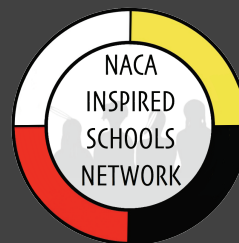




NISN FACILITIES PROGRAM

Defining the Basics for Leave Behinds



The contents of this Training Program were developed under a grant from the Department of Education's Charter Schools Program, CFDA # 84.282T, Award # U282T180018.

Image Credit: Native Blanket Fabric, Lena Valdez

A photograph showing a person's legs from the knees down, wearing bright red, knee-high boots with colorful floral embroidery. The person is standing on a stack of seven books. The books are stacked on a wooden floor in a library setting, with bookshelves filled with books visible in the background. The top book is 'COLUMBUS' by Martin Dugard. The second book is 'THE AMERICAN IDEA' by Robert Vaux. The third book is 'THE VOYAGE OF THE VIZCAINA' by Clemens Höges. The fourth book is 'COLUMBUS THE FOUR VOYAGES' by Lawrence Beerken. The fifth book is 'CONQUEST' by Hugh Thomas. The sixth book is 'CORTES' by Eric Foner. The seventh book is 'The Conquistadors' by Eric Foner. A dark grey rounded rectangle with the word 'BACKGROUND' in white capital letters is overlaid on the top right of the image.

BACKGROUND

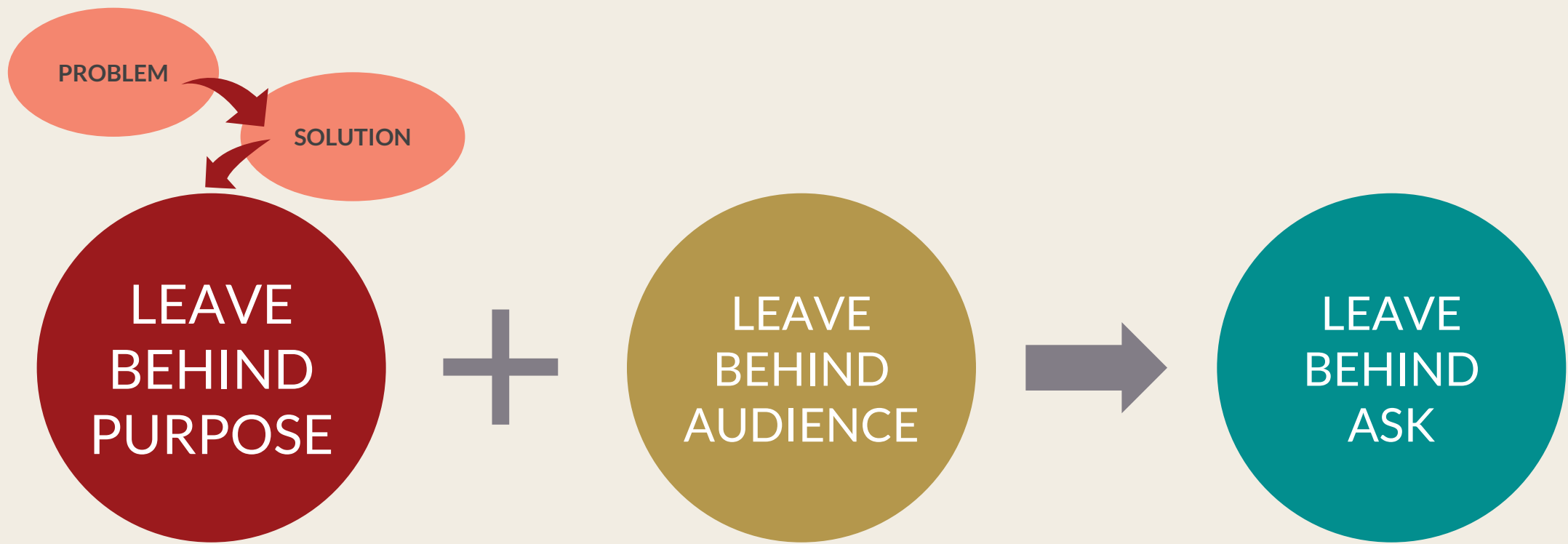
This slide set is part of a learning module for school leaders about developing project advocacy pieces (“leave behinds”). This is part two in the series. For access to other parts and referenced tools, visit the [Indigenous Resource Hub](#) and navigate to the Facilities topic area.

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CLARITY OF PURPOSE

Creating strong leave behinds starts with a clear path. This means focusing the advocacy piece on a specific need, tailoring it to a specific audience, and clearly communicating the result you wish to achieve.



Planning starts with understanding your ask, which means identifying a purpose and target audiences. The purpose is related to an identified need, like needing outdoor space for kids, and an identified solution, like adding a playground.

DEFINING AUDIENCE AND ASK

Even with a specific purpose in mind, like building a playground, there are likely different decision makers and actions you desire. For example, you may need to get permission from your Tribal Council to use land and build. You may seek playground construction and equipment capital funding from your state legislature. And you may want student, family, and community participation in playground planning.

LINKING PURPOSE AND AUDIENCE

If you have distinct needs like this, then it is good to have leave behinds that are adapted for each use. This is because you want different support from each group – we call this “the ask.”

Good leave behinds speak to their audience and clearly define their ask. The following diagram shows common types of school facility purposes, audiences, and asks.



Example Facilities Needs

- Site acquisition
- Build funds
- Transportation
- School funding legislation
- Covid needs
- Site infrastructure

Example Audiences

- Tribal government
- Local, county, state elected officials
- Agency staff
- Property owner
- Potential anchor partner

Example Actions

- Bill cosponsor
- Bond/mill levy
- Capital outlay request
- Policy vote
- Grant approval
- Site control
- Facility control
- Key partnership

With each leave-behind, clearly establish who your primary audience is and what you need them to do to support your purpose. Here we see two examples that could relate to new facility construction.



Example Facilities Needs

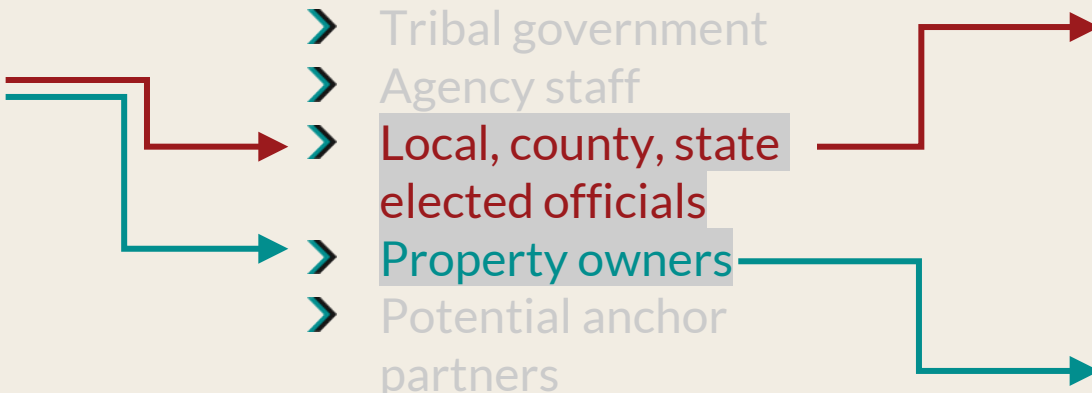
- > Site acquisition
- > Facility construction
- > Transportation
- > School funding legislation
- > Covid needs
- > Site infrastructure

Example Audiences

- > Tribal government
- > Agency staff
- > Local, county, state elected officials
- > Property owners
- > Potential anchor partners
- > The public (voters)

Example Actions

- > Capital outlay sponsor
- > Policy bill cosponsor
- > Bond/mill levy
- > Policy vote
- > Grant approval
- > Site control
- > Land/bldg. agreement
- > Facility control
- > Provide resources



Our example school is seeking support for new facility construction from two key audiences: government officials and property owners.



Example Facilities Needs

➤ Facility construction

Example Audiences

➤ Local, county, state elected officials

➤ Property owners

Example Actions

➤ Capital outlay sponsor

➤ Land/bldg. agreement

From property owners they are seeking land. Key information would include considerations typical for a land sale or long-term lease with new construction and property use for education. For officials, the school is pursuing capital outlay funds and is seeking legislators to sponsor funds. Key details could include projected project cost, building details, service area and enrollment, and a timeline.

EXAMPLE ASKS

A good “ask” is well defined and specific. Examples:

- Cosponsor a \$30,000 capital funding request to repair two school buses used for student pick-up/drop-off and access to shared sports facilities and sporting events.
- Sign a long-term lease for the 1524 Long Lane property as the future site for BEST Charter School.
- Add \$1,500,000 to the City’s next education GO Bond for cafeteria construction to serve the NOW'S campus and its 550 K-12 students.
- Lease OurGen Middle School five portable classrooms at \$1 per year for a term of five years.

DEFINING YOUR BASICS

Use the “Defining the Basics” worksheet to clarify your leave behind purpose, audience, and ask. If you have multiple audiences and asks, complete a worksheet for each.



NISN FACILITIES PROGRAM

Leave Behinds: Defining the Basics

Background: This worksheet is part of a learning module and set of tools for creating “one-pagers” or “leave behinds.” A leave behind is a single page document (printed on one or both sides) used to advocate for support of a project or action. For example, a school may speak with their state legislators about getting capital funds passed to fund construction of a gymnasium. If they met in person with the lawmaker or a staff member of their office, they would provide a leave behind document about the project. If they met virtually, a digital version would be suitable.

Instructions: This specific worksheet is to help school leaders with basic/initial planning of their leave behind. It can be completed by a single person, but it is often beneficial to include a small group.

What is the purpose of your leave behind?

*Why are you developing a leave behind? What is the specific facility project you are trying to accomplish?
Example: Secure funding for a walk-in refrigerator.*

Who is the intended audience for the leave behind?

*Who is/are the decisionmaker(s) needed to advance the project? These should be people who are able to help secure funding, bill passage, grants. You may distribute more widely but focus on priority leadership.
Examples: State legislators from our district, the Tribal Council, the PED facilities department.*

What is their call to action?

What specifically do you need them to do to advance your purpose? Examples: get funding through capital outlay, approve our site lease, pass a bill for increased funding to charters.

What is your ask statement?

*Take the action you defined and turn it into a brief ask statement with enough context to stand alone.
Example: Capital outlay funds for gym might become “Cosponsor a \$200,000 state capital outlay to fund construction of a new gym serving the 150 students of RISE Charter School.”*

About this Document

This was produced as part of the NISN Facilities Training Program, an effort funded by the U.S. Department of Education Charter Schools Program (Award #U282T180018). Awarded to the NACA Inspired Schools Network (NISN), the program supports expansion of opportunities for Native American and other underserved students to attend high-performing, innovative, and culturally responsive charter schools. Work includes technical assistance to schools in three states and documentation and dissemination of information, resources, and tools for facilities needs assessment, planning, and funding.