AWARENESS CAMPAIGN

COMMUNICATIONS EXPO
AR KIDS READ
AR-PULASKI

LOCAL GLR CAMPAIGN NAME
AR Kids Read (AR-Pulaski)

CAMPAIGN NAME
AR Kids Read Summer Reading Program

CAMPAIGN DATES
March 2016 - September 2016, March 2017 and ongoing

CAMPAIGN SUMMARY
To create greater awareness of the Summer Reading Loss issue of grade level reading, AR Kids Read summer reading program collaborated with Reading Is Fundamental to pilot RIF’s Read for Success program in Pulaski County (Little Rock Arkansas metro area). AR Kids Read leverage the comprehensive summer learning loss research and proven intervention program of the Read for Success in-school model to adapt to a seven-week summer reading program conducted in seven local Boys & Girls Clubs.

The campaign also engaged local school districts and the State Commissioner of Education to create additional awareness of the summer learning loss issue and the positive steps offered by AR Kids Read and the partnership with RIF’s Read for Success program. The foundation for this broad community collaborative effort was a pilot of the Read for Success program in one Boys and Girls club in the summer of 2015.

By partnering with the National Grade Level Reading Campaign and the campaign’s relationship with Reading is Fundamental, AR Kids Read was able to secure matching grants totaling $30,000 to assist with the implementation of the program for 400 students in 20 second and third-grade classroom and 200 students in the summer Boys and Girls Club program. AR Kids Read collaborated with the school districts, Boys and Girls Clubs and other local funders to provide the program from March 2016 - September 2016 as the linchpin of AR Kids Read Summer Reading program and the local summer learning loss awareness campaign.

Based on the extremely successful results of both the in-school program and summer reading program, the AR Kids Read summer reading program has expanded to 1,750 students, in 80 classrooms, in two school districts with an additional 250 students enrolled in the summer reading camps.

The campaign utilized predominantly local news coverage, press releases, testimonies and addresses by educational leaders, TV interviews (attached) and social media to create awareness of Summer Learning Loss and the AR Kids Read solutions.
UNIQUE/INNOVATIVE
AR Kids Read worked with THV11, the local CBS affiliate, to promo awareness of summer learning loss and the AR Kids Read summer reading program and the unique partnership AR Kids Read has with Reading Is Fundamental to offer a highly the successful “Read for Success” program in a summer reading camp format. AR Kids Read utilized an innovative approach to the summer program by including interactive field trips which were incorporated into the program to bring the Read for Success curriculum to life for the students.

Many key components of the grade level reading initiatives including community awareness of the issues and advocacy for solutions was part of the campaign. The nature of summer learning loss was presented and that the Read for Success model provided a basis for addressing the problem in a summer reading camp format. The need for access to and ownership of books for children as a component for reading proficiency was presented in the media story and how the AR Kids Read summer program addressed this grade level reading initiative by providing eight books to each student in the program for their home libraries.

Collaboration among community partners was an additional unique and innovative component of the story. AR Kids Read provided the collaborative partnership. The partnership between the local community, Boys & Girls Clubs, Reading Is Fundamental, Read for Success(a proven curriculum), volunteers, a pool of community funders and led by certified elementary teachers, offered an effective summer learning loss solution.

CHALLENGES
The greatest challenge of the campaign was to provide proven solutions as part of the Summer Learning Loss awareness campaign. AR Kids Read took the approach that an “Awareness only” campaign, although certainly moving the needle forward, would not be as compelling as coupling the Summer Learning Loss issue with solutions. AR Kids Read worked with Reading Is Fundamental to offer the successful Read for Success in-school program to school districts in Central Arkansas and piloted the Read for Success program in a summer reading program format.

EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT
The campaign created greater awareness of the critical reading proficiency of Summer Learning Loss. It highlighted the research findings of three months learning loss annually for those under-resourced students each summer. It also highlighted the cumulative impact of multiple years of summer learning loss of and the resultant impact on high school graduation rates.
The core curriculum of the AR Kids Read summer reading key is the Read for Success program. The Read for Success program was developed by Reading Is Fundamental (RIF) as part of a three-year EIR grant. The basis of the Read for Success program includes a multi-cultural theme read aloud library of STEAM books which were highlighted and noted in the video. The curriculum also included detailed lesson plans to including themes (such as perseverance, cultural heritage, overcoming obstacles, etc.), robust vocabulary and a parent engagement and activities sheet. These hands-on experiences and engagement opportunities were also highlighted in the story.

One key aspect of the AR Kids Read Summer Reading program and a focus of the HTV11 video as part of the campaign were weekly field trips that related to the books studied. In the video, the book Papa's Mechanical Fish is the basis for a portion of the video. Papa's Mechanic Fish is a fact-based story based on a story of a man building a submarine. To bring the story to life, AR Kids Read arranged for all 200 students that participated in the summer camp to have a field trip to visit the USS Razorback, a WWI submarine docked in Little Rock. Craig O’Neill, news anchor for THV11 participated on the field trip and filmed the reactions of the students. The video showed how the students could relate to the story as well as experience history. Interviews with the students confirmed the positive reaction which was further reinforced by teachers and the docents at the submarine.

The partnership between the local community, Boys & Girls Clubs, Reading Is Fundamental, Read for Success (a proven curriculum), volunteers, a pool of community funders and led by certified elementary teachers, offered an effective summer learning loss solution.

A key component of the Read for Success is that all students involved in the summer camp received eight books on their reading level that they could choose themselves. Making books available to underprivileged students which children can select themselves is a hallmark of the RIF program. The importance of access and ownership of books was reported in the video including the startling statistic that low-income children do not have access to books in the home.
The video story also highlighted how a collaborative effort worked together to provide the SR Kids Read summer reading program. Multiple groups and organizations were involved. AR Kids Read coordinated the program to be offered to 200 students in seven Boys and Girls Club locations. The program was for seven weeks, utilizing the Read for Success program from RIF. AR Kids Read hired certified elementary teachers to lead the one-and-a-half-hour program daily during the seven weeks. In addition to the classroom time, weekly field trips and Drop Everything and Read (DEAR) time for independent reading were part of the program. Funding for the program was provided from multiple sources — Reading Is Fundamental, AR Kids Read, Boys & Girls Clubs, and local donations from a city recreational fund, car dealer, and others.

The campaign resulted in multiple hits on the AR Kids Read website and Facebook site as did the HTV11 Facebook site. Tweets of the stories were retweeted by RIF, Boys and Girls Clubs, City of North Little Rock and the local Chevrolet dealer. The story also was used to promote a second field trip of the AR Kids Read summer read camp that was held at the William Clinton Presidential Library as the Olympic Exhibit was used to bring to life the story Touch the Sky, which is the story of the first African-American Gold Medal winner Alice Coleman.

Please note in the attachment that student scores from the AR Kids Read summer program not only decreased summer learning loss, more than 75% of those enrolled actually improved reading proficiency during the summer!

**BUDGET**

The budget for the awareness campaign in support of Summer Learning Loss was less than $5,000. The majority of these costs were in support of news reports, social media, locally produced video and related material.

It should be noted that the total cost to implement the AR Kids Read Summer Reading Program for 2017 to reach 2,000 students and provide 16,000 take home books is $300,000 including matching grants from RIF.
ARKANSAS CAMPAIGN FOR GRADE-LEVEL READING

LOCAL GLR CAMPAIGN NAME
Arkansas Campaign for Grade-Level Reading

CAMPAIGN NAME
Make Every Day Count

CAMPAIGN DATES
2013-Present

CAMPAIGN SUMMARY
In 2013, the Arkansas Campaign for Grade-Level Reading (AR-GLR) launched the Make Every Day Count (MEDC) initiative with Attendance Works to help schools, districts and communities track chronic absence and develop and implement plans for keeping children in the classroom. MEDC is currently working with more than 40 school districts around the state to build the case for school and educator interventions that increase attendance and raise awareness among students and parents about the importance of attending school every day.

OBJECTIVES
To raise awareness among key audience members about the importance of attending school every day, and to provide support for developing and implementing interventions that increase attendance.

AUDIENCE
Our primary audiences are schools, districts and the Department of Education to raise awareness and understanding of the issue and then to provide technical assistance to devise strategies and interventions to increase attendance. Through the schools and districts our secondary audiences are students and parents to raise awareness of the importance of attending school.

RESEARCH AND MESSAGING
We are fortunate to partner with Attendance Works on this Campaign and have relied on their extensive research and technical assistance. We commissioned our own research about attendance in Arkansas (see report under tactics) to analyze state-level data.
STRATEGIES AND TACTICS
The strategies and tactics of the campaign have been wide-ranging and ever-expanding since its launch in 2013. Following are details about each:

Attendance Awareness: AR-GLR celebrates Attendance Awareness Month, but the message of “Make Every Day Count” continues all school year. Resources for schools include (see attachments for copies of materials):

- Banners – Schools can hang banners throughout the school.
- Billboard – We ran billboards in Marvell and Springdale
- Buttons – Teachers and staff can wear MEDC buttons to reinforce the message.
- Parent Handouts – Teachers and counselors can share materials with parents about the importance of attending school every day. This handout is available in Spanish and Marshallese as well.
- Tiered Strategies to Reduce Chronic Absence Handout – This handout is intended to help a school or district address chronic absence and think about alignment between its strategies and level of student need.
- Posters – Local businesses, nonprofits, and apartment complexes can hang posters to show their support
- Video PSA – A video PSA can be used by schools, community organizations, and others. Our PBS affiliate continues to share this PSA with more than 460,000 viewers throughout Arkansas.
- Radio PSAs – Local radio personalities recorded PSAs that aired on several radio stations.
  - A PSA by Dr. Sherece West-Scantlebury
  - A PSA by Mexican Consul David Manuel Preciado Juarez
  - A PSA rap song by Al “Papa Rap” Lopez

Attendance Awareness Month Poster Contest: In 2016, we piloted an Attendance Awareness Month poster contest with seven participating schools. From the start of school in August through September, students could submit a designed poster that reflected the theme of “Make Every Day Count”. Each school selected a winner from each grade level. Those winners received a prize and were entered into the grand prize competition. Three grand prize winners were selected – one from each group – K/1st; 2nd/3rd; 4th/5th. We plan to again run the contest in 2017 and open it up to all of our MEDC schools.
The successes in these communities caught the attention of the Arkansas Department of Education. As a result, we were invited to speak to the leaders of the 14 regional Educational Service Cooperatives in the state in early 2016, which has led to our engagement with over 40 districts in seven of the regions.

Technical Assistance: Since 2013, we have offered professional development to schools and districts, in partnership with Attendance Works, to provide research on chronic absence, help schools analyze their chronic absence data, introduce them to strategies that can reduce their chronic absence rates, and develop and implement plans for reducing their chronic absence rates. The professional development includes one day training sessions, presentations at conferences, webinars, and coaching calls.

**TOOLKIT**

AR-GLR also released an online toolkit: Leading Attendance in Arkansas: How principals can help students succeed by reducing chronic absence (http://www.leadingattendance.ar-glr.net/). The toolkit outlines five strategies to help principals develop a comprehensive plan to reduce chronic absence in their schools:

- Cultivate a School-Wide Culture of Attendance
- Use Data to Determine Need for Additional Support
- Take a Team Approach and Develop Staff Capacity
- Tap All Available Resources to Improve Attendance
- Advocate for Resources and Improved Policy
REPORT
In October 2016, AR-GLR and Arkansas Advocates for Children and Families (AACF) released a report, Make Every Day Count: Reducing Chronic Absence in Arkansas Schools, which details chronic absence data in the state – and some strategies to address the issue. The report includes an analysis by AACF of data from the Arkansas Department of Education. The report, and AR-GLR’s work to stem chronic absence, were featured in the Arkansas Democrat-Gazette and Arkansas Public Media (KUAR), an NPR affiliate.

MEASURES OF SUCCESS
We look for increasing participation by schools with tiered intervention strategies, increased awareness by students and families and progress in reducing chronic absence in schools. Please see results in the section below.

UNIQUE/INNOVATIVE
By developing a partnership with Attendance Works for the Make Every Day Count Initiative, we benefited from the ongoing efforts by Attendance Works to develop and uncover best practices and the latest research. In starting with a small cohort of communities and growing from there, it enabled the Campaign team to test and refine its strategies and then take those to larger scale. Including a variety of tactics ranging from intensive technical assistance to awareness materials and branding that the schools could easily use, the Campaign was highly focused on how to provide needed support to schools, families and students.

CHALLENGES
From the beginning, we had aspirations for MEDC to be a statewide campaign, but also wanted to focus on the five sites that are part of our community solutions initiative (CSI). Our CSI sites range from rural towns to Little Rock, the largest city in the state. The resources that it takes to saturate a rural community are much less than in a larger community, which we’ve seen in our ability to make real progress in Springdale and Marvell-Elaine. Another challenge has been the resources required for collateral and other materials. In the first year, we had the budget to provide the collateral listed above to the schools at no charge to them. In subsequent years, it’s been up to the schools to produce the collateral, which most of them do not have the resources to do. It’s difficult for schools to find money for this type of awareness activity.

EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT
The Make Every Day Count initiative continues to grow with additional schools and districts joining each year. We take the interest and engagement by an increasing number of school as an important indicator of success. We have examples across many of our participating schools of how the campaign has increased attendance:
Marvell-Elaine Elementary School: With strong leadership from the principal and committed teachers and staff, Marvell-Elaine has created a positive school climate focused on supporting each child so they can attend school every day. The school was able to bring down its chronic absence rate among students from 18% in the 2012-2013 school year to 7% in the 2014-2015 school year.

Parson Hills Elementary School in Springdale has always embraced a “whole child” approach to educating its students. The school’s increased focus on attendance has recently led to a drop in the school’s chronic absence rate from 14.9 percent of students in 2012-13 to 5 percent in 2014-15.

Monitor Elementary in Springdale developed a series of positive, culturally sensitive interactions that reduced the chronic absence rate from 19 percent in the 2012-2013 school year to 6 percent in the 2014-15.

For the first several years, we focused our campaign in several grade-level reading communities – Marvell, Pulaski County, and Springdale. The successes in these communities caught the attention of the Arkansas Department of Education. As a result, we were invited to speak to the leaders of the 14 regional Educational Service Cooperatives in the state in early 2016, which has led to our engagement with over 40 districts in seven of the regions. We added two regions in September 2016, three in December 2016, and two more in February 2017.

**BUDGET**

Contract with Attendance Works – between 2013 and 2018, we have had a contract with Attendance Works totaling $250,000 to provide technical assistance, materials and additional support to MEDC.

We estimate AR-GLR’s staff time to be about $15,000 per year.

Poster contest: $2,000 to produce the poster template, for prizes and frames for each of the grade-level finalists in each school.

We estimate that the principal toolkit, Leading Attendance in Arkansas, cost $3,500.

We estimate the cost of the printing for the Make Every Day Count report, published in October 2016, to be about $1,000, in addition to about $10,000 in staff time.

AWARENESS
CAMPAIGN

LOCAL GLR CAMPAIGN NAME
ImpactTulsa

CAMPAIGN NAME
PreKTulsa

CAMPAIGN DATES
March 2017 - August 2017

CAMPAIGN SUMMARY
Pre-K is FREE in Tulsa through public schools! However, 1 in 3 four-year-olds is not enrolled. National research shows that students who attend pre-K are more reading ready than peers who do not. ImpactTulsa’s data showed that over 3,000 students were not taking advantage of district pre-K programs.

In the Tulsa region, over half of kindergarten students demonstrate age-appropriate literacy skills and arrive on-track ready to learn to read during the first few months of school. Data continues to show achievement gaps by income and race/ethnicity. Less than half of students of color and students from low-income households entering kindergarten have on-grade literacy skills.

In the recent Community Impact Report published by ImpactTulsa, a bright spot in the data shows students who enroll in pre-K outperform those who do not. Forty-six percent of low-income kindergarteners who completed pre-K were reading-ready compared with 41% of those who did not. Similarly, non-economically disadvantaged students who attended pre-K outperformed peers who did not attend (73 to 70%).

Our goal is to narrow the enrollment gap for the 2017-2018 school year. Last year’s pilot program saw a 4% increase in enrollment for targeted schools in a geographic area.

The campaign's aim is to mobilize our community partners to increase pre-K enrollment by engaging several partners to participate in the campaign. The primary partners include school district and enrollment specialists, the Tulsa Health Department, Tulsa Housing Authority, as well as local business, faith and community organizations. The message emphasizes the importance of enrolling four-year-olds in pre-K and encourages families to visit PreKTulsa.com for information about how to enroll in Tulsa County programs. ImpactTulsa has secured radio, print, TV and social media for the 2017 campaign as well as ads on bus shelters in targeted areas.
Using data to determine where enrollment was low, we have been able to target families with 4-year-olds and provide them the necessary information to enroll their children. ImpactTulsa utilizes both broad marketing strategies as well as close partnerships with individuals and organizations within the community to spread the message.

The pre-K enrollment campaign was able to create many “first time” partnerships in our community. The first partnership was with the Tulsa Health Department (THD). Following an MOU, the campaign was able to send a pre-K mailer directly to all addresses with four-year olds as well as two additional mailers to families in the targeted zip codes of focus where our data has shown enrollment is historically lower. ImpactTulsa is also now able to segment the Spanish speaking households through this partnership to ensure they are receiving communications in their native language.

The direct mail portion of the campaign will send 8,956 mail pieces promoting the importance of pre-K enrollment to families of 4 year olds and sharing where and how to enroll.

The second partnership forged through the pre-K campaign is with the Tulsa Housing Authority who is in the process of moving their records from a primarily paper system to a more electronic system. As a result of this transition, they will be conducting a needs assessment with all families at their sites. ImpactTulsa is coordinating with them to ensure that site coordinators share information about pre-K enrollment. They will deliver flyers to all homes with 4 year olds.
District partner schools have been able to utilize our enrollment charts to determine where to add or move classrooms across the district. We have done regional media including web, bus shelters, and television advertisements highlighting the importance of pre-K in a student’s kindergarten readiness and eventually third-grade reading proficiency rates.

**UNIQUE/INNOVATIVE**

The ImpactTulsa Pre-K Enrollment Campaign strives to meet families who might not otherwise be aware of the resources available to them. Using data to determine where enrollment was low, we have been able to target families with 4-year-olds and provide them the necessary information to enroll their children. ImpactTulsa utilizes both broad marketing strategies as well as close partnerships with individuals and organizations within the community to spread the message.

**CHALLENGES**

The primary challenge with the initiative is tracking ever-changing enrollment numbers within the district so that the campaign may implement continuous improvement strategies.

**EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT**

In the first month, our site has received approximately 700 hits. The campaign is still in progress and will have final enrollment numbers by October 2017. Last year’s pilot program saw a 4% increase in pre-K enrollment in a targeted geographical area.

**BUDGET**

Expenses include: graphic design, printing, and advertising. Total budget is $28,000.

MONTGOMERY COUNTY-DAYTON, OH/LEARN TO EARN DAYTON

LOCAL GLR CAMPAIGN NAME
Montgomery County - Dayton, OH/Learn to Earn Dayton

CAMPAIGN NAME
Read On!

CAMPAIGN DATES
March, 2012 - May, 2016

CAMPAIGN SUMMARY
Ohio has adopted a “3rd-Grade Reading Guarantee” that prohibits teachers from promoting most children to 4th grade if they are not reading on grade-level as 3rd-graders. In the 2013-14 school year — the first year the law was in effect — hundreds of Montgomery County children were at-risk of not being advanced to the next grade. (Nearly 1 in 4 Montgomery County children do not read on grade-level in 3rd grade, a statistic that squares almost exactly with the statewide number.)

As one of just many efforts in our community to ensure that more children are reading on grade-level, in 2013, we initiated the Read On! campaign. Over the course of almost 3 years, nearly 200,000 books were collected and given to students in high-poverty schools.

The greatest success occurred in 2016, when 85,000 books — 10 books for every K-3rd-grader in Dayton Public Schools — were collected and distributed at end-of-the-year book fairs. Students were allowed to choose 10 books for the 10 weeks of summer in recognition of research showing that children are more likely to read books that they’ve selected themselves.

Another especially successful year was 2013 when the book drive began with a highly publicized and widely reported on kick-off at the Dayton Art Institute. All of Montgomery County’s 16 school superintendents were present and stood united in their commitment to improve reading scores.

We created a toolkit and distributed it widely, with suggestions for all manner of organizations, groups and individuals interested in helping to foster a culture of reading among families and children. Book drives were held by faith-based groups, civic groups and others. We encouraged the community to do what they could — donate a book, adopt a classroom or even a school.
Dayton Metro Library and 3 other library systems in Montgomery County have joined together to promote and organize more robust summer reading campaigns and collaborative marketing efforts publicizing their programming.

At the annual Learn to Earn Readiness Summit, the custom was begun that, in lieu of a registration fee, attendees (who number more than 500) always bring a book to support the Read On! campaign.

**UNIQUE/INNOVATIVE**

The advanced and distinctive elements of this campaign are:

-- Research-backed protocols, namely ensuring that children were allowed to choose their own books because the literature tells us that children are more likely to read books that they select.

-- The targeting of high-needs schools and children, in recognition that these children are most at-risk of "summer slide."

-- Unique and unlikely partnerships (The Greater Dayton RTA, for example, held widely successful book drives led by its employees and then placed book kiosks at transit hubs, inviting children and families to take free books.)

**CHALLENGES**

The logistical challenges of collecting and distributing such large numbers of books were immense. Notwithstanding critical support from organizations such as United Way of Greater Dayton and Project Read, and First Book (which donated books and provided discounted pricing to donors who bought books), you can see in the video that is part of this portfolio the daunting nature of this distribution effort.
This year we are suspending the drive to reflect on how we can achieve even greater community buy-in for getting books into children’s hands more efficiently, while also making the work sustainable.

We also are evaluating how to ensure that the books we offer children are high quality literature. Though we provided suggested titles (see the brochure in our portfolio), donors didn’t always give the types of books that challenge students, develop their vocabulary and promote critical-thinking skills.

**EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT**

The campaign expanded every year in depth and in reach. The “proof point” is the 85,000 books that were collected and given in 2016 to Dayton’s K-3 learners.

As well, Dayton Metro Library and 3 other library systems in Montgomery County have joined together to promote and organize more robust summer reading campaigns and collaborative marketing efforts publicizing their programming. The Library has seen more than a 50% increase in participation by children in Grades K-6.

**BUDGET**

The total budget for the 2016 Read On! drive was approximately $80,000, with close to $40,000 contributed as in-kind matches by local and national partners. The funds were donated by partner organizations (churches, service groups, businesses, etc.) and individuals for the purchase of books.

NC CAMPAIGN FOR GRADE-LEVEL READING

LOCAL GLR CAMPAIGN NAME
NC Campaign for Grade-Level Reading

CAMPAIGN NAME
First 2000 Days  www.first2000days.org

CAMPAIGN DATES
2012 to present

CAMPAIGN SUMMARY

GOALS
Build support from unexpected voices for investments and policies that support high quality early care and learning for young children in North Carolina. Ready these voices for current and future policy engagement at the local and state levels.

BACKGROUND
There are only 2000 days from the time a baby is born to when that child shows up for the first day of kindergarten. Experiences during those first 2000 days have a lasting impact on children's later learning, health and life success, as well as our nation's security, global competitiveness and crime prevention.

The First 2000 Days campaign was created to build bipartisan support for investments in children's early care and learning by positioning child development as an issue that impacts all North Carolinians, engaging unexpected voices as messengers and allowing broad ownership of the initiative. We have changed the narrative about the urgency and importance of brain development in the early years, recruited new voices as champions (including business and faith leaders, crime prevention professionals) and partnered with numerous organizations across the state.

Our statewide effort operates both on and off line including: a website, social media, a presentation and supporting materials that are available for download. Our message is accessible and is part of the vernacular when talking about early childhood.
Open sourcing the materials for the campaign to make everything accessible and downloadable from the First 2000 Days website has allowed the campaign to grow rapidly. Given our small staff working across a large state, this approach was critical to success

STRATEGIES

1. **Public awareness and engagement.** This effort creates urgency by highlighting the fact brain architecture is formed in the first 2000 days of life – dispelling the myth that our genes alone dictate our intelligence and health. It expands voices of support by showing community leaders and influencers “what's in it for me.” Our presentation and supporting materials speak directly to these target audiences about how national security, economic competitiveness and crime prevention depend on each child having a strong foundation for learning.

2. **Constituency mobilization.** Business and faith leaders and crime prevention professionals are credible voices for early childhood investments. Through targeted messaging and outreach, we have built a diverse constituency of support.

3. **Grassroots organizing.** Our local Smart Start partners across North Carolina have grassroots networks in every county of the state and most are partners in Campaign for Grade-Level Reading communities. This network provides opportunities for public awareness and engagement available to few organizations. It is an efficient and effective way for this message to be absorbed across the state. NCECF provided tools and ongoing capacity development and training to maximize the impact of those networks, activating hundreds of communities to support high quality early care and learning.

4. **Open source the campaign.** Any organization or individual can create a First 2000 Days campaign in their community. In North Carolina, all materials are available on our website for download and use, including fact sheets, logos and a PPT presentation with talking points. For out of state organizations, we now license the campaign.
TACTICS

Community Teams - Community teams are formed to build the campaign at the local level. A community team is made up of local leaders that create and execute a First 2000 Days plan. The plan includes making presentations to Chambers, other business associations, congregations and community organizations.

Business Briefings and Faith Summits - Briefings have been held across the state for business and faith leaders. A local business or clergy invites members of their community to hear an overview on early childhood brain development and its importance to school and life readiness, then discusses how attendees can become involved.

Promotion of Champions – By publicly acknowledging champions, we provide incentives for them to speak out about their passion for early childhood. We promote champions through traditional and social media and through our website. This places them "on the record" and allows us to benefit from their credibility and authority for the campaign.

Speaker’s Bureau – We built a speaker’s bureau of champions to serve as presenters for First 2000 Days appearances across the state. This allows us to choose the best speaker for the audience. Speakers have addressed groups such as Kiwanis and Rotary Clubs, Chambers of Commerce, Boards of Education, Foundations, County Commissioners and local Giving Circles.

Engagement Opportunities – We have created on and off line opportunities for engagement based on an engagement pyramid we developed. It is a tool that offers opportunities at varied levels of commitment and assists community teams in building lasting champions.

Engagement opportunities include signing a pledge, writing a letter to the editor, hosting a lunch and learn, presenting to your congregation, educating and engaging employees on the importance of early learning, recruiting a champion and meeting with an elected official.

Through this engagement, the First 2000 Days message has become part of the common language of supporters. The message is used by very diverse people such as a District Attorney, a Republican state legislative leader, a city Chamber of Commerce and an economic development leader.
UNIQUE/INNOVATIVE

Open sourcing the materials for the campaign to make everything accessible and downloadable from the First 2000 Days website has allowed the campaign to grow rapidly. Given our small staff working across a large state, this approach was critical to success. Open source was also significant to recruit champions and the Speakers Bureau. All of these community leaders are volunteers and understanding the ease of having everything they need on the website proved to be an important part of volunteers saying yes.

Communities are also able to integrate local data into the presentation and materials in order to tailor the information to their communities’ needs.

CHALLENGES

Supporting communities’ ability to create varying levels of engagement for champions, customized to their situation, was challenging. Many local partners did not have experience in engaging influencers, so more capacity building was necessary to support our partners’ ability to identify authentic engagement activities appropriate for the champion.

EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT:

After year three, an independent evaluation was commissioned.

The evaluation found that participating partners:

- Increased knowledge of early child development and the importance of early childhood investments.
- Gained public engagement skills.
- Built new partnerships and relationships, strengthened alliances and expanded base of support.
- Integrated the First 2,000 Days messaging and engagement concepts into their organizational communications strategy.
BY THE NUMBERS

Business
405 business leaders attended one of 12 Business Briefings.
47% pledged to remain involved.

Faith
900 faith leaders attended on of 12 regional and local summits.
30% pledged to remain involved
10,000 North Carolinians heard the First 2000 Days presentation.
100 Volunteer Champions.
33 Community First 2000 Days Campaigns

TESTIMONIALS

After attending a briefing, Carson Sublett, then Vice-President, DSM Pharmaceuticals in Greenville wrote an OpEd: “For North Carolina to revive its manufacturing industry, expanded investments in early education initiatives must be part of the strategy.”

Pastor Jerry Lewis from Marion, NC said the Faith Summit was “truly eye-opening” for him and entitled his sermon series “the First 2000 Days” to introduce an expanded childcare facility to his congregation.

“We find that people resonate with the First 2000 Days message and want to know what they can do. For some of our champions, like the Sheriff, talking about the First 2000 Days has become a natural part of their daily work.” Former Buncombe Smart Start Executive Director.

Pastor Tommy James of the First Baptist Church in rural Yancey County, is involved because “early education is critical to the long term stability of our communities.”

BUDGET

$350,000 over four years.

Funds were provided by private foundations in North Carolina.

CAMPAIGN NAME:
“10 Things Your Child Needs to Know Before Kindergarten”

CAMPAIGN DATES:
Fall 2012 to Present

CAMPAIGN SUMMARY:
The first step in beginning to address school readiness in the Quad Cities was to raise parents’ awareness about the issue. When we first started speaking to families asking them what they do to get their children ready for kindergarten, the most common answer was that they bought the school supplies and made sure the child got a good night’s sleep the night before.

The other issue we faced was that no school district was measuring school readiness; their point of view was that any student who is five years old and enrolled in kindergarten is going to get an education whether he or she was ready for school or not.

In order to measure the scope of the problem (and to later on be able to track any improvements in school readiness thanks to our Campaign efforts), we created a school readiness assessment: at the start of each school year, every kindergarten teacher in our 7 districts rated each student on his or her attainment of ten basic skills:

1. Child demonstrates self-regulatory skills.
6. Child engages in classroom activities.
2. Child interacts cooperatively and constructively with others.
7. Child manipulates and explores objects appropriately.
3. Child is able to communicate his or her thoughts and ideas.
8. Child can use reasoning and logic.
4. Within their physical abilities, child is able to take care of basic self-help needs.
9. Child demonstrates positive approaches to learning.
5. Child adapts to structured and unstructured school environments.
10. Child enjoys a variety of pre-reading activities.
We knew that the topic of “school readiness” was too broad and theoretical to communicate its complexities properly to the parents. The ten skills gave us a much more concrete way to discuss the issue with non-experts – and also to help educate the parents on the role they themselves can play in getting their child ready for school, even if they had not been successful in school themselves.

We started with a set of pages on our United Way’s website (http://www.unitedwayqc.org/education/ksi) that listed the ten skills, gave a brief overview of why each skill was important, included a list of no-cost activities that the parents could use to help their child gain each skill, and ended with several links to other resources. Each page also included videos of local kindergarten teachers talking about the skill and its impact on a child’s ability to learn.

In addition, we wanted to create something more basic: a handout that would summarize the information on the website.

The result was the booklet “10 Things Your Child Needs to Know before Kindergarten.” (You can find a low-resolution .pdf of this document at http://unitedwayqc.org/uploads/2013/04/KSI_Brochure_web.pdf.) We cut the explanations of why each skill was important, and narrowed down the recommended activities to the simplest ones. We wrote the text on an eighth-grade reading level, and made the booklet brightly-colored and image-heavy to make it more welcoming to families. We have been distributing this brochure throughout the community ever since.

All seven district have been distributing the brochure at their Kindergarten Round-Up events each spring. It has been a useful tool for teachers, helping them broach the subject of school readiness with parents while there are still several months to get their child ready: “I see your child has a hard time sitting still. Look at page 2 of this booklet; there are some games you and your child can play over the summer that might help teach him/her that skill.”

Most importantly, the governing philosophy of the “10 Skills” materials is that the parents themselves are their child’s first, best teacher: that you don’t have to have a degree in Education (or any sort of degree at all) to be able to help your child start learning. The brochure empowers parents and helps them take a more active role in their child’s development.

Over the past five years, our “10 Things” campaign and materials have helped to change the conversation about school readiness community-wide. Educators have an easier time broaching the subject with families without making the family members feel they are being accused of bad parenting. The parents themselves have a much broader idea of what it means to get their child ready for kindergarten – and that it is in their power to help get their children off to a good start.
UNIQUE/INNOVATIVE
At the core of the “10 Things” campaign is the idea that parents are a child’s first, best teacher. In our community, we have seen a lot of families feel distrustful or intimidated by the school system – particularly those parents who attended the same schools themselves when they were younger. Whereas five years ago parents would often say, “Why do I have to teach my child anything? Isn’t that what the schools are for?” we now see parents understanding the impact they are having every day on their preschooler’s ability to learn and grow.

We have also used this campaign as a way to speak with parents about Trauma-Informed Care issues and the impact of stress on a child’s brain development.

A year and a half ago, the Quad Cities launched a “Born Learning” initiative – a best practice promoted by United Way Worldwide – to help parents understand these issues and to give them the resources and support they need to help their children prepare for school.

A year and a half ago, the Quad Cities launched a “Born Learning” initiative – a best practice promoted by United Way Worldwide – to help parents understand these issues and to give them the resources and support they need to help their children prepare for school. Already, nearly 300 local families have attended Born Learning Academy parenting classes to receive these resources and support.

CHALLENGES
We have faced no challenges in this awareness campaign. The kindergarten teachers are grateful that the community has begun addressing the issue. The districts, preschools, and social service agencies are glad to have a simple way to educate families about school readiness. The families feel empowered about the role they play in their child’s education. Even after four years, our “10 Things” brochures are still being distributed at schools, preschools, libraries, pediatricians’ offices, businesses, and social-service agencies throughout the Quad Cities.
EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT
There are several indications of the success and impact of this awareness campaign: the fact that, four years later, people are still distributing the “10 Things” brochures, that preschools and kindergarten teachers still use them to speak with parents about school readiness, and that local parents now have a much broader understanding of the issue all speak to the effectiveness and impact of the awareness campaign. By keeping our message simple, we have had a broad-ranging impact on exactly those families we most wanted to reach.

BUDGET
The website pages cost nothing to set up and maintain. We have had three print runs of the “10 Things” brochures (as well as some posters and informational stickers): a total of 29,000 copies overall, costing $15,726.

**RAPID CITY CAMPAIGN FOR GRADE-LEVEL READING**

Danita Simons  
5/4/2017

**CAMPAIGN NAME**  
Transportation & Summer Learning Collaboration

**CAMPAIGN DATES**  
March 1, 2017 through December 2017

**CAMPAIGN SUMMARY**

United Way of the Black Hills Rapid City Campaign for Grade-Level Reading Initiative (RCGLRI) prides itself in the ability to address the issues at hand immediately by bringing community partners together to methodically find solutions in a collaborative effort.

One example derives from our new summer learning/transportation collaboration with the City of Rapid City. The Mayor of Rapid City began a new initiative this 2016/2017 school year which offers FREE transportation to all Rapid City youth, a solution that makes it possible for youth and families with limited to no transportation resources a means to get to and from school.

In February 2017, the most recent report indicates that over 600 K-12 students were utilizing free public transportation to and from school. In knowing this was making a significant difference in meeting the transportation needs for youth in our community, the Mayor was considering opening transportation to youth year round. Seeing an opportunity to address a similar issue we are experiencing with summer learning activities, we approached the Mayor about forming a partnership to promote this service while also promoting summer learning opportunities in our community.

RCGLRI developed a public awareness campaign to promote this effort as well as our GLRI goals through multiple marketing features. First, banners will be fixed to the outside of five Rapid Transit (public transportation) buses. The banner slogans are: “In School, On Time, Every Single Day, Ready to Learn”, “Excused Absences and Tardiness Still Add up to Lost Time”, “Keep Kids on Track! Reading aloud 15 each day prevents children from falling further behind. Any age, stage, time, place”, and “Encourage fun summer learning”. Second, our 2nd Annual double-sided desk calendars for March through August 2017, which go home with more than 7,000 elementary school children, includes the same messaging and promotes the free transportation service and open summer food programs and locations.
Then, as we were coordinating these activities, a different collaboration was focused on food insecurity in our community. We have over 10,000 individuals that struggle with food security in our community. After extensive research, we found that there is a significant gap in meals available during the summer and weekends. Thanks to RCGLRI involvement in both groups we recognized an opportunity to connect these two projects. We were able to coordinate and list many of the open summer food sites on the desk calendar as well as on 2-1-1. And we are in the planning stages for a “Reading and Feeding” event combining a mobile food distribution with a book giveaway.

In an effort to continue the momentum and share these opportunities with our community, a press conference was scheduled on May 1st. Mayor Steve Allender, Rapid City Area Schools Superintendent Dr. Lori Simons, Rapid Transit System Manager Rich Sagen, and United Way of the Black Hills Community Impact Director Danita Simons came together to share views about the community’s youth riding free on the City’s RapidRide system during the 2016/2017 school year. These community officials also discussed the Rapid City’s Campaign for Grade-Level Reading Initiative, continued use of the free transportation program during the summer and into the 2017/2018 school year.

UNIQUE/INNOVATIVE

In Rapid City, affordable transportation has always been one of the biggest barriers for low-income families in our community. However, providing free public transportation to children is the perfect solution, especially for children that have no means to get to and from school.

What is distinctive about the Transportation & Summer Learning Collaboration is the level of community collaboration. Four major entities; the Mayor of Rapid City, Public Transportation, Superintendent of Schools, and the United Way of the Black Hills, all coming together to partner in an initiative that meets a significant need in our community. This type of collaboration of this magnitude was non-existent in the past. Testament to the true power of building community partnerships.

This solution now gives all children the opportunity to get to school, on time, every single day, ready to learn in an effort to improve school attendance, also making it possible for youth to attend structure summer learning programs in an effort to prevent summer learning loss, and lastly, will help children get to open summer food sights in an effort to address food insecurity and to support health and wellness.

CHALLENGES

We recognize solving a key barrier of transportation for low-income families may not meet the needs of every family. Free transportation to youth is a valuable resource and perfect for youth that are able to access transportation alone, but is difficult for small children.

At this time, parents/guardians of small children cannot access public transportation with their child unless they pay to ride. For many low-income families, this is not conducive to those living in extreme poverty.
As a community, we are currently in the process of discussing alternative solutions that will help families accompany their small children while accessing public transportation. We want every child to have access to and from school, summer programs and access open summer food programs and locations.

**EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT**

Providing free transportation to youth began at the beginning of the 2016/2017 school year. During the month of September 2016, there were 7,961 youth passenger trips equaling 379 youth passengers per day. During the winter months of January, February, and March, there was a 58% increase of youth passenger trips, reaching a record high of 606 youth passengers per day.

March 2017 had the highest number of youth passenger trips of 12,581 that month. We believe our awareness campaign has contributed to the community becoming more aware of this opportunity resulting in the influx of students utilizing public transportation. Our campaign will continue to run through December 2017 in an effort to continue our messaging, but to also give us the opportunity to capture Rapid Transit System numbers, attendance data through the school district and access to the number of youth and families attending summer open food sites.

We believe our awareness campaign has contributed to the community becoming more aware of this opportunity resulting in the influx of students utilizing public transportation.

Mayor Steve Allender couldn’t be more pleased with the outcome of this effort thus far. Dr. Lori Simon, Rapid City Area Schools Superintendent, said principals have told her they’ve noticed an uptick in school attendance, especially during the winter months. Rapid Transit System Manager Rich Sagen has estimated by the end of the 2016/2017 school year, his department would provide nearly 90,000 free rides to local students.

**BUDGET**

The Rapid City Campaign for Grade-Level Reading Initiative received grant dollars from the John T. Vucurevich Foundation to initiate the Campaign for Grade-Level Initiative in our community. A line item in our budget has allowed us to make public awareness a priority for our GLR campaign.

CAMPAIGN NAME

Every Minute in School Matters

CAMPAIGN DATES

September 2014 - Present

CAMPAIGN SUMMARY

Causewave Community Partners’ (Causewave) Every Minute In School Matters initiative is focused on reducing Pre-K to 3rd grade chronic absenteeism in the Rochester City School District (RCSD). Causewave has been working with the District on this campaign since it launched in 2014. Prior to the launch of the campaign, a steering committee with members of ROC The Future, pro bono advertising agency Partners + Napier, RCSD, and numerous other community partners, evaluated existing data and studies related to truancy, both on a national and local level, to help build a baseline understanding of the problem. In addition to secondary research, we worked with a local research firm to conduct a focus group with RCSD principals and parent liaisons who are the direct line of contact for student attendance with many of the district’s families. The focus group helped develop a clearer picture of the barriers, motivators, and current mindset around attendance on a local level.

Our research showed that Pre-K to 3rd grade parents value education but don’t always link early grade attendance with long-term outcomes like graduation. At an early age, they are more concerned about safety, health, happiness and social well-being. For families where there are other barriers impacting attendance, no one barrier rose to the top. Families with significant barriers are likely in need of programmatic intervention and are less likely to be motivated by our campaign messaging.

With these findings, our committee determined our campaign objective would be focused on getting Parents/ guardians of Pre-K to 3rd graders in the City of Rochester to embrace their responsibility to have their kids in school 100% of the time. In addition to parents and guardians, secondary audiences were identified, including community youth serving agencies, faith leaders and influencers.
To support the community message we developed multiple student engagement tactics to reward, incentivize and get kids excited about coming to school everyday. If the mass media message acts as a push strategy targeted at parents, student engagement in school helps to act as a pull strategy working through student to reach their parents.

Based on the information collected that first year, the message behind this campaign focuses on the concept that every minute a child is in school matters. Just a few days missed here and there can add up to a student being way behind by the time they reach 3rd grade and not being prepared to read to learn the rest of their educational career.

The message strategy takes a disruptive approach that is aimed at alarming parents about what a big impact missing school can have on their child. Print and digital ads include photographs of children under water, with text that reads: “Not breathing hurts a child’s brain. Not being in school does too.” The call to action directs parents to dial 2-1-1 if they need help getting their child to school. Parents who call 2-1-1 are connected with school parent liaisons who can help overcome attendance barriers. TV and radio ads are designed to capture the uncomfortable experience a student has in the classroom when they have been absent a great deal and aren’t prepared for class.

Additional student focused tactics like stickers, bracelets, posters, and attendance challenges with rewards, have been developed to get students excited about attending school every day. Most recently we developed a winter attendance challenge called, the Cold Can’t Stop Us Winter Attendance Challenge, to address a significant dip in attendance that occurs every winter. This challenge was designed to increase in-school engagement with giveaways and fun weekly activities. In addition to in-school engagement, we created a heightened awareness for winter attendance issues by partnering with numerous community partners, local celebrities and media outlets.
Recognizing that messaging alone won't overcome barriers that families face, school-based programs are in place to support attendance efforts. Some include:

- A dedicated staff member who is responsible for attendance in each school, and charged with making home visits and building relationships with parents of chronically absent students.

- A truancy van is available full-time to check on students who should be in school and an attendance hotline, answered by the District’s full-time attendance staff, follows up on reports of students who appear to be truant.

- Parent liaisons are trained as “Success Coaches” to improve relationships with families around attendance.

- Monthly attendance outreach visits (or truancy blitzes) are conducted where school administration and community volunteers visit the homes of students with chronic or severe chronic absenteeism.

- A key leaders group meets monthly with school administration, community leaders, and other relevant parties to evaluate progress on attendance, discuss best practices and determine areas for improvements or interventions.

The District tracks average daily attendance and chronic absence for all students with a focus on target low-attendance schools and compares them to other elementary schools, which traditionally have higher attendance. Chronic absenteeism goals have been set for all grade levels and schools. Community partners who work with District families promote attendance and some have requested data sharing agreements to gain direct access to attendance data with parental consent.

**UNIQUE/INNOVATIVE**

Best practices were used in the strategic development process, which was informed by the target audience through focus groups and parent liaison engagement. We used a behavior change gap analysis tool called AKAMSOB to define our intended behaviors and current state related to those behaviors to input the programmatic and messaging elements of the campaign. The mass media message itself uses a disruptive creative execution aimed to catch the attention of community members and compare missing school to having a negative impact on the well being of a student. To support the community message we developed multiple student engagement tactics to reward, incentivize and get kids excited about coming to school everyday. If the mass media message acts as a push strategy targeted at parents, student engagement in school helps to act as a pull strategy working through student to reach their parents.
CHALLENGES

The biggest challenge to our work on improving Pre-K to 3rd grade attendance comes from the many barriers and challenges RCSD families face everyday. From transportation, to colds, to asthma, and bad weather, there are so many things that make it difficult for families to get their children to school everyday. Messaging can only do so much when attendance is reliant on a parent to overcome all the other challenges they face everyday. To address this we have tried to create an environment where the District is connected to families and responsive to needs as quickly as possible. We have also worked to create an environment where students are excited to come to school everyday and worried about missing out on fun and learning that is happening, so they encourage their parents or guardians to get them to school when there may be barriers. Reaching families with limited resources can be difficult so engaging community partners to encourage strong attendance from outside the schools walls has been integral to this initiative.

EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT

Over the first two years of the campaign, K – 3rd grade chronic absenteeism was reduced by approximately 20%. In the 2013-2014 school year, the K-3rd chronic absence rate was 36.6%, and in the 2015-2016 school year the chronic absence rate decreased to 28% % and saw even greater improvement in target schools from 47.3% to 35% in 2015-2016.

BUDGET

The out of pocket budget for the initial year of production was approximately $30,000 with donated in-kind support for professional services, media support and production costs totaling in excess of $180,000. The Rochester City School District contributes $5-10K annually to support the ongoing efforts of the campaign. Communications partners provide pro-bono support on a yearly basis for needs related to creative design, public relations, media, and production needs. When needs exceed available out of pocket budgets, Causewave Community Partners has engaged community partners in the way of local foundations, businesses and individual donors to cover costs.

SUNCOAST CAMPAIGN FOR GRADE-LEVEL READING

Beth Duda  5/1/2017

CAMPAIGN NAME
Attendance Awareness

CAMPAIGN DATES
September 2015 - March 2017

CAMPAIGN SUMMARY

The Suncoast Campaign for Grade-Level Reading (SCGLR) ran an Attendance Awareness campaign from August, 2015 – February, 2016 and from August, 2016 – March, 2017.

SCGLR is a community wide effort in Manatee and Sarasota Counties to help all children, especially those from low-income families, succeed in school by ensuring they read on grade level by the end of third grade. Our region is focused on addressing the most common issues and obstacles that impact a child’s ability to read. One of our focus areas is improving school attendance.

Florida’s Department of Education tracks the percentage of students missing 21 or more days of school, an indication of chronic absenteeism. SCGLR used that data from the 2014-15 school year to set a baseline to measure the effectiveness of the Attendance Awareness Campaign.

In partnership with the School District of Manatee County and Sarasota County Schools, with research provided by Attendance Works, SCGLR developed the Attendance Awareness Campaign as a Tier 1 intervention. The Attendance Awareness Campaign consisted of an Attendance Awareness Poster Contest for all public schools, a visit to our region by Attendance expert, Hedy Chang, a social media campaign, and advertisements in public busses, local bus shelters, and select media outlets.

The goal of the Attendance Awareness Campaign is to help build a habit and a culture of attendance by helping teachers, parents, students and the community understand why going to school regularly matters, when missing school is a problem, and what they can do to ensure students are in school. The poster contest and advertisements utilize the slogan, “Every Day Counts”.
Each participating student learned and personalized the importance of outstanding attendance. Their posters were displayed in their schools, and each school selected an overall winner for each grade level. The grade level winning posters were framed and each school created an Attendance Awareness wall of fame, honoring the winners.

The poster contest was promoted during the months of August and September in each school with a series of videos played on the school news programs. These videos not only explained the poster contest, they also educated students and teachers on the importance of outstanding attendance. Each school received printed poster templates, and SCGLR team members supported each school in getting their poster completed by September 30th.

At the same time, the advertisements developed by MagnifyGood featuring local celebrities were appearing in both English and Spanish in area busses, on bus shelters, on the radio, and in print media targeted at reaching the lowest economic quartile. These advertisements educated the public about the importance of outstanding attendance, and urged parents to connect with SCGLR.

A visit to our region by Hedy Chang, allowed us to convene groups of educators and stakeholders to educate them about Attendance best practices and urge the school districts to adopt Attendance Works’ data driven approach.

The first year of the Attendance Awareness Poster Contest saw 38,000 students participate, and in year two, the number grew to 44,000 students. Each participating student learned and personalized the importance of outstanding attendance. Their posters were displayed in their schools, and each school selected an overall winner for each grade level. The grade level winning posters were framed and each school created an Attendance Awareness wall of fame, honoring the winners. The grade level winners and their families were invited to a special prize celebration. In 2015-16, the winners and their families attended a special performance of Circus Sarasota, and in 2016-17 the winners and their families attended Spring Training games featuring the Pittsburgh Pirates and the Baltimore Orioles.
The winning posters were shared on social media, in electronic newsletters, in the local newspapers, on electronic scoreboards at the baseball games, and in the offices of area businesses partnering with SCGLR.

The grade level winners from each county were judged by a panel of independent judges, and the regional winners in every participating grade-level received an iPad at a special presentation in front of the School Board in each county. Regional judges the first year included Hedy Chang, founder and Executive Director of Attendance Works and the newspaper editors from the two major local newspapers. The second year, leaders from other Campaign for Grade-Level Reading communities judged the regional competition.

**POSTER CONTEST STATS**

Posters created: 2015-16: 38,000, 2016-17: 44,000 – a 15% increase

Participating schools Sarasota County: 2015-16: 40, 2016-17: 47 – a 17% increase

Participating schools Manatee County: 2015-16: 43, 2016-17: 47 – a 9% increase

Grade Level Poster Winners: 2015-16: 386, 2016-17: 458 a 18% increase

Data from the first year of the Attendance Awareness Poster Contest in Manatee County showed a 55% reduction in chronic absenteeism of historically chronically absent students at the Title I elementary schools, and Sarasota County saw an overall reduction in absences, both excused and unexcused at the elementary school level.

**UNIQUE/INNOVATIVE**

The Attendance Awareness Poster contest brought the message of outstanding attendance to schools, teachers, students and parents in an innovative, engaging and enjoyable way. The information provided by Attendance Works informed all aspects of the campaign. The use of videos on the school news programs provided continuous messaging throughout the month of September, resulting in widespread participation in the Poster Contest. Because each participating student created their own interpretation of the Every Day Counts theme, in essence, each of them became teachers as they put their thoughts to paper and shared them with their classmates, families, and school communities.

The Attendance Awareness Poster Contest provided messaging opportunities from August through March. In August and September, the posters were created. In October, the posters were displayed throughout the schools and school level winners were selected. In November, the prize packages were delivered to the schools. During December and January, the regional judging took place and regional winners were announced. The regional winners were honored by the School Boards in February and
the campaign culminated with all the school level winners and their families attending a special event in March.

The supporting advertisements created by MagnifyGood communicated the message of the importance of outstanding attendance to parents. The use of local celebrities created increased awareness of the advertising. The placement of the ads in area busses, at bus shelters, in select print media, and on local radio in both Spanish and English targeted our lowest income families.

CHALLENGES

Key Learnings: The easier the process is for schools and teachers, the more participation you will have. Putting the instructions on video so teachers can learn about the contests along side their students is critical. Working in partnership with the School Districts allowed us greater access to teachers and principals.

EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT:

Florida’s Department of Education tracks the percentage of students missing 21 or more days of school, an indication of chronic absenteeism. SCGLR used that data from the 2014-15 school year to set a baseline to measure the effectiveness of the Attendance Awareness Campaign. The 2015-16 data is very encouraging, with 47 schools in Manatee and Sarasota counties showing a reduction in chronic absenteeism. SCGLR recently sent a survey regarding the Attendance Awareness Poster Contest to Principals and School Leaders with 95% of the respondents reporting the Attendance Awareness Poster Contest is a valuable tool in their efforts to improve the attendance of their students.

BUDGET

Attendance Awareness Poster Contest: approx. $85,000
Attendance Awareness Media Campaign approx. $40,000

The SCGLR Attendance Awareness Campaign was fully funded by The Patterson Foundation

TURN THE PAGE KC

Jordan Frazier 4/24/2017

CAMPAIGN NAME

*Turn the Page KC Public Awareness*

CAMPAIGN DATES

10/15 - 6/16

CAMPAIGN SUMMARY

The goal of the campaign was to communicate the urgent need for third-graders to read proficiently by telling a compelling story around early learning in KC. By inserting Turn the Page KC’s content into people’s daily lives, we will generate awareness that elicits actions that support our mission.

OUR OBJECTIVES INCLUDED

1. Motivating parents and volunteers to read to children during the school year so that every child gets daily one-on-one reading time with an adult.

2. Motivating individual donors to contribute $20,000 in each year, providing us with the unrestricted funds we need to fund our operating costs.

3. Motivating partners, parents and volunteers to make reading a priority during the summer, so over 50% of Kansas City K-3rd graders attend a quality summer learning program.

4. Motivating parents and school/community partners to reduce chronic absenteeism by 5% over the next two years.

5. Create widespread community awareness of the urgent need to achieve third grade reading proficiency and motivate 100 concerned citizens of them to take action by joining our “street team” of 3rd grade reading ambassadors.
OUR GOALS

A. Implement a continuous program of social media to targeted audiences in support of key messages.
B. Employ consistent and regular use of controlled media to inform and motivate stakeholders and the general public.
   • Launch a fresh and compelling website in September 2015
   • Schedule engaging and informative monthly e-newsletter beginning in September 2015
   • Send monthly email correspondence with work group leaders and participants
C. Recruit and train 100 community influencers to act as ambassadors for key messages
D. Utilize at least 3 special events annually to highlight key messages and provide focal point for media coverage
E. Engage volunteers and community partners to disseminate key messages through Facebook and Twitter accounts
F. Ensure message discipline to keep narrow focus on third grade reading and Turn the Page KC objectives

OUR KEY MESSAGES INCLUDED

A. Third grade reading proficiency is our community’s single greatest economic development priority. The ability to read by the end of third grade is a key marker of future success in school and in life.
B. Good attendance is critical – children who miss too much school do not read at grade level by 3rd grade.
C. Readiness for kindergarten is critical – children who aren’t ready to start school quickly fall behind. Learning starts at birth. Quality preschool programs help get kids ready for kindergarten.
D. Summer learning programs reverse the summer slide. Children who learn during the summer are more likely to read by 3rd grade.
E. Access to books in the home increases the likelihood of kids learning to read by 3rd grade.

UNIQUE/INNOVATIVE

The most unique part about this plan is the content calendar. Every month, we develop a calendar that outlines strategies to reach our audiences through shared, earned, paid, and controlled media.
Every month, we develop a calendar that outlines strategies to reach our audiences through shared, earned, paid, and controlled media.

By honing in on a specific message each month, we are able to package it for various audiences and amplify our mission widely. Barkley, a local marketing firm, helped us develop a strong social voice that resonates with our community and gave us tools to measure our success.

**CHALLENGES**

The biggest challenge of implementing our awareness campaign was doing so without a paid media budget. Over the past year, we realized that by investing in things like sponsored Facebook posts, professional quality videos, and beautiful, original graphics (Sly the Owl), we were able to reach audiences organically and more authentically. We have also been investing our time into building media partnerships through public relations. Earned media (news stories) have had the biggest return on investment in terms of generating buzz around our mission.

**EVALUATION OF SUCCESS/EFFECTIVENESS/IMPACT**

We accomplished many of the goals we laid out in the awareness plan. We launched a new website in September 2015. We changed the format so that it was mobile friendly and added a video to our banner image. We continued our electronic newsletter, The Page Turner, with fresh and engaging content. We planned three special events, a Student Mobility Summit, Summer Learning Event at the Sprint Center, and a fall fundraiser targeted at young professionals. Each event reached targeted audiences through earned and shared media. We developed a Message Ambassador toolkit for our volunteers and community partners to provide them with the resources (images, sample tweets, etc.) needed to easily amplify our message. The awareness plan helped us keep a narrow focus on third-grade reading, while keeping the content interesting and fresh. We were challenged by the goal of creating buy-in with our work group partners, who already have their own messages to share, however we developed sample third-grade reading language that is easy for them to drop into their own communication assets.

**BUDGET** $15,000 per year.