

Making a Plan to Win: **How to Run an Advocacy Campaign**



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How to Use the Making a Plan to Win tool

What you'll learn

This tool will walk you through the steps of making and carrying out an advocacy campaign. You'll learn how to choose an issue to address, how to make a plan to win, and how to avoid common mistakes.

How to use the tool

The first part of this tool is an overview of what a campaign strategy is and what steps you need to take to make your strategy. After that, we'll give you more detailed information about each step in the process.

You can read the tool from start to finish or use the Table of Contents on page 2 to find what part you want to read. Maybe you've already started planning your campaign and want to skip some of the sections at the beginning. You can use this tool in whatever way works best for you.

Campaign examples

This resource is an introduction to planning an advocacy campaign with your group. Throughout this resource, we will be using a **fictional public transit advocacy campaign** to show how to practically use the information in each section.

The examples will be set off like this:



Public Transit Campaign Example

Choosing an Issue



1. *Compelling and Timely*

a. It is widely and deeply felt and commands attention

Budget cuts were a hot button issue in the most recent election. Many people already feel passionately about this issue. This issue is directly related to our issue.

All of the text with a light blue background is part of an example.

In some sections there will be an outline for you to fill out. There will be examples after these sections with **red text**. Red text shows how you might fill out the outline if you were planning the fictional public transit campaign.

Campaign strategy overview

What is a campaign?

A campaign is a way to get support for your ideas and goals. A good campaign gets support from as many people as possible.

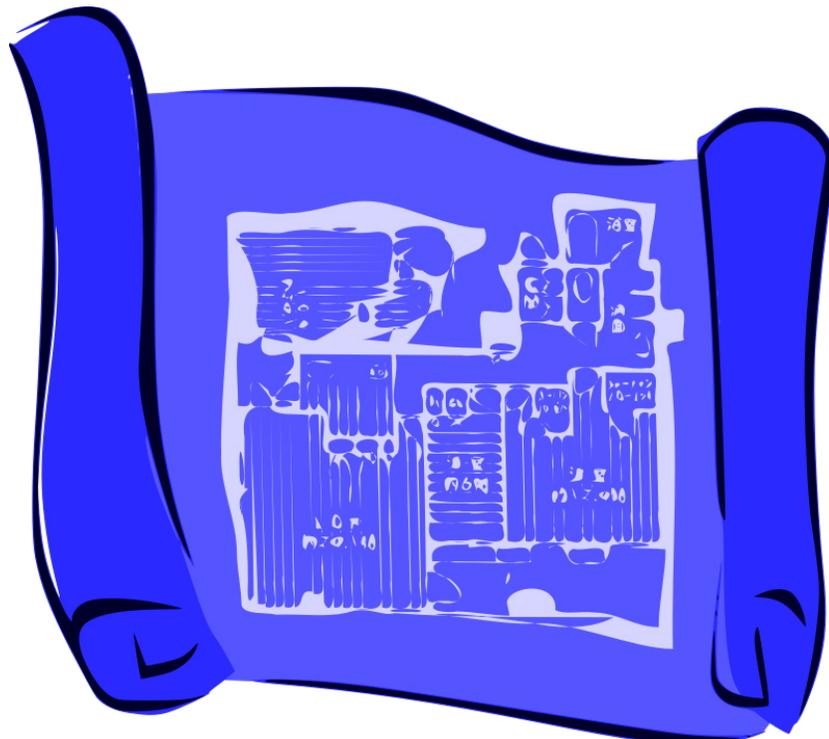
What is a strategy?

A strategy is the way you will run your campaign. A strategy gives you steps you can use to change the relationship between you and your target(s).

A good strategy will have:

- The specific **issue** you want to work on
- Specific **goals**
- **Targets:** People who can make the changes you want.
- **Tactics:** Tactics are the tools and specific steps and actions you will use to carry out your strategy.
- Detailed **action plans** to show how you will meet your goals

The next section will give an overview of what the process looks like. Each section after that will go into more detail about each step of the process.

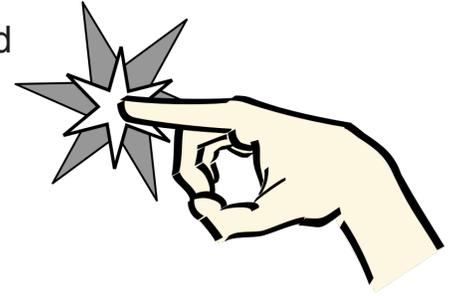


Overview of strategy development process

1. Identify the issue

Before you can even start to develop your strategy, you need to have an idea of what you want to talk about. You need to first **identify the issue** that you want to address.

Issues are different from **problems**. Issues are big. Issues are things that hurt many people. Problems are small and only affect one person or a very small group of people.

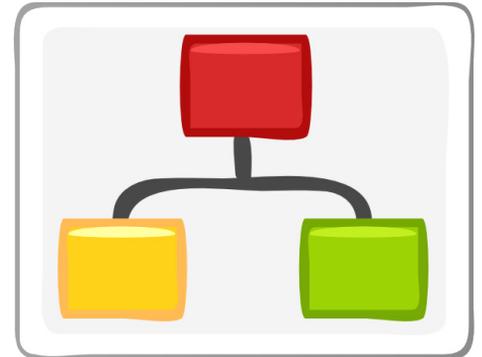


2. Do a power analysis and figure out your resources

To make a good strategy, you need to figure out what the relationship is between your group's power and the power of the people who can make the changes that you want. This is called a **power analysis**.

A power analysis helps you figure out who your **targets** are.

It will also help you figure out what **resources** your group has to use for your campaign.



3. Create an action plan

Once you have all of this information, you can make a detailed **action plan**.

The action plan will:

- help you figure out what your **goals** should be
- help you figure out what your **ask** is for your targets
- match your **tactics**, or actions, to your targets, and
- have **specific assignments and timelines** for your tactics and goals



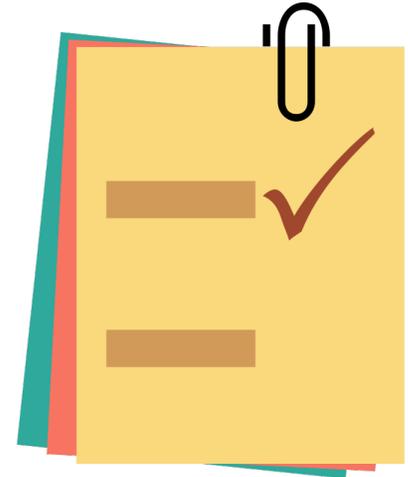
Your **action plan** should be flexible. It should leave room to make changes. This is important in case you need to change directions in the middle of a strategy.

4. Carry out the strategy

After making your action plan, it's time to **carry out the strategy**. Carrying out the strategy in your action plan means that everyone will have to work together to take **shared action**.

Every person in your group needs to know what their job is and what they are supposed to do. Everybody needs to do their part of the action plan. This is called **shared responsibility**.

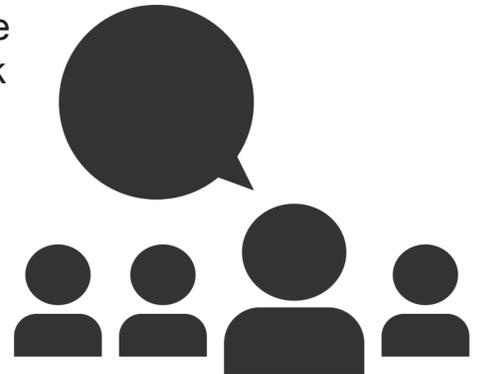
Sometimes you may need to change part of your strategy after you've already started it. This is why it is important that your action plan be flexible. **Communication** with your team members is very important during the campaign. If you need to make a change, everybody needs to know.



5. Evaluate your campaign

The last part of a campaign is an **evaluation** after you are done. An evaluation talks about what did and did not work in the campaign. Knowing what you can do better next time is how you win campaigns.

Next, we'll go through each step of the strategy design process in detail.



Identifying your issue

Problems vs issues

Problems are small, and **issues** are bad for many people. An individual problem is usually a part of a bigger issue. Here are some examples of problems and the issue that they're part of.

PROBLEM: small, only affects one person	ISSUE: big, bad for many people
I could not finish the test we had in time. I will drop the class. The class is too hard for me.	Disability Services does not do a good job letting us know what accommodations we can have. Students with disabilities could do better if they knew what services are available for them.
I use a wheelchair and the train station nearby isn't elevator equipped. Now I have to take two buses to get to work and my commute is much longer.	The people who run public buses and trains have not done a good job. Stations are not easy for people with disabilities to use.
My state has a huge wait list for support services. I'm just going to have to pay for my support services myself in order to get them.	Programs that help people with disabilities need more money from the state government.

You will only help a few people if you make a campaign about a problem. You can help more people if you make a campaign about an issue - both now, and for people in the future.

We will use an example campaign strategy to show how campaigns are made. Our example campaign will center on the issue "The people who run public buses and trains have not done a good job. Stations are not easy for people with disabilities to use."



What makes a good campaign issue

Once you have chosen an issue, check and see if it meets the criteria below:

1. *Compelling and Timely*

- a. It is widely and deeply felt and commands attention
- b. Potential to affect a large number of people
- c. Potential to engage a large number of people into action

2. *Specific and Achievable*

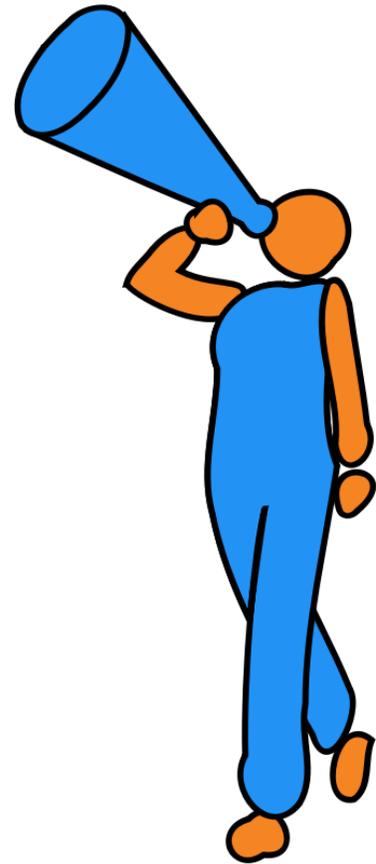
- a. There are clear and specific gains to be made whether the issue is immediately winnable or not.
- b. Can be stated in one simple sentence with a clear and specific solution
- c. We have the power and resources to win the issue
- d. Clear cut target or decision makers
- e. We can get organized within a timeframe that we control
- f. We have the power to frame the issue for group members, potential allies, the campus/community, and the media.

3. *Builds our organization*

- a. We will be stronger after the issue is won or lost
- b. Builds our organization's membership and leadership
- c. There is a chance to teach people in the community about the issue
- d. Unifying – it unites diverse and divided members.

4. *Promotes our organization's long term values, vision, and strategy for change*

- a. A win on the issue helps our long term goals right away. (The campaign tries to fix the issue, instead of trying to solve the problems the issue makes.)
- b. Lets people know about the issue and gets more people thinking about our message.





Public Transit Campaign Example



Choosing an Issue

1. *Compelling and Timely*

a. It is widely and deeply felt and commands attention

Budget cuts were a hot button issue in the most recent election. Many people already feel passionately about this issue. This issue is directly related to our issue.

b. Potential to affect a large number of people

Many people in our city rely on public buses and trains to get around.

c. Potential to engage a large number of people into action

Other groups care about public buses and trains in our city. Those group want change as well.

2. *Specific and Achievable*

a. There are clear and specific gains to be made whether the issue is immediately winnable or not.

- Money budgeted for public transportation is not spent on other things
- increase number of wheelchair-accessible stations
- increase number of bus stops and train stations with clear signs
- budget should not decrease below the \$50 million set aside for transportation in the state budget

b. Can be stated in one simple sentence with a clear and specific solution

People with disabilities must have equal access to public transportation

c. We have the power to win the issue

Yes, see power analysis

d. Clear cut target or decision makers

Mayor, city council, people in charge of public buses and trains

e. We can get organized within a timeframe that we control

Yes, see timeline/task list

f. We have the power to frame the issue for group members, potential allies, the community, and the media.

Yes, if we follow our plan and work together.

3. Builds our organization

a. We will be stronger after the issue is won or lost

This issue is a way to work with other groups. The campaign helps us add members to our group.

b. Builds our organization's membership and leadership

More people will know us if we work with other groups. Our members can learn skills from a campaign.

c. There are opportunities to educate members, allies, and the community

This campaign is a chance to involve people who use public trains and buses.

d. Unifying – it unites diverse and divided members.

Most people agree we need good public buses and trains. This issue affects many people.

4. Promotes our organization's long term values, vision, and strategy for change

a. A win on the issue helps our long term goals right away.

Yes, people with disabilities lose out on state money all of the time. This issue shows how hard it for people with disabilities to get to where we want to go.

b. Lets people know about the issue and gets more people thinking about our message.

Yes, see above

Doing a power analysis

A power analysis shows how much power your group has vs. the people in charge of the issue.

Figure out with your group the answers to these questions:

Their power

1. Who are the key decision makers?

- a. Who has the power to make decisions?
- b. How is their organization, company, corporation structured?
- c. Who else is a key decision-maker above them or along side them?
- d. Where are they located?
- e. What are the ways you might reach or contact them?
- f. What is their motivation/ goal/ concern?
- g. Why are they making the decision that way?
- h. How is this decision made?



2. Who or what is important to them?

- a. Do they have clients? Customers? Friends?
- b. Do they have a public image they care about?
- c. Do they have allies in the community? In other places?



3. How do they make their money?

- a. Where do they get their resources, funding, support from?
- b. What do they sell and what portions of their business/organization are most important to them?
- c. Do they have relationships with subcontractors and/or are they a subcontractor?
- d. Where do they invest their money, what are their financial strengths and weaknesses?



4. What other groups, orgs, regulations might affect them?

- a. Could they be affected by regulatory agencies? Which ones?
- b. Are there procedural ways to pressure them?



Our power

1. What is our community?

- a. What other groups might share our concerns?
- b. What other groups have different concerns but same key target?
- c. Who else is affected by their decisions?



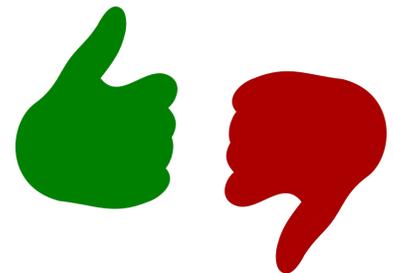
2. What resources/ capacity do we currently have?

- a. How much “people power” do we have and what are those people willing to do?
- b. What are our funding and material resources?
- c. What spaces do we control that may help us to confront them?
- d. What do we need to successfully make the changes we want to see?



3. What are our strengths and weaknesses?

- a. What do we do well?
- b. What abilities and skills do we have in our group?
- c. Where have we made mistakes in the past?
- d. What are we not able to do well?
- e. What abilities/ skills do we need that are not in the group?



4. What is the community context for the campaign?

- a. What else is happening that may impact this fight?
- b. What is the media talking about and how do they talk about it?
- c. What are average people saying about this issue?
- d. Have there been recent victories or losses that impact people's general feeling about taking action? How has it impacted them?
- e. What is the recent history of groups taking action on this issue/ against these decision makers?



You do not need to know every answer. Fill in the rest later as you get more information.



Public Transit Campaign Example

Doing a Power Analysis



Their power

1. Who are the key decision makers?

a. Who has the power to make decisions?

Public bus and train board members. 4 members of the board chosen by the Mayor. 3 members of the board chosen by the Governor.

b. How is their organization, company, corporation structured?

Public bus and train board members and the Board President make the rules

c. Who else is a key decision-maker above them or along side them?

There is a regional board above the local public bus and train board.

d. Where are they located?

City transportation authority - 567 W. Lake Street; Regional transportation authority - 175 West Jackson, Suite 1550

e. What are the ways you might reach or contact them?

City transportation authority: Tel: 312-681-5022, Fax: 312-681-5035, monthly board meetings

f. What is their motivation/ goal/ concern?

“We deliver quality, affordable transportation services that link people, jobs and communities.”

g. Why are they making the decision that way?

The people in power need to make choices that way by law.

h. How is this decision made?

The main choices are made by a board once a month. Other committees are in charge of the many parts of the public train and bus system. The other committees are:

- Human Resources
- Strategic Planning
- ADA Advisory Committee
- Finance, Audit & Budget Committee.

2. Who or what is important to the people in power?

a. Do they have clients? Customers? Friends?

People who use public trains and buses

b. Do they have a public image they care about?

Yes

c. Do they have allies in the community? In other places?

Amalgamated transportation Union (local represents the workers, support of national ATU)

3. How do they make their money?

a. Where do they get their resources, funding, support from?

The public bus and train gets its money from the riders who use the buses and trains. By law 50 % of the money the buses get must come from riders. Other money comes from the state board that is in charge of public buses and trains. There is other government money at the state and national level too.

b. What do they sell and what portions of their business/organization are most important to them?

Tickets for trains and buses. Goods about public trains and buses. Places for businesses to get their message out. Tickets and places for businesses to get their message out are important.

c. Do they have relationships with subcontractors and/or are they a subcontractor?

Yes, the public trains and buses need help from many groups. These groups are:

1. People to clean up,
2. People to keep the area safe,
3. People to get rid of snow.
4. Other people to keep the trains and buses working.

d. Where do they invest their money, what are their financial strengths and weaknesses?

The public trains and buses put their money into more stations. Stations get fixed. Public trains and buses are weak because they need the state for money. Public trains and buses are strong because they know how to use a small amount of money.

4. What other groups, orgs, regulations might affect them?

a. Could they be affected by regulatory agencies? Which ones?

- Department of Justice ADA enforcement
- Civil Rights Commission
- National Transportation Safety Board
- Federal transportation Administration

b. Are there procedural ways to pressure them?

In court, demand the right to use the train and buses under the ADA

Our power

1. What is our community?

a. What other groups might share our concerns?

Other disability groups. Groups they care about public buses and trains. Groups that care about people with little money.

b. What other groups have different concerns but same key target?

People who want to change public trains and buses. People who are do not like the lack of state support for public projects.

c. Who else is affected by their decisions?

Riders of public trains and buses.

2. What resources/ capacity do we currently have?

a. How much “people power” do we have and what are those people willing to do?

12 members in our ASAN chapter

b. What are our funding and material resources?

ASAN National will give up to \$1000. They pay up front and then we pay them back later.

c. What spaces do we control that may help us to confront them?

None

d. What do we need to successfully make the changes we want to see?

LOTS of people power, media contacts

3. What are our strengths and weaknesses?

a. What do we do well?

Speeches to the press and protests.

b. What abilities and skills do we have in our group?

We can do these things well:

1. Write well.
2. Plan events.
3. Get our message out to the public
4. Good art skills.
5. Good at speeches.

c. Where have we made mistakes in the past?

- We do not have productive meetings
- Members do not communicate with each other
- We need to plan better

d. What are we not able to do well?

Get and keep members

e. What abilities/ skills do we need that are not in the group?

Skills we need:

1. work with other groups
2. get large group of people together
3. more flexibility during campaigns
4. understand state budget

4. What is the community context for the campaign?

a. What else is happening that may impact this fight?

The new governor wants the state to get less money. Each program would get less money.

b. What is the media talking about and how do they talk about it?

The new governor's plan. The governor wants less money in his plan. Public trains and buses have not raised prices in three years. This is good news for the mayor, because he wants to get re-elected. The mayor chooses the board members in charge of trains and buses.

c. What are average people saying about this issue?

Public bus and train waits are long. Buses do not go where they need to. Routes can be confusing. Too much money to ride trains and buses.

d. Have there been recent victories or losses that impact people's general feeling about taking action? How has it impacted them?

No, not recently

e. What is the recent history of groups taking action on this issue/ against these decision makers?

Other cities have taken action around this issue. Our city has not. But there are people in our city who are ready to take action.

Identifying targets

A target is always a person. It is never an institution or elected body. You should identify:

Primary Targets

- Who has the power to give you what you want?
- What power do you have over them?



Secondary Targets

- Who has power over the people with the power to give you what you want?
- What power do you have over them?



Public Transit Campaign Example

Identifying Targets



Primary Targets

- Who has the power to give you what you want?
Governor is in charge of most of the money for buses and trains. This money is the state's. The city puts some money in trains and buses as well. Roads are built with public train and bus money, which means it takes more money to ride the train. The people in charge of the trains and buses set the policies for how the trains and buses work.
- What power do you have over them?
Governor - People need to like him. He needs money for his campaign.
state government - Says how much money public trains and buses get.
Public bus and train board - Needs people to like them and want to use their services.

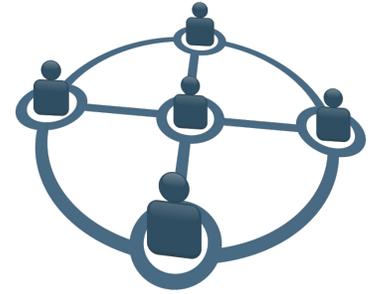
Secondary Targets

- Who has power over the people with the power to give you what you want?
Mayor appoints public transportation administration board members & president
- What power do you have over them?
Mayor is running for re-election - pressure on him to address our concerns

Understanding your resources

Your power analysis should give you a clearer picture of:

1. Who your targets are
2. What resources your group has
3. Where your strong points are
4. What your network of potential supporters looks like



Now you will use this information to make an **action plan** around your issue.

.....

Making an action plan

Setting SMART goals

Your issue is clear. You have a big picture of what resources you have. You know who the major targets of your campaign should be. Now you can set goals for your campaign.

All goals should be **SMART**. SMART is an acronym stands for:

- **S**pecific
- **M**easurable
- **A**ttainable
- **R**ealistic
- **T**imely



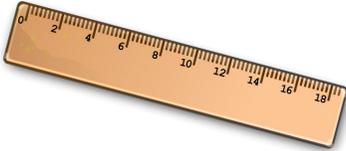
that

Let's take a look at what each of these words mean. Then we'll look at some good and bad examples to help you understand SMART goals better.



Specific

Your goals should be specific and concrete. It is easier to create strategies if your goal is specific and easy to see.



Measurable

After setting a specific goal, you will need to make a way to measure your progress towards the goal. How will you know how close you are to your goal? You will need to be able to answer that question.



Attainable

An attainable goal is a goal that can realistically be reached. Your chapter can not get rid of every problem everywhere. But your group can win a smaller issue.



Realistic

Can your group get your goal done? Is your group the right size for your goal? Does everyone in your group care about the issue?



Timely

Can your group start working on this issue right away?



Public Transit Campaign Example

Setting SMART Goals



Specific

Bad: The Governor should give us enough money for public transportation.

Good: Oppose governor's plan to take \$40 million from the public train and bus budget to pay state bills. This plan hurts public trains and buses. The money would not be used for the trains and buses like it is supposed to be.

What makes it better: Including a specific amount and source of money makes your goal more tangible and direct.

Measurable

Bad: More accessible stations.

Good: The public train and bus board needs to make a plan. The plan will give money to train and bus stations for elevators. 50 stations should get elevators in the next 2 years.

What makes it better: Including specific benchmarks will give you a way to evaluate the progress of your goals.

Attainable

Bad: Make all train stations easy to use for people in wheelchairs by next year.

Good: The people who run the public trains and buses should study all of the train stations. They should look for stations with bad elevators or new elevators. Then the people who run the public trains and buses should write a report. This report will say which stations will get fixed first. It will also say how many stations they can afford to fix this year. The report will also say what the plan is to keep paying for fixing stations.

What makes it better: The bad example is not easy to do. It does not give the public transportation board enough time to complete the projects. The good example asks for a realistic report and plans. It also gives more time for the goal to get done.

Realistic

Bad: Put digital displays at all bus stops. These displays would show planned re-routes and provide information on bus arrival times.

Good: Change the paper signs posted at bus stops. The new signs would be more cognitively accessible.

What makes it better: The bad example is asking for a big, expensive change. The Governor and the public transportation board could easily tell your group that it is too expensive to do. The good example is asking for the existing system to be re-designed. This could be as simple as making a new document template.

Timely

Bad: The people who run the public trains and buses should write a report about the stations with bad elevators.

Good: Public transportation authority write their report within 6 months. Then they should present a 3-year plan at next year's budget hearing.

What makes it better: Clear timeline for carrying out the goal makes it easier to monitor progress. It also makes it harder for your targets to keep pushing the deadlines further into the future.

Determining your ask

Your goals will help you determine what your ask is. Your ask is the center of your campaign. What are you asking your targets to do?

A good ask should:

- Be short and easy to remember
- Have a way to measure your progress
- Be realistic enough that your targets can do it
- Have a clear plan for carrying out the ask
- Have a clear and logical timeline for when it should be done
- Have a clear and compelling reason for why it is important



Public Transit Campaign Example

Determining Your Ask



Ask: Ensure that people with disabilities have equal access to public transportation.

How it will be done: Governor makes no cuts to state money for the next year. The public trains and bus board makes signs at stations clear this year. The board adds some elevators this year. The board makes a plan for all elevators this year.

- **Short and memorable?** Yes
- **Measurable?** Yes
- **Realistic?** Yes
- **Clear plan to carry it out?** Yes
- **Logical timeline?** Yes (this year's state budget deadline for the Governor, next year for public transportation board)
- **Clear reason?** Yes (people with disabilities should have equal access to transportation options as non-disabled people do)

Matching tactics to targets

What are tactics?

Tactics are the specific steps in carrying out the strategy. Tactics can include:

- **Occupying the offices** of your targets (having a sit-in)
- **Taking over a media event** that your target organized with the intention of using it for your own purposes. A small group of activists can sneak into an event with a hidden banner and release it at a strategic time.
- **Submitting testimony** to a senate committee
- **Popular education:** Hold a seminar on your issue, or speak to a local community group about your campaign
- **Stunt, street theater, or flash mob:** Plan and execute a public stunt that is creative, visually appealing and newsworthy.
- **Visiting a local politician** with members of your group
- **Consumer boycott:** Refuse to buy goods from stores owned by the power-holders
- **Blockade:** Physically obstruct the activity you oppose. ADAPT activists often chain wheelchairs together or to buildings.
- **Media campaign:** Send out releases and hold press conferences to educate the public about your issues and proposals.
- **Advertising:** Get your message out via email, online ads, blog posts, social media, radio, tv, print, bus stops, billboards...
- **Graffiti:** Write your message some place suitably public.



Choosing tactics

For each target, list the tactics that will work best to make your power felt. In your power analysis, you should have identified who the key targets are and what their pressure points are.



Tactics must:

- ***Have context***

Tactics must fit your issue. Other people should be able to tell what your issue is by the tactics you use. Don't use a tactic just because it sounds cool if it has nothing to do with your issue.

- ***Be flexible and creative***

You need to plan a variety of tactics. Your group needs to be able to adapt to changing circumstances. You need backup plans, and then more backup plans for those. You should be prepared and have enough tactics ready that you can change what you're doing right away if circumstances change.

- ***Be directed at a specific target***

Your tactics will be more effective this way. It forces the target to make the choice to either respond or not respond. If your tactic is directed more generally, your target can ignore it and claim that it was not directed at them.

- ***Make sense to the membership***

Your tactics should be something that your group can actually do.

- ***Be backed up by a specific form of power***

Tactics must have a reasonable chance of success of impact. You have to know exactly what resources you're putting behind any tactic that you plan.



Public Transit Campaign Example



Choosing Tactics

Context

Bad: Starting off your campaign by throwing bricks through the windows of the Governor's office.

Good: Having a town hall meeting around your issue. You can talk about how low-income and disabled people are affected by this issue.

What makes it better: The bad example does not really advance your campaign strategy. It might show that you're angry, but angry about what? How does property damage help disseminate your message and push for changes? A town hall meeting makes sense because it allows you to spread information about your issue.

Flexible and creative

Bad: We're going to put all of our energy into having a huge rally.

Good: We're going to plan a week of action leading up to the rally:

1. town hall meetings
2. public education done with our coalition members
3. actions directed at the Governor
4. putting our own signs up over the ads on the trains
5. putting out a press release.

What makes it better: Putting all of your energy into one big event means that if any part of it goes wrong, your entire campaign strategy falls flat. Having a diversity of actions not only ensures that you have multiple options in case one of them does not pan out, but it also will help raise awareness and get more people involved in your campaign.

Specific target

Bad: We are going to protest the government for being ableist and not giving enough money to public trains and buses.

Good: We are going to protest the Governor's proposed budget cuts. These budget cuts would take money away from public trains and buses. We will advocate for the General Assembly to not allow any budget with these cuts to pass.

What makes it better: Raging against "the government" is not a particularly compelling campaign message. Who in the government? Are you just protesting the concept of the government? What is your ask? The good example makes it clear who your targets are and what you want from them.

Makes sense

Bad: We are going to have a loud protest with megaphones and noisemakers. This might mean that some of our members might not be able to participate.

Good: Our protest outside the office of the Governor will be sensory-friendly and accessible.

What makes it better: If members of your group are sensitive to loud sounds, you probably should not be staging a loud protest that your own members can't participate in! The good example not only ensures that your members can participate, but also reinforces your overall message of the importance of inclusive and accessible spaces.

Backed up by power

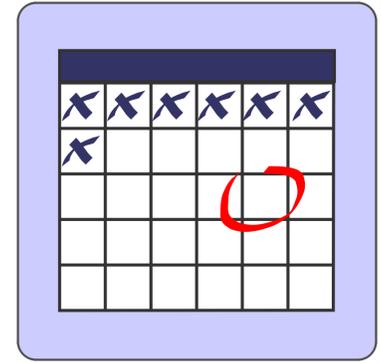
Bad: Occupy the office of the Governor.

Good: Have an informational picket outside the office of the Governor.

What makes it better: You have a small group. Staging an occupation as a tactic requires a large group of people. However, it does not take that many people to have an informational picket - especially with large signs.

Assignments and timelines

After you decide by when you want to achieve your goal, create a timeline and assign tasks. This timeline will help you plan out what needs to happen by when in order to reach your goal. We recommend you develop your timeline by starting at your end goal and thinking through each step to get there.



Public Transit Campaign Example

Assignments and Timelines



Make sure that all of your tasks are SMART tasks and that it is clear who needs to do what and when they need to do it.

Planning Chart Example #1

Date	Task List	Who will do the task?
Sept. 1 - Sept. 15	<ul style="list-style-type: none"> • Make list of local groups that might want to work with us • Contact other local groups about working together 	Ashley, James, Denise
Design by the 15th, send to printers by Thursday (18)	<ul style="list-style-type: none"> • Design rally event posters/flier • Send posters/fliers to printers 	Carlos, Tabitha
Media advisory written and sent - Sept. 23 Press release draft written - Sept. 27	<ul style="list-style-type: none"> • Write media advisory about rally • Write press release about rally • Contact news media 	Trevor, Samantha
Day of action - Sept. 30	<ul style="list-style-type: none"> • Send out press release • Hand out fliers • Introduce speakers 	Samantha Carlos James

Planning Chart Example #2

GOAL: Ask public transportation board to change the confusing paper signs posted at bus stops. These new signs would be more easy to understand.

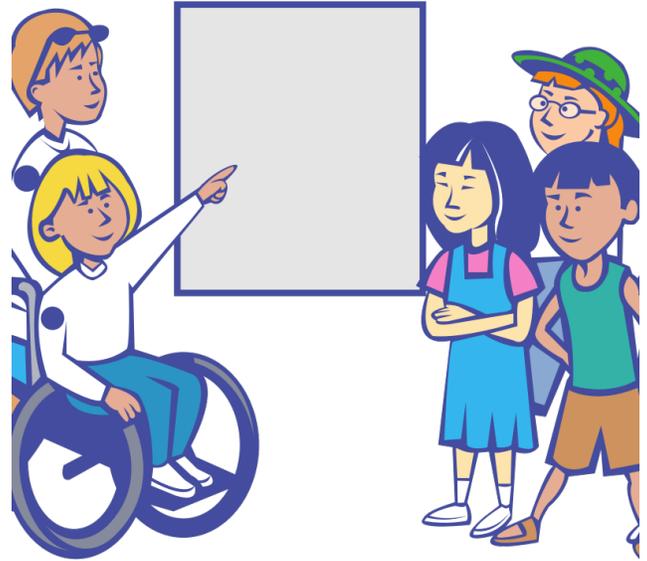
Timeline: Determine by when you want to achieve the goal	Action Steps/Tactics: List what needs to happen to achieve the goal. (These are the individual steps)	Resources: What resources are already available? What resources are needed?
New design adopted by end of the year.	<ol style="list-style-type: none"> 1. Find calendar of board meetings to attend. 2. Attend a board meeting to learn how the process for being able to speak at meetings works. 3. Take notes on how to present at a public transportation authority board meeting. 4. Prepare presentation on cognitive accessibility. 5. Prepare example of proposed new sign layout. 6. Attend board meeting and make presentation/request. 7. Follow up with ADA Advisory Committee. 8. Follow up with members of the public transportation authority board about implementation. 	Design skills/software - we have already

Carrying out the campaign strategy

Shared action and shared responsibility

Taking **shared action** means that your group works together to get to your goals. You do this by working together to do the tasks in your action plan. Your strategy will work best if your group works as a team towards the same goals.

Your group will also need to have **shared responsibility**. This means that everybody needs to do the tasks they're supposed to do. They have to do their tasks on time. Everybody has to be responsible for their part.



You need to have clear tasks as well as clear goals. Be honest about what you can and cannot do. Know what your members can and cannot do. Do not leave the work to one person. Goals only happen if everyone helps. Make SMART goals for yourself.



Public Transit Campaign Example

Shared Action & Responsibility



Ashley, James and Denise ask local groups to help on the issue. Carlos and Tabitha make flyers. Trevor and Samantha write a press statement. Everybody is doing their part. This is shared action.

Shared responsibility means everyone must do their job. This means if Carlos has a task to mail flyers by the 12th, he must get the task done by the 12th. One person not doing their job lets down the entire group. There should be somebody in charge who checks in on everybody else in the group. This person should make sure that the tasks are getting done.

Communication

Group members must talk often in a good campaign. Talk about each task. Everyone needs to know who is doing each task. Everyone must know the strategy. Communicate with your group from the start of your campaign to the end of it.

Talk to your group often in case you need to change tactics. The whole group knows what goes on if you talk to them. A campaign that does not talk to each other is not good. Set regular times to talk. These talks help everyone know what happens with the campaign.



Public Transit Campaign Example

Clear Communication



Carlos and Tabitha made posters for the rally. The rest of the group never saw the posters. The posters went to the print shop. The date on the posters was wrong. No one saw the posters had the wrong date until it was too late.

HOW THIS COULD BE AVOIDED: Talk to each other! Let everyone know what is going on.

Evaluation

Look at every task. Your group needs to get together and talk about what worked and what did not work in the campaign. You want to get together after every major task. Look at the process, outcomes and impact.

Why do an evaluation?

It's important to do an evaluation after your campaign is over. With each campaign your group works on, you should be getting better and better at the skills needed to plan a campaign strategy.

The only way to get better is to get together with your group and do an evaluation. You can talk about what worked and plan to do that next time. You can talk about what didn't work and figure out how to improve for the next time.

If you don't do an evaluation after your campaign, you might keep making the same mistakes. You won't be able to take on bigger targets or coordinate bigger actions if you don't start small and pay careful attention to what did and did not work.

Process, Outcome, Impact

Process

Process evaluations look at the planning and development of your campaign. How well did we communicate with each other? How could we do better? What tools did we use to plan our strategy? Were they effective? Did we give ourselves enough time to plan our actions? How well were tasks delegated?

Outcome

Outcomes are what happens directly because of the campaign. How many state lawmakers want the law? How many people said they support us? How many people went to our event?

Impact

Impact evaluations look at long-term changes. Has the campaign changed the way people see disability rights? If so, how? Will new people help your group? Has our group been made better by the campaign?