

# Measuring the Influence of Education Advocacy: The Case of Louisiana’s School Choice Legislation: Technical Appendix

This appendix provides technical information on the survey and interview methods used in “Measuring the Influence of Education Advocacy: The Case of Louisiana’s School Choice Legislation”. The report is available here: [www.brookings.edu/research/papers/2013/12/10-education-advocacy-louisiana-school-choice-whitehurst](http://www.brookings.edu/research/papers/2013/12/10-education-advocacy-louisiana-school-choice-whitehurst)

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## I. Survey Instrumentation

On the long form SwP respondents were asked to sort a total of 42 cards featuring statements that paired one of seven organizations (six actual advocacy groups and one placebo group) with one of the six advocacy activities shown in Table A1. Each advocacy activity maps onto one of the three influence channels: personal, indirect, or informational. The advocacy activities were described in such a way as to be broad enough to encompass a variety of more specific activities. For example, “Research material” might include public polls, policy briefs, or dissemination of findings from a pilot study.

**Table A1. Statements used in the long-form SwP**

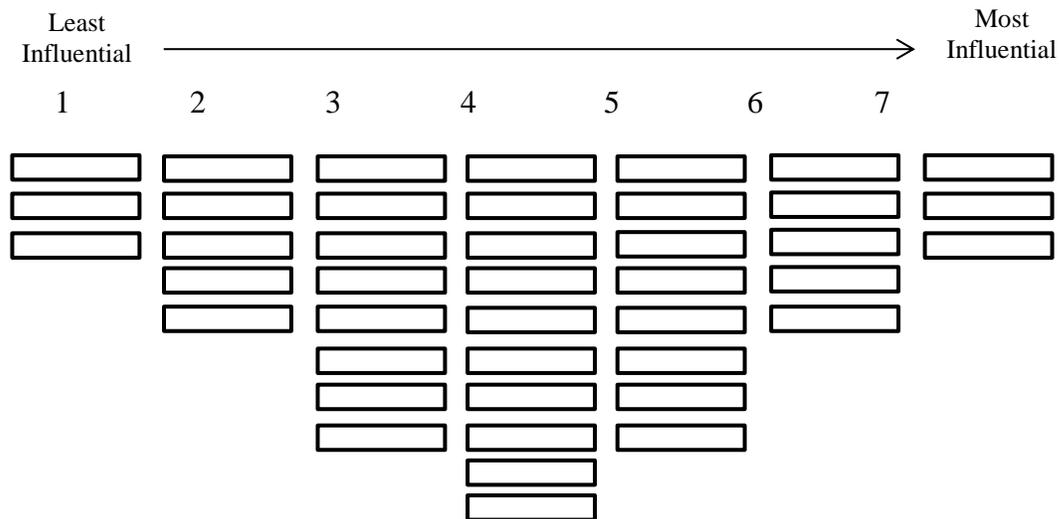
<b>Influence Channel</b>	<b>Statement</b>
Personal	Personal communication with representatives from [Advocacy Group Name]
	Political support from [Advocacy Group Name]
Indirect	Grassroots campaign organized by [Advocacy Group Name]
	Media outreach by [Advocacy Group Name]
Informational	Research material provided by [Advocacy Group Name]
	Seminars and events organized by [Advocacy Name]

### *Influence Rating Scale*

Respondents to the Survey with Placebo (SwP) were asked to rate the influence of the advocacy group and tactic described on each card on a 7-point unipolar scale ranging from least influential to most influential. The points on the scale are labeled numerically from 1 to 7, with the two endpoints also including verbal labels (1 = “Least Influence” and 7 = “Most Influential”).<sup>1</sup> This scale is consistent with a conceptual definition of influence as a one-dimensional quantity that reflects the degree to which an organization shifted the final policy outcome towards its ideal policy position.

Restrictions were placed on the number of statements that could be assigned the same rating such that the final distribution of each respondent’s ratings would be approximately normal (see Figure A1). This forced distribution eliminates rating biases that are common to standard survey methods (e.g., rating everything the same or giving everyone high ratings) and ensures a degree of within-respondent variation in responses. The cards were randomly ordered for each respondent in order to mitigate any bias resulting from the location of a particular organization or tactic within the stack.

**Figure A1. Response bins of long-form of SwP (42 cards, 7 categories)**



*Hard Copy Version*

Respondents were given the option to complete the SwP online or in hard copy. All individuals included in the survey sample were mailed a packet that included the following materials:

- One (1) invitation letter  
This letter invited recipients to complete the survey. It was printed on Brookings letterhead and signed by Dr. Russ Whitehurst of the Brookings Institution.
- Forty-two (42) cards  
Statements were printed on 42 small cards with adhesive backs.
- One (1) survey board  
The board measured 18x24 inches and was printed with our desired distribution, a key listing all of the tactics and advocacy groups, and brief instructions.
- One (1) survey guide  
This four-page brochure included the introductory language for the study, detailed instructions for the survey, instructions for return mailing, and an “About the Survey” page. Legislative respondents were instructed that legislative staff members could complete the survey on behalf of legislative agents as long as the staff member had knowledge of the role of education advocacy in shaping HB 976.
- One (1) postage-paid return envelope

Respondents to the hard copy version of the long-form SwP were instructed to read the 42 statements and affix them to the survey board described above. Respondents were asked to mail the completed board back to the Basis Policy Research office using the included addressed envelope with pre-paid postage.

### *Online Version*

The research team contracted with a firm specializing in online survey development and administration to design a customized online version of the long form SwP. The online tool used a drag-and-drop interface, creating an analogous experience to completing a hard copy version of the survey. Images of the hard copy cards were used to create the online cards and respondents were supplied with all of the same information and instructions contained in the hard copy packet through a series of splash screens.

### *Survey Instructions*

Respondents to the SwP were given the following instructions: “The cards in your packet describe activities that specific education advocacy organizations may have conducted as part of their effort to influence the outcome of House Bill 976. Please sort the activities according to their influence on the outcome of House Bill 976. The survey guide contains more detailed instructions.”

In addition to the instructions the survey page also included a call-out box that provided a bulleted list of the key provisions of House Bill 976 to remind respondents of the contents of the legislation. Respondents were also provided with a detailed survey guide that provided step by step instructions for completing the survey and included information on the purpose of the survey in a Frequently Asked Questions format.

### *Short form SwP*

For respondents who did not return a long form SwP, a shortened, single-item survey was provided in both hard copy and online format. Respondents were asked to rank the seven advocacy groups that were included in the long form SwP based on the influence each group had on the outcome of HB 976 from 1 to 7, with 1 indicating the least influential organization and 7 indicating the most influential organization. The hard copy version included a letter explaining the study and emphasizing the short time necessary to complete the survey. A 4 x 6 survey response card was attached to the letter and a postage-paid, pre-addressed return envelope was also provided. The online version included the same information and instructions that were included in the hard copy short form.

## **II. Survey Sample**

The survey sample consisted of 194 individuals with first-hand knowledge of how the final policy outcome—passage of HB 976—came to be. Target respondents were identified through public document review as well as through interviews with advocacy group leaders. The survey sampling frame was stratified into three subgroups. The first subgroup consisted of 35 “key legislative agents” who were policymakers identified as major potential influencers in the outcome of the legislation based on their position within the legislature. This group included sponsors of the legislation, education committee members, and leaders of the House and Senate. The second subgroup was composed of 107 “general legislative agents”. These were state lawmakers who cast a vote on HB 976—thus exercising some influence over the final policy

outcome—but who did not hold a position of leadership or authority that we would expect to allow them to exercise added influence over the result. The third subgroup included 52 “political insiders”—individuals who by product of their position in the political landscape had no direct influence on the policy outcome (i.e. they did not have the ability to vote on the legislation), but were aware of and following the policymaking process surrounding HB 976 and who are thus knowledgeable informants. This group included lobbyists, leaders of trade associations and advocacy groups, policy analysts, and university faculty.

### III. Survey Administration Protocols

#### *Administration Timeline*

The SwP is designed to be administered as soon as feasible after the policy outcome occurs so that respondents’ recall of how the decision unfolded is maximized. An overview of the ten-week survey administration timeline is shown in Table A2. First, respondents are mailed a pre-notification letter one week in advance to inform them of the study and encourage their participation. Respondents then receive both a hard copy and e-mail version of the long form SwP on the same day. Reminder e-mail messages are sent every eight to ten days, varying the day-of-week and time-of-day of the e-mails. In week six, the research team begins phone calls to the offices of key legislative agents who have not responded to the survey. Then, in week seven, non-respondents are mailed hard copy and online versions of the short form SwP. The survey window ends three weeks later. Each of these steps in the administration timeline is further described below.

**Table A2. Overview of the 10-week survey administration timeline**

<b>Week</b>	<b>Event</b>
1	Survey notification letter
2	Deliver long form SwP (hard copy and online)
3	Reminder email
4	
5	Reminder email
6	Begin phone calls to non-respondents
7	Deliver short form SwP (hard copy and online)
8	
9	Reminder email
10	Close survey

### *Survey Delivery*

Hard copies of the long form SwP were hand-delivered by members of the research team to Louisiana legislators' capitol addresses. Senators received a copy at their legislative office while representatives received a copy at their seat in the House chamber (Louisiana representatives do not have capitol offices). This is the same manner in which legislators receive their mail. Political insiders were mailed their hard-copy surveys. The online version of the long form was sent to respondents via e-mail. The message the recipient to participate in the survey using the same language contained in the hard copy survey invitation letter and included a unique link to the online long form SwP. A second copy of the long form SwP was delivered to all key legislative agents either by hand during in-person meetings at the state capitol or by mail to their district office following session.

The hard copy short form SwP was delivered to all non-respondents via U.S. Postal Service three weeks prior to survey window closure. The online version of the instrument was distributed via e-mail with each message including both the content of the hard copy invitation letter and a unique link to the short form SwP.

### *Response Rate Strategies*

A number of strategies were employed to increase participation, including sending pre-notification letters, distributing the tool in hard copy and electronic (online) format, conducting in-person meetings with legislators, sending reminder e-mails, and calling targeted respondents. Table A3 breaks down the various survey administration strategies used for each of the three groups of respondents.

**Table A3. Strategies used to recruit participants for survey with placebo (SwP)**

	Key Legislative Agents	Political Insiders	General Legislative Agents
<b><u>Pre-notification</u></b>			
Pre-notification letter	✓	✓	✓
Pre-notification e-mail	✓		
<b><u>Response Options</u></b>			
Online survey (via e-mail)	✓	✓	✓
Mailed hardcopy survey	✓	✓	✓
Hand-delivered hardcopy survey	✓	✓*	✓*
In-Person Interviews	✓		
Second hardcopy mailed survey	✓		
<b><u>Recruitment Activities</u></b>			
Bi-weekly reminder e-mails	✓	✓	✓
In-person office visits	✓	✓*	✓*
Meeting requests via floor notes	✓		✓*
Personalized e-mails	✓	✓*	
Phone calls to district offices	✓		

Note: Individuals who were added to our target populations after the May 17 launch of the pre-notification letter may not have received the full number of contacts. We removed target respondents from our contact list when they completed the survey or formally declined to participate. \* Indicates that this contact strategy was applied selectively.

The research team mailed members of the target sample a pre-notification letter that introduced the project and alerted them that they would be receiving the SwP instrument by e-mail and through the U.S. Postal Service. Research shows that pre-introduction letters are an effective strategy for boosting response rates.<sup>2,3</sup> The pre-notification letters included a description of the purpose of the project, the names of researchers and organizations involved in the study, an estimate of the amount of time it would take to complete the activity, and contact information for the survey coordinator at Basis Policy Research.

Follow-up emails were sent to non-respondents every eight-to-ten days throughout the survey fielding. This practice aligns with Dillman’s (2000) findings regarding the effectiveness of multiple contacts on increasing response rates. Emails were personalized to include respondent names, a practice that has been found to increase response rates, and message content was modified for each round of reminder messages, another practice recommended in the literature.<sup>4,5</sup> In addition to including each respondent’s unique link to the online version of the survey, messages highlighted the value of the research, emphasized the unique perspective of target respondents, and invited respondents to contact the survey coordinator with any questions or technical problems they experienced when completing the survey.

Three members of the research team from Basis Policy Research were on site in Baton Rouge during the final two weeks of the 2013 Louisiana legislative session (May 27-June 6) to make personal contact with legislative agents and political insiders.<sup>6</sup> Using each chamber’s official “floor note” system, we sent messages to key legislative agents and a small number of general legislative agents requesting to speak with them about the survey, providing contact information for the survey coordinator, and including a shortened link to the online version of the survey. Floor notes were sent to 42 legislators, 23 of whom briefly met our team outside the chamber or contacted the survey coordinator by phone. When speaking with legislators, we introduced the survey, provided them the opportunity to ask questions about the study, and offered a second hard copy of the long form SwP.

#### IV. Supplemental Tables on Survey Results

**Table A4. SwP response rates by respondent group**

<b>Respondent Group</b>	<b>Sampling Frame</b>	<b>Long Form Respondents</b>	<b>Short Form Respondents</b>	<b>Total Respondents</b>	<b>Overall Response Rate</b>
General Legislative Agents	107	3	13	16	15.0%
Key Legislative Agents	35	9	4	13	37.1%
Political Insiders	52	22	21	43	82.7%
Overall	194	34	38	72	37.1%

Note: Table A4 shows total survey response rates. Response rate is calculated as the percentage of sampling frame that formally declined or completed the long or short.

Source: Survey results. Author’s calculations

**Table A5. Advocacy group influence ratings: Legislative Agents versus Political Insiders**

Advocacy Group	Legislative Agents	Political Insiders	Difference
Black Alliance for Educational Options (Pro)	3.97 (0.40)	5.17 (0.19)	1.19 ** (.004)
Louisiana Association of Public Charter Schools (Pro)	3.91 (0.24)	4.25 (0.23)	0.34 (.326)
Louisiana Federation for Children (Pro)	3.64 (0.32)	4.97 (0.26)	1.33** (.002)
Louisiana Association of Business & Industry (Pro)	5.42 (0.33)	5.24 (0.21)	0.18 (.637)
Louisiana Federation of Teachers (Anti)	3.27 (0.45)	2.93 (0.26)	0.35 (.474)
Louisiana School Boards Association (Anti)	3.23 (0.27)	3.02 (0.20)	0.22 (.518)
Placebo	2.78 (0.30)	2.39 (0.20)	0.39 (.275)
<i>No. Respondents</i>	25	39	

Note: Table A5 shows SwP ratings for all advocacy groups according to respondent type, legislative agent or political insider. Standard errors are presented in parentheses below mean ratings. "Difference" shows the absolute difference between the mean group ratings of legislative agents and political insiders and p-value for t-test evaluating whether the mean ratings for each advocacy group are significantly different between legislative agents and political insiders (two-tailed). ("Legislative Agents" n = 25, "Political Insider" n = 39). + p < .1 \* p < .05 \*\* p < .01 \*\*\* p < .001

Source: Survey results. Author's calculations.

**Table A6. Advocacy group influence ratings: Pro- and anti-HB 976 respondent**

Advocacy Group	Pro-HB 976 (S.E.)	Anti-HB 976 (S.E.)	Difference
Black Alliance for Educational Options (Pro)	4.78 (0.12)	3.90 (0.78)	0.88 (.148)
Louisiana Association of Public Charter Schools (Pro)	4.03 (0.17)	3.90 (0.48)	0.13 (.767)
Louisiana Federation for Children (Pro)	4.55 (0.24)	3.60 (0.75)	0.95 (.101)
Louisiana Association of Business & Industry (Pro)	5.40 (0.17)	4.60 (0.75)	0.80 (.111)
Louisiana Federation of Teachers (Anti)	2.86 (0.25)	4.50 (0.70)	1.64* (.012)
Louisiana School Boards Association (Anti)	3.18 (0.17)	3.20 (0.57)	0.02 (.961)
Placebo	2.50 (0.18)	2.90 (0.50)	0.40 (.370)
<i>No. Respondents</i>	<i>45</i>	<i>10</i>	

Note: Table A6 shows SwP ratings for all advocacy groups according to respondent position on HB 976 (“Pro” = favors school choice reform, “Anti” = opposes school choice reform). Standard errors are presented below mean ratings. “Difference” shows the absolute difference between the mean group ratings of the long and short form surveys and p-value for t-test evaluating whether the mean ratings for each advocacy group are significantly different between respondents with different positions on HB 976 (two-tailed). (“Pro” n = 45, “Anti” n = 10) + p <.1 \* p < .05 \*\* p < .01 \*\*\* p < .001

Source: Survey results. Author’s calculations.

**Table A7. Advocacy group influence ratings by hard copy and online respondents**

Advocacy Group	Hard copy	Online	Difference
Black Alliance for Educational Options	4.67 (0.27)	4.74 (0.34)	0.07 (.871)
Louisiana Association of Public Charter Schools	4.03 (0.22)	4.26 (0.26)	0.23 (.522)
Louisiana Federation for Children	4.51 (0.30)	4.33 (0.29)	0.19 (.684)
Louisiana Association of Business & Industry	5.32 (0.26)	5.30 (0.19)	0.02 (.950)
Louisiana Federation of Teachers	2.81 (0.29)	3.51 (0.38)	0.69 (.155)
Louisiana School Boards Association	2.97 (0.22)	3.33 (0.23)	0.36 (.286)
Placebo	2.55 (0.25)	2.53 (0.21)	0.02 (.946)
<i>No. Respondents</i>	41	23	

Note: Table A7 shows SwP ratings for all advocacy groups according to response format, hard copy or online. Standard errors are presented below mean ratings. "Difference" shows the absolute difference between the mean group ratings of hard copy and online responses and p-value for t-test evaluating whether the mean ratings for each advocacy group are significantly different between hard copy and online responses (two-tailed). ("Hard copy" n = 41, "Online" n = 23). + p < .1 \* p < .05 \*\* p < .01 \*\*\* p < .001  
Source: Survey results. Author's calculations

**Table A8. Advocacy group influence ratings by long and short form respondents**

Advocacy Group	Long Form (S.E.)	Short Form (S.E.)	Difference
Black Alliance for Educational Options (Pro)	4.85 (0.21)	4.59 (0.33)	0.25 (.556)
Louisiana Association of Public Charter Schools (Pro)	4.31 (0.18)	3.97 (0.26)	0.34 (.331)
Louisiana Federation for Children (Pro)	4.44 (0.21)	4.44 (0.35)	0.00 (1.000)
Louisiana Association of Business & Industry (Pro)	5.07 (0.15)	5.49 (0.29)	0.41 (.262)
Louisiana Federation of Teachers (Anti)	3.33 (0.25)	2.86 (0.36)	0.47 (.325)
Louisiana School Boards Association (Anti)	3.20 (0.14)	3.03 (0.26)	0.18 (.593)
Placebo	2.78 (0.17)	2.37 (0.27)	0.41 (.247)
<i>No. Respondents</i>	27	37	

Note: Table A8 shows SwP ratings for all advocacy groups according to survey form. Standard errors are presented below mean ratings. "Difference" shows the absolute difference between the mean group ratings of the long and short form surveys and p-value for t-test evaluating whether the mean ratings for each advocacy group are significantly different between forms (two-tailed). ("Long" n = 27, "Short" n = 37) + p <.1 \* p <.05 \*\* p <.01 \*\*\* p <.001

Source: Survey results. Author's calculations.

**Table A9. Estimated reliabilities of long-form SwP**

	<b>Composite (All Channels)</b>	<b>Indirect Channel</b>	<b>Personal Channel</b>	<b>Informational Channel</b>
BAEO	0.715	0.537	0.561	0.517
LAPCS	0.758	0.796	0.733	0.463
LFC	0.736	0.763	0.688	0.592
LABI	0.561	0.716	0.663	0.317
LFT	0.818	0.628	0.683	0.681
LSBA	0.572	0.411	0.554	0.315
Placebo	0.778	0.739	0.606	0.551
Composite	n.a.	0.705	0.734	0.654

Note: The values in Table A9 are internal consistency reliability coefficients (Cronbach's alpha) estimated for each advocacy organization and informational channel.

Source: Survey results. Author's calculations

## **VI. Advocacy Group Interview Administration**

Members of the Basis Policy Research team interviewed representatives from each of the three advocacy organizations of interest as part of the critical path analysis portion of our study. The interview protocol began with a series of questions designed to gather information on the interviewee's general narrative of how HB 976 became law and the aspects of the legislation the organization supported both in concept and through their advocacy tactics. Additionally, this portion of the interview probed the organization's broad theory of action surrounding HB 976, including their objectives, timeline, resources, strategy, and desired outcomes.

After gathering this background information, the researchers asked the interviewee(s) to walk through each advocacy tactic used to influence HB 976. Many of the advocacy organizations began laying the groundwork for later advocacy tactics well in advance of the 2012 legislative session, for example by supporting election campaigns or building relationship with key influencers. However, we limit the parameters of our study to tactics that were implemented no earlier than the 2011 election cycle.

Following the interview, researchers reviewed, expanded, and compared their notes. The interview data was coded and summarized. Each advocacy tactic was classified into one of the three influence paths: informational, personal, and indirect (see Table A10 for examples of tactics associated with each influence path). We also documented the legislative agents who were targeted by the advocacy tactic and the specific sequence of "intermediate outcomes" that link the advocacy tactic to the final policy outcome (passage of HB 976). A copy of the interview protocol is provided below.

**Table A10. Examples of Advocacy Tactics within each Influence Channel**

<b>Personal</b>	<b>Informational</b>	<b>Indirect</b>
<p><b>Personal Communication</b>                      In-person meetings                      E-mail/phone correspondence                      Relationship building</p>	<p><b>Policymaker Education</b>                      Briefings/presentations                      Forum sponsorship                      Candidate education</p>	<p><b>Coalition Building</b>                      Resource coordination                      Co-sponsor events/forums                      Coordinate advocacy efforts</p>
<p><b>Campaign Contributions</b>                      Fundraising support                      Candidate recruitment                      Campaign materials/workers</p>	<p><b>Policy Analysis &amp; Research</b>                      Public polling                      Legislative briefs                      Research reports                      Demonstration projects or pilots</p> <p><b>Legislative Advocacy</b>                      Policy proposal development                      Model legislation                      Regulatory feedback                      Expert testimony</p>	<p><b>Grasstops Advocacy</b>                      Arrange contact from civic leaders                      Forums for influencers                      Facilitate peer-to-peer meetings</p> <p><b>Grassroots Campaigns</b>                      Rallies &amp; Marches                      Door-to-door campaigns                      Newsletters                      Letter/phone call campaigns</p> <p><b>Public Education/Awareness</b>                      Public awareness campaign                      Public forums                      Public service announcements</p> <p><b>Media Advocacy</b>                      Op-eds                      Paid Media                      Earned Media                      Social Media                      Media partnerships</p>

*Semi-Structured Interview Protocol*

Introduction

Thank you for agreeing to be interviewed today. As you know, the Brookings Institution and Basis Policy Research are conducting a study regarding the influence of advocacy organizations on education legislation in several states, including Louisiana.

Through this interview we would like to map the paths of influence linking your organization's advocacy tactics with the final passage of HB 976, now Act 2, in the 2012 legislative session. We would also like to learn more about the legislative context here in Louisiana.

Do you have any questions before we begin?

General Background

1. First, in a few sentences, could you explain the history of HB 976?

2. It is our understanding that your organization supported the passage of HB 976. On which aspects of the bill did you focus your advocacy activities?

Next, I will ask some questions about your organization's broad theory of action when it came to advocating for HB 976.

### Theory of Action

3. What were your overall objectives regarding the bill?  
(Consideration, Passage, Particular Content)
4. When did your organization first engage in advocacy on the issues within this bill?  
(Month, Year)
5. What resources did you have to support your work?
  - a) How many staff members were dedicated to this work?
  - b) What relationships did your organization have that you could leverage to support this work? (Relationships with media, legislative agents, partnerships, etc.)
  - c) What financial resources were available to support your work?
  - d) If your organization has members, how many members did you have during your advocacy efforts?
  - e) What platforms did your organization have established for communication with members or the public? (Newsletters, social media accounts, blogs, e-mail list serves)
6. Could you describe your general advocacy strategy surrounding HB 976?  
(Direct advocacy, Indirect/Grassroots advocacy)
7. What outcomes do you attribute to your advocacy work?  
(Number of votes, passage of the bill, specific provision of the bill)

### Paths of Influence

Next, we would like to trace the how each tactic your organization implemented as part of this overall strategy impacted the final outcome of HB 976. This can be considered its path of influence, the chain of intermediate outcomes—outputs or events—that link the specific advocacy tactic to the final policy outcome.

Some examples of tactics include meeting with legislators, making campaign contributions, providing expert testimony, etc.

8. Thinking back to the beginning of your advocacy efforts, what was the first tactic your organization implemented as you advocated for HB 976?
  - a) When did you implement this tactic?

- b) Who did you target with this tactic? For example you might list specific legislators, groups of legislators, members of particular organizations, etc.
  - c) What chain of outputs or events link this tactic to the final outcome?
    - i. **Possible Prompt, if needed:** Consider using sentences that start with “because” or “since” to help you link the tactic to the final outcome. For example, you might say because we implemented tactic X, Y happened. Because Y happened, Z happened. Because Z happened, the bill passed.
9. What was the next tactic you implemented as you advocated for HB 976?
- a) When did you implement this tactic?
  - b) Who did you target with this tactic? For example you might list specific legislators, groups of legislators, members of particular organizations, etc.
  - c) What chain of outputs or events link this tactic to the final outcome?
    - i. **Possible Prompt, if needed:** Consider using sentences that start with “because” or “since” to help you link the tactic to the final outcome. For example, you might say because we implemented tactic X, Y happened. Because Y happened, Z happened. Because Z happened, the bill passed.

[REPEAT QUESTIONS AS NEEDED UNTIL ALL TACTICS HAVE BEEN LISTED]

### Contextual Information

We’d like to ask just a few more questions to help us understand more about the legislative context here in Louisiana both in relation to HB 976 and more broadly.

- 10. Please list the organizations and individuals that you consider to have played a major role in advocating **in support of** HB 976 and indicate what role they played.
- 11. Please list the organizations and individuals that you consider to have played a major role in advocating **against** HB 976 and indicate what role they played.
- 12. We are planning to distribute a questionnaire to legislators beginning later this month by mail and e-mail. Are district offices the best way to get in touch with legislators through the mail?
- 13. How early before session do legislators usually come to Baton Rouge? Do they usually stay in town throughout session, or are they back in their home districts regularly?
- 14. What role does legislative staff play in the lawmaking process?

15. If we wanted to make an in-person appointment with a legislator, what would be the best way to go about that?

16. How do legislators know or recognize your organization? For example, legislators might recognize your organization by an acronym, as a member of a national group, or by the name of your leader or founder.

**Probe for:** Shortened versions of their name, abbreviations, old organizational names, big name leaders/founders, national affiliates, lobbyists.

17. Are there any other insights that you would like to share to help us understand the ways in which advocacy organizations worked to influence the passage of HB 976 and how successful these efforts were?

18. Overall, what organization's advocacy efforts had the most influence on legislators' positions on HB 976?

## Endnotes

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<sup>1</sup> Studies have found that 5 to 7 points maximizes the reliability of unipolar scales such as the SwP influence scale. See for example, Stuart J. McKelvie, "Graphic Rating Scales – How many categories?" *British Journal of Psychology*, vol. 69 (1978), pp.185-202.

<sup>2</sup> Michael D. Kaplowitz, Timothy D. Hadlock, and Ralph Levine, "A Comparison of Web and Mail Survey Response Rates," *Public Opinion Quarterly*, vol. 68, no. 1 (2004), pp. 94-101.

<sup>3</sup> Don A. Dillman, Jon R. Clark, and Michael A. Sinclair, "How Prenotice Letters, Stamped Return Envelopes, and Reminder Postcards Affect Mailback Response Rates for Census Questionnaires," *Survey Methodology*, vol. 21, no. 2 (1995), pp 1-7.

<sup>4</sup> Dirk Heerwegh, Tim Vanhove, Koen Mattijs, and Geert Loosveldt, "The Effect of Personalization on Response Rates and Data Quality in Web Surveys," *International Journal of Social Research Methodology*, vol. 8, no. 2 (2005), pp. 85-99.

<sup>5</sup> Don A. Dillman, Jon R. Clark, and Michael A. Sinclair, "How Prenotice Letters, Stamped Return Envelopes, and Reminder Postcards Affect Mailback Response Rates for Census Questionnaires," *Survey Methodology*, vol. 21, no. 2 (1995).

<sup>6</sup> The 2013 session ran from April 8 to June 6.