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OVERVIEW

Generation Citizen is strengthening our nation’s democracy. Building community and strong personal relationships are essential to this mission. They allow us to best work and learn together and ultimately make greater change. Building a community and personal relationship are important in and of themselves. They also bolster Democracy Coach recruitment, retention, and effectiveness. The more connected and the supported Democracy Coaches feel, the more likely they are to be actively engaged. As such, all Chapter Directors are responsible for building a strong Democracy Coach community on their campus. There are several different techniques that you can use to build community on your campus that include managing team dynamics, creating an inclusive space, and facilitating effective chapter meetings.

MAJOR ACTIVITIES AND EXPECTATIONS

Managing Group Dynamics

Part of your role as a Chapter Director is to be aware of the ways in which your Democracy Coaches are interacting with each other and to support them in becoming high performing group.

- Understands chapter goes through stages
- Recognizes need for and seeks assistance in coaching chapter through stages
- Uses appropriate techniques to move group to high performing

Building an Inclusive Space

The foundation of a high performing group or community is trust. As a Chapter Director, creating that inclusive and safe space that fosters trust is your responsibility. Once you have built trust in your chapter, the possibilities are endless!

- Acknowledges multiple perspectives
- Validates others’ experiences and beliefs
- Understands the way backgrounds affect communication, advocates for others and openly discusses differences

Facilitating Effective Meetings

Chapter meetings are a chance for your Democracy Coaches to connect, share best practices, troubleshoot and prepare for the upcoming lesson.

- Sets agenda for meeting
- Sets agenda and prepares materials. Sets and achieves goals
- Sets agenda and prepares materials. Sets and achieves goals making adjustments and actively engaging DCs
Managing Group Dynamics

All groups go through stages where they function better than others. In 1965, Bruce Tuckman proposed a four-stage model for group development that has served as the foundation for subsequent theories on group development. These phases are necessary for groups to grow and develop into a functioning team. As a Chapter Director there are actions you can take to help your chapter move through these stages.

1. **Forming:** When your Democracy Coaches are first starting to interact they are usually focused on inclusion, tend to be polite, and avoid conflict. This is an exciting and informing time.

   > **Directing:** During the forming stage, your role is to:
   
   • Inform on goals, roles and responsibilities
   • Conduct an orientation and team building activities
   • Set and adhere to group norms

2. **Storming:** The storming stage happens when people stop trying to avoid conflict. Disagreements increase, responses are more emotional, and decisions are questioned.

   > **Coaching:** During the storming stage, your role is to:
   
   • Acknowledge tension or concerns
   • Facilitate two communication with active listening
   • Enforce group norms

3. **Norming:** In this stage, your chapter is almost there! Democracy Coaches are starting to trust each other, they are stepping up, and following through.

   > **Supporting:** During the norming stage, your role is to:
   
   • Celebrate difference and successes
   • Facilitate collaboration
   • Offer leadership opportunities

4. **Performing:** Here, your chapter is functioning effectively and efficiency. Conflict is addressed and Democracy Coaches are fully participating, and thinking long term and big picture.

   > **Delegating:** During the performing stage, your role is to:
   
   • Hone processes and establish structures
   • Share leadership and responsibilities
   • Provide positive feedback

---

Tips and Notes

Groups do not always move sequentially through the stages. They sometime repeat steps or skip steps all together.

Whenever someone joins or leaves your group, the dynamics of your group will change. If a Democracy Coach leaves mid-semester pay attention to the ways in which the group responds. In between semesters, you will also want to be intentional about addressing group dynamics.
Building an Inclusive Space

In addition to moving their chapter through the stages, a successful Chapter Directors works to build five core characteristics in their chapter. A fully functioning chapter is a team that is inclusive and grounded in trust. Patrick Lencioni described the five elements of an effective team as:

1. **Trust**: Trust is the foundation for a solid team and an inclusive space. DCs feel confident that intentions are good, that there are opportunities to contribute to the group. Build trust by:
   - Establish and enforce ground rules for interaction
   - Model appropriate language, actions, and vulnerability
   - Get to know each other (share diversity wheels)

2. **Conflict**: Trust creates room for productive conflict. Conflict includes debate about important issues. It makes interactions interesting and leads to revelations that move the group forward. Encourage conflict by:
   - Mining for conflict
   - Giving permission for conflict
   - Providing cultural competency tools (ladder of inference)

3. **Commitment**: Conflict leads to commitment. Commitment means that DCs are bought-into the program and have clarity around their role. They have confidence and seize opportunities. Foster commitment by:
   - Providing clarity on vision and deadlines
   - Learning from mistakes
   - Allowing changes in plans as appropriate

4. **Accountability**: Commitment is required for accountability. DCs commit to meeting chapter standards. They deliver results on time and leadership is shared. Create accountability by:
   - Publicizing goals and standards
   - Providing team rewards
   - Providing simple and regular feedback
   - Addressing problems in the moment

5. **Results-oriented**: Accountability leads to team success. All DCs are engaged and motivated. Creativity, effectiveness, and efficiencies are prevalent. Focus on results by:
   - Publicizing results
   - Providing result-based rewards
   - Focusing on collective outcomes
Facilitating Effective Meetings

Chapter meetings are one of your greatest opportunities to build community. They are also one of the most efficient ways to build DC skills for increased program impact. Great meetings have several characteristics in common that are outlined below.

Planning an effective chapter meeting

1. **Prepare**: Preparation is incredibly important for a successful meeting. Meet your leadership team to create the following:

   > **Goals**: All meetings should have a clear purpose and goal. In Generation Citizen, your goals should focus on building:

   > **Agenda**: A clear structure that works allows you to accomplish your goal(s). Consider the content and the structure or ways you will deliver the content.

   > **Roles and responsibilities**: Get on the same page about who is going to facilitate, keep time, take notes, etc.

   > **Reminders**: Confirm who will send out the email reminder to DCs.

   > **Materials**: Identify the materials you will need and who will get them.

2. **Implement**: Once you have properly prepared, keep in mind these tips:

   > **Open the meeting**: Greet everyone to help them feel welcome. Review the agenda and expectations.

   > **Provide food**: DCs may become to your meeting straight from class or work and might not have had time to eat. Provide a small snack to help them focus on the meeting, not their hunger.

   > **Be on time**: Start and end on time. This shows that you prepared and respect your DC and their other commitments. Do not catch people up who come in late. This reinforces that tardiness is okay and gets you off track.

   > **Share you agenda**: Make sure you review your agenda and that it is visible, either on the board or by a handout. This helps DCs know what to expect and follow along.

Tips and Notes

In GC, your meetings should always accomplish three goals:

1. Build community
2. Increase teaching or advocacy knowledge
3. Build teaching or advocacy skills

Each agenda item should have:

- Person responsible for leading the discussion
- Time allotted for the item
- Action expected for the topic (decision, brainstorming, information sharing)

Sample reminder email:

“Good evening Team UT! I’m looking forward to seeing everyone at our meeting tomorrow night at 7pm in Piece Hall, Room 706. Please bring your curriculum – we’ll be drafting the root cause discussions that you’ll be leading next week. As always, let me know in advance if you won’t be there. ~Danielle”

During your first meeting set group norms that will guide the rest of your meetings together. A few sample norms include:

- One person speaks at a time
- Step up, step back
- Assume good will
- Be present; no cellphones
> Keep notes: Documenting your meeting helps maintain institutional memory and provides a reference point if questions arise later.

> Be flexible: Conversations and activities may take more or less time than expected. If a conversation is really riveting, keep it going and adapt accordingly.

> Provide closure: At the end of the meeting, review the goals and affirm next steps. Use the same last activity to signal the closing of your meeting.

> Manage challenging behaviors: Use the proper technique to address the behavior and keep the meeting on track.

3. **Follow up**

> Connect with missing DCs: Immediately following the meeting, call DCs who were missing. If they didn’t tell you they were going to be absent, make sure they are okay. Once you know they are okay, determine the cause of their absence and next steps.

> Share notes: Distribute the notes within two days to re-enforce main points.

**Structuring an effective GC meeting**

Your chapter meetings should follow the same structure every week. This structure is tried and true and allows you to get the most out of your meetings. You just need to determine the topics to cover!

1. **Introduction:** Set the right tone for your meeting from the very start!
   > Welcome DCs
   > Conduct a team-building activity
   > Review the agenda
   > Ask for DC input on additional topics

---

**Tips and Notes**

Create traditions. A great way to build community is to establish traditions. Traditions and routines help people feel connected. Meeting openers and closers are a great place for traditions.

If your chapter does not already have an attendance policy, work with your leadership team to create one that clearly articulates:
- Number of acceptable absences
- Description of acceptable and unacceptable absences
- How and when to inform you of absences
- How and when to follow up
- Consequence for unexcused absences

Need tips on dealing with challenging behaviors? Check out the appendix!

Model DC best practices. Use democracy teaching techniques in your meetings to show DCs how they should be engaging in the class.

Great team-building activities include:
- Peak/Plateau/Valley,
  High/Low,
  Rose/Bud/Thorn
- Whip-around
- SpeeDCing

Check out more ideas on weebly.
2. **Knowledge or Skill Building Time**: Remember, your meetings are a time for you to increase DC’s knowledge or skills in a specific area. Map out a basic calendar of topics that align with curriculum. Plan to cover lessons or tricky topics the week before DCs will need to facilitate them with their students. This time should always follow the same format:

   a. **Discussion**:
      - Frame the knowledge or skill building section by outlining the importance and relevance. Share best practices.
      - Have DCs discuss their experience with the topic. Encourage them to share best practices, challenges, and concerns.
      - Debrief the discussion by pulling out main themes and points.

   b. **Activity**: Use an interactive or democratic teaching practice to engage with the topic or practice the skill.

   c. **Debrief**:
      - Bring the group back together.
      - Have DCs share the big take aways.
      - Check for understanding and comfort.

3. **Closing**: Wrap up the meeting.
   - Share highlights for upcoming lessons
   - Review important dates
   - Official close with your own tradition

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**Tips and Notes**

Get input from your GC staff person and DCs to make sure topics and activities are timely and relevant.

*Non-exemplar discussion starter: How are everyone’s classes going?*

*Exemplar discussion starter: Today we’re going to be talking about identifying root cause and goals with the issues that you all are working on. We wanted to use this opportunity to have a group discussion and identify the main things you all are concerned about going into lesson 5, and then we’ll break into groups and problem solve. So to start off, let’s review the purpose of identifying a clear root cause and its structure.*

If you have more than 12 people in your chapter, break into small groups to facilitate a more personal conversation.

*Example activities include:
  - Consensus building
  - Role plays
  - Jigsaws
  - Rank ordering*
Beliefs drive the data you select. The data you select confirms your beliefs.
At each step, take a step back and consider how your diversity wheel might filter your response.
COMING SOON!
<table>
<thead>
<tr>
<th>Type</th>
<th>Characteristic</th>
<th>Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sideconverser</td>
<td>• Always having side conversations</td>
<td>• Call them by name and ask an easy question</td>
</tr>
<tr>
<td>Heckler</td>
<td>• Aggressive</td>
<td>• Stay calm, acknowledge their comment, and move on</td>
</tr>
<tr>
<td></td>
<td>• Gets satisfaction from provoking others</td>
<td>• Redirect their behavior by assigning them a task such as taking notes</td>
</tr>
<tr>
<td>Talker</td>
<td>• Won’t stop talking</td>
<td>• Wait until they take a breath</td>
</tr>
<tr>
<td></td>
<td>• Wants to answer every question</td>
<td>• Thank them for their contribution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Say, “Let’s hear from someone else”</td>
</tr>
<tr>
<td>Cynic</td>
<td>• Won’t let things go</td>
<td>• Remind them the purpose of the meeting is to find better ways to do things</td>
</tr>
<tr>
<td></td>
<td>• Enjoys complaining</td>
<td>• Ask for the group’s opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ask them to write down their comments so you can discuss after the meeting</td>
</tr>
<tr>
<td>Silent-one</td>
<td>• Bored</td>
<td>• Plan diverse activities that allow for different styles</td>
</tr>
<tr>
<td></td>
<td>• Shy</td>
<td>• Provide positive reinforcement when they do participate</td>
</tr>
<tr>
<td></td>
<td>• Unengaged</td>
<td></td>
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</tbody>
</table>
OVERVIEW

Are you ready to make your mark? As a Chapter Director, you have the exciting opportunity and major responsibility for ensuring your chapter’s success. That means working as a leadership team to set goals that will drive your chapter forward. Each Chapter Director will be responsible for setting goals in their own area and the Chapter Executive Director will work to ensure these goals are consistent and mutually reinforcing across areas. Throughout the year, you will participate in a minimum of four workshops to set goal and track your progress; building a strong foundation for your chapter now and the future.

The foundation for all goal setting is the GC Chapter Director rubrics. These rubrics outline the basic expectations for a chapter. The rubrics are structured around Chapter Director positions and main functions of a chapter. Each rubric has a set of responsibilities that are considered essential for success in that area. Each responsibility is then broken down into three stages. You might see slight variance in assessment of individual responsibilities from year to year, but as a whole, you should be advancing in that area.

- **Fundamental**: The base level requirement. Most new and young chapters are here.
- **Intermediate**: The next level of success. Chapters typically move into these areas after several years of existence.
- **Advanced**: The highest functioning and most successful chapters consistently rank here across all responsibilities.

Setting SMART Goals

When you become Chapter Director, one of your first tasks will be to work with the outgoing Chapter Director to review best practices and evaluate the current program year. You will use this information to set goals for the upcoming year. Then together as a leadership team, you will confirm your goals. After you become a seasoned veteran, provide guidance to the new Chapter Director as they build on your successes to push the chapter even further.

Reaffirming SMART Goals

You will kick off the start of the year by reaffirming your goals for the year, make adjustments to your calendar and plan the minute details to ensure you can achieve your goals.

Assessing and Adapting SMART Goals

Mid-way through the semester and/or year, you will assess the progress you have made and make any needed adjustments.

Supporting Documents

- General Chapter Director Rubric
- Chapter Director position specific rubrics
- Chapter calendar
- Chapter budget
- Goal Setting template
- Goal Assessing template
- Working Styles template
Setting SMART Goals

One of the most important roles of a Chapter Director is to set goals that build on the successes of past Chapter Directors and continue to push your Chapter forward. To ensure you successful achievement of your goals, you need to make sure that you goals are SMART. SMART goals ensure that your leadership team and Democracy Coaches have a clear, concise and consistent understanding of the priorities for the year. SMART goals allow you to create tangible action steps, track your progress and celebrate when they have been achieved.

As soon as your new Chapter Directors are identified for the year, you will confirm you first goal setting workshop with your staff. This meeting, step 4, will be to review your proposed goals and create an action plan. Setting goals involves the following steps:

1. **Reflect on you own leadership:** Being a Chapter Director is a big (and amazing) commitment. As you step into this role, use the General Chapter Director rubric to reflect on your personal strengths and areas for growth. Set two to three personal growth goals for yourself.

2. **Reflect on the past:** Before you start planning for the future, reflect on the past. If there was a previous Chapter Director in your role, meet with them. You can increase you effectiveness and efficiency by taking the time to learn from their experiences.
   - Review each main responsibility area from your position’s rubric and consider:
     - Successes: What work so well that we commit to doing it again next year?
     - Areas for improvement: What could you do differently or better next year
   - Discuss last year’s goal(s).
     - Why did you choose them?
     - Were they achieved? If so, how?
     - If they were not achieved, are they worth working on for another year?

3. **Assess the current state:** Now it is time to consider the current state of your chapter and your responsibilities. Use the rubric for your position and assess you chapter. For each responsibility, circle the indicator that best describes your chapter. Compare your assessment to the assessments of other Chapter Directors and GC staff.

---

**Tips and Notes**

If there was not a CD in your role before you, connect with GC staff about your chapter’s history and general GC best practices.

Be honest as honest as possible about the current state of the chapter. The more accurately you assess your chapter, the bigger the impact you can have.

Democracy and consensus building are at the heart of GC. Consider the point at which you would like to involve your Democracy Coaches in the goal setting process.

Consider sharing your personal leadership goals with the other Chapter Directors. If they know what you are working towards, they can provide support and encouragement along the way!
3. **Plan for the future:** Now that you have a solid understanding of your chapter, it’s time to set goals for the future. These are big responsibilities and you will want to pick just one to two so that you can really focus on making sure they happen. To set goals compare your notes on the chapter’s history with your assessment of the chapter on the rubric. Consider:
   - Are there overlaps?
   - What one responsibility, if moved up notch, might significantly improve the success of your chapter?
   - Where do you rank the lowest? Does it make sense to focus there?
   - What resources do you need to make a difference in that area? Do the activities fit within your budget?
   - What is expected of you by Generation Citizen?

4. **Focus your efforts:** If you haven’t done this already, before you go any further, compare your goals with those of your leadership team and Generation Citizen staff. Take a moment to celebrate the successes from this year. Discuss your future goals holistically to ensure they are aligned and that you are using your resources as efficiently and effectively as possible to have the biggest impact. Your Generation Citizen staff person and Chapter Executive Director should coordinate these efforts.

5. **Make them SMART:** After you have confirmed your goals as a leadership team, you need to make your goals SMART. The SMARTer your goals are, the most successful you will be in working towards them. Rework your goals so that they are worded in a way that is:
   - **Measurable:** Make sure the goal is something that you can measure. This will allow you to track your progress. Consider: How will I know this is achieved? How can I measure this goal?
   - **Attainable:** Make sure the goal pushes you to work hard, but is also achievable. Consider: Can I achieve this goal in my time as Chapter Director and with the resources I have? Do we have the resources needed to achieve this goal?
   - **Relevant:** Make sure the goals are important to you, your chapter, and Generation Citizen. Consider: How does this goal move our chapter forward? How does it align with other chapter goals and the mission of Generation Citizen?

### Tips and Notes

- **Exemplar SMART Goal:** Have 50% of spring DC applications submitted by December 15th.
- **Nonexemplar Goal:** Increase application rates.

Schedule an hour to work through each of your goals as a leadership team. Use post-it notes to brainstorm specific tasks that need to happen to achieve the goal. Post-it notes allow you to get all your ideas out at once and then organize them in a sequential order.

If you are a student group and have a faculty advisor, you need to include them in this process. They can help identify untapped resources and gaps in your plan.
• **Time Bound**: Make sure the goals have specific deadlines for achievement. Deadlines give you a clear target from which you can work backwards and create a concrete plan of action and track against through the year. Deadlines also ground the work in real time, making them more urgent. Consider: When can I realistically achieve this goal? Can this goal be completed before the end of my term as Chapter Director?

6. **Create an action plan**: Just like you do with your students, you need to create an action plan. Use the Goal Setting Template to plan out the specific tasks for your goal. Again, you’ll want to coordinate with your leadership team to make sure all your goals and task work together. Arrange all of your post-it notes on a calendar together and consider:

- Are the tasks spread out over our leadership team? Are we over burdening one person or resource?
- Are the tasks appropriately spread out over the semester? Are we trying to do too many things in one month or week?
- Do we have the resources to achieve all of these goals? How much will they cost?

7. **Communicate**: Share your action plan with your Democracy Coaches. They will have additional way to support the goal.

<table>
<thead>
<tr>
<th>Task</th>
<th>08/15</th>
<th>08/22</th>
<th>08/29</th>
<th>09/05</th>
<th>09/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Connect with recruitment champions for targeted outreach</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Check list from spring. Add contacts from new members and confirm contact information</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create supporting materials and plan pitches</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule meetings</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold meetings</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Follow up with champion and interested individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td><strong>Conduct broad outreach</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confirm recruitment fairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Secure table at events</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Create materials</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Send follow up emails to interested individuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Conduct follow up phone calls</td>
<td></td>
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<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Reaffirming SMART Goals

At the start of the year, connect with your leadership team and your Generation Citizen staff person as soon as possible. During this meeting, you will review your personal working and communication styles to help you work more effectively together, review progress made on your goals over the summer and confirm all major dates and deadlines. Now is when you dig in and get to work!

1. **Reflect:** Before you start the year, reflect on your role again. Consider your working styles and how you can be supportive of the leadership team. Reflect on the General Chapter Director rubric and set personal leadership goals.

2. **Collaborate:** Before you meet with your Generation Staff person, connect with your leadership team and make sure that you are all on the same page.
   - Review your goals
     - What progress has been made?
     - Do these still make sense?
     - Do we need to make adjustments?
   - Confirm you calendar
     - What additional dates do you need to add?
     - What dates have changed?
   - Resources
     - What additional resources over the summer?
     - What resources, if any, did you use over the summer?
     - If you have additional resources, how might you use them?
     - If you do not have enough, how might you get them?

3. **Reaffirm:** Meet with your leadership team and Generation Citizen staff person, and if applicable, your campus advisor to review your goals, calendar and resources. The more preparation your leadership team has done ahead of time, the more effective this meeting will be.

4. **Get to work:** Share your goals with your chapter and follow your action plan.
Assessing SMART Goals

Midway through the semester and/or year, you will meet as a leadership team to review your goals. You will celebrate success and strengths to build upon and identify challenges. You will also update your action plan to ensure you will still achieve your goals.

1. **Reflect:** Remember, open mindedness is a Generation Citizen value. Consider the personal leadership growth you have had and the areas on which you can continue to work.

2. **Collaborate:** Before you meet with your Generation Staff person, connect with your leadership team and make sure that you are all on the same page. Use the Goal Assessing template to assess your progress and create an updated plan.
   - **Pluses**
     - What has worked well?
     - What should we continue doing?
     - What could we capitalize on more?
   - **Deltas**
     - What has not worked?
     - What do we need to do different?
   - **Action plan**
     - How are our resources to support this goal?
     - What tasks do we still need to take to be successful?
     - What additional tasks do we need to do to be successful?
     - What tasks no longer make sense?

3. **Reassess:** Meet with your leadership team and Generation Citizen staff person, and if applicable, your campus advisor to reassess your working relationships, goals and updated action plan.

4. **Get to work:** Share your goals with your chapter and follow your action plan.
# GENERAL CHAPTER DIRECTOR RUBRIC

As leaders and representatives of GC, all CDs should work towards the following expectations.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Fundamental</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MISSION &amp; STRATEGY</strong></td>
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<tr>
<td>Embodies the mission, vision and values of GC.</td>
<td>Clearly and concisely articulates the mission and values in own words.</td>
<td>Clearly articulates and models mission and values in interactions.</td>
<td>Clearly articulates and models mission and values in interactions. Plans activities aligned with mission and values and facilitates reflection on the connection.</td>
</tr>
<tr>
<td>Creates SMART goals that drive their chapter forward.</td>
<td>Sets SMART goals.</td>
<td>Sets SMART goals and tracks progress.</td>
<td>Creates SMART goals, tracks progress and readjusts as necessary to ensure they are achieved.</td>
</tr>
<tr>
<td>Documents and evaluates chapter to build institutional memory.</td>
<td>Implements/follows up with GC-wide assessment tools as required.</td>
<td>Documents successes and challenges specific to their area to share with incoming leaders.</td>
<td>Implements assessments on their area. Uses historical information and data to make informed decisions.</td>
</tr>
<tr>
<td>Effectively provides feedback</td>
<td>Is open, confident and ready to engage in feedback conversations.</td>
<td>Creates an environment open to feedback. Offers positive and constructive feedback within two days.</td>
<td>Provides nonjudgmental and timely feedback with clear action steps. Celebrates successes.</td>
</tr>
<tr>
<td>Appropriately delegates responsibility</td>
<td>Assigns tasks with generic deadline.</td>
<td>Assigns tasks with clear objectives and timeline.</td>
<td>Assigns task with clear objectives and timeline and periodically checks-in to track progress.</td>
</tr>
<tr>
<td>Makes informed and transparent decisions.</td>
<td>Clearly articulates decisions to chapter.</td>
<td>Considers impact of decisions on individuals, quality, and resources and shares rationale for decisions.</td>
<td>Appropriately considers impact of decisions on individuals, quality, and resources. Shares rationale for decisions. Collects and applies input appropriately.</td>
</tr>
<tr>
<td>Facilitates effective group sessions</td>
<td>Sets agenda for the meeting.</td>
<td>Sets agenda and prepares materials ahead of time. Sets and achieves goals.</td>
<td>Sets agenda and prepares materials ahead of time. Sets and achieves goals by making adjustments and actively engaging participants.</td>
</tr>
<tr>
<td>Proactively addresses team dynamics</td>
<td>Understands that chapter will go through varies stages of cohesiveness and effectiveness.</td>
<td>Recognizes need for and seeks assistance in coaching group through stages.</td>
<td>Uses appropriate techniques to move group to high performing,</td>
</tr>
<tr>
<td>Creates an inclusive space</td>
<td>Acknowledges multiple perspectives.</td>
<td>Validates others’ experiences and beliefs.</td>
<td>Understands the way backgrounds affect communication, advocates for others and openly discusses differences.</td>
</tr>
<tr>
<td>Manages priorities to deliver on deadlines</td>
<td>Delivers most tasks on time that meet expectations with regular reminders.</td>
<td>Delivers on time and tries to exceed standards. Asks for support in when deadline will not be met.</td>
<td>Delivers early and exceeds standards with regular progress updates and solutions to challenges.</td>
</tr>
<tr>
<td>Committed to growth and learning.</td>
<td>Evaluates chapter successes and identifies areas for growth.</td>
<td>Accurately assesses chapter, reflects on connection to personal leadership. Creates a plan for improvement.</td>
<td>Actively reflects and seeks feedback on chapter and leadership. Makes appropriate adjustments.</td>
</tr>
</tbody>
</table>
The Chapter Executive Director is responsible for ensuring the overall success of Generation Citizen on their campus.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Fundamental</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter is embedded in campus culture.</td>
<td>Chapter Leadership capitalizes on personal relationships with at least four faculty to support goals.</td>
<td>Chapter is a recognized student group.</td>
<td>Chapter has strong, institutionalized relationships with relevant student groups, centers and core faculty.</td>
</tr>
<tr>
<td>Chapter has robust and effective leadership.</td>
<td>Chapter fills each Director position.</td>
<td>Directors actively participate in meetings, tasks are appropriately distributed and completed.</td>
<td>Directors are engaged and collaborative. At least two qualified people apply for each position.</td>
</tr>
<tr>
<td>Chapter manages funds appropriately to cover all costs.</td>
<td>Chapter relies on GC to cover expenses of budget.</td>
<td>Chapter secures support to cover at least one of the following expenses: DC travel, DC recruitment, classroom supplies, DC celebration/bonding events.</td>
<td>Chapter secures support for at least 75% of their budget and effectively manages funds.</td>
</tr>
<tr>
<td>Chapter is strategic.</td>
<td>Chapter sets goals each year.</td>
<td>Chapter sets and achieves at least 3 SMART goals.</td>
<td>Chapter sets and achieves at least one SMART goal in each rubric.</td>
</tr>
<tr>
<td>Chapter provides appropriate training and support for DCs.</td>
<td>80% of DCs participate in site-wide training and weekly meetings.</td>
<td>Training and meeting participation is 90%. Meeting goals are thoughtful and include a skill building or lesson review.</td>
<td>Training and weekly meetings have 90% attendance rate. Meeting goals are thoughtful and include a skill building or lesson review. Chapter implements a structured individual check-in system, including observing all DCs at least once.</td>
</tr>
<tr>
<td>Chapter collects and applies data for monitoring and evaluation.</td>
<td>Chapter has a 75% completion rate for DC surveys and for student output measures.</td>
<td>Chapter meets GC evaluation return rate goals and conducts additional evaluation/feedback specific to their chapter.</td>
<td>Chapter applies data to set informed goals and provide strategic DC support.</td>
</tr>
</tbody>
</table>
CHAPTER OUTREACH DIRECTOR RUBRIC

The Outreach Director is responsible for building a strong base of Democracy Coaches and supporters.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Fundamental</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter recruits qualified DCs.</td>
<td>Chapter meets applicant/DC goals.</td>
<td>Chapter recruits 20% more applicants than goal.</td>
<td>Chapter recruits 20% more applicants than goal and DCs diversity is representative of campus diversity.</td>
</tr>
<tr>
<td>Chapter retains qualified DCs for improved effectiveness and efficiencies.</td>
<td>Chapter retains 90% of DCs within semester.</td>
<td>Chapter retains 90% of DC within a semester and 50% of CDs from semester to semester.</td>
<td>Chapter retains 90% within semester, 50% semester to semester and annually.</td>
</tr>
<tr>
<td>Chapter implements strategic awareness raising activities for on-going recruitment.</td>
<td>Chapter builds strategic relationships with at least four champions who support ongoing recruitment in classes/groups.</td>
<td>Chapter has at least four champions and implements monthly events to raise awareness and support recruitment.</td>
<td>Chapter has at least four champions and implements monthly events to raise awareness and support recruitment. Chapter recruits at least 75% of DCs before start of the next semester.</td>
</tr>
<tr>
<td>Chapter celebrates and appreciates DCs</td>
<td>Chapter plans one event per semester to celebrate and thank DCs.</td>
<td>Chapter plans one event per semester to celebrate and thank DCs. Chapter has formal ways to celebrate DCs on an on-going basis.</td>
<td>Chapter has formal and informal ways to celebrate DCs. DCs actively share and celebrate successes without prompting.</td>
</tr>
<tr>
<td>Chapter recruits qualified DCs</td>
<td>Chapter meets applicant/DC goals.</td>
<td>Chapter recruits 20% more applicants than goal.</td>
<td>Chapter recruits 20% more applicants than goal and DCs diversity is representative of campus diversity.</td>
</tr>
<tr>
<td>Chapter retains qualified DCs for improved effectiveness and efficiencies.</td>
<td>Chapter retains 90% of DCs within semester.</td>
<td>Chapter retains 90% of DC within a semester and 50% of CDs from semester to semester.</td>
<td>Chapter retains 90% within semester, 50% semester to semester and annually.</td>
</tr>
</tbody>
</table>
# CHAPTER EDUCATION DIRECTOR RUBRIC

The Education Director is responsible for ensuring that the Democracy Coaches implement the curriculum as it was intended for maximum effectiveness and impact.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Fundamental</th>
<th>Intermediate</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td>Chapter offers training on teaching pedagogy and lesson planning during weekly meetings.</td>
<td>At least monthly, weekly meetings include a teaching pedagogy or lesson-planning workshop.</td>
<td>At least twice monthly, weekly meetings include a teaching pedagogy or lesson-planning workshop, with opportunities for DCs to practice skills or edit plans.</td>
<td>At least twice monthly, weekly meetings include a teaching pedagogy or lesson-planning workshop, with opportunities for DCs to practice skills or edit plans, guided by the observation rubric and observation feedback.</td>
</tr>
<tr>
<td>Chapter Directors are aware of lesson planning pace and progress.</td>
<td>CDs know the lesson progress of all classrooms at all times.</td>
<td>CDs know and keep written record of the lesson progress of all classrooms at all times.</td>
<td>CDs know and keep written record of the lesson progress, strengths, and challenges of all classrooms at all times.</td>
</tr>
<tr>
<td>Classrooms struggling with teaching receive extra attention and support.</td>
<td>Classrooms struggling with teaching are identified and reported to GC staff for extra observations and outreach.</td>
<td>Classrooms struggling with teaching are identified, reported to GC staff, and receive additional attention (observations, one-on-one meetings, lesson plan review) from CDs.</td>
<td>CDs use observation rubric and feedback to pinpoint precise problems in struggling classrooms, plan interventions to address those challenges, and inform GC staff of progress and needs.</td>
</tr>
<tr>
<td>DCs have productive and positive classroom relationships with teacher.</td>
<td>All DCs conduct Lesson 0 and have an introductory expectation-setting conversation with their teacher.</td>
<td>All DCs conduct Lesson 0, have an introductory expectation-setting conversation with their teacher and have established monthly check-ins.</td>
<td>All DCs conduct Lesson 0, have an introductory expectation-setting conversation with their teacher and have established weekly check-ins to collaborate on lesson planning.</td>
</tr>
<tr>
<td>DCs have positive classroom relationships with students.</td>
<td>DCs know students' names by the end of the first month of classes.</td>
<td>DCs know students' names by the end of the first two weeks of classes and interact warmly with most students.</td>
<td>DCs know students' names by the end of the first two weeks of classes, interact warmly and comfortably with all students.</td>
</tr>
<tr>
<td>DCs are prepared to instruct class</td>
<td>DCs prepare materials advance and arrive on time.</td>
<td>DCs prepare materials in advance, arrive on time and personalize lesson to meet needs of the class.</td>
<td>DCs prepare materials in advance, arrive on time and personalize lesson to meet needs of the class. DC proactively uses outside resources.</td>
</tr>
<tr>
<td>DCs create a democratic classroom</td>
<td>DCs use activities to encourage student discussion.</td>
<td>DCs use activities to encourage student discussion and push students to be rigorous in their thinking.</td>
<td>DCs use activities to encourage student discussion, push students to be rigorous in their thinking and promote student voice for all students.</td>
</tr>
</tbody>
</table>
# CHAPTER ADVOCACY DIRECTOR RUBRIC

*The Advocacy Director is responsible for ensuring that the Democracy Coaches implement the curriculum as it was intended for maximum effectiveness and impact.*

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Fundamental</th>
<th>Intermediate</th>
<th>Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Chapter offers formal advocacy training to DCs.</strong></td>
<td>At least monthly, weekly meetings include an advocacy workshop.</td>
<td>At least twice monthly, weekly meetings include an advocacy workshop, with opportunities for DCs to practice skills or edit plans.</td>
<td>At least twice monthly, weekly meetings include an advocacy workshop, with opportunities for DCs to practice skills or edit plans, guided by the advocacy rubric and observation.</td>
</tr>
<tr>
<td><strong>DCs are provided with personalized support on action plans.</strong></td>
<td>DCs receive monthly check-ins and are provided with feedback on plans.</td>
<td>DCs receive weekly check-ins and are provided with feedback on plans. DCs who are struggling with action plans are identified early and referred to GC staff for extra support.</td>
<td>DCs receive weekly check-ins and are provided with feedback on plans. CDs use advocacy rubric to pinpoint precise problems in action plans, conducts interventions to address those challenges, and informs GC staff of progress.</td>
</tr>
<tr>
<td><strong>Classrooms have appropriate research to make informed decisions</strong></td>
<td>DCs bring in at 3 articles that are locally relevant and instructive on their specific focus issues. DCs identify the appropriate level of government for their class's goal and bring into the class the name/title of the key decision-maker responsible.</td>
<td>DCs bring in 3 articles and a guest speaker during the root cause lesson that point students towards a good root cause and possibly targets</td>
<td>DCs bring in 3 or more articles and a guest speaker during the root cause lesson that point students towards a good root cause, possible targets. Additionally, the guest speaker becomes a consulting ally for the rest of the semester.</td>
</tr>
<tr>
<td><strong>DCs and classes choose and identify productive root causes.</strong></td>
<td>Root cause is clearly defined, connected to the focus issue and is on a school level.</td>
<td>Root cause is clearly defined, a main cause of the focus issue and is on a community level.</td>
<td>Root cause is clearly defined, a main cause of the focus issue and focuses on a specific policy or law.</td>
</tr>
<tr>
<td><strong>DCs and classes have a feasible and logical goal that is closely tied to the root cause.</strong></td>
<td>Goal is tied to root cause, but may not be feasible or logical.</td>
<td>Goal is tied to root cause and is feasible and logical.</td>
<td>Goal is feasible and clearly explains the intended impact on the root cause and how it will address the focus issue.</td>
</tr>
<tr>
<td><strong>DCs and classes understand targets and tactics and how to engage decision-makers and influencers</strong></td>
<td>At least 75% of classes engage a decision-maker and influencer personally in a direct meeting or a phone call.</td>
<td>100% of classes engage a decision-maker and influencer personally in a direct meeting or phone call.</td>
<td>100% of classes successfully engage a decision-maker with a direct tactic and influencer with indirect tactics.</td>
</tr>
<tr>
<td><strong>DCs and classes implement plans in small groups and make course corrections as needed.</strong></td>
<td>Class implement plan as an entire group.</td>
<td>Classes implement small group action plans in sequential order.</td>
<td>Classes implement small group action plans in sequential order. When they encounter a roadblock, they identify a different plan of action.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>75% of classes participate in Civics Day and understand how they would move forward with their plans after GC.</td>
<td>100% of classes participate in Civics Day. 20% of classes intend to move up the legislative process in order to advocate more effectively for change after GC.</td>
<td>100% of classes participate in Civics Day. 25% of classes intend to move on with their projects by more selectively targeting a different avenue of change after GC.</td>
</tr>
<tr>
<td>Name of Chapter Director</td>
<td>Area of Responsibility</td>
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<tr>
<th>Issue</th>
<th>Goal</th>
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<thead>
<tr>
<th>What is the task?</th>
<th>Who is doing it?</th>
<th>When is it due?</th>
<th>Is it done?</th>
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What are our “measures of success”? (How will we know if we succeeded?)

What additional support, materials or input is required (who, what, when)? How can we sustain the work?

What do we gain? How does this further our chapter?
<table>
<thead>
<tr>
<th>Name of Chapter Director</th>
<th>Area of Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue</td>
<td>Goal</td>
</tr>
<tr>
<td>Pluses</td>
<td>Deltas</td>
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</table>
NAME: 

ROLE: 

Heart (values and motivations)
- What motivates you most about the program?
- What parts of your background are most important and influence who you are?
- What type of support is helpful to you? What is not helpful or frustrates you?

Hand (skills and interests)
- What are some of your strengths?
- What types of projects do you enjoy working on?
- What other activities are you involved?
- How do you organize and prioritize your responsibilities?

Feet (capacity)
- What is your schedule like? What other commitments do you have?
- How and when is the best time to reach you?
- What are your email and phone habits? How do you respond and how do you expect others to respond?
CD Binder – Advocacy Support
OVERVIEW
Welcome to your position as your chapter’s Advocacy Director! The Advocacy Director (or AD) is critical to the success of Generation Citizen (GC) Democracy Coaches (DCs). Over the course of this semester, you will guide your DCs through the process of working with students to identify, research and determine the root cause of an issue in their community, then brainstorm community Targets, design an advocacy plan, implement the plan’s Tactics and attend Civics Day with a poster presentation. You will serve as an on-campus guide, leading DCs and their classes through this exciting process.

Supporting Documents
The materials in your AD Binder will outline your role as an AD, give you a national and local civics review lesson, and outline how to lead chapter reviews on good articles, root cause and redirecting classes towards effective action. You should have:

- The Advocacy Director Appendix
- Policy Review: Civics, Education Policy, and Policy Making 101
- Your Site’s Local Profile
- The GC Article Guide
- The GC Root Cause Guide
- The GC Class Tracker
- Redirecting Classes towards Effective Advocacy

TIMELINE
The GC Curriculum covers 20 classes over 10 weeks in the classroom. Unlike some other CD positions, your roles will evolve as your DCs progress through the curriculum, changing from unit to unit. This Appendix will review AD roles throughout the semester, and Unit to Unit as classes progress through the curriculum.

Unit 1 (Lessons 0-5)
In these lessons, DCs will work with their classes to explain the Generation Citizen program, choose a focus issue, bring readable and informative articles into their classes, and help their students understand and select a root cause.

Unit 2 (Lessons 6-8)
In these lessons classes will identify relevant decision makers and influencers for their project, analyze feasible tactics to employ, and design a class and group action plan.

Unit 3 (9+)
DCs and their classes will engage in their advocacy action plans, contacting decision makers and influencers directly and indirectly in order to address their focus issue.

Unit 4 (Preparing, Attending and After Civics Day)
DCs will prepare their classes to present at Civics Day, and teach one post-Civics Day class in order to review Civics Day and prepare for the future.
AD’S ROLES AND RESPONSIBILITIES

Full Semester
• Track the progress of your chapter’s classes
  o Focus Issue; Root Cause; Goal; Guest Speaker; Targets; Tactics and Action
• Ensure that all classes stay On Track (see Class Tracker)
• Ensure that all classes have a guest speaker
• Regularly meet with your chapter’s DCs to check-in on their classes and plan CD or staff planning sessions to help them, if necessary.

Unit 1
• Hold Chapter Meeting sessions on Focus Issues, Article Research and Root Cause
• Ensure that all DCs are utilizing informative and age appropriate articles (See GC Article Guide)
• Ensure that all DCs understand Root Cause and guide their classes in choosing one (GC Root Cause Guide)

Unit 2
• Track and confirm that DC targets and tactics don’t overlap within the same chapter
• Ensure that ALL classes have and utilize appropriately a Guest Speaker by Lesson 8
• Review and discuss class and group action and campaign plans. Schedule planning sessions to help if necessary.

Units 3 and 4
• Hold regular check-ins and trainings around specific tactics and the progression of advocacy plan
• Track the actions taking place and communication with GC staff regarding notable difficulties or successes
• Have all DCs prepare their classes to present at Civics Day
• Work with GC Staff to review the lesson post-Civics Day and any future plans that should occur

Notes and Tips:
GC staff will identify the best way to track classes
Do not count on only chapter meetings to check in on your DCs. Make sure you or another CD meet one-on-one with DCs regularly.

When holding chapter meeting sessions, think carefully about how they are held. Work with the “I Do, We Do, You Do” lesson structure for your sessions.

If a DC is struggling, a CD or GC staff planning session should be a helpful way to lend expertise or assistance to their lesson planning. Do not tell them how to operate in the classroom, coach them on good lesson development.

This stage of the curriculum is the most unstructured. A large portion of your role will be to work with DCs to design their own structure around their action.
UTILIZING YOUR RESOURCES

The rest of your materials will provide information, guides, and planned trainings around advocacy, your local city and trainings for Units 1, 2 and 3. The guide below also informs you how many of these materials to share with DCs, as some materials will be online or public, some should only be used in appropriate situations, and others should stay with CDs.

Civics 101 (Public), Education Policy (Situational), Policy Making 101 (CDs)
These materials should be reviews on the way that national, state and city governments are constructed, and how the educational bureaucracy breaks down along those same lines. However, both will be key refreshers for thinking about Policy Making, and what offices, constituents and agencies are consistently participating in that process. These materials should guide AD thinking around decision makers, influencers and tactics to reach them.

Your City’s Local Profile(s) (Public)
A review of how decision-making and influencers impact your city, and the best ways for your DCs to work on understanding and influencing that process. A longer version will be on Weebly for your DCs to access.

The GC Article Guide (Public)
This resource is an in-depth run through of utilizing online resources under the “Focus Issue” pages. All pages will have sample articles, but ADs and EDs will guide DCs in reviewing, choosing and editing those resources. A version will be on Weebly for DCs.

The GC Root Cause Guide (Public)
This guide defines, reviews and gives sample lessons for teaching root cause to DCs. An incredibly important resource, this guide can be used leading up to lesson 5, and all DCs should go through it to ensure they choose a constructive root cause. This will be on Weebly.

The GC Class Tracker (Public)
This tracker has and will continue to be offered online. A quick check to determine what is “On Track” vs. “Off Track” throughout the semester, this chart can be used during 1-on-1s with DCs.

Redirecting DCs toward Effective Advocacy (Situational)
A review of some common mistakes or problems during advocacy, and advice on how to get DCs back “On Track”. A version will be on Weebly for your DCs to access, but as is noted in the previous page, this guide should be used to plan around, not taken word for word into classes.
# Branches and Levels

**The Federal (National) Government:** Structured such that power is distributed between three branches: the Executive, Legislative, and Judicial. Each body has powers that complement those of the other two. The branches are therefore able to “check and balance” one another.

<table>
<thead>
<tr>
<th>Executive</th>
<th>Legislative</th>
<th>Judicial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who:</strong> The President</td>
<td><strong>Who:</strong> The Senate and the House of Representatives, aka Congress</td>
<td><strong>Who:</strong> Supreme Court Justices</td>
</tr>
<tr>
<td><strong>What:</strong> Implements + enforces laws</td>
<td><strong>What:</strong> Make + change laws</td>
<td>Approve or reject Presidential appointments</td>
</tr>
<tr>
<td><strong>How:</strong> Signs bills into laws or vetoes them</td>
<td><strong>How:</strong> Once both the House and the Senate have passed the same bill, they send it to the President for approval</td>
<td><strong>How:</strong> evaluates cases that have been appealed from the state level</td>
</tr>
</tbody>
</table>

**State Government:** Powers not granted to the federal government are reserved for the states. All states model their governments off the three-branch structure of the federal government.

<table>
<thead>
<tr>
<th>Executive</th>
<th>Legislative</th>
<th>Judicial</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who:</strong> The Governor</td>
<td><strong>Who:</strong> Elected representatives who make up the State’s Senate and House of Representatives, Assembly, or House of Delegates (name varies by state)</td>
<td><strong>Who:</strong> State Supreme Court Justices</td>
</tr>
<tr>
<td><strong>What:</strong> Implements + enforces laws</td>
<td><strong>What:</strong> Create legislation that becomes state law</td>
<td><strong>What:</strong> Focus on correcting errors made in lower courts</td>
</tr>
<tr>
<td><strong>How:</strong> Signs bills into laws or vetoes</td>
<td><strong>How:</strong> Develop legislation based on recommendations by the governor or ideas brought forth by members of the legislative branch</td>
<td><strong>How:</strong> hear appeals from lower-level state courts: was the prior ruling fair?</td>
</tr>
</tbody>
</table>

**Local Government:** States are made up of municipalities – cities, towns, villages, etc. State governments delegate certain powers to those various population centers. Municipal governments have different responsibilities depending on the state, but they can include:

- Establishing a citywide public transportation system
- Coordinating local emergency medical services
- Maintaining parks and recreation services

Elected officials lead municipal governments:

- Mayors often act as “Executives”
- City Councils often act as “Legislators”

**Note:** depending on the municipality, these governing branches may have different names

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**Full Government Breakdown**
The Bureaucracy and Why You Care

The Bureaucracy: the people who get stuff done. The bureaucracy is the term for the hundreds of federal, state and local government agencies that support the work of the three branches. Each agency focuses on a specific aspect of governing society. Within each agency are hundreds of bureaucrats, the people who are working to implement and oversee the decisions and policies made in the three branches of government.

Why should you care?
Understanding the extent of our bureaucracy helps you guide your students find the right Decision Maker.

- While an Executive, like President Obama, often comes up with an idea, he is rarely the one that actually implements it. The evolution of the Common Core Initiative demonstrates this process:
  1. Obama came up with an idea: all students held to the same standard “Common Core.”
  2. He passed his idea along to the Federal agency, the Department of Education (ED).
  3. The ED took Obama's vision and planned its implementation. The ED decided to have states themselves lead the effort, and delegated the task to State Governors.
  4. The Governor's reached further into their bureaucracies -- to Local education stakeholders -- in order to understand what exactly the Common Core should look like.
  5. Local stakeholders -- school boards, principals, teachers, and parents -- weighed in.
  6. They then relayed the information to their Local agency, the district superintendent, who then passed it back to the State Department of Education and Governor. The Governors then collected all results and sent recommendations to the Federal Department of Education, who developed the Common Core.

A Two-Way Street: Bureaucrats are responsible for executing a plan outlined by superiors but they also can influence those further up in the bureaucracy or government.

- Example: Local bureaucratic agencies, like city-wide school districts, drastically impacted their Governor’s Common Core recommendations that were handed up to the Federal Government.

So, to make your action plan work, navigate the bureaucracy strategically.

- Find someone who is an expert in your topic, not just a high profile politician in your area.
  - Yes, Mayor Bloomberg cares about gang violence, but is he the person you should reach out to in order to combat the problem in your neighborhood? No. Who specifically in the NYC government is in charge of gun violence policy?
- Target the influencer, not a cog in the machine.
  - If standardized tests irritate your students, then they might be tempted to complain to their principal. Push them to research and think through the topic further. The State Department of Education -- not the principal -- is in charge of the tests.
- Distinguish between a policy problem and an implementation problem.
Bureaucrats high up in the food chain are involved in the actual writing of a law, whereas those lower down – in city and local agencies – work on the law’s implementation. If the law itself is fundamentally flawed, your class will target different bureaucrats than if the policy’s implementation isn’t good.

**Lobbying for Change:** Lobbying can be used to:
- Convince **legislators** to introduce/pass bills; Push **bureaucrats** to reevaluate laws, and; Encourage the **community** to support/oppose implementation of a law or rule.
- In a typical semester, **GC students** lobby decision makers – their teachers, principals, city officials – to get policies created or change the implementation of an existing policy.
  - **Example 1:** Students testified to the RI Senate Judiciary Committee to double traffic fines in school zones.
  - **Example 2:** Students sent safety recommendations to their principal and district.

**WHAT ARE POLICIES?**

Policies are plans made by decision makers in order to achieve the general goals and acceptable procedures of their interests. Policies can be made by households, companies, organizations, coalitions, and government bodies, but are normally born from the determination that the policy is necessary and helpful. Within the US government, power is spread throughout government branches and levels.

**Legislative Policy Making**
The legislative branch is most recognized for policy making. Legislators can:
- Pass bills into law
- Block legislation or decisions
- Appropriate or withhold money for public and private entities
- Confirm or block heads of public agencies and offices
- Investigate and remove public officials from office from the same level of government
- Investigate and impeach elected officials from the same level of government

**Executive Policy Making**
The executive branch has numerous methods in which to influence policy, it can:
- Veto or sign legislation into law
- Pass executive orders to circumvent the legislative process
- Appoint public officials
- Selectively interpret and enforce legislation
- Set bureaucratic and executive office policies and rules

**Judicial Policy Making**
The judicial branch has oversight power to determine policy:
- Interpret laws passed by Congress, called judicial review

**Bureaucratic Policy Making**
Federal, state and local bureaucratic agencies have a wide array of policy making powers that are rarely, if ever, enumerated in law. These powers include:

- Interpreting, enforcing and carrying out legislative policy (or choosing not to)
- Citing or setting appropriation budgets
- Budget allocation for programs and services
- Determine grants to public and private agencies
- Budgeting time and money to solicit and incorporate community feedback

The U.S. has established a system of governance where all branches and levels of government must collaborate in order to operate, which they often fail to do. When that failure occurs, communities and people feel the effects of inaction far more than they notice successes. This creates the driving force behind almost all policies. The demand for policies rarely comes solely from a public or elected official. **The driving force behind almost all policies comes from communities of people who demand change or access to services and programs.**

**Community Reaction & the Decision-Making Cycle**

At every level of government, there is a decision-making cycle that dictates how public officials react to community demands for change. As policy making occurs in every branch of government, as is illustrated above, this cycle can occur in the legislative, executive and judicial branches of government. This process determines how policies are created, and how in the process of implementation bureaucratic agencies alter, change and regulate these policies.

As is stated above, the Decision-Making Cycle begins when a community reacts to a situation. This is the start to every Generation Citizen class, as a community of students examines their lives and determines issues exist that their public officials should address. To demonstrate how this works, examine the process of eliminating lead paint from housing in Rhode Island communities.

**Example:** Infants, toddlers and pets began to get sick from ingesting lead paint flakes and dust in their housing. Residents of the housing reported these incidences to their landlords, elected officials, and the Department of Health.

1. Once elected officials were informed, they proposed a law that banned lead-based paint and required property owners to get rid of all lead paint on their property.
2. That law was proposed, and opponents and supporters lobbied for or against the bill.
3. The law was passed and the ruling was issued to the Department of Health (DH) along with money to fund enforcing the law.
4. The DH then used its regulatory power to implement the law, determining the timing, execution, and requirements for making sure the change happened.
5. The DH executed their plan (Landlords were accountable, and it had to be done within the year)
6. Then the community reacted again, reporting that their landlords were not testing or getting rid of lead paint on their properties forcing the DH to Reevaluate.
7. The DH developed a new implementation plan, fining landlords heavily and appointing housing inspectors who would look specifically for the paint.
8. The DH then hired housing inspectors, and started fining noncompliant landlords.
9. Lead poisoning complaints decreased drastically, and the problem was addressed.

**Generation Citizen Review**

Every GC DC leads a community reaction. Unsuccessful classes never get past that stage, but your role as an AD is to ensure that they get past that stage. It’s not important for every DC to understand this entire process, your understanding will help guide your interventions and brainstorming sessions with individual DCs and your entire chapter.

**NATIONAL PROFILE: EDUCATION POLICY**

**Public School Decision Makers:** Education policy decisions are made at the federal, state, local, and school level. Policies become more specific as one travels down the chart below.

- For example, the federal government does not require students at Roger Williams Middle School to wear uniforms. The school’s leadership team makes that decision.
- The federal government, by contrast, makes more macro policy decisions.
Policy Examples:

| Federal | The “No Child Left Behind Act” (NCLB), passed by Congress in 2001, requires each state to set academic standards for its students and use standardized testing to evaluate whether or not its students are reaching those standards. (The Federal government does not actually set the standards.) |
| State   | Per NCLB, individual states determine what students should know at each grade level. They then develop standardized tests to measure student proficiency. |
| Local   | Local school districts use state guidelines to develop district-wide curricula for students, and develop a plan to administer these guidelines in schools. |
| School  | Individual schools determine the specifics of the school day, like the length of class periods and which teachers will be in which classrooms. |

WHO FUNDS PUBLIC SCHOOLS?
- 10% comes from the federal government
- 49% comes from the state government
- 43% comes from the local government
- NOTE: A huge percentage of local government funding for public schools comes from local property taxes. Consequently, wealthier areas with more expensive homes and higher property taxes have better funded schools.

LOCAL CONTROL:
- Local governments typically elect (versus appoint) a school board to oversee the public schools in the area. The school board’s responsibilities include:
  - Appointing a superintendent to act as the “Executive” overseeing local policies
  - Overseeing policy development and implementation within the district. For example, the school board evaluates and changes the curriculum used in local schools
  - Managing the district’s education budget
  - Negotiating with teachers unions
- The superintendent’s responsibilities vary on a state-by-state basis but tend to be more leadership- than policy-related. They include:
  - Providing leadership and a vision for the district’s schools
  - Managing relations between schools and community
  - Tuning into state or national policy changes that might affect the district
  - Working closely with the school board to establish the district’s budget
- Parent Teacher Associations (PTAs) on the school or district level, also play a big part in local education systems. The PTA focuses on:
  - Bringing parents together to dialogue about the direction and challenges of their school or their district’s schools
  - Giving parents a platform: if they unify, they can make the school listen to them
  - Note: the PTA is a powerful influencer to tap into!

HOW DO CHARTER SCHOOLS FIT IN?
- Charter schools are publically funded schools that are created with a specific mission (or “Charter”) in mind, and run with more freedom than traditional public schools.
• This can make charter schools more willing or able to adopt GC-lead policies/ideas, but this is entirely dependent on the school’s charter (mission statement) and its leadership team.
• By design, no two charter schools are required to be alike, so if you (the DC) are working at a charter school, it’s important to look into:
  o Its charter statement
  o Its leadership structure

EDUCATION POLICY BUZZWORDS:

<table>
<thead>
<tr>
<th>Policy Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race To The Top</td>
<td>Obama’s hallmark education initiative; it states a) demonstrate a strong commitment to improving their schools and b) develop a clear plan for doing so, so they can compete for additional federal funding to execute their ideas.</td>
</tr>
<tr>
<td>Common Core Initiative</td>
<td>The Common Core is an effort to have all states agree on the same standards throughout the country (unlike NCLB in Policy examples above).</td>
</tr>
<tr>
<td>Standards-Based Reform</td>
<td>Measuring student achievement through standardized testing, something that became increasingly prominent with the adoption of NCLB in 2001; students are currently tested against their state’s standards and against national standards.</td>
</tr>
</tbody>
</table>

THE GENERATION CITIZEN ARTICLE GUIDE

USING THE ARTICLES GC PROVIDES

On www.GenerationCitizen.Weebly.com, Generation Citizen (GC) staff and interns have populated Focus Issue pages with articles and research on common focus issues. These articles are informative, interesting and clearly point out root causes and possible directions for your classes to go. However, ALL need to be reviewed or edited so your class can clearly read, understand and think critically about the information. Lesson 4 doesn’t work nearly as well if your students get frustrated trying to read long or complex articles. Make sure you think about the bolded notes below each article to direct you on how to edit the resource.

Example: “Readability 11.2. High school classes will be fine, but middle school students will struggle with the language.” This means that the article is written at an 11th grade reading level, so while most high school students will be able to read the article you should still read and test it for length and readability. Middle school students will need the article edited for length, grammar, and concepts.

Quick test: what reading level are the two paragraphs above? What grade could easily handle this information? These two paragraphs are written at a 10th grade reading level, which means that most high school students will be able to read and understand the information, but a younger high school or middle school student might struggle with the language and concepts.

HOW TO CHECK AN ARTICLE

Length:

When you find an article that you like or is appropriate for your class:

1. Copy and paste the article into Microsoft Word, format it so that the article is the size 12 of a standard font type. The title, author and source should be included.
2. For Middle Schools, your article should be ½ - 1 ½ pages. For High Schools, your article should be 1 page – 2 ½ pages. If your article is too long, do not edit it down until you check your readability to save time.
**Reading level/Readability**

1. Format your article in Microsoft Word using above guidelines.
2. Set your Microsoft Word to tell you the Readability Level:
   a. On a PC:
      - Go to **File**, click on **Options** (most of the way down), and choose **Proofing**.
      - One of the last sections should have an unchecked box that says “Show Readability Statistics” – Check the box
   b. On a Mac:
      - Go to **Word**, click on **Preferences**, and chose **Spelling and Grammar**
      - Find “Show Readability Statistics” – Check the box
3. Do a spell check on your document. It will produce a document summary at the end with the “Flesch-Kincaid Grade Level”. This is your article’s reading level.
4. Your article should close to your class’s grade. For example, 9.0 is fine for 8th graders, but a 10 deserves more edits.
   a. NOTE: You can also do this on paragraphs and even sentences. It’s a great way to find what sections are complicating your article.

**EDITING YOUR ARTICLE**

First, read through your article and note key root causes, targets, tactics and any information you want to make sure your students understand. Think about what the article actually says and compare it to what you’re inferring.

*Remember to read through the table your students will be filling out in the lesson and make sure the article lets them answer each question using information IN the article. Don’t assume they can jump to the same conclusions you can.*

Then, go through and edit your article so that the length and reading levels are appropriate for your class. Think about your class, are they advanced honors students or do they sometimes struggle with understanding worksheet directions? **Remember that many of our schools regularly fail tests that determine these reading levels.**

**Guide to Clarifying Articles**

When editing articles, remember that it’s important to explicitly state your implicit understanding of causality/connections (why things are happening). When editing a gun violence article, I would make sure that I make the root cause written clearly and also ensure that as he states his case for that root cause. Don’t assume students will infer the point, for example:

“The data in social science are rarely this clear. They strongly suggest that we have so much more gun violence than other countries because we have far more permissive laws than others regarding the sale and possession of guns. With 5 percent of the world’s population, the United States has 50 percent of the guns.”

I would edit this paragraph to read like this:

The data is clear. It says that the United States has more gun violence than other countries because we have laws that let us own and sell more guns than anyone else. The United States has 5% of people in the world, but we also have 50% of the guns in the world.

This way, I know my class will be able to underline and understand the primary point of the article.
Guide to Simplifying/Editing Down Articles

For this exercise we will use the opening paragraph to the same gun control article written at a 12th grade level. The paragraph reads:

“Announcing Wednesday that he would send proposals on reducing gun violence in America to Congress, President Obama mentioned a number of sensible gun-control measures. But he also paid homage to the Washington conventional wisdom about the many and varied causes of this calamity — from mental health issues to school safety. His spokesman, Jay Carney, had said earlier that this is “a complex problem that will require a complex solution.” Gun control, Carney added, is far from the only answer.”

*What does this paragraph really say? Obama is sending gun-control proposals to Congress, but he also says that there are many ways to prevent gun violence.

To edit this paragraph down so that it will accessible for younger students, follow some standard tips:

1. Cut down or split up passive or overly complex sentence structures, as well as filler adjectives or adverbs (everything that seems “extra”). Try to keep to a basic “Subject-Verb-Object” structure.

“Announcing Wednesday that he would send proposals on reducing gun violence in America to Congress, President Obama mentioned a number of sensible gun-control measures.”

**EDITED**

On Wednesday, President Obama said he’d take action that would lower gun violence in America. He said that a law on gun control was one way to deal with the gun violence problem.

2. Cut unnecessarily difficult words or replace them with simpler synonyms. If you have trouble just use the “Thesaurus” tool on Word.

“But he also paid homage to the Washington conventional wisdom about the many and varied causes of this calamity — from mental health issues to school safety. “

**EDITED**

But he also said that there are many other causes of this problem – from mental health issues to school safety.

3. Delete unimportant people or concepts.

His spokesman, Jay Carney, had said earlier that this is “a complex problem that will require a complex solution.” Gun control, Carney added, is far from the only answer.

**EDITED**

Gun violence is a big problem that needs more than one answer.

4. So now, instead of just handing a 12.0 graded article to my students, this paragraph is written at a 7.9 grade level. It contains the same information, just stated clearly.

On Wednesday, President Obama said he’d take action that would lower gun violence in America. He said that a law on gun control was one way to deal with the gun violence problem. But he also stated that there are many causes of this problem – from mental health issues to school safety. Gun violence is a big problem that needs more than one answer.
FINDING YOUR OWN ARTICLES

If the articles online don’t fit your need or your students have chosen a different issue you may have to find articles on your own. When you find an article that you like, before you go through the process above read through the questions in Lesson 4. If your students cannot pull text directly from that article to answer all the questions except the last one, you should consider finding another article, or rewriting it.

For example, go to our gun control article. http://articles.washingtonpost.com/2012-12-19/opinions/35929057_1_gun-violence-gun-ownership-tough-gun-laws

Lesson 4 Questions and Example Answers:

- What is the title of the article?
  - The Solution to Gun Violence is Clear
- Where was this article published?
  - Washington Post
- When was it published?
  - December 19, 2012
- Who are the people or groups mentioned, and what is their role?
  - President Obama is proposing gun control measures
  - Congress is receiving them
  - Jay Carney, his spokesman
- What statistics or facts stand out to you?
  - The US gun homicide rate is 30 times that of France or Australia
  - The US has 5% of the world population, but 50% of the guns
- What does this article teach you about our focus issue
  - Other countries have less gun violence because they have fewer guns
- What is the main idea of the article?
  - The US has more gun violence than other countries because we have more permissive laws regarding the sale and possession of guns.
- Compare/Contrast this article’s information to our school or neighborhood. What is different? What applies to our situation?
  - Leading Question to ask every group: Do you know anyone who owns a gun? Why do you think so many of you know someone who does?

ROOT CAUSE: the reason something is happening.

The root cause(s) that is chosen for a classroom is directly related to the goal the class sets for the semester. The more tangible and actionable the root cause, the more tangible and actionable the class goal can become.

Root causes exist at multiple levels, just like the goals made to address these root causes. Root causes exist at the individual level, the groups and services level, and the laws/policies level. While these terms are new, they have very simple meanings:

- **Individual Level**: a root cause that is the choice a person makes that creates the problem.
  - For example, an individual root cause is one person choosing to bully another, or someone choosing to throw their trash on the ground and litter.
• **Groups/Services Level**: a root cause that is the existence, or lack of existence of a service, office or group of individuals. Root causes in this category are due to groups or services either existing and causing the problem, not existing which allows the problem to continue, or existing but not solving the problem.
  
  - For example, prostitution in a neighborhood can occur because: a gentleman’s club is operating as a brothel; job training for women in low income areas does not exist; or existing police presence is not working.

• **Laws/Policies Levels**: a root cause that is a specific law, policy or rule that creates or does not address the problem.
  
  - For example, the issue of underage smoking could exist because a law banning smoking from public areas or a policy banning flavored cigarette sales marketed towards children does not exist.

**NOTE**: classes with strong root causes will choose a root cause in the groups/services or policy level. Individual root causes are hard to address from a non-individual level because there are many cofounding factors surrounding that issue.

Root causes exist at multiple levels and for multiple reasons. For example, an individual could be make a “no” choice when they should be making a “yes” choice (ex. Exercise and weight gain). Similarly, the root cause could be that a service exists and is not being enforced well (having school buses but not eligible unless you’re more than 3 miles from school) or that it does not yet exist (after school programming). Policies and laws can be root causes because they exist or because they do not exist or because they exist and are not being appropriately enforced.

**PRACTICE IDENTIFYING THE ROOT CAUSE**

An example used in the classroom is listed below. Please identify the root causes that exist at each of the levels in these two examples.

**RIDING BIKES TO SCHOOL**

*Three 8th graders from PS 207 want to ride their bikes to school. Alex, Carl, and Sam are trying to recruit more friends to join them on their bike rides to school but they keep hearing different reasons for why people don’t want to join them. A few students said they aren’t allowed to ride to school where there are not bike lanes and the road to school only has bike lanes for 2 of the 3 miles. Some students keep saying it is just easier to get a ride from their parents while some students don’t have bicycles. Another group of students is worried their bikes will be stolen while they are at school because there isn’t a safe, designated place to lock up their bikes.*

What root causes exist at an individual level?

What root causes exist at the groups or services level?
What root causes exist at a legal or policy level?

**DRUGS IN NEIGHBORHOODS**
*Students see a lot of drug deals around school.*

What root causes exist at an individual level?

1. 
2. 
3. 

What root causes exist at the groups or services level?

1. 
2. 
3. 

What root causes exist at a legal or policy level?

1. 
2. 
3. 

**RESEARCH JAM CHECKLIST**

This list is meant for Advocacy Directors and Cohort Leaders to use when creating action plans with Democracy Coaches. This is designed to make sure that DCs who are using Action Starter Kit example action projects can do further research to enhance their class’ experience. DCs whose classes are doing focus issues or have goals that are not outlined in
Action Starter Kits must use this checklist to make sure that their classes have effective action projects.

**Root Cause Decision**
Steps to determining and defining root cause

- Annotate the articles you want your class to use. **Highlight causes.** **Underline solutions.**
- List any causes or solutions mentioned in the articles and the Action Starter Kit. Example:

<table>
<thead>
<tr>
<th>Root Causes</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>No police accountability</td>
<td>Body cameras</td>
</tr>
<tr>
<td></td>
<td>State legislation requiring cultural sensitivity training</td>
</tr>
</tbody>
</table>

- Fill in any missing corresponding sections. Example:

<table>
<thead>
<tr>
<th>Root Causes</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>No police accountability</td>
<td>Create community-member board overseeing department</td>
</tr>
<tr>
<td>No good video of police interactions</td>
<td>Body cameras</td>
</tr>
<tr>
<td>Inadequate cultural sensitivity training for police department</td>
<td>State legislation requiring cultural sensitivity training</td>
</tr>
</tbody>
</table>

- Continue to build this list as you call decision makers and
- Come prepared to discuss these potential root causes and goals and choose one during your next class.

**Model Goal Alignment**
Which of Generation Citizen’s model goals does your class’ goal align with?

- Influencing in-process legislation
- Introducing analogous legislation
- Affecting how funds, services, or programs resources are allocated
- Influencing how youth voice is solicited

If you’re not sure which goal try the following:

- Check whether your goal within the executive or legislative branch
• If not obvious, check who the higher ups in the group report to or where they get funding
• Revisit your chart of root causes and potential goals

**Level of Government**
Which level of government will your project focus on?
• School (not recommended)
• Neighborhood (often closely linked to city-level)
• Local/municipal/city
• State
• Federal (not recommended)

**Branch of Government**
• Legislative
  o What legislation has been introduced? What committee is it in now? Where is it going next?
    ▪ Call the bill sponsor to find out its status and what you could do.
    ▪ Where did similar bills get stuck in the past?
    ▪ What other bills might ours get combined with?
  o What relationships with elected officials (city council, state rep, state senator) already exist with the school’s administration?

  • Executive
  o What State Agency employee can I call to get more information?
  o What City Agency employee can I call to get more information?
  o What proposed City Ordinances are in process that we can advocate for?
  • (Judicial)

**Targets**
Decision-Maker
• What is their name? What is their organization? What is their title?
• What are we going to ask of them?
Influencers
• What is their name? What is their organization? What is their title?
• What are we going to ask of them?

**Tactics**
First tactic
• Is the language of our petition: explanatory, insistent, angry?
• What is our local newspaper? Which reporter covers the “beat” about our focus issue? What’s the reporter’s email and phone number?
• What number do we call to make sure our Letter to the Editor will get published?
• What is the twitter handle for our elected official? What hashtag are we using?
Follow-Up Tactic

- Who else can we ask to email our targets?
- Who else can we ask to submit an editorial?
- What events are going on that are related that we can join?
FACILITATING A RESEARCH JAM
TIMING: BETWEEN LESSONS 3 AND 4

Facilitators: CDs with GC staff (encouraged)

It is important that you support DCs through the critical Research Preparation process they must complete between Lessons 3 and Lessons 4 by actually doing research together, via a “Research Jam.”

During the Research Jam, CDs and DCs will:
1) work together to review what good research looks like
2) work together to actually find good research
3) spend some time editing the research for students

DCs should leave the Research Jam with at least 1 piece of effective research to use in Lesson 4, edited down for readability, and the skills to find additional research.

Facilitator Prep (Note that this is very prep-heavy!)

1. Familiarize yourself with your site’s Advocacy Guide, particularly pages 5 and 6.
2. IMPORTANT: Talk to GC staff to discuss co-facilitation. In addition, ask staff to help you identify any ongoing campaigns that fit the archetypes and to which you could point your DCs as part of the Research Jam. For example, if a local advocacy group is working to influence the budget process on a youth-relevant issue, you will want to prep research about this campaign and point it out to DCs.
3. In advance of the Research Jam, send out a survey to your DCs asking them to let you know what their Focus Issues are. In addition, ask DCs to bring their laptops and their Advocacy Guides. You may also want to schedule the Research Jam during business hours so that DCs can make phone calls to government agencies and advocacy groups.
4. Based on the Focus Issues that your DCs have, think up work groups for your Research Jam. Can DCs working on similar issues work together to split up the research?
5. Be ready to do some research yourself to help DCs, or if possible, bring in example research to share in advance.

Review of Good Research (15 minutes)

Review criteria for good research, referencing Pg. 7 in the Advocacy Guide

Suggested Formats:
• Ask a DC to bring in research they have found already, and in small groups, workshop to see if it meets the criteria.
Do an I Do, We Do, You Do, like in Advocacy 101, modeling how to find research that points towards one or more of the archetypes for a sample issue. Then help DCs work through this on their own. See below:

<table>
<thead>
<tr>
<th>ROOT CAUSE CATEGORY</th>
<th>ROOT CAUSE</th>
<th>GOAL</th>
</tr>
</thead>
</table>
| **POLICIES**
* (The problem is caused by regulatory legislation or local/state budget funding.) | There is legislation that, if passed, could improve or worsen the problem, but it has not yet been passed. | 1) INFLUENCING IN-PROCESS LEGISLATION OR THE BUDGET |
| **GROUPS/ SERVICES**
* (The problem is caused by how a local/state bureaucratic department or school allocates resources or solicits youth input to carry out legislation.) | A department or school is distributing resources like people or funding in a way that ignores or worsens the problem. | 2) INTRODUCING ANALOGOUS LEGISLATION |
| **INDIVIDUAL**
* (The problem is caused by choices community members make.) | Acting out of ignorance or bad judgment, community members make choices that cause or worsen the problem. | 3) INFLUENCING HOW DEPARTMENTS/SCHOOLS USE RESOURCES |
| | | 4) INFLUENCING HOW DEPARTMENTS/SCHOOLS SOLICIT YOUTH INPUT |
| | | 5) CREATING AN EDUCATION OR AWARENESS CAMPAIGN |
Find Good Research (at least 30, up to 2 hours!)

Work with DCs to find good research for Lesson 4.

**Suggested Formats:**
- Break up DCs in Focus Issue groups so they can split up the work.
- Organize a Call Station where DCs can make phone calls to relevant agencies and advocacy groups.
- As CDs, help out! There is a lot of research to be done, and DCs need as many hands as possible.
- Incorporate energizers or celebrations (“I would like to stop and recognize Jamie for a great article she found!”)
- Organize a progress tracking board for DCs to indicate when they found good research.

**Editing Research (at least 15)**

Review how to edit articles from the Advocacy Guide. Then help DCs edit their articles down. Pay attention to readability, as well as simplicity.

**Suggested Formats:**
- Organize DCs by grade level so that they can all work together to make their articles and research readable.
- Help DCs create “word keys” that can help define any unfamiliar terms.
- Host a “Can you Find the Root Cause?” contest. Circulate around to read articles and time how quickly it takes readers to find the Root Cause that is expressed by the research. Quickest wins! Remember that the point of research is to explicitly indicate a possible Root Cause.

**Exit Ticket (5 minutes)**
Either in written or verbal form, ask every DC to identify:

- Deadline by which they are going to complete the remainder of their research.
- How they are going to print out their research for their students (or get the materials to their teachers to print out).
- One thing their CDs or other DCs can do to help.
FACILITATING A POWER ANALYSIS

TIMING: BETWEEN LESSONS 5 AND 6

Facilitators: CDs with GC staff (encouraged)

It is important that you support DCs through the critical target identification process they must complete between Lessons 5 and Lessons 6 by facilitating this Power Analysis workshop.

During this Power Analysis workshop, DCs will:
4) Review appropriate targets for their projects and identify their main Decision Maker and key Influencers
5) Gather research about these targets to share with students
6) Draw out a template for a Class Action Plan (Lesson 8).

DCs should leave the Power Analysis workshop with their Main Decision Maker and key Influencers identified, at least 1 piece of research about their main Decision Maker secured and the skills to find additional research, and a template for the Class Action Plan created.

Facilitator Prep (Note that this is very prep-heavy!)

6. Familiarize yourself with your site’s Advocacy Guide, particularly pages 5, 6, and 10.
7. In advance of the Power Analysis Workshop, send out a survey to your DCs asking them to let you know what their Root Causes and Goals are so you can begin prepping. In addition, ask DCs to bring their laptops and Advocacy Guides to this session.
8. IMPORTANT: Talk to GC staff to discuss co-facilitation. In addition, GC staff can help you identify any potential Decision Makers and Influencers that GC already has connections to. For example, we may know members of the City Council or have worked previously with major departments.
9. Set up four work areas in your meeting/training space and label them with the following work group signs: “Executive Branch, Local Level” “Executive Branch, State Level” “Legislative Branch, Local Level” “Legislative Branch, State Level.” Note: you can either group “school level” in with Local, or create an additional “Executive Branch, School Level.” There is no legislative branch for school level.
Introduction (20 minutes)

1. Do Now: Point out the work group signs you made. Ask DCs: In what branch and level lies your main decision maker? Challenge DCs to sort themselves into the appropriate groups.
2. Talk through any challenges with this exercise (see sidebar).
3. (Optional): Do icebreakers/community builders once in groups!
4. Challenge DCs to take out their Advocacy Guides and complete the fill in the blank activity:

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### Sorting into Branches and Levels

Remember that if DCs have a POLICY root cause, their main decision maker is in the LEGISLATIVE branch.

If DCs have a GROUPS/SERVICES root cause, their main decision maker is in the EXECUTIVE branch.

Levels can be confusing – some issues are influenced at multiple levels. Remind DCs of the research they did pre-Lesson 4 and whether that pointed to state or local legislation/departments.

**Legislative Answers**
Legislative, Committee, Advocacy, 4 or 5, represent, Influencers, bureaucratic department heads, recommendations.

**Executive Answers:**
Executive, department, Advocacy, 4 or 6, Mayor, Governor, head, opposition, youth.
### Legislative Groups

| If my root cause is POLICY related, my main decision maker is in the ______ branch. Specifically, my main decision maker will be the head of the relevant ______ in Congress/City Council. I can find the relevant Committee by referencing my prior Research and looking at the _____ Guide on Pg. ___. I will also want to know which legislators _____ my students because they will be important ________. Finally, _____ from the executive branch will be important Influencers, as they make ________ to legislators. |

### Executive Groups

| If my root cause is GROUPS/SERVICES related, my main decision maker is in the _____ branch. Specifically, my main decision maker will be a bureaucrat in the relevant ______. I can find the relevant department by referencing my prior Research and looking at the _____ Guide on Pg. ___. It is important to remember that no matter what my students think, the ______ (Local) or ______ (State) is NOT the main decision maker. Neither, likely, is the department ______. As Influencers, I will need to especially consider ________ groups: community groups that benefit from the “status quo,” and make sure my students are organizing some fellow ________. |

### Suggested Formats:

- Create a worksheet of the Fill in the Blanks and hand it out.
- Read out sentences and have DCs fill in verbally in each group.
- Pop quiz DCs – call on random DCs to provide the end of the sentence.

### Researching Targets (at least 35 minutes)

1. Turn to Pg. 10 of the Advocacy Guide to review with DCs what information that they will need to gather about their Decision Makers.
2. If necessary, review the Editing information on Pg. 7.
3. Finally point out the Graphic Organizer on Pg. 11.
4. Give DCs some time to do research and pull together information about their Targets, being sure to identify which of the Targets is their main decision maker.

### Suggested Formats:

- In addition to filling out the Graphic Organizer, have DCs write the names of their Decision Makers and Influencers on a common white board. This can let you do some “power mapping” and see if there are any overlaps – i.e. several classes are reaching out to the same decision maker, or one class’s targets might help another class reach their targets.
- Organize a Call Station where DCs can make phone calls to relevant agencies and advocacy groups.
- As CDs, help out! There is a lot of research to be done, and DCs need as many hands as possible.
- Incorporate energizers and celebrations.
- Celebrate a key milestone – when a DC has found their main decision maker! Give out stickers or ring a bell when this happens.

**Exit Ticket: Draw out a Class Action Plan (5 minutes)**

1. Hand out the pieces of flipchart paper and markers.

2. Have DCs copy the Class Action Plan from Pg. 86 of the curriculum on to the flipchart paper. Explain that they can use this template for their classes, beginning in Lesson 8.

| Goal |
| Proposals/Research: Do we have to learn/prepare anything else? |

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<th>Target</th>
<th>Ask</th>
<th>Tactics</th>
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