

## Advocacy Lab: How to Make Change Happen

*Few [people] have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation. ... It is from numberless diverse acts of courage and belief that human history is shaped. Each time a [person] stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he [or she] sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance.*

**Robert F. Kennedy**

**Robert F. Wagner Graduate School of Public Service**  
**New York University**  
[PADM-GP 2407-001](#)

Professor David M. Elcott

Email: [David.elcott@nyu.edu](mailto:David.elcott@nyu.edu)

Office: Puck 3068

Phone: 212-992-9894 mobile: 914-391-7503

Office hours by appointment

### COURSE DESCRIPTION

**Short: Advocacy Lab** is meant for students interested in how change takes place in policy and politics – and what efforts are necessary to effect those changes. We explore in theory and practice the concepts and tools of advocacy and will work with those in the field to apply our learning. Our issue will be **Ban the Box** (for info see such websites as <http://bantheboxcampaign.org/> or <http://newyorksealinglaw.com/everything-you-need-to-know-about-ban-the-box-in-new-york/> (**see below**))

**Long: Advocacy Lab** is for those who could imagine social change that results from an entrepreneurial sense that my (and our) actions can be transformative. It may mean working in national or local advocacy organizations that make change happen or in a social purpose cross-sector setting that commits-profit organizations and corporations with a commitment to constructive social impact. A campaign could even take place on the most local level, even at NYU. It is for anyone who wants to understand the art of issue advocacy as a method of social change. An advocacy campaign is one aspect of making change happen. It attempts to impact public policy, most often through changes in regulations and/or legislation and always entails new, effective narratives. There are a wide range of roles campaign workers can play from research and policy analysis, from education, public relations and organizing constituencies to reaching out to a wide range of influentials, legislators and other government officials. At the same time, the skills of public advocacy– listening, finding areas of consensus and building on that consensus, finding ways to make change happen – are skills that can be applied to all professional and life settings.

The goal of Advocacy Lab is to gain experience in how to make change happen. **We will do so by focusing on and engaging in the Ban the Box campaign (see below).** This class is not only an academic endeavor. In addition to training classroom activities, we will take our learning out into the community. The clinical part of the program will include training in a specific advocacy issue you can work on and developing the strategies, skills and courage to go out into the field to advocate for concrete change. During in-class practicums we will explore the range of tools and strategies for our advocacy campaign, share and analyze our experiences and plan the work that needs to be done. Students will be mentored in this work.

You will be part of a team that, working with the professor, will address one or more aspects of an advocacy campaign and then go out in the field to do such things as meet people as an advocate, find partners and build coalitions, lobby decision-makers, contact media and do the things that an organizer for an issue advocacy campaign must do. You also will spend time researching the issue(s) so that you become an expert in the field. Hopefully, your work will move the advocacy campaign forward, although that is never assured (failure is unfortunately a real aspect of advocacy).

There are no shortage of issues that the United States and the world face – from gun violence, unemployment and poverty to food justice, criminal justice reform and human and civil rights. Some of these issues could be very local, here at NYU and in New York, while others could be international in scope. Yet the skills and “on the balcony” assessments crucial to an effective advocacy effort are learnable. Taking on an advocacy campaign will allow you to explore your own strengths and recognize the areas of growth you seek.

The course will provide an overview of and training in how to affect public policy through advocacy campaigns, legislative lobbying, issue branding, coalition building and community organizing in the United States. This includes exploring the different forms of policy issue advocacy and identifying its value base; exploring the strategies, tactics and activities of organizing and running such campaigns; and thinking about marketing, language and evaluation. We will have the opportunity to meet with advocacy leaders, from lobbyists to strategists, legal experts to grass roots organizers. We will also need to look at and gain insight from experts on using social media and on-line campaigns to effect the changes they seek. We hope that you will experience this not merely as simulation, but the real thing.

The goal of Advocacy Lab is to gain hands-on experience in taking on a social justice issue and make change happen.

Through readings, class activities, cases studies, speakers and reflection, students will examine skills and techniques for effective issue advocacy organizing while also learning from field experience and reflective engagement with fellow students, professors and mentors and those being served.

**Ban the Box** is the name of the campaign to have governments and other employers remove from their hiring applications the check **box** that asks if applicants have a criminal record, been convicted of a crime or even arrested. The argument is that not only could this bias those hiring from even looking at an otherwise qualified candidate, many people would rather walk away from a potential job than check the box. Our campaign will have two prongs: to change the common application used for all NYU students that has the box and also to work to Ban the Box in Westchester County (NYC already has done so).

**COURSE OBJECTIVES:**

- Distinguish issue advocacy from other approaches, including community organizing, to addressing problems in communities.
- Examine the essential concepts of power – what it is, how it is used and how groups and communities expand and strengthen their political power through organizing – and consider how to apply this learning.
- Consider how changes in civic engagement and voluntary associations impact community organizing and grassroots mobilization.
- Determine how to identify and engage community members and organizations that will get involved in an advocacy campaign and how to support their participation in decision-making processes and coalition building.
- Address the unique leadership skills that make for a successful advocacy campaign.
- Differentiate between the problems that affect individuals and communities and the issues around which advocacy campaigns are built, viewing social, economic and political problems from an advocacy perspective.
- Learn about and apply principles of communication, marketing and branding to advocacy and organizing in general and specifically to the development and implementation of issue campaigns.
- Articulate a theoretical, conceptual and practical knowledge of the legislative, budgetary and bureaucratic policy making processes and structures and the democratic processes and role of compromise critical to effective governance.
- Describe the key action points within the policy making processes in which professional lobbyists, legislators, advocates and their organizations can influence policy making.

**COURSE EXPECTATIONS AND REQUIREMENTS INCLUDE:**

1. Careful preparation for and serious involvement in all seminar sessions. This means reading the materials and thinking about the topic before the session. Try your best to cover all the

readings so that in class, you will be citing from the works that we assigned. In your reading, you are asked to:

- Question the significance of the topic and the analyses you read – is the methodology solid; does the analysis comport with the results?
  - Search for what biases (and there are always biases) affect the choice of subject, data and analysis.
  - Check yourself out: In what ways do the evidence and analyses conform to your own experience and assessments, and in what ways do they challenge them?
  - Consider what institutional and organizational implications can be drawn from the readings, and what types of leadership responses would be most productive.
  - Think about what you learn as a leader and manager, policy analyst and advocate for policy change.
2. Class participation is crucial and the quality and thoughtfulness of your involvement will be reflected in your final grade. **If speaking in public is difficult for you, please come to see us early on.**
  3. Assume leadership in class activities (alone and as part of a team) – there will be many opportunities for you to experiment with your own organizing skills.
  4. Students will choose issues that arise from one or more sessions of the course that seem powerful, meaningful and/or problematic and then write a one to two page single-spaced analysis. You will be responsible for three such analyses staggered over the semester. Each analysis, while reflecting rigorous and careful reading, allows you to explore what excites you intellectually and how you imagine applying what you read to professional areas that interest you. Along with your readings, you may also use lecture, power-point presentations, in-class exercises and the presentations of guest speakers as resources. **,theory and academic analysis – these reflections are in lieu of exams and therefore should reflect the academic learning to the best of your ability. Do not skimp on your writing.** To get full credit, these three one-two pagers will be due no later than the following dates:

1 <sup>st</sup> Reflection	Tuesday, September 27 <sup>th</sup> by 11 PM
2 <sup>nd</sup> Reflection	Tuesday, October 25 <sup>th</sup> by 11 PM
3 <sup>rd</sup> Reflection	Tuesday, November 29 <sup>th</sup> by 11 PM
  5. You will meet with your team members for reflection and evaluation. Because your advocacy work will be with an existing organization and campaign, this experience will be very real, affecting the lives of real people. We will have some time in class to do the reflection and evaluation work and you will have additional time outside of class working on the advocacy campaign with your teammates. Some weeks will be more, some less. We will often use scheduled class session time Wednesday evenings for you to meet with your team and the professor, just with your teams and also to hear speakers.
    - Your team will develop a two page paper describing the advocacy effort in which you are engaged focused on a “bill” or an institutional decision that has been introduced or could be. You will describe the sponsors, the committee(s) involved, a brief synopsis of the “bill” and the problem it is attempting to address.

- **This two page paper will be due Week four on September 28<sup>th</sup>**

6. Each student is expected to keep a record of her or his own experiences reflecting on the advocacy effort in which they are engaged in the field and how the learning in the classroom and the fieldwork do or do not come together. This allows us to be supportive of your work and the obstacles and frustrations, which are always part of advocacy campaigns. This journal will be part of your portfolio for the course. During the semester, each student will be required to meet with the professor to discuss their journal and the experiences of advocacy. **It is the student's responsibility to schedule those meetings. Please make sure to do so well in advance.** The journal will be shared with David as a submission **at least one week** prior to each meeting.
7. Each team will present a summary of its work as a class presentation. This will take place during the final session of the course on December 14<sup>th</sup>, 2016. The presentation will be scheduled during the week of finals and we will jointly determine exactly what the final presentation will look like. The goal is to better understand the work your team has done, what was accomplished and what did not succeed.
8. At the end of the course, each student will present her or his own portfolio that will include:
  - Your journal entries
  - A description of your advocacy campaign activities (this can be a team effort).
  - A final **MEMO** up to 5 single-spaced pages to the next student who will continue the Advocacy work you have been doing. It should address the theoretical and skills learning of the course as well as your readings and field work. It should tell that student what you learned and how you have or have not been affected by the experience. It also must present a rigorous understanding of how advocacy and community organizing unfolds, the problems to be faced and the means to achieve the objectives of the campaign. Most important, it is a motivational piece to inspire your replacement to continue the hard work you have done and build on your accomplishments. While we want a rich description of what you have **DONE**, we also want you to use the learning from the readings, class sessions and speakers – as well as materials you read or prepared for your advocacy effort. **Each page should therefore have at least three citations.**
9. Please submit all written assignments electronically. Your final class grade will reflect your participation in class sessions, your three one-two page analyses, your fieldwork and journal reflections, and your final group presentation and final memo to the next class

#### **NYUClasses and Readings:**

1. Much of the reading, many announcements, class related documents and other useful class information will be posted at the NYUClasses site so make sure to check that out regularly.

2. Also, check your NYU email regularly for any other announcements.
3. You will need Adobe Acrobat Reader in order to view some of the materials. Make sure that you have it installed.
4. Books will be placed on reserve in the library.

### **Academic Integrity**

As a professional, you will need to use many resources that have been developed, authored and/or organized by others. Making great use of the work of others is a valuable professional tool – originality is not axiomatically a virtue. Honoring the hard work of those who prepared what you borrow and use is an issue of integrity. That lesson begins in your academic work. To refresh yourself on the rules of academic integrity, see

<https://wagner.nyu.edu/current/policies/>

**Please refrain from checking your emails or doing other computer/PDA activity during class other than that which is connected to the class– if you think that we do not notice, you are wrong.**

### **Pre-Readings:**

The opening sessions of this course are intensive with a great deal to learn. We encourage you to prepare by reading over break (apologies for intruding but we think you will gain so much more by preparing in advance). In addition to the readings listed in the syllabus, please do read the following all of which are found in NYUClasses under Resources and Pre-readings:

- Alexander, Michelle - The New Jim Crow, Intro and Ch4
- Forman Jr, James - Racial Critiques of Mass Incarceration, Beyond the New Jim Crow
- Sentencing Project: To Build a Better Criminal Justice System
- New York State Reforms Harsh Rockefeller Laws
- Rose, Heather and Martin, Glenn - Locking Down Civil Rights
- YouTube Video: He was arrested 60 times. Then he got supportive housing

**THERE IS MUCH WE WILL NOT KNOW ABOUT THIS SEMESTER OR CANNOT ANTICIPATE BECAUSE YOUR ADVOCACY ENGAGEMENT DEPENDS ON MORE THAN YOUR OWN ACTIONS. THERE MAY BE CHANGES IN SESSIONS IF EVENTS CALL FOR THAT. THE SCHEDULE OF DELIVERSABLES MAY ALSO CHANGE DEPENDING ON WHAT IS HAPPENING IN THE CAMPAIGN. AS GRADUATE STUDENTS WHO ARE ENGAGED IN REAL FIELD WORK, FLEXIBILITY IS A CRUCIAL ASPECT OF THE LEARNING. PLEASE NURTURE THAT CAPACITY FOR THE UNEXPECTED**

## **COURSE SESSIONS:**

### **Session I**

#### **Mission and Vision: A Theory of Change and Organizational Mission**

**September 7<sup>th</sup>, 2016**

Students will refresh or acquire the basic vocabulary that is critical to issue advocacy and organizing such as: deep listening and collaborative skills, standing on the balcony and turning up the heat, dialogue and debate, SWOT and other strategic-change models of engagement to produce change. We will begin to develop a Theory of Change applied to the organization(s) with which we are working.

We also will explore the ways that Americans organize for change, the web of relationships and a network of associations that provide significant benefits of social capital, personal meaning and tribal affiliation well beyond the confines of any particular institution. What roles do voluntary associations and social capital derived from participation in voluntary associations play in fostering civic engagement in the context of American democracy? Of particular interest is whether voluntary associations, the core of American public service commitment, demand participatory behavior in a world moving from a place in time to virtual associations no longer dependent on geography. The core questions:

- What impact will the shifts in the ways Americans participate as active citizens have on grassroots mobilization and community organizing?
- What is issue advocacy in the context of organizing and how it is different from other approaches to addressing community problems?
- We will identify the issue(s) that will engage us this semester and begin to learn about what needs to be done.

### **Readings:**

- Theda Skocpol, **Diminished Democracy: From Membership to Management in American Civic Life**, Univ of Oklahoma Press, 2003, chapter 6 "What We Have Lost."
- Minieri, J. **Tools for Radical Democracy**. Introduction - Chapter 1;
- Reid, Elizabeth. 1999. Nonprofit Advocacy and Political Participation. In Boris, ET and Steuerle, Eds.: *Nonprofits and Government: Collaboration and Conflict*. Chapter 9: 291-325.

### **Session II**

#### **Power and the Advocate as an Agent of Change**

**September 14, 2016**

We will focus on a definition of power and the ways that power is used in the world of advocacy and organizing. In this context, we will begin to explore the role of an issue advocacy organizer and begin to assemble the qualities and skills that are crucial for a successful campaign. What allows us the right to intervene in the lives of a community? More important, we will take the issues of power head-on: What is power all about – for whom, over whom, with whom?

## Readings

- Michael Gecan, **Going Public: An Organizer's Guide to Citizen Action** (Anchor Books, 2005)

### Session III

#### Engagement and the Campaign

**September 21, 2016**

What do we want to accomplish? Who are the stakeholders, where do we find them and how do we engage them and work with new constituencies? We will look at various recruitment techniques and methods to get people involved. What assumptions do people make when they meet others (think about geography, race, gender, religion, education, ethnicity, sexual identity, nationality, background narrative) and pose the question: "How do we create an advocacy community committed to our issue and build coalitions that can engage a more diverse population?"

#### Readings:

- Minieri, J. **Tools for Radical Democracy**. Chapters 3-4;
- Frances Poletta, *Freedom is an Endless Meeting: Democracy in America*, Univ. of Chicago, Chicago, 2002 (sections TBD)
- Barry Rubin, *A Citizen's Guide to Politics in America*, Case Study: Domestic Workers Bill of Rights, M.E. Sharpe, 2000. Chapters 2-4
- **The Community Toolbox**, Univ. of Kansas, 2010, Chapters 30-35: Organizing For Effective Advocacy

### Session IV

**September 28th, 2016**

#### Identifying Issues and Strategies for A Successful Advocacy Campaign

How do we distinguish between problems and issues, something that often gets in the way of effective organizing and successful change? We will develop techniques on how to do effective research and power analysis toward determining the goals of an advocacy campaign with the focus on our own advocacy campaign. Based on a clarified mission, you are better able to work on the skills of choosing target, strategy and implementation options. We will work with a Logic Model to assess and analyze the component parts of a successful advocacy campaign.

#### Readings:

- Elcott and Rosenthal, **Engaging America**: Unit VI
- Hick and McNutt, **Advocacy, Activism, and the Internet : community organization and social policy**, Chicago, Ill. : Lyceum Books. 2002 (sections TBD)
- The Public Policy Institute, The Realclout Toolbox, <http://realclout.org/materials/toolbox>



## Session V

October 5<sup>th</sup>, 2016

### **The Legislative Process: How Laws Move From an Idea to a Reality**

There is no magic in the legislative process. It is often a slug match, slogging with glacial speed, attacks

from all sides to ensure that the final bill accomplishes what each of the competitive stakeholders demand. Knowing who the stakeholders are, where the leverage is, who is allied with whom, what bureaucratic expectations will be from bill passage to implementation, what or who will clog or even shutdown the process, and, of course, the roles that advocates and citizens can play. We will be guided through the ups and downs that experienced advocates have learned in getting legislation enacted.

## Session VI:

October 19<sup>th</sup>, 2016

### **Reach Out: The Art of Building Partnerships and Coalitions**

Leading "without easy answers" often requires eliciting the collaboration of groups, organizations and constituencies that speak different languages (literally and figuratively) and that have never cooperated in the past. This includes ethnic and immigrant communities, religious communities, groups divided by class, race or geography, particularly significant in urban areas. We almost always need partners to be effective and partnership is hard work. How can we partner with other groups using a model of shared power and equitable decision-making and problem-solving? Are we prepared to address dynamic tensions that will be inherent in our partnerships? Joint initiatives often are great ways to deepen partnerships. We therefore need to be mindful of structures and processes that can minimize conflict and maximize our individual contributions. Thinking win/win, we can create programs that advance our advocacy agenda while deepening relationships with important allies.

### **Readings:**

- RCLA Leadership for a Changing World Program
  - Lynn Stephen, et. al, **Building Alliances, A Leadership for a Changing World** collaborative ethnography
- Minieri, J. **Tools for Radical Democracy**. Chapters 14
- Gibson, Cynthia and Peter Levine. The Path to Consensus: Coalition-Building, Advocacy, Research and Communications Converge for Success in Carnegie/CIRCLE Program. In Alliance for Nonprofit Management, 2004. *GOLD BOOK: Success Stories in Nonprofit Capacity Building*. 1-11.

## Session VII

### **Brand Character: Imagining a Public Opinion Advocacy Campaign**

October 26<sup>th</sup>, 2016

What if you call for an advocacy campaign and nobody comes? The reasons may not be apathy but a failure to frame the issues and move effectively from vision to implementation. At the core

of an effective implementation strategy is branding and marketing. While corporations may have millions to invest to market their products – or to invest in political campaigns and issue advocacy,-- social justice activists running an advocacy campaigns generally have to work with less. Yet we have many cases of successful grassroots campaigns that made great use of networking, media presence and on-line activity

As the Opportunity Agenda explains: Too often the social justice community must counter well-financed communication efforts that support inequitable and unjust policies. To successfully counter these efforts, social justice leaders need support to tell compelling and evocative stories that drive policy and culture change. The goal is to move hearts and minds, driving lasting policy and culture change and bring the inspirational voices of opportunity and possibility to social justice issues through communication expertise and creative engagement.

To advance the impact of the social justice community, it is critical to shape compelling narratives and messages; build the communication capacity of social justice leaders through training and resources; and engage with artists, creatives, and culture makers as powerful storytellers to shift the public discourse.

Here is our chance to learn techniques and skills that can be applied in a wide range of professional settings.

### **Session VIII**

#### **Getting the Message Across: The Medium is the Message**

**November 2nd, 2016**

While it is exciting to get an op-ed into the newspaper, there are many other ways to influence the influentials – legislators, newspapers and commentators, clergy and the moneyed class – as well as all those people you would want distributing or signing petitions, door-knocking and voting. With the help of professionals in the field, we will explore traditional media advocacy methods and then imagine what advocacy will be like ten years from now.

### **Session IX: Who am I to Tell Other People What To Do? Diversity and Privilege in Advocating for Others**

**November 9<sup>th</sup>, 2016**

**Guest Lecturer: Prof. Erica Foldy**

Our goal is to give you the tools, insights, and strength to be excellent community organizers. That said, we need to think about the issues of “otherness” in America and the impact prejudices have on the American political process and on communities. A lot of community organizing takes place among those most disenfranchised and race, national origin, and ethnicity, sexual identity and gender, religion and class all are inextricably mixed up in community organizing. And even more, these identities are intermingled and compounded, and organizing activity takes place at the intersections. We will ground our work with these issues in mind and spend the hour at least bringing some of the issues to the foreground and then allow them to remain as background to all that we learn.

Leading "without easy answers" often requires eliciting the collaboration of groups, organizations and constituencies that speak different languages (literally and figuratively) and that have never cooperated in the past. This includes ethnic and immigrant communities, religious communities, groups divided by class, race or geography, particularly significant in urban areas. We almost always need partners to be effective and partnership is hard work. How can we partner with other groups using a model of shared power and equitable decision-making and problem-solving? Are we prepared to address dynamic tensions that will be inherent in our partnerships? Joint initiatives often are great ways to deepen partnerships. We therefore need to be mindful of structures and processes that can minimize conflict and maximize our individual contributions. Thinking win/win, we can create programs that advance our advocacy agenda while deepening relationships with important allies.

**Readings:**

- RCLA Leadership for a Changing World Program
  - Lynn Stephen, et. al, **Building Alliances, A Leadership for a Changing World** collaborative ethnography
- Minieri, J. **Tools for Radical Democracy**. Chapters 14

**Session X: Lobbyist is Not A Dirty Word**

**November 16<sup>th</sup>, 2016**

The fact is, we want communities to organize and those most hurt by public policies to stand up and fight for the cause and assure that negative policies are changed. The reality is that this seldom happens. Revolutions are driven by small, dedicated individuals who can mobilize large constituencies and find effective ways to move decision-makers to change course. Along with all we have learned, we must take lobbying very seriously. How can we affect legislative action? To whom do we need to speak? How do we get bills on the floor of the legislative bodies and see them passed and signed in to law? This session will train us to be effective lobbyists on our issue.

**Readings:**

- Anthony J. Nownes, **Total Lobbying**, Cambridge Univ. Press, N.Y., 2006
- Avner, Marcia. Minnesota Council of Nonprofits. 2002. *The Lobbying and Advocacy Handbook for Nonprofit Organizations: Shaping Public Policy at the State and Local Level*. Saint Paul, MN, Amherst Wilder Foundation,  
Chapter 4: Nonprofit Lobbying and the Law. 121-129; Appendix C: Legislative Guide. 147-154. Chapter 2: Get Set! Develop Your Lobbying Plan. 33 – 57. Chapter 3: Go! Implement Your Lobbying Plan. 85 – 119.

**Session XI: Status, Legislation and the Courts: How to have impact on the Legal System to effect change**

**November 20th, 2016**

Often the greatest advocates for right rights have been the courts that overturned laws or referenda that oppressed individuals or identity groups. In other cases, courts have ruled

unconstitutional legislation passed in support of civil and human rights. While courts claim impartiality, no one really believes that. Courts are aware of public opinion. So advocacy campaigns also can be applied to impact judges (and even juries). We will look at the legal process itself and then cases that, from our standpoint, were affected by advocacy campaigns that changed the hearts and minds of judges.

Questions to Consider:

1. How have the courts crafted principles that address status and where have the conflicts been?
2. What are the key court rulings that affect advocacy issues we see today?

Materials:

- A Fluid Boundary: The Free Exercise Clause and the Legislative and Executive Branches  
<http://pewforum.org/newassets/images/reports/freeexercise2/freeexercise2.pdf>
- **The U.S. Equal Employment Opportunity Commission** Federal Laws Prohibiting Job Discrimination <http://www.eeoc.gov/facts/qanda.html>
- Julie B. Ehrlich, Breaking the Law by Giving Birth: NYU Review of Law & Social Change, 32 N.Y.U. Rev. L. & Soc. Change 381 (2008)  
<http://ezproxy.library.nyu.edu:2507/HOL/Page?handle=hein.journals/nyuls32&id=1&size=2&collection=journals&index=journals/nyuls#387>
- **Brown vs. Board of Education (1954) in Nivola and Bloom, Classic Readings in American Politics, St. martin's Press, NY, 1986, ch. 40**
- Hernandez v Robles (NY Court of Appeals Ruling on Gay Marriage)  
[http://www.courts.state.ny.us/reporter/3dseries/2006/2006\\_05239.htm](http://www.courts.state.ny.us/reporter/3dseries/2006/2006_05239.htm)
- Editorial, Extraordinary means, *Commonweal*. 132.7 (Apr. 8, 2005): p5.  
<http://go.galegroup.com/ps/i.do?action=interpret&id=GALE%7CA131753940&v=2.1&u=new64731&it=r&p=LitRC&sw=w&authCount=1>

## **Session XII: Determining Success Before Success: Evaluation and Other Assessment Criteria December 7<sup>th</sup>, 2016**

A campaign is ultimately successful if its mission is achieved and change takes place. Yet there are many steps in this process, success may be delayed and evaluation is crucial to succeed. There is an additional skill to acquire, for constant self-evaluation (personal and institutional) demands are ubiquitous and come in a variety of ways – 360 degree personal/professional evaluations, group assessments, responses to funding proposals, donor and government driven evaluations, media scrutiny, or successful or failed elections. Our interest is to apply our learning to the assessment and evaluation of an advocacy campaign. Evaluation is a crucial tool, allowing organizations and individuals to know where they are going and whether they are on track or, if not, to change course as needed.

**Readings:**

- **The Community Toolbox**, Univ. of Kansas, 2010, Chapters 40-44: Maintaining Quality and Rewarding Accomplishments
- **James McDavid, *Program Evaluation and Performance***, Sage Publications, Thousand Oaks, CA., 2006
- **Evidence of Change: Exploring Civic Engagement Evaluation**, Building Movement Project, [http://buildingmovement.org/pdf/EvidenceofChange\\_BMP.pdf](http://buildingmovement.org/pdf/EvidenceofChange_BMP.pdf)

**Session XIII: Final Roundup****December 14<sup>th</sup>, 2016**

Our campaign(s) are winding down – not because the battles are over, but because the course is. Of course, we hope you will be inspired to continue supporting the advocacy efforts before us -- and new ones that will arise in your lives. Each team will present the work they have been doing and we will look at the cumulative effect of our efforts.