

# A Handy Guide to Crafting Your Message

You can use your hand to help structure your Advocacy Day meeting and make sure you say all you need to say.

## The first finger—the thumb—is “Introduce yourself.”

Tell your legislator your name, where you live/serve, and that you are one of his/her constituents.

## The second finger—the index finger—is “What is my issue.”

“I’m here to talk with you about \_\_\_\_\_” or any other issue you’re here for. Outline the basic topic and describe the bill.

## The third finger—the middle finger—is “Why I care.”

This is where you share your personal story, and you can begin in many different ways. For example, “I care about this issue because . . .” or “This issue is important to me/the youth I serve because . . .”

## The fourth finger—the ring finger—is “Why the Legislator should care.”

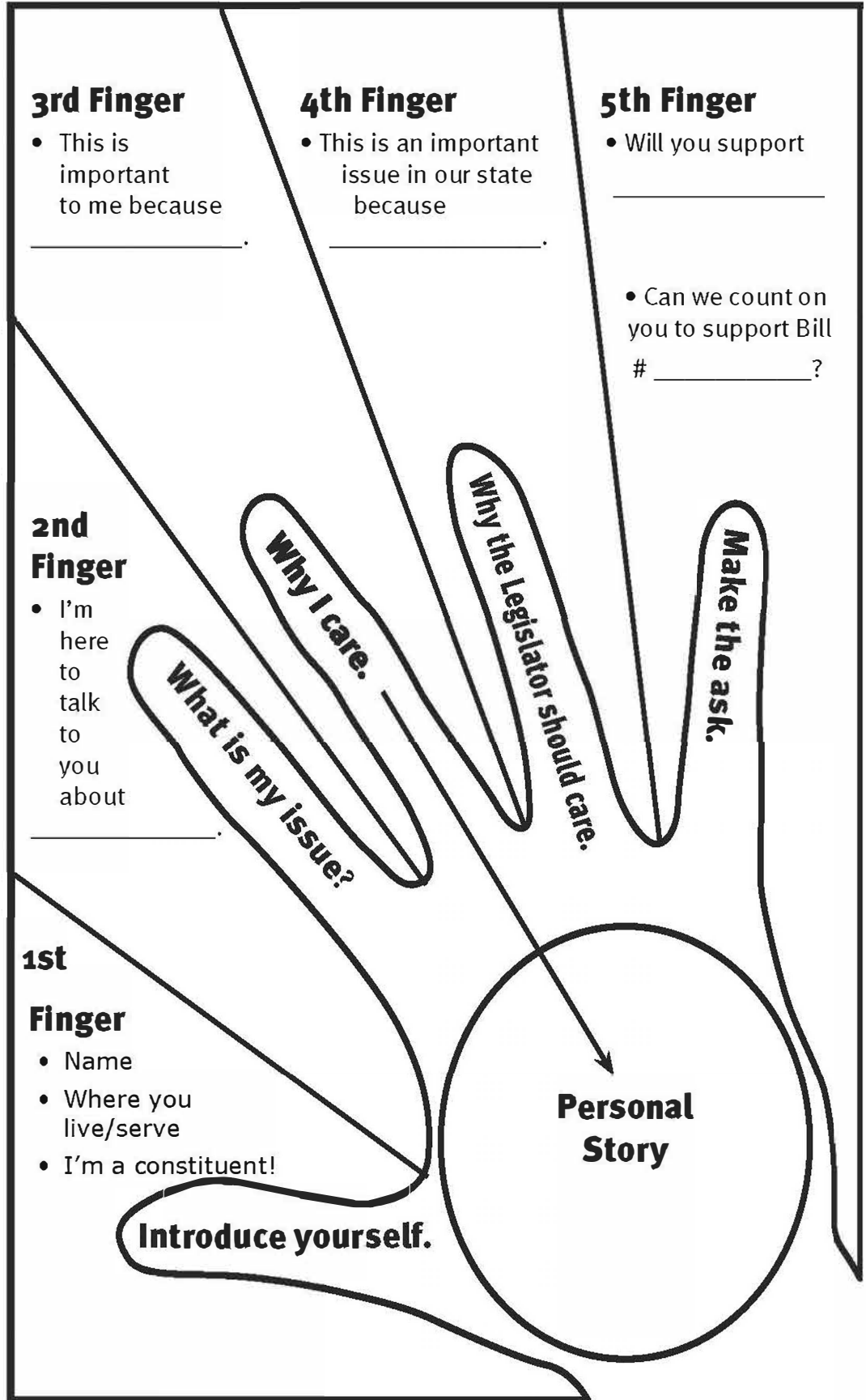
This is where you use the talking points and messages from our fact sheet. Some examples are, “This is important because \_\_\_\_\_” or “Did you know that \_\_\_\_\_” Just be sure that all the facts you use come from the fact sheet!

## The fifth finger—the pinky—is “Make the ask.”

This is the part where you ask for their support. You can say, “Will you commit to prioritizing policies that promote youth development experiences? \_\_\_\_\_?”

## Finally, the whole hand – is a handshake and “Thank you for your time.”

Be sure to express your appreciation for the legislator’s time and for considering the issues you’ve brought up today.



## Youth Development Advocacy Day – Talking Points

### I. Department of Children, Youth, and Families (DCYF) Adolescent Unit Infrastructure

- No staff to support prevention, promotion, and youth development
- Needed to make policy and funding linkages to other parts of the department
- Request: \$172,000 in state dollars (\$246,000 total with state and federal dollars)

### II. Expanded Learning Opportunities (afterschool and summer programs)

- Support access and quality improvement for kids to learn and grow after school and in the summer
- Funding for things like the Academic, Innovation, and Mentoring (AIM) Program, school-age childcare subsidy, and the ELO Quality Initiative are critical
- Ensure that policies and funding for education, career-connected learning, and supports for youth includes incentives and requirements to work with community-based organizations to maximize and leverage funding and resources

### III. Mentoring

- Restore, sustain, and grow state mentoring investment at OSPI and DCYF
- Support mentoring quality work to ensure positive youth outcomes
- Leverage the mentoring field for career connected learning

### IV. Wrap-Around Supports

- Integrated Student Supports and wrap-around services are critical to breaking down barriers to educational success – students have lives and experiences outside of the classroom that impact learning
- Resources management (ex. communities in schools), mental health, and social-emotional learning are critical investments that can and should be done with community-based partners
- Allow districts the flexibility to work with CBOs by lifting the cap in the Learning Assistance Program (LAP)
- Any resources for wrap-around supports should have partnership, accountability, and transparency mechanisms to ensure students that need these services the most are receiving them and public funding is leveraged to serve more children and youth