

# Planning a Community Campaign for additional funding

or

Everything you need to know  
in order to

# WIN

Janelle Cousino & Steve Fowler



# What we need to do?

- Have a clear goal that is widely agreed upon by the groups participating
- Know our organizational capacity and make sure we can implement our plan to reach our goal
- Have a clear message, and an ask that is easy to understand
- Outreach to a broad range of allies and involve them in the campaign
- Understand the policy makers and the policy that we are urging for support and research to back it up
- Have a campaign plan that engages grassroots and allies in effective activities that will allow us to reach our goals.

# What do we need to know

- Research is essential –
- Funding rules; history; who controls?
- What do decision-makers know about –
  - Effectiveness of Afterschool/before school/summer learning
  - Youth needs; youth voices
  - Priority community needs
  - Critical gaps
  - Ingredients to student success

# Continuum of Advocacy

\*sign a petition

\*sign up/click on a website

\*fill out a postcard

\*send an email or handwritten letter

\*make a phone call

\*attend a hearing or town hall

\*speak out at a hearing or town hall

\*write a letter to the editor

\*participate in a conference with a policy maker

\*meet with legislator/policy maker at their offices

\*invite a policy maker to your site

\*attend a lobby day

\*leaflet at a store or busy corner near policy maker

\*participate in a press conference or briefing

\*organize a well attended awareness event, lobby day or press conference

\*participate in picket line, honk-in, mass rally,

\*plan a campaign for funding with a series of events.

# Issues/Goals

An issue is a partial solution to a problem that has the potential of success.

- What is our Issue?
- What is our goal and can we explain it in 3 sentences or less?

# Organizational Capacity

- Board support
- Budget
- Staff with skills
- Volunteers and youth with skills
- Potential media relations
- Organizational partner relationships
- Develop remedies to fix what are not sufficient

# Ripples of Influence

## REGION/NATION

Federal Policy Makers: President/ Cabinet, U.S. Senators and Representatives

City-wide or Regional Organizations:  
Chamber of Commerce, Council of Churches,  
Education Groups, Unions, Groups concerned  
about working families

State Policy Makers: Governor,  
State School Superintendent,  
State Board of Education, State  
Legislature

## COMMUNITY

City Council

Community Paper

Cable/News Anchor

Mayor

Businesses that Cater to Families

School Board

Service Organizations

Education-Oriented Community Groups  
and Unions (teachers, classroom aides)

Community Associations

Businesses and Business  
Associations

Churches/Synagogues/Faith-Based Groups

Senior Clubs

Police Chief

## SCHOOL

School Superintendent

Teacher/Principals

Athletic Associations

Block Clubs

Parents

## PROGRAM

Youth

Parents

PTA

Staff

Community Partners

# Building community support

- Who are potential allies?
- How can they help?
- What influence do they bring?
- Think broadly
- Snap quiz

In your community who would you engage and why?

Make a list of potential allies and influential supporters.



# Tried and True and Unusual Friends

- Successful campaigns engage both kinds of allies
- How to attract unusual voices? ASK and give them a reason that from their point of view.
- How to engage? Plan events and activities that use their strengths and in which they feel comfortable
- Where to start? Follow the money

# Sources of Afterschool Funding

**Multi-purpose Funding**



**More Focused Funding**

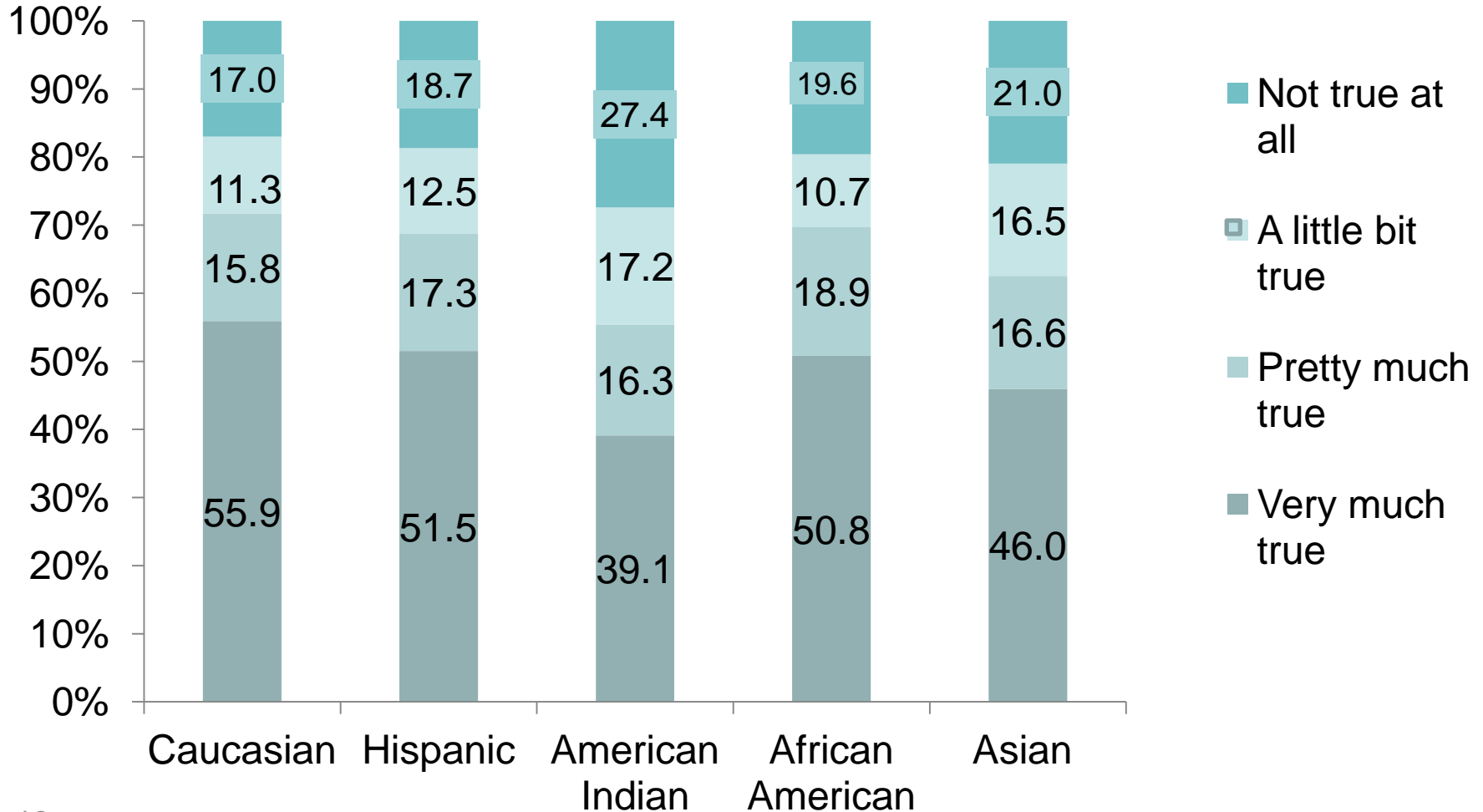


# Decision-makers

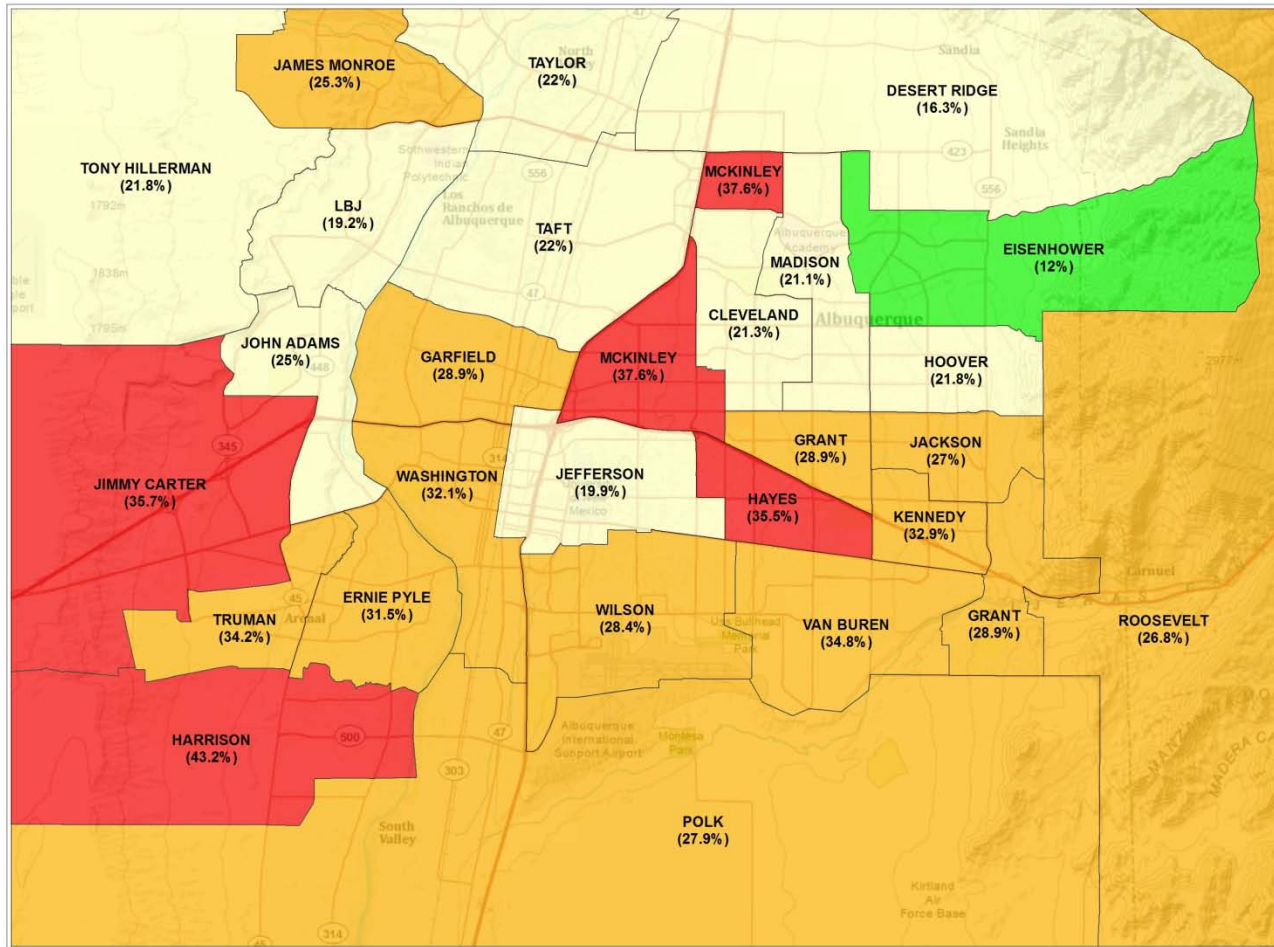
- Who are they; what do they do?
- What power do they have?
- What do they know about issue?
- Needs in their district or jurisdiction
- What do they need to make a decision?
- Are they elected? Appointed? Do you know their interests in their role?
- Do they know about youth needs and effectiveness of programs in the area?

**Participation in Out-of-School Activities,  
New Mexico Middle School Students, 2011**

**“Outside home and school, I am a part of group activities”**



# Percentage of Albuquerque Public Schools Middle School Students Not Involved in Group Activities Outside of School or Home



■ Less than 15%    
 ■ 15 - 25%    
 ■ 25 - 35%    
 ■ 35 - 45%

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities." The percentage reported here reflects respondents who answered "Not true at all."

# Campaign

- A **series** of activities that
  - Deliver an effective message
  - Brings visibility to your issue and your goals
  - Involves a broad group of stakeholders in support of your goals
  - Has educational and engaging opportunities to bring decision-makers to your position
  - Build on each other
  - Attract media and new support to your efforts

# Message

Our goal – can we say it so it resonates with the community at large and the policymakers?

Let's try



# Effective messengers

- Has credibility with the audience you are trying to involve or get their support
- Illustrates the facts with stories that they will remember
- Message map – Snap Quiz



People listen to people like them.

# What do Afterschool Programs offer....

- ...offer local government ?
- Supportive fact
- Supportive story
- Potential best messenger(s)
- ...offer \_\_\_\_\_?
- Supportive Fact
- Supportive Story
- Potential best messengers

Keep the choir singing the same song.



*Sharon Goodall*

# Visibility

- How will they know we're out there?
- List

# Effective Activities

- 1. Attract support
- 2. Deliver a message
- 3. Raise awareness
- 4. Get policymaker attention
- 5. Present the problem AND the solution
- 6. Include an element of fun and recognition

# Keeping up the Momentum

- Case study & discussion
- Tampa Florida story
- Small group exercise
- What would you do?

# Continuum of Advocacy

**Fill in what else you would do for our case study!**

\*sign a petition

\*make a phone call

\*write a letter to the editor

\*meet with legislator/policy maker at their offices

\*plan a campaign for funding with a series of events.





# New Support

- Ask
- Invite
- Leadership opportunity
- Speaking role; media role
- Mix of Important meaningful activities &
- Element of Fun and Excitement
- Celebrate the successes along the way
- Success breeds success!

# Timeline

- Be prepared with a series of events and activities that build on each other
- Example: Outreach activities lead to an area wide event with a city council representative **OR**
- Example: Petition leads to a postcard campaign to an onsite visit to the program by a policymaker or well positioned community leader. **OR**
- What else?

# Timeline exercise

June	July	August	September	October	November
Activity	Activity	Activity	Activity	Activity	Activity
Engage	Engage	Engage	Engage	Engage	Engage



**Planning a Strategy to Win**  
It's not just the right thing to do,  
it's the smart thing to do.

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## MAKING THE CASE TO EDUCATORS FOR EXPANDED LEARNING OPPORTUNITIES AND AFTERSCHOOL

Recent in-depth interviews with district superintendents and school principals revealed some important considerations in making the case for expanded learning and afterschool. The following points will help you achieve greater impact when engaging these essential education stakeholders.

- Never forget that educators feel under siege by budget and accountability demands. Start by acknowledging them for what they are already doing.
- Educators want to see research results. Frame the positive outcomes using the Attendance Behavior Coursework (ABC) framework. See the Durlak and Weissberg research one-page graphic [http://www.expandinglearning.org/docs/ExpandedLearning&Afterschool\\_Infographic.pdf](http://www.expandinglearning.org/docs/ExpandedLearning&Afterschool_Infographic.pdf)
- Talk about afterschool and summer as cost-effective education reform tools that can target the needs of specific populations, especially in low-income communities.
- Infuse STEM, summer, and hands-on learning into painting the afterschool content picture whenever possible because educators recognize their importance.
- Speak to the positive contribution of community partners including the resources they bring to support, enrich, and expand what happens in the school day. If you can cite dollar amounts and/or specific in-kind resources, all the better.
- Don't forget about safety. The educators interviewed often spoke of the importance of programs offering safe environments for children and youth. We also heard this in the Afterschool Alliance focus groups. Parents and voters use the word "safety" more broadly than "gangs" and "street violence." Parents include in "safety" the issues of bullying and predators.

## MAKING THE CASE TO EDUCATORS FOR EXPANDED LEARNING OPPORTUNITIES AND AFTERSCHOOL

### **Message advice from the field.**

Here are some talking points for educators from representatives of some successful programs.

- Afterschool programs can make life easier for superintendents, principals, and board members. Whether run through the district or in partnership with a third party provider, afterschool programs can help bring students up to proficiency, provide opportunity for activities not available during the regular school day, and keep students out of trouble.
- Afterschool provides solutions to the obstacles around academic achievement:
  - sports and physical activity to prevent obesity;
  - additional adult involvement to counter “dropping out”;
  - service learning to address disengagement;
  - career exploration to highlight ways out of poverty.
- Afterschool programs can and should be aligned to the K-12 school day and mastery of standards. The hours after school may not look and feel like the regular school day, but they can move students toward mastery of the standards.
- Afterschool programs are effective bridges to parents since many staff members are from the community.



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