

**General Managers / Education Directors' Education Innovation Forum**  
**NETA Conference**  
**Nashville, TN**  
**January 12, 2011**

The NETA Education Center sought to capture member stations' 2010 education innovations, the projects that had the greatest impact on your education work. We sent an RFP in late 2010, asking them to

- a) Describe the innovation
- b) Report the impact: what were the outcomes? Why was this important?
- c) Outline how the success can be applied to other licensees. Lessons learned?

We thank everyone who participated in building this collection of shared public media experiences.

**RESPONSES**

**Kentucky Educational Television: Reorganization - Education Division**  
**WNPT/Nashville Public TV: Awareness Campaign - NPT Reports: Children's Health Crisis**  
**Maryland Public Television: Relationship Building – Early Childhood Education**  
**WPSU/Penn State Public Broadcasting: Teamwork – Higher Ed Media and Design Team**  
**WFSU: PBS Kids Raising Readers**  
**Thirteen/WNET & WLIW21: Celebration of Teaching and Learning**  
**WHRO: Hampton Roads Virtual Learning Center**  
**WGBH: Invitation to World Literature**  
**Alabama Public Television: APT Online Slide Show**  
**WPSU/Penn State Public Broadcasting: Alphabet Adventures**  
**Kentucky Educational Television: Everyday Science for Preschoolers**

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## KET *Reorganization - Education Division*

**a) What is the innovation?**

The past two years have been challenging ones for KET. All KET's divisions have been affected by staff and budget cuts, including education. This division has lost nine positions and, until very recently, only one, the director, has been filled. Faced with a staffing and budgetary challenge, KET Education could have gone into a holding pattern. Instead, in keeping with its 40-year mission of educating the citizens of Kentucky, the education division has seized the opportunity to reorganize its structure, improve internal communication and workflow, and expand the educational services provided to Kentuckians of all ages, from preschoolers to adults.

The reorganization of the education division emphasizes flexibility and collaboration. It maximizes the impact of KET's educational services by taking advantage of each staff member's strengths, by focusing on tasks and priorities clearly aligned to the education division's mission and priorities, and – whenever possible – by repurposing and multi-purposing existing and new resources so that both staff time and budget dollars are used as efficiently as possible. When and if KET is able to rehire staff and increase expenditures, the model will still insure that KET Education provides excellent and cost-effective educational services for Kentuckians.

Since these improvements have taken place while KET is dealing with huge budget and staff cuts, this effort has proved its sustainability. The broad reorganization – which encompasses all of KET's educational content producers as well as its educational staff – has resulted in a single collaborative division dedicated to developing, administering, and disseminating educational resources for Kentuckians. KET Education has been stretched thin by the loss of staff positions, but by teaming up in new and productive ways, the division is moving forward on many fronts.

**b) What was the impact? Outcomes? And why was this important?**

The new organizational structure has resulted in a unified education division with the capability to address all KET's audiences in the education field, from early childhood through K-16 and on to adult education. The reorganization also supports a wider effort underway throughout the agency to improve cooperation and communication. For example, the producers/directors reassigned from education to production remain tasked with making education productions – for air and/or online use – their first priority. In addition, the revised structure has resulted in new production teams across former dividing lines. Resulting project success stories include development of a multimedia early childhood science curriculum, toolkit, and professional development package; a cooperative KY National Parks initiative; establishment of a GED 20/20 leadership team that is focusing on producing new content and re-purposing existing content on new platforms for both adult learners and educators; development of an online KET resource repository; and garnering a \$100K grant to build a KET Media Lab. Reorganization cost savings and impact are obvious and unavoidable.

**c) How can your success be applied to other licensees? Lessons learned?**

For KET, education must remain at the forefront of our mission and services if we are to survive – and flourish. With dwindling resources, we have had to focus, find new ways of doing things, and forge a new spirit of cooperation and collaboration, within Education and across the agency. This does not cost money; it only requires an open mind. And it's crucial to involve staff in re-imagining and re-building a more effective unit to assure buy-in and enthusiasm. The challenges presented by 2008 to present have only served to strengthen KET's commitment to education for all Kentuckians and to encourage innovation in staffing, organization, and production so KET can continue to provide excellent, up-to-date, and accessible educational resources and services for its audiences.

**Contact for additional information:** Nancy Carpenter [ncarpenter@ket.org](mailto:ncarpenter@ket.org)

**WNPT/Nashville Public Television**  
***Awareness Campaign - NPT Reports: Children's Health Crisis***

a) **What is the innovation?**

Nashville Public Television has embarked on a 3-year initiative *NPT Reports: Children's Health Crisis*. The goal is to heighten awareness of children's health issues in Tennessee. The components of the initiative include seven programs on topics including childhood obesity, infant mortality, teen sexuality, primary care, etc.; citywide community discussions; a comprehensive website <http://www.wnpt.net/childrenshealth>; Facebook and Twitter; training contacts in 18 organizations to conduct community discussions; family health nights at local schools, including a variety of healthy activities and food; family literacy workshops; on-air tips; DVDs of programs in 5 languages for various immigrant group workshops and viewing; lesson plans for elementary, middle and high school.

The innovation is the comprehensive statewide approach to this problem, resulting in a 360° approach.

b) **What was the impact? Outcomes? And why was this important?**

The outcomes are increased awareness and a search for effective solutions at a variety of levels; research indicates that a problem can be addressed if people are talking about it, which is the goal of our discussion groups in particular. NPT is leading the city in teaching organizations how to effectively conduct community discussions which they can then adapt to whatever topic they wish within their organization.

This is important because of the crisis in children's health that will have lifelong impact on their lives and society.

c) **How can your success be applied to other licensees? Lessons learned?**

Other licensees can easily adopt this model for whatever issues they are facing in their communities. We are learning to be more solutions-oriented and to be authentic sources for our community.

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## **Maryland Public Television *Relationship Building - Early Childhood Education***

### **a) What is the innovation?**

Maryland Public Television's Education Innovation focuses on the development of an extremely close and productive relationship with the Early Childhood Education unit within the Maryland State Department of Education. While a good relationship may not sound like an "innovation" per se, this relationship was the result of several years of intensive effort and has already paid multiple dividends, which are described below in Section b. While MPT has had a large presence in the early childhood community for over a decade, the recent transfer of responsibility from the Department of Human Resources to the State Department of Education required realignment of our goals and approaches, as well as cultivation of new managers. Over a three year period, MPT staff made multiple presentations and attended numerous meetings to consider how we might best align our efforts with MSDE's priorities. The prime opportunity came in response to MSDE's interest in expanding the professional skills of the early childhood community and a concurrent interest in using technology to accomplish this goal through online courses. MPT suggested the development of an early childhood professional development and curriculum section on Thinkport, the station's education portal. This new early childhood section expanded Thinkport to PreK-12 and was launched in 2009.

### **b) What was the impact? Outcomes? And why was this important?**

As a result of this expanded relationship, MSDE has provided MPT with 3-years of funding support in the amount of \$1.8 million to create six online courses, as well as searchable curriculum resources, which highlight public television's many Ready to Learn resources. The courses, several of which are required for licensure and renewal, and the curriculum resources will be used by employees of the 3000 childcare centers in the state, as well as home childcare providers. MPT and MSDE continue to build upon this burgeoning relationship through such events as a local appearance by Elmo to highlight the success of the Raising Readers Campaign. At this event, in September 2010, the State Superintendent for Public Instruction Dr. Nancy Grasmick made a 7am appearance to tape spots with Elmo highlighting the importance of early reading skills. These spots are aired frequently on MPT's broadcast channels.

### **c) How can your success be applied to other licensees? Lessons learned?**

This close relationship in early childhood education can be replicated by stations of various sizes. While MPT has created some online courses and developed a dedicated section on our Thinkport education portal, the crux of the matter involves developing a relationship, not producing resources. Based on MPT's experience, we would make the following suggestions:

- Understand the education agency's structure and target specific individuals
- Identify ways to use station's expertise to meet their needs
- Find ways to "speak their language"
- Showcase existing resources from Ready to Learn
- Be persistent and flexible in offering solutions and partnership opportunities
- Adapt station's ways of work to state agency's regulations and procedures

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## **WPSU**

### ***Teamwork - Media and Learning Design***

One of the innovations having the greatest impact on Penn State Public Broadcasting's (PSPB) work this year has been a focus on producing learning material appropriate for higher education audiences. To carry out the initiative, we formed the Media and Learning Design (M&LD) team with the World Campus staff (a distance-education delivery unit at Penn State). The team is in the process of identifying projects that will be carried out this year. Such projects include:

- Developing a video-based "field trip" for a Criminal Justice undergraduate course that shows students how a security professional conducts building security assessments
- Live streaming faculty talks on the web with an interface that allowed for chat questions from World Campus students and Penn State alumni
- Producing video scenarios for a Human Resources course that depict situations that human resource professionals might encounter in their career (e.g. dress code violation, employee rights issue, etc.).

Public broadcasting has a long history of developing media resources for K12 audiences. Focusing effort on higher education audiences is an area where public broadcasting can make an important contribution, and realize a new revenue stream. We have strength in developing focused and rewarding user experiences across a variety of platforms. We have expertise in developing effective content for newer distribution channels (e.g. mobile) and more current forms of media presentation (e.g. info-graphics). We know how to convey complex ideas, tell a compelling story, show impact, and create engaging user experiences. The challenge for the ML&D team is making clear to academic units how these skill sets can make courses more effective and create better learning experiences for students.

This is an activity that could be undertaken by University licensees, as well as any other station with a connection to a higher education institution in its community. We are finding that through these projects other University units are learning more about the broad range of production capacity at Penn State Public Broadcasting, thus increasing our revenue capacity.

**Contact for additional information :** Babs Bengtson [babs@psu.edu](mailto:babs@psu.edu)

## **WFSU PBS KIDS Raising Readers**

### **a) What is the innovation?**

In 2009 WFSU partnered with the mayor of Tallahassee to launch a partnership called WFSU PBS KIDS Raising Readers: A Community That Reads initiative. Mayor John Marks has made literacy a priority in his leadership. We met with him and he aligned his goals with our Raising Readers project. In the spring of 2009 we launched the program with a neighborhood canvas of about 250 households. The Mayor with a team of high school students went door to door talking with families about literacy and offering tips on how to raise a reader. Families were given materials (DVD, pamphlets, stickers etc from PBS programs) and asked if they would like a yard sign that stated "I'm Raising a Reader." They were then invited to a block party at the local community center that afternoon. Over 500 families attended the block party where they had the chance to meet Super Why and Martha and participate in a variety of hands-on literacy games. High school students had donated over 2000 books for families to take.

After this initial launch, WFSU targeted specific Title I Schools to drill deeper with the Raising Readers program. We would kick off an event with a reading rally with the Mayor at the school. These schools would then participate in the Martha Speaks Reading Buddy Project and Super Why summer camps. We have now offered this to 3 local elementary schools for the past 2 years and have expanded it to another county as well.

The Mayor taped on air radio and TV spots that WFSU broadcasts to promote the program. He has referred to this project in many of his community speeches and has attended all of our outreach events for the past two years.

### **b) What was the impact? Outcomes? And why was this important?**

- Increased visibility for the WFSU PBS Kids Raising Reader project
- Research outcomes from the Florida Center for Reading Research indicate that children who attended the Super Why summer reading camp had improved letter recognition in one week. Research from Education Development Center report that the Raising Readers program changed behavior in families that participated
- Through the partnership with the Mayor's office, WFSU has received several gifts from charitable institutions to continue the program
  - \$7500 Florida League of Cities
  - \$3500 Target Foundation

### **c) How can your success be applied to other licensees? Lessons learned?**

Finding a respected and recognized spokesperson for a community initiative is critical. It helped put a face on our project and provided us access to places to new partnerships and institutions. The project was a good fit based on the interests of the Mayor and what the station was doing. This is not a new model and other stations have used community personalities as well but if you have an initiative that you are trying to build on and gain traction, finding someone to help deliver the message is critical.

**Contact for additional information:** Kim Kelling Engstrom [kkelling@fsu.edu](mailto:kkelling@fsu.edu)

## **Thirteen/WNET & WLIW21 Celebration of Teaching and Learning**

### **a) What is the innovation?**

The annual Celebration of Teaching and Learning conference is a unique and exciting gathering presented by Thirteen/WNET and WLIW21 New York public television. The event is designed as both a recognition of the contributions of educators to our society, as well as a world-class K-12 professional development event—a place "Where Knowledge Meets Inspiration." At the event, attended by over 10,000 teachers and administrators from across the country, educators have the opportunity to exchange ideas on the most pressing issues facing the profession; take away practical applications for the classroom using cutting-edge technology and innovative methodologies; sample resources from leading instructional organizations; plus much, much more. Over the years speakers have included notable public broadcasting figures like Alan Alda, Jean-Michel Cousteau, Jane Goodall, Brian Greene, Lisa Henson, Gwen Ifill, Paula Kerger, Bobby McFerrin, Charlie Rose, Neil deGrasse Tyson, Judy Woodruff, and others; plus key figures in education policy, including three past and current US Secretaries of Education.

### **b) What was the impact? Outcomes? And why was this important?**

We recognized a need in our local area in that major national educational conferences were no longer being held in the NY metropolitan area due to increasing costs, which then required educators to incur major travel expense to attend. We saw the opportunity to fill this need in a way that also presented a major outreach opportunity for our stations to demonstrate public broadcasting's presence as a partner in K-12 education, both in our local community and beyond. We see the event as directly on-mission, utilizing the power of public broadcasting's content and reach in support of education. Our aim is to look beyond some of the more traditional professional development models for teachers to help inspire them to keep learning. Attendees have the unique opportunity to be in the same room with remarkable people, and we hope that this renews the spirit of our teachers to return to the classroom with increased energy and curiosity.

The project directly serves all stakeholders in education, primarily professional educators (teachers and administrators), but also parents, school board members, advocates and experts--any one with an interest in helping improve our nation's education system. The audience comprises mostly (approx. 2/3) NY City metro area educators, but also includes representation from each of the 50 states. We hope serving this audience ultimately benefits all students in our nation's education system, especially the high-need students served by our local education system in our community.

Attendance has grown to over 10,000 seats (by over 6,000 individual registrants) over the course of the event; plus over 90,000 web visits leading up to the event, with an additional 19,000 visits after the event to view posted video (CTL 2010). Feedback on the event has been extremely positive, based on post-event surveys (over 500 respondents):

- 93.4% rate the Celebration overall as "excellent" (60%) or "good" (33%)
- 96.5% say they are "extremely likely" (56.8%) or "somewhat likely" (39.7%) to incorporate what they learned at the Celebration into their classroom, school or professional practice.
- 97.3% value the Celebration's approach of bringing together attendees from a range of disciplines, grade levels, and areas of responsibility. (73.6% "extremely valuable", 23.7% "somewhat valuable")
- 98.9% value the Celebration's approach of offering a variety of learning experiences, including plenary sessions, featured speakers, panels and workshops, exhibits, and networking opportunities. (82.3% "extremely valuable", 16.6% "somewhat valuable")

### **c) How can your success be applied to other licensees? Lessons learned?**

This is an extremely ambitious project, at times daunting in scale, but because of the solid commitment by the senior management of our station and our board, as well as incredible teamwork, we've been able to not only pull it off, but somehow top ourselves each successive year. One of the key lessons learned in terms of outreach is the incidental, unexpected ongoing benefits resulting from the partnerships we've

developed around this project. Our new colleagues and friends at these major local, statewide and national professional organizations truly are helping with not just this project, but others as well—something to consider when a station must decide whether to invest the sometimes intense effort to initiate and maintain these relationships. In addition, the project benefits other major initiatives and productions at the station, as it is now an asset that can be leveraged in proposals related to those projects—some of our major productions now include a presence at the Celebration as part of their outreach efforts, which is seen as a major added benefit to sponsors and can be—and has successfully been—rolled into funding requests. Perhaps the application for other stations is to keep in mind these additional, ongoing benefits that may result from developing relationships around a specific project, making up for the investment of time and focus required to initiate them.

**Contact for additional information:** Jon Rubin [rubinj@thirteen.org](mailto:rubinj@thirteen.org)

## **WHRO Hampton Roads Virtual Learning Center (HRVLC) and Virtual Learning Planning Committee (VLPC)**

The HRVLC and the VLPC is an innovative use of digital technology to provide educational services and is also a novel and remarkably fruitful partnership that is laying the foundation for a variety of new, revenue generating, educational, digital services that are enhancing WHRO's local presence and value while meeting the needs of underserved communities.

Since 2000, WHRO has been operating a centralized eLearning Management System (eLMS) on behalf of our 18 owner school divisions<sup>1</sup>. WHRO maintains 18 individual, locally branded virtual schools (one for each 18 owner divisions) that are co-located on a single set of servers residing at WHRO. WHRO staff also act as the primary technical liaison between the 18 divisions and the eLMS vendor.

In addition, since 2007, WHRO has been developing, on an ad-hoc basis, core-curriculum online student courses that are modular, instructor led, textbook-independent, media-rich and cover all of the Virginia Standards of Learning for the particular subject. Completed courses are delivered to each of the 18 divisions and can be further localized if desired. The cost savings is substantial. It is much more efficient to create Algebra I once and let the divisions add additional local content if desired than to develop Algebra I 18 different times.

In 2008, at the direction of our owner public school Superintendents, WHRO organized a "Virtual Learning Planning" committee consisting of representatives from the 18 owner school divisions to formalize our course development activities and to develop near, mid and long term plans for virtual learning in the region. The committee was chaired by two Superintendents (Virginia Beach and Mathews). Two sub-committees were formed. One focused on student courses and one focused on teacher training. Several sub-committee meetings were conducted over a four month period. Final recommendations, budgets and timelines were submitted to the Superintendent Advisory Committee (SAC). Formal course development policies and procedures were unanimously approved and put into action beginning July 1, 2009.

To-date (including the "ad-hoc" development years), WHRO has developed and delivered Algebra I; English 9, 10, 11, and 12; Earth Science; Government; Biology; U.S. History; Algebra II/Trigonometry; Geometry; Survival Economics; Health 8 (12 weeks); and Health/PE I (36 weeks) and II (36 weeks).

In addition, at the direction of and in collaboration with our 18 owner school divisions, WHRO submitted and was subsequently awarded a \$2.5 million American Recovery and Reinvestment Act of 2009 Enhancing Education Through Technology proposal, the bulk of which is being used to fund the development of the following courses scheduled for delivery by September 30, 2011: Astronomy, Chemistry, World Geography, World History I and II, Oceanography, Physics, Health/PE 9 and 10, Economics and Personal Finance, and Math Analysis.

The proposal also includes significant funding for WHRO and a number of other partners including the Old Dominion University Virginia Modeling, Analysis and Simulation Center; the Norfolk State University Center for Gaming and Simulation; and Radford University to develop a variety of "rich-media" elements including mobile device applications, interactive Flash elements, podcasts, and audio/video segments for use in the courses that will be used in the courses and can also be accessed as stand-alone items through our local digital media distribution system, VideoClassroom and through the PBS Digital Learning Library.

In March 2010, we delivered a full-blown business plan to begin offering online courses statewide starting with a regional summer session pilot in 2010. We successfully conducted one section each of Algebra I and English 9 this summer and are currently working with our owner schools to determine our next steps.

Regardless of which path is chosen, WHRO is positioned in the middle of this quickly emerging regional and state priority and we have several options for sustaining and growing this core education business.

**Contact for additional information:** Brian Callahan [Brian.Callahan@whro.org](mailto:Brian.Callahan@whro.org)

<sup>1</sup> Accomack County, Chesapeake City, Franklin City, Gloucester County, Hampton City, Isle of Wight County, Mathews County, Newport News City, Norfolk City, Northampton County, Poquoson City, Portsmouth City, Southampton County, Suffolk City, Sussex County, Virginia Beach City, Williamsburg-James City County, and York County.

## WGBH Invitation to World Literature

### What is the innovation?

In September 2010, WGBH launched *Invitation to World Literature* a 13-part series and robust website <http://www.learner.org/courses/worldlit/> that brings to life literary works across time and place. Available online and on PBS stations nationwide, the series' speakers -- from academic, artistic, and journalistic worlds -- reflect on what the works mean to them, read aloud and invite viewers into the literature. Speakers include Alan Cumming, Philip Glass, Kristin Chenoweth, Suheir Hammad and others. There's also a robust web site, providing context, guides for reading and teaching the work, images, text excerpts, and maps. *Invitation to World Literature's* origin is the Annenberg telecourse -- of which WGBH produced many including *Destinos*, *French in Action* and *Western Tradition* -- now re-invented for today's audience and marketplace. These re-inventions are what makes this series particularly innovative and change the nature of documentary conventions. *Invitation to World Literature* is a production of WGBH Educational Foundation with Seftel Productions for Annenberg Media.

*Unique Vision:* We make a three-way connection between the viewer, the speakers and the works themselves. We do not tell the viewer about the work in as much as invite the viewer to experience it. Our speakers have had profound connections with the literature, e.g. a woman says *The Tale of Genji* was so important she couldn't consider dating anyone who hadn't read the book. This is not a typical way to teach literature.

*The Content:* *Invitation to World Literature* moves beyond the canon of western literature, so common in humanities syllabi, to introduce readers to a mixture of old and new, novel, drama, and epic poem, English-language and translation, from Africa (*Things Fall Apart*), to Latin America (*One Hundred Years of Solitude*), to the Arab World (*The Thousand and One Nights*), to India (*The Bhagavad Gita*) and more. As we grow more global and more diverse, this series illuminates what we share and what makes us different and recognizes that great literature spans the world beyond Western Europe.

*Website/Video integration:* Our website is more than a repository. It is a place to hear the voices of these interesting speakers and get.

*The format:* Shot against a black background, quickly cutting between speakers/readers, the lead academic/guide and illustrative footage the viewer gets a synopsis, witnesses readings, and learns from speakers why this work speaks to them. A sense of intimacy is conveyed through tight close-ups, alongside full body shots, especially when the when speaker is reading text. Mixing highbrow with lowbrow, e.g., graphic novels with theatrics, the work becomes completely accessible. This approach turns the "talking head" approach upside down, encouraging the viewer to learn from popular culture -- in addition to experts -- to see how the stories relate to modern conventions.

*The speakers:* Orhan Pamuk, a Nobel Literature Prize Winner, Dan Okrent, former NY Times Ombudsman, David Damrosch, Chair of Comparative Literature at Harvard, Roy Thomas, comic book writer, Mary Zimmerman theater director, Mo Rocca, comedian, Alan Cumming, actor, Phillip Glass, composer -- to name a few. There is somebody everybody can relate to. There were more than 100 voices in the series, so the viewer is likely to connect with one of them. Professor Damrosch is beyond the sage on the stage...he is the guide. He describes what the book means to him. The same is true for other speakers

*Promotion:* The overview is on YouTube <http://www.youtube.com/watch?v=WIS6eWzXn88> An image from the series will be on WGBH's digital wall. Events are in the works at WNET's Celebration of Teaching and Learning and the Asia Society. We are pitching organizations to use the lectures as springboards for workshops and panel discussions at conferences.

**What was the impact? Outcomes?**

*Impact:* It is still too early to measure impact but it will be shown on over 60 stations.

**How can your success be applied to other licensees?**

Many of the features described above can be replicated by stations who are developing documentaries or educational media from the production style to the approach to outreach.

This comment from WGBH's website conveys the power of the series:

**Elissa** commented on **Invitation to World Literature** on 12/07/10

*I love watching this series. Cant explain why I am so moved by it. Perhaps it is the feeling with which the various commentators express their ideas, the many different directions and disciplines from the stories are approached the comments are personal, individual.*

**Contact for additional information:** Denise Blumenthal [denise\\_blumenthal@wgbh.org](mailto:denise_blumenthal@wgbh.org)

## **Alabama PTV APT Online Slide Show**

### **a) What is the innovation?**

Our story unfolds for all to see  
With the click of a mouse on APT.

Public Television is unique. Tell your story!  
APT created an online slide show for **APTPLUS**, APT's educational website, to promote and market a wealth of educational, online content and related community events. Flyers and other printable documents are available for distribution to all educators, parents and students by clicking on a slide. By locating the slide show on the **APTPLUS** homepage, it creates a cost-effective and efficient marketing and distribution tool that reaches every person who logs on to the **APTPLUS** web site. Click here to demonstrate the slide show <http://www.aptv.org/aptplus/>

### **b) What was the impact? Outcomes? Any why was this important?**

A slide show was created to inform and advise  
For inquisitive users to grow knowledgeable and wise.

In less than one year, the **APTPLUS** slide show has had approximately 20,000 page views! Usage of **APTPLUS** content by teachers in the classroom has improved as a result of direct and user-friendly access to the information. Parent registration in **APTPLUS** continues to grow based on information we receive from registration requests linking the slide show and related e-mails to interest in our service. In summary, the **APTPLUS** slide show enables us to focus on our quality educational resources in ways that promote access to and utilization of those resources. It enhances the APT brand and strengthens our community partnerships, including the University of Alabama Birmingham, the McWane Science Center, the Alabama League of Women Voters, Colonial Williamsburg, State Department of Archives and History, Alabama State Council on the Arts, and many more.

### **c) How can your success be applied to other licensees? Lessons learned?**

And so dear friends our story is told  
Our message to you: Be Brave, Be Bold!

Other licensees can create a similar slide show on their website to promote their unique content and resources. In these economically-challenging times, we learned that 21<sup>st</sup> century technology can be cost-effective and impactful without breaking the budget.

**Contact for additional information:** Cindy Kirk [ckirk@aptv.org](mailto:ckirk@aptv.org)

## **WPSU/Penn State Public Broadcasting Alphabet Adventures**

**Innovation.** Inspired by CPB's Ready To Learn (challenge to stations to cultivate relationships with Influencers, the staff in WPSU's Educational Services actively recruited businesses to collaborate on early childhood literacy programs. Instead of depending on Development, we teamed with a well-known literacy partner in the community, the United Way Success by 6 (SB6) program, to develop new business relationships. Together, we created a winning situation for local businesses to partner with us to encourage reading in young children from our community.

We launched *Alphabet Adventures* by distributing booklets at a community-wide event. The program was designed so that children and their parents would visit two business locations each month for five months. When they arrived at the location, the children would receive a literacy activity, a sticker for their booklet, and a small prize. To encourage the children to visit all of the places, we used relevant activities and prizes for each stop. The prize for completing the Alphabet Adventure was a "VIP" status at the Super Spring Spectacular, hosted by Miss Rosa of the PBS Kids morning block. VIPs received special VIP buttons and certificates for being "Super Readers."

We advertised the locations for *Alphabet Adventures* every week in the local newspapers and on radio spots aired daily on three local stations. Every print ad, radio spot, and displays at the business sites featured WPSU and SB6.

**Impact and Outcomes.** By tracking the number of prizes distributed, we were able to keep accurate counts of the number of children participating at each location. The high rate of participation demonstrates the impact of the ads and the program materials. We also measured our success by the large turnout at our Super Spring Spectacular featuring Miss Rosa. All children who showed their completed book got VIP treatment at the event. We had almost 75 VIPs among the children.

The Development staff has been able to contact the same businesses as new contacts. Underwriting proposals are pending in several of the business locations that participated in Alphabet Adventures.

**Lessons Learned.** Although it took some time for the initial buy-in, our collaborating organizations really got behind it, donating space for our banners, prizes, stickers, and literacy sheets as well as some of the prizes. Owners, managers, and sales staff embraced the opportunity to help improve their community's literacy.

Although we were delighted by the success of *Alphabet Adventures*, the next time we do this sort of program we will shorten its length to about a month to sustain interest. We can accommodate a shorter timeline by featuring several businesses in close proximity each week.

**Replicating the Success.** Inexpensive to create, the booklet was a great vehicle to share literacy tips and suggest websites while promoting WPSU, and through the ads, draw attention to our community business partners.

We were able to create our own PBS Kids stickers with a downloadable from PBS Connect, a color printer, and Avery circular labels. Using the commercially-available labels allowed us to provide entire sheets of stickers to the various places of business, making it easier for them to manage the activity. The literacy activities were downloaded from the PBS web site that is accessible to all parents and caregivers.

**Contact for additional information:** Babs Bengtson [babs@psu.edu](mailto:babs@psu.edu)

## KET Everyday Science for Preschoolers

### **a) What is the innovation?**

How can the youngest learners benefit from 21<sup>st</sup> century technology? That was the challenge when KET received funding from Kentucky Power to create a multimedia science curriculum and professional development package targeted to Early Childhood classrooms and educators. The result provides STEM content in a format that is developmentally appropriate for preschoolers. Everyday Science for Preschoolers includes 118 lesson plans tied to Kentucky Early Childhood Standards that encompass videos and interactives. The lesson plans, created by an advisory council of early childhood professionals, are based on the Learning Triangle, a multi-sensory approach that combines video segments, quality children's books, and hands-on activities. The professional development component helps educators create a learning environment that integrates science throughout the curriculum, with the goal of developing skills in literacy, math, and social studies as well as helping young children develop socially and emotionally.

### **b) What was the impact? Outcomes? And why was this important?**

The curriculum has attracted widespread participation and positive reaction among early childhood educators in Kentucky. Ten training sessions were provided to meet licensing requirements for early childhood professionals throughout Eastern Kentucky. The 241 early childhood professionals who were trained will work with more than 5,000 children and their families. As more children enter the system in the next five years, this number will grow to more than 25,000. A post-training survey indicated that 76% of the participants felt more confident in their ability to create a classroom environment that supports science (as opposed to 37% in the pre-training survey); 81% said they have more resources to include science activities in planning; and 72% felt more confident in their ability to provide strategies for parent to extend learning at home. (Given the high rate of poverty in Eastern Kentucky, early childhood professionals struggle with parent engagement and list this as a priority.) When asked what they would do differently as a result of the training and curriculum materials, participants responded "incorporate more hands-on experiments," be "more open minded about how other subjects tie into science," and offer "more journals, science activities, [and] more conversations."

The project's positive impact in Eastern Kentucky led to KET receiving a second grant from PNC Bank to fund 22 additional professional development sessions throughout Central and Western Kentucky. These trainings will provide resources to more than 800 early childhood professionals working with approximately 16,000 young children and their families. In light of the evidence that this model will enrich the learning experiences of young children, KET Early Childhood plans to create a curriculum to provide early childhood math resources.

### **c) How can your success be applied to other licensees? Lessons learned?**

The project is an example of a licensee's ability to build effective partnerships and efficiently use existing PTV strengths and resources to meet expanded education needs. PTV already has a strong history of success in early childhood education, and the Learning Triangle comes out of public television. This project expands the existing focus on STEM to early childhood, while exploring the potential of media for younger learners. KET's creative collaboration with the early childhood community (both in schools and daycare settings) created a strong working partnership with early childhood educators and administrators while raising visibility and appeal to potential funders in the business community. The resources are cost- and time-efficient since they can potentially be adapted for other audiences (e.g., K-2, ESL, students with special needs).

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