

Sustaining a Reentry Education Continuum: Creating Talking Points

Sustainability requires a process for mobilizing and maintaining support from partners, funders, and local and state policymakers. This exercise is designed to help you translate your reentry education program into an inspiring vision and rationale for making education a critical component of the reentry process.¹ These talking points should enable you to make a brief presentation (approximately 5 minutes) about your program and its purpose, accomplishments, and future goals. Your talking points also should recognize impending challenges and possible solutions.


Instructions:


1. Identify the target audience for your talking points.
2. Answer the following brainstorming questions, keeping your target audience mind.
3. Synthesize your responses to develop your talking points.
4. Rehearse and refine your talking points in preparation for using them.

This tool is designed to support reentry education providers implementing the sustainability component of the Reentry Education Framework. For more information about each component of the Framework, see the Reentry Education Framework website (<http://lincs.ed.gov/reentryed>) or report (http://lincs.ed.gov/reentryed/files/tools_pdf/framework_report.pdf).

Brainstorming Questions

1. Briefly describe who you are. What would you most like listeners to remember about you?

2. Briefly describe the purpose of your reentry education program. What would you like listeners to understand about your program and how it connects to their work?  **Tip:** Use data to make the case.

3. Briefly describe your program's accomplishments. What would you like listeners to understand about why this program is critical to the reentry process and will have long-term payoff?  **Tip:** Use student success stories to demonstrate real-life benefits.

4. Briefly describe your immediate goals, which should be concrete, well-defined, and realistic, and include a time frame. What do you want listeners to do to help you achieve your goals and how can you help them achieve their goals?

¹ This exercise is adapted from the Harvard Business School Elevator Pitch Builder (Presidents and Fellows Harvard College 2007) and the Template for Creating Talking Points included in the Handbook for Sustaining Standards-Based Education in Adult Education (Pimentel 2013).