

Ogilvy Public Relations

**California Community Colleges
Career Technical Education Initiative
A Statewide Plan to Re-Brand and Market Career Technical Education**

August 24, 2016

EXECUTIVE SUMMARY

Between March and June 2016, the California Community College's Chancellor's Office engaged Ogilvy Public Relations (Ogilvy) to conduct preliminary research to lay a foundation for the development of a plan to generate awareness about the system's Career Technical Education (CTE) programs. This followed the California Community Colleges Board of Governor's approval of 25 recommendations put forth by the Task Force of Workforce, Job Creation and a Strong Economy about career technical training. The recommendations seek to strengthen workforce education throughout the 113-college system, and help ensure a workforce with relevant skills and quality credentials that meet current and future employer needs, filling existing jobs and fueling job creation.

The research points to a tremendous opportunity for the California Community Colleges to become the higher education institution which can help close California's impending skills gap through the education and training of a well-paid workforce – one that meets employer needs and, ultimately, ensures the economic prosperity of the state.

Like any new initiative, a critical component of its success will be how it is branded, launched and promoted to key target audiences. The initiative must define and raise awareness among students, their influencers, key stakeholders and others about the variety of career pathways available through career training at California community colleges. Additionally, the effort should address changing perceptions of what career training programs can offer in terms of good well-paying, fulfilling and sustained employment opportunities.

This document provides a framework for the development of a comprehensive plan to re-brand and market the California Community Colleges CTE programs.

SITUATION ANALYSIS

The recession is over. California experienced impressive economic growth in 2015 – and it has continued in 2016. According to recent data from the World Bank and the California Department of Finance in March, California’s economy became the sixth largest in the world, behind only the U.S., China, Japan, Germany and the United Kingdom. California Governor Jerry Brown attributes this economic success to the diversity of the California business environment, “from movies to the Internet to agriculture – the incredible array of businesses that make up the state.”¹

The governor also recognizes that education is key to California’s success. He recently said, “...new investments in our schools; solid universities; investments in water and energy. All this gives security and keeps California very much in the forefront of investment, change, cultural adaptation and leadership.”¹

Unfortunately, there exists a real and growing gap between what employers need to keep our economy humming and what California’s labor pool currently offers. This gap varies greatly by region. For example, in the West Coast of California several sectors are looking for employees: Small Business; Information & Communications Technologies (ICT)/Digital Media; Agriculture, Water & Environmental Technologies; Retail/Hospitality/Tourism and Global Trade & Logistics industries are having trouble filling existing jobs. In the Central Valley and along the Eastern border sectors include: Advanced Manufacturing; Energy (Efficiency) & Utilities; Advanced Transportation & Renewables; Life Science/Biotech and Health sectors are fueling job creation, but again the state lacks a pool of qualified candidates to fill positions. It is clear that the state today lacks a pool of qualified candidates, and as the state continues to grow, we must make sure California’s labor pool keeps pace with employer demands for a skilled and competitive workforce (both regionally and statewide).

According to a February 2016 article in *Evolution*, an online magazine about higher education, “California faces a confounding juxtaposition...thousands of unemployed or underemployed workers living side-by-side with thousands of unfilled jobs.”² The current problem will only get worse, unless addressed by career training programs.

For instance, statistics show that by 2025, 30 percent of all job openings in California – more than 1 million jobs – will require postsecondary education training such as middle-skills degrees, certificates and credentials. California’s education pipeline is not keeping pace with employer demands. The California legislature and the California Community Colleges have recently recognized this critical skills gap. As a result, the California’s budget now includes \$200 million for a workforce training program to address the challenge.

¹ <http://www.bloomberg.com/news/articles/2015-01-16/brown-s-california-overtakes-brazil-with-companies-leading-world>

² “The Seven Most Important Changes Community Colleges Can Make to Close California’s Skills Gap”, February 2016

CALIFORNIA COMMUNITY COLLEGES' NEW INITIATIVE

In 2015, the California Community Colleges Board of Governors Task Force on Workforce, Job Creation and a Strong Economy began to grapple with how to address this challenge and improve workforce education within the system. They came together with one goal: to close the skills gap that employers say is a barrier to filling existing jobs and fueling job creation. The Task Force was made up of representatives from community colleges, the business community, labor groups, K-12 policymakers, public agencies involved in workforce training and community-based organizations. In the end, they developed 25 recommendations for improving California Community Colleges' capacity to prepare students for future job opportunities and meet the goals of our growing economy.³

The Colleges Board of Governors unanimously adopted the recommendations in November 2015. The main areas covered in the recommendations are:

- Student success
- Career pathways
- Workforce data and outcomes
- Curriculum
- CTE faculty
- Regional coordination
- Funding

The California Community Colleges is uniquely qualified to help meet this challenge. The system's 113 college campuses can help ensure our future workforce will meet growing employer needs because of the robust, affordable and accessible CTE programs that already exist. Some of their current programs result in certificates, others result in associate degrees, and some offer courses to enhance skills and set students on the road to a well-paying career. In fact, the California Community Colleges' CTE programs are already highly successful. Governor Jerry Brown's Proposed 2016-17 Budget calls out the current strengths of the California Community Colleges' career programs⁴:

- The California Community Colleges is the largest provider of workforce training in the state and nation.
- California community colleges educate 70 percent of our state's nurses.
- California community colleges train 80 percent of firefighters, law enforcement personnel and emergency medical technicians.
- More than 100,000 individuals are trained each year in industry-specific workforce skills.
- California community colleges offer associate degrees and short-term job training certificates in more than 175 fields.

³ http://doingwhatmatters.cccco.edu/portals/6/docs/sw/BOG_TaskForce_Report_v12_web.pdf

⁴ <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

As one California community college administrator put it this way: “If you are in an accident anywhere in California, everyone who will touch you, come to your aid, comfort you and may help save your life – from the first responders, to the ambulance personnel to the hospital intake staff to your nurses – may have been trained at a California community college. Our careers are high-quality, essential, important and well paying.”

However, except for a few training programs like those mentioned above, CTE programs in California are often overlooked, under-valued and under-promoted.

In order to address that, the report by the California Community Colleges Board of Governors Task Force on Workforce, Job Creation contained a central recommendation: to create a sustained, public outreach campaign to industry, high school students, counselors, parents, faculty, staff, and the community at large to promote career development and attainment and the value of career technical education.⁵

What follows is a framework for the direction of such a public outreach initiative to market California Community Colleges’ CTE programs that will help fill the skills gap. To prepare this framework, Ogilvy conducted a multipronged preliminary research project to better understand the current state of California Community Colleges’ CTE programs and the barriers and opportunities that exist for a successful program.

INITIAL RESEARCH FINDINGS

Multipronged research included both qualitative and quantitative research studies, including: literature review, website assessment, in-depth interviews, small group discussion sessions and a quantitative student-focused, statewide survey. Reports for the website assessment, small group discussion sessions, in-depth interviews and a quantitative student survey⁶ are included in the Appendix and will provide a fuller understanding of the research findings.

The small group discussion sessions and in-depth interviews were conducted among instructors, professors, administrators, public outreach staff and other campus representatives. They generally confirm that there is a very positive and good news story to be told about current CTE programs. In fact, there is almost universal enthusiasm and support for the role that community colleges play, and can play, in assuring California meets future workforce needs. Moreover, there is enthusiasm about system-wide plans to elevate the CTE brand and promote career programs. Most feel it is long overdue.

The statewide quantitative survey (among students and prospective students) indicated that general overall awareness of CTE programs is high, familiarity and specific understanding is low;

⁵ CCC BOARD OF GOVERNORS Task Force on Workforce, Job Creation, and a Strong Economy Report and Recommendations, page 10.

⁶ Small Group Discussion Sessions, June 2016; In-Depth Interviews, June 2016; and Career Technical Education Quantitative Survey Research Findings, July 2016)

although most current and prospective students agree that a CTE class or program can help them financially and may lead to a job that interests them.

Taken together, all the research highlighted a myriad of reasons for the lack of emphasis on and the understanding of the importance of career technical education programs. But, it also confirmed the opportunities presented by the California Community Colleges' CTE programs. Following are some of the barriers the research brought to light:

- The disappearance of high school shop and other technical programs in the 1990s⁷ (due in part because of the emphasis on computer skills training).
- The lack of parental, high school counselor, influencer and student support for CTE program enrollment.
- The struggle to “be heard” above the constant chorus from the community college community, and others, of the need to transfer to four-year institutions (messages about career trainings opportunities are overshadowed by transfer messages).
- There is not enough money or focus to promote the opportunity, validity and pathway to excellent careers that CTE programs deliver.
- Private, for-profit training institutions directly compete for time, message penetration, paid advertising and enrollment with the California Community College CTE programs.
- The lack of coordination between and among campuses with competing training programs in the same area or in various areas throughout the state (including the lack of coordinated outreach to employers and labor representatives in each region).
- The “second-class” or even third-class relegation of technical programs both in the minds of the public as well as with policymakers and governing bodies (at least two respondents in different groups said, “Here’s how people perceive us: First you are supposed to go to a four year college; if you can’t get in there, then you go to a community college so you can transfer to a four year college; and then, and only then, if you can’t or don’t want to do that, you can try a technical career...It’s always the last choice and not a very good place for your brand to be.”).
- While most students and prospective students would consider a CTE class or program, they need more information – knowledge surrounding CTE programs is the biggest barrier to enrollment, although students wanting a four-year degree is also a considerable barrier. Because they don’t know, those surveyed could not define “CTE.”

The CTE brand is unclear at best and the hundreds of programs that fall under CTE are not all necessarily “technical”, so while overall awareness of CTE programs in general is high among students and potential students (65 percent of current students and 50 percent of prospective students, Career Technical Education Quantitative Research findings, July 2016), familiarity and specific understanding of the specific programs and classes and what they may lead to is low.

The California Community Colleges needs a new, compelling brand that easily and clearly defines what career pathway programs can offer in a way that encourages further exploration

⁷ *Shop Class as Soulcraft*, Matthew B. Crawford, 2009.

and enrollment by students, and renewed public support. The system will need to communicate this new brand via outreach to students, influencers, policy makers, employers and the general public, laying the foundation for a behavioral shift, where the value of CTE is properly recognized, respected and celebrated.

The brand must be broad enough to provide an umbrella encompassing the entire state, but must also allow the flexibility to be regionally tailored to reflect regional economies, and all the 72 districts and 113 campuses.

In addition to awareness and clarity, Ogilvy's research also uncovered key barriers and challenges that must be addressed in both the branding and outreach programs (e.g., emphasis on four-year transfer, skepticism of academics, multiplicity of community college initiatives, etc.). Any plan for creating and promoting a new brand must recognize these barriers, and provide both the functional and emotional equities to overcome them.

BARRIERS, CHALLENGES AND OPPORTUNITIES

Preliminary research – both quantitative and qualitative – uncovered key challenges and considerations.

Challenges include:

- **Understanding:** Initial research indicates there is a level of familiarity about what “CTE” is but few can actually define it or name specific areas of study.
- **Perceptions:** Initial research has shown that CTE programs and careers are viewed as “less than” or “second class” or even “dirty.” Often times it is assumed that if one could not enroll in a four-year college or university, then one could enroll at a community college but only for the purposes of transferring to a four-year college or university. CTE programs are only considered as a last resort.
- **Competition:** There is a great deal of competition for the system's CTE programs. First, competition from private for-profit vocational schools that “sell” flexibility, short-term investments and guaranteed job placement. Second, direct competition from the system's 113 colleges who also market their offerings for the purpose of transferring to a four-year college or university (e.g., programs highlighting agreements with the California State University and University of California systems).
- **California's Multicultural Population:** California's ethnically diverse populations require specific and targeted outreach, which is both language-appropriate and culturally sensitive to the specific needs of the respective communities. Language barriers, cultural differences and literacy levels as well as socio-economic circumstances may all influence how outreach for the California Community Colleges' CTE programs is conducted. Multicultural outreach is critical in California, and it is not a “niche” or an add on – it needs to be an integral part of planning and all program activities, including when a new brand is considered which must be culturally sensitive.
- **Size and Scope of the State:** The size and scope of California's media markets are greater than any other state, making it significantly more costly to reach the targets. Additionally, the skills gap across the state varies greatly by region. For example, the

skills gap in the Western part of the state includes: small business; information & communications technologies/digital media; agriculture, water & environmental technologies; retail/hospitality/tourism and global trade & logistics. The skills gap in the eastern part of the state includes: advanced manufacturing; energy & utilities; advanced transportation & renewables; life science/biotech; and health. To effectively close the skills gap that employers say is a barrier to filling existing jobs and fueling job creation, we must promote the system's CTE programs based on regional labor market needs.

Opportunities include:

- **Variety:** There are a tremendously wide variety of programs that offer breadth and depth in terms of industry-valued middle-skills degrees, certificates and credentials. While some might only think of welding when they think of CTE, the reality is that there are a myriad of programs and areas of study from which students can choose. In fact, students can enroll in associate degree and certificate programs in more than 350 fields of study.
- **Income and opportunity:** Currently the skills gap means that employers are looking to hire into long-term, good paying jobs, but they struggle to find workers who have the skills to fill job openings. Employers are in need – and are ready to hire – individuals with industry-valued middle-skill degrees, certificates and credentials.
- **The system's network:** The system's network has the ability to foster collaboration among districts, business/labor and K-12 at the local level. In recent years, community colleges and workforce partners have moved toward a regional approach to respond more effectively to regional labor market needs and address skills gaps. By leveraging the successful integration of the colleges, and partnering with business/labor and K-12 at the local level, student and employer needs can be better met.
- **Example for the nation:** Because California is so large and diverse, the "testing" and rollout of this new initiative can and should be an example or model for other states. California is the 6th largest economy in the world. Our workforce can drive the national workforce and, the current interest in career training as evidenced by the national attention it recently garnered by both President Obama and Secretary Clinton elevates the importance and opportunity of this new initiative.

After addressing the barriers and leveraging the opportunities, a new brand must then be aggressively sold to skeptics and students, while assuring employers that the system's CTE programs can fill their needs. The plan must be thoughtful, compelling, strategic, and take into account California's diversity. It must also recognize and utilize all the channels of communication currently being used by the public (particularly students). The plan must have a traditional, digital, paid and earned media component, as well as outreach components that have proven successful.

In 2016 and beyond, it won't be enough to put multilanguage ads in ethnic and traditional print media. It won't be enough to build a brand, without a financial and system-wide plan to highlight and embrace it. It won't be enough to simply understand the need for student,

teacher and counselor buy-in, without a realistic plan to achieve it. Also, as with any public awareness and behavioral change program, success won't happen overnight.

One additional barrier Ogilvy noted is that a handful of individual campuses currently have their own outreach programs underway to develop and promote their CTE programs. Some even have developed brands and taglines that are being marketed in their regions (e.g., "Your Future Starts Here" in Fresno). Any plan must consider this reality.

PLAN ELEMENTS

In developing a plan for outreach, consideration should be focused on the overall goal of the effort to re-brand and market CTE.

Goal: The goal of the effort is: *Position the California Community Colleges as the higher education institution helping close California's impending skills gap through the education and training of a well-paid workforce with relevant skills and quality credentials that meet employer needs and, ultimately, ensuring the economic prosperity of the state.*

To accomplish this goal there will need to be a broad-based commitment from the entire community college system, education and workforce partners, business and industry, and state policymakers. This will allow the California community colleges to build on the long-established success of educating the state's workforce, getting students into well-paying jobs and keeping pace with the increasing demand for skilled workers.

A successful plan must combine marketing campaign elements including paid advertising, media relations, community education, grassroots outreach, partnerships, stakeholder engagement (business, labor, K-12, etc.), social media and direct marketing.

Each of the above outreach tactics and more must be explored to ensure all external and internal audiences understand the value and benefits of the programs. Each will require a dedicated budget and a statewide rollout. California's continued economic well being may very well depend on success.

If successful, the system has the potential to be recognized as the catalyst for helping the state meet its workforce shortage gap and serve as a model for the nation.

Communications Objectives: The following communications objectives support the overarching goal:

- Increase awareness and understanding of the system's Career Technical Education opportunities;
- Change the perceptions of what a CTE means; and, ultimately,
- Motivate and increase enrollment in the California Community Colleges' CTE programs and increase employer engagement with these programs.

Target Audiences: The primary target audiences for this effort include:

- **Teens and young adults:** This includes those ages 16 – 24 year olds. This group includes high school students and recent graduates, as well as current community colleges students.
- **Adults, including Veterans:** This group is 25 – 54 year olds, with an emphasis on those that are unemployed or underemployed, but also considers those that want to enhance their skills.
- **Influencers/Stakeholders:** Influencers includes parents, caregivers, counselors (high school and community college), community leaders and elected officials.
- **College and District Administrators:** These stakeholders are an important audience in helping spread the word and understanding of CTE programs.
- **Business/Labor/Industry:** This is a key target as training and career opportunities greatly vary by region and input on curriculum, labor needs, etc. and includes workforce development boards, economic development agencies, etc.

All target audiences outreach must reflect the diversity that is California. This includes, but is not limited to specific plans to reach Latinos, African Americans, and Asian Pacific Islanders, and others. This diversity must be reflected in all outreach strategies, paid media, and program materials – and not simply translation, but transadaptation – ensuring information is culturally *and* linguistically sensitive and relevant.

Strategies and Approach: While this report is not meant to fully explore and present a final plan to re-brand and market the California Community Colleges’ CTE initiative, Ogilvy recommends a few strategy considerations that research suggests may point to a successful program.

1. **A phased campaign approach.** This new initiative will require a great deal of work. Using a phased approach for this plan will allow for stakeholder buy in, utilization of key learnings and course correction as necessary. A phased approach might include: Phase I: brand development including messages, logo, tagline, etc.; Phase II: stakeholder introduction; and Phase III: the public launch, advertising and ongoing activities. This phased approach is not mandatory, but might provide the best workable framework for this new program.
2. **Umbrella brand.** Establishing an overarching “umbrella” brand position for the system’s CTE initiative that can be tailored to meet the needs of specific regions/districts/colleges. Since many districts/campuses have their own outreach campaigns highlighting specific CTE programs, any new brand that is developed for the system-wide outreach program must be broad enough to encompass all programs (e.g., it must be an umbrella covering the entire system). The umbrella brand should represent an accumulation of the impressions in the mind of the audiences – a set of characteristics that tell a story and make a promise throughout the whole system. The overarching brand will provide focus on all strategic and tactical efforts that are then tailored and implemented at the local level. The California Tourism Commission’s Visit

California campaign has successfully implemented an “umbrella” effort. Visit California conveys the California ethos of dreamers, excitement and adventure while regionally highlighting the variety of destinations in the state. The brand conveys that ethos weather promoting wine tasting in Napa, surfing in San Diego or skiing in Tahoe.

3. Multiple channels. Using multiple trusted channels to reach audiences (paid media, earned media, social media, partners (K-12, business, industry, labor, etc.).
4. Messaging. Developing messaging that is clear, simple and “jargon free” as well as culturally and linguistically sensitive, and carrying this messaging throughout all touch points (advertising, information materials, website, app, etc.).
5. Website. Exploring the website conundrum as there are currently many career exploration websites students use to research various careers, including CTE careers. The result is decentralized information that is not presented in a single, unifying voice. The plan must recommend the best way to enable a seamless user experience.
6. Stakeholder engagement. Developing a stakeholder introduction and engagement program as there are a variety of stakeholders and collaborative entities that play a role in the success of the marketing campaign. They must be included in the planning and rollout of the new effort. Introducing stakeholders to the effort early will allow for feedback and comment while helping achieve maximum buy-in from parties and will help maintain high levels of support.

Tactics: The marketing plan should consider the following tactics:

- Research (additional research beyond what has been conducted to date): Develop research plans to help inform the development of brand creative (name, logo, tagline, creative concepts, etc.).
- Brand development (including name, logo, tagline): Apply a brand development strategy and approach for the creation of a name, logo and tagline.
- Creative and message development (including testing of creative): Outline the approach for creative and message development.
- Creative production (including paid advertising and materials): Detail the creative production process, including procurement of vendors at key stages of the production.
- Media planning and paid advertising (including value add): Recommend a media planning and paid advertising plan (including paid social media), including value-add elements.
- Website and app development: Outline the website development process and supporting app, if appropriate. This must be informed by new and scheduled web and app developments currently under way by the Chancellor’s Office and its partners.
- Social media: Develop innovative social media strategies to drive growth and engagement, as well as leverage existing and emerging assets for content development (e.g., Salary Surfer 2.0 video series, “I **Can** Afford College” A Little Big of Magic video featuring CTE careers, etc.).
- Stakeholder engagement (including planning and coordination with the 72 Districts and 113 campuses, employers/business/labor, K-12, elected officials, etc.): Outline a

strategy to engage stakeholders and keep them involved with and informed of program activities. One of this engagement strategy's goal is to elevate awareness and knowledge of the system's CTE programs.

- Media relations (traditional and social): Develop a statewide media relations plan designed to raise awareness of the program.
- Events: Identify and recommend events for program participation throughout the year. Events can include, but are not limited to high school college fairs, industry conferences, community college campus events, community events and multicultural fairs and festivals.
- Partnerships: Develop a plan to recruit and engage partners such as community-based organizations, faith-based organizations, unions, employers, community stakeholder groups, public and private organizations and others.
- Employer/Union Outreach: Develop an employer/union-based outreach strategy that will increase work-based learning opportunities, such as apprenticeships and internships, provide workplace experience and, ultimately lead to job placement. This outreach will focus on partnerships that respond to regional labor market needs. Additionally, the employer/union outreach should elevate awareness and knowledge of the system's CTE programs.
- Ground Game: Develop a ground game effort that includes community college campuses, high schools, employers and community-based organizations to engage prospective students one-on-one through multiple touch points to increase awareness and CTE opportunities.
- Measurement and Evaluation: Ongoing measurement and evaluation is required to assess the success of the program components and allow for the opportunity to adjust messaging, tactics and paid media as necessary. This new program represents a major commitment from the State of California and the California Community Colleges. Measurement and evaluation are critical to ensure that policymakers will continue to support it. Implementation of the program should not only focus on outputs, but also outcomes, and at a minimum, should include the following:
 - *Awareness and perceptions tracking survey*
Ongoing tracking of awareness and perceptions among the student target population can help guide ongoing outreach efforts. This can be done via a telephone survey or online survey, but the method should be consistent year upon year for comparison and tracking purposes. The tracking survey will assess changes in awareness overtime, perceptions, knowledge levels and behavioral intentions. In addition, data can be collected on message recall, exposure to elements of the campaign and the relationship between recall/exposure and outcomes. This data will be an important measure of campaign effectiveness.
 - *Stakeholder feedback*
As the stakeholder audience is a critical part of the success of this effort, an evaluative tool to solicit stakeholder feedback is important. It may be most

appropriate to solicit this feedback via an online survey to facilitate a streamlined means of providing feedback.

- *Website hits/app downloads and usage*
Success will also be evaluated by website hits. Additionally, if an app is developed, the number of app downloads and usage should be tracked so that data from those accessing the information via mobile are captured.
- *Social media tracking*
It will be critical to implement a robust and unified social media measurement and analysis procedure. Pending what the social media platforms are used in the effort (Facebook, Twitter, Instagram, Snapchat, etc.), different evaluative metrics should be established to capture relevant data – followers, engagements, shares, likes, etc. Additionally, a listening post can capture what the online conversation on the program is – what specifically are people “talking” about, what is the sentiment, etc.
- *Media Tracking*
Media impressions as a result of media relations efforts will need to be tracked to give context to audiences reached and impressions. In addition, accuracy of messages and tone should also be evaluated. Media tracking should be done on a monthly basis allowing for adjustments in media plans and messages as needed.
- *Materials distributed*
As an output measurement, the materials created to support program efforts should be tracked so there is a sense of what materials are used most frequently and by what audiences (stakeholders vs. students, etc.). This can also help inform the development of materials for future campaign efforts.
- *Number of enrollments*
Ultimately, the success of the marketing and outreach plan will be determined by the number of enrollments in a CTE program at a California community college and subsequently, the number of students completing CTE programs and earning a certificate. This data will be tracked by the Chancellor’s Office.

All work must be closely coordinated with the California Community Colleges’ Chancellor’s Office and the Task Force on Workforce, Job Creation and a Strong Economy, whose initial work on and commitment to career development is key to the success of the program and its support from the Governor and legislature. In addition, the marketing plan must include integration and coordination with college enrollment marketing efforts to leverage budget dollars, extend reach and coordinate rollout.

BUDGET

The budget is estimated to be \$3,000,000 - \$4,000,000 annually. A recommendation on resource allocation for the scope of work should be made.

TIMING

A recommended timeline outlining key activities and milestones for project elements should be developed.

APPENDIX

(Note: the website assessment, small group discussion session, in-depth interview and quantitative survey report will be attached).

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