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2007 Career Pathways Communications Plan

Prepared for the State of Oregon Pathways to Advancement
Marketing & Communications Committee

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Background

Career Pathways is not new.

Career Pathways builds on existing capacity and best practices developed through long experience at Oregon high schools and colleges with Career and Technical Education (CTE), tech prep and dual-credit or dual enrollment. It is really an evolution of these efforts. Career Pathways moves away from thinking of the scores of efforts around the state as isolated programs to thinking about, developing and promoting them as a unified, systemic framework to help students of all ages achieve their career goals while addressing the workforce needs of Oregon employers.

Career Pathways takes the kind of thinking once reserved for special populations, those pursuing a vocational-technical path in high school or community college for example, and expands it. Career Pathways is for all Oregonians: high school students who plan to enter the workforce right out of school, high school students who intend to enter a community college or university, current community college and university students, and adult workers seeking a career change or job advancement.

Career Pathways is not a panacea. It's an opportunity to retool our education systems to meet the changing needs of students and employers in our state.

In 2003 the state of Oregon participated in the National Governors Association Pathways to Advancement Initiative, which resulted in Oregon launching its own Pathways to Advancement Initiative. Oregon's effort has been led by Governor Kulongoski's office and the Department of Community Colleges and Workforce Development. The statewide initiative is directed by a steering committee of representatives from the Department of Education, Department of Community Colleges and Workforce Development, Oregon University System, Oregon Employment Department, Department of Human Services, Oregon Workforce Investment Board, Oregon Workforce Partnership, and community colleges across the state. The steering committee is co-chaired by Cam Preus-Braly, Community College Commissioner, and Lita Colligan, Governor's Workforce Policy Advisor.

Recognizing the critical need for marketing and communication efforts beyond those of individual organizations working on Career Pathways around the state, the steering committee launched the Pathways to Advancement Marketing & Communications Committee in March 2006. This committee is co-chaired by Jim Schoelkopf with the Department of Education and Mimi Maduro, the Pathways Initiative Statewide Director. The committee includes secondary and post-secondary education practitioners from across the state. (Refer to Appendix 1 for a list of committee members.) The committee hired Sanda Communications in August 2006 to develop the Career Pathways Communications Plan for Oregon.

Background

Practitioners of Career Pathways efforts have been wrestling with issues of common language, messaging and audiences—always concerned with how to best meet student and employer needs. The Pathways to Advancement Marketing & Communications Committee is committed to a systems approach that invites organizations around the state to collaborate and leverage resources to bring the Career Pathways message to a wider audience.

Funding for the communications plan was also a collaborative effort. The committee extends its appreciation to the following agencies for funding:

Corvallis School District

Lane Education Service District

Oregon Department of Community Colleges & Workforce Development

Oregon Department of Education

Portland Community College/PAVTEC

Umatilla-Morrow Education Service District

Communications plan objectives

Members of the Pathways to Advancement Marketing & Communications Committee and Sanda Communications worked together to identify four goals to achieve through execution of the tactics recommended by this communications plan:

Objective One

Increase awareness of Career Pathways.

Objective Two

Create and promote a common language to be used when talking about or promoting Career Pathways.

Objective Three

Create Career Pathways promotional tools to be used throughout the state.

Objective Four

Take advantage of efficiencies of scale to lower the cost of creating promotional tools for Career Pathways-related efforts.

Methodology

General

In preparation for work on this communications plan, Sanda personnel reviewed materials supplied to it by the Pathways to Advancement Marketing & Communications Committee. These included print collateral and PowerPoint presentations produced within Oregon and around the nation. Sanda also searched the Web and reviewed materials on Career Pathways, Career and Technical Education and Career Clusters. We looked into Career Pathways efforts in Arizona, Indiana, Michigan and North Carolina.

Audience definition and segmentation

The Pathways to Advancement Marketing & Communications Committee furnished a list of possible audiences for this communications plan. Working together, committee Co-Chairs Mimi Maduro and Jim Schoelkopf and Sanda grouped these into three broad audience categories (policy-makers, influencers and students) and further segmented each audience within the categories. This segmentation is beneficial because modern communications tools like e-mail and database-driven digital printing will enable targeting audience segments with tailored messages.

Terminology and messaging

Because surveying hundreds of policy-makers and influencers was beyond the scope of this project, Sanda relied upon the collective knowledge of the Pathways to Advancement Marketing & Communications Committee members and additional contacts supplied to Sanda by the committee's co-chairs.

To capture that collective knowledge, Sanda created a survey instrument using the online service SurveyMonkey (The survey is available for review at <http://www.surveymk.com/PreviewSurvey.asp?SID=2640085&T=0.878779>). Sanda invited 33 people to complete the survey, and 19 did so, a 57.5 percent response rate. In addition, Sanda conducted phone interviews with four of those people who were invited to complete the online survey but did not.

This survey served three purposes:

- To get a sense of audience preference for "Pathways" or "Career Pathways."
- To gauge the perceived importance of various policy-maker audiences.
- To understand what those surveyed feel are important messages for various policy-maker and influencer audience segments.

Sanda used the results of the messaging portions of the surveys as guidance in developing the messaging for the communications plan.

Methodology

Nomenclature

Through the survey, we learned that “Pathways” and “Career Pathways” appear to be the most common labels for efforts around the state. Sixty percent of respondents said they use the term “Career Pathways,” and 55 percent said they use “Pathways” (some use both terms). Although 80 percent indicated that they feel positive or strongly positive toward either term, 50 percent said they feel strongly positive about “Career Pathways,” and only 15 percent said they feel strongly positive toward “Pathways.”

“Career Pathways” is the stronger label for this framework. “Pathways” itself is not descriptive enough, and many other organizations use it for names of publications, programs, etc. Further, “Career Pathways” is a term commonly used throughout the education community, and it is beneficial to tie in to the awareness that already exists. For these same reasons, we would argue against creating a third label for these efforts that is neither “Career Pathways” nor “Pathways.”

Sanda Communications and the Marketing & Communications Committee recommend adopting the term “Career Pathways” to refer to these efforts throughout Oregon, and “Career Pathways” is the term used throughout this document.

Audiences

Pathways to Advancement Marketing & Communications Committee Co-Chairs Mimi Maduro and Jim Schoelkopf and Sanda grouped potential Career Pathways audiences into three broad audience categories: policy-makers, influencers and students.

Students and prospective students will benefit most from Career Pathways, but in order to deliver on promises made to them in promotions, we must also establish awareness and gain support among the first two audiences. Policy-maker support is important for the success of Career Pathways: Without a mandate from above and without funding, progress will be slow. Support of influencers is important for ensuring consistency of Career Pathways language used throughout the state and for educating student audiences about Career Pathways.

The audiences were segmented finely in anticipation that we would target audience segments with tailored messages using e-mail and database-driven digital printing.

Policy-makers

- Governor
- Oregon Department of Education
- Oregon Department of Community Colleges and Workforce Development
- Oregon State Board of Education
- Oregon State Board of Higher Education
- Oregon Employment Department
- Oregon Workforce Investment Board and local workforce investment boards
- Bureau of Labor and Industries
- State legislators
- Superintendents
- School board members
- Community college board members
- High school principals
- Community college presidents
- Community college deans of academic programs

Influencers

- High school advisors, counselors, faculty and administrators
- Community college and university advisors, counselors, faculty and administrators
- Employers
- Business and industry associations
- Parents of current high school students
- Economic development agencies and associations
- Labor unions

Audiences

Students and prospective students

- Current high school students
- Recent high school graduates
- Out-of-school youth
 - High school dropouts
 - Incarcerated youth
- Current community college students
- Current university students
- Adult workers seeking career change, skills upgrading or job advancement
 - With/without high school diploma or GED
 - With/without English language proficiency necessary to enroll in academic courses or occupational skills training
- Adult workers who are unemployed or dislocated
 - With/without high school diploma or GED
 - With/without English language proficiency necessary to enroll in academic courses or occupational skills training

Opportunities to accelerate adoption of Career Pathways

Career Pathways is an opportunity to retool the education system in Oregon from the ground up. However, it isn't a cure-all, and as with any change, it will meet resistance from individuals and groups around the state of Oregon—and for different reasons. If the Career Pathways community can anticipate these objections, both in the execution of this communications plan and in development of Career Pathways efforts around the state, it will help ensure Career Pathways' success and bring its benefits to all Oregonians.

Get the word out that Career Pathways is for all students

"My child doesn't need to focus on a career; she's going to college."

"Look, I'm out of work. I need a job, not a career."

If you are involved with secondary or post-secondary education, you have likely encountered one of these attitudes. On the one hand, parents view the notion of kids learning in the context of a career as a distraction from their children's focus on the bigger picture: college. On the other hand, you have the notion of learning in the context of a career being too "big picture" for somebody faced with the expedient need to get a job to put food on the table.

This kind of thinking can lead to Career Pathways being seen as an opportunity only for those high school students destined for the job market right out of school or for those adult workers who have the luxury of taking time off to pursue a career. That's an ingrained institutional mind set that must change.

Implementing this communications plan can help change that mind set and get the word out that Career Pathways is for everyone: high school students, college students and adult workers. To accomplish that, the materials produced as this plan is implemented should clearly place all education in the context of a career, whether that education leads to a job in manufacturing right out of high school, to a community college to earn a degree to enter a medical career, or to a university in pursuit of an academic career.

Opportunities to accelerate adoption of Career Pathways

Promote Career Pathways as an evolutionary agent that will lead to improvement of successful, existing programs

When those who are unfamiliar with Career Pathways hear about it or read about it for the first time, they may be inclined to think of it as another education fad.

For this reason, it is important to promote Career Pathways as an evolutionary agent. That is, make it clear that Career Pathways has not been proposed as a quick fix for a particular problem. Instead it is a systemic framework for developing existing programs to better serve today's dynamic labor market, where adult workers must often blend work and college as they seek to advance within their organizations or search for new opportunities when they are displaced by adverse market conditions.

“Career Pathways Thinking” is simply prudent thinking. It can help Career and Technical Education (CTE), tech prep, dual-credit, dual enrollment and others remain relevant as the needs of students and employers change.

Making this clear in presentations and promotions could prevent the thought “another fad” from popping into potential opponents' minds.

Promote Career Pathways' “immunity” to budget cuts

Career Pathways is not a program. It's a systemic framework for institutional change, a way of thinking about education. That framework won't necessarily create new programs, but it will change programs that already exist. It will change the way the education community does business to better serve the needs of students and employers.

And because Career Pathways isn't a program, it possesses a kind of immunity to budget cuts.

In many cases, at the level of educational institutions, Career Pathways simply means deploying resources differently. Once Career Pathways has momentum behind it and shows that it really delivers on its promises, budget cuts will simply slow it down. For example, even if deep budget cuts hit a high school, that school must still deliver diploma requirements, and it can deliver those requirements within a Career Pathways framework.

In another respect, Career Pathways lacks this immunity to budget cuts. Execution of this communications plan will take the Career Pathways message from the already converted and broadcast it to policy-makers, influencers, students and potential students around the state. Sanda believes this will strengthen the Career Pathways message and accelerate adoption of Career Pathways thinking. Cutting funding of outreach early on—during the period when the stakeholders who have assembled now are agreeing on what Career Pathways will look like in Oregon and communicating that to educational institutions and stakeholders throughout the state—will hinder the speed at which the Career Pathways message takes hold.

Opportunities to accelerate adoption of Career Pathways

Promote Career Pathways as a grass roots effort

Implementation of Career Pathways isn't a top-down effort. The statewide Career Pathways committee comprises stakeholders from around the state, many who oversee local efforts. They want a common language and a common look for Career Pathways efforts around the state. The intent of the Career Pathways Communications Plan is to strengthen local efforts, not clash with them.

It's not really a question of "state or local." It takes both.

The Career Pathways message will be stronger if more institutions adopt the language and identity standards developed as part of implementation of this communications plan. For institutions that haven't already developed their own materials, the deliverables of this plan make it economically beneficial to do so. For those that have, the plan offers tools those schools can use to show that they are part of the statewide effort without sacrificing the "look" they have already spent money producing.

The efforts called for in this communications plan cost much less than what it would cost 600 colleges and high schools to do it for themselves. If one were to give each of those institutions \$2,000 to create informational brochures, develop display materials for career fairs, and promote their efforts in their communities, how much would they actually be able to accomplish? Likely much less than they can accomplish through a joint effort with other like-minded institutions around the state.

This cooperative effort is like a well-managed mutual fund: many small investors pooling their resources to access bigger opportunities.

Develop tools that make the counseling and advising community's job easier

Faculty advising often revolves around helping students understand what they must do to earn a high school diploma or complete a college degree or training program. It has been concerned primarily with what courses a student has taken, what courses the student must still take and when those courses are offered. Advising has not involved counseling students on long-term career choices.

Career Pathways represents a real shift in the advisor's role. The current tools employed by advisors are not career-focused, and without the tools to guide them, the advising community could perceive the new responsibilities that Career Pathways implies as too much work. Advisors are an important ally in promoting adoption of Career Pathways throughout the state. To ensure their support, the Career Pathways community in Oregon must focus on developing print and online tools that make the advisor's job easier.

Opportunities to accelerate adoption of Career Pathways

Promote Career Pathways' support for high academic standards for all coursework

One goal of Career Pathways is to prepare Oregonians to succeed in post-secondary education. Unfortunately, large numbers of Oregonians do not possess the foundational skills necessary to enroll in community college programs. For that reason, Career Pathways supports development of “bridge” programs that help these potential students acquire the math and English language skills they need before they take the technical credit courses required to increase their skills and their value to potential employers.

The technical and academic courses offered by community colleges remain unchanged. For example, the short-term certification programs offered at many community colleges—as part of a Career Pathway—package existing college credit courses, not watered-down versions of these courses.

Notes regarding messaging

The messages presented here are messages from the Career Pathways community to a particular audience. They will appear in communications materials produced by members of the Career Pathways community in Oregon in support of Career Pathways.

Expression of levels of influence and likelihood

In order to make the messages presented here more credible, the Marketing & Communications Committee wants to ensure that it neither overstates the extent of Career Pathways influence nor the likelihood of Career Pathways having a particular influence. To that end, it has adopted specific language in the statement of messages.

Lesser influence is indicated by the presence of the word “contributes:”

- Example: “Creates stronger collaboration” (stronger influence)
- Example: “Contributes to stronger collaboration” (weaker influence)

Lesser likelihood is indicated by the presence of the word “could:”

- Example: “Creates stronger collaboration” (greater likelihood)
- Example: “Could create stronger collaboration” (lesser likelihood)

Combining variations in influence and likelihood results in four variations of basic message:

- Example: “Creates stronger collaboration” (stronger influence and likelihood)
- Example: “Contributes to stronger collaboration” (weaker influence, stronger likelihood)
- Example: “Could create stronger collaboration” (Stronger influence, lesser likelihood)
- Example: “Could contribute to stronger collaboration” (weaker influence, lesser likelihood)

Policy-maker messaging

Policy-makers

Sanda arrived at the messaging presented here by soliciting—through an online survey—what members of the Career Pathways community thought were important messages for various policy-maker audience segments. Sanda also searched these audience segment Web sites to determine what their stated goals are, and then paired Career Pathways messages with those goals.

Governor

Messages for the governor and state legislators are nearly identical. In place of “Oregon” state legislator messaging uses “your district.” These messages promote the benefit of Career Pathways for the common good; they’re also the kind of benefits that enhance a political stature.

Message 1: Career Pathways enables job seekers in Oregon to complete education programs with the knowledge and skills that enable them to fill vacant positions in high-demand occupations in emerging or growth industries.

Message 2: Career Pathways could contribute to Oregon employers’ ability to find the employees they need to fill vacancies locally because Career Pathways results in a better-educated workforce that possesses the skills sought by industry.

Message 3: Career Pathways could contribute to increased competitiveness of Oregon businesses because it produces more highly skilled workers, who are both more likely to drive innovation within a company and to implement innovations within a company.

Message 4: Career Pathways contributes to a lower high school dropout rate and better prepares students to enter the workforce or continue with post-secondary education because it helps students understand the relevance of their high school education.

Message 5: Career Pathways could reduce education spending because it helps students focus on clear career goals, and they waste less money experimenting with classes and programs.

Message 6: Career Pathways contributes to Oregonians’ ability to earn increasing wages over time by encouraging students and adult workers to complete education and training programs and earn the associated credentials, certificates and degrees.

Oregon Department of Education

The Oregon Department of Education is reexamining the Oregon High School Diploma with the goal of creating a new diploma that it hopes will help students be college and workforce ready. The Oregon Department of Education is also promoting the concept of every school being a community school. Both of these relate to Career Pathways directly.

Message 1: Career Pathways creates a smoother transition to post-secondary opportunities for high school students, whether that means entering the workforce or continuing on to higher education.

Message 2: Career Pathways provides a method for building stronger collaboration among school districts, businesses and industry in the communities that they serve.

Policy-maker messaging

- Message 3: Career Pathways contributes to a lower high school dropout rate and better prepares students to enter the workforce or continue with post-secondary education because it helps students understand the relevance of their high school education.
- Message 4: Career Pathways could result in more high school students continuing on to post-secondary education because they are more aware of career opportunities.
- Message 5: Career Pathways results in increased collaboration among school districts, educational service districts, community colleges and universities.
- Message 6: Career Pathways provides the infrastructure and support to help students complete their Educational Plan and Profile.

Oregon Department of Community Colleges and Workforce Development

- Message 1: Career Pathways helps all Oregonians become contributing members of society by enabling them to complete secondary and post-secondary education programs with the knowledge and skills that enable them to fill vacant positions in high-demand occupations in emerging or growth industries.
- Message 2: Career Pathways enables the Oregon Department of Community Colleges and Workforce Development to take leadership in the development of an education framework encompassing secondary and post-secondary institutions that can increase career opportunities for all Oregonians.
- Message 3: Career Pathways prepares students better for post-secondary education because cooperation between secondary schools and post-secondary schools leads to well-defined requirements for entering college that are more consistent throughout the state.
- Message 4: Career Pathways contributes to higher levels of retention and program completion at community colleges because 1) well-defined Career Pathways help students see the relevance of completing post-secondary coursework to their success and 2) Career Pathways fosters the development of modular programs with “chunked” coursework. This enables students to move more smoothly between the workforce and education system when they must do so because of personal circumstances, without sacrificing progress toward educational goals.
- Message 5: Career Pathways contributes to stronger connections between workforce development programs and post-secondary training opportunities at community colleges and universities.
- Message 6: Career Pathways increases access for low-skilled adults and English language learners by supporting development of “bridge” programs that provide enhanced student support and linkages to One-Stop Career Centers.
- Message 7: Career Pathways helps Oregonians without high school credentials, English language proficiency or basic skills to enroll and succeed in post-secondary education.
- Message 8: Career Pathways contributes to Oregonians’ ability to earn increasing wages over time by encouraging students and adult workers to complete education and training programs and earn the associated credentials, certificates and degrees.

Policy-maker messaging

Oregon State Board of Education

The likely outcomes of further development of the Career Pathways initiative within Oregon will support OSBE's stated goals of creating "an aligned P-16 system" and "a connected educational community."

- Message 1: Career Pathways eases student transitions from secondary education to the workforce or post-secondary education and eases transitions for adult workers entering the education system, ensuring that all students have access to high-quality, life-long learning.
- Message 2: Career Pathways results in increased collaboration among school districts, educational service districts, community colleges and universities.
- Message 3: Career Pathways reinforces the career-related learning standards that are required for high school students to earn a diploma in Oregon.
- Message 4: Career Pathways contributes to a lower high school dropout rate and better prepares students to enter the workforce or continue with post-secondary education because it helps students understand the relevance of their high school education.
- Message 5: Career Pathways eases transitions for out-of-school youth and adult workers who re-enter the education system. Career Pathways also fosters the development of modular programs with "chunked" coursework. Together these features of Career Pathways enable students to move more smoothly between the workforce and education system when they must do so because of personal circumstances.
- Message 6: Career Pathways increases access for low-skilled adults and English language learners by supporting development of "bridge" programs that provide enhanced student support and linkages to One-Stop Career Centers.
- Message 7: Career Pathways provides the infrastructure and support to help students complete their Educational Plan and Profile.

Oregon State Board of Higher Education

- Message 1: Career Pathways eases the transition from community college to university for those who have earned an associate's degree by focusing on developing articulation agreements between community colleges to universities, particularly in high-demand career fields.
- Message 2: Career Pathways results in increased collaboration among school districts, educational service districts, community colleges and universities.
- Message 3: Career Pathways enables the Oregon University System to take leadership in the development of an education framework encompassing high schools, community colleges and OUS schools that can increase career opportunities for Oregonians.
- Message 4: Career Pathways better prepares students for a university education because cooperation between secondary schools and the university system leads to well-defined requirements for entering college that are more consistent throughout the state.
- Message 5: Career Pathways contributes to higher levels of retention and degree completion at Oregon universities because well-defined Career Pathways help students see the relevance of completing a university degree to their success.

Policy-maker messaging

Message 6: Career Pathways makes it easier for university counseling staff and faculty to advise students on career choices because its implementation encourages development of tools that enable them to provide information about Career Pathways within their university education and within a field after students enter the workforce.

Oregon Employment Department

One section of Oregon Employment Department's mission statement is to "Serve businesses by recruiting and referring the best-qualified applicants to jobs, and provide resources to diverse job seekers in support of their employment needs." Career Pathways credibly supports that portion of OED's mission.

Message 1: Career Pathways contributes to Oregon employers' ability to find the employees they need to fill vacancies locally because Career Pathways results in a better-educated workforce that possesses the skills sought by industry.

Message 2: Career Pathways enables job seekers in Oregon to complete education programs with the knowledge and skills that enable them to fill vacant positions in high-demand occupations in emerging or growth industries.

Message 3: Career Pathways eases transitions for out-of-school youth and adult workers who re-enter the education system. Career Pathways also fosters the development of modular programs with "chunked" coursework. Together these features of Career Pathways enable students to move more smoothly between the workforce and education system when they must do so because of personal circumstances.

Message 4: Career Pathways increases access for low-skilled adults and English language learners by supporting development of "bridge" programs that provide enhanced student support and linkages to One-Stop Career Centers.

Message 5: Career Pathways contributes to Oregonians' ability to earn increasing wages over time by encouraging students and adult workers to complete education and training programs and earn the associated credentials, certificates and degrees.

Oregon Workforce Investment Board and local workforce investment boards

Message 1: Career Pathways provides a short-term response to Oregon employers' needs for entry-level employees because well-articulated programs enable students to take short-term courses that give them the foundational knowledge and skills needed to enter the workforce.

Message 2: Career Pathways could contribute to Oregon employers' ability to find the employees they need to fill vacancies locally because Career Pathways results in a better-educated workforce that possesses the skills sought by industry.

Message 3: Career Pathways creates a pipeline to replace Oregon employers' aging workforce or fill positions in high-demand occupations because it shows students the value of secondary education to their success and results in higher enrollments in degree and training programs relevant to Oregon industry.

Policy-maker messaging

- Message 4: Career Pathways could contribute to increased competitiveness of Oregon businesses because it produces more highly skilled workers, who are both more likely to drive innovation within a company and to implement innovations within a company.
- Message 5: Career Pathways enables the Oregon workforce to stay innovative, and it enables Oregon companies to stay competitive by providing a means for their employees to continue to learn and grow.
- Message 6: Career Pathways contributes to Oregonians' ability to earn increasing wages over time by encouraging students and adult workers to complete education and training programs and earn the associated credentials, certificates and degrees.
- Message 7: Career Pathways provides opportunities for Oregon businesses to work with high schools, community colleges, universities and One-Stop Career Centers to ensure that their programs provide students with the academic knowledge and job skills they need to work in Oregon industry.
- Message 8: Career Pathways helps Oregon employers prepare low-skilled employees or English language learners for advancement within their organizations by supporting development of "bridge" programs that provide enhanced student support.

Bureau of Labor and Industries

Part of the BOLI's stated mission is to promote "the development of a highly skilled, competitive workforce in Oregon through partnerships with government, labor, business and educational institutions." Career Pathways credibly supports that portion of BOLI's mission.

- Message 1: Career Pathways contributes to Oregon employers' ability to find the employees they need to fill vacancies locally because Career Pathways results in a better-educated workforce that possesses the skills sought by industry.
- Message 2: Career Pathways results in increased collaboration among school districts, educational service districts, community colleges, universities, One-Stop Career Centers, industry consortia and statewide policy-makers.
- Message 3: Career Pathways supports BOLI's apprenticeship programs by focusing on articulation agreements with universities and promoting trade careers to all students, including women and minorities.
- Message 4: Career Pathways can help with recruitment of apprentices among English language learners by supporting development of "bridge" programs that provide enhanced student support for English language learners and promote their upward mobility in unions and within their employers' organizations.

State legislators

- Message 1: Career Pathways enables job seekers in your district to complete education programs with the knowledge and skills that enable them to fill vacant positions in high-demand occupations in emerging or growth industries.
- Message 2: Career Pathways contributes to your district's employers' ability to find the employees they need to fill vacancies locally because Career Pathways results in a better-educated workforce that possesses the skills sought by industry.

Policy-maker messaging

Message 3: Career Pathways could contribute to increased competitiveness of businesses in your district because it produces more highly skilled workers, who are both more likely to drive innovation within a company and to implement innovations within a company.

Message 4: Career Pathways contributes to a lower high school dropout rate and better prepares students to enter the workforce or continue with post-secondary education because it helps students understand the relevance of their high school education.

Message 5: Career Pathways could reduce education spending because it helps students focus on clear career goals, and they waste less money experimenting with classes and programs.

Superintendents and school board members

Message 1: Career Pathways makes it easier for high school counseling and teaching staff to advise students on career choices because its implementation encourages development of tools that enable them to provide information about Career Pathways within post-secondary education and within a field after students enter the workforce.

Message 2: Career Pathways makes it easier for high school counseling and teaching staff to develop student education plans, because the cooperation among secondary schools, post-secondary schools and industry that Career Pathways fosters leads to well-defined requirements for entering the workforce or college that are more consistent throughout the state.

Message 3: Career Pathways contributes to a lower high school dropout rate and better prepares students to enter the workforce or continue with post-secondary education because it helps students understand the relevance of their high school education.

Message 4: Career Pathways promotes success beyond high school, whether your high school students enter the workforce or continue on to post-secondary education.

Message 5: Career Pathways could result in more high school students continuing on to post-secondary education because they are more aware of career opportunities.

High school principals

Message 1: Career Pathways makes it easier for high school counseling and teaching staff to advise students on career choices because implementation of Career Pathways encourages development of tools that enable them to provide information about Career Pathways within post-secondary education and within a field after students enter the workforce.

Message 2: Career Pathways makes it easier for high school counseling and teaching staff to develop student education plans, because the cooperation among secondary schools, post-secondary schools and industry that Career Pathways fosters leads to well-defined requirements for entering the workforce or college that are more consistent throughout the state.

Message 3: Career Pathways contributes to a lower high school dropout rate and better prepares students to enter the workforce or continue with post-secondary education because it helps students understand the relevance of their high school education.

Policy-maker messaging

Message 4: Career Pathways promotes success beyond high school, whether your high school students enter the workforce or continue on to post-secondary education.

Message 5: Career Pathways could result in more high school students continuing on to post-secondary education because they are more aware of career opportunities.

Message 6: Career Pathways promotes the success of students who must enter a remedial, developmental or alternative educational program at a community college. Career Pathways ensures the efficiency of that alternative education: Students are more motivated because they understand their education in the context of a career, and they don't waste time on courses not focused on their Career Pathways.

Message 7: Career Pathways contributes to your students' ability to earn increasing wages over time by encouraging them to complete education and training programs and earn the associated credentials, certificates and degrees.

Community college presidents, board members and deans of academic programs

Message 1: Career Pathways prepares students better for post-secondary education because cooperation between secondary schools and post-secondary schools leads to well-defined requirements for entering college that are more consistent throughout the state.

Message 2: Career Pathways makes it easier for counseling staff and faculty to advise students on career choices because its implementation encourages development of tools that enable them to provide information about Career Pathways within post-secondary education and within a field after students enter the workforce.

Message 3: Career Pathways makes it easier for community college counseling staff and faculty to develop student education plans, because the cooperation between post-secondary schools and industry that it fosters leads to a better understanding of the needs of industry.

Message 4: Career Pathways contributes to higher levels of retention and program completion at community colleges because 1) well-defined Career Pathways help students see the relevance of completing post-secondary coursework to their success and 2) Career Pathways fosters the development of modular programs with "chunked" coursework. This enables students to move more smoothly between the workforce and education system when they must do so because of personal circumstances, without sacrificing progress toward educational goals.

Message 5: Career Pathways contributes to community college students' ability to earn increasing wages over time by encouraging them to complete education and training programs and earn the associated credentials, certificates and degrees.

Message 6: Career Pathways helps community colleges stretch financial aid dollars further because it helps students focus on clear career goals, and they waste less money experimenting with classes and programs.

Message 7: Career Pathways increases access for low-skilled adults and English language learners by supporting development of "bridge" programs that provide enhanced student support and linkages to One-Stop Career Centers.

Influencer messaging

High school advisors, counselors, faculty and administrators

- Message 1: Career Pathways makes it easier for you to counsel students on career choices because its implementation encourages development of tools that enable you to provide information about Career Pathways within high school, post-secondary education and within a field after students enter the workforce.
- Message 2: Career Pathways makes it easier for you to develop student education plans, because the cooperation among secondary schools, post-secondary schools and industry that Career Pathways fosters leads to well-defined requirements for entering the workforce or college that are more consistent throughout the state.
- Message 3: Career Pathways contributes to a lower high school dropout rate and better prepares students to enter the workforce or continue with post-secondary education because it helps students understand the relevance of their high school education.
- Message 4: Career Pathways promotes success beyond high school, whether students enter the workforce or continue on to post-secondary education.
- Message 5: Career Pathways promotes the success of students who must enter a remedial, developmental or alternative educational program at a community college. Career Pathways ensures the efficiency of that alternative education: Students are more motivated because they understand their education in the context of a career, and they don't waste time on courses not focused on their Career Pathways.
- Message 6: Career Pathways provides opportunities for high school students to earn college credits that move them more quickly into post-secondary education and occupations.

College advisors, counselors, faculty and administrators

- Message 1: Career Pathways prepares students better for post-secondary education because cooperation between secondary schools and post-secondary schools leads to well-defined requirements for entering college that are more consistent throughout the state.
- Message 2: Career Pathways makes it easier for you to counsel students on career choices because its implementation encourages development of tools that enable you to provide information about Career Pathways within post-secondary education and within a field after students enter the workforce.
- Message 3: Career Pathways makes it easier for you to develop student education plans, because the cooperation between post-secondary schools and industry that it fosters leads to a better understanding of the needs of industry.
- Message 4: Career Pathways contributes to higher levels of retention and program completion at your institution because 1) well-defined Career Pathways help students see the relevance of completing post-secondary coursework to their success and 2) Career Pathways fosters the development of modular programs with "chunked" coursework. This enables students to move more smoothly between the workforce and education system when they must do so because of personal circumstances without sacrificing progress toward educational goals.

Influencer messaging

Message 5: Career Pathways contributes to Oregonians' ability to earn increasing wages over time by encouraging students and adult workers to complete education and training programs and earn the associated credentials, certificates and degrees.

Message 6: Career Pathways increases access for low-skilled adults and English language learners by supporting development of "bridge" programs that provide enhanced student support and linkages to One-Stop Career Centers.

Message 7: Career Pathways could help community colleges and students stretch financial aid dollars further because it helps students focus on clear career goals, and they waste less money experimenting with classes and programs.

Employers

Message 1: Career Pathways provides opportunities for your business to work with high schools, community colleges, universities and One-Stop Career Centers to ensure that their programs provide students with the academic knowledge and job skills they need to work in your industry.

Message 2: Career Pathways provides a short-term response to your needs for entry-level employees because well-articulated programs enable students to take short-term courses that give them the foundational knowledge and skills needed to enter the workforce.

Message 3: Career Pathways creates a pipeline to replace your aging workforce or fill positions in high-demand occupations because it shows students the value of a secondary education to their success and results in higher enrollments in degree and training programs relevant to your industry.

Message 4: Career Pathways reduces the time employers spend training new workers because applicants—those completing high school and community college programs and those who have worked with One-Stop Career Centers—have higher levels of base skills.

Message 5: Career Pathways enables your workforce to stay innovative and enables your company to stay competitive by providing a means for your current workforce to continue to learn and grow.

Message 6: Career Pathways increases the efficiency of your education spending (e.g., for tuition reimbursement) because it helps students focus on clear career goals, and they waste less money taking unnecessary courses.

Message 7: Career Pathways helps you prepare low-skilled employees or English language learners for advancement within your organization by supporting development of "bridge" programs that provide enhanced student support.

Business and industry associations

Message 1: Career Pathways promotes your industry to high school students, students in community colleges and universities, and students at One-Stop Career Centers, by informing students about opportunities available in your industry as a well-prepared high school graduate or as a completer of a training or degree program at a community college, university or One-Stop Career Center.

Influencer messaging

- Message 2: Career Pathways provides opportunities for businesses in your industry to work with each other and with high schools, community colleges, universities and One-Stop Career Centers to ensure that their programs provide students with the academic knowledge and job skills they need to work in your industry.
- Message 3: Career Pathways provides a short-term response to your industry's needs for entry-level employees because well-articulated programs enable students to take short-term courses that give them the foundational knowledge and skills needed to enter your industry's workforce.
- Message 4: Career Pathways creates a pipeline to replace your industry's aging workforce or fill positions in high-demand occupations because it shows students the value of a secondary education to their success and results in higher enrollments in degree and training programs relevant to your industry.
- Message 5: Career Pathways reduces the time employers in your industry spend training new workers because applicants—those completing high school and community college programs and those who have worked with One-Stop Career Centers—have higher levels of base skills.
- Message 6: Career Pathways enables the workforce in your industry to stay innovative and enables companies in your industry to stay competitive by providing a means for your industry's current workforce to continue to learn and grow.
- Message 7: Career Pathways increases the efficiency of education spending by businesses in your industry because it helps students focus on clear career goals, and they waste less money taking unnecessary courses.
- Message 8: Career Pathways helps businesses in your industry prepare low-skilled employees or English language learners for advancement within their organizations by supporting development of "bridge" programs that provide enhanced student support.

Parents of current high school students

- Message 1: Career Pathways makes sense for your children, whether they intend to enter the workforce directly after high school or continue with a community college or university education.
- Message 2: Career Pathways helps you talk to your children about career choices because it encourages development of tools that describe how those choices affect the kind of coursework they'll take at a community college or university and the kind of work they'll perform within their chosen field after they enter the workforce.
- Message 3: Career Pathways increases the likelihood that your children will complete high school because well-defined Career Pathways help your children see how important completing high school is to their success.
- Message 4: Career Pathways ensures that your children are better prepared to enter the workforce because, when they graduate from high school or complete a training or degree program at a community college, they have the higher-levels skills that employers seek.

Influencer messaging

- Message 5: Career Pathways prepares your children better for a community college or university because cooperation between high schools, colleges and universities leads to well-defined entry requirements that are more consistent throughout the state.
- Message 6: Career Pathways helps your children enter more rewarding, better-paying careers—whether they choose to enter the workforce right out of high school or go directly to a community college or university—because it helps them make wise choices about their careers while they’re still in high school.
- Message 7: Career Pathways helps you and your children stretch financial aid dollars further because it helps students focus on clear career goals, and they waste less money experimenting with classes and programs.
- Message 8: Career Pathways contributes to your children’s ability to earn increasing wages over time by encouraging them to complete education and training programs and earn the associated credentials, certificates and degrees.

Economic development agencies and associations

- Message 1: Career Pathways could contribute to increased economic vitality in your region through its positive affect on recruiting efforts, its contribution to competitiveness of local industry, and through enabling residents of your region to fill vacant positions in high-demand occupations.
- Message 2: Career Pathways enables job seekers in your region to complete education and training programs with the knowledge and skills that enable them to fill vacant positions in high-demand occupations in emerging or growth industries.
- Message 3: Career Pathways enables employers in your region, especially those in growing industries, to find the employees they need to fill vacancies because implementation of Career Pathways results in a better-educated workforce that possesses the skills sought by industry.
- Message 4: Career Pathways contributes to increased competitiveness of businesses in your region because it produces more highly skilled workers who are more likely to both drive innovation within a company and to implement innovations within a company.
- Message 5: Career Pathways encourages companies to relocate to or expand within your region because it fosters development of a better-educated workforce that possesses the skills sought by industry.
- Message 6: Career Pathways helps businesses in your region prepare low-skilled employees or English language learners for advancement within their organizations by supporting development of “bridge” programs that provide enhanced student support.

Influencer messaging

Labor unions

- Message 1: Career Pathways promotes your industry to high school, community college and university students by informing them about opportunities available in your industry as a well-prepared high school graduate or as a completer of a training or degree program at a community college or university.
- Message 2: Career Pathways contributes to an increase in opportunities for students to enter apprenticeships in your industry because the cooperation among high schools, community colleges, One-Stop Career Centers and industry leads to well-defined apprenticeship programs in your industry throughout the state.
- Message 3: Career Pathways can help labor unions recruit apprentices among English language learners by supporting development of “bridge” programs that provide enhanced student support for English language learners and promote their upward mobility in unions and within their employers’ organizations.

Student messaging

Note regarding English language learners

English language learners do not form a separate audience segment. They are part of all student audience segments. An English language learner could be a current high school student or a dislocated worker, for example. The over-arching message for them is that Career Pathways is for all English language learners. Items produced during implementation of the plan will be produced in Spanish as well, and Spanish-language media will be targets for media relations. Taken together, these actions will implicitly communicate this message of inclusivity. However, to deliver on this message, institutions may have to offer “bridge” programs and additional support for English language learners.

Current high school students

- Message 1: Career Pathways makes sense for you, whether you intend to enter the workforce directly after high school or continue with a community college or university education. Being on a Career Pathway can mean you’ll have the skills you need when you graduate from high school to get a good-paying job, or you’ll have completed coursework that gives you a head start at a community college or university.
- Message 2: Career Pathways makes it easier for you to make career choices. Your counselor can talk to you about Career Pathways at community colleges and universities and within a career field after you enter the workforce.
- Message 3: Career Pathways prepares you better to enter the workforce because when you graduate from high school, you have the higher-levels skills that employers seek.
- Message 4: Career Pathways ensures that you are better prepared for a community college or university education because cooperation between your high school and community colleges and universities leads to well-defined entry requirements, including the option of taking college-credit courses while you are in high school.
- Message 5: Career Pathways helps you enter a more rewarding, better-paying career—whether you choose to enter the workforce right out of high school or go to a community college or university—because it helps you make wise choices about your career while you’re still in high school.
- Message 6: Career Pathways helps you use your college education dollars wisely because it helps you be more focused. You don’t waste time and money taking courses you may not need to graduate in your chosen career field.
- Message 7: Career Pathways helps English language learners like you meet your career goals. Your community college offers “bridge” programs that help you prepare for your career pathway program.
- Message 8: Career Pathways provides support to help you complete your Educational Plan and Profile.
- Message 9: Career Pathways contributes to your ability to earn increasing wages over time by encouraging you to complete education and training programs and earn the associated credentials, certificates and degrees.

Student messaging

Recent high school graduates

- Message 1: Career Pathways makes it possible for you to prepare for a more rewarding, better paying job because cooperation between community colleges, One-Stop Career Centers and industry leads to flexible programs, including short-term training programs, that meet the needs of high school graduates who choose to go to work right out of high school.
- Message 2: Career Pathways makes it easier for you to make career choices. Your career counselors and advisors can talk to you about Career Pathways at community colleges, universities, One-Stop Career Centers and within a career field after you enter the workforce, should you choose to enter community college or university after high school.
- Message 3: Career Pathways prepares you better to enter the workforce because when you graduate from a training or degree program at a community college, university or One-Stop Career Center, you have the higher-levels skills that employers seek.
- Message 4: Career Pathways helps you use your college education dollars wisely because it helps you be more focused. You don't waste time and money taking courses you may not need to graduate in your chosen career field.
- Message 5: Career Pathways helps English language learners like you meet your career goals. Your community college offers 'bridge' programs that help you prepare for your Career Pathways program.
- Message 6: Career Pathways contributes to your ability to earn increasing wages over time by encouraging you to complete education and training programs and earn the associated credentials, certificates and degrees.

Out-of-school youth: high school dropouts and incarcerated youth

- Message 1: Career Pathways makes it easier for you to make career choices. Your counselor can talk to you about how to complete your GED and other requirements to enter the workforce or to enter a training or degree program at a community college, university or One-Stop Career Center.
- Message 2: Career Pathways prepares you better to enter the workforce because when you complete your GED and other training recommended by your counselor, you have the higher-levels skills that employers seek.
- Message 3: Career Pathways prepares you better for a community college or university education. Your One-Stop Career Center, community college or university counselor can help you make choices that will get you off to a good start on your Career Pathway in college.
- Message 4: Career Pathways helps you enter a more rewarding, better-paying career—whether you choose to enter the workforce right after completing your GED or go to a community college or university—because it helps you make wise choices about your career while you're still working on completing your GED.
- Message 5: Career Pathways helps you use your college education dollars wisely because it helps you be more focused. You don't waste time and money taking courses you may not need to graduate in your chosen career field.

Student messaging

Message 6: Career Pathways helps English language learners like you meet your career goals. Your community college offers 'bridge' programs that help you prepare for your Career Pathways program.

Message 7: Career Pathways contributes to your ability to earn increasing wages over time by encouraging you to complete education and training programs and earn the associated credentials, certificates and degrees.

Current community college students

Message 1: Career Pathways makes it easier for you to make career choices. Your counselor can talk to you about Career Pathways at your community college or within a career field after you enter the workforce.

Message 2: Career Pathways makes it easier for you to acquire the education you need to get a job in your selected career field quickly. Short-term courses conveniently give you the foundational knowledge and skills you need.

Message 3: Career Pathways prepares you better to enter the workforce because when you complete your training or degree program, you have the higher-levels skills that employers seek.

Message 4: Career Pathways prepares you better for a university education because cooperation between your community college and universities leads to well-defined transfer requirements.

Message 5: Career Pathways helps you enter a more rewarding, better-paying career—whether you choose to enter the workforce after completing your training or degree program or transfer to a university—because it helps you make wise choices about your career.

Message 6: Career Pathways helps you use your college education dollars wisely because it helps you be more focused. You don't waste time and money taking courses you may not need to graduate in your chosen career field.

Message 7: Career Pathways contributes to your ability to earn increasing wages over time by encouraging you to complete education and training programs and earn the associated credentials, certificates and degrees.

Adult workers seeking career change, skills upgrading or job advancement

Message 1: Career Pathways makes it easier for you to acquire the education needed for advancement or a career change because it encourages community colleges to develop short-term courses that give you the knowledge and skills to compete for new opportunities.

Message 2: Career Pathways makes it easier for you to acquire the education needed for advancement or a career change because it encourages community colleges to offer education and training courses that fit your schedule.

Message 3: Career Pathways helps you use your college education dollars wisely because it helps you be more focused. You don't waste time and money taking courses you may not need to achieve your career or job goal.

Student messaging

Message 4: Career Pathways helps English language learners like you get access to the education or training you need to achieve your career or job goal. Your community college offers “bridge” programs that provide enhanced student support and linkages to One-Stop Career Centers.

Message 5: Career Pathways contributes to your ability to earn increasing wages over time by encouraging you to complete education and training programs and earn the associated credentials, certificates and degrees.

Adult workers who are unemployed or dislocated

Message 1: Career Pathways makes it easier for you to acquire the education needed for a new job or career change. Short-term courses can give you the knowledge and skills to compete for new opportunities.

Message 2: Career Pathways eases your transition as you re-enter the workforce by focusing student support to help you succeed, through such means as cohort learning, career planning courses and job search assistance.

Message 3: Career Pathways can help you avoid extended periods of joblessness. Your counselor can help you choose a Career Pathway that fits your interests and skills and that has a higher likelihood of employment stability, even in difficult economic times.

Message 4: Career Pathways helps you use your college education dollars wisely because it helps you be more focused. You don’t waste time and money taking courses you may not need to achieve your career or job goal.

Message 5: Career Pathways helps English language learners like you get access to the education or training you need to achieve your career or job goal. Your community college offers “bridge” programs that provide enhanced student support and linkages to One-Stop Career Centers.

Message 6: Career Pathways helps you get the basic skills and GED you may need to enroll in for-credit courses at a community college.

Message 7: Career Pathways contributes to your ability to earn increasing wages over time by encouraging you to complete education and training programs and earn the associated credentials, certificates and degrees.

Campaign narrative

The activities for this plan fall into three major areas. The first is developing a common language and common identity. The second is reaching out to policy-makers and influencers. The third is reaching out to student audiences.

As far as a statewide communications campaign is concerned, it is important to develop a common language and identity before pushing messages out to wider influencer and student audiences. This will ensure consistency of messages coming from all organizations and a stronger voice for Career Pathways.

It is also important to hold off pushing the statewide messages out to mass student audiences until a “customer-facing” Career Pathways Web portal has been developed. That will be one of the best ways to track response to promotional efforts.

One can argue that we ought to engage in “pull” marketing and get students to “ask” for Career Pathways. This is a good concept, but sending a general message about Career Pathways is unlikely to cause students to bang on counselors’ doors demanding Career Pathways. However, if a Career Pathways Web portal exists to send them to, an incentive can get students to visit the site and “register.” At that point, the committee can both use that information in evaluating the success of its promotional efforts and forward that student’s name on to the appropriate institution.

Developing a common language and identity

This part of the communications plan ensures that Career Pathways proponents around the state begin using the same vocabulary to talk about Career Pathways, incorporating the same messaging for various audiences, and producing materials that give the impression that Career Pathways is a coordinated statewide effort.

To that end the Marketing & Communications Committee will work with the chosen marketing team to define a Career Pathways vocabulary, define the Career Pathways brand and determine how the brand will be communicated through a mark, tag line and color palette. The marketing team will develop templates and a messaging guide that any organization around the state can use to develop its own Career Pathways materials. It will also provide a means for organizations that already have well developed Career Pathways efforts of their own to introduce the statewide Career Pathways brand into their own efforts without sacrificing the time and money they have already invested.

In addition to templates, the marketing team will develop and produce tools to be used by the advising and counseling community around the state (brochures, posters, tabletop displays).

Reaching out to policy-makers and influencers

This part of the communications plan helps create support for Career Pathways among policy-makers and helps create and maintain momentum for the Career Pathways initiative among influencers around the state.

Campaign narrative

The primary tool for communicating with the policy-maker and influencer audiences will be a Career Pathways publication that is mailed directly to recipients four times a year. Fifteen to 20 separate audience segments make up these two audiences. The publication delivered to each audience will be largely identical. However, new capabilities of digital printing will enable us to customize messages for each audience segment. For example, the editor's page in the version sent to legislators might stress that Career Pathways could lead to higher employment within a legislator's district, while the publication sent to an economic development association might stress the ability of a region to attract employers because of the better-educated workforce that will result from an implementation of the Career Pathways framework.

Reaching out to student audiences

This part of the communications plan takes the message of Career Pathways directly to those whom it is intended to serve: student and prospective-student audiences.

Because our student audience includes high school, community college and university students as well as adult workers, it is very large, likely 1.5 million Oregonians or more (based on the U.S. Census Bureau's 2005 American Community Survey and assuming an age for the audience of 15 to 44). For that reason, we suggest using mass market approaches, such as radio and theater advertising to reach this audience.

We are aware that similar outreach methods have been used in the past, and that those who directed them were unsatisfied with their ability to penetrate their audience (e.g., school to work). We still believe that these methods can penetrate that audience, but we would like to discuss their experiences with those who have used similar efforts in the past to ensure we learn from their experience. Continued investment in media of any kind must be contingent on its ability to deliver a measurable return on investment.

In addition to paid media, we recommend ongoing media relations in an effort to get Career Pathways "in the news," whether print or broadcast. These efforts would result in press coverage of success stories around the state related to Career Pathways.

The timeline and budget we supply with this plan continue only through 2009. This plan should be revisited and adjusted annually to capitalize on successes, shift dollars away from unsuccessful strategies, and determine whether a need exists for continued promotion at the levels suggested in the plan.

Notes regarding tactics

Foundational tactics

In the campaign narrative, this plan describes the roll-out of communications efforts as if the tactics presented here were funded all at once and rolled out as a highly-coordinated campaign. However, funding is likely to be piecemeal, making that kind of coordination problematic.

Two projects of all those suggested in the tactics are foundational and should be executed first. If only two projects were to be selected, it should be these: the Career Pathways visual identity and the Career Pathways glossary. Execution of these two projects and use of the messaging provided in this communications plan will promote a common look and feel and a common voice for the Career Pathways community.

Language

Where beneficial, media produced during the execution of this plan will be developed in both English- and Spanish-language versions. Whether materials will be developed for other audiences (e.g., Russian speakers) will depend upon audience size. Costs in the accompanying budget document include costs for Spanish translations only. Further translations are the responsibility of individual institutions.

Media in rural areas

To reach the mass audience of students and prospective students, we have recommended using both radio and theater advertising. This may not be ideal in some rural areas. In those cases, dollars for media may be allocated to cable or satellite television in those areas.

Specifications

In our specifications for various tactics that involve design or reproduction, we have been detailed enough to enable solicitation of design or printing estimates if desired. Two terms may be unfamiliar:

- “CMYK:” This refers to printing with cyan, magenta, yellow and black ink. This is “four-color process” used in color brochure and other print collateral.
- “Full bleed:” This simply means that color prints all the way to the edge of a document. It “bleeds” off the edge.

Tactics for all audiences

Develop Career Pathways visual identity

Objective supported: Increase awareness of Career Pathways

Development time: Two to three months

Development cost: \$22,500

- This will include development of a Career Pathways mark or seal, a slogan if appropriate, a color palette and development of templates for letterhead, one-page brochure (8.5 in. x 11 in. flat), tri-fold brochure, multi-page brochure (8.5 in. x 11 in., folds to 3.67 in. x 11 in.), poster templates (11 in. x 17 in. and 18 in. x 24 in.) and an e-mail template.
- Templates for brochures and posters will be delivered in both Adobe InDesign format and Microsoft Word format.
- Templates include placeholder content only (text and images).
- All materials developed during execution of the communications plan will adhere to these guidelines.
- Schools and other organizations throughout Oregon may use these templates for materials they produce. We recognize that many organizations have already invested in identities for their own efforts. We would encourage them to use the new identity guidelines, but realize they may not choose to do so. Organizations with little or no investment to date will likely provide the biggest opportunity here.
- The mark developed as part of the visual identity process will appear on all Career Pathways-related documents, including those produced directly through execution of this communications plan. We strongly suggest recommending its use on those produced “locally” by schools and other organizations. This enables those organizations to continue to use their own identity materials but tie in to the statewide initiative.

Develop Career Pathways glossary

Objective supported: Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: One month

Development cost: \$2,500

- Will appear in the “Career Pathways Publication,” brochures and Web sites.
- Will be used in development of “The Language of Career Pathways” talk.
- Will be part of a press kit.
- Will be part of a tool kit for advising and counseling audiences.

Tactics for all audiences

Career Pathways media kit

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: One month

Development Cost: \$5,000

- This media kit is a reference tool to get into the hands of education and workforce beat reporters around Oregon. It will provide background information on Career Pathways itself and suggest the kind of trend stories for which members of the Career Pathways community would be good sources.
 - This will be an electronic media kit housed on the state Career Pathways Web site at oregon.gov. It will include a Career Pathways fact sheet, the Career Pathways glossary, along with photographs and short biographies of key contacts in the Career Pathways community around the state.
 - The media kit will also be delivered directly to education beat reporters around Oregon.
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Media relations

Objective supported: Increase awareness of Career Pathways.

Development time: Ongoing

Development Cost: \$2,000 per month

- Includes soliciting story ideas through the “Career Pathways Publication” and through the “Pathways Tool Kit” and developing these stories. These stories are likely to involve the success of Career Pathways-related efforts around the state.
- Target is to develop one story per month.
- Includes speaking with education and workforce beat reporters at local media around the state and finding out what kind of stories they are interested in and then pitching individual stories to them.
- Includes positioning state-level key contacts in the Career Pathways community as experts to consult for trend stories being developed by the media.

Tactics for policy-maker audience

Career Pathways publication

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: Two months

Development cost: \$17,000 per issue

Printing cost: \$6,700 to print 5,000; \$24,900 to print 20,000

Distribution cost: \$0.26 to \$0.39 per piece for postage

- Specifications: 8 pages, CMYK, full bleed.
- Quarterly to ensure sufficient frequency to promote awareness.
- Primarily a print document to begin with. We believe that e-mail is too easily ignored and will not result in high-enough penetration of the message. However, we will provide a mechanism by which recipients can request to receive the publication in electronic format instead of print.
- Editor's statement customized for each audience segment (i.e., two or three key paragraphs in editor's statement may be different for each audience segment). Variable-data digital printing enables this. This statement pushes one or more benefits of Career Pathways for that audience, and it attempts to overcome one or more objections this audience may have to Career Pathways, if possible, by referencing part of the issue's main story.
- Each issue includes a glossary of Career Pathways-related terms. In the first issue, this may be incorporated into an article about Career Pathways itself. In future issues, it may be an inside-back-cover item.
- Each issue includes a story about a Career Pathways-related effort at a high school, community college or university.
- Cover features a close-up people shot.
- Solicit news items from readership.
- Printing a larger number than needed for the audience will enable its use as a leave-behind piece.
- Lifetime: Suggest a three-year life span for this publication. It need only exist long enough to achieve a high penetration of the Career Pathways message. If this publication is used for all three audiences, it could include some amount of advertising support to defray costs after the first year.

Tactics for policy-maker audience

Restructure the statewide Career Pathways Web site at oregon.gov

Objective supported: Increase awareness of Career Pathways

Timing: Currently in progress

- The Pathways to Advancement Marketing & Communications Committee conducted a needs and functionality assessment of the current state of Oregon Career Pathways Web site. The report was completed in September 2006. The report recommended restructuring the current Web site, which is geared to practitioners and policy-makers. It also recommended that the Web site be housed on a different server from the state of Oregon Web site to increase user-friendliness and interactivity. The state of Oregon Career Pathways Web site is part of the Worksource Oregon Web site.
- Concurrently, Worksource Oregon users reported similar recommendations, and the Worksource Oregon Web site has been removed from the state of Oregon Web site. In November 2006, it was placed on a separate server using an open source content management system.
- Committee members are working with the Oregon Employment Department to transfer and restructure the current Web site to make it more accessible for policy-makers and practitioners.

E-mail promotion

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: One month

Development and management cost: \$2,500 per month

Distribution cost: \$75 per month for up to 5,000 e-mails sent

- **Note about cost:** If monthly e-mail promotions are sent to both policy-makers and influencers, development and management cost would be \$3,500, not \$5,000.
- This monthly e-mail will be sent only to policy-makers who have requested to be on the e-mail list.
- Content could include feature stories that do not make it into the Career Pathways publication, information about important Career Pathways-related events relevant to policy-makers and clarifications on education-related legislation.

Tactics for influencer audience

Career Pathways publication

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: Two months

Development cost: \$0; Assumes using the same publication developed for the policy-maker audience

Printing cost: \$6,700 to print 5,000; \$24,900 to print 20,000

Distribution cost: \$0.26 to \$0.39 per piece for postage

- Specifications: 8 pages, CMYK, full bleed.
- This is the same publication created for the policy-maker audience. Variable-data digital printing enables customization per audience and audience segment.
- Quarterly to ensure sufficient frequency to promote awareness.
- Primarily a print document to begin with. We believe that e-mail is too easily ignored and will not result in high-enough penetration of the message. However, we will provide a mechanism by which recipients can request to receive the publication in electronic format instead of print.
- Editor's statement customized for each audience segment (i.e., two or three key paragraphs in editor's statement may be different for each audience segment). Variable-data digital printing enables this. This statement pushes one or more benefits of Career Pathways for that audience, and it attempts to overcome one or more objections this audience may have to Career Pathways, if possible, by referencing part of the issue's main story.
- Each issue includes a glossary of Career Pathways-related terms. In the first issue, this may be incorporated into an article about Career Pathways itself. In future issues, it may be an inside-back-cover item.
- Each issue includes a story about a Career Pathways-related effort at a high school, community college or university.
- Cover features a close-up people shot.
- Solicit news items from readership.
- Printing a larger number than needed for the audience will enable its use as a leave-behind piece.
- Lifetime: Suggest a three-year life span for this publication. It need only exist long enough to achieve a high penetration of the Career Pathways message. If this publication is used for all three audiences, it could include some amount of advertising support to defray costs after the first year.

Tactics for influencer audience

“The Language of Pathways” talk

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: One month

Development cost: \$2,500

- Given by statewide director at key conferences around the state.
 - Pushes the benefit of “speaking with one voice.”
 - As the number of new venues to which giving this talk diminishes, key messages from the talk should be repeated in other presentations.
-

Pathways tool kit

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways. Create Career Pathways promotional tools to be used throughout the state. Take advantage of efficiencies of scale to lower the cost of creating promotional tools for Career Pathways-related efforts.

Development time: Two months.

Development cost: \$24,000

Other costs: \$11,500

- This tool kit is intended for members of the influencer audience who have the opportunity to get in front of students to promote the Career Pathways initiative in general and specific Career Pathways efforts that their organizations engage in (e.g., advisors, counselors, education liaisons).
- **Tool kit Web site:** This site will contain links to all tool-kit documents, including a “best practices” instruction document that includes tips on use of all items in the tool kit (e.g., how to send HTML e-mails). It will also include instructions for how to order posters and reserve table-top displays. Web content developed as part of this project will be part of the Career Pathways Web site (Development: \$7,500).
- **Brochure and poster templates:** This tool kit would include all brochure and poster templates created as part of the visual identity project.
- **E-mail template:** This tool kit would include the e-mail template created as part of the visual identity project, enabling influencers to send out Career Pathways-branded HTML e-mails.
- **Pre-printed posters:** This tool kit would include posters for situation-specific audiences (e.g., high school students, college students, adult workers). Specifications: Finish size 18 in. x 24 in., CMYK, full bleed; quantity: 1,000 each of three versions (Development: \$6,000; printing: \$4,500).
- **Table-top displays:** This tool kit would include two high-quality table-top displays that are warehoused at a central location and shipped to specific locations when needed (Development: \$2,500; hardware and materials: \$4,000; storage and shipping: \$3,000).

Tactics for influencer audience

- **PowerPoint presentations:** This tool kit would include two PowerPoint presentations, one that influencers can show to student and prospective student audiences and one that influencers can show to audiences of other influencers (Development: \$5,000).
 - **Training:** To promote adoption and consistency of use, training would be offered at three key conferences around the state in the application of the tool kit items (Development and delivery: \$3,000).
 - If customization is desired, as part of this project, we can give specific members of the influencer audience access to a site where they can order brochures, posters and other printed materials. These may either be pre-printed or on demand. If on-demand printing is used, some level of customization is available, such as the addition of a school logo or contact information.
-

E-mail promotion

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: One month

Development and management cost: \$2,500 per month

Distribution cost: \$75 per month for up to 5,000 e-mails sent

- **Note about cost:** If monthly e-mail promotions are sent to both policy-makers and influencers, development and management cost would be \$3,500, not \$5,000.
- This monthly e-mail will be sent only to influencers who have requested to be on the e-mail list.
- Content could include short feature stories that do not make it into the Career Pathways publication, links to Career Pathways-related stories in local and regional media and information about important Career Pathways-related events relevant to influencers.

Tactics for student and prospective student audience

Pathways tables at advising and orientation sessions

Objective supported: Increase awareness of Career Pathways.

Development time: Ongoing

Development cost: Costs for this effort are not part of this communications plan

- Take advantage of advising events occurring at institutions around the state (e.g., Western Oregon's SOAR and Oregon State's START).
- Take advantage of student presence at placement testing events.

Statewide customer-facing Career Pathways Web site

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways. Create Career Pathways promotional tools to be used throughout the state. Take advantage of efficiencies of scale to lower the cost of creating promotional tools for Pathways-related efforts.

Development time: Three months

Development cost: \$25,000

- Requirements for this site are to be determined.
- This would be a site focused on the student audience, informing them of the benefits of pursuing a career pathway.
- The site would act as a Career Pathways portal, linking students to resources throughout the state and giving them tips on how to use them (e.g., OLMIS).
- The site would be a key destination to which we would drive respondents via promotional efforts.
- The site would incorporate testimonials of students who have had positive experiences with Career Pathways. The more these testimonials feel like a video blog (Vlog), the better. The site could also include podcasts of interviews with members of various student audiences who have had good experiences with Career Pathways-related efforts.
- The site would include games or other activities related to Pathways. Games would likely be part of "call to action" from broadcast media, brochures, etc.

Tactics for student and prospective student audience

“Career Pathways TV:” Career Pathways video blog/podcasts

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: Two months

Development cost: \$15,000 to \$20,000

- Career Pathways TV would be linked to the customer-facing Career Pathways Web site.
- Career Pathways TV would incorporate testimonials from students who have had positive experiences with Career Pathways. These video blog entries would be shot in a manner that makes them feel spontaneous. As part of this project, a short introduction would be developed for the videos that appear on this site that helps brand them as part of Career Pathways.
- As part of developing the video blog portion of Career Pathways TV, a “how-to” sheet would be produced that gives instructions on how to capture, save and upload video for posting on the video blog section of Career Pathways TV.
- Career Pathways TV would incorporate audio files of presentations that could be appealing to student audiences. It would also incorporate audio-only testimonials from students who have had positive experiences with Career Pathways. These podcasts could be listened to from the site using a PC or downloaded into an iPod or other MP3 player.
- As part of developing the podcast portion of Career Pathways TV, a “how-to” sheet would be produced that gives instructions on how to capture, save and upload audio for posting on the podcast section of Career Pathways TV.
- The development cost would include development of the “Career Pathways TV” portion of the customer-facing Career Pathways Web site, along with the capture and posting of 10 video blog entries and the capture and posting of 10 podcasts.

Tactics for student and prospective student audience

Theater advertising

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: One month

Development cost: Paid for through commission on media

Media cost: \$95,000

- Costs associated with this plan are for ads running on 323 movie theater screens around the state for eight weeks. We may be able to reduce the cost of this media through securing some *pro bono* media.
- Timed to coincide with key times during the year when students are planning their coursework.
- Call to action, combined with promotion, drives viewers to the customer-facing Web site or toll-free number. Might ask respondents to send a text message by cell phone (popular with student audiences).
- Initial phase to use message variations to determine the one with the strongest pull.
- Rollout to be planned such that theater advertising coincides with radio advertising in some areas, with delivery of the “Career Pathways Publication” to some areas. In some cases, the rollout will coincide with both to help determine the lift received by combining media.

Radio advertising

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways.

Development time: One month

Development cost: Paid for through commission on media

Media cost: \$75,000

- Costs associated with this plan are for 100 spots running over a two-month period blanketing the state. Note that we may be able to either cut our costs roughly in half or double the frequency through securing *pro bono* media from stations.
- Timed to coincide with key times during the year when students are planning their coursework.
- Call to action, combined with promotion, drives viewers to the customer-facing Web site or toll-free number. Might ask respondents to send a text message by cell phone (popular with student audiences).
- Initial phase to use message variations to determine the one with the strongest pull.
- Rollout to be planned such that radio advertising coincides with theater advertising in some areas, with delivery of the “Career Pathways Publication” to some areas. In some cases, the rollout will coincide with both to help determine the lift received by combining media.

Tactics for student and prospective student audience

Pathways brochure 1: Targeted at high school students

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways. Create Career Pathways promotional tools to be used throughout the state. Take advantage of efficiencies of scale to lower the cost of creating promotional tools for Pathways-related efforts.

Development time: Two months

Development cost: \$8,000

Printing cost: \$5,000 to print 20,000

- Specifications: Finish size 8.5 x 11, 8 pages, CMYK, full bleed; quantity: 20,000.
- Content and tone appropriate for high school students.
- Available from the customer-facing Web site in PDF form.
- Available to influencers in printed form for distribution by hand.

Pathways brochure 2: Targeted at college students

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways. Create Career Pathways promotional tools to be used throughout the state. Take advantage of efficiencies of scale to lower the cost of creating promotional tools for Pathways-related efforts.

Development time: Two months

Development cost: \$8,000

Printing cost: \$5,000 to print 20,000

- Specifications: Finish size 8.5 x 11, 8 pages, CMYK, full bleed; quantity: 20,000.
- Content and tone appropriate for current community college and university students.
- Available from the customer-facing Web site in PDF form.
- Available to influencers in printed form for distribution by hand.

Tactics for student and prospective student audience

Pathways brochure 3: Targeted at adults

Objectives supported: Increase awareness of Career Pathways. Create and promote a common language to be used when talking about or promoting Career Pathways. Create Career Pathways promotional tools to be used throughout the state. Take advantage of efficiencies of scale by producing Career Pathways promotional tools that will be used throughout the state.

Development time: Two months

Development cost: \$8,000

Printing cost: \$5,000 to print 20,000

- Specifications: Finish size 8.5 x 11, 8 pages, CMYK, full bleed; quantity: 20,000.
- Content and tone appropriate for adult, non-college-student audience.
- Available from the customer-facing Web site in PDF form.
- Available to influencers in printed form for distribution by hand.

Appendix 1: Pathways to Advancement Marketing & Communications Committee

Mimi Maduro (Co-Chair)

Pathways Initiative Statewide Director
Columbia Gorge Community College

Jim Schoelkopf (Co-Chair)

Professional Technical Education
& Perkins Grant Administration
Oregon Department of Education

Donna Acord

Dean of Extended Learning Division
Clackamas Community College

Jennifer Carnes

Instructional Services Specialist
Professional Technical Education & Pathways
Umatilla-Morrow Education Service District

Eileen Casey White

Pathways Coordinator
Chemeketa Community College

Kristin Gunson

Regional Coordinator,
Professional Technical Education
Lane Education Service District

Ann Malosh

Dean, Workforce Education and Training
Linn-Benton Community College

Bill Manley

PAVTEC Staff Support & Regional Coordinator,
Professional Technical Education
Portland Community College

Candace Robbecke

Education & Workforce Coordinator
Oregon Department of Community Colleges
and Workforce Development

Andrew Roessler

Career Pathways Coordinator
Portland Community College

Brenda Turner

Occupational Economist
Oregon Employment Department

Mark Wreath

Community/Business Liaison
Lane Education Service District

Appendix 2:

About Sanda Communications

Sanda Communications is a full-service marketing, advertising and public relations agency. The company takes its name from the marketing firm founder Jerry Saveriano ran before Sanda: Saveriano AND Associates. Saveriano founded Sanda in 1998 with partner Scott McCannell.

Sanda has an in-house design and writing team, but we are more than a creative house. Sanda provides valuable consultation to our clients, but we are more than a team of consultants. We are able not only to provide solid strategic direction, but also to produce campaigns in whose budgets you can have a high degree of confidence.

Sanda has similarly planned and executed campaigns to introduce a new generation of electrical distribution equipment and to educate policy-makers, facility managers and campus detectives about school security. In addition, Sanda has recently been selected to run the communications campaign for the Oregon Manufacturing Workforce Strategy.

Business recognition

- Portland Business Journal top advertising agency list 2002, 2003, 2004, 2005
- Portland Business Journal fastest-growing private company list 2002, 2003, 2005
- 2005 Rosey Excellence Award for Boy Scouts Cascade Pacific Council 2004 Annual Report

Jerry W. Saveriano

President

An unlikely balance of left-brain and right-brain talents, Jerry has a degree in English literature from San Francisco State University, and he was one of the first manufacturing engineers to be certified in the field of robotics by Robotics International of the Society of Manufacturing Engineers (SME).

Customers often invite Jerry in when launching a new business or when considering entering a new market. He is adept at identifying obstacles that a new business or a new offering might encounter—not only competitors, but internal obstacles too, such as business culture. Jerry has performed this analysis for industry leaders such as Kalatel (now GE Security), Tripod Data Systems, and Focus Semiconductors.

Jerry has taught short courses at the Jet Propulsion Laboratory in Pasadena, Calif., the Institute of Artificial Intelligence in Claremont, Calif., the University of California at Los Angeles, the University of California at Riverside and in Sao Paulo, Brazil. He has also published and lectured internationally on advanced manufacturing technologies.

Jerry has also worked as an industrial liaison for research and development in the robotics lab at the University of Southern California and at the Center for Applied Competitive Technologies at San Diego City College. For the last six years, Jerry has served as a member of the board of directors of the Software Association of Oregon.

Appendix 2:

About Sanda Communications

Scott McCannell

Creative Director

Scott founded Sanda Communications in 1998 with President Jerry Saveriano. As senior account executive for a number of Sanda accounts, Scott has developed communications plans for Oregon's Career Pathways initiative, two GE business units, Salem-based RootX and other accounts. Scott has also overseen the execution of the marcom portions of these plans. His journalism background has made him eminently suited to work with those executing the public relations side of the plans.

Brian Brooks

Account Executive

Brian has held marketing management positions in several broadcast and print media companies. His extended resume includes working as an associate producer and marketing director for Mark Goodson Productions on *The Price is Right*; as the Marketing Manager for Lee Northwest Publishing, which publishes the *Corvallis Gazette-Times*, the *Albany Democrat-Herald* and six other Oregon papers; and also as sales manager for a regional group of Clear Channel radio stations. His skills include building marketing and sales plans from the ground up, as well as managing projects within the plan.

Brian has served on the boards and committees of several civic and business organizations, including seats on several committees of the Corvallis and Albany Chambers of Commerce and serving as board president of the da Vinci Days festival in Corvallis.