

## Measuring Champion Building Efforts:

### User's Guide for the California DELTA FOCUS Alignment Tracker & Champion Building Tool



March, 2016



**STRATEGIC**  
PREVENTION SOLUTIONS  
Bringing Communities to Wellness Through Research, Evaluation and Training



CALIFORNIA  
**PARTNERSHIP TO END  
DOMESTIC VIOLENCE**

Together, We're Stronger.

## Table of Contents\_Toc446342713

Purpose & Background .....	1
Tool Development .....	1
Alignment Tracker .....	1
Champion Building Tool .....	2
Administration FAQs - Trait Tracker .....	3
Completing the form .....	3
Entering data into Survey Monkey .....	4
Maintaining data to complete the Alignment Tracker .....	5
Missing data .....	5
Data Analysis, reporting and obtaining trait tracker data .....	6
Administration FAQs - Champion Building Tool .....	6
Completing the form .....	6
Missing data .....	7
Entering data into Survey Monkey .....	7
Champion building activities .....	7
Definitions .....	8
Scoring and Analysis.....	9
Alignment Tracker .....	9
Champion Building Tool .....	9
Appendices .....	10

This publication was supported by Award Number 1US4/CE002293-01 from the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers.

## Purpose & Background

The California DELTA FOCUS project seeks to address adolescent dating abuse through promoting a comprehensive prevention approach. Strategies include:

1. **Communicating messages** that support building healthy relationships skills and emphasize the role of schools as critical partners;
2. **Providing resources** to inform local and State school policies addressing adolescent dating abuse; and
3. **Coalition building** to disseminate prevention messaging and support passage and implementation of school policies.

It is the strategy of coalition building that is the focus of this document. The Alignment Tracker and Champion Building Tool were developed as ways for the California DELTA FOCUS project to measure the outcomes of our coalition building efforts. The goal of this document is to provide a description of the instruments and their use by the California DELTA FOCUS project.

The California DELTA FOCUS project identifies supporters with whom they work and follow closely as part of the coalition building strategy. Project staff utilize the instruments discussed in this guide to track the progress of their efforts to build the support of these individuals. These partners share priorities and goals and provide referrals and supports to the messaging and policy efforts. They may be in decision-making positions to directly influence decisions around school policy at the local or state level (typically individuals who work for school districts or the California Department of Education). Partners and champions can also be community stakeholders (parents, youth, community members), local or state agencies, youth development or domestic violence organizations, or other community based organizations.

Note that these tools are currently in the practice-based stage of development. There are no validity or reliability testing results of these tools to report.

## Tool Development

### Alignment Tracker

The Alignment Tracker was developed to measure the specific attitudes and actions of our partners that align with our messages, narratives, frames and overall strategies. In our search of the literature for a way to measure the growth of partners into champions we located the paper, "*Champions and Champion-ness: Measuring Efforts to Create Champions for Policy Change*" (a Method Brief by the Center for Evaluation Innovation and authored by David Devlon-Foltz and Lisa Molinaro of Continuous Progress Strategic Services, 2010.) We adapted the champion scorecard included in the paper to fit the DELTA FOCUS project. The tool (along with our definition of partner and champion) went through several iterations. The resulting tool includes a total of eleven traits which fall into three categories: Demonstrates Awareness, Promotes Awareness & Understanding and Advocates for Improved Policy

and Practices. These eleven items result in a total score ranging from -11 to 11 where actively opposed=-1, unknown or no=0, yes=1. Growth in alignment is measured by calculating the percentage change over time of the total score. Note: Other advocacy projects which may wish to use the Alignment Tracker will need to make modifications to specific traits assessed based on their project goals and behaviors they wish to see in their emerging champions.

## Champion Building Tool

Our State and community program staff were still looking for a way to track the important incremental steps vital to the process of growing stronger partners to supplement the scorecard aspect of the Alignment Tracker. We identified a rubric by Sam Daley Harris et. al. called the RESULTS Champion Scale which was designed to help move members of Congress to becoming champions of poverty issues. The California DELTA FOCUS team worked collaboratively to modify this scale for use with community partners on adolescent relationship abuse prevention. We incorporated some of the behaviors in the Alignment Tracker into the descriptions of the levels of the Champion Building Tool.

In California we are using the Champion Building Tool for the following purposes:

- To help us move stakeholders, step by step, toward becoming champions for the promotion of healthy relationships,
- To inform the development of strategies, so that they are tailored to better leverage the influence of partners,
- To document and celebrate the progress of our stakeholders in the growing level of support they provide to the project and its goals.

The first of three columns of the Tool (see Appendix) provides a description of each of the six levels of "Championess," ranging from Opponent to Champion including the corresponding Alignment Tracker score. The second column provides examples of what they might say or do. The third column provides a list of strategies to move the individual to the next level.

Prevention staff at the Partnership, the Alliance and Peace Over Violence collect information continuously on the partners they are tracking, and every six months make a determination of the championess level of the individual based on the total Alignment Tracker score. They then identify actions to take over the next six months to move the individual to the next level. Data is entered into an online survey database (SurveyMonkey) every six months, and includes: the partner's Champion level, a list of partner strengthening activities engaged in over past six months and those planned for the next six months.

## Administration FAQs – Alignment Tracker

### Completing the form

#### 1. *Who are Partners?*

Partners are individuals and representatives of organizations who can help you to promote your messaging and policy or project goals. They may be important because of their role within an organization or the because of the influence of their organization in relationship to your goals. They share priorities and goals and provide referrals and supports to the messaging and policy efforts. If they are affiliated with a school, school district or the California Department of Education, they may be in decision-making positions or can directly influence decisions around school policy at the local or state level.

#### 2. *Are Partners individuals or representatives of organizations?*

Partners are individuals. However, there can be some ambiguity regarding if an individual is representing their personal views and interests or are bringing to the table the position and influence of their organization.<sup>1</sup> The degree to which individuals on your committee or coalition are representative of their organizations will vary. If the involvement of the organization is important then the Partner you are working with should be in a role to voice the position and commitment of resources of the organization.

#### 3. *Who should I complete a trait tracker for?*

Complete a tracker for an individual with whom you have had some contact and anticipate being able to continue to work with and would like to develop as a supporter of your program. You may have other less formal partners who are supportive of your issue but who either do not have the influence needed or with whom you do not expect to be able to work with at this time. All individuals who were assessed previously should have a trait tracker completed at each assessment unless they leave their position or have stated that they no longer want to support the project (See FAQ#5). You may want to track opponents if they are important to follow and hopefully move their opinion due to their influence on your program objectives (e.g., a school board member).

#### 4. *When do I complete a form if I identify a new Partner in between assessment periods?*

Alignment Trackers are completed as a group every six months (January & July). When you first identify a potential new partner, begin collecting data immediately (see FAQ#13 & 14). You will rate their trait achievement at the time of the next nearest assessment which will become their baseline. Select “Yes” to the question, “Is this the first (baseline) assessment for this individual?” (While it is possible that the individual may grow between your first contact and the time of the first assessment as a result of your work with them, this approach is more manageable than assessing all individuals in a staggered approach every six months based on an anniversary date of first initiation.)

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<sup>1</sup> Huxam, C, Vangen, S. *Managing to Collaborate: The Theory and Practice of Collaborative Advantage*. Routledge: New York, NY. 2005

**5. *What do I do when an individual leaves their position and is no longer involved in our project?***

If they leave their position at least three months since you completed the last tracker and you had moderate to high level of contact with them during that time you may complete one last tracker assessment. On their last trait tracker assessment indicate "Yes" to the question, "Is this the final assessment for this individual?"

**6. *How do I fill out the form when an individual leaves their position but wants to continue to be involved in our project?***

On the next tracker assessment indicate in the organization name space that they are independent. If they have moved to a new organization which they are representing on your project write in the new organization name.

**7. *Do I create a new form when an individual in an organization is replaced by someone else in the same role?***

Because this is a new individual who will most likely need education on the issues and be at a different place in terms of traits than the prior individual you do need to start a new trait tracker and indicate that this is the first (baseline) assessment for the individual.

**8. *How are we defining (operationalizing) such terms as "support" and "agree?"***

Refer to the definitions starting on page 10 of this guide. They will provide you with examples of what the evidence for these concepts may look like in your meetings with partners.

**Entering data into Survey Monkey**

**9. *When do I enter data into Survey Monkey?***

The California DELTA FOCUS project staff enter data into the Alignment Tracker on Survey Monkey in January and July each year.

**10. *How do I enter data into Survey Monkey?***

Use the link provided by the evaluator to enter data for your partners. On the first pages you will answer questions about the individual being assessed and timing of. The central part of the tool asks you to rate the partner on specific traits. For each trait select Yes/No/Unknown/Actively opposed based on the evidence you have for that trait. "Yes" indicates the individual has demonstrated that trait; "No" indicates the individual has not demonstrated that trait; "Unknown" is used if you do not have enough information to rate the individual, most often due to lack of contact with the partner; and "Opposed" indicates the individual actively dissents on the issue or works against your strategies. See FAQ#16 for more guidance on when to use "unknown." After each trait enter the evidence you used to answer that item (e.g., In a leadership meeting held on 2/16/2015 [partner] proposed that training for staff on adolescent dating abuse should be provided this year.) Survey Monkey is set to data entry mode so that after you complete

one form it will return you to the beginning of another for this survey so you may enter as many trait tracker assessments as you have.

***11. Can I make corrections to the form once I have completed entering data?***

You cannot access the form to make corrections after it has been submitted. If you need to change something you entered or delete an assessment inform the evaluator (currently Pat Reyes of Strategic Prevention Solutions).

***12. How do we define partner strength?***

This item on the Alignment Tracker is a measure of the influence and strength of the organization which a partner represents. When rating strength (Weak, A little influential, Influential, Very influential, No change in previous rating) consider the following factors:

- Respectability and reputation of the organization in the community, state, and national levels.
- History of impacting systems/policies on the community, state, and national levels.
- Sustainability of the organization. Reach of the organization.
- The organization prioritizes impacting systems.
- The organization prioritizes building collaborations/partnerships with other agencies/orgs.

**Maintaining data to complete the Alignment Tracker**

***13. Where does the data to complete the tracker come from?***

The California DELTA FOCUS project uses information from meetings (formal and informal), events, written organizational materials and surveys to gather evidence to complete the trait tracker. Data gathered during meetings and events is maintained in the Meeting and Event Observation Form. This tool aligns well with the Alignment Tracker and there are places to include quotes and comments.

***14. How can I keep track of evidence to complete the tracker in between assessments?***

It is recommended that you maintain a Microsoft Word or Excel version of the Alignment Tracker and insert evidence in a comments section continuously over the six months between assessments. Then enter that evidence into the online version at the time of the assessment.

**Missing data**

***15. How do I complete the tracker if I have not had much contact with the in the last six months?***

On the first section of the online data entry form is a question inquiring about level of contact of project staff with the partner over the last six months (none, minimal, moderate and high). If contact is "none" or "minimal" then it is likely that you will indicate "Unknown" on many of the Alignment Tracker traits, though you may have indirect evidence of support to help you complete them (e.g., was told by a colleague that individual showed support at a meeting, saw a memo of support written by individual). Make a point during the next six months to reengage the individual

and increase contact with them. For purposes of analysis and reporting the evaluators may decide to only use trait trackers where contact was “moderate” or “high.”

***16. How do I complete information on a particular trait if I do not have information on that item?***

There may be times when you do not have enough evidence to answer some or all of the trait items. This may occur if your contact with your partner or champion is low due to no or minimal engagement on their part or inadequate effort on your part to make contact or to collect the specific information needed to rate that trait. It is also possible that even with contact you are uncertain as to their current support, have no past evidence or have conflicting evidence. In this case you may choose to select “Unknown.” A score of “Unknown” will be scored the same as “No” (0). If the evaluators see that many items are marked “Unknown,” indicating a large degree of uncertainty, then they may choose to not analyze that assessment at all. Thus, care must be taken not to select “Unknown” when the answer should be “No.” “No” should be used when the individual has not yet demonstrated that trait.

### Data Analysis, reporting and obtaining trait tracker data

***17. Can I look at how I filled in data last time for a partner?***

You will need to ask the evaluator (currently Pat Reyes of Strategic Prevention Solutions) for a report of the last assessment. This will produce a PDF of each item for your partners.

***18. How do I look at the change in Alignment Tracker scores over time?***

This is part of the analysis that the evaluator will conduct. If you have particular analysis questions, request this of the evaluator.

## Administration FAQs - Champion Building Tool

### Completing the form

***19. How do I determine the champion level for the partner?***

There are six championess levels, each with a description and examples of things they may say or do: Opponent, Neutral-Uninformed, Supporter, Advocate, Partner and Champion. The Opponent level is to be assigned to individuals who are actively opposed to your project goals and strategies. These are individuals who may speak out against your efforts in meetings or work against your policy efforts. It is possible that you will choose not to track any Opponents.

The description in the Champion Building Tool of what partners may say or do corresponds to traits in the Alignment Tracker. Thus, the total Alignment Tracker score will provide the primary source of guidance in selecting the appropriate championess level. The ranges in the table below were based on data collected by the project as well as a collaborative effort to calibrate the description of the levels with the total Alignment Tracker scores ranges.

Champion Level	Alignment Tracker Total Score
Champion	10-11
Partner	7-9
Advocate	4-6
Supporter	1-3
Neutral	0
Opponent	<0

**20. How often do I assess the champion level?**

The California DELTA FOCUS project assesses champion level every six months (January and July). This is at the same time that the Alignment Tracker is completed.

**Missing data**

**21. How do I rate champion level if I do not have enough information?**

If you selected “none” or “minimal” to the question on the Alignment Tracker asking about frequency of contact in the last six months and have indicated “Unknown” to many of the items, then you may not wish to enter a champion level at this time unless you have strong indirect evidence of support or past evidence of support. You should try during the next six months to reengage this individual and have more supportive contact.

**Entering data into Survey Monkey**

**22. Where do I enter the champion level?**

The Champion Building Tool items are on the last section of the Survey Monkey data entry form for the Alignment Tracker. Select the correct champion level here based on the total Alignment Tracker score which will autofill from your previous responses. Then enter activities conducted in the last six month to move the individual along the champion continuum and those activities you plan to conduct in the next six months.

**Champion building activities**

**23. Which of the activities do I need to do? How do I select them?**

Below the description of each Champion Scale level in the first column are objectives for that level. Additionally, the third column of the Champion Building Tool contains a list of activities designed to strengthen the support of the individual and move them to the next level. The activities in bold are new for that level; the others are carried forward from lower levels and can be used for multiple levels. Select activities that you can carry out and that you think would be a good fit to the individual partner.

## Definitions

**Agreement** (with messages, narrative and frames) – This logic model indicator may be indicated in a meeting verbally or from body language (e.g., nodding head to a statement). Agreement moves beyond awareness of a message to endorsing it. Agreement may also be indicated on a response to a survey or interview question (e.g., “to what extent do you agree that . . .”).

**Alignment** – A measure of agreement, coordination or similarity of use of messaging and goals around prevention of adolescent dating abuse amongst partners and champions and the organizations they represent. PPO 3 reads “Increase in the level of alignment of dating abuse prevention efforts among partners by 25% by March 1, 2018.” This will be calculated based on the percent change from first assessment to final assessment of the total average Alignment Tracker score (maximum of 11 points) for all partners and champions.

**Awareness** – The DELTA FOCUS project engages in activities to expose potential partners and champions to information and justification for new prevention frames and messages. As a result we will see increased awareness of the new messages and how they differ from old messages and frames. When individuals participate in meetings, public events or social media efforts in which they are exposed to new messaging through discussion or presentations we have increased their awareness.

**Communicate** - The Partner or Champion is observed to share messaging or policy resources with others verbally or in writing including social media or their organizations website. Or they may indicate on a survey that they have shared messaging or policy resources. Communication is a sign of support.

**Partners and Champions** – Individuals and organizational representatives who share priorities and goals, provide referrals and supports to the messaging and policy efforts, and may be in decision-making positions or can directly influence decisions around school policy at the local or state level. Partners and champions are assigned to a level in the Champion Building Tool based on demonstrated support (ranging from Opponent to Champion). They are nurtured and their support is documented on the Alignment Tracker.

**Preference** (of new messages, frames and narratives over old ones) – As the project attempts to move partners and champions from old messaging to new, preference provides some evidence that this is happening. Individuals may state in a meeting that they are moving away from specific old messaging and towards new for purposes of more effective prevention of adolescent dating abuse. This may also be evidenced in a survey (e.g., “how effective do you think each of these messages are in preventing adolescent dating abuse?”). Preference is a sign of support.

**Support** - The Partner or Champion shows evidence that they back or encourage the use of current messaging and policies. Evidence may include stating that new messages are effective or useful for preventing ADA or promote their use in the community (e.g., support teaching healthy relationships in school, encourage adoption of a school policy). They may also indicate on a survey that they support messaging. A strong sign of support is if they were to demonstrate or report on a survey an action such as speaking to colleagues or writing in a memo or op-ed or posting or re-posting on social media statements in support of new messages and policies.

## Scoring and Analysis

### Alignment Tracker

Each of the eleven traits are scores as Yes=+1, No=0, Unknown=0, Actively opposed=-1. Thus the total trait score can range from a low of -11 to a high of 11. It is the goal of the project that the total score will increase over time as a result of the supportive activities of project staff and the partner's subsequent commitment to the project's objectives (e.g., promoting school policies around adolescent dating abuse prevention).

Analysis can include looking at changes over time in average score of the group or the number of individuals who increase in score from their first to last assessment. As individuals are added to the group of partners, the first and last assessment is identified for each person and the amount of time between will vary.

It is also informative to look at factors that may affect increase in the total Alignment Tracker score such as by:

- Amount of project staff time spent with the individual (e.g., number of contacts or meeting);
- Type of support activities and asks made of individual;
- Type of organization;
- Role in organization;
- Strength of partner organization.

### Champion Building Tool

The Champion Building Tool has six levels. The goal is for the individual Partner or Champion to move up the scale with the support of project staff. Analyses will be similar to those discussed above. As we continue to develop the tool we will document which suggested activities (3<sup>rd</sup> column of the Champion Building Tool) are most often engaged and which seem to be the most effective.

## Appendices

- A. Survey Monkey data entry form for Alignment Tracker and champion level
- B. Champion Building Tool

Reporting Information

**Reporting Site**

- Partnership (State)
- Alliance (Mariposa CCR)
- POV (Los Angeles CCR)

**Reporting period (year)**

- 2.5
- 3.0
- 3.5
- 4.0
- 4.5
- 5.0

**What is the date of this assessment?**

Date:  /  /

MM      DD      YYYY

Individual/Organizational Information

Please answer the following questions about the person being reported on in this form.

**Name**

**Organization**

**Title or Role in Organization**

**Assessment Sequence for this person**

- 1st (baseline)
- 2nd
- 3rd
- 4th
- 5th
- 6th

**Is this PERSON a leader or influencer who can directly promote or affect school policy or practices (e.g., school board member, high level school or school district administrator, CDE)?**

- Yes
- No

**What has been your level of contact with this person in the last six months?**

- None** (no phone, email or in-person contact)
- Minimal/sporadic** (irregular contact with project but still involved, responds to a scheduling request but does not attend meeting)
- Moderate** (responds to a survey or other request, responsive to email, states an intent to attend a meeting but does not attend or does not actively participate, possible informal contact)
- High** (formal contact, participates in at least one meeting, phone contact, responds to email)

**Is this the first (baseline) assessment for this individual?**

Yes

No

**Is this the final assessment for this individual?**

Yes

No

Strength of Influence of Individual's Organization

(If you have previously rated the organization's strength and it has not changed check "No change in previous rating.")

Consider the following factors in assigning a strength rating:

- Respectability and reputation of the organization in the community, state, and national levels.
- History of impacting systems/policies on the community, state, and national levels.
- Sustainability of the organization.
- Reach of the organization.
- The organization prioritizes impacting systems.
- The organization prioritizes building collaborations/partnerships with other agencies/orgs.

**What is the strength of influence of the individual's ORGANIZATION?**

- Weak
- A little influential
- Influential
- Very influential
- No change in previous rating

TRAITS - Category #1: Demonstrates Awareness

**Trait 1: Recognizes and acknowledges the importance of addressing adolescent dating abuse in meetings with DELTA FOCUS team.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 2: Supports the narratives, frames and messages promoted by the DELTA FOCUS California project.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 3: Agrees that informing education policies, protocols and procedures is an effective strategy for promoting healthy relationships and dating abuse.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Sum the score of traits for Category #1 (yes= +1, no= 0, actively opposed= -1, unknown= 0):**

**TRAITS - Category #2: Promotes Awareness & Understanding**

**Trait 1: Has shared the content elements of DELTA FOCUS California policy analysis and education resources with colleagues.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 2: Has shared the specific DELTA FOCUS California policy analysis and education resources with colleagues.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 3: Has spoken publicly about ADA and delivered positive statements/agreement about the need to address the issue.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 4: Has used the narratives, frames and messages promoted by the DELTA FOCUS California project in public speaking about the issue.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Sum the score of traits for Category #2 (yes= +1, no= 0, actively opposed= -1, unknown= 0):**

**TRAITS - Category #3: Advocates for Improved Policy and Practices**

**Trait 1: Has met individually with colleagues to advocate for policy or practice change.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 2: Has spoken publicly/in group setting about the need for improved policy and practices.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 3: Has met with DELTA FOCUS team members to develop policy and/or practice suggestions.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Trait 4: Has introduced specific policy or practice changes incorporating the DELTA FOCUS California recommendations and analysis.**

- Yes (+1)
- No (0)
- Actively opposed (-1)
- Unknown (0)

Notes/Examples/Evidence

**Sum the score of traits for Category #3 (yes= +1, no= 0, actively opposed= -1, unknown= 0):**

TOTAL ALIGNMENT SCORE & CHAMPION LEVEL

TOTAL ALIGNMENT SCORE - Sum trait scores from:

Category #1 = [Q16]

Category #2 = [Q21]

Category #3 = [Q26]

Category #1 + Category #2 + Category #3=

CHAMPION SCALE LEVEL. Using the total alignment score above, assign the scale as follows:

<0 = Opponent

0 = Neutral

1-3 = Supporter

4-6 = Advocate

7-9 = Partner

10-11 = Champion

- Opponent
- Neutral-Uninformed
- Supporter
- Advocate
- Partner
- Champion

What activities have you engaged in over the last six months to move this stakeholder to the next level of Championness

What steps do you plan to take over the next six months to move this potential champion to the next level?

## California DELTA FOCUS Champion Building Tool\*

The Champion Building Tool helps us to be intentional about moving stakeholders, step by step, toward becoming champions for the promotion of healthy relationships and school policies to prevent adolescent dating abuse. Use this tool to develop strategies, track learning and actions, and celebrate progress. When the level has been determined using this scale rubric enter the correct level on the Champion Trait Tracker.

### Tips for Getting Started with this Tool:

- Become familiar with the stakeholder's organization, background, and role
- Refer to evidence recorded on the Meeting and Event Observation checklist, surveys etc. and noted on the Alignment Tracker
- Assign the Champion Level based on total Alignment Tracker score
- Use stories, strategic messages, and relevant facts to encourage stakeholder to see intersectionality of issues, and move up levels

Level Name, Objectives	Determining Their Level – They Might Say or Do:	Moving Them to the Next Level:
<p><b>Level: 4 Champion (10-11)</b></p> <p><b>Description:</b></p> <p>Takes action to initiate policy change or other solutions. Informs the direction of the DELTA FOCUS project. Takes agreed upon actions as part of the DELTA FOCUS project.</p> <p><b>Objectives at This Level:</b></p> <ul style="list-style-type: none"> <li>• Help Champion see that his/her efforts as a Champion are worth while</li> <li>• Collaborate on creating new initiatives, actions and solutions.</li> <li>• Celebrate and highlight Champion's involvement and successes.</li> </ul>	<p>"What do we need to do to make sure this happens?"</p> <p>"I will bring this to the school board and make sure it happens."</p> <p>"I will build the support and visibility to make sure this happens."</p>	<ul style="list-style-type: none"> <li>➤ <b>Ask Champion to author and shepherd policy change through.</b></li> <li>➤ <b>Enlist staff and grassroots contacts in achieving what Champion has proposed (e.g., prevention policy, training guidelines, actionable item).</b></li> <li>➤ Ask to share DELTA FOCUS resources on organization's website</li> <li>➤ Request contribution to the development of policy resources</li> <li>➤ Ask Champion to hold a briefing or hearing on the issue.</li> <li>➤ Get Champion to draft or sign on to 3 or more op-eds per year.</li> <li>➤ Ask Champion to initiate a sign-on letter on an issue.</li> <li>➤ Ask Champion to talk with school leadership and report back.</li> <li>➤ Encourage Champion to join key committees or other efforts.</li> <li>➤ Meet with Champion regularly to maintain relationship and share needs and ideas.</li> <li>➤ Look for opportunities to put Champion in contact with people affected by the issues, especially in their service areas/constituencies.</li> <li>➤ Offer to organize events with the Champion.</li> <li>➤ Ask Champion to hold a briefing on the issue.</li> <li>➤ Offer to sit on their community advisory panels and to provide other input.</li> <li>➤ Ask Champion to speak publicly at meetings about the issue.</li> <li>➤ Provide regular positive feedback on Champion's action via letters, events, and media.</li> </ul>

Level Name, Objectives	Determining Their Level – They Might Say or Do:	Moving Them to the Next Level:
<p><b><u>Level: 3 Partner (7-9)</u></b></p> <p><b>Description:</b></p> <p>Takes a stand with you around your issues. Is a thought and action partner. May influence policy but is not necessarily a decision-maker. Can assist with and inform the policy creation or adoption process.</p> <p><b>Objectives at This Level:</b></p> <ul style="list-style-type: none"> <li>• Inspire Partner to become more by providing a vision of what it means to be a Champion: using examples inside and outside of school environment(s)/ community.</li> <li>• Help Partner stake out his/her angles and particular parts of preventing DV that he/she cares about (e.g., Parental involvement, curriculum, response policy on TDV issues.).</li> <li>• Help Partner find intersecting issues.</li> </ul>	<p>"I will get the support to help this pass."</p> <p>"I will speak to my colleagues/leadership and let you know."</p> <p>"I will initiate a meeting/ discussion with other stakeholders about this issue."</p> <p>"I will put you in contact with decision-makers/influencers who may be interested and supportive."</p> <p>"I will post information about healthy relationships on the organization website or social media."</p> <p>"I will speak to the school board about this."</p> <p>"Yes, I will write an op-ed on this."</p> <p>"Yes, I will use the DELTA FOCUS messaging and narratives when talking about preventing adolescent dating abuse."</p>	<ul style="list-style-type: none"> <li>➤ <b>Ask Partner to hold a briefing on the issue.</b></li> <li>➤ <b>Get Partner to draft or sign on to 3 or more op-eds per year.</b></li> <li>➤ <b>Ask Partner to initiate a sign-on letter on an issue.</b></li> <li>➤ <b>Look for opportunities to put Partner in contact with people affected by the issues including encouraging Partner to visit projects on the ground that address our issues.</b></li> <li>➤ <b>Ask to share DELTA FOCUS resources on organization's website</b></li> <li>➤ <b>Request contribution to the development of policy resources</b></li> <li>➤ Ask Partner to speak publicly at meetings about the issue.</li> <li>➤ Ask Partner to talk and/or write to leadership and report back.</li> <li>➤ Let Partner know he/she has support of entire organization (staff &amp; network) when leading.</li> <li>➤ Encourage Partner to join key committees.</li> <li>➤ Hold regular phone meetings with key DELTA FOCUS Partner every 1-2 months.</li> <li>➤ Be persistent about getting in front of Partner in meetings and public gatherings.</li> <li>➤ Offer to organize public events with the Partner (town halls, forums, radio, TV, etc.).</li> <li>➤ Demonstrate community support for his/her actions.</li> <li>➤ Ask a colleague in Partner's interest group/organization to join him/her in taking an action.</li> <li>➤ Offer to sit on their community advisory panels and to provide other input.</li> <li>➤ Promotes DELTA FOCUS policy resources on website, social media, and other organizational resources.</li> <li>➤ Offer to sit on their community advisory panels and to provide other input.</li> <li>➤ Offer to organize events with the Partner.</li> </ul>
<p><b><u>Level: 2 Advocate (4-6)</u></b></p> <p><b>Description:</b></p> <p>Provides feedback on DELTA FOCUS resources, publications, or actions. Recommends other potential champions or partners and other stakeholders. Speaks with colleagues about importance of issue and strategies, and takes more than basic action.</p>	<p>"I will talk to my colleagues &amp; leadership and urge them to support this."</p> <p>"I might be willing to co-sign or write an op-ed or article on this."</p> <p>"I would sign on to a letter supporting this and engage others."</p> <p>"People in our community should</p>	<ul style="list-style-type: none"> <li>➤ <b>Ask Advocate to speak publicly at meetings or on conference call about the issue and advocate for action.</b></li> <li>➤ <b>Get Advocate to sign on to two or more op-eds per year.</b></li> <li>➤ <b>Offer to organize public events with the Advocate (townhalls, forums, radio, TV, etc.).</b></li> <li>➤ <b>Offer to sit on Advocate's community advisory panels and to provide other input.</b></li> <li>➤ <b>Ask Advocate to promote DELTA FOCUS policy resources on website, social media, and other organizational resources.</b></li> </ul>

Level Name, Objectives	Determining Their Level – They Might Say or Do:	Moving Them to the Next Level:
<p><b>Objectives at This Level:</b></p> <ul style="list-style-type: none"> <li>• Encourage Advocate to consider taking individualized actions such as showing public support or speaking with others that go beyond the basics and demonstrate leadership.</li> <li>• Help Advocate find and deliver on his/her passion around one or more issues.</li> <li>• Encourage Advocate to attend trainings, meetings, and events.</li> <li>• Encourage Advocate to build their organization's support of the strategies and frameworks.</li> </ul>	<p>know about this. "</p> <p>"I have some people that may be good connections."</p> <p>"I will co-sponsor the policy change."</p> <p>"I will speak with my colleague about how we can support adolescent dating abuse prevention."</p> <p>"I will refer others to you or put you in contact with other potential partners or advocates who may be interested and supportive."</p>	<ul style="list-style-type: none"> <li>➤ <b>Ask Advocate to talk and/or write to leadership and report back.</b></li> <li>➤ <b>Let Advocate know he/she has support of entire organization (staff &amp; network) when leading.</b></li> <li>➤ <b>Encourage Advocate to join key committees.</b></li> <li>➤ Determine areas of intersection with the Advocate in order to find common goals and share approaches.</li> <li>➤ Ask Advocate to share DELTA FOCUS policy resources with colleagues.</li> <li>➤ Hold regular phone meetings with key DELTA FOCUS Advocate every 1-2 months.</li> <li>➤ Be persistent about meeting with/connecting with the Advocate in meetings and public gatherings.</li> <li>➤ Demonstrate community support for his/her actions.</li> <li>➤ Ask a colleague in Advocate's interest group/organization to join him/her in taking an action.</li> <li>➤ Provide regular positive feedback on Advocate's action via letters, events, and media.</li> <li>➤ Ask for the Advocate to gather support within their organization and/or sphere of influence.</li> </ul>
<p><b><u>Level: 1 Supporter (1-3)</u></b></p> <p><b>Description:</b></p> <p>Demonstrates awareness of importance of addressing TDV but is not a strong advocate. Publicly agrees with strategies, but does not yet take more than basic action.</p> <p><b>Objectives at This Level:</b></p> <ul style="list-style-type: none"> <li>• Move Supporter beyond taking basic action toward being vocal (in media, public, and hearings) and enrolling colleagues.</li> <li>• Engage Supporter so that they respond to emails and information requests.</li> </ul>	<p>"If it gets to the school board I will vote for it. You should talk to the Decision Makers who don't support this."</p> <p>"Who else are you talking to?"</p> <p>"I believe in this. We are on the same page."</p> <p>"I will participate in meetings about adolescent dating abuse."</p> <p>"Some other areas you should look into are . . ."</p>	<ul style="list-style-type: none"> <li>➤ <b>Ask the Supporter to share DELTA FOCUS policy resources with colleagues</b></li> <li>➤ <b>Obtain feedback from Supporter regarding proposed policy guidelines or other resources.</b></li> <li>➤ <b>Request regular meetings with Supporter every 1-2 months.</b></li> <li>➤ <b>Provide regular positive feedback on Supporter via letters and media.</b></li> <li>➤ <b>Look for opportunities to put Supporter in contact with people affected by the issues including encouraging Supporter to visit projects on the ground that address our issues.</b></li> <li>➤ <b>Always ask that Supporter do more than take the basic action (sign the letter <u>and</u> get committee colleagues to sign).</b></li> <li>➤ <b>Demonstrate community support for his/her actions.</b></li> <li>➤ <b>Ask a colleague in Supporter's state, organization, interest group to join him/her in taking an action.</b></li> <li>➤ Discuss how Supporter organization can support healthy adolescent relationships</li> <li>➤ Invite Supporter to meetings or events about dating violence prevention or promoting healthy relationships.</li> <li>➤ Be persistent about getting in front of Supporter in meetings and public</li> </ul>

Level Name, Objectives	Determining Their Level – They Might Say or Do:	Moving Them to the Next Level:
<p><b>Level: 0 Neutral-Uninformed (0)</b></p> <p><b>Description:</b></p> <p>Is not aware of extent of problem and potential role of schools to prevent TDV and DELTA FOCUS project efforts to address issue.</p> <p><b>Objectives at This Level:</b></p> <ul style="list-style-type: none"> <li>• Educate on DELTA FOCUS project and adolescent dating abuse.</li> <li>• Start to build areas of support.</li> <li>• Get them to take action (even small, basic action).</li> </ul>	<p>"How big is the problem in our community?"</p> <p>"How does school policy prevent adolescent dating abuse or promote healthy relationships? "</p> <p>"Tell me more about the role schools can play in promoting healthy relationships."</p> <p>"Which other individuals/ stakeholders are supporting this?"</p> <p>"Do you have more information?"</p> <p>"What are you asking me to do?"</p>	<p>gatherings.</p> <ul style="list-style-type: none"> <li>➤ <b>Ask stakeholder to sign-up for prevention newsletter, follow on social media, or check out website.</b></li> <li>➤ <b>Ask stakeholder to participate in prevention events.</b></li> <li>➤ <b>Ask for action on the issues that intersect and support the prevention of DV and are already a priority for the individual (e.g., better public schools, gender pay equality, safety net for DV survivors).</b></li> <li>➤ Tell them stories that leave them moved by the issues.</li> <li>➤ Research stakeholder's interests and background to find ways to show how our work aligns w/their interests.</li> <li>➤ Attend meetings/ trainings/ or gatherings of educational leaders.</li> <li>➤ Ask stakeholder to read CSBA policy brief.</li> </ul>
<p><b>Level: -1 Opponent (&lt;0)</b></p> <p><b>Description:</b></p> <p>Actively works against DELTA FOCUS project efforts to address issue. Does not recognize existence of problem or opposes role of schools to prevent TDV.</p> <p><b>Objectives at This Level:</b></p> <ul style="list-style-type: none"> <li>• Weaken their opposition; move them towards neutral.</li> <li>• Educate on issues in way he/she can relate to.</li> <li>• Make the case for schools' role in prevention.</li> <li>• Learn about the issue priorities of individual and organization.</li> </ul>	<p>"I can't meet with your group."</p> <p>"I won't/can't support this."</p> <p>"I will speak against this if it comes up for a vote."</p> <p>"It's not a problem"</p> <p>"Your solution will not fix this."</p> <p>"We should not be allocating resourced towards this."</p> <p>"We don't have money for that, it's not a priority."</p> <p>"It's not the role of school to address adolescent relationships"</p>	<ul style="list-style-type: none"> <li>➤ Get the ear of the stakeholder first.</li> <li>➤ Share stories (DVD, spoken word) with stakeholders and aides that leave them moved on the issues. Educate Opponent on issues in way he/she can relate to.</li> <li>➤ Research stakeholder's interests and background to find ways to show how our work aligns w/their interests. Use his/her website and other sources.</li> <li>➤ Find foothold with one issue, or one aspect of one issue.</li> <li>➤ Present information about the issues that intersect with adolescent dating abuse.</li> <li>➤ Discuss the social determinants of health and more broad public health efforts.</li> <li>➤ Present the CSBA policy brief as background information on the issue.</li> <li>➤ Present information about the role schools play in addressing adolescent dating abuse.</li> <li>➤ Attend meetings/ trainings/ or gathers of educational leaders.</li> </ul>

\* Adapted from : RESULTS Champion Scale developed by Sam Daley Harris, Ken Patterson, Bruce Preville, Meredith Dodson, Jos Linn, Lisa Marchal