

# Communicating OUT-OF-SCHOOL-TIME messages

1

## CONNECT

with your audience. What goals do you have in common?

2

## FRAME

what we do on behalf of young people, in a consistent way, to unify the voices of afterschool and community learning providers and stakeholders.

### OUR COMMON FRAME:

Young people need opportunities to learn and grow afterschool and in the community.

3

## DESCRIBE

the benefit young people get when they take part in your program. Stories create powerful examples.

4

## CLARIFY

the need. What is the problem? What do young people need?

5

## ASK

for action.  
What would you like your audience to do?



# EXAMPLES FOR COMMUNICATING OUT-OF-SCHOOL TIME MESSAGES

## 1 CONNECT

Always start by talking about a goal you have in common with this particular audience (this will change depending on your audience).

AUDIENCE	CONNECTION
Parents	Support their desire for safe and successful young people.
Policy Makers	Best use of taxpayer dollars.
	Cost effective approach.
	Sound investment.

## 2 FRAME

**FRAME WHAT WE DO** on behalf of young people, in a consistent way, to unify the voices of afterschool and community learning providers and stakeholders. **Our Common Frame:** *Young people need opportunities to learn and grow afterschool and in the community.*

## 3 DESCRIBE

**HIGHLIGHT THE DEVELOPMENTAL BENEFITS** to young people when they engage in afterschool and community learning opportunities and link these benefits back to your program. Stories create powerful examples.

AUDIENCE	ESTABLISH THE BENEFIT TO YOUNG PEOPLE...	... THEN LINK THE BENEFIT BACK TO YOUR PROGRAM
Parents	Develop decision making skills and practice responsibilities of leadership.	Through participation on a youth board.
	Increase their self esteem and confidence	Through involvement in debate club.
	Make healthy decisions about themselves and their community	Through participation in service learning programs.
Policy Makers	Become engaged citizens and community members	Through involvement with a community garden.
	Experience and practice different career or work opportunities	Through job preparedness programs.
	Practice real world skills, including team work and project management	Through leadership programs and youth boards.

## 4 CLARIFY

**ESTABLISH THE NEED.**  
What is the problem? What do young people need?

AUDIENCE	CLARIFYING THE NEED
Parents	Parents and adults in our communities have real influence over what experiences young people have. When we intentionally expose them to high-quality afterschool and community learning opportunities they can grow and develop into confident and contributing adults. We want parents to be intentional about these decisions.
Policy Makers	Between budget cuts and the hard economic times our families are experiencing, many of our young people don't have access to these kinds of opportunities.

## 5 ASK

**ASK FOR ACTION.** Be clear about what you want them to do and how they can contribute.

AUDIENCE	CLARIFYING THE NEED
Parents	We need parent and adults to intentionally choose high-quality afterschool and community learning experience to help their children and the children of our communities successfully transition into adulthood.
Policy Makers	We need policy and decision makers to support the Afterschool Community Learning Act to help ensure we are making informed decisions on behalf of our youth and that we are leveraging public, private and family resources to best meet the needs of our youth.
	We need policy and decision makers to think about how we can best leverage community resources to best meet the needs of young people.