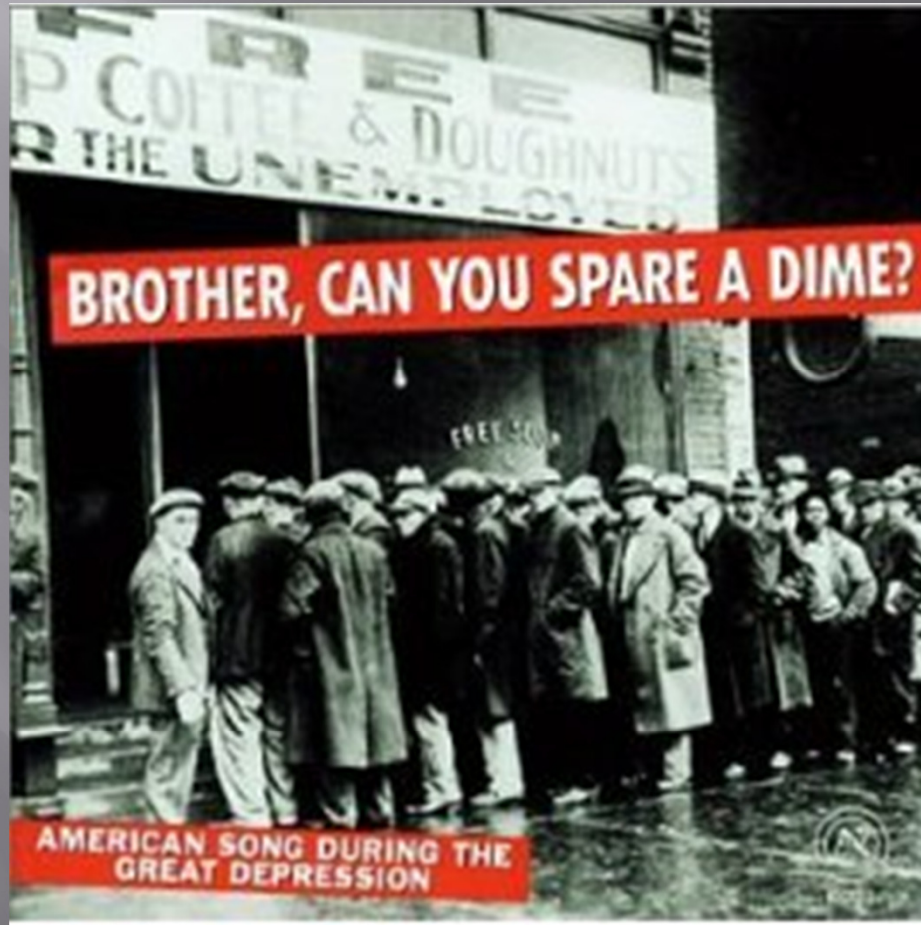


External Messaging

Getting the Right Message Across To the
Community...



...During Hard Times



Who Do People Trust?

	Would Trust	Would Not	Not Sure/ Refused
	%	%	%
Doctors	85	12	3
Teachers	83	15	2
Scientists	77	19	4
Police officers	76	21	3
Professors	75	19	6
Clergymen or priests	74	22	4
Military officers	72	26	3
Judges	70	24	5
Accountants	68	28	3
Ordinary man or woman	66	26	8
Civil servants	62	32	6
Bankers	62	34	3
The President	48	47	4
TV newscasters	44	51	5
Athletes	43	47	10
Journalists	39	58	3
Members of Congress	35	63	3
Pollsters	34	54	12
Trade union leaders	30	60	10
Stockbrokers	29	63	8
Lawyers	27	68	5
Actors	26	69	5

Source: 2006 Harris Poll

Management Usually Has Their Own Message Discipline

- ▣ “We support our teachers. Unfortunately these cuts are necessary.”
- ▣ “The District Office programs the union is asking us to cut provide vital services to the classroom.”
- ▣ “It’s unfortunate that the union leaders are not giving their members or the public the real story.”

Choices We Make

▣ Framing the Story

What do we say the campaign is about?

Are we perceived as a special interest or are we connecting to the public interest?

• Spokespeople

Who is our public face (s)?

Does that choice reflect a broader public interest

• Visuals

Do they reinforce a public interest or a special interest image?

What Does the Public Hear? Why *Should They Support Us?*

- ▣ “Teachers’ Union President Announces Contract Demands”
- ▣ “Union Says Members Deserve More”
- ▣ “Teachers Demand Support From Union-Backed Board Member”
- ▣ “Union Says No to Cuts”

Which Message Would Help Get Public Support?

- ▣ “We believe everyone should have access to affordable health care. The District doesn’t. That’s what this is about.”

OR

- ▣ “These benefits cuts are not fair. Our members need the benefits they have now and we’re not going to let the district take them away.”

Which Message Would Help Get Public Support?

- ▣ “We’re trying to keep experienced teachers, quality programs, and smaller class sizes in our district so these kids get the education and individual attention they deserve.”

OR

- ▣ “We work hard, we deserve a raise, and we’re not going to put up with class size increases.”

Allegheny General nurses want union

A group of nurses from Allegheny General Hospital went public Thursday with plans to unionize. While salary is an issue, they said, patient care is a bigger concern.



Surrounded by more than a dozen colleagues, some wearing nursing scrubs and others holding young children, nurse Judy Stupak said she and coworkers are worried about the future of the hospital. "We're stretched to the limit," the neuro-intensive care unit nurse said. Shortages of staff and supplies are taking a toll, she said.



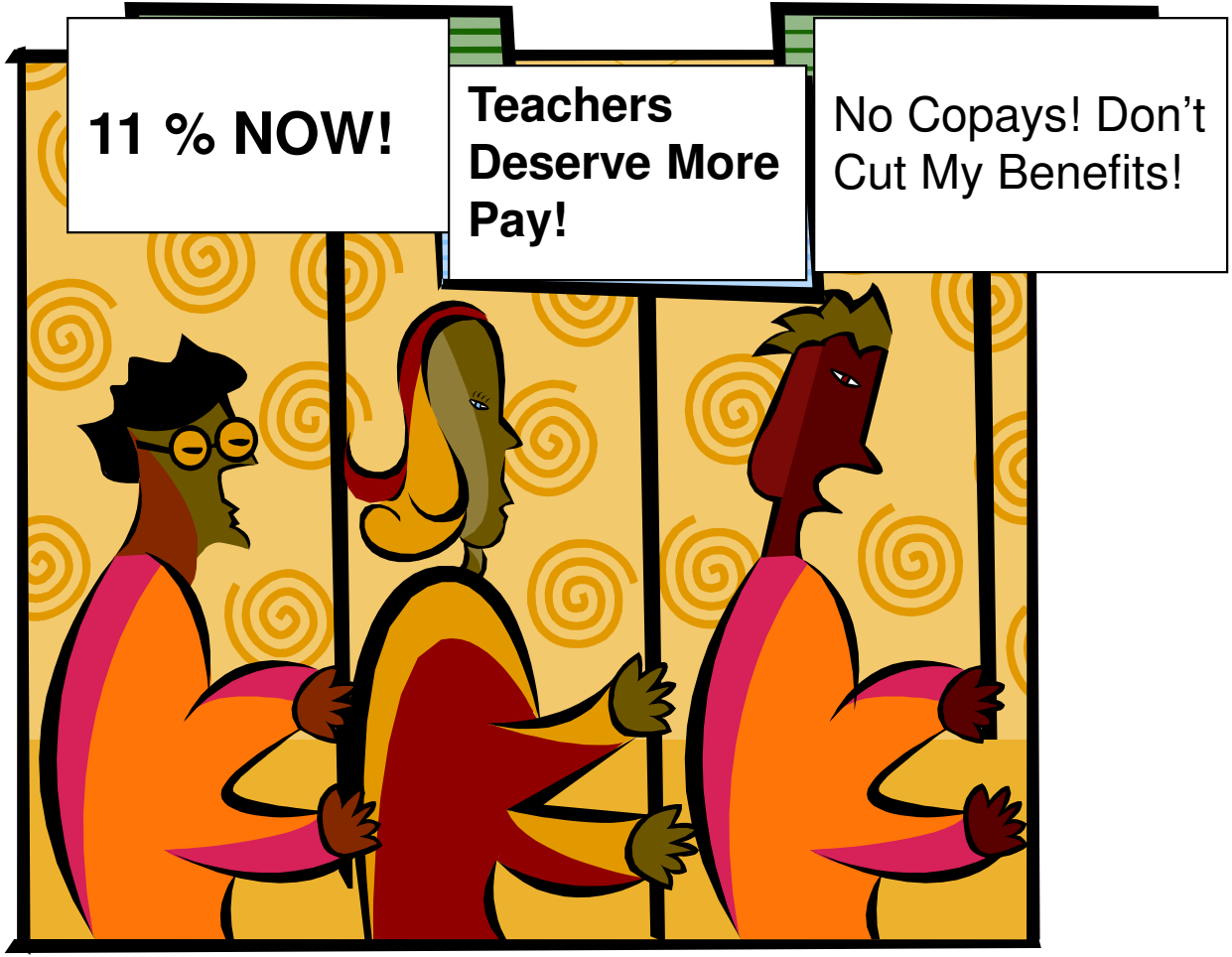


Chronicle / Chris Hardy

11 % NOW!

**Teachers
Deserve More
Pay!**

**No Copays! Don't
Cut My Benefits!**



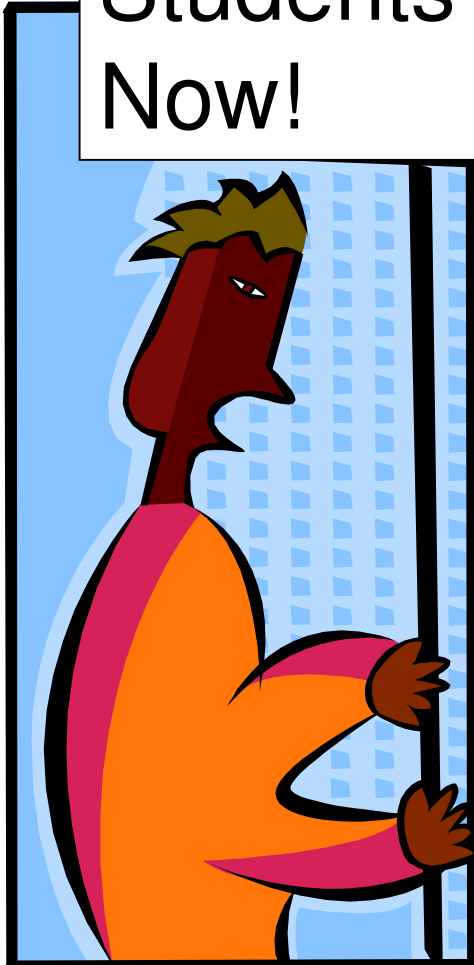
**Spend \$ on
Classrooms, Not
Bureaucrats!**

**Keep Quality
Instructors in
our District!**

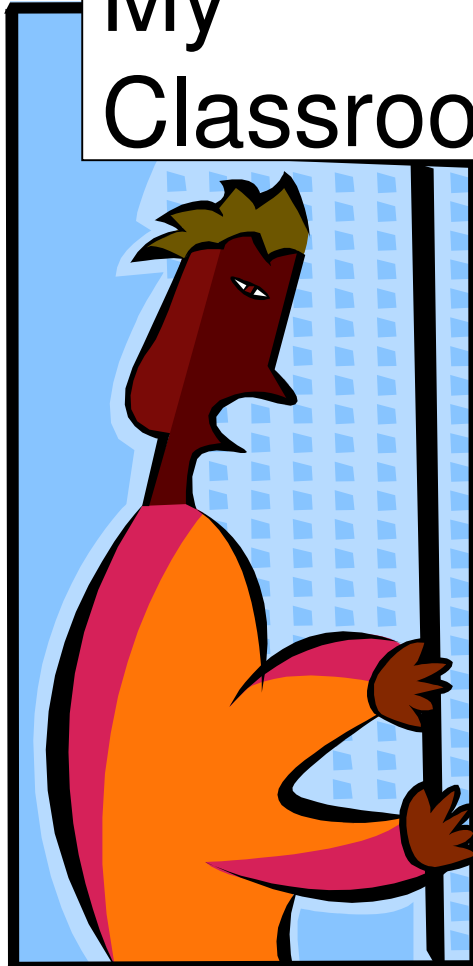
**Everyone Deserves
Quality Health Care!**



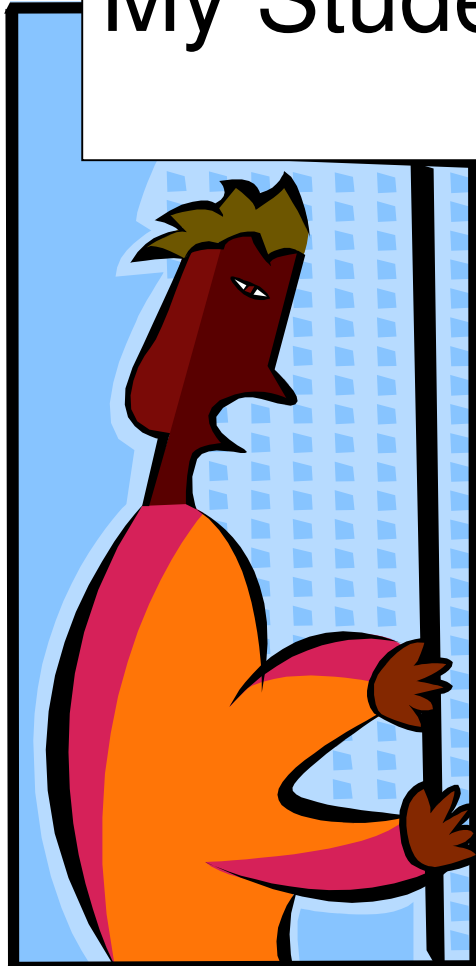
Fewer
Students
Now!



Don't Crowd
My
Classroom!



Don't Crowd
My Students!



**Spend \$ on
Classrooms, Not
Bureaucrats**

**Keep Quality
Teachers in
Whittier!**

**Everyone Deserves
Quality Health Care!**



Message Discipline: Talking Points



Erase, Rewrite and Reauthorize! Reauthorizing ESEA/NCLB Talking Points - March 26, 2007

As Congress prepares to reauthorize the **Elementary and Secondary Education Act (ESEA)** that was first implemented in 1965, CTA wants to erase the punitive and onerous provisions of the act, named **No Child Left Behind (NCLB)** by President Bush in 2001. CTA wants to rewrite the law to help our schools and improve student learning. CTA is calling for the following changes as Congress considers the reauthorization of ESEA/NCLB.

Use More than Test Scores to Measure Student and School Success

- ESEA/NCLB must include multiple measures of student learning and school success instead of the current one-day snapshot based solely on standardized test scores. The snapshot approach is an unfair, inaccurate and misleading measure of student achievement.
- Additional measures of success could include using attendance rates, graduation rates, a rigorous curriculum, and the number of students participating in honors or advanced placement courses.
- Time spent on testing and test preparation has decimated important programs like art, music, foreign languages and physical education, and has limited the scope and depth of instruction during regular class time.

Use Growth Models that Recognize School Progress and Student Needs

- Erase the one-size-fits-all approach of No Child Left Behind that requires all students to learn in the same way and at the same rate. We all know every child learns differently. The law must recognize the individual needs of students and schools.
- Rewrite ESEA/NCLB to allow states to implement growth models that measure changes in student performance and give schools credit for making progress over time. For example, schools that improve student achievement from below basic to basic, basic to proficient, or proficient to advanced should be acknowledged as making progress.
- ESEA/NCLB should provide common sense flexibility in assessing test scores from both students with disabilities and English Learners. Currently, schools are often unfairly penalized even though these students are working hard and making progress.

Provide Assistance and Resources, Not Sanctions

- No Child Left Behind sets up schools to fail. This year NCLB labeled one out of every five California public schools as failing. Instead of punishing schools, we need a system that provides assistance and resources to help all students and schools succeed.
- The current one-size-fits-all approach to education hurts all children and pushes struggling students even further behind. According to a study by the Harvard Civil Rights Project, NCLB has not helped narrow the achievement gap and has shortchanged schools that serve predominantly disadvantaged, minority students with an over reliance on sanctions rather than assistance.
- NCLB forces schools to waste time and money on bureaucracy, paperwork and standardized testing, rather than providing resources to reduce class sizes and to attract and retain quality educators in every classroom.
- The President and Congress have broken their promise of funding and support, making NCLB a federally mandated burden on local school districts. The shortfall in promised federal support since 2001 now exceeds \$55 billion. It's wrong for Congress to make additional demands of our schools without providing the resources to meet those demands.

Reduce Class Sizes, Provide other Proven Reforms that Improve Student Learning

- ESEA/NCLB should focus on reforms that work. Congress should restore and enhance the federal class size reduction program, with priority given to our schools of greatest need.
- California has some of the largest class sizes in the country and ranks 49th in the number of teachers per student. Research shows that smaller class sizes improve student learning and significantly close the achievement gap.
- ESEA/NCLB should provide financial incentives to attract and retain teachers in hard-to-staff schools, as well as resources to provide quality training to teachers and paraprofessionals.
- ESEA/NCLB should encourage and provide resources to increase parental and family involvement in our schools.

Getting Prepared

- ▣ Know local media outlets and reporters
- ▣ Know your community
- ▣ Choose the right bad guy
- ▣ Craft the right message(s)
- ▣ Have the right spokespersons/stories
- ▣ Develop external strategies and messages to deal with district proposed takebacks