

## **Parents and Adults Inspiring Reading Success (PAIRS) Success Update December 2008**

### **Overview**

Launched in February 2005, Parents and Adults Inspiring Reading Success (PAIRS) is a project of SC's daily newspapers and is administered as a public awareness initiative of the SC Education Oversight Committee.

The mission of PAIRS is to encourage and support the achievement of reading literacy on grade level for every child in South Carolina. With an intense focus on grades three through eight, the initiative seeks to energize broad collaboration and involvement in local communities (ie., extended learning opportunities, mentoring programs, faith-based programs, literacy initiatives, etc.)

As outlined in the initiative's bylaws (Appendix A), the guiding principles of PAIRS follow:

- Reading is essential for success in school and life.
- Young people learn best when nurturing, caring adults provide motivation and support.
- The future of all South Carolinians depends on our ability to help our students reach their potential.

The purposes are

1. to identify and recruit affiliate organizations promoting reading and literacy among adults and young people;
2. to facilitate connections between affiliate organizations, providing them support to enhance their individual missions;
3. to promote opportunities that support the creation of new reading programs;
4. to develop communication, marketing, and research materials; and
5. to support activities involving reading and literacy statewide.

The initiative emerged as a result of "Conversations with the EOC" in every county of South Carolina, held from September 2003-April 2004. These meetings identified a critical need for all citizens to actively reinforce and support the mission of schools, particularly in the area of reading. The three areas of identified consensus formed the guiding principles of the initiative, which are listed above.

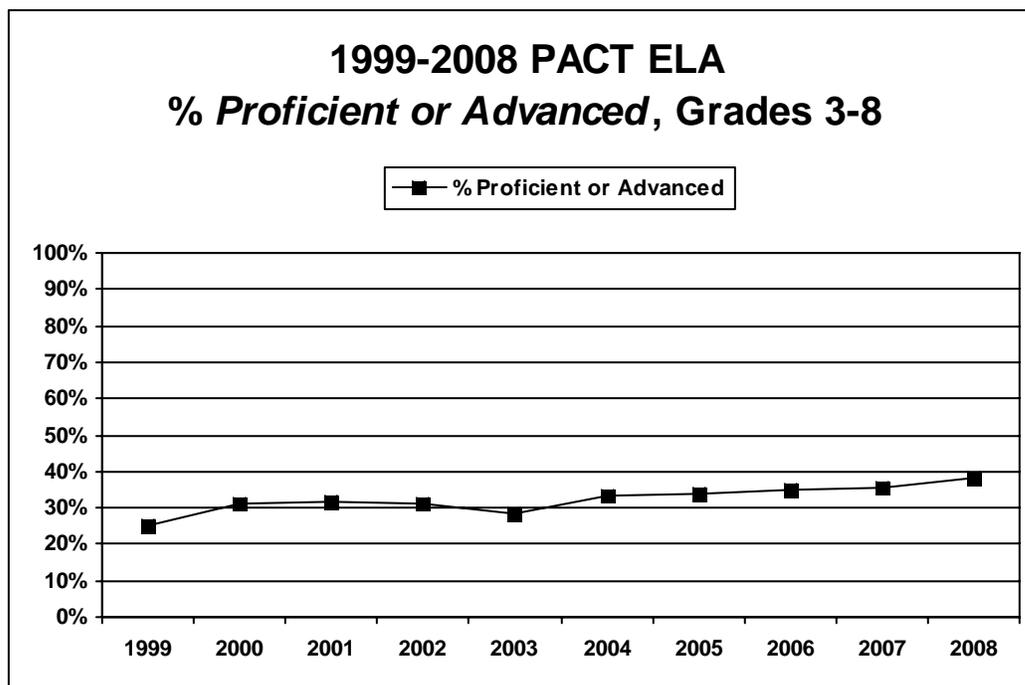
The need for PAIRS was reinforced in 2005 when research showed an almost one-to-one correlation between reading proficiency and on-time high school graduation. South Carolina ranks last among states in graduation rates, graduating only 48 percent of 9th graders in four years.<sup>1</sup>

In 2004, only 27 percent of 5<sup>th</sup> graders and 25 percent of 7<sup>th</sup> graders scored Proficient on the Palmetto Achievement Challenge Test (PACT), meaning they are well-prepared for work at the next grade level. Many of these students do not acquire the reading skills they need to prepare them for graduation and beyond.

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<sup>1</sup> The high school graduation variable was defined as the percent of the 1999-2000 9<sup>th</sup> grade 135 ADM who received diplomas (does not include those receiving certificates) three years later in 2002-2003.

[http://www.scpairs.org/PDF/Harry\\_Miley\\_Exec\\_Summary.pdf](http://www.scpairs.org/PDF/Harry_Miley_Exec_Summary.pdf).



The research suggests that only half of those in the ninth grade today will ever graduate from high school.

The study also showed that for every ten additional students we can help to reach reading proficiency on the PACT, at least eight will graduate. A large part of a student's success in the classroom depends on their contact with adults who encourage and inspire them to read outside of the classroom. Providing a catalyst by which greater awareness is placed on literacy and the importance of adult/child relationships is at the heart of the PAIRS initiative.

#### **PAIRS Status Reports/Updates**

In February 2007, the EOC approved the submission of the *PAIRS Two-Year Status Report*. The report summarized two years of work of the initiative. It was organized around the purposes outlined in the bylaws and also outlined future directions for the initiative. An update followed in October 2007. The following report updates the committee on the progress of the initiative from October 2007 to October 2008.

#### **Purpose 1: to identify and recruit affiliate organizations promoting reading and literacy among adults and young people.**

Affiliate membership in PAIRS is open to not-for-profit programs and individuals who concur with the mission and goals of PAIRS and act to implement the mission and goals. Programs and individuals who meet criteria are open to join PAIRS as Affiliate members. The cost of membership is free and EOC/PAIRS staff keeps signed commitment statements on file.

Currently, there are 128 PAIRS Affiliates, an increase of 25 Affiliates since October 2008. Eighty affiliates are programs and 48 are individual members. Currently, 24 counties have met the stated goal, which is to have two affiliates in each county. In October 2007, 22 counties had met the goal. A breakdown of the affiliates by county is attached in Appendix B.

The Advisory Board, which advises and supports PAIRS implementation statewide and in local communities, is composed of 16 individuals, who represent the publishers of the 16 daily newspapers. These individuals meet via conference call on an as needed basis. Current advisory board members are: Steven Brandt, *Greenville News*; Henry Haitz, *The State*; Anthony Summerlin, *Union Daily Times*; Valerie Canepa, *Rock Hill Herald*; Milton Miles, *The Sun News*; Kim Buckner-Land, *Spartanburg Herald-Journal*; William Collins; *Greenwood Index-Journal*; Larry Tarleton, *Charleston Post and Courier*; Cathy Hughes, *Orangeburg Times and Democrat*; Joni Weerheim, *Seneca Daily Journal*; Fred Foster; *Anderson Independent-Mail*; Jack Osteen, *Sumter Item*; Scott Hunter, *Aiken Standard*; Mark Laskowski, *Florence Morning News*, and Beth Patton, *Island Packet/ Beaufort Gazette*.

**Purpose 2: to facilitate connections between affiliate organizations, providing them support to enhance their individual missions.**

Connections and partnerships continue to be critical to the success of PAIRS. Partnership in PAIRS is open to organizations with a commitment to literacy and with whom a formalized relationship would benefit PAIRS Affiliate programs, or organizations with similar or overlapping services.

Current, active partners include the SC Afterschool Alliance, Harvest Hope Food Bank, SC Center for Children’s Books and Literacy, University of South Carolina School of Library and Information Science, SC State Library, and Volunteers of America/Turning Pages.

*The South Carolina Afterschool Alliance* is a statewide advocacy organization that works to increase sustainability and promote the importance and awareness of quality after school programs in South Carolina.

The mission of the *Harvest Hope Food Bank* is to provide for the needs of hungry people by gathering and sharing quality food with dignity, compassion and education. One of the food banks sponsored programs, Kids Café, is the nation’s largest charitable meal service and nutrition education program for children. The program provides children at-risk of hunger with food to take home over the weekends and out-of-school times.

*The South Carolina Center for Children’s Books and Literacy (SCCCBL)* is an outreach program of the *University of SC School of Library and Information Science*. It is designed to enhance existing literacy programs, provide literacy research specific to South Carolina, and train teachers and daycare workers, parents and others.

*The South Carolina State Library* is an independent state agency that provides research and information services to the public citizens of South Carolina. They work with SC’s county libraries in the coordination of the Statewide Summer Reading Program, administered statewide in June and July each year.

*Volunteers of America/Turning Pages*, and their Rolling Readers program, work to recruit, train and places community volunteers to administer programs which read to and tutor struggling readers. The program also sponsors two book giveaways each year. PAIRS Affiliates were invited to participate in the programs this year.

Although staff of the daily newspapers compose the Advisory Board of the initiative, they also partner and provide to the affiliate programs. For example, PAIRS Affiliate programs have benefited from free class subscriptions to *The State* paper on two occasions. *The State's* Newspapers in Education (NIE) program offers class sets of newspapers to public school classrooms to be used for educational purposes. They have recently seen the benefit of offering these resources to out-of-school time programs and have provided affiliate programs with class sets of newspapers during the summer free of charge. NIE staff have also offered to provide free training to affiliate staff on using the newspaper as a learning tool for all grade levels.

**Purpose 3: To promote opportunities that support the creation of new reading programs.**

SC Afterschool Alliance / PAIRS Regional Trainings

In October 2005, the publication *How to Start an Effective Out-of-School-Time Program in South Carolina* was published as a project of PAIRS and the South Carolina Afterschool Alliance (SCAA). The guide is an excellent resource for individuals wanting to start a program or enhance an existing program. Literacy resources are included within the guide.

With the addition of two staff persons in Fall 2007, the SC Afterschool Alliance has begun conducting regional trainings around the state using the guide. PAIRS Affiliate members are provided the same benefits members of the alliance get – free registration for the trainings and access to accompanying material.

In November 2007, PAIRS was able to offer five affiliate members scholarships to attend the *Afterschool Academies*, a national professional development program that offers programming and practice in the core approaches and methods of effective extended learning time education. Funding was provided by the Charles Stewart Mott Foundation.

**Purpose 4: To develop communication, marketing, and research materials.**

PAIRS web-based sign-up

In April 2008, at the SC Afterschool Alliance conference, PAIRS staff introduced the ability for individuals to sign up for PAIRS Affiliate status online. The majority of the 25 members who have joined in the past year have used this function, which is located on the PAIRS website ([www.scpairs.sc.gov](http://www.scpairs.sc.gov)).

Moderated listserv/other communication materials

In May 2007, PAIRS staff began a moderated listserv for affiliates to communicate with one another. The listserv continues to be hosted by the SC Chief Information Office (CIO) and can be accessed online from the PAIRS website. PAIRS staff has also continued the publication of the bi-annual *Connections* newsletter.

**Purpose 5: To support activities involving reading and literacy statewide.**

SC Literacy Champions Project

In September 2008, the EOC gave final approval to the SC Literacy Champions Awards program, designed to promote sustainable models of higher education/K-12 public school service-learning partnerships to boost student reading achievement. Studies show that when service learning is connected to curriculum, young people make gains on achievement tests, complete their homework more often, and increase their grade point averages. Materials were purchased and created for post-secondary institutions

interested in applying for the award. The first awards are scheduled to be given out in Summer 2009.

### Summer Reading Campaign

In May 2008, the printed Summer Reading supplement produced the past two years was replaced with a joint summer reading campaign with the SC State Library. Utilizing professional artwork created by the Collaborative Summer Library Program, online ads were created and ran on the websites of seven daily newspaper websites. The web ads linked to a web page that included literacy resources as well as information about the EOC, PAIRS and the SC State Library. Additionally, four print ads were created and ran during June and July in every SC daily and weekly newspaper. An op-ed was published in *The State* to bring awareness to the partnership and summer reading.

In their 2008 Evaluation Report, the SC State Library reported an increase in summer reading program participation this past summer over previous years. Of the 588,197 SC children who have library cards, 17 percent (99,500) children registered for the 2008 Summer Reading Program, and seven percent (39,802) children completed the program.

### PAIRS-sponsored Literacy Track at SCAA Annual Conference

This year, PAIRS partnered with the SC Afterschool Alliance's annual conference in April 2008, hosting a "literacy track" within the conference. Conference attendees had the opportunity to attend nine workshops tailored to enhancing the literacy component of their programs. Additionally, PAIRS offered a "door prize" of \$1,000 worth of free books to one affiliate program attending the conference. The prize was a collaborative effort between PAIRS and the SC Independent Booksellers Association and was designed to allow one program with the opportunity to build or enhance their program's existing library.

### Future Directions

#### **Focus attention on evaluation of affiliates.**

Annual evaluations of affiliates have proved to be a challenge. A paper survey was conducted last year and few were returned. An electronic survey conducted this year produced similarly low results. This year, focus groups of PAIRS Affiliates will be conducted to assess the needs of programs and individuals as well as assess various components of these programs and how PAIRS relates.

#### **Find creative ways to have impact**

The challenge for PAIRS, and the EOC this year, is to continue to make an impact amid financially tough times in the state. Full funding for projects like the Summer Reading Project will not be available this year. By utilizing the web more and exploring opportunities for earned media, the campaign can continue, but in a more cost-effective fashion.

#### **Promote engagement of higher education students involved in service learning**

The development of the SC Literacy Champions Program has opened up the potential of connecting service learning in postsecondary institutions to literacy. The success of this effort will hopefully open up the opportunity to explore the connection between service learning and literacy in SC – one that has proved to be successful in other states.

**Consider innovative approaches to providing training and networking opportunities to PAIRS Affiliates**

The USC Library School and the Children's Libraries, and Literacy Initiative have had much success using technology to train librarians across the state. It is possible to offer affiliates the opportunity to go online to view a session on creative ways to bring books to life or participate in a panel discussion on engaging the faith community in literacy efforts as online sessions. These informative sessions could be accessed at various locations and times, instead of just benefiting the handful of people who attend the summit. PAIRS is researching working with SC Education Television and the two university initiatives on better utilizing technology to better serve affiliates.

## Appendixes

## Appendix A

### **By-Laws of Parents and Adults Inspiring Reading Success (PAIRS)**

#### **Article I: Name**

The name of the organization is Parents and Adults Inspiring Reading Success, hereafter referred to as "PAIRS".

#### **Article II: Mission and Purpose**

The mission of PAIRS is to encourage and support the achievement of reading literacy on grade level, with an intense focus on grades three through eight for every child in South Carolina by energizing broad collaboration and involvement in local communities (ie., extended learning opportunities, mentoring programs, literacy initiatives, etc.)

The guiding principles of PAIRS shall be:

- Reading is essential for success in school and life.
- Young people learn best when nurturing, caring adults provide motivation and support.
- The future of all South Carolinians depends on our ability to help our students reach their potential.

The purposes of PAIRS shall be:

1. to identify and recruit affiliate organizations promoting reading and literacy among adults and young people;
2. to facilitate connections between affiliate organizations, providing them support to enhance their individual missions;
3. to promote opportunities that support the creation of new reading programs;
4. to develop communication, marketing, and research materials; and
5. to support activities involving reading and literacy statewide.

#### **Article III: Advisory Board**

**Section 1:** The Advisory Board shall consist of one elected chair, as well as appointed members as described in Article III. The Chair will be elected annually among board members at the last board meeting of the calendar year.

**Section 2:** The Advisory Board shall advise and support PAIRS implementation statewide and in local communities.

No member of the PAIRS Advisory Board, or newspapers, shall derive any personal profit or gain, directly or indirectly, by reason of his or her participation with PAIRS. Each individual shall disclose to the PAIRS Advisory Board any personal interest which he or she may have in any matter pending before the PAIRS Advisory Board and shall refrain from participation in any decision on such matter.

- Section 3:** The PAIRS Board should be composed of the Publishers of South Carolina's daily newspapers.
- Section 4:** The Advisory Board shall advance the purpose of PAIRS directly or through its designees.
- Section 5:** The PAIRS Advisory Board shall meet at least twice a year, in person or by way of telephone conference.
- Section 6:** Bylaws may be amended at any board meeting by a majority of those present.

#### **Article IV: Organization**

- Section 1:** PAIRS is administered by the SC Education Oversight Committee (EOC).
- Section 2:** An appointed Advisory Board shall advise and support PAIRS implementation statewide and in local communities.
- The PAIRS Advisory Board is composed of the Publisher from each of the daily newspapers in South Carolina. If the Publisher is not able to participate, a senior staff member shall be designated.
- Section 3:** The street address of PAIRS is: 1105 Pendleton Street, Blatt Building, Suite 227, Columbia, SC 29211

#### **Article V: Affiliates and Partners**

- Section 1.** *Affiliate Membership* in PAIRS shall be open to not-for-profit programs that concur with the mission and goals of PAIRS and act to implement the mission and goals.
- PAIRS Affiliate members must pledge that their represented group does not discriminate based on the basis of race, color, national origin, religion, sex, or handicap in its practices related to employment or establishment and administration of its programs and initiatives.
- Affiliate Meetings. There shall be one General Membership Meeting (e.g., PAIRS Summit) per year, at the time, place, and discretion of the Advisory Board.

- Section 2.** *Partnership in PAIRS* is open to organizations:
1. with a commitment to literacy and with whom a formalized relationship would benefit PAIRS Affiliate Programs (e.g., Allen University, USC);
  2. with similar or overlapping services (e.g., SC Afterschool Alliance)

- Section 3.** *Associate Status* in PAIRS is open to organizations:
1. with services or products which would benefit PAIRS Affiliates.

Participation does not constitute an endorsement by PAIRS. The PAIRS Advisory Board must approve all partnerships and requests for Associate Status.

Current dated 6/20/05

Appendix B

County	No. Affiliates	No. Individual Affiliates	Met Goal	
Abbeville	0	0	N	
Aiken	2	0	Y	
Allendale	0	0	N	
Anderson	0	0	N	
Bamberg	0	0	N	
Barnwell	2	1	Y	
Beaufort	3	3	Y	
Berkeley	1	0	N	
Calhoun	1	0	N	
Charleston	3	2	Y	
Cherokee	0	0	N	
Chester	0	0	N	
Chesterfield	0	0	N	
Clarendon	3	3	Y	
Colleton	1	1	Y	
Darlington	0	0	N	
Dillon	2	2	Y	
Dorchester	1	1	Y	
Edgefield	0	0	N	
Fairfield	0	0	N	
Florence	1	12	Y	
Georgetown	4	1	Y	<b>Total # of Affiliates: 80</b>
Greenville	10	0	Y	<b>Total # of Individual Affil: 48</b>
Greenwood	2	0	Y	
Hampton	1	0	N	<b>Total: 128</b>
Horry	0	0	N	
Jasper	2	5	Y	<b>Counties Met Goal: 24</b>
Kershaw	3	0	Y	<b>Counties Not Met Goal: 22</b>
Lancaster	0	0	N	
Laurens	0	0	N	
Lee	1	0	N	
Lexington	3	2	Y	
Marion	2	2	Y	
Marlboro	0	0	N	
McCormick	0	0	N	
Newberry	0	0	N	
Oconee	0	0	N	
Orangeburg	1	1	Y	
Pickens	1	0	N	
Richland	15	6	Y	
Saluda	1	0	N	
Spartanburg	11	1	Y	
Sumter	3	1	Y	
Union	0	0	N	
Williamsburg	3	1	Y	
York	0	0	N	

current 10/14/08

# EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: December 8, 2008

## REPORT/RECOMMENDATION

Making an Impact During Challenging Times: EOC Communications Plan, 2008-2009

## PURPOSE/AUTHORITY

The communications plan incorporates the execution of targeted communications strategies with three primary objectives: to advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement; increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement; and to enhance understanding and impact of the accountability system by focusing on the 2010 goal and establishing a 2020 goal.

## CRITICAL FACTS

The plan outlines strategies and tactics to achieve the three primary objectives. The plan also discusses targeted strategies to reach the various audiences affected by the work of the EOC.

## TIMELINE/REVIEW PROCESS

Fiscal year 2008-09

## ECONOMIC IMPACT

**Cost:**

**Fund/Source:**

Public Awareness funds

## ACTION REQUEST

For approval

For information

## ACTION TAKEN

Approved

Amended

Not Approved

Action deferred (explain)

# **Making an Impact During Challenging Times: EOC Communications Plan, 2008-2009**

## **EOC Mission Statement**

*The mission is to effect the dramatic, results-based and continuous improvement of South Carolina's educational system by creating a truly collaborative environment of parents, educators, community leaders and policymakers.*

## **Introduction**

As outlined in the agency mission, the South Carolina Education Oversight Committee (EOC) is committed to positively influencing education in South Carolina by affecting dramatic, continuous improvement of the state's educational system. The values underlying the mission of the EOC are the following:

- A sole focus on what is best for students;
- A belief in broad-based inclusion and collaboration;
- A belief in standards, assessments, and *publicly* known results;
- The implementation of research and fact-based solutions that improve results; and
- A passion for immediate, dramatic and continuous improvement that is unaffected by partisan politics.

The work of the committee and staff is only effective when it is communicated widely, clearly, and efficiently to a variety of audiences. Open, accurate communication is a necessary component of the EOC's operation and the development and upkeep of a thorough communications plan is necessary to clarify and identify ways to improve how the EOC communicates with, relates to, and influences its various audiences. This plan has been developed and is updated annually to support and enhance the overall mission and values of the agency. Continuous feedback on the plan is welcome and essential.

## **Background**

It is imperative that the EOC provide clear, repeated, and open communication in order to earn public understanding and acceptance for its' objectives. In this world of 24-hour news, unlimited information available via the Internet, and instant communication, a message can get lost if the delivery is not geared for the intended audience.

Oftentimes, a message can get reduced to a sound byte or an image, especially if a form of media is the vehicle for the message. Think about political campaigns – the complexity of a candidate's vision is often reduced to a clever, memorable one-liner. Whether we love them or hate them, simple sound bytes make an impact.

Our communications strategy examines both reactive and proactive opportunities. Telling the story of the EOC's work and mission using a proactive, aggressive approach is preferable, rather than relying on others to interpret actions and issues. However, the prominence of "new media" (blogs, web-based material) and the decline of traditional, mainstream sources of media continues to create challenges for agencies and organizations in their communications. It has become harder – sometimes impossible – to control all messages. Keeping these issues in mind, the EOC continues to proactively confront the perceptions that the accountability system is harmful to schools and the children they serve and that publication of data can be harmful to individuals.

## **Listening and Learning**

To communicate effectively and build relationships, it is crucial to take the time and effort to listen to our various audiences, measuring current levels of awareness and understanding, and hearing issues of concern and conflict as they relate to desired objectives. A communications audit was conducted by the EOC in 2007. An online publication survey was sent out to school

administrators and support staff, as well as school board members. In addition, staff from the EOC and the SDE conducted an evaluation of the school and district report cards.

A summary of the audits pointed out stylistic characteristics of many EOC reports: length, organization, terminology, and presentation of statistical data. The way information was presented often created an obstacle for policy makers, parents, and other interested readers, who often are not trained in the statistical techniques needed to understand complicated studies. The use of complex tables and research jargon can frustrate an involved reader, even with considerable interest. The EOC continues to make efforts to recognize the results and achieve high impact in agency communication.

### **Impact Communications**

At the EOC Retreat in August 2006, members expressed the need to simplify regular communications and strive for “high impact.” The discussion centered on the release of the state’s progress toward the 2010 Goal, typically released annually in January. At the direction of EOC members, staff produced a “postcard-size” publication with SC’s ranking on measures for which there was a national measure.

In 2006, the news conference format announcing the release was replaced with a meeting of representatives from K-12, higher education, and the state’s technical college system. In 2007, a larger event was held featuring speakers from higher education and business. Both the postcard and the innovative approach to the release of SC’s results toward the goal proved successful.

As a result of this experience and the continual feedback from key constituents, staff now determines whether a communication meets the “high impact test.” Is the final product something to be used to provide information on a quick, easy-to-read format or is it something that users will refer to repeatedly? In the case of the 2010 Goal postcard, feedback suggests that we managed to accomplish both. In 2006, the cards were re-printed because of additional requests for copies from school districts. In 2007, supply was depleted early on.

### **Making an Impact During Challenging Times**

The challenge for the EOC this fiscal year is to continue to make an impact amid financially tough times in the state. This year’s plan includes tactics which are intended to be both effective and cost-efficient.

## **Objectives**

The following objectives are aligned with the goals and objectives of the EOC (adopted in 10/08):

1. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.
2. Increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement.
3. Enhance understanding and impact of the accountability system by focusing on reaching the 2010 goal and establishing a 2020 goal.

A detailed analysis of each objective follows, with outlined strategies and tactics outlined for each.

### **1. Objective One**

Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

#### **1.1 Strategy 1:**

Conduct a comprehensive, statewide public engagement strategy to aid in the establishment of school and student performance indicators (Section 59-18-900) as well as statewide education goals and aspirations.

##### ***Tactics:***

- Work with partners at Clemson University to conduct statewide opinion research (statewide focus groups, telephone surveys, web-based surveys).
- Establish and maintain communication methods to educate public and educators prior to, during, and after implementation of revised accountability system.
- Communicate results of public opinion research effectively to reach overall objective.
- Conduct December 2009 public hearing.

#### **1.2. Strategy 2:**

Provide context for 8<sup>th</sup> state report card information for state and local audiences.

##### ***Tactics:***

- Update online report card search engine, in partnership with SC Interactive.
- Revise report card communication materials and make available via the web.

#### **1.3. Strategy 3:**

Increase the utilization of data published on report cards for decisions making purposes.

##### ***Tactics:***

- Meet with SC daily newspaper Editorial Boards
- Focus briefings/publications to legislators on report cards
- Focus briefings/publications to school boards on report cards, in partnership with SCSBA
- Focus briefings/publications to statewide/local media on report cards.
- Work with SCDE in development of 2009 online, interactive report card.

### **2. Objective Two:**

Increase visibility of and urgency for public, parent, and community involvement in support of higher student, school, and system achievement.

#### **2.1. Strategy 1:**

Increase the utility and effective use of data and recommendations by ensuring various audiences have ready access to EOC data relevant to their needs.

##### ***Tactics:***

- Continue to send out monthly “At a Glance.” Send out monthly edition to individuals who have signed up to receive electronic publications from the EOC. Continue to include a web bank of the publications on the EOC website.
- Post technical information related to published reports on the web.
- Work to engage news media in EOC meeting activities.
- Utilize graphics and photographs, which are accessible and attractive to readers.
- Continue the publication of technical documentation (*Accountability Manual*) for education administrators. Revise format of manual to make document printing more cost-efficient.
- Support other agencies in activities which celebrate the accomplishment of SC schools and students.

## **2.2. Strategy 2:**

Advocate quality teaching and learning experiences so that all children can learn at high levels.

### **Tactics:**

- Continue teacher appreciation campaign to include famous faces who have ties to South Carolina. Design campaign around genuine appreciation for teachers.

## **2.3. Strategy 3:**

Build public support for education improvements in state.

### **Tactics:**

- Work with stakeholder groups to understand state aspirations and the tasks necessary to achieve those aspirations.
- Continue development of PAIRS initiative, to improve statewide student reading proficiency.
  - Recruit/retain faith community partners
  - Recruit/retain business and education partners
  - Continue summer reading project on web.
  - Recruit corporate sponsorships for reading initiatives.
  - Promote engagement of higher education students involved in service learning through SC Literacy Champions program.
- Utilize Tips Booklets with various education, community and business groups.

## **2.4. Strategy 4**

Extend parental and community involvement efforts to support young people as they progress through school, particularly at transitions between school levels.

### **Tactics:**

- Utilize “Be There Campaign” in partnership with SC-NSPRA, SCSBA, and four partnering school districts.
- Publish and communicate results of parent, teacher, and student surveys in format for principals, superintendents, etc. to better utilize.
- Publish family-friendly versions of the content standards. Distribute PSAs in daily and non-daily newspapers to encourage wide electronic distribution.
- Work with SC State Library to transition family-friendly English Language Arts Standards to web-based format in SchoolRooms program.

## **3. Objective Three:**

Enhance understanding and impact of the accountability system by focusing on reaching the 2010 Goal and establishing a 2020 Goal.

*By 2010, South Carolina’s student achievement will be ranked in the top half of states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.*

### **3.1. Strategy 1:**

Develop and distribute high-impact, public friendly reporting materials on the achievement of 2010 Goal.

#### ***Tactics:***

- Continue impact publication of *Where Are We Now*
- Plan *Where Are We Now* release "event" (potential issues to target: reading, education funding).
- Communicate more effectively and efficiently with EOC members using edublog.
- Conduct communications audit using Cogix software involving 1,900 member e-mail database (audience for monthly *At a Glance*.)
- Update key constituencies on progress and achievement in all EOC publications.
- Communicate agency priority to have no tolerance for low-achieving schools.

### **3.2. Strategy 2:**

Promote significant gains in achievement.

#### ***Tactics:***

- In publications and presentations, highlight successes and improvements made.
- Support other agencies in activities which celebrate the accomplishment of SC schools and students.

### **3.3. Strategy 3:**

Emphasize the importance of the high school diploma in all EOC publications and actions.

Action / Work Plan (10/2008)

Plan Key	Product / Deliverables	Target Audience(es)	Individuals Involved	Proposed dates
2.1.	Monthly publication of <i>At a Glance</i>	Legislators, education community, media, e-mail recipients	EOC staff	November 2008: Report Cards December 2008: Where Are We Now? January 2009: CDEPP February 2009: Palmetto Gold and Silver / Gap March 2009: Annual Report April 2009: Open May 2009: Parent Survey June 2009: Legislative Investments July 2009; August 2009; September 2009; October 2009; November 2009
1.3	Report card media briefings	Media	EOC/SCDE staff	November 2008
1.3.	Editorial Board visits – report card release	Daily newspaper editorial boards	EOC staff, SCDE	November 2008
1.2.	Report Card Online search engine	Parents, Educators, Business community, etc.	EOC staff, SC Interactive	November 2008
1.2	Report Card communication materials update	School districts, parents, SC General Assembly	EOC staff	November 2008
2.2.	Teacher Appreciation Campaign	General public	EOC staff	November 2008
3.1	Where are We Now release / event	Media, educators, legislators, general public	EOC members, staff	December 2008
3.	EOC Annual Report	Legislators, media, education community	EOC staff	March 2009

1.3	Interactive report card	General Public	EOC staff, SCDE staff	April 2009
1.1	Communication of comprehensive public engagement studies	EOC members, General public	EOC staff, Clemson University, stakeholder groups	April 2009
2.3.	Summer Reading Guide (online)	Parents, teachers, students	Yow, newspaper partners, SC State Library	May 2009
3.1	Broad communications audit	EOC E-mail database	EOC staff	June 2009
2.1.	2009-2010 Accountability Manual	Education administrators	EOC staff	June 2009
2.4.	Family-Friendly Content Standards Guide (English and Spanish)	Families, Educators	EOC Staff	June 2009
2.4.	Interactive Family-Friendly Content Standards Guide (English Language Arts)	Families, Educators	EOC, SC State Library, SCDE	June 2009
2.3	SC Literacy Champions Award	EOC, higher education, general public, K-12 schools	EOC members, EOC staff, partners and funders	August 2009
2.1.	Recognition of Palmetto Gold and Silver / Gap recipients	Local and regional media outlets, legislators, education community, minority and faith communities.	EOC members, staff; SCDE	TBD

2.3.	TIPS Brochures	Business community, community members, parents	EOC staff	Ongoing
2.3.	<i>Connections</i> Newsletter	Education community, faith community, extended learning and afterschool providers, volunteers, literacy partners	Yow	Fall / Winter 2008 Spring / Summer 2009
2.3.	PAIRS Partner / Affiliate Recruitment Presentations	Business community, education community, faith community, extended learning and afterschool providers, volunteers, literacy partners	EOC staff	Ongoing
2.3.	Presentations tailored for various audiences	TBD	EOC	Ongoing