

Growing a Ground Swell to Save Afterschool

Part of the CalSAC Workshop Strand

Still We Rise: Lifting up Leadership at Every Level

This training was developed in partnership with:



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CalSAC: Enriching children by empowering professionals since 1982.

www.CalSAC.org



**CALIFORNIA
SCHOOL-AGE
CONSORTIUM**

The California School-Age Consortium

Our vision

CalSAC is building a future where every child in California, especially those most underserved, has access to high quality, affordable out-of-school time programs. We see a future where every professional in the field has the resources they need and is valued for the important impact they have in the lives of children. We are committed to fulfilling the promise of an informed, engaged and empowered out-of-school time workforce, and a more equitable future for California.

Our mission

CalSAC builds statewide professional networks that provide training, leadership development and advocacy to ensure all kids have access to high quality out-of-school time programs and to create a more equitable future for California.

Vision

Mission

Field Building

Paying It
Forward

Community

Equity

Empowerment

Agenda for the day



Today's Objectives

By the end of this module, participants will:

- Understand the power of activating self and others toward positive change on issues important to them
- Gain experience implementing actions to educate and influence decision makers
- Gain tools and resources to engage youth, staff and families in their programs to address issues through action

Agreements:

- Try on new ideas and perspectives
- Move up/Move back
- Assume positive intent
- “I” Statements
- Confidentiality
- Both/And Thinking
- It’s okay to disagree

#afterschoolworks

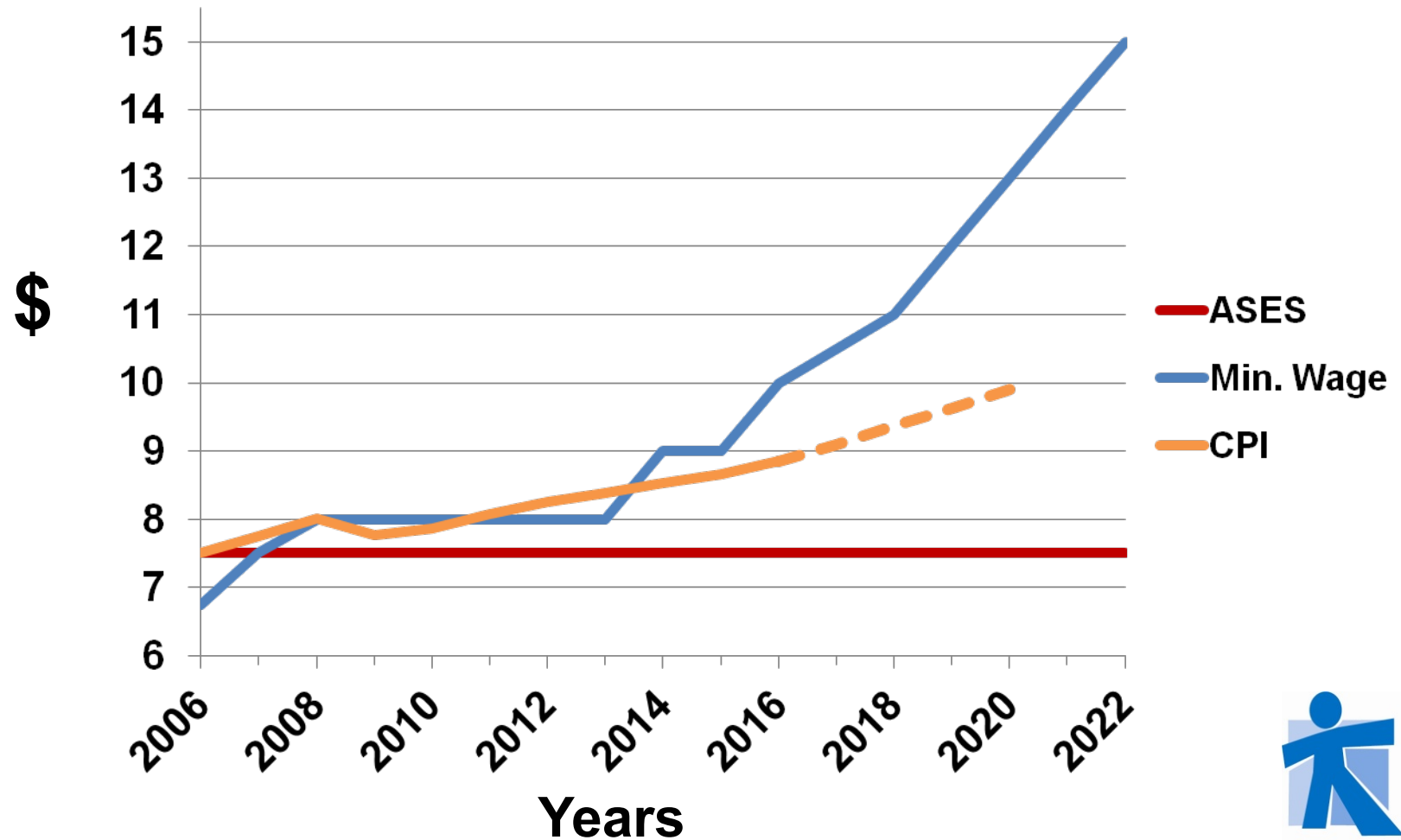
Activity instructions:

- Brainstorm a list of why #afterschoolworks
- Make it tweet-able! (140 characters or less)
- Share it with 3 people

Message Wheel



The Problem: Stagnant ASES rate



Key Findings

- **92%** of programs are negatively impacted by flat funding
- **64%** are now serving fewer young people
- More than **86%** find it more difficult to attract and retain qualified staff

“Most teenage babysitters are requesting \$10 - \$15 per hour to care for a child. There is no expectation that the babysitter will improve the child's academic performance, school attendance, character, or physical fitness level. Yet, ASES grantees must achieve these results.”

“We have not been able to take our students on a single field trip in over 4 years.”



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The Solution & 2017 Campaign Goal: SB78 (Leyva, D-20)

- Secure a \$1.50 increase to the ASES daily rate through a budget augmentation in 2017-18
- Future increases tied to increases in the state minimum wage



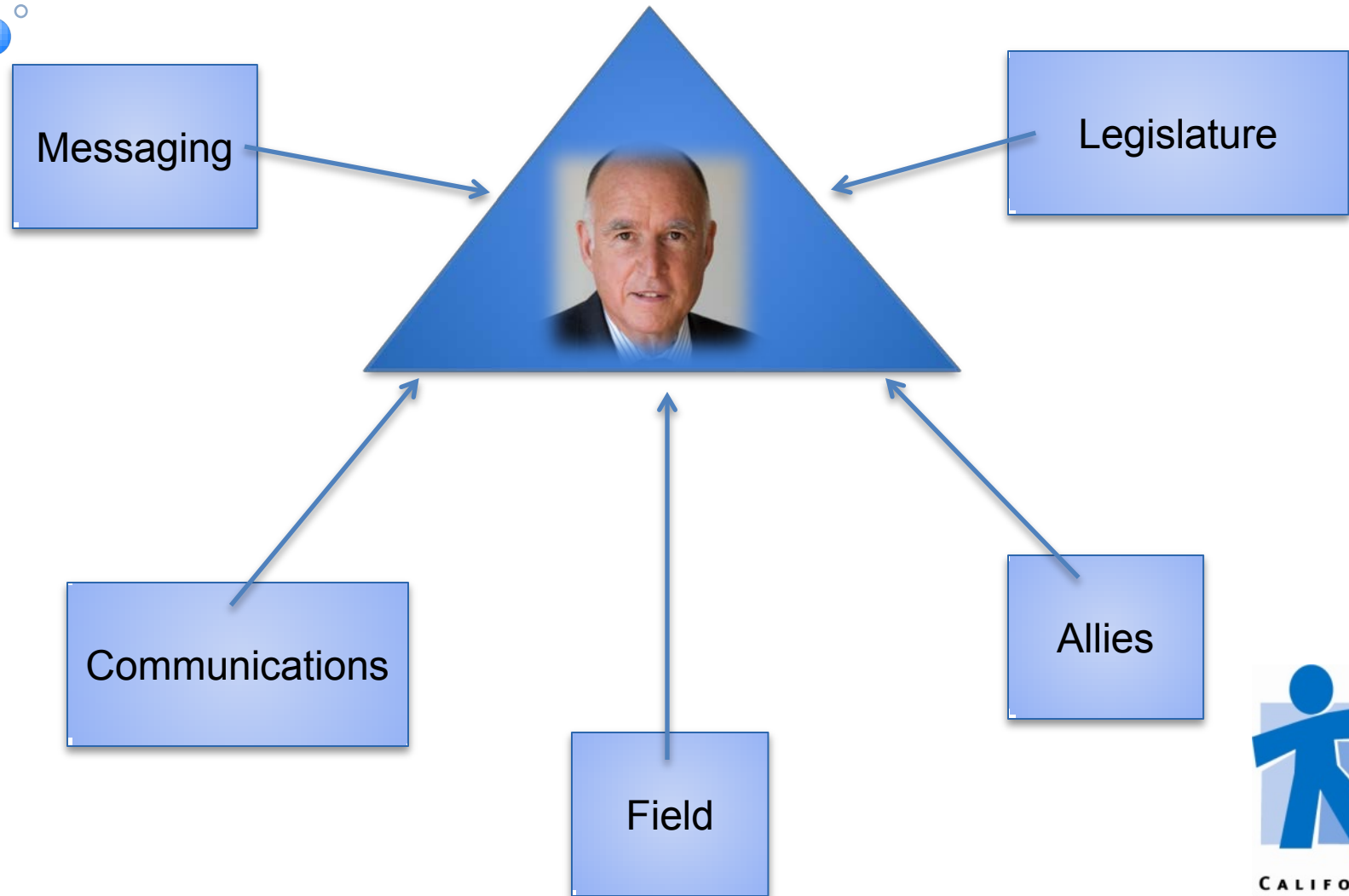
Leyva Bill Would Save California's After School Programs

SB 78 Would Keep 67,000 Children in After School Programs

Save
Afterschool

Increase the
ASES
Rate!

Audience of One



Why Advocate?

- Legislators and their staffers need **education** to form their positions.
- Legislators are interested in the opinions of their **constituents** – you!
- There are **many different activities** that you can do to make an impact!
- Nonprofit 501(c)3 organizations and government funded grantees are **legally allowed** to advocate and educate.

Why Advocate?

- When it comes to policies and decisions impacting our programs, **we can help legislators and their staffers make informed decisions with our on-the-ground experience.**
- Voters have consistently **supported** afterschool programs.

What is Advocacy?

Types of Advocacy

- Site Visits
- In-district or Capitol Legislative Visits
- Rally – Lights on Afterschool
- CA Afterschool Challenge (Lobby days)
- Phone banking
- Action alerts
- Social Media
- Media advocacy
- Involvement in coalitions
- Local/regional community events



CONNECT. CONVENE. INSPIRE.

Non-Lobbying Engagement

- Educational meetings/discussions on broad social issues
- Regulations and regulatory bodies
- School, zoning and health board policies
- Enforcement of existing laws
- Allocation of existing budgets
- Supporting grants and funding



Top 5 Things You Can Do

1. **Contact your state (and federal) legislators**
 - Visit your legislators in their local in-district office
 - Send a letter to your legislators
 - Telephone
 - Inform your youth and families on how to contact legislators, send letters, etc.
2. **Tell your legislators and the Save After School Campaign your story** about challenges your programs are facing, and expect to face in the near future, due to inadequate funding
3. **Invite your state (and federal) legislators to a site visit** to a local program
4. **Attend the California Afterschool and Summer Challenge** on May 15-16, 2017
5. **Enlist local officials to support after school**

Telling Your Story

Developing Your Personal Story Handout

- Using this story structure, we're able to deliver a strong, concise message that demonstrates **the importance of our work** and **how legislators can support us**



Telling Your Story

Part One: **Who are you**

- Identify yourself, your community, and your program and budget

Part Two: **The Problem**

- Identify a problem and the impact on you, your program, your community

Part Three: **The Ask**

- What can the legislature do to support your solution to this problem and what can change if they support your program?

Meet with a Legislator: *Role Play!*

Leg Visit Team Roles:

- Facilitator
- Note taker
- Testimonial speaker(s)
- The “Ask” presenter(s)
- Legislator

Legislative Visit Process

Thank you and
introductions



Personal testimony/story



The “ask”



Wrap-up

Preparing for Your Legislative Visit handout highlights

- Prepare information about your program to leave with your legislator
- Research your legislator
- Give everyone a chance to say something
- Be an active listener
- Be polite
- Time management is essential
- What about youth and families?

Tools and Resources

- **SaveAfterschool.com**
- **California Afterschool Network**
 - Afterschools program database
 - State of the State of Expanded Learning
- **CalSAC**
 - Advocacy Toolkit
- **Learnfoundationlaw.org**
- **Alliance for Justice – Boulderadvocacy.org**

ACTION! Planning

- Create an Action Plan and use the Top 5 Things You Can Do list
- What other public, agency, or community events are happening?
- How will youth be involved?



Reflection



Get Involved with CalSAC:

- **Join a Chapter** in your area!
- **Attend CalSAC's Afterschool Challenge** on May15 – 16, 2017 @ the State Capitol
- **Apply to be a CalSAC Trainer!**
- **Join us online:**  @calsac  facebook.com/myCalSAC

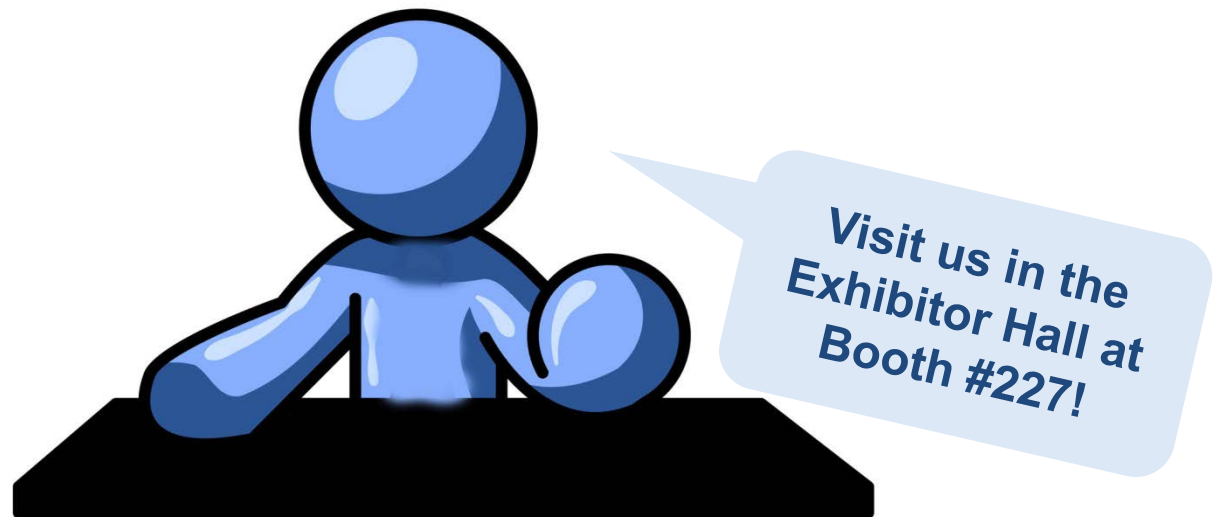
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Thank You and Evaluations

Please take a few minutes to complete the evaluation for this module. Your feedback is greatly appreciated.



What is a message wheel?

A message wheel is a simple visual format to help organize messages that are critical to your issue. Your central message—the one thing you always want to share—is in the middle of the wheel. Supporting messages that help describe challenges and position your issue as a solution are placed around the wheel like spokes. Each supporting message is followed by brief statements that provide more detail and connect the supporting statement to your central message.

How do I use a message wheel?

Having your most important message points in one place will help you prepare for any opportunity to communicate about your issue, whether you are in a meeting with a policymaker, writing a letter to the editor or Op-Ed, speaking to a neighborhood group, answering questions about your cause, or being interviewed by a reporter. Below are a few tips to help you stay on message in these, and other, scenarios.

For writing projects and presentations

Working from a message wheel will help you stay focused when you are writing a letter to the editor or preparing a presentation. You want to make sure you use the central message and include the supporting messages that will resonate with your audience—the statements and takeaways they'll be interested in and mostly likely to remember! You should use the central message every time you communicate, but you don't have to use every supporting point every time.

For meetings, interviews, and speaking engagements

When you are responding to questions—during an interview or meeting or after a presentation—bringing the discussion back to your central message can become tricky. The message wheel is designed to help you prepare for these situations because it provides a simple visual of the connections between supporting statements and your central message. Your response should explain a link between the question and one of the statements in the message wheel. This will create an opportunity for you to direct the conversation back to your central message.

Tips for delivering an effective message about afterschool

► Know your audience:

In 2017 and beyond it will be increasingly important for key lawmakers, business allies, and other influencers to understand the critical role afterschool plays in improving our economy, readying our workforce, and helping our children realize their full potential. Use language that will appeal to readers and listeners—and move them to act.

► **Flip the subject:** When talking about benefits or outcomes, consider leading with the students, families or businesses instead of afterschool programs. Say “Parents have greater job security thanks to...” rather than “Afterschool programs support parents...”

► **Make it personal:** As you review the message wheel, think about examples of people and organizations who benefit from afterschool. Use their voices and stories (my kids, my family, our school, our town, my job) in your messages and include state-specific data when you can. Be sure the details you share connect back to your central message!

► **Prepare and practice:** Before an interview or meeting, think about arguments that those who disagree with your position might raise and plan a response that can bring you back to your central message—then practice your response.

A prosperous economy depends on youth developing the skills that afterschool fosters.

- ▶ Businesses want to hire responsible problem solvers and team players with tenacity and integrity. They need employees with strong personal and technical skills.
- ▶ STEM jobs are driving global economic growth—7 million students are exploring STEM in afterschool.²
- ▶ Students in afterschool programs learn by doing, strengthen their social skills and prepare for the jobs of tomorrow.

Students achieve more with afterschool.

- ▶ When students participate in afterschool, they attend school more often, do better in school and are more likely to graduate.³
- ▶ Afterschool helps students behave better in class, be more engaged during the school day and complete their homework assignments.⁴
- ▶ Regular participation in afterschool programs improves students' reading and math achievement scores and grades.⁵

Afterschool works to keep kids safe, boost student success and help parents keep their jobs.

- ▶ Afterschool equips children and teens with the skills they need to succeed in school and life.
- ▶ By increasing kids' earning potential, improving academic achievement and reducing juvenile crime and delinquency, afterschool saves up to \$9 for every \$1 invested.¹
- ▶ Afterschool programs are locally driven solutions that are shaped by the needs of the students, families and communities they serve.

Communities thrive when parents have afterschool choices.

- ▶ Afterschool gives working parents peace of mind: 4 in 5 say afterschool helps them keep their jobs.⁶
- ▶ Juvenile crime peaks after school.⁷ More than 11 million youth are alone and unsupervised from 3-6 p.m.⁶
- ▶ Kids stay on track, learn to avoid risky behaviors and engage with positive role models in afterschool programs.⁶

The demand for afterschool programs far exceeds the supply, and this affects all of us.

- ▶ For every child in an afterschool program, two are waiting to get in.⁶
- ▶ Four in five parents, across every demographic, support public funding for afterschool.⁶
- ▶ By breaking down the barriers to afterschool, we will help families get ahead, help businesses hire the local workforce they need to thrive, and help students develop into productive, successful members of society.

Sources

¹ Brown, W. O., Frates, S. B., Rudge, I. S., Tradewell, R. L. (2002).

² Afterschool Alliance. (2015)

³ American Institutes for Research. (2013)

⁴ Durlak, J.A., Weissberg, R.P. & Pachan, M. (2010). "A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." American Journal of Community Psychology, 45: 294-309.

⁵ Vandell, D. L., Reisner, E. R. & Pierce, K. M. (2007)

⁶ Afterschool Alliance. (2014)

⁷ Shanklin, S.L., Brener, N., McManus, T., Kinchen, S. & Kann, L. (2007)

Protect California's Quality After-School Programs

Budget Increase Needed



www.CA3Advocacy.org

Background – California's After-School Programs Benefit 400,000+ Students at 4,000 Schools Daily

California's After School Education and Safety (ASES) program supports over 4,000 elementary and middle schools offering after-school and summer programs to more than 400,000 students daily. These programs operate at the highest poverty schools—those with an average of over 80% of students participating in the free and reduced-price meals program.

After-school programs are essential to closing the achievement and opportunity gap. They provide underserved students with meaningful academic and enrichment activities, keep kids safely off the streets during the prime time for crime by and against children, and offer essential child care for working parents. They also provide a crucial infrastructure for STEM, summer learning, physical activity, and leveraging hundreds of millions of federal dollars for nutritious snacks and meals.

California-specific research has proven that these programs have a range of positive impacts including improved school attendance, English fluency, academic success, crime prevention, improved health and nutrition, and important social-emotional skill development. They are also cost-effective—with \$2 to \$9 dollars saved for every \$1 invested.

The Problem – Increasing Costs and Stagnant Funding Risk Shutting Down Programs and Leaving the Most Vulnerable Kids and Families Without Quality Services

While the costs, demands, and expectations of ASES programs have consistently increased, the funding has remained stagnant for a decade.

- The statutory ADA rate of \$7.50—which experts say is woefully inadequate to run a high-quality program—has not been raised since 2006.
- Over the same time period, the California Consumer Price Index has increased by 21%.
- The state increased the minimum wage by \$1 to \$9 on July 1, 2014, \$1 to \$10 on January 1, 2016,

\$0.50 to \$10.50 effective January 1, 2017, and another \$0.50 to \$11 by January 1, 2018, and state law now requires employers to offer 3 days of annual sick leave.

As costs significantly outpace funding, ASES programs have been stretched to their breaking point and find it increasingly difficult to deliver the same high-quality services. According to a recent survey of over 630 respondents representing more than 250 school districts:

- 74% of ASES funded programs had to reduce the number of enrichment activities offered, and 64% reported academic supports were negatively impacted;
- 64% reduced staff hours, 69% reduced professional development, and 86% found it more difficult to attract and retain high quality staff.
- 29% are very likely to close in the next two years without an increase in the daily rate.

Without additional funding, not only will program quality continue to suffer, but also:

- Approximately 67,000 students could lose access to after-school;
- Program hours could be reduced, making it harder for working families to get by;
- Eventually, programs risk being forced to close their doors altogether.

The result: more dropouts, higher crime, more of our most vulnerable students being left behind, and fewer jobs for individuals that minimum wage and paid leave laws are supposed to benefit.

The Solution

We request an augmentation of \$99.3 million in FY 2017-18 to the \$550 million ASES budget, which would raise the daily ASES funding formula from \$7.50 to \$9 per student—to offset the \$3 increase in the minimum wage. SB 78 (Leyva) proposes the same increase and would tie future increases in ASES to increases in the minimum wage.

Sources:

ASES targets low-income students

California Afterschool Network. (2015). State of the State of Expanded Learning in California 2104-15. Retrieved from http://www.afterschoolnetwork.org/sites/main/files/file-attachments/state_of_the_state_of_expanded_learning_in_ca_2014-14.pdf
Percentage is for schools with either state or federally-funded after-school programs at all grade levels.

Increased attendance and improved English fluency

Vile, J.D., Arcaira, E. & Reisner, E.R. (2009). *Progress toward high school graduation: Citizen Schools' youth outcomes in Boston*. Washington, D.C.: Policy Studies Associates, Inc. Retrieved from <http://citizenschools.wpengine.netdna-cdn.com/wp-content/uploads/2011/01/PSA-Citizen-Schools-Youth-Outcomes-in-Boston.pdf>; Pearson, L.M., Vile, J.D. & Reisner, E.R. (2008). *Establishing a foundation for progress toward high school graduation*. Washington, D.C.: Policy Studies Associates, Inc.; Newhouse, C. (2008). *Afterschool programs in the Central Valley benefit children and youth: Evaluation results from the 2006-2007 school year*. Clovis, CA: Central Valley Afterschool Foundation. Retrieved from http://centralvalleyafterschool.org.previewdns.com/pdf/CVAFFinalReport5-7-08_000.pdf

Academic success: Dropout prevention and improved test scores

Huang, D., Kim, K.S., Marshall, A., & Perez, P. (2005). *Keeping kids in school: An LA's BEST example*. Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. Retrieved from http://www.lasbest.org/imo/media/doc/Keeping_Kids_in_School.pdf; LA's BEST After School Enrichment Program. (2006). *Annual Report 2005-2006. Caught up in the act ... of success*. Retrieved from [http://www.lasbest.org/imo/media/doc/AR0506-web\[1\].pdf](http://www.lasbest.org/imo/media/doc/AR0506-web[1].pdf); Randy Barth, Founder and Chief Executive Officer, THINK Together, Santa Ana, CA. Personal communication on September 24, 2009; Jenel Prenovost, Director of Evaluation, THINK Together, Santa Ana, CA. Personal communication on December 7, 2009; University of California, Irvine. (2002). *Evaluation of California's After School Learning and Safe Neighborhoods Partnerships Program: 1999-2001*. Executive summary retrieved from <http://www.cde.ca.gov/ls/ba/as/execsummary.asp#fn1>

Crime prevention

Goldschmidt, P., & Huang, D. (2007). *The Long-Term Effects of After-School Programming on Educational Adjustment and Juvenile Crime: A Study of the LA's BEST After-School Program*. Los Angeles, CA: Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. Retrieved from http://www.lasbest.org/imo/media/doc/LASBEST_DOJ_Final%20Report.pdf; Damooei, J. (2008). *Economic impact of the Boys and Girls Clubs of Greater Oxnard and Port Hueneme on the community*. Retrieved on from http://www.positiveplace4kids.org/aboutus/Economic_Impact_Report_Final.pdf

Physical fitness

A World Fit for Kids! delivers proven results. (n.d.). Evaluation by Kaiser Group, Inc. Retrieved from http://www.worldfitforkids.org/images/pdfs/WFIT_Evaluation_Summary_2-PG_12-09.pdf; see also Mahoney, J. L., Lord, H., & Carryl, E. (2005). Afterschool program participation and the development of child obesity and peer acceptance. *Applied Developmental Science*, 9(4), 202-215. Retrieved from <http://www.informaworld.com/smpp/content~content=a783719379~db=all>

Cost-effectiveness

Brown, W.O., Frates, S.B., Rudge, I.S., Tradewell, R.L. (2002). *The Costs and Benefits of After School Programs: The Estimated Effects of the After School Education and Safety Program Act of 2002*. Claremont, CA: The Rose Institute of Claremont-McKenna College. Retrieved from http://middlechildhoodmatters.ca/wp-content/uploads/2012/10/claremontmckenna_CostsandBenefits.pdf; Goldschmidt, P., & Huang, D. (2007). *The Long-Term Effects of After-School Programming on Educational Adjustment and Juvenile Crime: A Study of the LA's BEST After-School Program*. Los Angeles, CA: Center for Research on Evaluation, Standards and Student Testing, University of California, Los Angeles. Retrieved from http://www.lasbest.org/imo/media/doc/LASBEST_DOJ_Final%20Report.pdf

Leveraging federal school meals funding

State of the State of Expanded Learning in California 2015-2016. Retrieved from http://www.afterschoolnetwork.org/sites/main/files/file-attachments/can_sots_expanded_learning_2015-16_web1_0.pdf

Cost of quality after-school programs

The Cost of Quality Out-of-School-Time Programs, by The Wallace Foundation. Retrieved from <http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/The-Cost-of-Quality-of-Out-of-School-Time-Programs.aspx>

Cost of living increase

Department of Finance. Calendar Year averages: from 1950. Retrieved from http://www.dof.ca.gov/HTML/FS_DATA/LatestEconData/FS_Price.htm

Survey of ASES programs

Partnership for Children & Youth (2016, ASES. ASES Survey Results – Year 2. Retrieved from <http://partnerforchildren.org/wp-content/uploads/2016/04/ASES-Daily-Rate-Survey-Memo-Year-2-Final.pdf>

Nearly 67,000 slots lost

If rate increased to \$9 without an increase in overall after-school funding, 66,882 students would lose access. Based on \$541.75 million in ASES grants.

Budget Increase for After-School — Why the State Should Act



www.CA3Advocacy.org

Protecting Quality After-School Programs Is a State Responsibility

- **The State of California, together with the voters who overwhelmingly approved Proposition 49 in 2002, made a long-term commitment to after-school programs: It needs to protect its \$5 billion decade-long investment and the vast infrastructure of over 4,000 after-school programs.** The State relies on these programs to deliver low-income students needed enrichment, physical activity, academic support, and STEM learning and to leverage hundreds of millions of federal dollars for healthy snacks and meals.
- **While funding for the After School Education and Safety (ASES) program has remained static for a decade, the State has increased funding for other protected State categorical education programs that were not eliminated to create the Local Control Funding Formula.** Since ASES rates were last raised, the State enacted increases in child care and preschool rates (22%-23%) to help sustain program quality, more than the increase sought for ASES. In 2015, the State increased funding for the Foster Youth Services program by 67%.
- **The Governor said in his 2016-17 budget proposal that “the state must shoulder higher wages in its programs” resulting from the minimum wage increase.** The State mandated the minimum wage increase and paid sick leave to meet important needs, and it has a responsibility to make the adjustments needed for after-school programs consistent with minimum wage adjustments made for other state-funded programs, such as child care and preschool. We should ensure that the same workers these policies seek to benefit do not lose work hours, benefits, and even jobs because the programs are not funded to meet the new mandates. After-school programs cannot simply pass along these costs to their overwhelmingly low-income customers.

The Local Control Funding Formula (LCFF) is Not the Solution

- **LCFF is not intended to maintain the status quo for underserved students and simply sustain existing programs like ASES.** In fact, it is questionable whether LCFF Supplemental & Concentration funds can be used to provide the same level of services in existing ASES programs because by law they must be used to “increase or improve” services for high-need students.
- **Few districts are investing LCFF dollars in ASES programs, and even those few investments don’t address increased personnel costs** resulting from increases in the minimum wage and cost of living. New investments are often focused on expanding access and services, which is a critical need, but is adding weight to an already strained infrastructure.
- **After-school programs generally find it difficult to compete for limited LCFF funds.** Districts are far more inclined to prioritize programs with district employees, including district-operated categorical programs eliminated under LCFF, than ASES programs that are typically operated by community-based organizations.
- **Relying on LCFF funds alone would result in unequal treatment of students.** Without uniform State action, many at-risk kids will be left with lower quality programs or no programs at all.
- **Consistent with LCFF equity goals, increasing State funding for existing ASES grants would target low-income students more effectively than directing funds generally to LCFF.** ASES serves almost exclusively schools with predominantly low-income populations, while LCFF, although it provides more funding for high-need than other students, still spreads funding across all schools and all students.

For additional information visit our webpage at www.saveafterschool.com or email us at info@ca3advocacy.org

WHY YOU SHOULD ADVOCATE!

-  **Legislators and their staff need information about afterschool and school-age child care issues to make educated decisions.**

You can help them make programs stronger and more accessible to all children and youth by educating legislators on the effects of policy on the programs you're involved in.

-  **Legislators are interested in the opinions of their constituents.**

Legislators will take you seriously because you are not only an advocate and someone with specific on-the-ground knowledge, but, just as importantly, a constituent. As a constituent, legislators count on you to give input on how tax dollars are spent.

-  **We can't afford NOT to have your legislator be informed on these important issues!**

Decisions by the legislature affect your programs. It's vital that you have a say in the process that determines funding, policy and regulations for your programs.

-  **Nonprofit 501 (c)(3) organizations and government fund grantees are legally allowed to advocate, and educate legislators or any elected official.**

As a nonprofit, 501 (c)(3) organization, you are legally allowed to advocate, educate and lobby your legislator or any elected official. Grantees may also engage in advocacy. Procedures for obtaining permission vary by school district.

For More Information:

Internal Revenue Service: <http://www.irs.gov/charities/charitable/article/0,,id=96099,00.html>

California Fair Political Practices Commission: <http://www.fppc.ca.gov/>

Center for Lobbying in the Public Interest: http://www.clpi.org/lobby_law.html

Direct lobbying is: 1. Legislator 2. Specific Legislation 3. Reflects a View 4. Direct communication with a legislator	Grassroots lobbying is: 1. Public communication 2. Specific legislation 3. Reflects a view on legislation 4. Contains a call to action
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-  **There are a lot of different advocacy activities that you can do to make an impact!**

Some of these include writing a letter or calling your legislative representative, meeting with them in your home district, organizing an event at their local office, and more!

COMMUNICATING WITH LEGISLATORS

1. Know your subject.

Elected officials have limited time, staff and many competing issues to deal with every day. You can fill their information gap and be their "expert." *And tell them how it will affect their district.*

2. Keep it short and sweet.

Be specific and stay focused on your experience and what you want from your representative.

3. Always tell the truth.

There is nothing more valuable than credibility. And there is nothing harder to overcome if you lose that asset. So, tell the truth. If you don't know something, say so. This will give you a reason to follow up after you have researched the answer.

4. Don't burn bridges.

When you feel passionate about something, it is easy to get emotional. Don't. Your adversaries today may be your allies tomorrow. Always leave a meeting on a positive note because you never know when you'll be back. Never condescend or accuse.

5. Know who is on your side.

Policymakers will want to know who supports your issue. They will also want to know who doesn't. Knowing the opposition's position will better prepare you to advocate your position.

6. Maintain relationships with your policymaker.

Even when you don't need something, always keep that relationship up. This will help you when you do need something because, at the very least, they will remember you.

7. Have a follow up plan.

One visit, letter or phone call will not be enough. Always follow up with another action and hold them accountable to what they told you. Find out what they did and thank them for any action they took. This will help you maintain that relationship, too.

8. Be confident in your position as a constituent.

Elected officials work for you. Be courteous and respectful, but don't be intimidated.

9. Ally with other organizations that share your concerns.

One big voice is harder to ignore than many little voices.

10. Commit to advocacy as a part of your profession.

Advocacy is a job that needs continuing attention and is essential to supporting strong afterschool and school-age child care programs.

BECOME AN ADVOCATE: *Top 5 things you can do!*

1. **Contact your state (and federal) legislators** to encourage them to support afterschool investments - www.saveafterschool.com/take-action/
 - Visit your legislators in their local in-district office (set meetings during recess or when legislators are in districts)
 - Send a letter to your legislators (email or print) – see template/talking points at www.saveafterschool.com
 - Telephone – learn how at www.saveafterschool.com
 - Inform your youth and families on how to contact legislators, send letters, etc.
2. **Tell your legislators and the Save After School Campaign your story** about challenges your programs are facing, and expect to face in the near future, due to inadequate funding
 - Explain what cuts you have or will have to make, chances you will have to shut down
 - Share Your Story at www.saveafterschool.com
3. **Invite your state (and federal) legislators to a site visit** to a local program (see guidance and promising practices in your packet)
 - In addition, invite your state/federal legislative and local officials to your Lights on Afterschool Celebrations (October 26, 2017)
4. **Attend the California Afterschool Challenge** (May 15-16, 2017)
 - Sign up here: www.calsac.org/get_involved/advocacy
5. **Enlist local officials to support after school**
 - Urge your local school board to approve a resolution supporting afterschool and summer learning
 - Urge your local city council to pass a resolution supporting afterschool and summer learning

DEVELOPING YOUR PERSONAL STORY



This tool is designed to help you effectively deliver your message and shape your one minute story. When writing your story, make sure to include the following components:

Provider Voice

Part One: Who Are You

Identify yourself (name, age, etc.):

Where do you live/work?

Which program you are involved with?

Share your ASES program budget:

Part Two: The Problem

Identify the problem:

How does this problem impact you and your community?

	Have had to reduce the number of children we serve
	Inability to meet demand of students on waiting lists
	More difficult to attract and recruit quality staff
	More difficult to retain quality staff
	Reduction in staff hours

	Reduction in professional development for staff
	Negatively impacted ability to provide quality academic supports
	Fewer enrichment opportunities offered
	Other:

When minimum wage hits \$15, what would your projected budget deficit be?

What would you have to cut to keep your doors open?

Part Three: The Ask

What can the Legislature do to help solve the problem?

What will change if they support your ask? (Your vision):

You can send this info to Jen Dietrich at the Partnership for Children & Youth at jdietrich@partnerforchildren.org to add your voice to the story bank.

DEVELOPING YOUR PERSONAL STORY



Part One: Who Are You

Identify yourself (name, age, etc.): _____

Where do you live/work? _____

Which program you are involved with, and what is your current ASES budget?

Part Two: The Problem

Identify the problem:

Part Three: The Ask

What can the Legislature do to help solve the problem?

What will change if they support your ask? (Your vision):

IN-DISTRICT LEGISLATIVE VISIT: *Sample Talking Points*

This is a guide for your legislative visits. You can add your talking points to the blank spaces. Refer to SaveAfterschool.com to weave data into your talking points. **Focus on sharing personal stories that highlight the issues and asks that best represent your experience.**

Identify a Facilitator and Note Taker. It does not have to be the same person for each visit. The Facilitator will give the Legislator or staff person the Leg Folder and reference the materials inside. The Note Taker will write down any questions and responses on the Legislative Visit Report Form.

Introduction	Who will be the Note takers?	Who will be the Facilitators?
We are here today with ____ professionals, families and youth who are constituents from your district to provide a community-level view of how afterschool and summer learning programs enrich the lives of children and youth.	Visit #1:	Visit #1:
<i>(Refer to district data sheets)</i> In your district , schools receive \$_____ in state ASES funding which supports [#]_____ afterschool programs that serve approximately [#]_____ students daily.	Visit #2:	Visit #2:
We're here today to raise awareness about afterschool programs, the current challenges we're facing in our programs and how you can help.	Visit #3:	Visit #3:
<i>Each person in your team should introduce themselves.</i>		

Identify the Testimonial Speakers for each visit. Testimonial speakers provide the personal stories behind the issues. These are ideally individuals that are directly impacted by the issues and can share their story with the legislator or staff. Your talking points will share a story that aligns with the issues/asks.

Testimonial (<i>Priority Issues and Stories to Highlight</i>)	Who will share testimonial?
Use the <i>Developing Your Personal Story</i> handout	Visit #1:
	Visit #2:
	Visit #3:

Identify who will make the Ask on your team. It does not have to be the same person for each visit. The Note Taker will track the response to the questions below.

The Ask	Who will make the ask?
We thank you for the opportunity to share about our programs and what you can do to protect program providers' ability to deliver effective afterschool programs to children and families with the highest needs and fewest resources.	Visit #1:
Will you support SB 78? ➤ SB 78 was introduced by Senator Leyva and will raise the daily ASES funding formula from \$7.50 to \$9.00 per student ➤ An additional \$99.3 million to the \$550 million ASES budget, raising the daily ASES funding formula from \$7.50 to \$9.00 per student – to offset the \$3 increase in the minimum wage ➤ This increase would begin in FY 2018-19 and each year after that funding would increase simultaneously with minimum wage increases so programs can stay solvent.	Visit #2:
	Visit #3:

*The Facilitator will close the meeting. The Note Taker will track any additional questions. **NOTE TO ALL:** If you are from the district invite the representative or staff person to visit your program site and leave a business card. Don't forget to get a business card from the office before you leave.*

Wrap-up

Thank you for meeting with our group today. We encourage you to visit a local program when you're in our district.

PREPARING FOR YOUR IN-DISTRICT LEGISLATIVE VISIT

Your legislators need to hear from your more than once a year! Follow the steps below to set-up a visit with your legislators at their home office.

Scheduling a legislative visit:

Legislators are usually in their local offices on Thursdays and Fridays only. Select a few dates and times that you and a team are available to meet for aprx. 30 minutes.

Fax a meeting request letter 2-3 weeks in advance of the proposed meeting date. The request should include an overview of your program, the reason for the visit, and the specific dates and times you would like to meet.

Within 3 days, follow-up with a phone call to confirm that the meeting request was received and to schedule a meeting.

Preparing for the visit:

Research your legislator by visiting www.leginfo.ca.gov.

- ✦ What party do they belong to?
- ✦ Which committees are they involved in? Are they involved in any caucuses?
- ✦ Which bills have they supported or opposed in the past?
- ✦ What issues are they passionate about?
- ✦ Did they or their children participate in an afterschool or school-age child care program?
- ✦ What are their hobbies or interests?

Determine your talking points & agenda for the visit.

- ✦ Include the successes and challenges that your program has experienced.
- ✦ Highlight data and facts about your program.
- ✦ Be sure to include personal stories that connect the data to the actual people impacted by your programs.
- ✦ Have a clear ask of your legislator.

Create a packet of information to leave with your legislator that provides an overview of your program. This could include copies of awards, news articles, letters from parents, and writings or projects done by children and/or youth at your site.

Legislative Visit Teams

- ✦ Each member of the team should have a role in the visit. Determine who will speak in each visit based on their personal stories. When possible, prioritize personal stories from team members who are constituents from the district.
- ✦ After every visit, each team should debrief the experience and reassign team roles to allow everyone an opportunity to speak during a meeting.

Team Roles

✦ Facilitator

The facilitator will be the point person in the meeting and will take the group through the agenda from beginning to end, starting with introductions. It is the job of the facilitator to ensure the meeting runs smoothly and efficiently by keeping time and by allowing everyone to speak. The facilitator should also ensure that the member and/or the staff do not dominate the meeting.

✦ Note Taker

One person should be in charge of taking good notes during the visits. It is important to write down any questions or commitments that the member or staff may share. The Note Taker should document the visit including what questions were asked, what kind of interest was expressed by the legislator, etc.

✦ Testimonial Speakers

Testimonial speakers provide the personal stories behind the issues. These individuals should be program staff, youth, or parents that are directly impacted by afterschool and school-age child care programs and should share their story with the legislator or staff. These stories bring a face and name to the issues that we are advocating for and personalize them for the member. Personal stories should connect to the issue points.

✦ The Ask

This person is responsible for recapping the issues and making “the ask.” It is their responsibility to provide any other information to support “the ask.”

Tips to Keep in Mind

- ✦ Use your Talking Points document to write down your story and plan your visits.
- ✦ Your experience with afterschool, summer and school-age child care programs is the best story to illustrate the points you would like to make.
- ✦ Highlight a fact, data point or issue point that relates to your personal experience.
- ✦ DO NOT try to cover all the points! When in doubt, opt to share a story about your experience instead of getting bogged down with statistics.
- ✦ Sometimes legislators or staff will ask why afterschool and school-age care should be more important than education, healthcare, etc. If this happens, you can acknowledge the importance of an array of issues to families and then go back to the talking points that you are there to share with the member or staff. Do not engage in a debate.

Legislative Visit Reminders

- ✦ Be polite and a good listener.
- ✦ Allow everyone in your group to say a few words.
- ✦ Be sure to stay on topic and to manage the time you are allotted properly.
- ✦ Many teams will meet with legislative staff. Don't be disappointed! Legislators rely on their staff to educate them on the issues and brief them on the meetings.
- ✦ If you don't know the answer to a tough question, offer to get back to the member. Contact CalSAC, CAN or the Partnership for Children and Youth if you need assistance following up to a specific question.

IN-DISTRICT LEGISLATIVE VISIT: *Sample request letter*



CALIFORNIA
SCHOOL-AGE
CONSORTIUM

April 6, 2017

RE: Meeting with afterschool professionals, families and youth

Dear SENATOR/ASSEMBLYMEMBER,

School-age child care, afterschool and summer learning programs play an essential and unique role in supporting student success. Programs across the state are struggling to keep their doors open with a decade of flat funding and President Trump's proposed elimination of federal funding.

Despite increases in the state minimum wage (47%) and cost of living (21%), the state has not increased the budget for After School Education and Safety (ASES) programs since 2006. As a result, ASES programs have been stretched to their breaking point. Most programs surveyed in 2016 have already had to serve less kids and families, reduce enrichment activities; academic supports, staff hours and/or training, and 29% are very likely to close their doors altogether within the next two years without increased state funding.

We would like to schedule a 15 minute visit with you to meet with a team of approximately 6 professionals, families, and youth from your area to discuss how students and their families are impacted in your district.

To confirm a visit, please complete the form below and email to EMAIL.

☐ 1:00 pm	Visit is on _____ (date) with: _____ Senator/Assemblymember (<i>preferred</i>) <i>OR</i> _____ Staff: _____ (<i>name</i>)
☐ 1:30pm	
☐ 2:00pm	
☐ 2:30pm	
☐ 3:00pm	
☐ 3:30pm	

We thank you in advance for finding time to meet with afterschool and school-age care professionals, families and youth.

If you would like additional information, please contact NAME at PHONE or EMAIL.

Respectfully,

NAME

My “Take Action” Action Plan: *Advocacy Planning Tool*

Name one action you will take in the next two weeks to activate others?

What challenges do you anticipate? What fears do you have?

What strengths will you apply?

Accountability Buddy

Commit to reconnecting in 2 weeks to check in on progress and to support each other.

Name:

Contact Info:



**Leveraging Communication Opportunities:
Linking proposed Federal 21st CCLC cuts and need for State ASES investment**

Background:

California Afterschool Advocacy Alliance (CA3) members and state and local expanded learning leaders need to leverage the momentum, outrage, and media attention about the elimination of the 21st CCLC, to shine a light on the dire need to increase the ASES daily rate. CA has as much to gain (\$99 million annually + future increases) and to lose (program closures, reduced slots and quality) through the CA Save Afterschool campaign as we do if the elimination of 21st CCLC was to be realized.

Timeline/Key dates:

- The ***state campaign timeline is more imminent and compressed*** (Now-June 15th) than the federal budget process. The federal budget process (May-October) is a longer stretch of time and may be even longer depending on negotiations between Congress and the Administration and other bigger political issues (tax reform/investigations/etc).
- ***Mark your calendars and take action*** – key events to amplify issue/messages:
 - April 5 – Afterschool Summit @ USC Schwarzenegger Institute
 - April 18-21 – [BOOST Conference](#)
 - April 19/25, May 11 – [ASES increase legislative and budget hearings](#) @ CA State Capitol
 - May 16 – [Afterschool and Summer Challenge](#), Advocacy day @ CA State Capitol

Talking Points:

- **Stand up to Trump by standing up for after school in California.** California citizens and elected officials must be unified in fighting the Trump Administration and his attack on our values – one of which is to support our young people, regardless of their economic status or their immigrant status – and ensure they have an equal opportunity to get a high quality education. Without question, this means standing up for our state and federal investments in after school programs.
- **Elimination of the 21st CCLC program is not the only threat to after school in CA;** a decade of flat state funding is putting access to learning opportunities for hundreds of thousands of kids at-risk. ASES programs have been pushed to their breaking point: Most programs have already had to serve fewer kids, and reduce enrichment activities, academic support, staff hours, and staff training, according to a [2016 survey](#). 29% of programs surveyed reported that they are very likely to have to close their doors in the next two years without an increase in state funding.
- **A threat to after school is a threat to working families and underserved communities.** California has invested over \$5 billion in the last 10 years to build our after school infrastructure, because we know these programs are essential to student success and community safety. To preserve what we've built and the commitment California has made to students and working families, California leaders must simultaneously protect our federal after school funding, AND invest additional state

dollars to ensure programs can remain open and continue to serve children and their families with critical educational supports, safe environments, and high quality care for working families.

- **California has the power and responsibility to protect our students.** The Legislature and the Governor have the power and responsibility to draw a line in the sand against the Trump Administration and stand up for underserved CA students and families. This means fighting to ensure access to the educational opportunities California students need and deserve, by adequately funding the ASES program, as well as protecting federal after school funding.
- **Double hit to after school - California has the most to lose if lawmakers don't take action to protect after school.** CA has been a leader in the nation in after school and invested in the necessary infrastructure to grow quality programs. California has successfully leveraged state and federal investments to build a system serving more than half a million students from low-income communities every single school day. The state and federal programs have been intentionally blended to maximize training, technical assistance and evaluation resources and maximize the number of children served at the local level. So the dual threat of dramatically under resourced state funded programs, together with the possible elimination of federally funded programs, could have exponential negative impacts on hundreds of thousands of children and their families.

Sample Tweets:

When Trump says no, CA says yes. CA legislators & @JerryBrownGov - pass #SB78 & fund after school.
#SaveAfterSchool

Hey @JerryBrownGov, don't Trump after school. CA programs need state increased support or they won't survive. #SaveAfterSchool

CA legislators: keep your promise to protect Californians. This includes after school, especially w/ threats to 21st CCLC. #SaveAfterSchool

CA is seen as a leader in after school, but the state needs to put their \$ where their mouth is & protect our programs. #SaveAfterSchool

CA needs to protect after school programs that kids & families rely on. Support #SB78 & don't let feds cut 21st CCLC! #SaveAfterSchool

CA needs to protect after school programs that kids & families rely on. Support #SB78 & don't let @POTUS cut 21st CCLC! #SaveAfterSchool

400K CA kids rely on ASES programs. While Trump threatens fed funds to after school, don't forget - CA needs to invest too! #SaveAfterSchool

Trump isn't the only one threatening CA after school - 29% of CA programs will CLOSE w/o ASES increase.
#SaveAfterSchool

CA legislators - resist cuts to critical programs for kids & families. Support ASES increase &
#SaveAfterSchool.