External Messaging

Getting the Right Message Across To the Community…
During Hard Times
### Who Do People Trust?

<table>
<thead>
<tr>
<th></th>
<th>Would Trust</th>
<th>Would Not</th>
<th>Not Sure/Refused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctors</td>
<td>85</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>83</td>
<td>15</td>
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</tr>
<tr>
<td>Scientists</td>
<td>77</td>
<td>19</td>
<td>4</td>
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<tr>
<td>Police officers</td>
<td>76</td>
<td>21</td>
<td>3</td>
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<tr>
<td>Professors</td>
<td>75</td>
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<td>6</td>
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<tr>
<td>Clergymen or priests</td>
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<td>4</td>
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<tr>
<td>Military officers</td>
<td>72</td>
<td>26</td>
<td>3</td>
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<tr>
<td>Judges</td>
<td>70</td>
<td>24</td>
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<tr>
<td>Accountants</td>
<td>68</td>
<td>28</td>
<td>3</td>
</tr>
<tr>
<td>Ordinary man or woman</td>
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<td>8</td>
</tr>
<tr>
<td>Civil servants</td>
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<td>32</td>
<td>6</td>
</tr>
<tr>
<td>Bankers</td>
<td>62</td>
<td>34</td>
<td>3</td>
</tr>
<tr>
<td>The President</td>
<td>48</td>
<td>47</td>
<td>4</td>
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<tr>
<td>TV newscasters</td>
<td>44</td>
<td>51</td>
<td>5</td>
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<tr>
<td>Athletes</td>
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<td>47</td>
<td>10</td>
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<tr>
<td>Journalists</td>
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<td>3</td>
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<td>Members of Congress</td>
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<td>Pollsters</td>
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<tr>
<td>Actors</td>
<td>26</td>
<td>69</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: 2006 Harris Poll
“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.
Arnold breaks his promises.

He's no fighter.

More broken promises 2 our schools.

Govern Schwarze is a man of oldout.
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!
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 $33 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