



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.

What data do you need to make the case that the problem is important?

What data from your organization or third parties might help demonstrate the need? Examples: number of families needing support, increased food insecurity during the pandemic, survey data about families distrusting state agencies and trusting their child's school.

What will you do to solve the problem and what are the benefits if the project is funded?

As opposed to the Defining the Basics worksheet—where you likely defined the project or purpose on your own terms—think community-perspective here. Example benefits of a new gym: students will be able to participate in fitness and sports activities; youth physical activity and wellness; a safe space for out-of-school time programming for area youth; an indoor space ceremonial events; students will be able to participate in new team sports like volleyball and basketball.

What visual(s) might you include?

You will want a mix of text and visual elements. What are some possibilities for visual elements (e.g., school or student photo, a construction diagram or rendering, a timeline illustration, boxes to highlight quotations or data points).

What are ideas for a grabbing document title?

Effective leave behinds often encapsulate the ask or impact in a title statement. Examples: "Funding Phase 1 of the JPH School is Step 1 in Improving Indigenous Education," or "Senate Bill 423: Ensure Students in Charter Schools have Equal Access to Safe Schools."