



Your voice is important, and a necessary part of conversations on resource equity. The following slides will help you leverage your story and your community's data to “make the case” for equitable school leadership and diversity. The slides are broken down into three sections:

- Issue & Impact
- Building Your Message
- Dismantling Opposition

The next two slides will provide further background information and data on school leadership and diversity, and its impact on students. Consider utilizing these national trends as important context as you begin to craft your own local message on the slides immediately following these two. This information may also be helpful to refer back to as you consider ways to dismantle opposition, as discussed later in the slide deck.

Access to **strong** and **diverse school leaders** and principals benefits all students, particularly students of color, who often thrive in classrooms and schools led by teachers and leaders who share their racial and cultural background.

Principals and school leaders set the tone for equitable and effective learning experiences.



Effective school and instructional leaders **support great learning** — highly effective principals can add two to seven months of learning in one school year.¹



Leaders set expectations. Highly effective principals **emphasize teacher collaboration**, address conditions that improve teacher effectiveness, and inform the attitudes that **profoundly impact school culture** — a key component in teacher retention, including for teachers of color.²

Principal and school leader diversity can **positively shape education experiences for students of color**.



A Black principal can **positively impact math achievement for Black students**, even when Black teachers are not present.³ Schools with a Black principal are more likely to have greater representation of Black students in advanced courses.⁴




Diverse, same-race principals are more likely to **recruit teachers of color** via more inclusive hiring practices, and **retain those teachers** by creating equity-oriented school environments that lead to higher job satisfaction and lower turnover.⁵

- Strong, diverse school leaders directly set the tone for a school’s entire learning environment.
- Strong leaders play a fundamental role in recruiting and supporting strong educators, driving rigorous instruction, creating school cultures that are inclusive and inviting, influencing teacher morale and collaboration, and working toward positive academic outcomes.
- School leaders of color, in particular, provide strong instructional leadership while creating an equity-oriented school environment and attracting and retaining more teachers of color, from which all students benefit — especially students of color. Importantly, when school leaders of color lead students of color, these positive effects are magnified.

The racial diversity of principals and school leaders is not representative of our student body, and individuals of color face significant barriers to advancement, including unclear hiring pathways and weak leadership pipelines.


The diversity of the principal workforce does not reflect the diversity of the student population.



Category	Percentage
Percentage of students of color in our nation's schools	54%
Percentage of principals of color in our nation's schools	22%

Students of color make up more than 50% of the K-12 public school student population, while principals of color comprise only 22% of the principal workforce.


Aspiring principals and school leaders of color often navigate unclear pathways into principalship or leadership positions.



1 in 2

district leaders said that there is no defined pathway to principalship, according to a survey of 100 district leaders.

Absent defined principal pathways, leaders of color are often left to meet unspoken expectations, seek leadership opportunities, and navigate the leadership pipeline on their own.⁵



Many leaders of color do not make it past the assistant principal role, which can often be a "career-killer." Many male assistant principals of color are often responsible for discipline, and miss out on professional experiences related to instructional choices and budgeting considerations.⁷

- The racial diversity of school leaders is not representative of our students, and there is not a strong school leadership pipeline for leaders of color.
- Moreover, this undermines the benefits that all students — and especially students of color — experience when they have access to strong leaders that reflect their racial and linguistic diversity.

Making the case for improving **School Leadership Quality & Diversity** hinges on effectively communicating their importance, urgency, and connection to your community.

3 Key Elements of Effective Messaging



Keep it simple.



Know your audience.



Make an emotional connection.

The following slides will help you build an effective message to increase leadership quality and diversity in your community. All effective messages have 3 key components. Adhering to these components is by no means easy given the complexity of resource equity work, but the more you can do so, the larger an impact your message is likely to have. These 3 components are: keeping it simple, knowing your audience, and making an emotional connection. The next slide will explain each in more detail.

3 Key Elements of Effective Messaging

<p>Know your audience.</p> <p>Who is your audience?</p> <ul style="list-style-type: none">• District leaders and policymakers?• School board members?• Other advocates?• Parents, students, families? <p>What publications do they read? What media do they consume?</p> <ul style="list-style-type: none">• Education Week?• Boston Herald?• Dallas Morning News?• TikTok? Twitter/X? <p>What does your audience care about?</p> <ul style="list-style-type: none">• Start with what they value.• Connect their values with your advocacy message.	<p>Make an emotional connection.</p> <p>Don't rely on statistics to make your point. "Show, don't tell" how this current issue (or your proposed policy solution) impacts students.</p> <ul style="list-style-type: none">• Create an emotional response — make it clear why we all need to care!• Use real stories about students to highlight the urgency of addressing inequities. <p>Tell your personal story.</p> <ul style="list-style-type: none">• Why do you care about this issue? Did you have a similar experience in school?• How does this impact you as a parent, advocate, or community member?• Ultimately, who are the people on the ground being affected, and how can you lift up their voices and stories to move people to act?	<p>Keep it simple.</p> <p>Your messages need to be short.</p> <ul style="list-style-type: none">• Describe your main advocacy point in 10 words or less.• Make your messages quotable and easy to remember.• Think of what you would say in a tweet. <p>Avoid jargon and education speak.</p>
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1. Knowing your Audience

- While it may be tempting to label “everyone” as your audience, the more personalized you can make your message, the more likely it will be to have an impact. Once you’ve identified your specific audience, consider their values or what they care deeply about, keeping in mind that this will likely differ from what you value most. Then, connect your message to your audiences’ values and priorities.
- Once you have your message, share it in places your audience frequents. Look for news outlets that cater to specific stakeholders, or public events your audience attends. Establishing trust is imperative for this strategy to be effective. Your audience will only listen to your message if they a) receive it and b) trust you as a reliable and accurate source of information.

2. Make an Emotional Connection

- People respond to emotion and passion, so use it in your messaging! The more personal and local you can make the issue, the more likely your audience will be to act. Stories are one of the most effective ways to do this. Often the most powerful stories come from the people most affected by the issue itself – in this case children and families. When asking these stakeholders to share their stories, make the process as easy as possible for them by offering training and removing barriers to participation like transportation and childcare. Offering multiple modes through which stakeholders can share their story, such as virtual or written options, is also helpful when feasible.

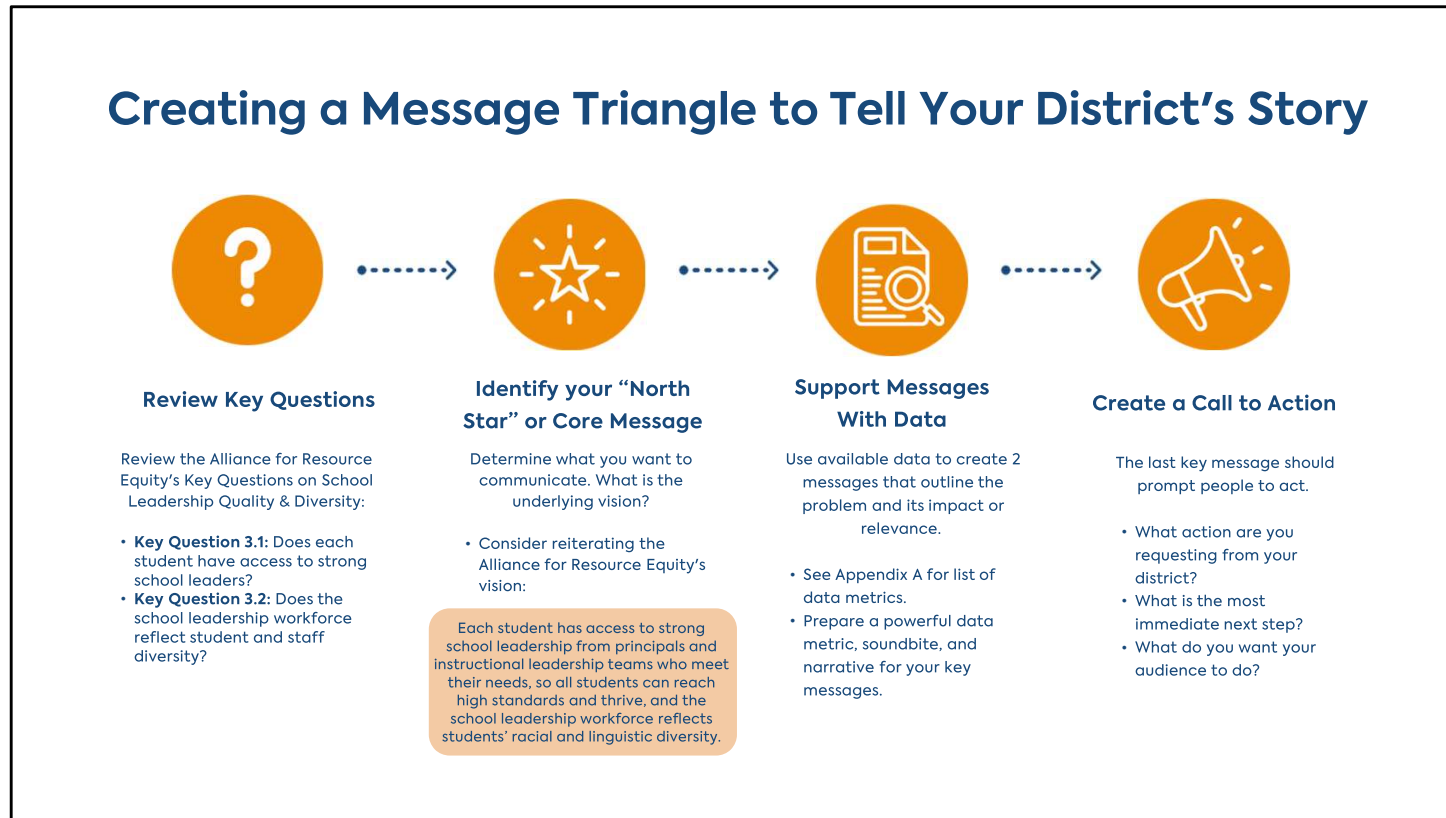
3. Keep It Simple

- Your audience can’t act on your message if they don’t understand what you’re asking of them. Your messaging should be simple, concise, and easy to understand. This means avoiding any language that requires advanced knowledge of the education field and being clear from the start about what you are asking your audience to do. It also means being consistent in your messaging over time and across coalitions to avoid confusing your targets.



The Message Triangle is one useful strategy for structuring your messaging. It distinguishes between two types of messages - "core" and "key" messages, which are outlined below. When building your Message Triangle, use asset framing to ensure you are placing the blame for inequity on systems and structures, instead of students or communities.

- **The Core Message:** The "Core Message" or "North Star" is your main point, goal, or value that you want to communicate to your audience. It drives all other messaging for your audience and is the message that, if nothing else, you want your audience to walk away remembering. If the message triangle is an essay, the core message serves as the essay's thesis.
- **The Key Messages:** There are three "Key Messages" in every Message Triangle, each of which intentionally build off one another to drive your audience to support and take action towards your main goal (or Core Message).
 - The first Key Message identifies and establishes the issue affecting your community that you want your audience to address. It breaks down the federal, state, and/or local inequity you have identified so that your audience, who will likely not be as well versed on the issue as you, has a full understanding of the topic you will go on to discuss.
 - The second Key Message showcases the impact of this issue, either broadly or on your specific community, and how addressing it will have a positive impact on students in your area. In doing so, the second Key Message demonstrates why your audience should care about the issue you have raised, and why they should act now to address it.
 - The third Key Message is your call to action, prompting your audience to act in service of your goal. It explains exactly what you want your audience to do about the issue you have brought to their attention.



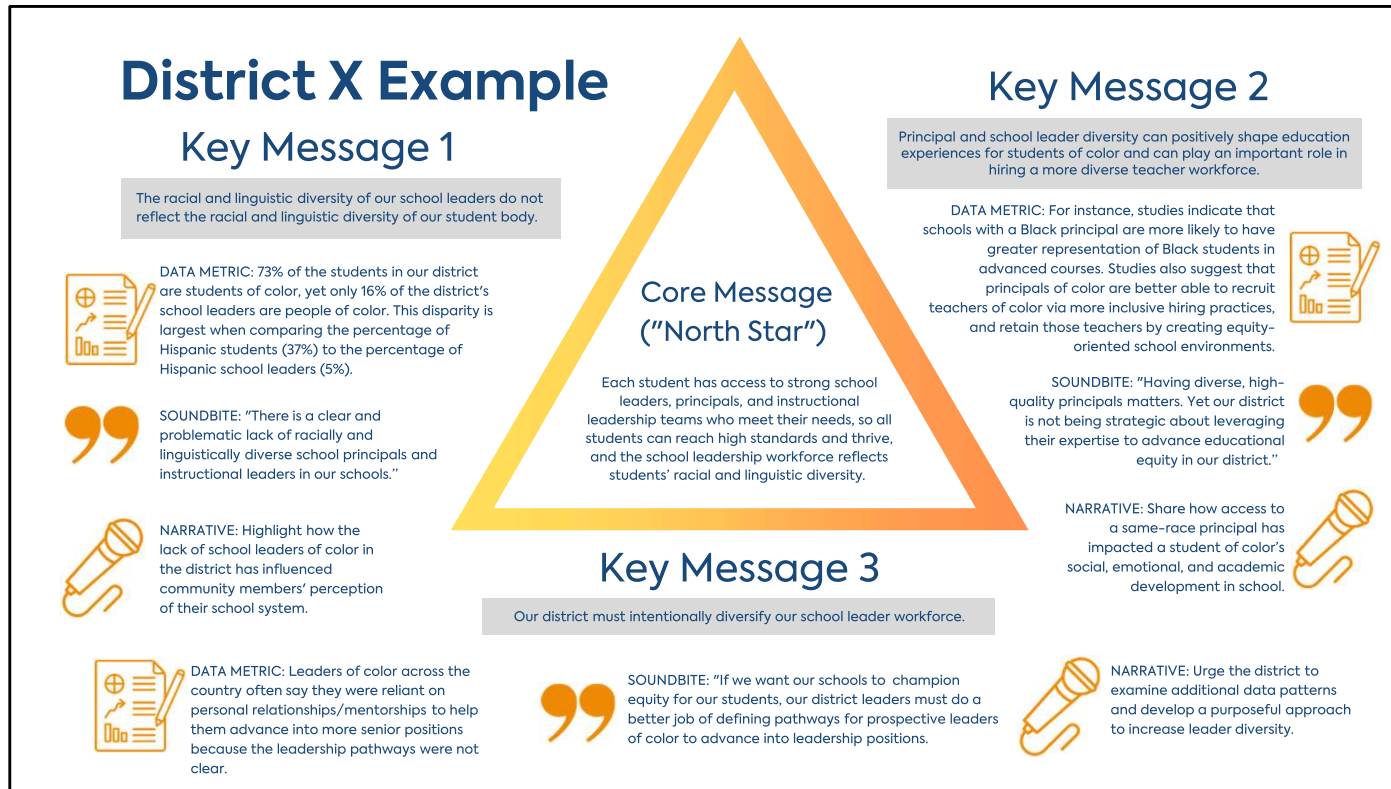
- Now that you know what a Message Triangle is, how do you create one? Start by reviewing the Alliance for Resource Equity's Key Questions on school leadership quality & diversity to ensure you have considered all the facets of this issue. You can also turn to the School Leadership Quality & Diversity Section of the Education Combination (pgs. 15-17) for more information. Then, develop a goal or vision for your work. This overarching vision will become your Core Message – a succinct but comprehensive description of what it is you are advocating for and why.
- You can then move on to developing your Key Messages. To do so, first look at available data, such as your state department of education's District Report Card, in order to develop a thorough understanding of school leadership quality & diversity in your community. Appendix A provides additional suggestions for data sources to explore. Then use your findings to craft your first two Key Messages, which define the scope and impact of the problem on your community. Build off these to create your third Key Message – your call to action – which tells your audience what to do in response to the problem you've identified. More information on drafting Key Messages can be found in the following slide.

Forming Key Messages 101

- 1** Start by analyzing metrics (Appendix A) to help answer the key question in the dimension.
For instance, comparing the % of school leaders of color and the % of students of color by individual race/ethnicity could help determine the answer to Key Question 3.2: "Does the school leadership workforce reflect student and staff diversity?"
- 2** Consider the available data points.
What story do they tell? How directly do they speak to the issue?
Let's suppose we learn that 16% of the district's school leaders are people of color, while 73% of students are students of color, and the disparity is largest among Hispanic students and leaders. We decide to use these data points to inform our key messages.
- 3** Solidify the message.
 - Key Message 1 identifies the issue: The racial and linguistic diversity of our school leaders do not reflect the racial and linguistic diversity of our students.
 - Key Message 2 explains why this matters: Principal and school leader diversity can positively shape education experiences for students of color and can play an important role in hiring a more diverse teacher workforce.
 - Key Message 3 advances a call to action: Our district must diversify our school leader workforce.
- 4** Prepare additional elements to use as needed for each of your key messages. For Key Message 1, this could look like:
 - An illustrative data metric: "Our district serves 73% students of color, while only 16% of school leaders identify as people of color. This discrepancy is especially pronounced when comparing the percentage of Hispanic students (37%) to the percentage of Hispanic school leaders (5%)."
 - A punchy soundbite to use for an interview: "There is a clear and problematic lack of racially and linguistically diverse school principals and instructional leaders in our schools."
 - A powerful narrative element: Highlight how the district's lack of school leaders of color has influenced community members' perception of their school system.

This slide provides an example for the 3rd step from the previous slide: Forming Key Messages. As a reminder, these 3 Key Messages will form each side of your Message Triangle in the end!

- Step 1: First, consult Appendix A in this deck for suggested metrics and data sources that could help inform your message triangle. (You can also utilize district-specific data or materials you may have access to, or if you previously completed the Resource Equity Diagnostic, you could refer back to those data sources.)
- Step 2: Let's imagine that the second metric listed in Appendix A (Key Question 3.2) reveals a significant finding: there's a big difference between the percentage of students of color in the district (73%) and the percentage of school leaders of color in the district (16%). Given this, you decide to use this data point to inform your Message Triangle, and later, you can reference it to help illustrate the issue.
- Step 3: It's now time for you to build your message! Now, you can go back and add more detail to each Key Message in the next step.
 - Key Message 1 states the issue: **"The racial and linguistic diversity of our school leaders do not reflect the racial and linguistic diversity of our students."**
 - Key Message 2 identifies why the issue presented in the first Key Message matters. It answers the question of why your audience should care about this issue: **"Principal and school leader diversity can positively shape education experiences for students of color and can play an important role in hiring a more diverse teacher workforce."**
 - Key Message 3 presents a call to action to mobilize your audience. It answers the question of what you want my audience to do about it: **"Our district must diversify our school leader workforce."**
- Step 4: Return to each Key Message to add some supporting information.
 - Preparing an illustrative data metric, a punchy soundbite (a very brief, catchy statement intended to capture interest of audience and ideal for a media quote) , and a powerful narrative element (personal story, anecdote of a child's experience, etc.) can help you be ready when the right opportunities arise to leverage them.
 - See FAQ's (Slide 13) for more information on what makes for a compelling soundbite and effective narrative element.
 - You'll use the data metric, soundbite, and narrative element in the ways that will be most powerful to the specific audience you're engaging with. For instance, you may be likely to use soundbites when engaging with the media, share a personal story when in conversation with other advocates, and a data metric with district leaders.
 - Make sure the data metrics you are preparing are easily understood and explained in a straightforward manner.



- This is an example of a completed Message Triangle on school leadership quality & diversity. Notice the presence of a data metric, soundbite, and narrative under each of the key messages presented here. As discussed above, these different methods of communicating can be useful for ensuring your message “lands” with different audiences. It is up to you to determine what method (or combination of methods) will work best for your audience. For example, if you were using the message triangle here to make the case for a more diverse teacher workforce to your school board, you might first present Key Message 1 as a data metric to describe the overall issue to the school board. You might then choose to present Key Message 2 as a narrative to exemplify how the lack of a diverse teacher workforce impacts the experiences of many students in the district, bringing the statistic shared in Key Message 1 into clearer focus with a tangible and personal story with Key Message 2. Finally, you might close with a soundbite for Key Message 3 to leave the school board with a clear call to action that sticks in their minds.
- It is important to note that, while the Message Triangle is a powerful tool for visualizing your goal and all the arguments you can make to get there, it is not prescriptive. We encourage you to view the Message Triangle as a jumping off point; used to further refine your own messaging and tailor it to the needs of your community and the values of your audience.

Message Triangle Checklist

Does your message triangle do ALL of the following?



Align with the shared values of your audience?

- Shared values allow the conversation to start from a place of agreement.
- This requires knowing your audience first!



Define the impact?

- Do your supporting facts (data metrics, narratives, soundbites) explain how those shared values are being undermined? Clearly outlining the consequences and inequities helps convey a sense of urgency without exaggerating the problem.



Asset-frame the issue?

- Define the scope of the issue in terms of systems and structures, not students, and avoid defining marginalized communities using deficit-based language.



Highlight the benefits?

- After establishing the issue/problem, explain how your solution SUPPORTS your shared values. Explicitly stating the value helps reaffirm tangible outputs your stakeholder cares about.



Include a call to action?

- A positive vision helps your audience realize what's possible and recognize the role they play in sparking the change.

- Use this checklist to ensure your message triangle meets all the suggested criteria. Adjust as necessary.
- This is the last step in this section of the deck, Constructing Your Messaging. The next section discusses how to dismantle opposition.
- For more information on asset-based framing, see Slide 13 (FAQs).

Dismantling Opposition and Avoiding Traps

- **Bad information:** Don't repeat the negative, incorrect, or inflammatory language. Instead, find a positive spin in your response and/or calmly correct misinformation before moving to your positive response.
- **Speculation:** Instead of trying to predict the future, reiterate your key message and the information you do know.
- **Irrelevant Question:** Use a bridging statement to connect back to your key message.



- It is inevitable that you will face criticism when presenting your message. The following slides will help you respond to criticism and focus attention back on your message. There are three main types of criticism: Bad Information, Speculation, and Irrelevant Questions. This slide offers best practices when responding to each.
- One tactic that is useful in responding to any type of criticism is bridging statements. These statements create a bridge between the opposition's argument and your own. Their goal is to bring the conversation back to, and therefore reinforce, your own points. When using a bridging statement, it is important to never reiterate the opposing argument. Instead, briefly acknowledge that your opposition's point was shared, before using a bridging statement to connect back to your messaging.

BRIDGING STATEMENT		
Question/concern that ...	Your response, which hits on your key messages in service of core "North Star" message	
<ul style="list-style-type: none"> • Distracts from key issue • Introduces tangential line of opposition • Expresses different mission/goal 	<p>I think it would be more accurate to state that these are not two differing, opposing aims.</p>	<p>Leadership quality and diversity are intertwined, inseparable goals. For all students, and especially for students of color, having an effective school leader means having a principal or other leader who looks like them. Access to same-race school leaders can positively shape education experiences for students of color. For example, it can lead to higher math achievement, and greater representation in gifted programs. Principals of color are also more likely to hire teachers of color, which, by extension, might ultimately open more pipelines to diverse school administration and instructional leadership positions as well.</p>
<p>Leadership positions are open and individuals of color are welcome to apply. We can't do much if the candidate pool is not diverse.</p>	<p>It's not quite that simple. One thing that is important to recognize in this discussion is that...</p>	<p>Educators and future leaders of color often rely on other school administrators and leaders to help them advance into more senior positions. If districts do not have equity plans or purposeful means to increase leader diversity, it can be hard for individuals of color to advance on their own. Districts can be proactive about partnering with HBCU's and other MSI's (minority-serving institutions) to build a diverse school leadership pipeline. Districts can also provide and recommend educators of color for high-quality professional development opportunities and school leadership fellowships.</p>
<p>We aren't hiring leaders of color because we can't find any leaders of color to hire.</p>	<p>If we take a step back and think about the leadership pipeline, it becomes more apparent that...</p>	<p>Many leaders of color are grown from within a school, so providing equitable and accessible professional development targeted at teachers and faculty of color can help increase diverse leader candidates. As noted above, districts also need to be more proactive about hiring diverse candidates, which could involve partnering with HBCU and MSI principal-preparation programs.</p>

This slide identifies some of the opposing narratives you may encounter, and how to use the bridging statement format to bring the conversation back to a place where you can emphasize your own messaging.

- For example, the misguided-yet-popular claim that the district should only be focusing on the quality of the school and district leaders it hires, and not consider other factors like diversity, can be found on the left-most column in this slide. As a suggested response to this opposition, advocates can use the bridging statement in the middle column to first, recognize that quality is an important, but not the only, consideration when reviewing district and school leadership, and second, clarify how important it is for students of color to have leaders who look like them and the positive effects of a diverse school leadership on schools and districts as a whole. This bridge allows advocates to then further dismantle the opposing claim while reinforcing key messages about the imperative of all students having diverse district and school leaders (response in right-most column).
- These examples are intended to be representative in nature: they reflect the broad lines of opposition that advocates may often hear when engaging on this issue. However, it's important to note that opposing narratives might be framed differently as presented on this slide. When this is the case, you may still be able to use a bridging statement and response that is similar to what is presented on this slide. For instance:
 - You may encounter opposition that sounds like: "We pride ourselves on being a district that doesn't 'see' race. We judge applicants for our leadership positions based on their qualifications, not their backgrounds"
 - While this does not explicitly mention teacher quality, it expresses a similar core claim: Both opposing narratives **dismiss race** as an unimportant factor, therefore justifying **deprioritizing diversity** in their leadership. Therefore, you could use the same general arguments as listed under the first example in this slide, even though the original opposing message is not identical.

FAQ's

Why does this sample message triangle work?

- All key messages connect to one another.
- Each key message includes a data metric, soundbite, and narrative element.
- Each element is concise and uses asset-framing.
- Each key message speaks directly to the core message in center of triangle.

What do you mean by asset-framing? How do I do that?

- Data doesn't frame itself... and is susceptible to misinterpretation.
- This misinterpretation is especially harmful to historically marginalized communities.
- Key messages should highlight the systems and structures within your district that act as barriers to equitable opportunities and outcomes. This "structure-not-student" approach is known as **asset-framing**.
- Asset-framing places the responsibility on leaders and systems, emphasizing system-level action and does not blame or fault students.

What if we don't have access to the information we need for the data metrics?

- Ask your district to provide the data to you.
- Use this message triangle to push for better data transparency.
- In the meantime, rely on national data trends instead.

How do I use this message triangle?

- Make it the backbone of your messaging efforts.
- Use it to practice, practice, practice articulating the issue.
- Use it to stay focused on key points, especially when the opposition tries to throw you off course.
- Use it alongside the Alliance for Resource Equity [diagnostic tool](#) to more thoroughly assess the state of [school leadership quality and diversity](#) in your district, as well as in combination with the [guidebooks](#) to dig deeper into root causes and potential actions.

What makes for an effective narrative element?

- The best story to share is your own!
- But don't get bogged down by the details. Ask yourself what you are trying to communicate, what emotions you want to evoke, and why this specific issue matters to you.

What makes for a compelling sound bite?

- Define your objectives — what do you want others to remember?
- Be concise (aim for 10 seconds or less), clear (avoid jargon, acronyms, technical terms), and catchy (consider using a quick story, anecdote, metaphor, etc. to help illustrate your point).
- Practice! The best sound bites are authentic but not off the cuff.

What is the Alliance for Resource Equity? How do I learn more?

- The Alliance for Resource Equity is a partnership between EdTrust and Education Resource Strategies.
- We focus on 10 key dimensions of resource equity — providing tools and resources to help advocates and districts work together to consider how resources (people, time, and money) are spent and distributed.
- Learn more at www.educationresourceequity.org.

We hope this resource acts as either a culmination of – or a jumping off point to – several additional resource equity conversations. Additional resources in the Alliance for Resource Equity toolkit can aid in these discussions:

- Want a primer on what resource equity means?
 - It's important to begin with a solid understanding of why resource equity is a necessary frame to consider how schools are providing supports to all students to learn and thrive. Review the [Education Combination](#) to break it down.
- Not sure which dimension of resource equity should be the focus of your message?
 - Use our [Resource Equity Diagnostic and Tools](#) to identify opportunities in all 10 dimensions of resource equity to improve equity and excellence.
- Not sure who your audience should be to craft your message around?
 - Your audience influences how to effectively develop your message. Use our [Advocating Across Government Guides](#) to help clarify various levels of education authority and governance.
- Not sure what to specifically ask your district (and/or other decisionmakers) in the call to action?
 - Our [Guidebooks](#), specific to each Dimension of Resource Equity, explores underlying causes and the potential actions based on underlying challenges.
 - The dimension-specific Diagnostic Blueprints break down the types of analyses that districts can conduct to learn more about resource equity in their district and includes a DIY Analysis Tool for districts to input and analyze their own data.
 - Propose using the [sample meeting agenda](#) to structure additional conversations with your district about resource equity.
- If you are interested in learning more about asset-based framing, you may find the following resources helpful:
 - [Video series](#) about “The Power of Asset Framing”
 - [Blog](#) about “The Power of Asset-Based Language”
 - [Blog](#) about “Asset Framing: The Harder Data Work”

Endnotes

1. Gregory F. Branch, Eric A. Hanushek, and Steven Rivkin. "School Leaders Matter." *Education Next*, 2013. <http://educationnext.org/school-leaders-matter/>
2. Roland G. Fryer Jr. "Management and Student Achievement: Evidence from a Randomized Field Experiment." Harvard University, 2017. https://scholar.harvard.edu/files/fryer/files/mgmt_20170515_with_tables_figures.pdf; Marianna Valdez, Alexandria Broin, and Kathleen Carroll. "Untapped: Transforming Teacher Leadership to Help Students Succeed." *New Leaders*, 2015. https://newleaders.org/wp-content/uploads/2016/09/NewLeaders_Untapped.pdf; Tim Waters, Robert J. Marzano, and Brin McNulty. "Balanced Leadership." Mid-Continent Regional Education Lab, 2003. <https://files.eric.ed.gov/fulltext/ED481972.pdf>; Karin Chenoweth and Christina Theokas. "Getting it Done: Leading Academic Success in Unexpected Schools." Harvard Education Press, 2011. https://www.hepg.org/hephome/books/getting-it-done_147; Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, Kyla Wahlstrom. "How Leadership Influences Student Learning." Center for Applied Research and Educational Improvement, 2004. <https://eric.ed.gov/?id=ED485932>
3. Brendan Bartanen and Jason Grissom. "School Principal Race and the Hiring and Retention of Racially Diverse Teachers." Annenberg Institute at Brown University, 2019. <https://edworkingpapers.com/sites/default/files/ai19-59.pdf>
4. Jason A. Grissom, Luis A. Rodriguez, and Emily C. Kern. "Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data." *The Elementary School Journal*, 2017. <https://www.journals.uchicago.edu/doi/abs/10.1086/690274>
5. Brendan Bartanen and Jason Grissom. "School Principal Race and the Hiring and Retention of Racially Diverse Teachers." Annenberg Institute at Brown University, 2019. <https://edworkingpapers.com/sites/default/files/ai19-59.pdf>
6. Superville, D. (2021). "Principals of Color Are Scarce. Here's What Districts Are Doing About It." *Education Week*.
7. Ibid.

Appendix A: Data Resources Chart

Key Question	Data Metric	Data Source
<p>Key Question 3.1 Does each student have access to strong school leadership?</p>	<ul style="list-style-type: none"> Scatterplot of district principals' years of experience (x-axis) and % students of color Scatterplot of district principals' years of experience (x-axis) and % students from low-income background (y-axis) Stacked bar chart of district principal's years of experience by school type 	State DOE report cards may include a measure of principals' and/or administrators' years of experience.
<p>Key Question 3.2 Does the school leadership workforce reflect student and staff diversity?</p>	Stacked bar chart of racial/ethnic distribution of school leaders beside distribution of students' racial/ethnic distribution	Urban Institute/NCES provides student demographic information. Check State DOE report card for district-level data on school leaders, and/or rely on personal knowledge for demographics of school leaders.

DATA NOTES: For this dimension, there are no strong federally maintained data sources. Rely more heavily on your own personal experiences, general knowledge, and popular news sources to help fill out the gaps in data. While the lack of data may lead to only an imperfect data metric in your message triangle, it can still help surface foundational information and develop lines of inquiry where a key message becomes clear. If no district data exists and personal knowledge is limited, advocates can point to national trends and highlight the lack of local data transparency on the issue.

Use this chart to identify data metrics useful to informing your key message(s), in addition to your own knowledge about what is happening in your community. Refer to the slide on how to form key messages for more information.

Appendix B: Message Triangle Worksheet

YOUR DISTRICT: _____

Key Message 1

Key Message 2

Core Message ("North Star")

Key Message 3

DATA METRIC: _____

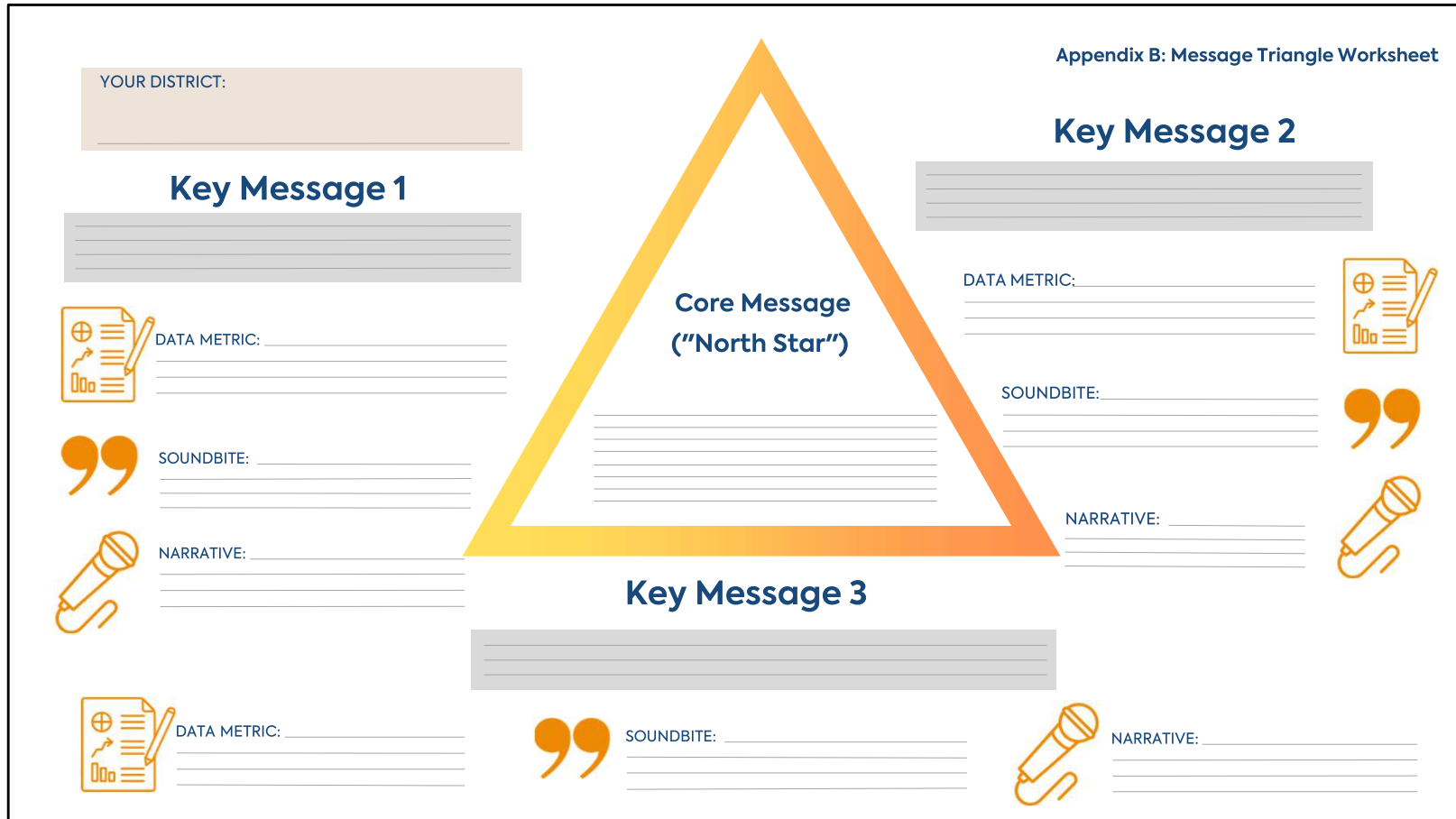
SOUNDBITE: _____

NARRATIVE: _____

DATA METRIC: _____

SOUNDBITE: _____

NARRATIVE: _____



Use this slide to form your own message triangle!