



Advocacy &
Communication
SOLUTIONS

ARIZONA OHIO WASHINGTON, DC WWW.ADVOCACYANDCOMMUNICATION.ORG

ADVOCACY & COMMUNICATION SOLUTIONS, LLC

CEELO LEADERSHIP ACADEMY September 17-19, 2019

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ACS: Who We Are

- Established in 2004
- Woman and minority owned and led
- Award-winning national firm headquartered in Cleveland, OH with offices in Columbus, OH, Washington, DC & Phoenix, AZ
- Core clients are nonprofits, government and philanthropy

Passion + Experience
=
Powerful Impact

We only take on causes we care about.
We know our work, because we've been there.

ACS: What We Do

ADVOCACY

- Government Relations
- State Lobbying
- Federal Lobbying
- Advocacy and Lobbying Training
- Situation Analysis
- Plan Development & Implementation

COMMUNICATION

- Media Relations
- Strategic Communication
- Analysis & Planning
- Crisis Communication
- Message Development
- Communication Training

STRATEGY DEVELOPMENT

- Long-term Advocacy Planning
- Long-term Communication
- Planning Organizational Strategy

CAPACITY BUILDING

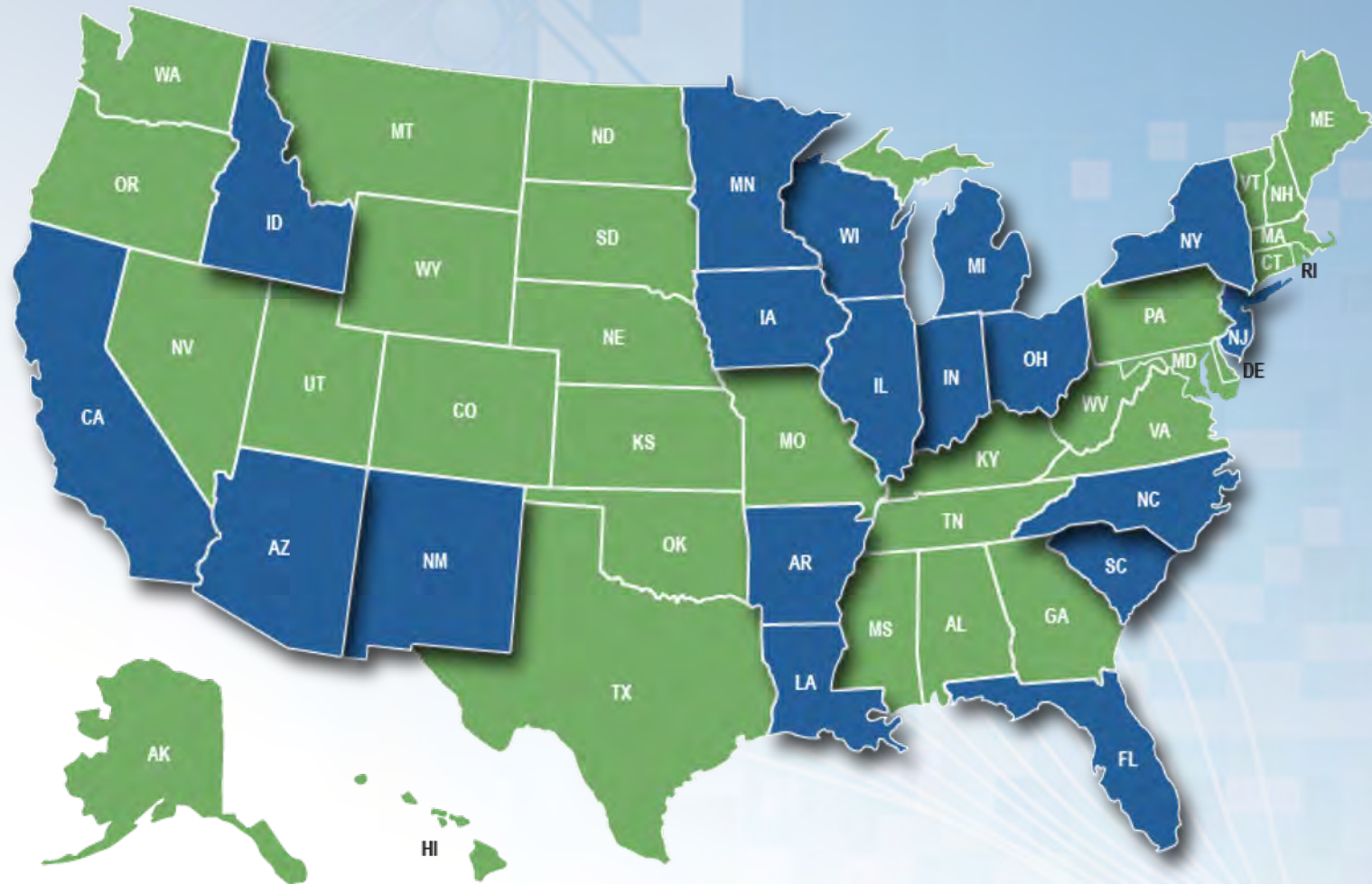
- Facilitation Training
- Spokesperson Training
- Organizational Development
- Advocacy and Lobbying Training
- Communication Training
- One-on-One Coaching
- Collective Impact
- Tools and Research

ACS: Our Areas of Expertise

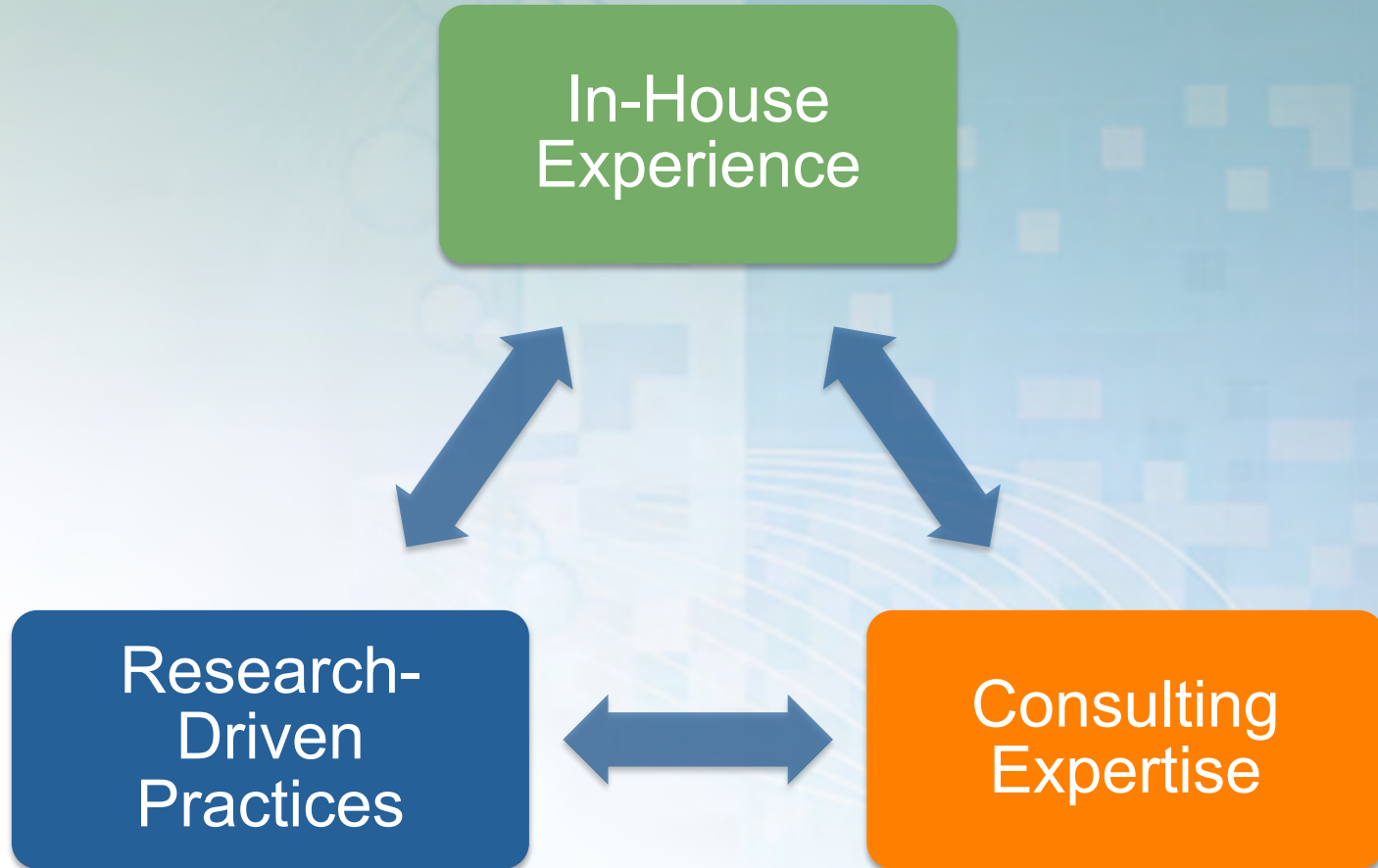
- Early Childhood
- K-12 Education
- Workforce Development
- Medicaid
- Health and Human Services



ACS Geographic Client Focus



ACS: The Difference



Purpose

Empowerment

Comfort

Real world skill building

Immediate problem solving

Survey Results

Audiences

Admin in other agencies | Leadership and admin within agency| Public | Families

Challenges

Consistent messages for internal & external audiences |
Persuading other about value of work| Internal politics |
Communication collateral

Communication Needs

Topics Related to Equity | Messages to communicate agency vision & move people to action | Preparing for difficult conversations

Challenging Scenario Tool

Identify challenge

Identify audience

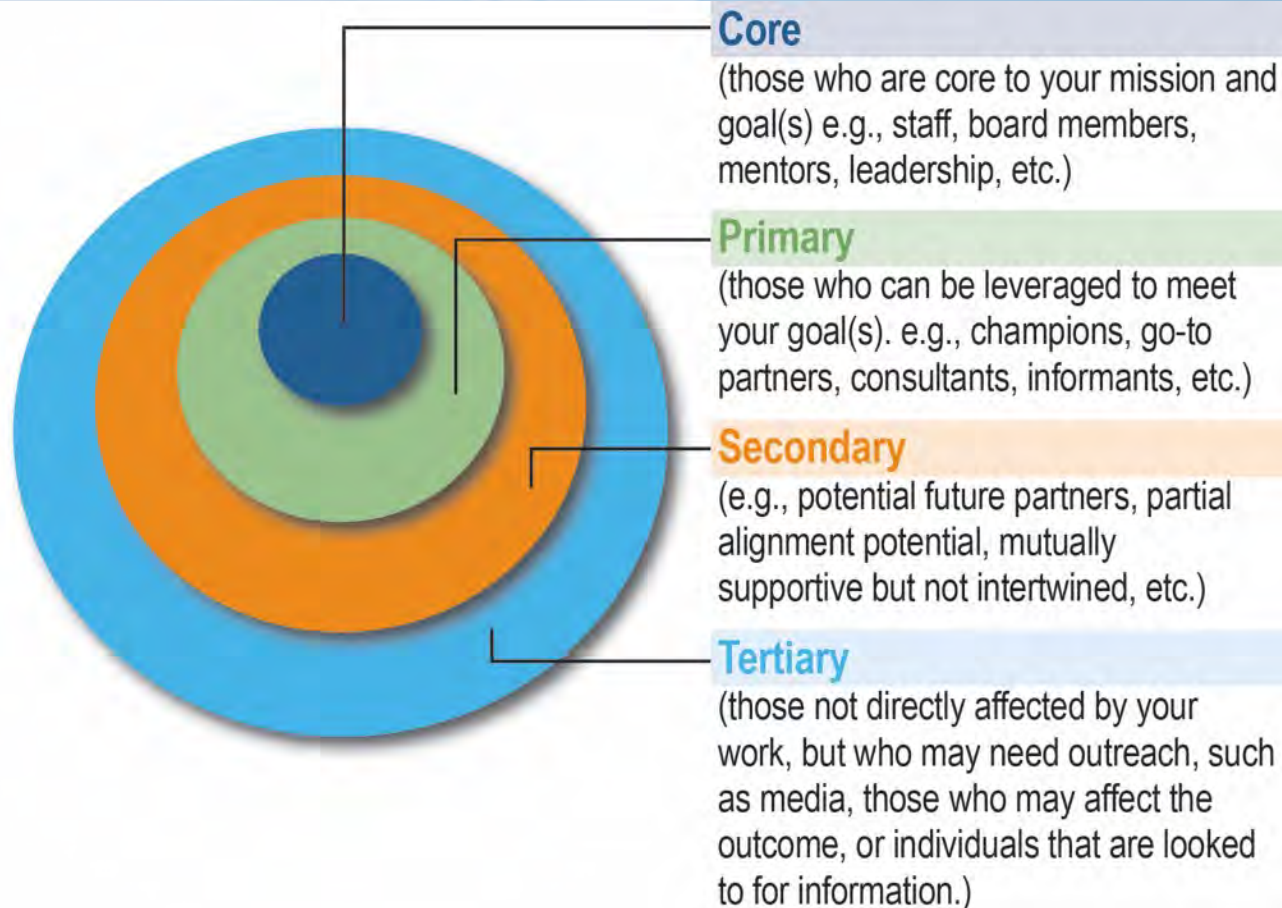
Identify what has been done to address the challenge

Can you address through an equity lens?

Relationship Mapping

- Identify who is in your network
- What role can they play
- How can they play that role
- When can/should they be engaged

Overview of Mapping Tool



Realities of Personalities & Managing Communication

- Leveraging your personality type
- Managing Up, Down and Sideways
- Internal Communication: The art of picking up the phone!

Realities of Personalities

Leveraging your personality type

- How does this impact your challenging scenario
- Does anything change as a result?
- Partner Exercise

Managing Up, Down and Sideways

- Qualities you appreciate in a good manager (or you strive to have as a manager).
- Identify 2-3 barriers when:
 - Managing up
 - Managing down
 - Managing sideways

Internal Communication Pick. Up. The. Phone!

New world of communication is diverse

[https://www.youtube.com/watch?v= QN6Ob0NEGE](https://www.youtube.com/watch?v=QN6Ob0NEGE)

- Pros and Cons
- Keep it simple and intentional
- Finding balance is critical to success
- **Challenging Scenario: Reflection**

Developing Effective Messages

- What is messaging?
- Need vs. Want
- Data
- Example of Jargon – [Video clip](#)

Components of Great Messaging

Mission is
not message

Be concise
and jargon
free

Embed the
value of ECE

Resonate
with outside
stakeholders

Use data

Show overall
impact

Problem/Solu
tion

Whole
child/not just
Pre-K

Meet people
where they
are

Use stories
or narrative

Stay positive

Use visuals

Use trusted
messenger

Connect to a
hot topic

Use simple
and concrete
language

Practice and
Repeat

Message Creation Checklist

Do your messages...	If not...
✓ Relate back to your communication goals?	Make sure your messages will resonate with your target audience and accomplish your objectives.
✓ Roll off your tongue?	Practice messages so they become natural and can be integrated into any conversation or presentation.
✓ Avoid industry jargon?	Simplify! How would you explain it to a 5th grader?
✓ Use positive language?	Find the upside and make that your approach.

Message Creation Checklist

Do your messages...	If not...
✓ Use an appropriate amount of data to back up points?	Choose one or two points and simplify the way you present them.
✓ Meet people where they are?	What's the most important thing for your audience to know? Understand where they are coming from and message appropriately.
✓ Use a personal story to get the point across?	Find a story from your network and use it to bring your issue to life.
✓ Use the right messengers?	Identify people who can influence your target audience and incorporate them in your messaging strategy.


Be concise and clear



Developing Effective Messages

Give Jargon the Boot Tool

What You Do—write what your organization does.



Step 1—What You do.




State what you do but in words or less.
Review it. If your grandma wouldn't understand it, erase and start again.

Developing Effective Messages

Give Jargon the Boot Tool

How You Do It—write the ways you and your organization work to meet your mission.



Step 2—How You Do It




This is your time to shine. Talk about the unique work you do. What is different about your work than what other organizations do? What is your value? Keep it to 10 words or less and keep it wonky-free.

Developing Effective Messages

Give Jargon the Boot Tool

Why It Matters—think about your target audiences and why what you do matters to them.



Step 3—Why Does It Matter?




You're speaking to a local legislator. Or a parent. Or a business owner. Or a teacher. Why does this issue matter to them? Why does it matter to the community? Write down all of the ways the issue impacts them and the people they represent. For each target audience, keep why it matters to 10 words or less.

Developing Effective Messages

Give Jargon the Boot Tool

Why Should Anyone Care—bring it all together for someone who does not care about your issue.



Step 4—Why Should Anyone Care.




What's at stake? What will happen if there's no action? How does this impact the community? The economy? What are the outcomes for the people it serves? How does your work solve a problem? What will be most persuasive for your audience? What information does your audience need to hear? What action do you want the audience to take? Keep it to 10 words or less, and in words your parents would understand.

Developing Effective Messages

Give Jargon the Boot Tool

Step 5—Review and Practice.



Review all of your messages. Are they simple? Easy to understand? Would someone not familiar with the issue understand them? If not, start again. Practice delivering your statements.

Developing Effective Messages

Giving Jargon the Boot Exercise

No jargon

Accessible language

30 words

30 seconds

De-Jargon Example: PDG RFP

In Summary,

the PDG B-5 grants will support States in their efforts to analyze the current landscape of their ECE mixed delivery system and implement changes to the system that maximize the availability of high-quality early childhood care and education options for low-income and disadvantaged families across providers and partners, improve the quality of care, streamline administrative infrastructure, and improve State-level early childhood care and education funding efficiencies.

PDG Jargon vs. De-Jargon Words

Multi-delivery system:

- Different services happening or being offered at the same time that see to meet the needs of children, parents, and communities with varying needs.

Human center delivery system:


- Put people first when you work with or on behalf of people.

Design thinking or co-design orientation:

- Work with or partner with others to think through how best to approach a challenge or effort.

Jargon Example – Without Jargon

Step 1



What does this grant do? The federal grant will help our state better partner and coordinate all that we are doing to provide young children opportunities to learn, grow, and thrive in school and life.

DAY TWO

GOOD MORNING!

Strategic Communication

Goals = Destination

Strategies = How you get there

Tactics = Turn by turn directions

Timeline

What is Storytelling?

Interactive

**Words convey
meaning**

4 Key Elements

**Encourages active
imagination**

**Easy to
follow story**

STORYTELLING DEVELOPMENT

Equity, Equality and Bias

Definitions of each

- Individual and from credible sources

Identify gaps in understanding

Initial thoughts on application to your work and share those thoughts

Health Equity [Video](#)

Handling Difficult Conversations

**What is
Framing?**

**What is
Pivoting?**

Handling Difficult Conversations Framing

Consider your audience

Think about your messages

How can you integrate this into
your challenge?

Examples of Frames

Value Based


Financial Benefits

Gain

Loss

Handling Difficult Conversations

Making the Connection



Framing guides imagination and the audience's reaction to a predictable end.

Storytelling invokes imagination and cognitive response.

Framing in action

USE THIS FRAME	INSTEAD OF THIS FRAME
Preparing children for success	Funding programs and services for children
More likely to graduate	Less likely to drop out
Empowering parents and families	Supporting parents
School Readiness	Solely Academic
Early Childhood Education is an essential part of the continuum for K–12 success	State should put the same emphasis on Early Childhood Education as K–12

Pivoting

What is pivoting?

- Changes the focus of a conversation
- Controls your message
- Controls the conversation
- Ensures your story is told your way

How do you pivot?

- Listen
- Repeat the question if you need to
- Build a bridge back to your messages

Positioning the Elements in a Story

3 V's:

VICTIM

VILLAIN

VINDICATOR

Headline: “Muslim boy arrested over clock withdraws from US school”

Positioning the Characters in a Story

*“A 14-year-old Muslim boy has withdrawn from the **Dallas high school** that got him arrested for a homemade clock mistaken for a possible bomb. Mohamed said the family was still deciding where to send the children to school.”*

*“**Numerous schools** have offered to enroll Ahmed, his father said. But Mohamed said he wants to give his son a breather before making a decision.”*

“The turmoil surrounding Ahmed's case has had a harmful effect on the teen, Mohamed said, adding that his son has lost his appetite and is not sleeping well.”

“Ahmed has said he brought the clock he made to MacArthur High School in Irving last week to show a teacher.”

“Officials say he was arrested after another teacher saw it and became concerned. Ahmed wasn't charged, but he was suspended from school for three days”

Source: Associated Press. September 22, 2015

Headline: *“Turns Out the Little Muslim Boy Didn’t Invent a Digital Clock, Just Transferred it to Pencil Case. Sorry.”*

“Unless you’ve had your head planted firmly somewhere dark and extremely smelly, you’ve no doubt seen all of the hoopla being made over a Muslim boy who made a digital clock and then was arrested because his teacher thought it might be a bomb.”

“Liberals wasted no time turning this into their latest pet cause, as social justice warriors online immediately created a hashtag — #IStandWithAhmed — because you can’t rail and rage against the deeply rooted — and highly mythical — racism toward Muslims that was clearly expressed in this case without a hashtag.”

“Regardless of Ahmed’s intentions, the truth of the matter is that the fury and rage over the incident says far more about us as a culture than it does about the boy who is now the center of attention, the new spokesman for equality being used by CAIR to push forward their agenda.”

Source: <http://conservativebyte.com/2015/09/turns-out-the-little-muslim-boy-didnt-invent-a-digital-clock-just-transferred-it-to-pencil-case-sorry/#> . September 19, 2015

Headline: “*Inventing While Muslim*”

“A 14-year-old Texas boy tried to impress his teacher with a homemade clock in the first few weeks of high school. Ahmed Mohamed’s invention landed him in handcuffs when officials at his school in Irving thought it resembled a bomb and called police.”

“A police spokesman, James McLellan, told the newspaper that while Ahmed never said the device he built was anything but a clock, officers suspect he wasn’t telling them the whole story.”

“Ahmed was led out of the school at 3 p.m., his hands cuffed behind him. He was sent to a juvenile detention center where he was fingerprinted, and then reunited with his parents. The principal suspended him for three days.”

“The Guardian [adds](#) that this is the second high-profile case involving Islam in Irving, about 15 miles northwest of Dallas. Beth Van Duyne, Irving’s mayor, “became something of a national celebrity [after she accused Islamic leaders](#) of “bypassing American courts” by offering voluntary Shariah-law mediation to worshippers.”

Source: <http://www.theatlantic.com/national/archive/2015/09/inventing-while-muslim/405586/> September 16, 2015

Framing the Message

If the facts don't fit the frame,
the facts...
regardless of accuracy...
will be discarded

Framing the Message

Teacher Shortage Frame

Meeting Strategies & Presentation Skills

What are some examples where someone did a great job of communicating a message?

How about when someone did a poor job?

Overcoming bad habits

Overcoming Bad Habits

Preparation

Verbal

Non-verbal

Presentation checklist

Developing Communication Action Commitments