

Checklist For Media Events

All Levels

- Have the date, time, and place been cleared with all the speakers?
- Are there other media conflicts (e.g., another major event or press conference)?
- Is the room large enough?
- Will you need a public address system?
- Have volunteers been recruited to set up and clean up the room before and after the event?
- Do you plan to serve refreshments? If so, have people been asked to bring them?
- Who is sending the media advisory?
- Who is making follow-up phone calls?
- Is there a script available for those making follow-up phone calls to the media?
- Are visuals, charts, or graphs needed at the press conference?
- Who is writing each person's presentation? Are there good quotable sound bites?
- Do you need translators?
- Is a time set for speakers to rehearse their presentations and answers to the anticipated questions?
- Are materials being prepared for the press kit?
 - Press release
 - Background information on speakers
 - Fact sheet
 - Organizational background
 - Copies of speakers' statements
- Is someone drafting a question and answer sheet for anticipated questions at the press conference?
- Will your organization's name be projected well through signs, posters, buttons, and so forth?
- Is someone assigned to hang the banner? This can take a while.

Checklist For Media Events

All Levels

- Is there a podium sign?
- Who will greet the media and staff the sign-in table?
- Is someone in your group going to take photos & videos?
- Who is assigned to assist the speakers with details at the press conference?
- Who will send releases to those who don't attend the press conference?
- Who will call reporters who don't attend, but will need the information immediately in order to use it? Are volunteers assigned to watch for stories in various media?
- Will thank you notes be sent to all spokespersons and volunteers

Checklist For Planning A Meeting With An Official (At His Or Her Office Or "Turf")

All Levels

- Will your action be based on real power? Will it be fun?
- Is everyone in your group comfortable with the plan? (Is it within the experience of your group?)
- Will the plan be outside the experience of the target?
- Are your demands clear and simple?
- Do you have several fallback demands?
- Do you have an appointment?
- Have you scouted the building and made a floor plan? Do you know where to find:
 - Elevators and stairs
 - Bathrooms?
 - Parking or nearest transit stops?
 - The target's office?
 - "hot spot" where your cell phone works - or a pay phone?
- Can the site accommodate disabled members?
- Has the group selected who will present information at the meeting? Are people prepared for their roles?
- Has the group selected who its spokesperson for the action?
- Have you held a dress rehearsal for the spokesperson and the participants?
- Have you calculated how you will demonstrate your power? Do you plan to have symbols with you (letters, petitions)?
- Do you have a good turnout plan for the action, including last-minute reminder phone calls?

Checklist For Planning A Meeting With An Official (At His Or Her Office Or “Turf”)

All Levels

- If you want the media, have they been notified? Have you...
 - Sent a press release, including a notice of your photo opportunity, a week ahead of time?
 - Called the daybook a week ahead of time?
 - Called and emailed the assignment editors the day before the action?
 - Prepared a release for distribution on the day of the action?
 - Assigned someone to talk with the media at the event? (your spokesperson may be busy)
- Have you selected someone to take notes during the meeting and write the confirmation letter to the target?
- Do you know who will debrief the action with participants and where the debriefing will occur?

Motivating Parents On The CCSSI Exercise

All Levels

Overview

In this exercise, you will be asked to play a role in a simulated local unit meeting where your local president has explained CCSSI and is now taking questions from members of the unit.

You will have to wait until just before this exercise begins to know what role you are going to play.

Parent #1

You are a parent of a child who is very interested in the arts. You are concerned that CCSSI with its focus on math and English will lead to less emphasis on other subjects, including the arts.

Ask your local president to respond to your concerns.

Parent #2

You are a member of the local school board, and you are concerned that CCSSI represents a loss of local control of education. You see it as federal takeover .

Ask your local president to respond to your concerns.

Parent #3

You are a parent who is angry about all the testing your child has to deal with in school and you think CCSSI sounds like it will mean more testing.

Ask your local president to respond to your concerns.

Parent #4

You are a parent who is concerned about the cuts to education being imposed in your state and you do not see how the schools are going to find the money for a new initiative.

Ask your local president to respond to your concerns.

Notes

CCSSI Frequently Asked Questions

All Levels

Q. What is the Common Core State Standards Initiative (CCSSI)?

A. The Common Core State Standards Initiative (CCSSI) is an effort designed to improve educational outcomes for students by developing a set of consistent, voluntary, internationally-benchmarked academic standards in mathematics and English language arts.

Currently, every state has its own standards, which has resulted in varied expectations and levels of academic rigor that are largely dependent on geography. Common core state standards are a first step to leveling the playing field to allow for equal access to an excellent education for all children.

Q. Is this a federal takeover of education?

A. No this is a state-led process by governors and chief state school officers.

Q. Our state has no money for new initiatives, how can we afford to adopt common core standards?

A: Common core standards will save your state money, because you will be able to share the cost of things that your state in the past had to do on its own, such as design professional development for your teachers and curriculum aligned to your state's standards.

Q. Our state has high standards. Will adopting the common core standards mean we will have to lower our standards to meet in the middle with lower standards of other states?

A. No, the common core standards have been created in collaboration with the states with highest standards to assure that no state would have to lower its current standards to adopt the common core.

Q. If standards are raised, is it more likely that students will drop out of school?

A. This is a common concern heard from parents and educators alike, however data does not support the notion that raising standards leads to an increase in the dropout rate. In fact, data shows the opposite: when more is expected of students they often rise to the challenge.

CCSSI Frequently Asked Questions

All Levels

- Q. Is the adoption of common core standards in English language arts and mathematics going to limit student access to other subject areas, such as the arts or Career and Technical Education?**
- A. No. States are aware of the importance of other subjects to students' college and career success and do not intend for the common core standards to narrow the curriculum. Rather, because there will be clearer standards under the common core, teachers will likely be able to create deep, multi-disciplinary projects and lessons that help their students reach the standards.
- Q. Does the CCSSI penalize students in low-performing schools by creating unrealistically high expectations?**
- A. No. The goal of CCSSI is to ensure high expectations and an excellent education for all students, regardless of where they live. Too often, students in low performing schools are held to lower expectations than their peers in higher performing districts that do not prepare them for college and work. The CCSSI will improve conditions for students in low-performing schools by preparing students with the knowledge and skills they need to succeed in college and career and compete with not only their American peers in the next state, but with students from around the world.
- Q. Does National PTA have a position statement or resolution that supports the CCSSI?**
- A. Yes. National PTA has adopted position statements as early as 1981 in support of voluntary, clearer, higher academic standards for all students.

CCSSI Frequently Asked Questions

All Levels

Q. How will CCSSI be integrated with the American Diploma Project (ADP), especially for ADP states?

A. Achieve launched the ADP in 2001 in partnership with the Education Trust and the Thomas B. Fordham Foundation, with the goal of ensuring that all students graduate from high school prepared for college and career. Currently, there are 35 states in the ADP network that are working to align state standards, assessments, curriculum and accountability systems with college and work expectations. Achieve has been an integral partner in the development of the CCSSI. In Achieve's analysis of the draft common core college and career standards, Achieve found a strong degree of alignment between the CCSSI and the ADP Benchmarks. For the states who have already raised their English language arts and/or mathematics standards to a college and career-ready level will likely find that the common standards builds on that effort and major changes may not be needed to adopt the CCSSI.

The Common Core Standards in mathematics are well aligned with the ADP Benchmarks in mathematics across all the traditional mathematical strands: Number, geometry, Algebra, data analysis and probability. While there are small differences in terms of the content, they are not significant – and both documents share the same focus on rigorous mathematical content throughout.

The Common Core Standards for Reading, Writing, and Speaking and Listening are also well aligned with the ADP Benchmarks in English Language Arts. While there are some topics included in the ADP benchmarks that are not addressed in the Common Core Standards, for the most part they are at a different level of detail. Both sets of standards put an emphasis on students' comprehension of complex texts, research and communications.

Notes

MIDWEST ACADEMY STRATEGY CHART

After choosing your issue, fill in this chart as a guide to developing strategy. Be specific. List all the possibilities. Develop a timeline.

| GOALS | ORGANIZATIONAL CONSIDERATIONS | CONSTITUENTS, Allies & Opponents | TARGETS (Decision Makers) | TACTICS |
|---|--|--|---|--|
| <p>Goals are what we want to WIN!</p> <ol style="list-style-type: none"> List the long-term goals of your campaign. State the intermediate goals for this issue campaign. What constitutes victory? <p>How will the campaign:</p> <ul style="list-style-type: none"> Win concrete improvements in people's lives? Give people a sense of their own power? Alter the relations of power? What short-term or partial victories can you win as steps toward your long-term goal? | <ol style="list-style-type: none"> List the resources that your organization brings to the campaign. Include: money, number of staff, facilities, reputation, canvass, etc. What is the budget, including in-kind contributions, for this campaign? List the specific things you need to do to develop the campaign and ways in which the campaign will strengthen your organization. Fill in numbers for each. <ul style="list-style-type: none"> Expand leadership group Increase experience of existing leadership Build membership base Expand into new constituencies Develop Issue Campaign Message Develop Media Plan Develop a Fundraising plan – how can you raise money for and through this campaign? List the internal (organizational) problems, that must be considered if the campaign is to succeed. | <ol style="list-style-type: none"> Who cares about this issue enough to join or help the organization? <ul style="list-style-type: none"> Whose problem is it? Into what groups are they already organized? What do they gain if they win? What risks are they taking? What power do they have over the target? Who are your opponents? <ul style="list-style-type: none"> What will your victory cost them? What will they do/spend to oppose you? How strong are they? What power do they have over the target? | <ol style="list-style-type: none"> Primary Targets A target is always a person. It is never an institution or an elected body. There can be more than one target but each need a separate strategy chart as your relationships of power differs with each target. <ul style="list-style-type: none"> Who has the power to give you what you want? What power do you have over them? Secondary Targets (You don't always have or need secondary targets) <ul style="list-style-type: none"> Who has power over the people with the power to give you what you want? What power do you have over them (the secondary target)? | <ol style="list-style-type: none"> For each target, list tactics that each constituent group can best use to put pressure on the target to win your intermediate and/or short-term goals. Tactics must be: <ul style="list-style-type: none"> In context Directed at a specific target Backed up by a specific form of power Flexible and creative Make sense to members <p>Tactics include:</p> <ul style="list-style-type: none"> Phone, email, petitions, LTE, OP ED, Media events Actions for information Public Hearings Non-Partisan Voter Registration and Education Non-Partisan GOTV Accountability Sessions Negotiations Elections Law Suits Strikes |

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| | | | | |

Evaluation

Thank you for attending the PTA's Grassroots Advocacy Training of Trainers . We hope it has been informative. Please complete this evaluation to help ensure the success of future trainings of trainers. We appreciate your cooperation and value your opinions.

1. Were your expectations of the training of trainers met? Yes No
If no, please explain:

2. Having attended this training are you now confident you could teach others about the Common Core Standards Initiative? Yes No

| For each item below, circle the number to the right of that number that best reflects your assessment of the item. | Very valuable | Valuable | Somewhat valuable | Not very valuable | Not at all valuable |
|--|---------------|----------|-------------------|-------------------|---------------------|
| 3. To what extent was this training of trainers valuable in preparing you to train other PTA members how to develop a strategy to advance an issue advocacy campaign? | 5 | 4 | 3 | 2 | 1 |
| 4. To what extent was this training of trainers valuable in preparing you to train PTA members on how to recruit volunteers to become part of an issue advocacy campaign? | 5 | 4 | 3 | 2 | 1 |
| 5. To what extent was this training of trainers valuable in preparing you to train PTA members on how to use the media to advance an issue advocacy campaign? | 5 | 4 | 3 | 2 | 1 |
| 6. To what extent was this training of trainers valuable in preparing you to train other PTA members on how to plan and execute a meeting with a decision maker as part of an issue advocacy campaign? | 5 | 4 | 3 | 2 | 1 |

Evaluation

7. Overall, how would you rate the training session?

8. Which two modules were the most useful to you, and why?

9. Which two modules were the least useful to you, and why?

10. Are there other topics that are more important to be covered than those in the agenda? If so, what would you eliminate to add them?

11. Were the food and meeting space adequate? Yes No
If no, please explain:

12. Do you have other suggestions or comments?

Optional Information

Name: _____
Address: _____
Phone: _____
Email: _____

Thank you for your participation!