

# South Carolina's Know2 Program

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THE SOUTH CAROLINA HIGHER EDUCATION FOUNDATION (SC-HEF) HAS CREATED THE KNOW2 PROGRAM TO ENSURE OUR CITIZENS KNOW TWO THINGS:

- 1 Being educated is essential for economic success and an improved quality of life; and
- 2 Being educated is possible for me, my family, and my community.

## America's Education Problem

Thirty years ago, President Reagan's administration produced a key study on education in America: *A Nation at Risk*.

The authors of this seminal work described serious problems in our nation's educational achievement and urgently recommended major changes to *fix our schools*. Leaders across the country responded with energy and determination, and in the intervening three decades, we have tried everything from higher funding to higher standards to changes in teacher preparation and much more. But what have we achieved as a result of focusing exclusively on "fixing the schools?"

## Not Enough Progress

For all of the effort that has been put forth, the unfortunate result is that absolute gains in learning since 1983 have been, at best, modest.

The really bad news is that our ranking in comparison to other developed countries has slipped badly both in learning and educational attainment. This is extremely worrisome since the international economy is increasingly knowledge driven and the majority of income growth occurs among the well-educated.

In just three decades, America has dropped from a world leader to middle of the pack in education. Our country is no longer at risk; it is in peril.

## A Revolutionary Approach: Change the Mindset

The South Carolina Higher Education Foundation (SC-HEF) believes that it is time to try a radically different approach to improving educational attainment levels.

Instead of continuing to put all of our effort into demonstrably flawed attempts to "fix the schools," it is time to direct attention to the educational *mindsets* that our students are bringing to school.

## Real-Life Effects of an Education Culture

*"When I was fifteen, my biggest goal was to buy my mom a house and a car. I thought I could do that by being a musician, or maybe as an athlete. It never occurred to me that I could do it through education."\**

These words were spoken by South Carolina Senator Tim Scott, who was raised by a single mother in an economically depressed area of Charleston.

Senator Scott later found a mentor who encouraged him to value education and understand that he could learn as much as he wanted. From there, he went on to graduate from college and become a successful businessman.

The kind of thinking that Senator Scott had at age fifteen is common across America, especially in traditional manufacturing communities and in areas of rural and urban poverty.

Know2 aims to ensure that all South Carolinians find the same kind of support for learning that Senator Scott did.

*\*Speaking at the Cherokee Know2 Liftoff on April 12, 2013*

## Mindset matters.

Stanford psychology researcher Carol Dweck runs a lab devoted to the study of mindset. Her research has shown that young people who come to school with what she calls a “**growth mindset**”—eager to learn and believing they can be successful through commitment and hard work—have high chances for success.<sup>1</sup> By contrast, those who arrive with skepticism about education’s value and/or doubt about their personal ability to be successful—i.e. a “**limited mindset**”—find their chances quite limited.

Dweck is not the only one coming to this conclusion. A growing body of research is clearly pointing to the importance of mindset and non-purely-academic factors in determining one’s likelihood of educational success. It is evident in studies from classrooms in Texas, from US Department of Education publications, from research on “grit” and “tunneling”, and from results of emerging models for charter schools, among many others.

Patrick Welch, now retired after thirty-some years of teaching at a public high school in Alexandria, Virginia, has this to say on the question of the “failing schools” argument:

*I didn't buy it. If schools were in such horrible shape, how was it possible that immigrant students — from Korea, Vietnam, Iran and other trouble spots around the globe — could enter T.C. Williams speaking little or no English and end up at top universities?*<sup>2</sup>

Welch’s observation is reinforced by the fact that even in the “lowest performing” urban and rural schools in our country, students of all backgrounds *do* succeed in graduating and continuing on to illustrious careers in higher education. These success stories prove that what goes on inside K-12 classrooms is not the only factor in determining the level of educational achievement that a child will reach. The mindset with which a child approaches education matters greatly, and this mindset is developed as a result of the tone that the child’s community sets towards education.

## Changing Mindsets: The Role of Culture

Schools certainly play a role in shaping a child’s educational mindset, but we must remember that a student graduating high school has only spent about 13% of his or her waking hours up to that point physically in school. Thus, the greater burden of creating and maintaining a positive educational mindset in a child lies outside of the schools, in the **surrounding culture**. The majority of a child’s mindset towards education is developed through what is expected and reinforced at home, on the sports fields, in our churches, our neighborhood, and our local communities.

The British journal, *The Economist*, completed a major study of global education in 2012. The study compiled data from over fifty countries on myriad education inputs and outputs searching for statistically significant correlations. The report it generated called, *The Learning Curve*, had this to say about the importance of culture:

*On the surface, money and education seem to create a virtuous circle, with rich countries – and individuals – buying good education for their children who, in turn, benefit economically. A closer look, though, indicates that both higher income levels and better cognitive test scores are the result of educational strategies adopted, sometimes years earlier, independently of the income levels existing at the time. More important than money, say most experts, is the level of support*

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<sup>1</sup> Carol Dweck, *Mindset*. New York: Ballantine Books, 2007.

<sup>2</sup> <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/09/29/veteran-teacher-the-key-failing-of-school-reform-over-decades/>

*for education within the surrounding culture.*<sup>3</sup>

This point can be further illustrated with solid data. The U.K. administers a standardized test that is a required school-leaving exam for every student in a public school, not only those planning to go to college. The demographic information connected to the test includes both ethnic background and economic status (the equivalent of the United States' free and reduced lunch program). Here are the amazing results:

*The proportion of white students achieving at a specified high level was 32 percentage points greater for those from higher wealth backgrounds than for those from poorer families (63% vs. 31%). The overall level for ethnic Chinese students was much higher, and the equivalent low to high income achievement gap was much lower —only 5 percentage points (71% vs. 66%).*<sup>4</sup>

Looked at another way, the percentage of low-income Chinese students doing well on the exams was more than double that of their low-income white peers.<sup>5</sup>

We know from decades of scientific research that the world's ethnic groups don't differ in basic measures of intelligence, so there is no intrinsic reason for Britain's low-income white students to do worse than their low-income Chinese peers who attend the very same public schools.

The number of factors affecting educational achievement is limited, and if achievement differences cannot be ascribed to income status or to the schools themselves, then clearly the child's home and surrounding culture plays a defining role in his or her academic success. In this example from the U.K., the students with an ethnic Chinese background were quite simply hearing a different message about the importance of school and their ability to succeed academically than their white peers, and the difference this made is evident in the outcomes.

## How Culture is Changed

Psychologists discuss culture, or “worldview”, as the lens through which people receive and interpret information from their surrounding environment.<sup>6</sup> To illustrate, many individuals are skeptical that people have significant potential to improve themselves. As a result, individuals who feel that they have little ability to learn are unlikely to be persuaded to strive for higher education credentials no matter what the economic argument. For example, we've been assertively telling young people for decades that there are wonderful job opportunities in science and engineering, and yet the proportion of high school students preparing for and choosing these college majors has hardly changed. Simply telling them is not enough; we must change the way they perceive those careers and help them believe that they can be happy and successful in them. .

The influence of worldview/culture is also evident in the messages parents relay to their children regarding education. In the example from the U.K., one demographic of low-income children received a very different message regarding the importance of education and ability to achieve than the other, and the results demonstrated the deleterious effect on those students receiving the non-positive messages. It is evident that there are groups of parents today who are communicating skepticism about the value of education and, worse, about their own children's ability to do well in

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<sup>3</sup> The Economist Intelligence Unit, *The Learning Curve* (2012) [www.thelearningcurve.pearson.com](http://www.thelearningcurve.pearson.com)

<sup>4</sup> [http://www.bera.ac.uk/bera2010/pdf/BERA2010\\_0587.pdf](http://www.bera.ac.uk/bera2010/pdf/BERA2010_0587.pdf)

<sup>5</sup> <http://www.theguardian.com/education/2011/feb/07/chinese-children-school-do-well>

<sup>6</sup> “Worldview” is defined as essentially the same as culture but without the dimensions of ethnicity and language.

school. Although negative messages are more likely these days to be unconscious and indirect, the impact is the same: they produce a “limited educational mindset” as opposed to the “growth mindset” that is essential in order to propel students into higher levels of educational attainment.

The research shows that it is, indeed, possible to change negative attitudes and behaviors that stem from limited mindsets after they are established, but it is also clear that such improvement won’t come easily. People’s attitude and behaviors are generated by their more deeply held values and beliefs, and so the challenge is to “change what people believe and/or what they value in order to change their attitudes.”<sup>7</sup> Traditional messaging through slogans, television ads, and lectures are ineffectual when it comes to altering beliefs that are rooted in an individual’s worldview/culture. For example, although the government has sponsored messages that “every child can learn” for several decades and support for this slogan is almost universally echoed in polls, there are still many parents who do not echo the idea *to their children*. Changing these ingrained beliefs requires working from multiple angles on a sustained timeline and leveraging lateral (peer-to-peer) persuasion rather than traditional vertical models.

Les Robinson, author of *Changeology*,<sup>7</sup> illustrates the difficulty of overcoming culture with the example of a Welsh town that was threatened with devastation from an impending dam failure. Officials urged residents to evacuate, but only a small percentage heeded the warning. A follow-up study was conducted to understand why. What the researchers found was that many of the town’s long-time residents had refuted the warning, claiming “the water *never* gets up to here,” and that the majority of the townspeople had therefore chosen to ignore the scientists and political leaders in favor of the information they were receiving from their peers—their more trusted source. The difference was the level of personal connection they felt to those giving the advice. Even in the face of great danger they sided with sources that were known and comfortable to them.

Highly educated individuals find this story odd and unconvincing. Why wouldn’t people trust a scientist with specialized knowledge when he warns that a dam will break? But this is precisely the point—education level has a profound effect on our worldview and how we receive and react to incoming information. As a result, if we want more individuals to reach higher levels of educational attainment, we will have to start by using messages that can penetrate their unique cultural lenses.

Do we have real world examples of worldview/culture change with regard to education? Are there situations where communities of individuals have successfully shifted from a limited mindset to a growth mindset? The town of Kingsport, Tennessee offers a compelling case.

### **Success in Kingsport**

In the early 2000’s, the top employer in Kingsport, Tennessee announced it would be making massive layoffs. The company also made it clear that those jobs that did remain would require a level of education beyond high school—something that few people in the community had previously needed or attained.

Faced with losing their primary source of employment, Kingsport’s leaders responded with an effort to radically improve the education level of their workforce. Their message about the value of education reverberated throughout the community since almost no one was left unaffected by the layoffs. Young people, now knowing that the well-paying, unskilled factory jobs were a thing of the past, quickly got the message that further education mattered. Through Kingsport’s innovative

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<sup>7</sup> Les Robinson, *Changeology*. Totnes, Devon: Green Books, Ltd., 2012.

education programs, adults returned to higher education institutions to pursue additional certification and credentials.

The subsequent renaissance that unfolded in Kingsport over the course of a decade was powerful and expansive. The town saw a 298% increase in the number of citizens holding associates degrees. One outcome in particular, testifies to the community's success in creating a new and pervasive, positive culture towards education: the town saw a 23% increase in its high school graduation rate *with no additional investment in the schools*. Without a single change to the schools themselves, Kingsport altered the community's mindset towards education such that parents placed a stronger value on education and impressed upon their children the importance of completing not just high school but also an additional certification or degree program. Through a multi-faceted and sustained effort, Kingsport literally changed the conversations that families were having at the kitchen table and, in turn, altered their culturally held beliefs, attitudes, and mindsets towards education.

### The Need for *Community Change*

America has a rich history of leadership in education, especially in higher education. Our success, however, has not been as pervasive or deep as we would hope. There are still many segments of our society that have not participated fully in the higher education boom. There are still many communities throughout the United States where higher levels of educational attainment have not historically been relevant or, sometimes, feasible. Examples include traditional manufacturing regions, areas of urban and rural poverty, and certain immigrant communities.

While individuals from these communities have been encouraged to go on to higher education, many who have attempted to do so have failed. A major reason is the lack of support for that pursuit, stemming both consciously and unconsciously from their surrounding community. Higher education can be difficult to navigate, and many people must incur significant debt to continue to move forward. If family, peers, and others in a student's community are skeptical of the value of this higher education, these doubts will make it much harder for that individual to overcome the obstacles necessary to pursue and complete higher education. The fact that limited mindsets about education persist in families and communities is a major factor in our nation's stalled progress in higher educational attainment.

Psychologists are quick to note that changing culture is a slow process, largely because close-knit communities tend to reinforce old views. In the U.S., it is also the case that individuals who adopt a more education-focused worldview often leave the areas where they grow up, further deferring those communities' impetus to change. As a result, unless we can shift the broader culture surrounding our education system to place a redoubled emphasis on the importance of education, these individuals and communities will continue to perpetuate a limited mindset and never break through. The vital importance of having a surrounding culture that positively supports the education process is why Know2 doesn't focus on "fixing the schools," but rather on adjusting our communities' values to place education at the forefront.

### South Carolina's Know2 Program

The SC-Higher Education Foundation's Know2 program is designed to be operated and implemented at three different levels:

**Level One** focuses on cultivating support and commitment from opinion leaders in the target community, generating top-level reinforcement.

**Level Two** focuses on the overall community level, including implementation planning, goal-setting and choosing which initiatives to implement under the banner of Know2; these initiatives often vary according to the unique profile and circumstances of the community.

**Level Three** is then designed to connect directly with individuals, encouraging the development of growth mindsets towards education among the people within our communities.

Note that although Know2 does initiate and support education-related programs (e.g. scholarships, mentoring, etc.), these activities are always undertaken with an explicit goal of encouraging a growth mindset in the individuals involved as well as fostering a supportive, surrounding culture for education. In every case, communicating the importance of these goals is always at the heart of Know2's mission.

### **Level One Achievements**

The SC-HEF currently has three pilot programs in communities across the state: Cherokee County (started in 2011); Marlboro County (2012); and Beaufort County (2013). These three counties represent different populations with vastly differing needs. Cherokee County has demographics very similar to South Carolina's as a whole; Marlboro County is located along the I-95 Corridor in an area which is known for extremely high poverty levels; and Beaufort County encompasses an incredible range in cultural and socio-economic diversity between its more prosperous areas and other areas that rely heavily on low-paying service jobs.

Each pilot has worked to secure a high level of buy-in from opinion leaders in their respective communities. This commitment is essential for the success of a locally-oriented program and allows the Know2 program to address the particular needs of that community. Individuals participating in the pilot programs have stressed their appreciation of Know2's overarching role. That is, rather than competing with existing school and community programs, Know2 emphasizes synergy in its approach and actually makes all of those other efforts more successful by virtue of creating a new mental substrate through a positive education culture.

Cherokee County's progress at Level One was amply demonstrated at the "Know2 Liftoff" it held in April 2013. Nearly a thousand people attended the event, which focused not merely on the message of the importance of education, but also served to ignite a real, community-wide commitment to achieve clearly defined goals in education (see below). The Liftoff attracted a robust cross-section of opinion leaders drawn from business, government, schools, local media, and individual neighborhoods. Also in support of the objectives of Level One, Cherokee County created a "Know2 Certified" effort that allows businesses, day care centers, and churches to become active partners in furthering Know2's goals. These organizations may become "Know2 Certified" by agreeing to undertake a specified set of education-related activities.

Marlboro County and Beaufort County are considering the benefit of similar liftoff events in their communities in the near future.

### **Level Two Achievements**

Level Two comprises two important elements: development of clear, broadly accepted community goals for educational achievement, and the careful selection of programmatic activities designed to achieve them. Cherokee and Marlboro counties are well advanced in their Level Two operations; Beaufort County has selected key areas of action, and is in the process of evaluating programmatic options.

Generally, each of the pilots has chosen to focus their initiatives on the following key impact areas: early childhood education, high school to college transitioning, and adult education. In Cherokee County, citizens also chose to focus on advancing mathematics as a separate objective. The idea



behind this array of activities is that, while it is impossible to address everything at once, choosing high impact goals and activities that reinforce Know2's objectives will provide frequent and consistent encouragement and sustain the program's overall momentum.

An additional benefit that has arisen organically from Level Two activities is that Know2 leaders in Cherokee and Marlboro are representing a new factor in the system: knowledgeable individuals focused on making the kindergarten-to-college system work as effectively as possible for students. In Marlboro, for example, Know2 has bridged bureaucracies to make it possible for students to get both a high school and a technical college degree through an integrated five-year high school model, significantly lowering (if not eliminating) the cost for some level of further education for its students. Programs like this magnify existing resources in a community and create value that actually exceeds the amount invested.

#### **Examples of Goals and Activities: Early Childhood**

In Cherokee County, activities focused on early childhood include "Know2 Certified" daycare centers, a community-wide reading program, educational outreach to parents, and more. Marlboro County's activities will operate in a similar vein; a comprehensive plan is currently under development. Beaufort County intends to start a College Savings Program that will open savings accounts for children as early as Kindergarten in an effort to develop "college bound identities" early on. In all three pilot programs, there is intense community and business attention to the area of early childhood.

#### **Examples of Goals and Activities: Mathematics**

Currently, Cherokee County is unique in having a specific mathematics emphasis. Its goals are evolving but will focus on affecting such things as the algebra pass rate and a reduction in the percentage of students needing remediation in college. An early childhood dimension is anticipated. The principal activity to date has been a new summer program designed to help at-risk students succeed in Algebra.

#### **Examples of Goals and Activities: High School to College Transition**

Marlboro County is leading the high school to college transition efforts with its mentoring program for 8<sup>th</sup> to 12<sup>th</sup> grade students (led and supported by Francis Marion University). Marlboro County is also working with local two-year colleges to create a true pre-K-14 standard in its county, including a dual enrollment plan with two-year colleges that would extend high school for all students by one year but allow students to graduate with both a high school degree and an additional skill or certification. Cherokee County has successfully implemented a "last dollar in" scholarship program that covers tuition after state and federal grants for students entering technical programs connected to local employer needs. Their first cohort, comprising 35 students who had no prior intention of going to college, began college classes in the fall of 2012 and all 35 successfully completed the first semester. This is the first such class in which all entering students have continued to participate through final exams in the history of Spartanburg Community College. Several graduated and entered the job market in September 2013, while those pursuing associate degrees will be ready for employment in September 2014. Marlboro and Beaufort counties are also planning "last-dollar" scholarship programs.

#### **Examples of Goals and Activities: Adult Education**

All three pilot programs are actively pursuing adult education, an area with great intrinsic value as well as strong potential to change educational mindsets as successful adults show the path forward for their families and friends. Cherokee County, building on the "stackable certificate" approach developed by the South Carolina Commission on Higher Education,

brokered a partnership between Spartanburg Community College and Cherokee Adult Education. Together, they have already enrolled 106 adult students in the “Carolina Certificates” program. To date, 69 of the 106 have earned a GED or a high school diploma and gone on to complete at least 3 credit hours at Spartanburg Community College; seven of these are still enrolled in a college course, and 45 have enrolled in regular Community College certificate or degree programs. Note that none of the 106 had planned to continue on to college-level work at the onset of their involvement in the program. Beaufort County is also supporting a “GED Camp” program that has collaborated with Adult Education to organize thirteen camps across the county, successfully graduating 75 of the 83 adult participants to date. The GED Camps provide extensive logistical and mentoring support beyond the remedial academic tutoring to help adult participants address the practical difficulties of taking time out to obtain their GED’s as well as expose them to further education and career options post-GED.

### **Level Three Achievements**

While all of the activities in Level Two necessarily require a communications element, Level Three is distinct in that it is focused solely on changing mindsets and creating a positive education culture through person-to-person communications and interactions.

To gain needed baseline information, both Cherokee and Marlboro counties have completed community opinion surveys designed by the College of Charleston’s Riley Center. Beaufort plans for a similar survey. All pilots will also conduct an “inventory of resources” to make sure community educational and social service assets are included and leveraged to the fullest extent. Both of these activities provide information that is essential to designing a successful Level Three intervention.

The principal activity of Level Three is the Neighborhood Ambassador program. Neighborhood Ambassadors (NAs) are residents of neighborhoods identified as in need of educational support who volunteer to serve as “expert ambassadors for education” within their social networks as smaller segments of the broader community. In Cherokee County, Know2 has 59 volunteers who began their work by partnering with churches, since churches serve as key community social connectors. To date, 53 churches are working with the effort, and 20 have become “Know2 Certified” under Cherokee’s Know2 Certification program (meaning they have agreed to collaborate with the full range of Know2’s activities). Churches are currently involved in early reading programs, signing up adults for GED programs (in addition to helping with transportation), and arranging for NAs to speak with individuals and groups about the importance of education.

Strengthening and expanding the NA program is the next major focus of Know2 at the state level (see Translational Research below). Both Marlboro and Beaufort counties recognize this program as crucial to their overall strategy and are planning to implement similarly designed programs.

**For more information on the individual pilot programs, visit their web pages:**

Cherokee County: [www.know2cherokee.com](http://www.know2cherokee.com)

Marlboro County: *Currently Unavailable*

Beaufort County: [www.know2beaufortcounty.org](http://www.know2beaufortcounty.org)

### **Know2 at the State Level: Translational Research**

Know2 is not engaged in research in the traditional manner of working toward publication. Instead, the project is conducting what health scientists call “translational research,” meaning that Know2 is implementing carefully designed experiments with the goal of translating the resulting knowledge



directly into practice and as quickly as possible.

The principal application of translational research now underway is the Neighborhood Ambassadors program, where volunteers are working directly with individuals in targeted neighborhoods to unlearn limited mindsets and encourage growth mindsets in those individuals' approach to education. Using the expertise and research management abilities of the Riley Center at the College of Charleston, Know2 is exploring which messages, media, and messengers are most effective in accomplishing this shift in mindset at the individual level while also creating a strong and sustained education culture at the community level. The first stage of this ground-breaking project is scheduled to be complete in July of 2014.

Know2 is considering other potential applications for translational research as well. The first would be an effort to change attitudes towards mathematics, dispelling math phobia and replacing it with an appreciation for the importance of the discipline and a positive view of one's ability to excel at it. This intervention has the additional bonus of not only affecting mindsets in a positive manner, but also feeding interested students into a plentiful job market. For example, South Carolina, like the nation as a whole, is prioritizing the education and placement of teachers in STEM disciplines, and many of these jobs will allow students to stay in their communities and find well-paying employment. Know2 is actively seeking partners for an initiative in mathematics.

The second future application for translation research would be a program developed in partnership with colleges or universities to train college students from low-income backgrounds to be mentors in the neighborhoods and communities in which they grew up. On the principle that you never know something so well as when you teach it, we believe this approach will be of significant value to the success of the college students as well as to their potential mentees.

## Summary:

### Great Progress but Additional Support Needed

Our country's exclusive focus on "fixing the schools" since *A Nation at Risk* was published thirty years ago has not brought the success we all hoped it would. Not only have the efforts proved to be insufficient to achieve the education goals required in order to participate in today's knowledge-based economy, the near-exclusive focus on the schools themselves has unintentionally generated perverse incentives and wrong-thinking that must be changed in order for us to make meaningful progress.

Just one of the negative consequences of the "fix the schools" emphasis is the effect it has had on the teaching profession. By holding teachers primarily responsible for outcomes over which they have such limited control, we have made an already underpaid and under-respected profession far less desirable. As educated professionals increasingly encounter more rewarding and lucrative employment options outside the schools, teaching finds it much harder to compete.

**The responsibility for a student's success understandably rests on more than just the teacher's shoulders. Remember, a student with perfect attendance spends only 13% of the waking hours in his or her life in school by the time of graduation. What happens outside of school matters.**

Another layer of damage is in personal responsibility. Many parents who might have been relatively easily induced to do needed things to help their children succeed in education now have come to believe it's not up to them; it's something the schools have to do. This will make a difficult process much harder as we struggle against a new cultural construct that is well embedded after three decades.

Know2 may seem a revolutionary approach to educational change, and it is--but only in the context

of the United States. In most of the rest of the world, including the countries that have surpassed us in educational attainment in recent decades, solid observations and data demonstrate that the foundation of successful education systems is a surrounding culture that recognizes and encourages the importance of education and that promotes a growth mindset in its learners.

Mindset and culture change is obviously a long-term activity, but that doesn't mean that there isn't the potential for significant and powerful short-term successes. In particular, Level One culture change (working with community opinion leaders) has already caused our pilots to implement effective new programs that they would not have undertaken absent a new mindset about their community's ability to become a highly educated place. Particularly in Cherokee County, our most established pilot program, we've seen the community's leaders adopt a new attitude toward *all* young people that reaches out and lets students know, "You can and must succeed, and this community is here to help you."

Know2 is establishing its own success stories in South Carolina. Our challenge is now to sustain the work of the existing pilots and expand the adoption of the program across our state and the nation. New sources of private funding are absolutely necessary if we are to make this happen. While some public support is welcome and needed, it is important that private individuals and initiatives carry this effort forward in their respective communities. Know2 believes this aspect is especially crucial because generating mindset and culture change is dependent on individuals and communities accepting responsibility and investing in that change.

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#### **About the South Carolina Higher Education Foundation**

The South Carolina Higher Education Foundation is a 501(C)(3) organization formed as a South Carolina non-profit public benefit corporation. The SC-HEF operates from time to time in a public-private partnership with the South Carolina Commission on Higher Education to help achieve the SC-HEF's mission of improving the quality and accessibility of the state's higher education system.

For more information about the SC-HEF, visit our website: [www.schighered-foundation.org](http://www.schighered-foundation.org)

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<sup>i</sup> Janes, Patricia K. , Kolak, Amy M., and Wright, Jennifer Cole, "Creating a Community-Wide Web of Support (CWWS)." Charleston, South Carolina: College of Charleston Department of Psychology, 2012.