



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 high-quality early learning experiences.

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 high-quality early learning, 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.

High-quality early childhood education, when followed by high-quality elementary experiences, has positive cascading effects through a child's elementary years and beyond.



High-quality early learning, including infant/toddler programs and preschool, are crucial for **promoting a strong foundation for children during a period of rapid cognitive, social, and emotional development** in the first five years of a child's life.¹



There are lifelong benefits too: High-quality ECE has been associated with higher employment, better health, and **better cognitive and social-emotional skills**, among many others.²



Attending a high-quality preschool program, especially a full-day program, **can help prepare children** — especially those from low-income backgrounds — for school academically, socially, and emotionally.³



Impact can be multi-generational. Children whose parents attended high-quality early childhood programs have fewer school suspensions and better education outcomes overall, as well as better employment and health outcomes.⁴

- High-quality early childhood education (ECE) is important to the rapid development that happens in the first five years of a child's life and has long-lasting benefits well into adulthood.
- Research consistently demonstrates that high-quality early childhood experiences lay an important foundation for students' future academic success and socio-emotional well-being. These experiences also help students prepare for entering kindergarten.

Young children of color and from low-income backgrounds are disproportionately shut out of high-quality learning opportunities, which can have a cascading effect throughout their K-12 education and beyond.

The children who could benefit most from high-quality preschool remain least likely to be enrolled.⁵



1% of Black 3- and 4-year-olds, on average, across 26 states, are enrolled in state preschool programs defined as high-quality by the National Institute for Early Education Research.⁶



4% of Latino 3- and 4-year-olds, on average, across 26 states, are enrolled in state preschool programs defined as high-quality by the National Institute for Early Education Research.⁷



18% of children from low-income backgrounds are enrolled in high-quality pre-kindergarten programs.⁸

Studies often find that economically disadvantaged and dual-language learners experience greater academic growth during preschool than their more affluent and native English-speaking peers.⁹

Children of color may not have access to — and are, therefore, not enrolled in — high-quality programs.¹⁰

Young children benefit greatly from exposure to racial, ethnic, cultural, and linguistic diversity during their early learning experiences.¹¹

Yet early learning programs are often more racially, ethnically, and socioeconomically segregated than programs serving older students.¹²

1 in 5

children are enrolled in a program that is both racially and socioeconomically diverse.¹³

- Despite overwhelming research on the value of high-quality preschool, our systems continue to neglect our youngest students of color.
- There are significant barriers that prevent many children, largely Black and Latino, from being served by high-quality, state-funded ECE programs.
- Additionally, early learning programs are often highly racially and economically segregated environments.

Making the case for improving access to **High-Quality Early Learning** hinges on effectively communicating its 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 high-quality early learning 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

Know your audience.	Make an emotional connection.	Keep it simple.
<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>Don't rely on statistics to make your point.</p> <p>"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 and 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 those voices and stories and move people to act?	<p>Your messages need to be short.</p> <ul style="list-style-type: none">• Describe each of your advocacy points in 10 words or less.• Make them easy to remember and quotable.• Think of what you would say in a tweet. <p>Avoid jargon and education speak.</p>

1. Knowing your Audience

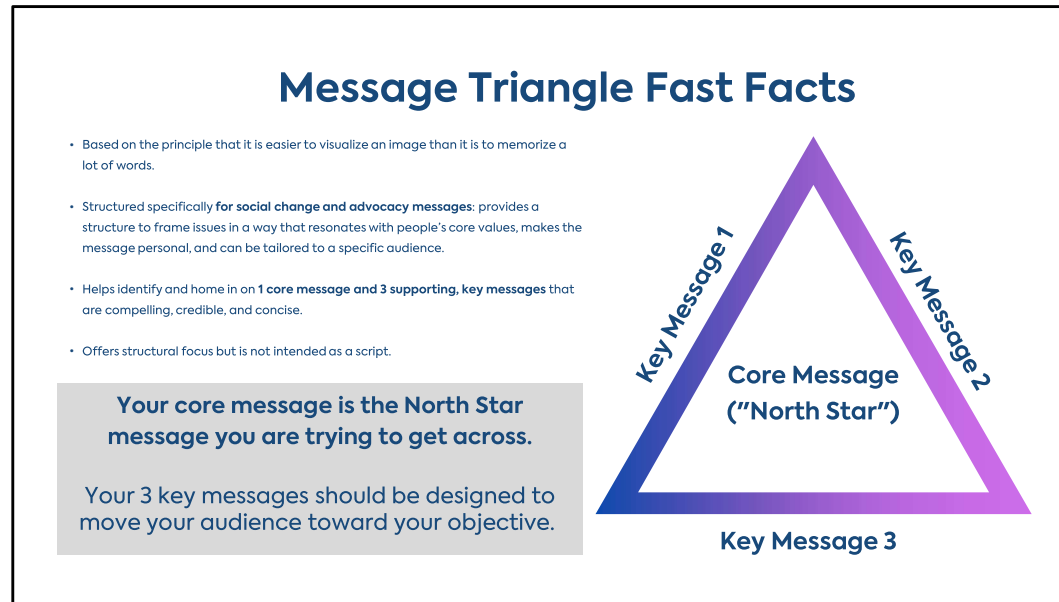
- While it may be tempting to label “everyone” as your audience, the more personalized you can make your message, the more likely it will be to have an impact. Once you’ve identified your specific audience, consider their values or what they care deeply about, keeping in mind that this will likely differ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

Creating a Message Triangle to Tell Your District's Story



Review Key Questions

Review the Alliance for Resource Equity's Key Questions on High-Quality Early Learning:

- **Key Question 8.1:** Does each student have access to high-quality preschool programs?



Identify your "North Star" Core Message

Determine what you want to communicate. What is the underlying vision?

- Consider reiterating the Alliance for Resource Equity's vision:

Each student has access to high-quality preschool programs that meet their needs, so all students can reach high standards and thrive.



Support Your Messages With Data

Use available data to form 2 messages that outline the problem and its impact or relevance.

- See Appendix A for list of data metrics.
- Prepare a powerful data metric, soundbite, and narrative for your key messages.



Create a Call to Action

The last key message should prompt people to act.

- What action are you requesting from your district?
- What is the most immediate next step?
- What do you want your audience to do?

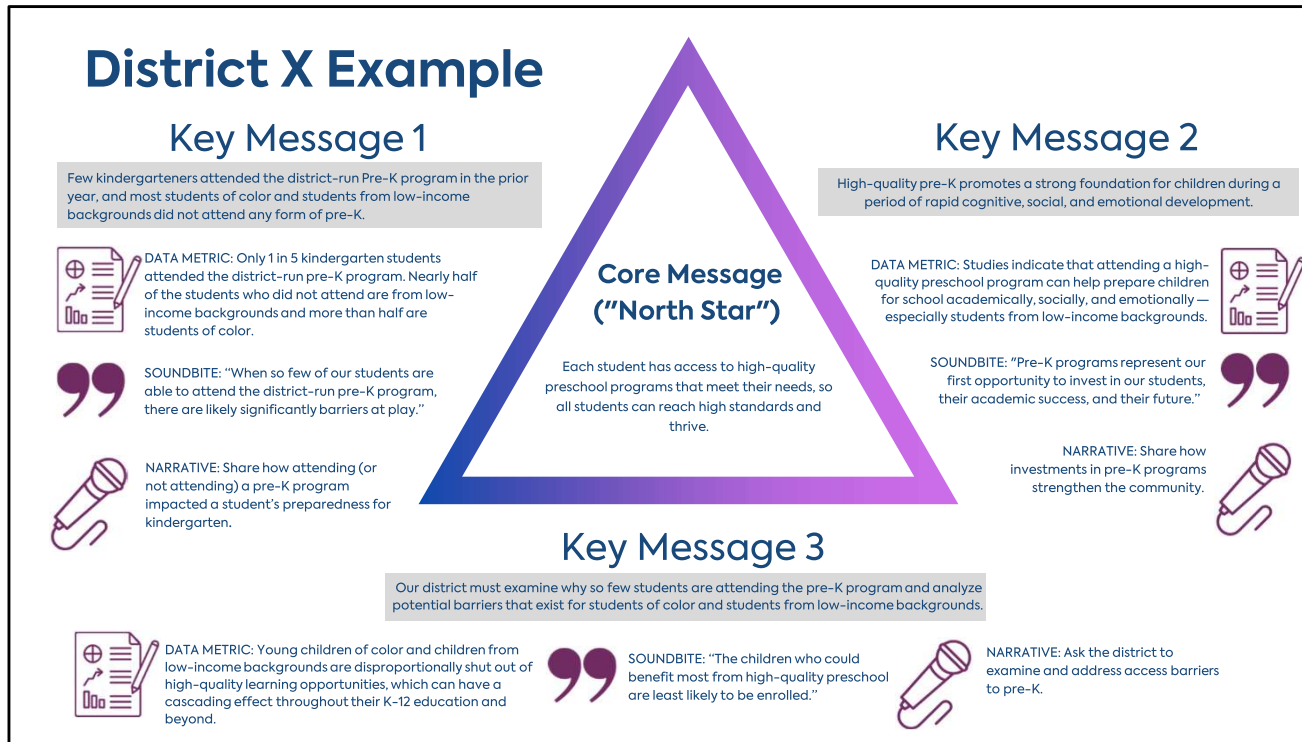
- Now that you know what a Message Triangle is, how do you create one? Start by reviewing the Alliance for Resource Equity's Key Questions on high-quality early learning to ensure you have considered all facets of this topic. You can also turn to the High-Quality Early Learning Section of the Education Combination (pgs. 32-34) 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, to develop a thorough understanding of high-quality early learning 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 students enrolled in the district's pre-K program by % students of color and socioeconomic demographics could help determine the answer to Key Question 8.1: "Does each student have access to high-quality preschool programs?"
- 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 only 1 in 5 kindergarten students attended the district-run pre-K program. **We decide to use these data points to inform our key messages.**
- 3** **Solidify the message.**
 - **Key Message 1 identifies the issue:** "Few kindergarteners attended the district-run pre-K program the prior year, and most students of color and students from low-income backgrounds did not attend any form of pre-K."
 - **Key Message 2 explains why this matters:** "High-quality pre-K promotes a strong foundation for children during a period of rapid cognitive, social, and emotional development."
 - **Key Message 3 advances a call to action:** "Our district must examine why so few students are attending the pre-K program, and analyze potential barriers that exist for students of color and from low-income backgrounds."
- 4** **Use additional elements, as needed, with each of your key messages.** For Key Message 1, this could look like:
 - **An illustrative data metric:** "Only 1 in 5 kindergarten students attended the district-run pre-K program. Nearly half of the students of the students that did not attend are from low-income backgrounds and more than half are students of color."
 - **A punchy soundbite to use for an interview:** "When so few of our students are able to attend the district-run pre-K program, there are likely significant barriers at play."
 - **A powerful narrative element:** Share how attending (or not attending) a pre-K program impacted a student's preparedness for kindergarten.

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 metric listed in Appendix A (Key Question 8.1) reveals a significant finding: only 1 out of every 5 kindergarten students in the district attended the district-run pre-K program. 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: "**Few kindergarteners attended the district-run pre-K program the prior year, and most students of color and students from low-income backgrounds did not attend any form of pre-K.**"
 - 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: "**High-quality pre-K promotes a strong foundation for children during a period of rapid cognitive social, and emotional development.**"
 - 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 examine why so few students are attending the pre-K program, and analyze potential barriers that exist for students of color and those from low-income backgrounds.**"
- 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 high-quality early learning. 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 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.



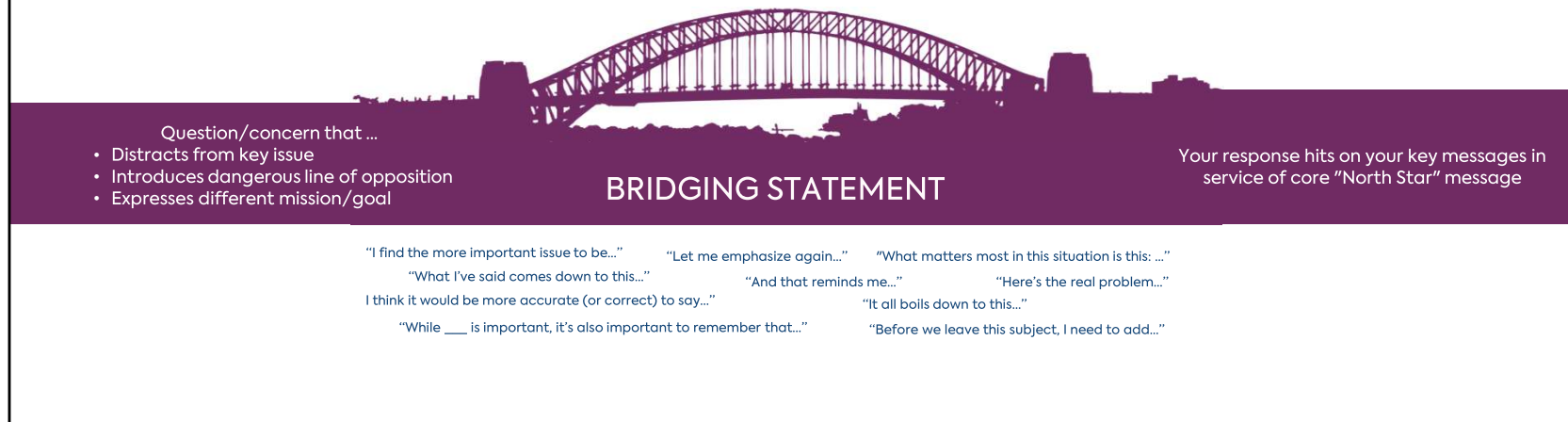
Include a call to action?

- 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 13 (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 guessing 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 hits on your key messages in service of core “North Star” message
<ul style="list-style-type: none">• Distracts from key issue• Introduces dangerous line of opposition• Expresses different mission/goal		
<p>We need to be focusing our attention within K-12 systems. Investments in early learning opportunities distract us from where our students need support.</p>	<p>I think it would be more accurate to recognize the importance of both K-12 and early learning opportunities.</p>	<p>If states want to close opportunity gaps (which are already wide) when students enter the K-12 system for children of color, children from low-income families, children with disabilities, and English learners, we need to start earlier. The first 5 years before students enter the K-12 system are a crucial time when children are rapidly growing and building social, emotional, and academic skills that they will use for years to come. We must invest in early learning (and the early education workforce), so that all children can have access to a strong start and build a foundation for strong K-12 experiences.</p>
<p>The benefits of preschool programs often fade out over time. Why would we invest in these programs if they do not have a long-term impact?</p>	<p>I feel compelled to underscore the importance of high-quality programs in this conversation. This is because...</p>	<p>If we want to see a long-term return on investment, we need to invest in quality preschool programs that prepare children to succeed in kindergarten. Preschool must be followed by quality instruction in kindergarten and elementary school.</p>
<p>Young children should be home with a parent. It's not the government's role to intervene during this period or incentivize another option.</p>	<p>If we look at what's currently the case in our community...</p>	<p>Most children are being raised in households where parents work outside of the home. Child care is currently too expensive and should be more accessible to families who need it. Providing optional preschool is not a government take-over of early learning; rather, it's meeting the real needs of children and families, while also investing in children's future learning and growth.</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 districts should focus their energy on K-12 programs 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 the importance of K-12 programs, and second, clarify that early learning opportunities are also an important piece of students’ educational journeys. This bridge allows advocates to then further dismantle the opposing claim and reinforce key messages about the role of high-quality early learning in closing opportunity gaps and advancing equity (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: “Students aren’t really learning important skills before Kindergarten. Preschool programs are just another form of childcare and our district doesn’t need to subsidize that.”
 - While this does not explicitly mention that schools should be focusing on K-12 programs, it expresses a similar core claim: Both opposing narratives **stem from a belief in the inconsequential nature of preschool programs** that **justifies de-prioritizing investment** in equitable access to high-quality early learning experiences for students. 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 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 to the core message in the center of the triangle.
- 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.
 - Push for better data transparency using this message triangle.
 - In the meantime, rely on national data trends instead.
- 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.)
 - Practical The best sound bites are authentic but not off the cuff.
- 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 of leaders and systems, emphasizing systems-level action and does not place blame or fault on students.
- 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 high-quality early learning in your district, as well as in combination with the [guidebooks](#) to dig deeper into root causes and potential actions.
- 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. Pearman, F. Springer, M., Lipsey, Lachowicz, M., Farran, D., Swain, W. (2019). "Teachers, Schools, and Pre-K Effect Persistence: An Examination of the Sustaining Environment Hypothesis." *EdWorkingPaper*: 19–85. : <http://www.edworkingpapers.com/ai19-85>.
2. Puma, M., Bell, S., Cook, R., Heid, C., Broene, P., Jenkins, F., Mashburn, A., Retrieved from *Annenberg Institute at Brown University* Downer, J. (2012). "Third-Grade Follow-Up to the Head Start Impact Study." *Office of Planning, Research, and Evaluation and Westat*, https://www.acf.hhs.gov/sites/default/files/opre/head_start_report.pdf; Robin, K., Frede, E., Barnett, W.S. (2006). "Is More Better? The Effects of Full-Day vs. Half-Day Preschool on Early School Achievement." *National Institute for Early Education Research*. <http://nieer.org/>; Barnett, W.S. (2011). Preschool Education as an Educational Reform: Issues of Effectiveness and Access. *National Institute for Early Education Research*. <http://nieer.org/wp-content/uploads/2016/08/NRC20Preschool20Report20Rev20920262011.pdf>
3. Morgan, H. (2019). "Does High-Quality Preschool Benefit Children? What the Research Shows." *The University of Southern Mississippi*. https://aquila.usm.edu/cgi/viewcontent.cgi?article=17123&context=fac_pubs; Heckman, J., Karapakula, G. (2019) "Intergenerational and Intragenerational Externalities of the Perry Preschool Project." *National Bureau of Economic Research*. <https://www.nber.org/papers/w25889>; Lipsey, M., Farran, D., Durkin, K. (2018). "Effects of the Tennessee Prekindergarten Program on Children's Achievement and Behavior Through Third Grade." *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2018.03.005>
4. [Karapakula, G.](#), Heckman, J. (2019).
5. The Hunt Institute, The Education Trust, The Century Foundation, and Educational Alliance's Manny Cantor Center with support from Trust for Learning. (2022). "Strong Foundations: Promoting Diverse and Inclusive Preschool Settings." <https://hunt-institute.org/resources/2022/06/early-childhood-issue-brief-strong-foundations-promoting-diverse-and-inclusive-preschool-settings/>
6. Gillespie, C. (2019). "Young Learners, Missed Opportunities: Ensuring That Black and Latino Children Have Access to High-Quality State-Funded Preschool." The Education Trust. <https://edtrust.org/resource/young-learners-missed-opportunities/>
7. Ibid.
8. Nores, M., Barnett, S. (2014). "Access to High Quality Early Care and Education: Readiness and Opportunity Gaps in America." CEELo & NIEER Policy Report. Center on Enhancing Early Learning Outcomes and National Institute for Early Education Research at Rutgers University. <https://eric.ed.gov/?id=ED555707>
9. Phillips, D. Lipsey, M., Dodge, K., Haskins, R. Bassok, D., Burchinal, M. Duncan, J., Dynarski, M., Magnuson, K., Weiland, C. (2017). *The Current State of Scientific Knowledge on Pre-Kindergarten Effects. Consensus Statement from the Pre-Kindergarten Task Force*. https://www.brookings.edu/wp-content/uploads/2017/04/duke_prekstudy_final_4-4-17_hires.pdf
10. Gillespie, C. (2019).
11. The Hunt Institute, The Education Trust, The Century Foundation, and Educational Alliance's Manny Cantor Center with support from Trust for Learning. (2022).
12. Ibid
13. Ibid.

Appendix A: Data Resources Chart

Key Question	Data Metric	Data Notes	Data Source
<p>Key Question 8.1 Does each student have access to high-quality preschool programs?</p>	<ul style="list-style-type: none">• Total percentage of students enrolled in pre-K program• Percentage of students enrolled in pre-K program, disaggregated by race/ethnicity and economic status.	<p>Compare pre-K enrollment to 1st-grade enrollment (size, race/ethnicity, economic status).</p>	<p>Urban Institute/NCES</p>

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: _____

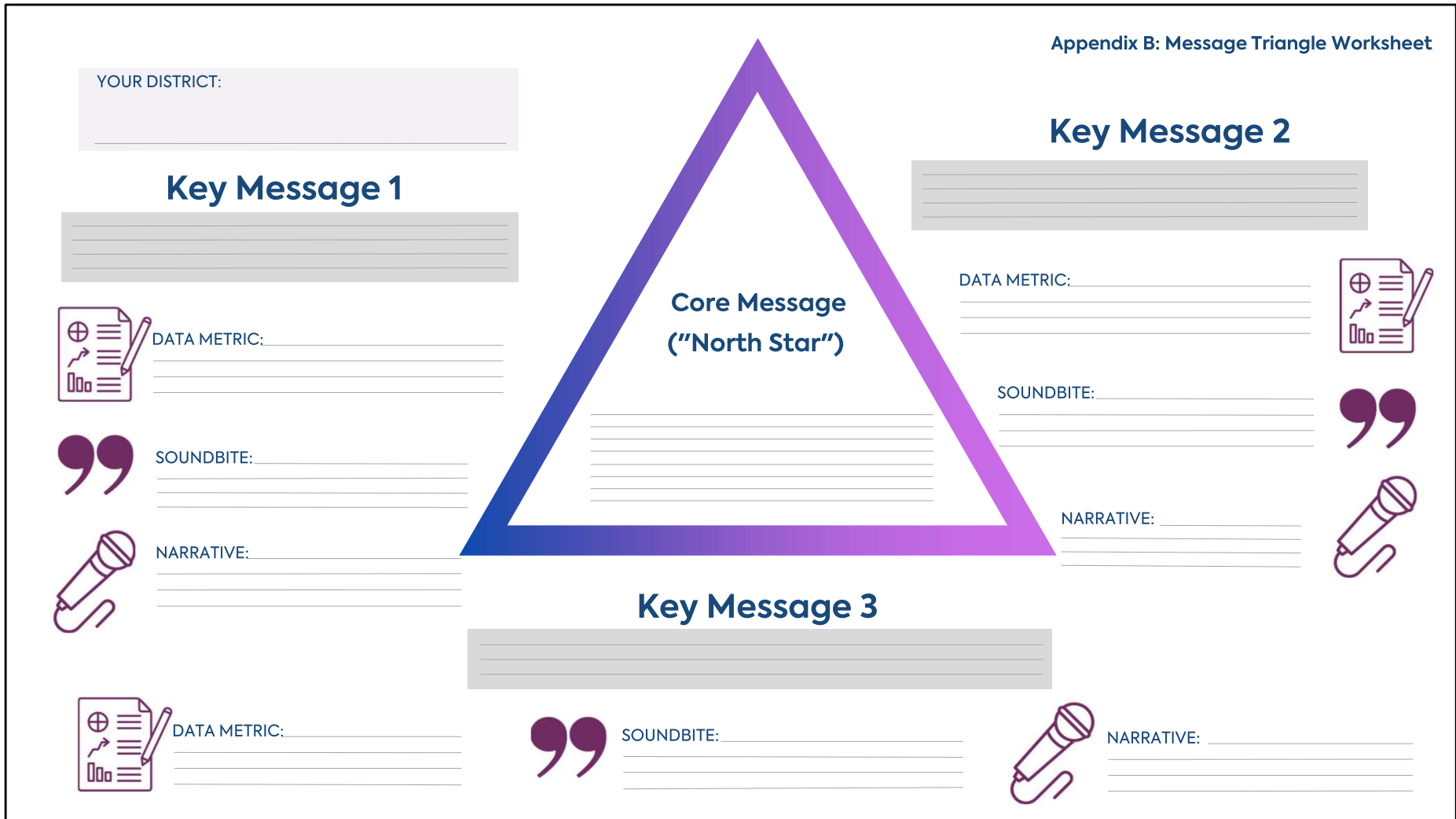
SOUNDBITE: _____

NARRATIVE: _____

DATA METRIC: _____

SOUNDBITE: _____

NARRATIVE: _____



Use this slide to form your own message triangle!