

## Information to Know and Relationships to Build for Sustainability

The chart below is designed to help you link key stakeholders (people you should get to know) with their access to funding sources and related information. Think creatively! Don't limit yourself to those you know. Reach to the furthest edges of your network to break into new territory for support. We have included blank boxes in the chart so that you may insert additional categories of afterschool stakeholders unique to your community.

We suggest a variety of people – program staff, board members, school administrators, parents – participate in completing this worksheet as a group, if possible, or at least collectively sharing the document and building on the information. It's important to remember that this exercise should not be used to judge your program or where you are in building community relationships. It's a guide to help you get to the next level. Using the outreach scale, rank your current level of outreach is with each person and use the Notes & Next Steps field to identify action items that members of your sustainability committee can take to deepen the relationship. Be sure to include the name of the person who is responsible for the action step and set dates for follow-up meetings or conference calls to check on progress. The first entry is an example to help you get started.

### Outreach Key

- 0 = Do not know this person; have not contacted
- 1 = Know who this person is, but have not contacted
- 2 = Have contacted this person, but have not made any specific ask
- 3 = Am currently working with this person to support the afterschool program

Contact Name	Information and Funding Resources	Outreach Level	Notes & Next Steps
Alderman John Smith	Member of budget committee; possible city funds; close relationship with Mayor and U.S. Senator	0    1    2 <b>3</b>	After successful site visit, Alderman Smith said he would contact the mayor about ways to expand afterschool programs in the city. <b>Jane Doe</b> is working with the Alderman's office to set a meeting with the mayor's staff.
School Principal	Annual Yearly Progress, Title I allocation, SES potential	0    1    2    3	
Title I Coordinator	Plans for addressing Title I populations, District Title I allocation	0    1    2    3	

School Superintendent	District Title I allocation, School Improvement Funds, School Innovative Programs (Title V)	0 1 2 3	
Police Chief or Sheriff	Youth intervention strategies, access to juvenile services funds, relationships with policymakers who control funding	0 1 2 3	
County Social Services Director	Child Care system regulations, TANF funds, Social Service funds, special funds for supporting families with special needs	0 1 2 3	
Parks & Recreation Director	Programs offered to children and youth during afterschool and summer, budget of department, timetable for grants, governance board or advisory structures, timing of developing the next year's plan	0 1 2 3	
Cooperative Extension Director	Programs offered, process by which they plan community programs	0 1 2 3	
United Way Program Director	Understanding the approval process for grants, budget and fundraising calendar	0 1 2 3	
Head Librarian or Literacy Program	Potential opportunities for collaboration, expansion of literacy efforts for students and parents, possible discretionary grants	0 1 2 3	

Economic or Workforce Development Director	Allocation of Community Development Block Grant funds, Workforce Investment Act youth funds	0	1	2	3	
Mayor / City Administrator	How city budget is drafted and approved, possible discretionary funds, competitive grants available to cities for special purposes	0	1	2	3	
Local Housing Authority	General HUD monies and special discretionary funds, Empowerment Zones and Enterprise Communities, facilities funds and loans, existing afterschool and community programs (computer lab, recreation)	0	1	2	3	
State 21 <sup>st</sup> CCLC Liaison	Funding allocations, award schedule, administrative requirements	0	1	2	3	
Afterschool Alliance Ambassador	New research on afterschool, federal activities related to afterschool, information on DC Challenge and <i>Lights On Afterschool</i>	0	1	2	3	
NAA State Affiliate and/or Statewide Afterschool Network contact	State-level research on afterschool, state activities related to afterschool, information on <i>Lights On Afterschool</i>	0	1	2	3	
Chief State School Officer	State programs and funding	0	1	2	3	

State Delegate or State Representative	Potential for state legislation on afterschool, attitudes of statehouse on issues, potential partnerships with other youth advocates	0 1 2 3	
State Senator	Potential for state legislation on afterschool, attitudes of statehouse on issues, potential partnerships with other youth advocates	0 1 2 3	
Governor	Attitude in state capitol, concerns of state citizens, opinions of other governors on afterschool, priority placed on afterschool	0 1 2 3	
U.S. House of Representatives	Attitude in Washington, DC about afterschool and education policy, updates on federal spending on afterschool, interest of representative in site visit, schedule of important events for afterschool in DC	0 1 2 3	
U.S. Senate	Attitude in Washington, DC about afterschool and education policy, updates on federal spending on afterschool, interest of representative in site visit, schedule of important events for afterschool in DC	0 1 2 3	
Director of Community Development	Access to money corporations set aside for programs in areas where headquarters are located.	0 1 2 3	

		0 1 2 3	
		0 1 2 3	
		0 1 2 3	
		0 1 2 3	
		0 1 2 3	