

Perkins Advocacy Planning Worksheet

1. Develop you goals

- What do you hope to accomplish? Your goal should be specific and achievable.
- Example goals: (1) Become involved with the state and/or local Perkins planning process. (2) Obtain Perkins funding for your program. (3) Ensure that local plans describe programs for displaced homemakers, and single parents. (4) Increase opportunities for women in transition in some more specific way.

2. What do you know about the Perkins process in your state?

- What did the process look like last time?
- Who can you contact to get more information?
- Is your state submitting a transition plan?

3. Who are the key decision-makers?

- Identify the decision makers that have the power to deliver your goals.
- State level example: Someone at the State Department of Education that has influence over the state plan process.
- Local level example: A college administrator that has influence in the local plan process.
- Would any of these decision makers be a “champion” for your goals?

4. At what level will you focus your advocacy?

- Women Work! state affiliates and large community colleges might consider asking for a seat on the state planning committee.
- If you have not received funding before or are involved in a consortium of community colleges you may want to ensure that you are represented in the local planning process.
- Local plans are very important! Even if you have been receiving Perkins funding in the past you may want to make sure that you have a voice in the local level planning process.
- Each state and locality will be different, and the choice of working at the state level, the local level or both will ultimately be up to you.

5. Who are your allies?

- Identify the key individuals in your community that can help you influence the previously identified decision-makers.
- Example: Anyone that may have direct or indirect influence in the planning process, which view your goals favorably – for instance, an administrator in the community college in which your program is housed or someone on the state planning committee.

6. Who are your opponents?

- List all organizations and public officials who you know are going to be opposed to you achieving your goals.
- Be very aware of who your opponents are.
- In what situations might you have to be prepared to address these opponents? Public hearings? Meetings?

7. Develop a timeline for your actions.

- Plot out when to take the necessary steps toward meeting your goal(s).
- Reference the Dept. of Education Time Line for key dates in the Perkins process.
- Include any state specific events or opportunities for influence that you uncover in your research (such as public hearing dates, meetings, etc.)

8. Develop your message.

- Craft three very short points that support your goal(s).
- How will you incorporate these 3 points into the Perkins advocacy that you do?
- Incorporate these points into the Program Highlights Template if applicable.

9. What resources do you currently have? What do you need?

- Information
- National Resources
- Partners
- Materials
- Financial resources
- Staff
- Volunteers

8. Develop strategies for engaging your allies, supporters, and organizational resources.

- Clearly identify the strategies for utilizing your different internal and external resources.
- Develop a clear plan for engaging your allies and supporters in achieving your goal.