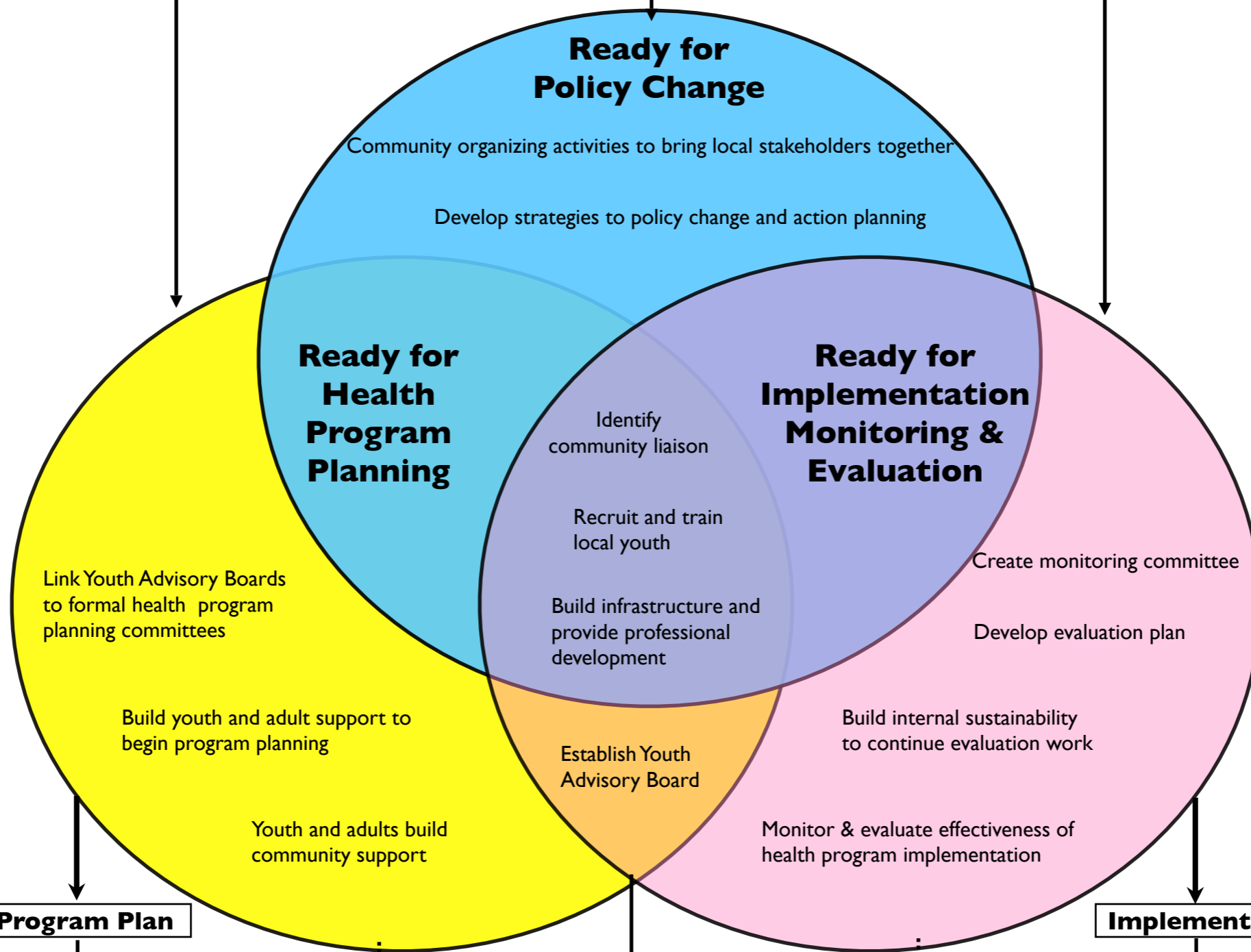


# SBP Omnibus Logic Model

## Community Assessment & Environmental Scan:

- **Politics:** local, district, school-level
- **Stakeholder perspectives:** community values, culture, parental views, other stakeholders
- **Demographics:** SES, race/ethnicity, religion
- **Existing and potential partnerships:** local institutions, faith-based organizations, community groups/organizations

**Decision point:** Is the community supportive of and ready to make a commitment to take on the work?



**Policy Change**

**\*Increased access to high quality sexuality education**  
**\*Youth empowerment & stakeholder capacity building**

## Research & Outreach

Research is one of the most important aspects of organizing. It can take many shapes and forms from formal research based on census, departments of public health and state statistics to research conducted via one-on-one interviews with stakeholders in the community. Before organizing in any site it is important to at least have a basic knowledge about the community's demographics, political climate, population based on race, age, ethnicity, nationality; an idea of which religious institutions and community organizations are active in the community; the general attitude toward sexual health education and whether the community as a whole is more conservative, moderate or liberal. Having a baseline with which to start individual and one-on-one interviews with stakeholders and leaders will not only give you more credibility but help guide your focus for outreach and gaining support for the campaign.



## **Questions that an Organizer Needs to Answer Before Beginning the Campaign**

### 1. Sexual Health Education Policy

- What is the school board's Policy?
- What are the individual school policies?

### 2. What are the public health statistics for area?

- STD rates
- Teenage pregnancy rates
- Adolescent obesity rates
- Racial health disparities
- Murder rates
- How do the local statistics compare to the rest of the county and state?

### 3. General knowledge of area's history and work surrounding sexual health education

- Past work surrounding sexual education in the area
- Past social justice movements in the area
- Solutions that have occurred in the past that could be utilized in the future
- Past economic situations in the area
- History of race relations in the area
- History of religion in the town

### 4. Community Infrastructure

- Faith-based institutions
- Community-based institutions
- Clinics
- Businesses
- What are different places large groups of people like to congregate?

### 5. Schools in the Area

- Know all of the names of the high schools
- What are the differences/similarities between the high schools in the area?
- How many school districts exist?
- Are the high schools and grammar schools run by the same board of education?
- Which grammar schools feed into the high schools?
- What is the morale of the teachers and staff at the high schools?
- How do the schools rank vs. other schools in the county and state?
- What are the relationships between the different high schools?

## 6. Economics

- Who are the major employers in the area?
- What is the unemployment rate?
- What is the area median income?
- Which groups have the money and which don't?

## 7. Demographics and Race Relations

- What are the demographics of the area?
- What kind of segregation exists in the area (which ethnicities live where)?
- Which ethnic groups have power in the area?
- What kind of racial tensions exist in the area?

## 8. Politics

- Who is the committeeman in the area?
- Who is the Mayor?
- Who is the councilman in the area?
- Who is on the board of education?
- What kind of decision-making power does each political body hold (board of education, city council, township government, etc)?
- How does corruption look in your area?
- Which political officials are elected and which are appointed (especially important for the board of education)
- When are elections?
- Who are the leaders of the different political machines in the area?

## 5 BASIC APPROACHES TO OUTREACH & RECRUITMENT

Center for Third World Organizing

	STREET OUTREACH	PRESENTATION	DOORKNOCKING	PERSONAL VISIT	HOUSE MEETING
<b>What</b>	Meeting people where they hang out, gather or work. When the constituency is defined by issue (e.g. youth at schools, bus riders on the buses, welfare recipients at the welfare office, etc.)	Outreaching to people where they meet. When the constituency is defined by issue (e.g. office meetings, schools, churches, etc.) Needs immediate follow up after the presentation	Doing outreach door to door in a defined community (e.g. tenant organizing, neighborhood organizing, etc.) Lends itself to immediate neighborhood issues	A one-on-one meeting with people in their home from an identified list of targeted people.	A meeting at a person's home with close friends and close relatives
<b>Role</b>	3 minute one-on-one, ask for a commitment	5-20 minute presentation or speech about your organization and what you do. Primarily an educational, usually with a broad pitch.	"the rap" (10-15 minutes)	"a PV rap", find out more information about the person, their issues, their history in the neighborhood, etc. (20-30 minutes)	Help the person coordinate and host the meeting (i.e. make a list of people to invite, plan the agenda and role, role play the "ask", etc.) (45 min-1 hour)
<b>Turf</b>	Where your targeted constituency is already gathered	Where your targeted constituency is already gathered.	Geographically defined neighborhood or community	In the person's home	In the person's home; only works across relationships, i.e. does not account for neighborhood turf, economic status, etc
<b>Significance</b>	cold contact, minimal relation established; follow up with a phone call or personal visit	luke-warm contact (have already established some connection), educational with broad pitch; follow up with phone call, get them to a meeting, or PV	the most challenging cold contact; good for doing research and identifying potential leaders; follow up with getting a commitment or setting up a PV	The second level of contact, usually follows any of the methods previously mentioned; good for deepening a relationship and knowledge about a person; follow up with a commitment, housemeeting, or get them to do outreach with you!	Good way to test leadership and commitment to the organization, good way to fundraise, good way to recruit more people into the organization

Taken from *CTWO.CAT.Doorknocking*.2001

## Resources to Consider When Beginning Initial Research for Your Sexual Health Education Campaign

### 1. Statistics and maps regarding:

- Demographics
- Economics
- Housing
- Health indicators
- Geography
- Local political positions
- Statewide politics

### Resources:

- U.S. Census Bureau: [http://factfinder.census.gov/home/saff/main.html? lang=en](http://factfinder.census.gov/home/saff/main.html?lang=en)
- Local County Health Department. You can either find the information on the web page or you can contact the statistics person at the department and they will send you the information you are looking for.
- Illinois House of Representatives website: <http://www.ilga.gov/house/>
- Illinois State Senate website: <http://www.ilga.gov/senate/>

### 2. Local School District:

- Laws and policies
- School board members
- Local school district administrators
- Local school calendars
- Schedule of local Board of Education meetings

### 3. National Sexual Health Education:

- Research and statistics
- Survey templates for school based communities
- Toolkits
- Case studies

**Resources:**

- Sex Etc.: <http://www.sexetc.org>(for their roadmap publication see: [http://www.sexetc.org/file/roadmap/roadmap\\_all.pdf](http://www.sexetc.org/file/roadmap/roadmap_all.pdf))
- <http://www.seicus.org>
- <http://www.advocatesforyouth.org/>
- <http://www.guttmacher.org/>
- <http://www.californialatinas.org/>

**4. Local Politics and Gossip in the Community:**

- Local blogs
  - Local newspapers
  - Smaller weekly publications (High School newspaper, faith-based publications, community-based organization publications, etc.)
  - Flyers and other information located on bulletin boards
  - Attend as many local events as possible.
  - Talk to residents in the community: Probably your best source for understanding the local political climate and learning about any gossip in the area. Please take anything people say with a “grain of salt” since everyone has an agenda and there are many different sides to every story.
- a) Students
  - b) Teachers
  - c) Local business people
  - d) Parents
  - e) School Board members
  - f) Journalists
  - g) Historians
  - h) Professors
  - i) Faith-based leaders

One of the major roles of a community organizer is getting people involved and engaged in your campaign. This takes a lot of groundwork and building relationships with as many people as possible.

## Beginning the Groundwork

The following worksheets include guide on how to begin developing relationships and conducting research with relevant community members and stakeholders.

*Sexual Health Education Talking Points* includes ways in which organizers can frame the issue of sexuality education that are less threatening as well as offer stakeholders more progressive language to talk about sexuality education. ICAH views sexuality education as only one aspect of ensuring that our communities and youth can be informed and have the information necessary and the resources to make healthy decisions about their well-being. It is also important to recognize that not everyone is comfortable or even knowledgeable about sex education. And that lack of knowledge or comfort may apply to those who have the authority to make decisions about information/content youth receive. For that reason, it is critical that organizers ask questions about the culture around sex ed in the communities they work in, in order to craft a message that does not alienate its constituents.

*Characteristics of Good Outreach and Recruitment* offers suggestions for organizers to be able to maximize their influence in their communities. Once talking points are identified and a campaign or project goal is agreed upon by key stakeholders and organizers, the work of developing relationships and getting buy-in from the community begins. This document is a general template for community organizers and political organizers and can be adapted as need depending on your objectives.

*One-on-One Interview Guide* can be used for any organizer around any issue. Specific questions to ask about sexuality education and community readiness/culture around sex ed are included in the accompanying document.

*What is Power?/Leadership & Organizing* are workshops intended for use by organizer(s) on a campaign who are working with a set group of community members for policy change. For most people working in school communities, power mapping and deciphering systems of power come secondary to maintaining already stressful work environments amid constant budget cuts that affect the school. However, for policy change to occur—especially if the community is a conservative one around this issue—it will come down to determining who makes the final decisions and who has influence over the people who make final decisions. Those will be your key people to influence and garner community support in order to persuade.

*Understanding Who's Who* is a worksheet that can be used after each meeting or one-on-one. It will help organizers assess who different stakeholders are and determine whether or not they need to be involved in the campaign.

*In Power vs. Opposition* worksheet that can help you understand the difference between opposition and power, as well as build the ground work in order for you to be to d to build a power map of the community to determine who, in fact, makes final decisions.

*Who's Who and Power Analysis Map* can help organizers finalize campaign strategies and narrow down outreach to the relevant stakeholders who have major decision-making power.

**Sexual Health Education Talking Points:** Based on the messaging box and triangle created at the start of the campaign, the following talking points can be used to inform and persuade key stakeholders in the process. One of the reasons why sexuality education is often a hot-button issue is because of the lack of knowledge about what it includes and how the information is disseminated.

- Sexuality education is a life-long process of acquiring information and forming attitudes, beliefs, and values.
- A comprehensive approach to sexuality education helps teens. Numerous sexuality education programs that include messages about both abstinence and contraception have been proven effective in helping teens delay sexual intercourse, reduce their number of sexual partners, and increase contraceptive and condom use when they do become sexually active.
- Comprehensive sexuality education is about more than just sex. It includes information about relationships, families, friendship, self-esteem and health. It is designed to promote critical thinking and negotiation skills so that teens can make responsible decisions throughout their lives.
- There are several complete sexual health curricula to choose from and a responsible sexual health curriculum does not promote nor negate religious values.
- Many teens are already sexually active. Despite the importance of encouraging teens to delay sexual activity, we cannot ignore the fact that most young people will engage in sexual behavior during their teen years. According to the CDC's 2003 Youth Risk Behavior Surveillance System (YRBS), 47% of high school students reported that they had engaged in sexual intercourse. By the twelfth grade, 62% reported having been sexually active. A similar survey of college students found that 80% of students 18 to 24 years of age had engaged in sexual intercourse. Young people deserve the information and skills necessary to make responsible decisions about sexual behavior and to protect themselves from unintended pregnancies and STDs now and in the future.
- Of all developing countries, the United States had the largest STD rates among adolescents and the highest adolescent pregnancy rates, even though adolescents in other developing countries report similar rates of sexual activity. The major difference is the rate of condom usage and information on safe sex practices
- Providing an adolescent with information about sexual health does not promote sexual activity. In fact, studies show that a comprehensive curricula delays sexual activity and significantly increases use of condoms and contraception.
- All of society is based on relationships, yet there are no instructions or guidelines in other subject courses for young people on how to develop strong, healthy relationships with one another.

## Characteristics of Strong Outreach and Recruitment

1. Be prepared
  - Know your basic campaign message.
  - Know your goals and objectives of your campaign.
  - Have some background information about the person/organization you are talking to.
  - Have information that you can give the person you are talking to regarding the work you are doing. This can include a pamphlet, flyer, postcard or other organizational and/or campaign specific propaganda.
  - Before meeting with stakeholders and other community members have an idea of how they can help move your work forward before you meet with them (attend a meeting, refer you to other people/groups that you can speak with, sign a petition or post card, inform them about the work you are doing, etc.).
  - If your interaction with the person or group goes well, always ask at the end of a meeting if there is anyone else in the community or school who it would be good to talk to about those issues or who is working in some capacity around sexual health, HIV/AIDS or teen pregnancy prevention.
  - Always have business cards or other print material with your contact information to provide.
  
2. Legitimize yourself
  - It always helps going into an outreach situation when you have been referred to a group or person that is well respected by the people you are conducting outreach to.
  - Once again be clear and honest about what kind of work you are doing.
  - Have information you can give people that describes your organization and the campaign you are working on.
  
3. Listen (Extremely Important)
  
4. Agitate/Empathize
  - Without being overly-aggressive ask different questions or bring up different points that may stir people and get them thinking critically about why it is important that they become involved in your campaign.
  - Appeal to a person's background and interests in talking about your campaign.
  - Ask about key issues affecting students and staff and how they impact quality of life for students. For example, have you noticed a rise in teen pregnancy or STD rates at this school, how might parenting affect drop out rates or how does lack of education around sexuality impact the youth? (You will find that most people—both in the school buildings, administration and in the community—are aware of how the overall health of young people affect their daily lives and often are looking for solutions.)

5. Get a commitment: You want to leave an outreach situation with some kind of commitment from the people you are talking to. Examples include:
  - Commit to come to a larger meeting (if it is necessary to have one).
  - Commit to help with a small task (this may be something as small as giving you the email of someone they know who might be more appropriate to talk to or access to a calendar that details meetings for a specific group that may move your work).
  - Commit to refer you to other people that would be helpful to your campaign.
  
6. Follow-up, follow-up, follow-up!!!
  - Outreach and recruitment requires that you build trust with the people you are working with.
  - When you say you are going to complete a task you must follow through.
  - It is very important that you maintain contact with the people you are reaching out to. Even if that means a short email to say hello or a brief phone call to see how their work is going or let them know that you did follow up with someone they had suggested.

## ONE-ON-ONE INTERVIEW GUIDE

### Important Principles of a One-on-One Meeting:

- Build relationships
- Increase motivation
- Create a clearer vision of what your groups is doing
- Gather information about the person and the community

The interview guide provides examples of possible questions you might want to ask the participant. Depending on the relationship you have with the person you are interviewing (already have a close relationship, antagonistic relationship, never met the person before, have had brief interactions, etc.) your questions may change, or you may only want to ask some of the questions in the guide.

### Introduction:

- Introduce self
- Thank respondent for agreeing to participate
- Assure respondent confidentiality
- Review interview purpose:
  - To get to know more about the work they are doing
  - Update them on the work your group/campaign is conducting
- Answer respondent questions
- Check respondent time availability (target 45 minutes to 1 hour )

### Historical Knowledge:

- General knowledge of the town/districts history
- Context of how some of the present issues have arose
- Past work surrounding sex education in the area
- How history has informed the present
- Solutions that have occurred in the past that could be utilized in the future

Knowledge about the Issues/Problems in the Town:

Let's start by talking about current issues that you see going on in your area.

Probe for:

- Dominant issues or problems
  - Education
  - Crime/police brutality
  - Corruption/lack of government accountability
  - Lack of resources
  - Transportation
  - Health care

Relationship between issues/problems and current reality in the area

Continue to probe for:

- Current reality
- How current reality is related to conditions in other parts of the state.
- Specific ideas of what is going on with sexual health education in the area, some issues they are seeing, how they feel the current curriculum and system works.

Knowledge about Potential Solutions:

Given these issues, what programs or policies have you seen or do you advocate to address these issues?

Probe for:

- Innovative work interviewee views that is currently going on in or around the area
- Existing initiatives/campaigns
- Other potential solutions to follow up with based upon participants answers

Leadership in the area:

- Who are the big time 'political players' in the area
- Who is leading 'movement work?'
- Who runs the big not-for-profits in the area?

- Positive examples of leadership in the community
- Negative examples

Community Climate:

Thanks. That gives me a better understanding of the town. How would you describe the areas current climate to enact some of these solutions you talked about?

Probe for:

- In-school/institutional support
- Youth involvement and support
- Political support
- Neighborhood/community support

Resources:

Thanks again for your time. We're almost done. Now I'd like to hear about the resources you have and need for implementing the solutions.

Probe for:

- What kind of resources are already in place?
- Where do these resources come from?
- What do they need?
- What can be done to secure these resources
- Education/Training?
- Time
- Money
- Other outside support

Get Participant to commit to a task or to attend a meeting:

- Update participant on the work ICAH has been up to.
- Invite participant to next event.
- Based on the conversation, think of some small tasks that the participant might be interested in assisting with.

- Ask them of any other people that might be interested in getting involved.

Wrap-up:

That was my last question. Is there anything that you'd like to add?

- Ask for permission to re-contact participant should additional questions arise.
- Thank respondent for meeting.

## Specific Questions to Ask

Below are some questions that can be asked of teachers, school administrators, pastors and others in the religious community, health care professionals, non-for-profit professionals and others who might have some insight.

- How does the legislative process work for the district to pass changes in its curriculum?
- Who appoints the superintendent?
- What power does the Board of Education have over changes in curriculum? What power does the superintendent have over changes? Are there two different school districts for high school and grammar school?
- What is the influence and decision making power of the principals?
- How do the principals get along with one another?
- How do the principals get along with the superintendent?
- What does the district policy manual say about sex education?
- What are the best meeting spaces (high schools, community centers, faith-based institutions)?
- What kind of power/influence do the city council members have over decisions regarding schools?
- Who are the state senators and state representatives in the area?
- Who are the county representatives?
- What kind of influence/power do state officials in the area have over schools?
- What kind of power/influence do the pastors have and who are the most powerful pastors?
- What are the relationships like between teachers at different schools in the district?
- What kind of information would you need to present to the principals and teachers at the school to introduce your campaign?
- What kind of information would you need to present this campaign to relevant community organizations?
- Who is the committeeman/committeewoman in the area?
- What are the different community-based organizations in the area?
- Where do the not-for-profits get their money?
- Does county or city funding go into not-for-profit organizations?
- Which not-for-profits are in the schools currently?
- Is the community more Republican or Democrat?

## **Intro: What is Power? (10 minutes)**

*This workshop can be used by organizers and/or youth involved in your school board policy campaign work. Information gathered by organizers during their one-one-one's and community scan will help identify who their targets are as well as who to avoid. This workshop will help participants be able to identify power as well as determine what power structures in their site should look like in order for policy change to happen.*

Materials/Handouts: Butcher paper, markers, pieces of scrap paper, old magazines, and scissors.

Within the large group:

**Instructions:** Pass out old magazines to participants. Tell participants to cut out any images from the magazines that make them think of power.

The participants should then tape those images on the on the large butcher paper in the front of the room and have each person talk about why they choose the picture and how this picture represents power.

## **Activity I: Using Arts and Crafts to Show Power (30 minutes)**

**Materials/Handouts:** Markers, crayons, scissors, tape, glue, colored paper, paper bags, construction paper, white paper, a packet for each group, and the instruction sheet.

**Objective:** Through the promotion of team building, demonstrate how certain groups have more power than others.

**Step 1:** Make three small groups (Count 1, 2, 3,...1, 2, 3...)

Group 1 receives the most resources, Group 2 receives just enough, Group 3 barely anything.

Group 1: *paper bag, 2.5 white paper, 4 markers, 5 different colors of construction paper, 1 orange page, ruler, scissor, glue, tape*

Group 2: *1 paper bag, 2 white paper, 3 markers, 4 different colors of construction paper (one piece is orange), scissors, tape*

Group 3: *A piece of a paper bag, 3 paper clips, 1 marker, 1 orange crayon, 2 pieces of construction paper, .5 white paper, .25 white paper*

**Step 2:** Pass out the different packets and the instruction sheets to all participants and explain that the groups have 10 minutes to complete the activities.

(The facilitator should help out the groups with more resources (Groups 1 and 2) while ignoring and treating Group 3 unfairly.)

The facilitator should tell Group 3 to ask Group 1 and 2 to share their materials. However the facilitator should tell Group 1 and 2 NOT to share their materials.

**Step 3:** After the 10 minutes are up have each group present what they have completed.

**Step 4:** After the presentations have a discussion with some of the following questions:







- Which group had the most resources?
- Which group ended up having the best results/why?
- How do the conditions created during this activity reflect real life situations?
- Who might Group 1 represent, who might Group 2 represent, who might Group 3 represent?
- Why didn't group 2 and 3 get together and share resources?

**Facilitator:** At the end relate the activity for the participant's upcoming work as organizers. Briefly sum up how it is important to understand how power operates in their community to successfully win a campaign. Mention that understanding the power in your community is one of the first steps of a campaign, and helps you figure out who you should be pressuring to get what you want.

# INSTRUCTION SHEET FOR ARTS AND CRAFTS TO SHOW POWER

## TEAM TASKS<sup>®</sup>

Your team has ten minutes to complete the following tasks. Use the materials in your envelope to complete all of the tasks before the other teams are finished. GOOD LUCK!

- 1 A white paper  with four different color  's.
- 2 A paper bag puppet of your favorite entertainer.
- 3 A paper chain with five different color links.
- 4 A 4" x 4" dice with five different color  's.
- 5 An orange rectangle, 3" x 5", with a white  " on it.
- 6 A united beat.  

## What is a Leader? (30 Minutes)

*This activity is a follow up to “What is Power.” This can be used by youth/students who are involved in the campaign. It is intended as a tool that helps youth involved in the project brainstorm about leadership and approaches to organizing.*

*Materials/handouts: Big piece of white paper, markers*

**Facilitator:** We have just talked about Power, who has it and who doesn't. We also used an example to show how you can work together to take back that power and to make some positive changes in your community. The next example is about the importance of leadership development in a campaign you are creating and how to build a larger group of volunteers that will lead to a successful campaign. First we are going to examine what a leader is.

Have participants gather in a circle. At the front of the room there should be a huge piece of paper on the top of the page says “A LEADER IS.”

The facilitator should ask participants to go up to the front of the room and on the paper put their ideas of what they think a leader is:

Ask participants what they think a leader is.

After everyone has put their answers in the circle, the facilitator should ask people why they choose the answers they did. Discuss the ideas for 10 minutes or so.

**Facilitator:** You all brought up some great qualities that a leader should possess. Next we are going to talk about the process of leadership development and how part of organizing is getting people involved and so that they become leaders in the campaign.

### **Have participants read the following story that illustrates how you build leadership:**

A while back a popular figure ran for Mayor of a major city. The candidate strongly believed in building a strong educational system that was fair and equal, worked a lot for reproductive justice, and believed in fair and affordable housing for everyone. The campaign attracted hundreds of volunteers who worked on weekends at street tables up and down the main avenues. The volunteers, sometimes numbering as many 300 in a single weekend, gave out literature, sold buttons, and publicized issues.

The paid campaign staff ran the whole street table operation. There was no leadership among the volunteers until the staff decided to create it. They created the position of “corner captain” and invited volunteers who come regularly to be corner captains. Their responsibilities included arriving early to receive the table from the truck and then instructing other volunteers in their duties.

It worked. People began to take responsibility. Special training sessions were held at headquarters for the captains, they felt more a part of the campaign. Later, the staff who had been making the weekly phone calls to all of the volunteers told certain captains, “We have six people for you location on Saturday. Ten more volunteers live in your area, but we don't have the time to call them. Could you call?” Before long, a number of the captains were calling their own volunteer lists.

A system was then created in which leadership could develop. The candidate and the issues provided a strong motivation. There was a title, a short list of time-limited responsibilities, other people to help, and someone higher in the group to step in if problems occurred. It turned out that all the elements for beginning leadership development had come together at dozens of street corners.

**Instructions:** After participants have read the story either in two small groups or one larger group, have the participants answer the following questions:

- Do you know of any other examples that are similar to this one?
- How do you think this relates to community organizing?
- How might you use similar steps if you were to do a campaign to change an issue?
- What different types of people at the school and around the community would you involve in your campaign?
- What kind of roles might these volunteers have?

*Have people present their answers to the larger group.*

**Facilitator:** This was a good example to help us begin the process of community organizing, especially the importance of getting other people involved in your campaign. Please keep thinking of this example and the answers you shared as you build your own organizing campaign later this year.

## Approaches to Organizing

Once a sufficient amount of information and relationship building has occurred in a site, it is important to utilize that information to determine power dynamics in the community. These power dynamics such as who principals report to, how the superintendent works with the school board, which political party and/or businesses has invested repeatedly in education and who appoints who, will serve as a guide to construct specific messages and next steps for all involved in the campaign. In this section you will find workshops meant to be conducted by lead person(s) on the campaign. The following worksheets will help you to construct power maps, which can help identify where your campaign should be focused. It also includes logic models—work plans that illustrate the relationships between inputs, outputs and external factors that may hinder progress during your campaign.



## Understanding Who's Who

When first beginning your campaign it is important that you:

- Are able to identify all the different stakeholders that may be important to your campaign.
- The roles these stakeholders have in the community in which you are working (both their job responsibilities and other roles they play in the community that can influence your campaign).
- What type of decision-making power these stakeholders have regarding the issue you are working on.
- An understanding of where these different stakeholders stand on your issue.

This process will:

- Help inform the strategic direction of your campaign.
- Create a clearer picture of which people need get involved in the campaign.
- Which stakeholders will ultimately have the decision making power with your issue. Which stakeholders are key to get on board that might be able to put pressure on key decision makers.

This is an ongoing process, as you will find out more about these different stakeholders as your campaign develops.

### **Example:**

**Position:** Principal

**Description of Position:** Director of Smithfield High School grades 9-12. Responsible for all organization, supervision and administration of all activities and classroom instruction at Smithfield High School.

**Name of Individual:** Mary Stevenson

**Who they Supervise and Who they Answer to:** Ms. Stevenson supervises all assistant administrators, teachers and staff at Smithfield High School. Ms. Stevenson answers to the district superintendent.

**Support (+)/Opposed (-)/ Neutral (N)/ Unsure (N/A):** N/A

**TEMPLATE OF SHEET TO FILL OUT FOR THE DIFFERENT STAKEHOLDERS**

Position/organization/Institution's name:

Name of Individual:

Description of Position:

Who they supervise and who they answer to:

Support (+)/Opposed (-)/ Neutral (N)/ Unsure (N/A):

## In Power vs. Opposition Worksheet

Filling out this worksheet will help give the organizer a clearer picture of the major political forces in the area they are working.

Please note that sometimes the person who really has the POWER in the area may not be a person who is high on the “formal” political structure, or may not even be an elected representative.

A person with POWER may be someone who runs things from behind the scenes. The Powerful person puts together “electoral slates” or the group of politicians that run in an election, and most big decisions that are made, even if it is not in their job description must go through this powerful person. Not every area has just one Powerful person.

In many instances there are a couple big POWER brokers in the area. Even if they are in the same political party (Both Democrats or Republicans), they are constantly opposed to each other as they are each fighting for POWER. These powerful forces usually have a Political Campaign or Political Organization that they run.

To fill out this worksheet you have to understand that any one in power typically has a group of politicians that support his/her policies. More importantly the person in power also has groups of businesses, community-based organizations, faith-based institutions, and other powerful community leaders who support and maintain the person’s power. The person in power gives the different leaders, institutions, and businesses special treatment and favors in exchange for their support. “You scratch my back, I’ll scratch yours”—that’s how politics work.

Obtaining this information will be a process of talking to many people, and utilizing other Internet and print resources. On the next page is an example of how to fill out this worksheet that can be used to understand and analyze the political climate in your area.

<b>In Power</b>	<b>Opposition</b>
<p data-bbox="235 258 604 289"><b>Leader and position of leader</b></p> <p data-bbox="235 321 690 390">David Steve (State Representative and Committeeman)</p> <p data-bbox="235 422 776 491"><b>Key Politicians and appointed officials who are part of his/her machine:</b></p> <ol data-bbox="235 491 738 674" style="list-style-type: none"> <li data-bbox="235 491 673 525">1. Alejandra Romera (Councilwoman)</li> <li data-bbox="235 527 596 560">2. Vicky Mays (Councilwoman)</li> <li data-bbox="235 562 732 596">3. Octavio Gomez (School Board Member)</li> <li data-bbox="235 598 618 632">4. Gregory Strauss (Councilman)</li> <li data-bbox="235 634 738 667">5. Lois Convington (School Board Member)</li> </ol> <p data-bbox="235 711 415 745"><b>Supported by:</b></p> <ol data-bbox="235 785 693 1035" style="list-style-type: none"> <li data-bbox="235 785 537 819">1. Cement and steel corp.</li> <li data-bbox="235 821 529 854">2. Sawbucks coffee shop</li> <li data-bbox="235 856 540 890">3. St. Johns Mega Church</li> <li data-bbox="235 892 693 961">4. We Love Our Kids community-based organization</li> <li data-bbox="235 963 565 997">5. Neighborhood Block Club</li> <li data-bbox="235 999 553 1033">6. Queens of Saints church</li> </ol>	<p data-bbox="820 258 1188 289"><b>Leader and position of leader</b></p> <p data-bbox="820 321 1354 354">Samantha Smith (County Recorder of Deeds)</p> <p data-bbox="820 386 1362 455"><b>Key politicians and appointed officials who are a part of his/her machine:</b></p> <ol data-bbox="820 483 1321 665" style="list-style-type: none"> <li data-bbox="820 483 1208 516">1. Jonathan Riley (Councilman)</li> <li data-bbox="820 518 1196 552">2. Mark Jackson (Councilman)</li> <li data-bbox="820 554 1321 588">3. Alicia Stevens (School Board Member)</li> <li data-bbox="820 590 1265 623">4. Alison Krauss (Township Trustee)</li> <li data-bbox="820 625 1317 659">5. Ronald Butler (School Board Member)</li> </ol> <p data-bbox="820 728 1005 762"><b>Supported By:</b></p> <ol data-bbox="820 791 1378 1081" style="list-style-type: none"> <li data-bbox="820 791 1235 825">1. Township Bank and Associates</li> <li data-bbox="820 827 1024 861">2. Lydia's Diner</li> <li data-bbox="820 863 1154 896">3. New Life Baptist Church</li> <li data-bbox="820 898 1378 968">4. Senior Citizens in Action Community Based Organization</li> <li data-bbox="820 970 1349 1039">5. Helping Hands Community Development Corporation</li> <li data-bbox="820 1041 1208 1075">6. Rock of Ages Baptist Church</li> </ol>

## Part #1: Who's Who and Power Analysis Map (2 Hours)

### Who's Who (50 Minutes)

*This workshop/activity is meant for use by organizers and/or the individual or groups who are working to support the campaign for local school board policy change. It can serve as an aid in determining where power lies, if that becomes unclear during the time that organizer(s) are building relationships. In the case of community SUB (see "Adjusting the model for your community needs," section Presearch) it was necessary for organizer in this particular site to further investigate systems of power in order to maximize their outreach work.*

**Objective:** Participants share their knowledge about the various stakeholders that are important to their campaign.

Preparation for Activity: Facilitator should create 4 categories:

1. Local Politicians: School Board Members, City Councilman, Mayor, Superintendent.
2. Organized Groups: Community-based organizations, block clubs, etc.
3. Local School Community: Local school administrators, teachers and other school staff
4. Representatives from other institutions. Depending on the community you might want to include faith-based institutions, park districts, hospitals and clinics, medical schools, etc.

To assist the participants the facilitator can begin to write out different titles for various stakeholders in each category.

For example under the Local Politicians Category the Facilitator can write out:

- a. State Senator
- b. Mayor
- c. Board Member 1, 2, 3...
- d. Etc.

Under the Local School Community category the Facilitator might write:

- a. Principal
- b. Assistant Principal
- c. Teachers
- d. After-school Coordinator

**Facilitator:** Explain to the group that the first part of our activity will be to work together in identifying the different local stakeholders that either will be helpful in building support for our campaign or have decision-making power over our issue. (In this case, the issue will be sexual health education).

You will be divided into four different groups. Each group will address a different category. The four categories include:

1. Local politicians
2. Organized groups

2. Organized groups
3. Local school administrators, teachers and other school staff
4. Representatives from other institutions. Depending on the community you might want to include faith-based institutions, park districts, hospitals and clinics, and medical schools, etc.

Your task for this activity will be to identify as many individuals within each category. For each individual:

- Write out a sentence or two describing their position
- Who they **supervise** and who they **answer to**
- Write out either a **+** to represent that they support sexual health education, a **-** to represent they are against sexual health education, an **N** to represent they are neutral on the issue or a **N/A** to represent that you are unsure of their position.

*(See example on last page)*

**Facilitator:** We have already written out a couple of the positions you should define. We encourage you to add any other individuals that you think might be important to building support for Sexual Health Education in \_\_\_\_\_(Name the area). If you are unsure about certain individuals you can leave their information blank and participants working in other categories will have an opportunity to fill in this information.

*The Participants should then go into their four groups.*

*Once the participants have finished, they should place their Information at the front of the room.*

**Facilitator:** Now that everyone has filled in the information we should give everyone the opportunity for people to add any other individuals to each category or add any information to the descriptions of these individuals. I encourage you all to talk to one another and ask any questions you have.

You will have about 10 minutes to make any additions.

## **Part II. First attempt at filling in the Power Analysis Map (20 min)**

*After the first part the facilitator should give participants a short 5-10 minute break. While the participants are on break the facilitator should put a very large power analysis map at the front of the room. Please see a diagram of how the power analysis map might look at the end of the facilitator guide:*

**Facilitator:** Thus far we have created a list of different stakeholders who are important to the success of building support for improving sexual health education in \_\_\_\_\_(name the area). Don't worry if there are some people that we may have forgotten or did not have a description for. As we move forward we can always add these people to the list.

At the front of the room is what we call a Power Analysis Map. This map will help guide us as we work to build support for our campaign. This map will give us a visual idea of the extent that certain stakeholders support us and the type of power that each stakeholder in relation to making

decisions about sexual health education. More importantly, the map will help identify which stakeholders we should work with as we move forward to build support for the improvement of sexual health education.

Please go back in each of your groups you were previously in. In front of you are large post-it notes. As a group, please take each stakeholder you wrote a description for and place their name on a Post-it note. Then place the post-it note on the power map based on where you think they belong based on the description your groups have just completed.

*The facilitator should then give an example.*

After every group has placed all their names on the Power Map we will have an opportunity as a larger group to re-evaluate the power map and make any changes.

*Each group should begin placing the names on the power map.*

### **Large Group Analysis of Power Map (20 Minutes)**

Facilitator: Good job. As we can see there are a lot of people that we have to talk to and work with in order for this campaign to be a success. As a larger group let's now evaluate our choices on the Power Map.

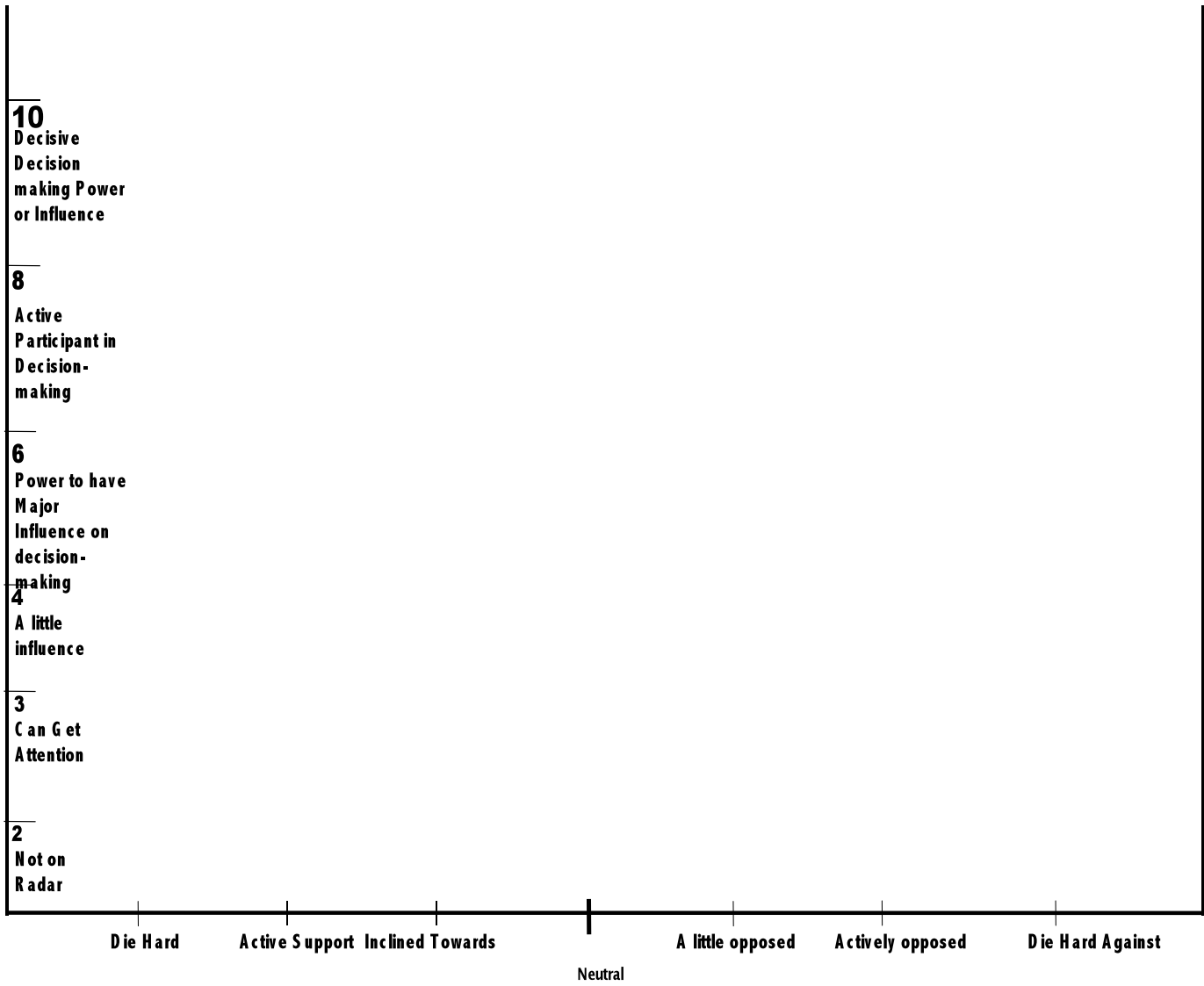
The role of the facilitator should have been analyzing the choices participants made on the map closely. The facilitator might notice that certain groups that have little decision making power were given a lot of power by participants or some people who might have power in other issues but may have less power in educational issues were tagged as having a great deal of power. The role of the facilitator will then be to ask the right questions to arrange the power map based on the input of participants.

*The end result of the power map is to give participants an idea of:*

1. Which people they must reach out to get involved in the campaign
2. Which stakeholders will ultimately have the decision making power in their issue
3. Which stakeholders are key to get on board that might be able to put pressure on these identified decision makers

The next step after the power mapping activity will be to devise an outreach plan and an overall action plan to build support for the campaign.

# CAMPAIGN POWER ANALYSIS



## Example of Sheet for Who's Who

Position/organization/Institution's name:

Name of Individual:

Description of Position:

Who they supervise and who they answer to:

Support (+)/Opposed (-)/ Neutral (N)/ Unsure (N/A)

### Example:

**Position:** Principal

**Description of Position:** Director of Smithfield High School grades 9-12. Responsible for all organization, supervision and administration of all activities and classroom instruction at Smithfield High School.

**Name of Individual:** Mary Stevenson

**Who they Supervise and who they answer to:** Ms. Stevenson supervises all assistant administrators, teachers and staff at Smithfield High School. Ms. Stevenson answers to the district superintendent.

**Support (+)/Opposed (-)/ Neutral (N)/ Unsure (N/A):** N/A

## What is a Logic Model?

Logic models can help organizers develop a plan for action that will guide them throughout their campaign. While there are no guarantees about how a campaign will take shape at the beginning of a campaign, there are many factors that can be determined once a relationship is built with the organizer and school community. For instance, determining specific external factors that may hinder the progression of the work becomes apparent from responses you collect.

In order to develop a logic model that will most accurately reflect your objectives, there are four key elements to include: inputs, outputs, outcomes and external factors. The following sample logic models represent models ICAH has used in their SBP sites.

Inputs include all of the people or processes that will carry out the campaign work. This includes community organizers, youth who are working on the campaign, teachers or other school administrators who have made commitments to carrying out the work, as well as media outlets if there are any. The “inputs” will be responsible for completing specific tasks, which should be reflected in the “outputs” column.

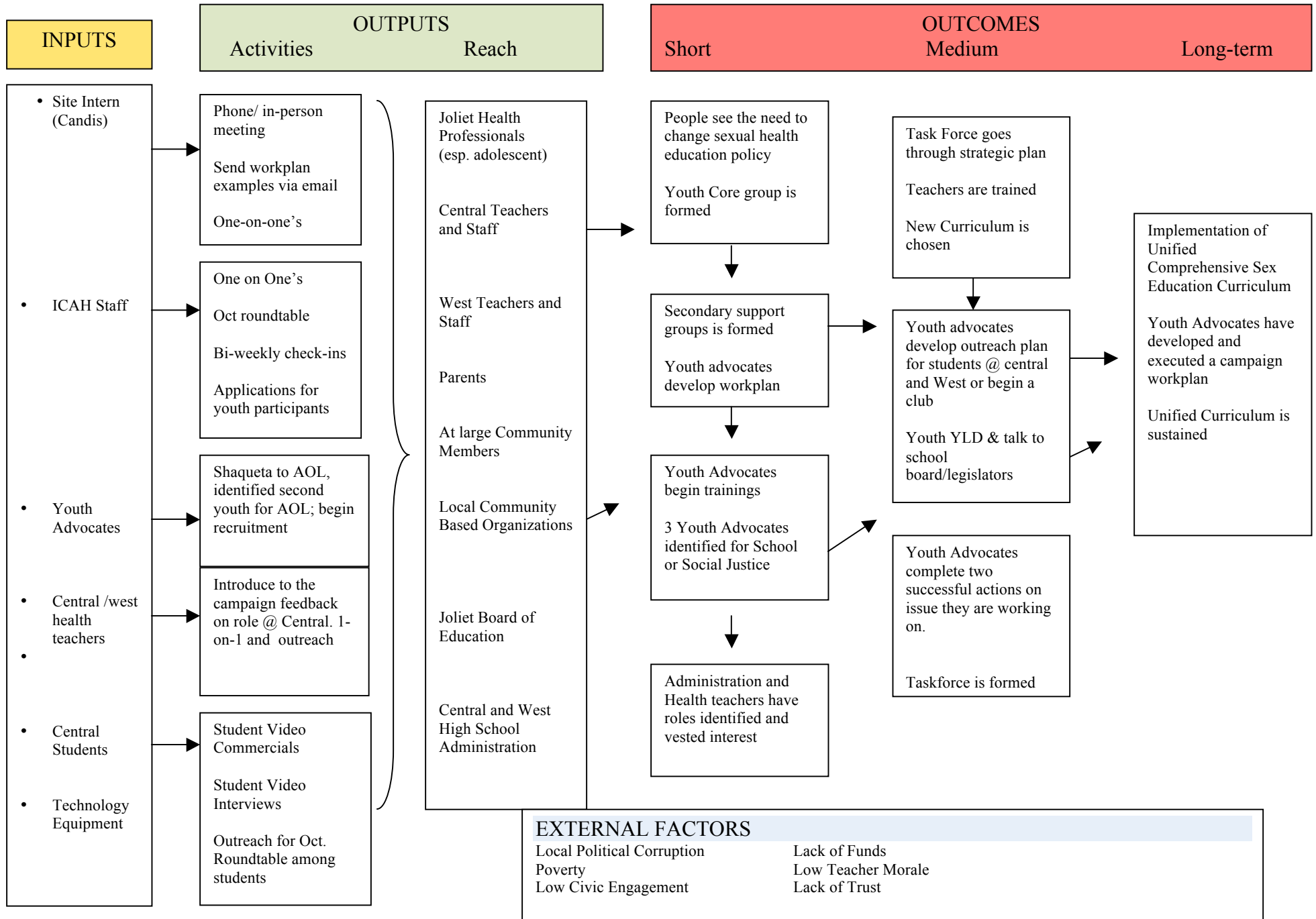
Outputs can be divided into two columns: what *activity* the input, or responsible person, will do and *reach*, or who that activity will most impact. Activities can be broad or specific depending on the impact it will have. Try not to include menial tasks, but rather tasks that will have some significant impact on one of the outcomes. Outputs should also reflect those stakeholders who are most invested and have authority to make the changes you are working for in your campaign. If you see that the output impacts mainly those on the margins of the campaign, then it is a good sign that you should reconsider.

Outcomes should be identified based on campaign goals. Organizing for policy change may or may not end in actual change. There are, however, several goals that organizers can identify that can benefit the students and school community as a whole. Therefore, it's beneficial to break outcomes up into three categories: short, medium and long-term. Long term goals/outcomes will be big-picture—for instance getting the school board to adopt a comprehensive sex ed policy district-wide. Medium goals/outcomes can include the steps that should take place or ideal structure that should exist to propel the policy change forward-or at the very least be able to sustain momentum that has built up to that time in the event that a school board does not want to touch the issue. A medium goal in that instance might be to get the approval from school principals to implement a sex ed program in their school. Short-term goals can be the initial steps or processes needed to get the medium and long-term goals met.

External factors are also important to note as one or several of them could be a hindrance to the work and jeopardize the chances of any of the outcomes being accomplished. External factors can include information gathered from conducting one-on-ones and community research.

Logic Model

Joliet SBP June-October 31, 2009



Logic Model  
**Maywood SBP**

