



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 positive and inviting school climates.

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 positive and inviting school climates, 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.

A positive and inviting school climate is a prerequisite for **student academic learning, student well-being, and school safety**. Students learn best in environments where they feel they belong, are safe, and have strong relationships.

Safe and emotionally supportive classrooms, as well as fair and consistent rules and discipline policies, are fundamental to creating positive learning environments.



Approaches to school discipline that (1) are racially and culturally conscious, promote accountability for students and educators to create a safe, healthy, and inclusive environment, and provide supports (increased access to counselors, restorative justice practices, multi-tiered systems of supports [MTSS]) can reduce racial gaps in discipline referral rates.<sup>1</sup>



School safety depends on **creating inclusive learning environments that foster a sense of belonging and prioritize positive relationships**. When students feel that they belong and are accepted, supported, and connected to their school community, they perform better **academically and have better social-emotional and behavioral outcomes**.<sup>2</sup>

Schools that integrate social-emotional development opportunities and meaningfully engage families can support students' holistic needs.



**Integrating culturally relevant, holistic supports to promote social-emotional development in students** — including positive identity development, relationship building, and social and cultural awareness — **can improve academic outcomes and overall student well-being**.<sup>3</sup>



When school staff **meaningfully engage with families**, they are more aware of the **needs and strengths of students and their families**, and can provide them with more appropriate social, emotional, and academic supports.<sup>4</sup>

- A student's school environment directly impacts their learning experiences.
- A positive and inviting school environment is crucial to student learning because it fosters a sense of belonging, emotional well-being, and engagement among students, families, and school-based staff.
- Research consistently demonstrates that a supportive school climate not only enhances academic performance but also contributes to students' overall social and emotional development.
- Families are key partners in their student's learning, and when they are engaged in meaningful, authentic ways, families are better able to ensure their child receives the support they need to succeed in school and beyond. Moreover, extensive research confirms that when families are engaged in their children's academic growth and development, students are more likely to succeed academically.

Students of color, students from low-income backgrounds, students with disabilities, and other students from underserved backgrounds are less likely to experience equitable and safe learning environments. This can undermine their social, emotional, and academic development.

Students of color and students with disabilities are disproportionately excluded from school, due to harmful discipline practices and policies. This results in missed learning opportunities and harms their sense of belonging in school.

**2X** Black male students receive in- and out-of-school suspensions at rates nearly two times their share of total student enrollment.<sup>5</sup>

**11 million**  
estimated instructional days lost due to total disciplinary suspensions in SY 2015-16.<sup>6</sup>

**103** vs. **21**  
estimated instructional days lost for Black students, per 100 students.      estimated instructional days lost for White students, per 100 students.<sup>7</sup>

*Students of color and students with disabilities are significantly more likely to (1) attend schools that have enforced hardening measures and (2) be targets of these **measures** (e.g., metal detectors and school police) and **exclusionary discipline policies**, such as suspensions and expulsions. While these stringent disciplinary actions are intended for serious offenses only, they may often be employed for minor and subjective instances (e.g., dress and hair code violations, talking in class, tardiness). Overuse of strict disciplinary actions can significantly harm students' academic and psychological development and reinforce the school-to-prison pipeline.<sup>8</sup>*

- Students of color and students from low income backgrounds disproportionately experience school as a place where they do not feel engaged, feel emotionally or physically safe, or have a sense of belonging, compared to their White and affluent peers.
- These uninviting and negative environments compromise students' academic, social, and emotional development.

more than **1 in 3** students perceived racism

*Experiencing racism prevents the formation of trusting relationships at school and can harm student mental health, as well as hinder a student's ability to concentrate, remember, and make decisions.<sup>9</sup>*

**Nearly 53,000** children were subjected to physical restraint, mechanical restraint (use of devices to restrict freedom of movement) and/or placed in seclusion in schools, based on 2020–2021 data. Nationally, **Black children and students with disabilities were significantly more likely to be restrained and/or secluded in school compared to White children and children without disabilities**, though the state landscape varies significantly.<sup>10</sup>

Parents — especially parents of students of color — said they feel uninformed about their child's academic and nonacademic school experiences.<sup>11</sup>

20% of Black parents who said they DO NOT receive regular updates about their child's academic progress.<sup>12</sup>

30% of Black parents who said they DO NOT receive communication about how their child is doing socially and emotionally.<sup>13</sup>

- Families want honest conversations about academic performance and to focus on students' social and emotional well-being. However, far too many families, and disproportionately families of color, report feeling uninformed about their child's experiences at school.

Making the case for improving access to **Positive & Inviting School Climate** hinges on effectively communicating their importance, urgency, and connection to your community.

### 3 Key Elements of Effective Messaging



Keep it simple.

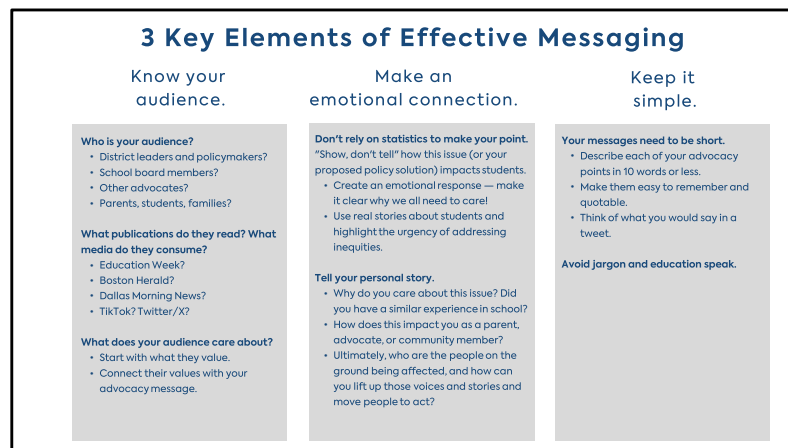


Know your audience.



Make an emotional connection.

The following slides will help you build an effective message to increase positive and inviting school climates 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.



## 1. Knowing your Audience

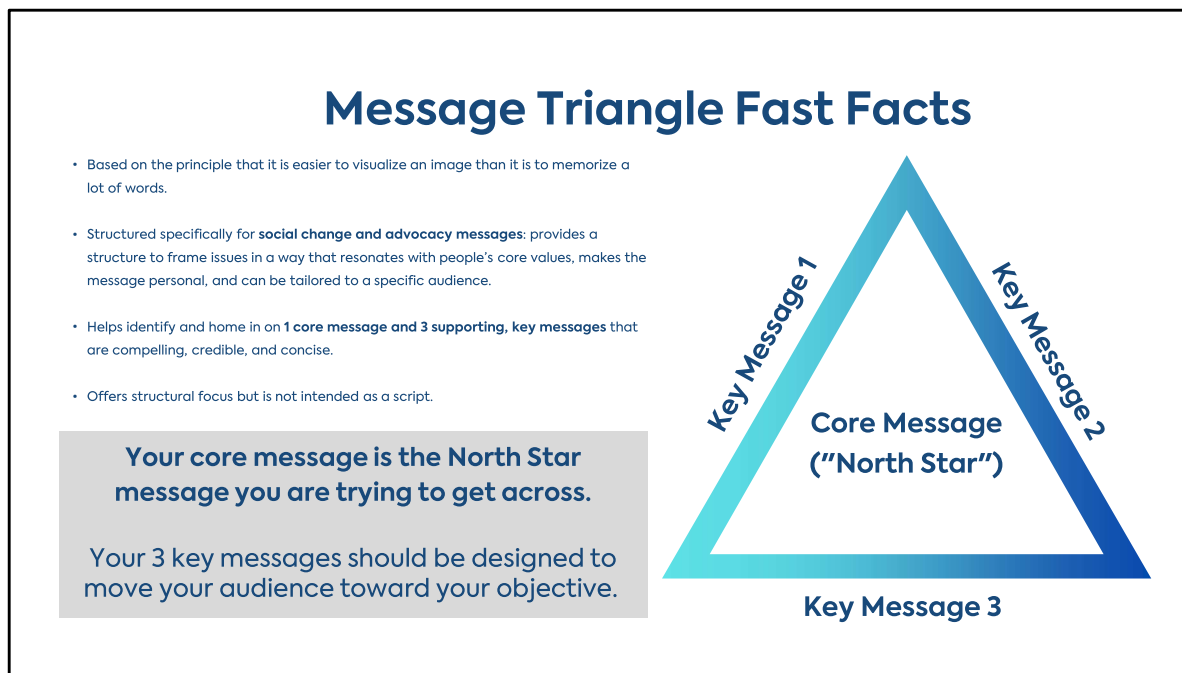
- While it may be tempting to label “everyone” as your audience, the more personalized you can make your message, the more likely it will be to have an impact. Once you’ve identified your specific audience, consider their values or what they cares deeply about, keeping in mind that this will likely differ 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.

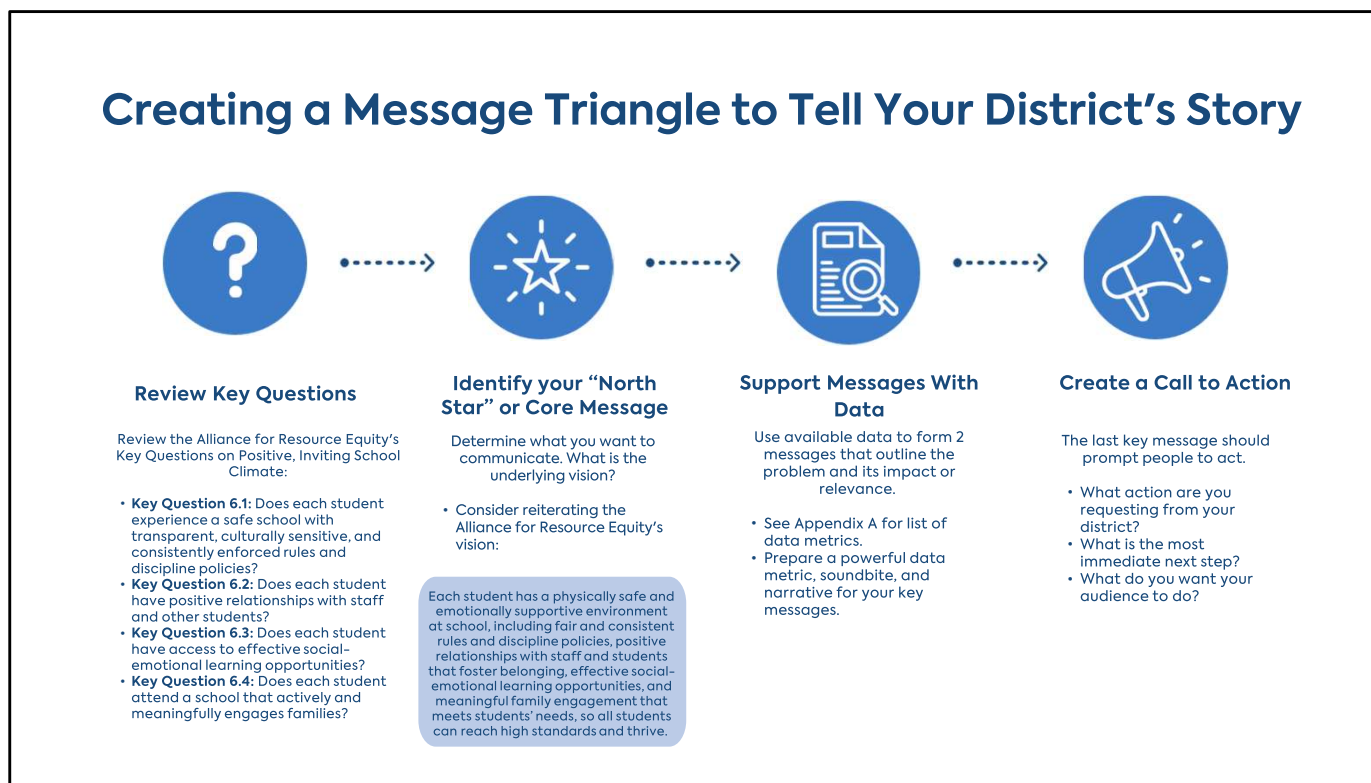
## 3. Keep It Simple

- 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 positive & inviting school climate to ensure you have considered all facets of this issue. You can also turn to the Positive & Inviting School Climate Section of the Education Combination (pgs. 24-27) 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 that available through the Urban Institute's Education Data Explorer, in order to develop a thorough understanding of the issue of positive & inviting school climates 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.

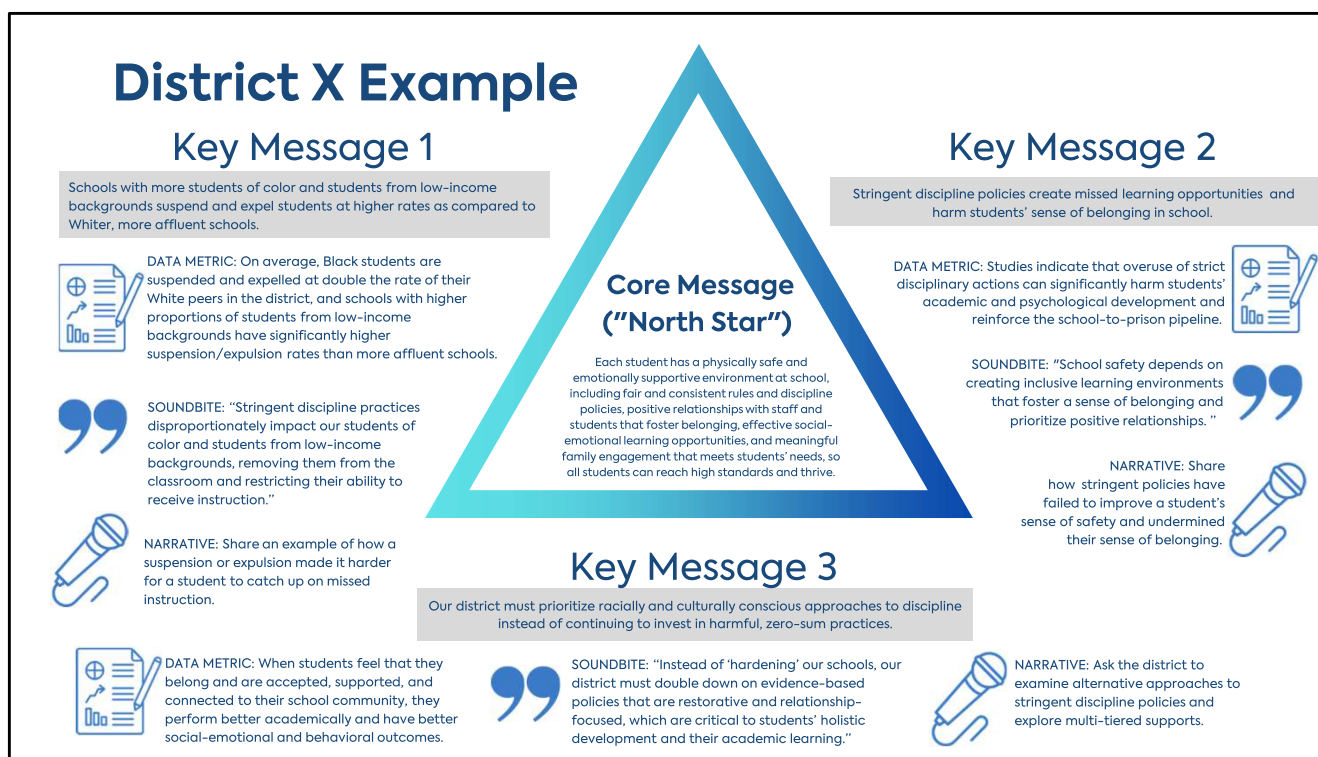


## Forming Key Messages 101

- 1** **Start by analyzing metrics (Appendix A) to help answer the key question in the dimension.**  
For instance, looking at the % of suspended/expelled students by school poverty level and by % who are students of color could help determine the answer to Key Question 6.1: "Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?"
- 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 Black students and students from low-income backgrounds are suspended and expelled at significantly higher rates than their White and more affluent peers. We can use these data points to inform our key messages.
- 3** **Solidify the message.**
  - Key Message 1 identifies the issue: "Schools with more students of color and students from low-income backgrounds suspend and expel students at higher rates than Whiter, more affluent schools."
  - Key Message 2 explains why this matters: "Stringent discipline policies result in missed learning opportunities and harm students' sense of belonging in school."
  - Key Message 3 advances a call to action: "Our district must prioritize racially and culturally conscious approaches to discipline instead of continuing to invest in harmful, zero-sum practices."
- 4** **Use additional elements to support each of your key messages.** For Key Message 1, this could look like:
  - An illustrative data metric: "On average, Black students are suspended and expelled at twice the rate of their White peers in the district, and schools with higher proportions of students from low-income backgrounds have significantly higher rates of suspension/expulsion than more affluent schools."
  - A punchy soundbite to use for an interview: "Stringent discipline practices disproportionately impact our students of color and students from low-income backgrounds, removing them from the classroom and restricting their ability to receive instruction."
  - A powerful narrative element: Share an example of how a suspension or expulsion made it harder for a student to catch up on missed instruction.

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 first metric listed in Appendix A (Key Question 6.1) reveals a significant finding: Black students and students from low-income backgrounds are suspended and expelled at much higher rates than White or affluent students. 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: "**Schools with more students of color and students from low-income backgrounds suspend and expel students at higher rates than Whiter, more affluent schools.**"
  - 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: "**Stringent discipline policies result in missed learning opportunities and harm students' sense of belonging in school.**"
  - 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 prioritize racially and culturally conscious approaches to discipline instead of continuing to invest in harmful, zero-sum practices.**"
- 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 14) 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 positive & inviting school climate. 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 in 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.



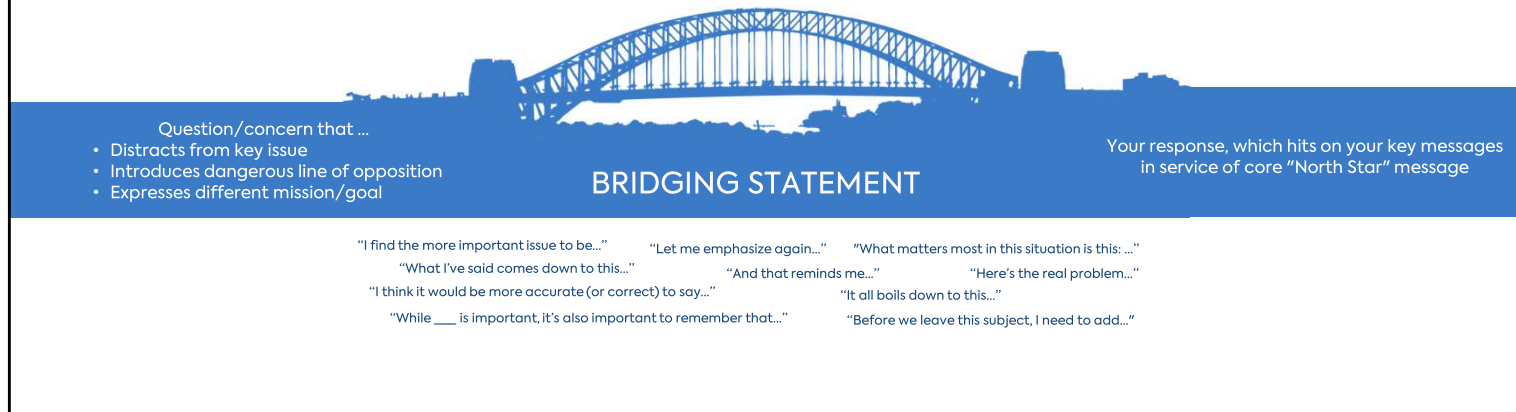
**Include a call to action?**

- 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 14 (FAQs).

## Dismantling Opposition and Avoiding Traps

- **Bad information:** Don't repeat 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 the information you know and your key message.
- **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.

Question/concern that...	BRIDGING STATEMENT	Your response, which hits on your key messages in service of core "North Star" message
<ul style="list-style-type: none"><li>• Distracts from key issue</li><li>• Introduces dangerous line of opposition</li><li>• Expresses different mission/goal</li></ul>		
When students misbehave, we need a way to hold them accountable for their actions. Stringent policies ensure safety and security in the classroom so our students can learn.	While I agree that students should be held accountable for their actions, research shows that these stringent policies do not improve school safety and can even make students feel less safe. What we do know from research is that...	Ultimately, school safety depends on creating inclusive learning environments that foster a sense of belonging and prioritize positive relationships. Therefore, we need to be doubling down on evidence-based policies that are restorative and relationship-focused, which are critical to students' holistic development and their academic learning.
Restorative justice practices just won't work in our school, especially as compared to more stringent measures.	Let's be clear: stringent policies don't "work" now. I feel compelled to clarify that...	Harmful exclusionary discipline policies have not been shown to increase school safety. Instead, they have disproportionately negative impacts on underserved students, exacerbating school discipline disparities and increasing risks to students' mental health and well-being. These policies can attack students' cultural identity and have been linked to the school-to-prison pipeline. Additionally, they remove students from the classroom and cut students off from instruction.
Parents also need to be invested in their child's behavior at school. If parents don't care, it's hard for discipline of any kind to take hold.	While I agree that parents play an important role in signaling appropriate behavior at school, it's important to recognize that...	Engagement is crucial for students and their families, and must be authentic. Developing genuine, strong relationships, and regular communication channels between educators and families that center student success and high expectations helps to create a positive and inclusive school climate that helps to decrease discriminatory discipline practices (among other benefits).

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 stringent discipline policies provide safety and security for all students is 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 there is a need to hold students accountable for their actions, and second, clarify how research does not support the use of stringent policies. This bridge allows advocates to then further dismantle the opposing claim and reinforce key messages about how school safety depends on the creation of an inclusive learning environment (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: "Our school discipline regulations make no mention of race. If students of color are being disciplined at higher rates than their White peers, it is because of their own actions and not the fault of the school."
  - While this does not explicitly mention restorative justice or other changes to discipline policy, it expresses a similar core claim: Both opposing narratives **cite a belief** that the current system is working, and this belief justifies **de-prioritizing the importance of developing an inclusive learning environment for all students**. Therefore, you could use the same general arguments as listed under the second example in this slide, even though the original opposing message is not identical.

## FAQ's

### Why does this example 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 if they will provide the data to you.
- Use the 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 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 climate](#) 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 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](http://www.educationresourceequity.org)

### 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.

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

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3. Ibid.
4. Mays, A. (2023). "A School Community That Engages Together, Stays Together." The Education Trust. Washington, D.C. <https://edtrust.org/the-equity-line/a-school-community-that-engages-together-stays-together/>
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9. Mpofu, J.J., Cooper, A.C., Ashley C, et al. *Perceived Racism and Demographic, Mental Health, and Behavioral Characteristics Among High School Students During the COVID-19 Pandemic*. Adolescent Behaviors and Experiences Survey, United States, January–June 2021. MMWR Suppl 2022;71(Suppl-3):22–27. DOI: <http://dx.doi.org/10.15585/mmwr.su7103a4>
10. Wriston, B., Duchesneau, N. (2023).
11. Mays. (2023).
12. Ibid.
13. Ibid.

Appendix A: Data Resources Chart

Key Question	Data Metric	Data Notes	Data Source
<p><b>Key Question 6.1</b> Does each student experience a safe school with transparent, culturally sensitive, and consistently enforced rules and discipline policies?</p>	<ul style="list-style-type: none"> <li>• % of students suspended/expelled by race/ethnicity, special education status, and economic status</li> <li>• % of students subject to seclusion or restraint, disaggregated by race/ethnicity, special education status, and economic status.</li> <li>• Number of sworn law enforcement officers and security guards present in schools, and scatterplot comparison between FTE (x-axis) and proportion of students of color, students with disabilities, and students from low-income-backgrounds attending each school (y-axis).</li> </ul>	<p>NCES data includes suspensions and expulsions. Depending on your district's context, you could consider them separately or together. For messaging purposes, together is likely easier.</p>	<p><a href="#">Urban Institute/NCES</a></p>
<p><b>Key Question 6.2</b> Does each student have positive relationships with staff and other students?</p>	<ul style="list-style-type: none"> <li>• Number of total reported "offenses" (such as incidents of physical fights, sexual assault, or attacks with weapon) by school, and scatterplot comparison between rate of incidents by school (x-axis) and proportion of students of color or students from low-income backgrounds attending each school (y-axis).</li> <li>• Number of total reported incidents of bullying/harassment by school, disaggregated by proportion of students of color and students from low-income backgrounds, and school type (elementary, middle, high).</li> <li>• Number of chronically absent students by school, and scatterplot that compares rates of chronic absenteeism (x-axis) by proportion of students of color or students from low-income backgrounds (y-axis).</li> </ul>	<p>While there are many factors that contribute to chronic student absences, this measure provides an important snapshot of the strength of relationships and sense of belonging for a student at school.</p>	<p><a href="#">Urban Institute/NCES</a></p>
<p><b>Key Question 6.3</b> Does each student have access to effective social-emotional learning opportunities?</p>	<p>% of students that report having access to social-emotional learning opportunities, and the quality of these opportunities, by race/ethnicity status, school poverty level, and school type (elementary, middle, high).</p>	<p>No federal data sources here. Your district or state may have publicly available student survey data that can help answer this question. Check DOE school report card.</p>	
<p><b>Key Question 6.4</b> Does each student attend a school that actively and meaningfully engages with families?</p>	<p>% of families that report feeling engaged by their school, by racial/ethnic status, school poverty level, and school type (elementary, middle, high).</p>	<p>No federal data sources here. Your district or state may have publicly available family survey data. Consider also looking at the availability of parent resources (including in multiple languages) that are available on school/district websites.</p>	

For Key Questions 6.3 and 6.4, 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 this lack of data may lead to only an imperfect data metric in your message triangle, it may still be sufficient in surfacing foundational information and lines of inquiry where a key message becomes clear.



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


\_\_\_\_\_


\_\_\_\_\_

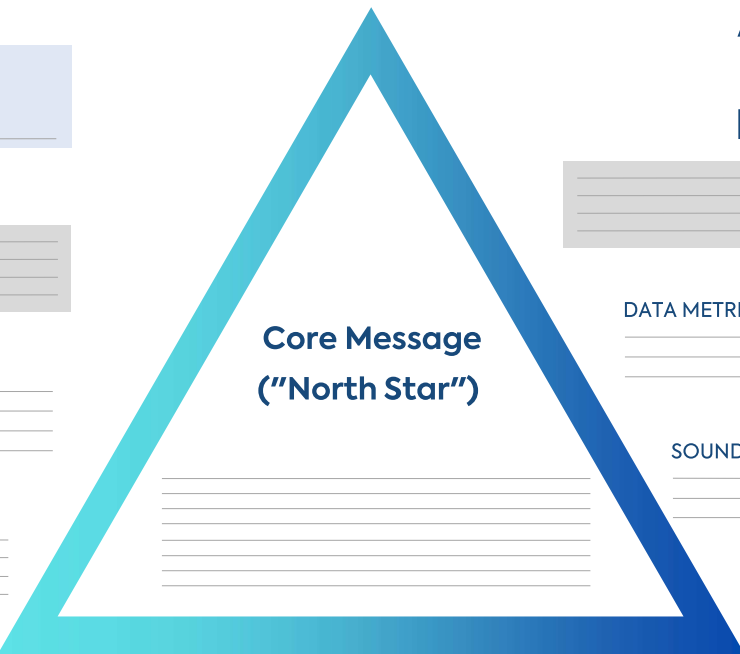
\_\_\_\_\_

 DATA METRIC: \_\_\_\_\_  
\_\_\_\_\_

 SOUNDBITE: \_\_\_\_\_  
\_\_\_\_\_

 NARRATIVE: \_\_\_\_\_  
\_\_\_\_\_

 DATA METRIC: \_\_\_\_\_  
\_\_\_\_\_



**Core Message  
("North Star")**

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

### Key Message 3

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\_\_\_\_\_

\_\_\_\_\_

 SOUNDBITE: \_\_\_\_\_  
\_\_\_\_\_

### Key Message 2

\_\_\_\_\_




\_\_\_\_\_


\_\_\_\_\_


DATA METRIC: \_\_\_\_\_  
\_\_\_\_\_

SOUNDBITE: \_\_\_\_\_  
\_\_\_\_\_

NARRATIVE: \_\_\_\_\_  
\_\_\_\_\_

 DATA METRIC: \_\_\_\_\_  
\_\_\_\_\_

 NARRATIVE: \_\_\_\_\_  
\_\_\_\_\_

Use this slide to form your own message triangle!