



1

### Today's Goals

- ❖ Review CTC messaging
  - ❖ Research findings
  - ❖ Components of message
- ❖ Message training
  - ❖ Using the message
  - ❖ Table Discussion and Q&A
- ❖ Long-term advocacy plan update

2

### Overall project goal:

To develop an advocacy strategy and plan, including compelling messages that are bedrocked on research of state leaders and public opinion.

- Legislature & Governor
- Legislative and Executive Staff
- Stakeholders (Internal and External)
- General Public

3

### Messaging: Focus on Research

4

### Stakeholders: Interviews and Surveys

<p><b>Stakeholder Interviews</b></p> <ul style="list-style-type: none"> <li>▪ 4 business leaders</li> <li>▪ 4 community organization leaders</li> <li>▪ 5 education groups (including K-12)</li> <li>▪ 3 labor leaders</li> <li>▪ 8 legislators</li> <li>▪ 3 committee staff or government</li> </ul>	<p><b>Online Surveys</b></p> <ul style="list-style-type: none"> <li>▪ The CTC-leaders survey was answered by 182 people;</li> <li>▪ The community (or non-CTC) leader survey was answered by 123 people.</li> </ul> <p><i>Caveat: the online survey respondents varied significantly by location, depending on how widely the survey was shared by the campuses.</i></p>
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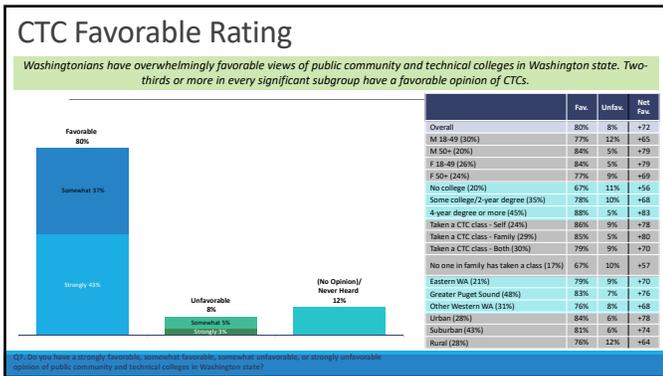
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### Public Opinion Survey

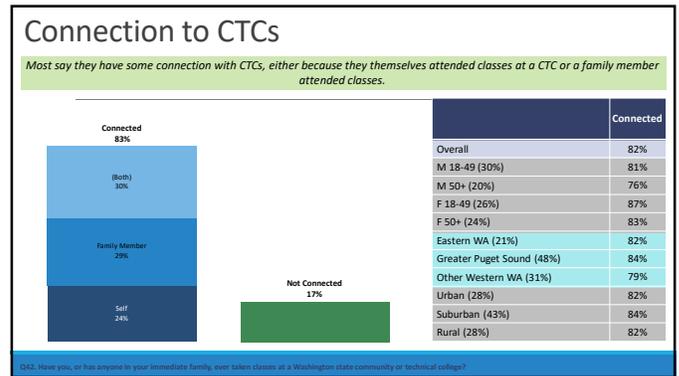
#### Methodology

- Live telephone survey of Washington Residents
- Survey conducted June 14-24, 2018
- 701 interviews; overall margin of error ±3.9 percentage points
- Interviews were conducted by trained, professional interviewers; landlines and mobile phones included
- Survey respondent data was weighted to be demographically and geographically representative

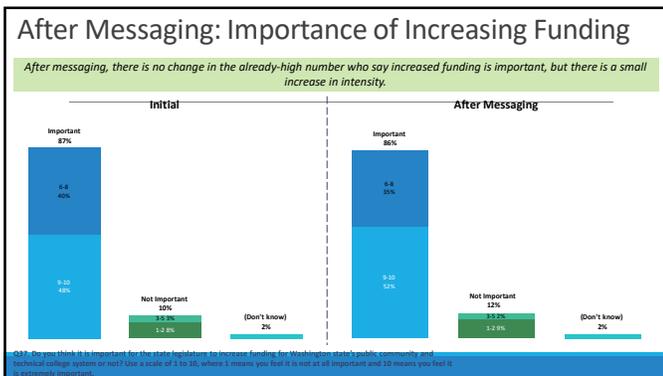
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9

- ### Key Findings
- Washington residents have markedly positive views of the state's community and technical colleges (CTCs) and recognize the benefits they bring to the students and communities they serve, as well as to our economy
  - Most have some connection or familiarity with CTCs, either because they themselves attended classes at a CTC or a family member attended classes
  - Washingtonians are in broad agreement that it is important for the state legislature to increase funding for CTCs
  - CTCs are seen as filling a vital role in higher education, providing a critical path to the post-secondary education that is seen as absolutely necessary in today's economy
  - Student-centered communications that emphasize the difference CTCs make in students' lives and the variety of paths they afford students resonate strongly, solidify positive attitudes about CTCs, and create a more intensely positive overall view of CTCs

10

### Review of the CTC Message

The most important thing Community and Technical Colleges do is meet people where they are and put them on the path to a better future.

It is a unique and highly valued mission.

11

### Elevator Pitch

"Today's jobs require education or training beyond high school. Whether a student is 16 or 60, rural or urban, their local community and technical college can prepare them for the next step up.

With more investment in our local Community & Technical Colleges, more Washington residents will have access to affordable, high-quality education that puts them on the path to high-skilled jobs and a better future."

12

## Pillars of the CTC Message

1. Students of all ages, races and backgrounds can find career pathways at our local Community & Technical Colleges.
2. Community & Technical Colleges are affordable and accessible for students and families in our community.
3. Community & Technical Colleges already help meet our state and local workforce needs, and are well-positioned for growth.
4. State investments in Community & Technical Colleges pay off in big ways for local residents, businesses/employers and communities.

13



14



Message Training

15

## Fundamentals of Message

- Based on Research
- Consistent
- Simple



16



### Message Delivery

- Know your objectives
- Know your audience
- Know basic techniques

17

## Delivery: Know Your Objectives

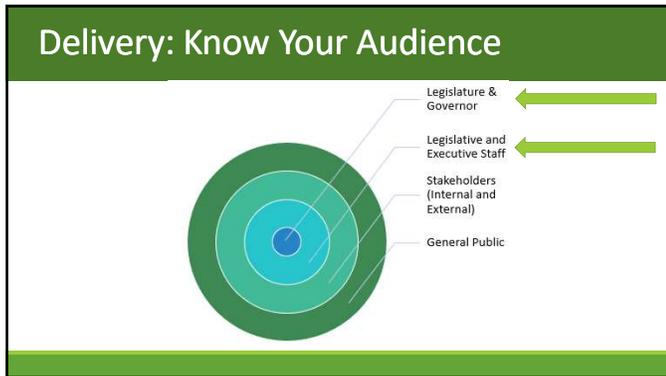
Be prepared.

What is your goal?

What are your main messages?

How will you communicate them?

18



19

### Delivery: Techniques

- The Message Box
- Bridging
- Repetition

20

### The Message Box

Us on Us	Them on Them
Us on Them	Them on Us

21

### The Message Box

<h4>Us on Us: Home Base</h4> <ul style="list-style-type: none"> <li>Students of all ages, races and backgrounds can find career pathways to today's jobs at our local Community &amp; Technical Colleges.</li> <li>Community &amp; Technical Colleges are <b>affordable and accessible</b> for students and families in our community.</li> <li>Community &amp; Technical Colleges already help meet our state and local workforce need, and are <b>well-positioned for growth</b>.</li> <li>State funding investments in Community &amp; Technical Colleges <b>pay off in big ways</b> for local residents, employers and communities.</li> </ul>	<h4>Them on Them</h4> <ul style="list-style-type: none"> <li>We don't have enough money to fund everything.</li> <li>We have other more critical priorities (K-12 – paramount duty, mental health – crisis).</li> <li>Where should the \$ come from? What should we cut? Or what taxes do you support increasing?</li> <li>We have a looming budget problem, increased costs outpacing revenues.</li> </ul>
<h4>Us on Them</h4> <ul style="list-style-type: none"> <li>During the recession, we endured deep cuts that we still haven't recovered from.</li> <li>The Legislature has made policy decisions that has led to increased costs for our campuses.</li> <li>We are continuously expected to do more with less.</li> </ul>	<h4>Them on Us</h4> <ul style="list-style-type: none"> <li>CTC system is too top heavy- too much administration, too many administrators paid too much</li> <li>Need accountability for \$ - student outcomes, completion rates</li> <li>Budgeting process is opaque</li> <li>Higher ed needs to be more unified</li> </ul>

22

A = Answer

B = Bridge

C = Communicate

### Bridging

23

Repetition,  
Repetition  
(and Repetition)

24

## Remember the Research

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  - Washingtonians are in broad agreement that it is important for the state legislature to increase funding for CTCs
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25



## Table Discussion

- What are some previous issues or topics that that you've had trouble talking about?
- Using the message pillars and tactics, how would you talk about them now?
- Are there issues that don't feel connected to the main message or the pillars?

26



## Long-Term Advocacy Plan: Strategies and Tactics

27

## Using the Message: Legislative Advocacy

- Work with partners
  - Employers/local business and industry
  - Community organizations and local leaders
  - Students
  - Faculty
  - Unions (internal and external)
  - Education partners (K-12 and higher ed)
- Focus on benefits to students of all ages and communities (not needs of institutions, not previous budget cuts)
- Use stories— students, job training, community partnerships

28

## What's Happening: Fall 2018 and January 2019

### Advocates

- Advocacy training
- Pre-session meetings with other organizations
- Meeting with legislators/advocacy days

### Infrastructure

- Setting goals
- Identify opportunities to capture and share best advocacy practices at the campus level

### Messaging/Communications

- Develop advocacy materials and communication channels
- Outreach to other internal audiences
- Alignment with other efforts (College Promise Coalition, Career Connect Washington)
- Media plan implementation (editorial board visits, opinion editorials)

29

## Questions?

30