

Considerations for an Equitable Recovery for the Expanded Learning Workforce for State Level Policy, Funding, and Advocacy

The following questions should be considered when developing workforce related policy, or to examine the impact of workforce related policy:

- How am I/are we ensuring the policy stance is explicit about EXL being a solution to equity and social justice issues faced by our workforce, children, and families?
- How am I/are we ensuring state and local EXL policy do not exacerbate disparities faced by staff of color and low-income staff?
- How do I/we ensure that cost benefit analysis on the impact of ASES includes the workforce and the racial and economic makeup of employees?
- How is local and state policy/advocacy strategy addressing funding for living wages and benefits? Funding physical and emotional safety for staff? Funding for professional development?
- Does the blueprint for organizing staff, students, and families in support of ASES funding at state and local levels elevate an equity agenda?
- How am I/are we engaging legislative caucuses and social justice organizations that represent people of color and low-income communities engaged in the policy/advocacy strategy?
- How do I/we encourage and equip staff with the skills to engage and lead campaigns to influence local, state, and federal policy?
- How do I/we engage relevantly and directly to people of color and low-income staff?
- Are surveys in all languages provided to staff when gathering data?

To learn more about this tool, visit:

www.afterschoolnetwork.org/expanded-learning-workforce-and-covid-19-advisory-group