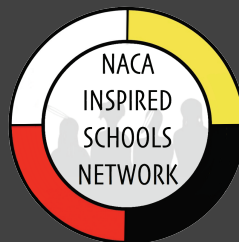




NISN FACILITIES PROGRAM

Leave Behind Design and Content Development



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 suede boots with colorful floral embroidery. The person is standing on a stack of seven books. The books are stacked vertically, with the top one being 'COLUMBUS | MARTIN DUGARD'. The other books visible are 'THE AMERICAN IDEA', 'THE VOYAGE OF THE VIZCAINA', 'COLUMBUS', 'CONQUEST HUGH THOMAS', 'CORTES', and 'The Conquistadors'. The background shows a library with bookshelves and a window.

BACKGROUND

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

DESIGNING AND REFINING LEAVE BEHINDS

After determining your leave behind's purpose, audience, and ask it is time to identifying what content should go in the piece and to visually design an attractive document.

PLANNING WRITTEN CONTENT

Use the “Content Development Worksheet” to plan out text including:

- The problem you are solving
- Your proposed solution or project
- Data to support your case
- Impact of the work
- Your call to action for readers
- Possible visuals to include



NISN FACILITIES PROGRAM

Leave Behinds: Content Development Worksheet

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 worksheet should be used after completing the Define the Basics Worksheet. In this activity you will refine your case, brainstorm contents for your leave behind, refine framing of the project for external audiences, and identify information gaps.

What is your ask statement from the Defining the Basics worksheet?

This is a call to action for a specific focus audience such as “Cosponsor a \$200,000 state capital outlay to fund construction of a new gym serving the 150 students at RISE Community School.”

What is the problem you are trying to solve?

This should be from the perspective of the community or population served, not from your internal operational perspective. Example: “There are no schools in our district that incorporate native language in curriculum, despite research showing Indigenous language instruction supports learning, culture, and student engagement.” Instead of “We need a new language teacher.”

Why does this problem matter?

What are some reasons why the intended audience (lawmaker or other leader) might care? Where do your interests intersect? Example: Pandemic relief and recovery needs, families in crisis are in isolation and unable to visit typical community sites, hunger is on the rise.

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.

GATHERING CONTENT

Once you have planned out your content, you will likely have to gather information. This could include getting or creating things like:

- A high-resolution logo
- High quality images (photos, site plans, architectural rendering)
- Data to frame your case

You will also want to decide whether your internal team will design the piece or if you want to engage a consultant or volunteer with graphic design skills. Design tools like Canva can help develop polished looking pieces through use of templates, palettes, and stock visual elements.

GENERAL CONTENT GUIDELINES

- The title should capture the message.
- Formatting is thoughtful and emphasizes key information.
- Can be skimmed to understand the purpose and ask.
- Can be fully read in under 2 minutes.
- Uses visuals (photos, graphs, charts).
- Avoids jargon and limits acronyms.

PROTECT SCHOOL MEALS!

Relax regulations so schools can prepare healthy meals that students will eat.

School nutrition professionals are serving healthy, well-balanced meals that help America's students succeed. But since new nutrition standards for school meals took effect in 2012, school cafeterias have struggled with rising costs, red tape and plate waste, threatening the long-term sustainability of school meal programs.



Strict new standards for competitive foods, which **ACCOUNT FOR 15.8%** of school meal program **revenues**, add to schools' **financial worries** for the 2014-15 school year³.

Relax regulations, so school nutrition professionals can plan menus that get kids excited about healthy choices. Learn how to protect school meals at www.schoolnutrition.org/PositionPaper.

¹ USDA NSLP Participation data
² SNA's 2013 Back to School Trends Report
³ USDA's School Lunch and Breakfast Cost Study-II, April 2008

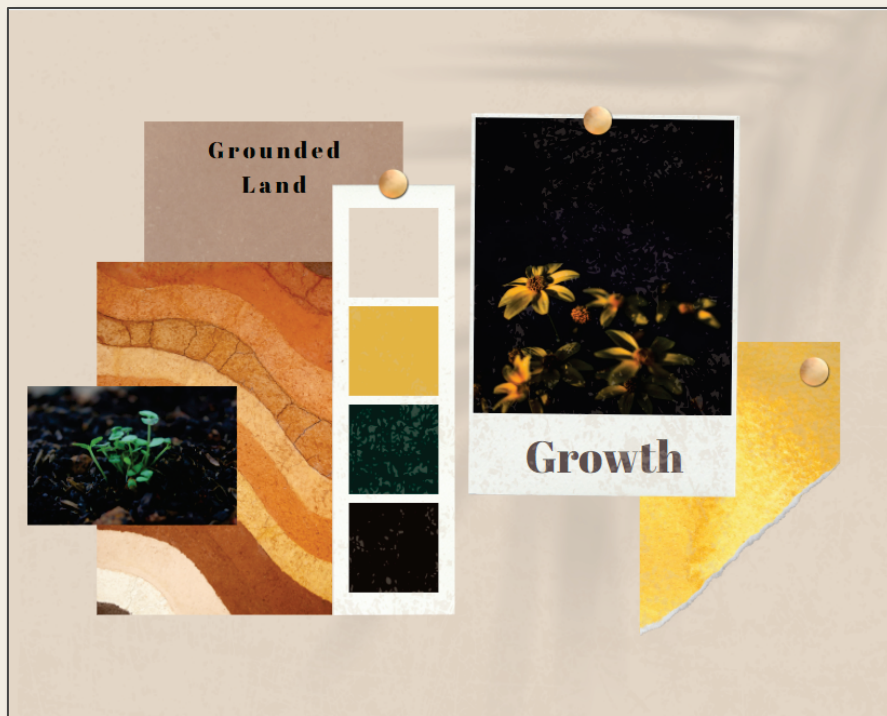


301-686-3100
Ask for the Child Nutrition
& Policy Center

CREATE OR FIND A MOOD

In developing a leave behind it can be helpful to think about the mood or energy you want to convey and to create a document with colors, ideas, and images evoking that mood.

Mood created with Canva templates



Street Food Institute

SIZZLE

Excitement – fast, intense world
Lively, energy

Importance – the power of food to connect and support people and communities.

Urgency – the importance during and impact of Covid
\$ -> \$\$\$ (power of social entrepreneurship)
SFI – much, much more than a good meal – learn all we do

Success – launching businesses, even during covid, and helping entrepreneurs SUCCEED.
Tough business but SFI is there to help people with a dream build a business. Covid or no covid – SFI and food businesses are **ROCKING IT OUT.**

Mood Created Using a Group Google Drawing document

COMMON SEQUENCE OF INFORMATION

1. Grabbing or summative title
2. A brief background (intro on the school or organization)
3. Short description of the need or problem of focus
4. The proposed solution or project overview
5. Anticipated results (benefits, impacts)
6. The ask or call to action
7. Who supports the project or the organization's key partners
8. Contact information

Contact Your Members of Congress

tell them to **include postal funding**
in the **next stimulus**

VISIT:

apwu.org/covidletters

Now is the time for urgent action to **save the United States Postal Service** from the devastating financial impact this crisis is having on its ability to operate and serve the American people.

Postal workers are essential workers who proudly step up everyday and serve the country by processing and delivering the mail, lifesaving medical supplies and prescriptions, critical information from the Centers for Disease Control and Prevention (CDC) and absentee ballots.

We are calling on Congress to add these provisions in the next stimulus bill:

- One-time funding of at least \$25 billion;
- Funding of the difference between postage revenue and actual operating costs;
- Compensate the USPS for paid sick leave;
- Hazard pay for USPS workers;
- No strings attached for money borrowed by the USPS.

We are asking for everyone's help to ensure that this pandemic does not destroy the U.S. Postal Service, a true national treasure and a vital part of America's response and eventual recovery from the COVID-19 pandemic.

Tell Congress: Support Our Public Postal Service

As Congress prepares further legislation to address the ongoing COVID-19 crisis, it is crucial to contact all our representatives and urge them to provide the financial support the Postal Service desperately needs.

To write a letter to your House Representative and Senators, go to:
apwu.org/covidletters. Share this with your friends, family, and co-workers!

APWU
American Postal Workers Union, AFL-CIO
www.apwu.org

Mark Dimondstein, President
Judy Beard, Legislative & Political Director

JB:mw:apeiu#2//aficio

U.S.
NOT FOR SALE
MAIL

POST AND DISTRIBUTE

MOCKING UP YOUR CONTENT

The Leave Behind Mock-Up Worksheet can help you rough out your piece. Printing out and using a frame like this-where space is limited and organized-can help:

- Pare down content to the most important
- Guide information flow to touch on key areas in a logical sequence
- Ensure you balance chunks of text with other ways of presenting information

Grabbing Title

Summary Sentence

Issue Background

Project Elements

-
-
-

Investment Information

Benefits

-
-
-

The Ask Statement

Contact info, department/partner logos

DESIGN RESOURCES

Once you have a basic design, you will need to refine your document. Potential tools:

➤ Canva

- ▶ Newsletter and proposal templates
- ▶ Letter and flyer templates
- ▶ Infographic templates (resized)
- ▶ Mood Boards Photo Collage (blank or template)

➤ Word/PowerPoint templates

➤ Google Drawing workspace for collaboration

SCHOOLS, NOT JAILS
#FREEnyork #SchoolsNotJails

It's time to invest in education, not incarceration.

THE FACTS:
80 percent of incarcerated people have dropped out of high school.

In New York schools, there are more police than guidance counselors and social workers combined.

New York State spends \$69,355 on each incarcerated person per year on average.

Either we invest in our schools now, or pay the costs of incarceration later.

INVEST IN EQUITY
Parents and families want our children to have access to high quality academic opportunities, social and emotional supports, full access to arts, music, physical education, and after-school enrichment programs like sports and other extracurricular activities. For far too long students in Black, Brown and low income communities have been systemically underfunded and denied access to these opportunities. **It's time to end the record inequality in education funding in New York that perpetuates a widening opportunity gap.**

We need to equip our schools to meet the social, emotional, and mental health needs of students – guidance counselors, social workers, school psychologists, restorative justice coordinators, and school staff trained in trauma informed care. We need culturally responsive curricula along with anti-racism and anti-bias training.

New York State's students have a right to a quality education. **We demand that a real investment is made in our public schools.**

WE NEED TO INVEST IN:

- SAFE & SUPPORTIVE SCHOOLS
- CULTURALLY RESPONSIVE EDUCATION
- CAMPAIGN FOR FISCAL EQUITY

Education justice requires adequate and equitably distributed funding for our public schools. New York State has a funding formula that was created out of the demand for equity and adequacy. It is time that the state fully funds the Foundation Aid formula and fulfills the Campaign for Fiscal Equity court ruling.