

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

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<p><u>Level: 3 Partner (7-9)</u></p> <p>Description:</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>Objectives at This Level:</p> <ul style="list-style-type: none"> • 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. • 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.). • Help Partner find intersecting issues. 	<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>	<p>➤ Ask Partner to hold a briefing on the issue.</p> <p>➤ Get Partner to draft or sign on to 3 or more op-eds per year.</p> <p>➤ Ask Partner to initiate a sign-on letter on an issue.</p> <p>➤ 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.</p> <p>➤ Ask to share DELTA FOCUS resources on organization's website</p> <p>➤ Request contribution to the development of policy resources</p> <p>➤ Ask Partner to speak publicly at meetings about the issue.</p> <p>➤ Ask Partner to talk and/or write to leadership and report back.</p> <p>➤ Let Partner know he/she has support of entire organization (staff & network) when leading.</p> <p>➤ Encourage Partner to join key committees.</p> <p>➤ Hold regular phone meetings with key DELTA FOCUS Partner every 1-2 months.</p> <p>➤ Be persistent about getting in front of Partner in meetings and public gatherings.</p> <p>➤ Offer to organize public events with the Partner (town halls, forums, radio, TV, etc.).</p> <p>➤ Demonstrate community support for his/her actions.</p> <p>➤ Ask a colleague in Partner's interest group/organization to join him/her in taking an action.</p> <p>➤ Offer to sit on their community advisory panels and to provide other input.</p> <p>➤ Promotes DELTA FOCUS policy resources on website, social media, and other organizational resources.</p> <p>➤ Offer to sit on their community advisory panels and to provide other input.</p> <p>➤ Offer to organize events with the Partner.</p>
<p><u>Level: 2 Advocate (4-6)</u></p> <p>Description:</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 & 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>	<p>➤ Ask Advocate to speak publicly at meetings or on conference call about the issue and advocate for action.</p> <p>➤ Get Advocate to sign on to two or more op-eds per year.</p> <p>➤ Offer to organize public events with the Advocate (townhalls, forums, radio, TV, etc.).</p> <p>➤ Offer to sit on Advocate's community advisory panels and to provide other input.</p> <p>➤ Ask Advocate to promote DELTA FOCUS policy resources on website, social media, and other organizational resources.</p>

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<p>Objectives at This Level:</p> <ul style="list-style-type: none"> • Encourage Advocate to consider taking individualized actions such as showing public support or speaking with others that go beyond the basics and demonstrate leadership. • Help Advocate find and deliver on his/her passion around one or more issues. • Encourage Advocate to attend trainings, meetings, and events. • Encourage Advocate to build their organization's support of the strategies and frameworks. 	<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"> ➤ Ask Advocate to talk and/or write to leadership and report back. ➤ Let Advocate know he/she has support of entire organization (staff & network) when leading. ➤ Encourage Advocate to join key committees. ➤ Determine areas of intersection with the Advocate in order to find common goals and share approaches. ➤ Ask Advocate to share DELTA FOCUS policy resources with colleagues. ➤ Hold regular phone meetings with key DELTA FOCUS Advocate every 1-2 months. ➤ Be persistent about meeting with/connecting with the Advocate in meetings and public gatherings. ➤ Demonstrate community support for his/her actions. ➤ Ask a colleague in Advocate's interest group/organization to join him/her in taking an action. ➤ Provide regular positive feedback on Advocate's action via letters, events, and media. ➤ Ask for the Advocate to gather support within their organization and/or sphere of influence.
<p><u>Level: 1 Supporter (1-3)</u></p> <p>Description:</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>Objectives at This Level:</p> <ul style="list-style-type: none"> • Move Supporter beyond taking basic action toward being vocal (in media, public, and hearings) and enrolling colleagues. • Engage Supporter so that they respond to emails and information requests. 	<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"> ➤ Ask the Supporter to share DELTA FOCUS policy resources with colleagues ➤ Obtain feedback from Supporter regarding proposed policy guidelines or other resources. ➤ Request regular meetings with Supporter every 1-2 months. ➤ Provide regular positive feedback on Supporter via letters and media. ➤ 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. ➤ Always ask that Supporter do more than take the basic action (sign the letter <u>and</u> get committee colleagues to sign). ➤ Demonstrate community support for his/her actions. ➤ Ask a colleague in Supporter's state, organization, interest group to join him/her in taking an action. ➤ Discuss how Supporter organization can support healthy adolescent relationships ➤ Invite Supporter to meetings or events about dating violence prevention or promoting healthy relationships. ➤ Be persistent about getting in front of Supporter in meetings and public

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		gatherings.
<p><u>Level: 0 Neutral-Uninformed (0)</u></p> <p>Description:</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>Objectives at This Level:</p> <ul style="list-style-type: none"> • Educate on DELTA FOCUS project and adolescent dating abuse. • Start to build areas of support. • Get them to take action (even small, basic action). 	<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>	<ul style="list-style-type: none"> ➤ Ask stakeholder to sign-up for prevention newsletter, follow on social media, or check out website. ➤ Ask stakeholder to participate in prevention events. ➤ 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). ➤ Tell them stories that leave them moved by the issues. ➤ Research stakeholder's interests and background to find ways to show how our work aligns w/their interests. ➤ Attend meetings/ trainings/ or gatherings of educational leaders. ➤ Ask stakeholder to read CSBA policy brief.
<p><u>Level: -1 Opponent (<0)</u></p> <p>Description:</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>Objectives at This Level:</p> <ul style="list-style-type: none"> • Weaken their opposition; move them towards neutral. • Educate on issues in way he/she can relate to. • Make the case for schools' role in prevention. • Learn about the issue priorities of individual and organization. 	<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"> ➤ Get the ear of the stakeholder first. ➤ 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. ➤ 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. ➤ Find foothold with one issue, or one aspect of one issue. ➤ Present information about the issues that intersect with adolescent dating abuse. ➤ Discuss the social determinants of health and more broad public health efforts. ➤ Present the CSBA policy brief as background information on the issue. ➤ Present information about the role schools play in addressing adolescent dating abuse. ➤ Attend meetings/ trainings/ or gathers of educational leaders.

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