

**NATIONAL ASSESSMENT GOVERNING BOARD
2014 STRATEGIC COMMUNICATIONS PLAN**

Approved August 2, 2014

In 2014 and beyond, the National Assessment Governing Board seeks to focus its communication efforts strategically and cost effectively to “Make Data Matter” for various target audiences. The Board is well-positioned to increase the impact of its outreach, but it must prioritize its audiences and identify its objectives for each, while integrating innovative strategies to elevate the Board’s work—and NAEP—as a thought leader in education.

Reingold proposes three goals the Board can pursue to amplify its outreach efforts.

- I. Make a Connection With Target Audiences
- II. Engage Audiences Between Report Card Releases
- III. Maximize Impact Through Innovation

Reingold’s assumption in developing strategic priorities for the Board is that reporting and dissemination activities must support a vision to **make an impact in education through engagement with NAEP that will enable the use, discussion, and sharing of NAEP data and information**. A time-phased action plan, including specific outreach tactics and metrics, will be developed with Governing Board staff on the Board’s approval of this strategic communications plan.

The members of the Reporting and Dissemination Committee have identified three key audiences it believes the Board should focus on—parents; teachers and administrators; and policymakers—as each of these audiences is in a position to make an impact through NAEP data. Working with staff, we will identify the Board’s goals and expectations of each audience and the key messages needed to engage each one effectively.

Potential outcomes of the audience-focused outreach are listed below:

Parents

- Understand the value of NAEP and its implication for parents.
- Ask informed questions about their child’s education and the school system.
- Use NAEP to consider out-of-school factors that might affect their child’s education.
- Share NAEP information and messages with their parent peers.

Teachers and Administrators

- Understand the value of NAEP and its implication for teachers and administrators.
- Use NAEP to influence change within their classroom or school system.
- Educate parents about NAEP data and resources.
- Share and distribute NAEP information to their peers.

Policymakers

- Understand the value of NAEP and its implication for education policy.
- Use and cite NAEP data in policy decisions, public statements, and white papers.
- Distribute NAEP information and messages to constituents and peers to help advocate for change.

It is important to remember that messages and calls to action are intended to move the Board's priority audiences along an engagement continuum, from awareness and education to trial, buy-in, and, ultimately, action. But creating the right messages is only the beginning. It is critical to know which information to deliver first, which should follow, and who are the most credible messengers. We will lay out a cohesive, practical, comprehensive roadmap for reaching the Board's target audiences that identifies how to take advantage of existing opportunities, what new strategies to develop, and optimal methods of dissemination. The action plan will include a variety of opportunities to connect with each audience to maximize the reach and frequency of each message. The proposed strategies involve cultivating and leveraging partnerships that will include stakeholders or champions. There will also be collaboration with the National Center for Education Statistics (NCES) to ensure efforts are not duplicated, with Board and NCES staff coordinating on roles, responsibilities, and resources on various strategies as needed.

To illustrate the strategies identified above, below we discuss what the execution of each one could involve for the Board's three priority audiences.

I. Make a Connection With Target Audiences

The goal is personal and powerful: "Communicate the Value of NAEP." This means going beyond the distribution of NAEP data to highlighting, developing, and sharing relevant messages, content, stories, and calls to action for key audiences. Communicating the "So what?" and "Why should we care?" can help the Board move beyond the scores and headlines to clarify the value of NAEP and its important role as an indicator of student achievement.

- **Develop key messages and calls to action for priority audiences.** The Governing Board's audience is widely diverse—in their knowledge of and experience with NAEP, in their intended uses and consumption of data and information, and in their communications networks, favored channels, and approaches. With these differences in mind, it is imperative that the Governing Board tailor messages for each of its audiences to inspire deeper engagement with NAEP data. Instead of a one-size-fits-all approach, we will define and continually test and adjust the messages that are the most relevant to each audience.

Example of the strategy in action for parents: Include the tailored messages and calls to action on the website's "Information For" parent pages. The parent landing page could have calls to action including "Learn about NAEP," "Download NAEP resources," or "Test yourself on NAEP questions." The page could also have a section devoted to the Board's assessment literacy efforts (including resources, information and questions to ask) once outreach strategies from the work group are finalized.

Example of the strategy in action for teachers and administrators: The American Federation of Teachers and National Education Association could include a NAEP toolkit with messages for teachers on its website in a resources section.

Example of the strategy in action for policymakers: Minneapolis Board of Education and Governing Board member Rebecca Gagnon could use and reference data from *Science in Action: Hands-On and Interactive Computer Tasks From the 2009 Science Assessment* in a discussion with the Minnesota Department of Education and the Minnesota Education Technology Task Force about the importance of science computer labs.

Impact metrics: The number of downloads of materials such as a PowerPoint or frequently asked questions PDF; number of clicks on links for calls to action (e.g., “Test yourself on NAEP questions”); number of champions—that is, advocates—who commit to using or distributing the NAEP messaging and toolkit.

- **Expand communications beyond reporting on the scores.** We need to get beyond the typical report presentations of the data and find meaningful ways to elevate the data (and their implications) through materials, messaging, and outreach activities. We will identify and highlight hidden gems of NAEP data, connecting the dots between data and practice and leveraging resources to reach specific audiences to deliver important messages in a meaningful and memorable way. The Governin Board must be a storyteller that educates its audiences about the relevancy of NAEP data and resources in a way that resonates with its audiences’ interests and needs in an actionable manner.

Example of the strategy in action for parents: Develop a parent leader discussion guide to assist parent leaders in using NAEP and other assessment data in their conversations with school administrators about improving student achievement for all children.

Example of the strategy in action for teachers and administrators: Develop an interactive Prezi presentation (a visually animated storytelling tool for presenting ideas and messages) on NAEP achievement gap data from the recent *2013 Mathematics and Reading, Grade 12* report card for New Leaders, a national nonprofit organization that develops transformational school leaders and designs effective leadership policies and practices for school systems across the country.

Example of the strategy in action for policymakers: Governing Board member Anitere Flores could host a Florida Senate session on parent involvement in education to highlight NAEP contextual variables data in reading from the *2013 Mathematics and Reading, Grade 12* report card. For example, when asked whether students discussed what they read, students who reported discussing their reading every day or almost every day had higher reading scores.

Impact metrics: The number of guides distributed at stakeholder conferences or downloaded from the website; number of groups posting the guide on their websites; number of Prezi and data downloads; parent-submitted testimonials and feedback on using the guide to speak with school and district leaders.

- **Tell the NAEP story through user testimonials.** NAEP data become more impactful when stakeholders learn how others use the data to fulfill their missions and advance their educational goals. Working through key groups, we will collect and disseminate real-life testimonials from the priority audiences to become an authentic author of the NAEP story.

Example of the strategy in action for parents: Collaborate with National PTA to solicit testimonials from parents about how they use NAEP and other assessment data, and then promote the testimonials through the Board's and PTA's online networks. These testimonials and other NAEP information could also be featured on the websites of other national education groups, encouraging parents to learn about different assessments their children might take and how the data can be used.

Example of the strategy in action for teachers and administrators: Coordinate with elementary school principal and Board member Doris Hicks and future Board member chosen for the secondary school principal slot to collaborate with the National Association of Elementary School Principals and the National Association of Secondary School Principals to solicit testimonials from principals and teachers within their districts about how they use NAEP and the importance of at-home and out-of-school activities that enhance learning, then promote testimonials through the school communication channels.

Example of the strategy in action for policymakers: Collaborate with the National Association of State Boards of Education to collect testimonials from state board members on how data, including NAEP data, are used to inform policy-level decisions and improvements.

Impact metrics: The number of NAEP user testimonials received; number of testimonial views online; number of social media shares and engagement; quality of the engagements and comments about parents using data.

- **Potential action taken by key audiences under this goal:** Using NAEP materials and resources on organization websites to inform questions of school and education leaders about school curriculum and district progress; downloading NAEP sample questions to test student knowledge or supplement classroom lessons;

II. Engage Audiences Between Report Card Releases

The goal is ongoing and impactful: "Continual Engagement." This means building tangible connections—outside of report card release events—between NAEP and its stakeholders, and equipping them with the insight, information, and tools to make a difference in educational quality and student achievement. This important strategy cannot be executed by staff alone, and will require the contributions of Board members and the partnership of stakeholder groups and other NAEP champions, including former Board members.

- **Expand the report card release life cycle.** There is great opportunity for the Governing Board to enliven data and engage target audiences by taking a comprehensive, reimagined view of releasing and reporting on NAEP results that goes beyond the one-day release event. The entire life cycle of an assessment—from developing the framework to fielding assessments to disseminating results—offers content and commentary that, if shared more strategically, will powerfully support the NAEP brand and use of NAEP by target audiences. The Board can both enhance the report card releases and extend the life cycle to make meaningful connections with target audiences by developing pre- and post-release content, and recording and sharing video or audio which tease out and illuminate NAEP data.

Example of the strategy in action for parents: For each report card release develop a highlight reel with panelist quotes, select data points, and facts on reading, mathematics, and science contextual variables to send to parent stakeholder groups to distribute to their networks and on the Web.

Example of the strategy in action for teachers and administrators: Governing Board member Terry Mazany could host a meeting with the executive director of the Chicago Principals & Administrators Association to discuss the value of NAEP state and TUDA achievement data.

Example of the strategy in action for policymakers: Host a briefing with the California State Board of Education on the performance of fourth-grade students in the *NAEP 2012 Writing Grade 4 Pilot* with a diverse panel to include California fourth-grade teacher and Governing Board member Shannon Garrison, the executive director of the National Writing Project, and authors Carol Bedard and Charles Fuhrken.

Impact metrics: The numbers of video views and shares; number of groups posting the video; quality of comments and conversations under the video; feedback from stakeholder groups about the impact of the video and parent engagement with the content; number of participants at the meeting or briefing.

- **Leverage partnerships with stakeholder organizations and champions.** As a trusted messenger of information to key audiences, the Governing Board needs to mobilize its existing networks, engaging stakeholder groups and champions to share and shape future outreach. Stakeholders and champions are diverse and can be from education associations or news outlets like NBC News. They could also be politicians, celebrities, athletes, or prominent individuals like First Lady Michelle Obama. We will help the Board identify key partnership opportunities for its priority audiences and develop specific recommendations for engagement, to put their distinct capabilities to work in promoting NAEP and extending the Governing Board's reach. For example, we could keep working with the Alliance for Excellent Education to produce and promote post-release webinars, provide data infographics to the National Council of Teachers of Mathematics, and collaborate with the National Council of La Raza in sponsoring Facebook chats in addition to consistently pursuing new opportunities with key stakeholder organizations.

Example of the strategy in action for parents: Collaborate with NBC News' Education Nation and Pearson on their Parent Toolkit (www.parenttoolkit.com) including NAEP materials, graphics, and downloadable resources on the website that position the Governing Board as an authoritative source of information on student assessment data.

Example of the strategy in action for teachers and administrators: Collaborate with Danica McKellar, actress, author, and STEM education advocate, to submit an article to the National Science Teachers Association's NSTA Express newsletter on the importance of STEM education and girls' involvement in STEM, and include data from NAEP's *Technology and Engineering Literacy* assessment.

Example of the strategy in action for policymakers: Arrange for James Geringer and/or Ronnie Musgrove, Board members and former governors, to present at the annual National Governors Association conference on an important policy issue affecting states in which NAEP data and contextual variables are relevant. Additionally, the Board and the governors can collaborate with the Center on Education Policy to include NAEP reading data and contextual variables (such as frequency of discussing what they read or finding reading enjoyable) in their research papers, publications and annual progress report.

Impact metrics: The number of clicks on the NAEP content; number of downloads of NAEP materials; use of presented NAEP data by governors and state policy leaders in media citations, state websites and other materials; volume of referral traffic from the Parent Toolkit site back to the Governing Board's website; Education Nation engagement that identifies stories of the Toolkit in action; number of newsletter opens and clicks; number of research report downloads.

- **Equip, empower, and display thought leadership.** The Governing Board and NCES are well-positioned as thought leaders among researchers and many national policymakers but could expand their influence with other audiences, such as parents, local policymakers, and education practitioners. Governing Board members and staff should be seen by media representatives and stakeholders as valued spokespeople on educational assessment and achievement, including specific topics such as computerized assessments, achievement gap trends, 12th-grade academic preparedness, and the importance of technology, engineering, and literacy. The Board can also continually secure speaking engagements at a variety of events such as the International Reading Association's annual conference or local PTA chapter meetings, or pitch quotes for inclusion in news articles and op-eds on relevant topics.

Example of the strategy in action for parents: Work with Board member and parent Tonya Miles and develop and pitch op-eds that connect NAEP data with important year-round education events, emphasizing the role parents can play in raising student achievement. During Black History Month, pitch a piece to HuffPost Parents that spotlights achievement gap success stories, or pitch a piece about technology and engineering skill-building beyond the classroom to *Sacramento Parent* magazine.

Example of the strategy in action for teachers and administrators: Co-host a webinar discussion on NAEP state achievement trends with the American Federation of School Administrators, with members weighing in on state-level changes and education initiatives that are aimed at increasing achievement.

Example of the strategy in action for policymakers: Submit a proposal to the National School Board Association’s annual conference for a Board member and NCES to co-host a breakout session to share and discuss the recent *2013 Mathematics and Reading, Grade 12* report card, academic preparedness data, and recent graduation rate research.

Impact metrics: The numbers of op-ed placements, shares, and comments; quality of user engagements and comments; number of follow-up questions from readers; number of new emails collected (from a “Subscribe to the Governing Board” call to action); number of webinar and conference participants and follow-up requests.

- ***Potential action taken by key audiences under this goal:*** Inspired by op-ed on racial achievement gaps, exploring gaps in their own districts and talking with school leaders about parity of resources; noting performance trends in subjects by state and/or urban district and then using that knowledge to inform state, local, or school district-level decisions regarding academic programs.

III. Maximize Impact Through Innovation

The goal is proactive and cutting-edge: “Lead the Way.” This means reaching and making meaningful connections with priority audiences, customizing events, fostering and driving online conversations, and creating tech-savvy materials with compelling content.

- **Customize release event formats.** Report cards are not one-size-fits-all; innovative release event strategies are needed to achieve the specific goals of each release. Each release event strategy should have distinct goals, audiences messages, materials, strategies, and tactics to Make Data Matter. The Governing Board has expanded the report card release event structure from physical events for every release to include webinars and live-streaming during events, a post-release social media Facebook chat, and an online town hall event. We will continue to refine this approach to customizing every release to maximize the immediate release impact and create a sustained conversation that continues to reach and engage key audiences.

Example of the strategy in action for parents: Host a Google Hangout for parents after a NAEP release that can feature panelists from the National Council of La Raza talking about the importance of parent involvement in education, and encourage parent participants to share how they use data to help their students achieve.

Example of the strategy in action for teachers and administrators: Develop a Twitter town hall guide (NAEP data points, question-and-answer content, best-practice tips, and facilitation instructions) for teachers and school administrators to host their own facilitated chats with parents and the school district on state-level NAEP data and areas for application.

Example of the strategy in action for policymakers: Host an in-person round-table discussion with members of the Massachusetts Mayors' Association on the latest state-level NAEP reading and mathematics results and their state-based implications.

Impact metrics: The number of promotions of the online events and shares of the URL; numbers of event participants and total users viewing them or reached; numbers of comments or participants sharing their testimonials; number of follow-up testimonials received for inclusion in materials or on the website.

- **Engage in the online conversation.** It is important to be aware of the conversations on important education issues, but to influence and help shape public understanding and perceptions the Governing Board needs to participate in the conversation with key messages. We will help the Governing Board foster conversations through real-time engagement on social media platforms, develop content such as an article written by a Governing Board member to post on NAEP's upcoming blog coordinated by NCES, and create a strategy to join or host online chat events, sponsor Q&A sessions, or solicit feedback. Champions are key to the success of this effort, providing greater reach and often a more powerful story than the Governing Board can tell alone.

Example of the strategy in action for parents: Hold a webinar with the Governing Board's Education Summit for Parent Leaders attendees and parent leader champions to review the NAEP website workshop tutorial and obtain feedback through a moderated chat on how they have used NAEP data since the event. Compile feedback to create a one-pager and share it with participants.

Example of the strategy in action for teachers and administrators: Collaborate with the National Council of Teachers of Mathematics (NCTM) on an online Q&A chat session based on the NAEP *Mathematics Curriculum Study* data, educate NCTM about the wide variance of content in mathematics courses and books with the same name. Board member and math teacher Dale Nowlin could be a participating panelist.

Example of the strategy in action for policymakers: Reach out to the National Governors Association (NGA) on Twitter and provide NGA with content and data about the *2013 Mathematics and Reading, Grade 12* report card.

Impact metrics: Numbers of campaign participants and user submissions; numbers of engagements ("likes," comments, shares, retweets, views) for the multimedia submissions; quality of comments on the multimedia submissions; growth in the Governing Board social media audience and number of engaged users discussing assessment data.

- **Create multimedia, digital content and materials.** The Governing Board must present messages, graphics, and images that resonate with target audiences. A wealth of materials has been developed by the Governing Board and NCES, and the first step will be to audit and catalog resources that may be repurposed through outreach and promotional activities. For the materials gaps that are identified, it is imperative to develop interactive, multimedia content and materials that deliver key messages to target priority audiences and include a call to action. Examples include infographics that embellish key report card findings to facilitate understanding and encourage engagement with NAEP data among nonexperts; videos, Prezi, and other presentation tools allowing exploration of the relationships between ideas and numbers and visual presentations of NAEP; and an email newsletter with new content and specific calls to action.

Example of the strategy in action for parents: Create a “NAEP for Parents” email newsletter with information on the latest report card data and trends, multimedia content such as video clips or NAEP data user testimonials, and links to other resource or news content and the interactive data maps on the Board’s parent Web pages, to be distributed bimonthly or consistently throughout the year.

Example of the strategy in action for teachers and administrators: Create an infographic with “hidden data” gems from the *NAEP Grade 8 Black Male Students* report and accompanying language to share with the National Alliance of Black School Educators to post on social media.

Example of the strategy in action for policymakers: Work with Board member Terry Holliday to create an interactive presentation at CCSSO’s annual large-scale assessment conference on NAEP computer-based assessments, or work with Board member Tom Luna to distribute the dynamic 12th-grade preparedness video highlighting the new college preparedness data to Chiefs for Change members.

Impact metrics: Email open rate; numbers of email shares, clicks from email to website, and new email subscribers; number of release participants who list the email as their referral source; numbers of email replies or responses with inquiries about NAEP or acquiring NAEP materials and resources; number of video and infographic views and shares.

- ***Potential action taken by key audiences under this goal:*** Using contextual data to influence out-of-school factors that have been shown to correlate with achievement; using curriculum study findings to investigate course rigor and influence change for exposure to challenging subject matter.

By pursuing these three fundamental communication goals and identifying priority strategies and tactics, the Governing Board can more effectively reach its target audiences to Make Data Matter and, ultimately, make an impact.