

Virtual **wfsu**
PUBLIC MEDIA

RTLCON

2020



Powered by a
Ready To Learn Grant

Good Morning!

Introductions and Welcome

WFSU Team, PBS KIDS/RTL Team, & CPB Team

Ready To Learn CC-ELM Communications/Awareness Building and Strategy

presented by Kim Elek and Lynn McReynolds, RTL Consultants

Lunch Break on your own

Communication Resources and Telling Our Stories: Best Practices

Highlight WFSU Stories of Success

WFSU Sizzle Reel

Highlights of other RTL CC-ELM stations

Adjourn until Tuesday morning







Pam Johnson

Executive Director / Ready To Learn



Devon Steven

**Director, Ready To Learn Community
Engagement**



Lavanya Mohan

**Director, Family and Community
Learning**

Laila Hirschfeld

**Director of Educator & Community
Engagement**

**PBS Children's
Media & Education
Ready To Learn
Team**

Megan Kuensting

**Manager, Educator & Community
Engagement**

David Lowenstein

**Senior Director, Ready To Learn
PBS KIDS Digital**

Welcome Florida Stations and Florida Public Media!



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What is Ready To Learn?

- ✓ Create and pilot free, evidence-based educational resources that help teachers, caregivers, and parents build early science and literacy skills for America's children.
- ✓ We especially serve those from low-income communities.
- ✓ This U.S. Department of Education-funded initiative introduces children to key STEM and literacy concepts early, targeting students ages 2-8.
- ✓ Resources include media-rich, multi-platform media in the form of videos, games and apps and hands-on activities.



What is a CC-ELM?

Community Collaboratives for Early Learning and Media is an innovative model of community engagement designed to extend the reach and impact of the RTL content in low-income communities.

Each CC-ELM consist of networks of partners in these communities that work together to give children ages two to eight a stronger foundation in early science and literacy learning.

We have many wonderful partnerships: Leon County Schools, the Early Learning Coalition of the Big Bend, The Community Classroom Consortium, The FCRR Village, POPIN, Whole Child Leon and The Florida Diagnostic & Learning Resources System (**FDLRS**)



Hi friends!

As things come to mind during the next few days of our convention, share your thoughts, comments, observations, questions with us all here -

We'll organise them and address them during the week, or use them to populate our RTL Edcamp in July!

Click the link in chat to our Pinup board!

We'll be referring to your post-its throughout the week, and use them to populate our RTL Edcamp boards in July!



CPB-PBS Ready To Learn Initiative at WFSU & Florida Public Media *RTLcon 2020*

June 22-24, 2020



CPB-PBS RTL Initiative Goals

Enhance children's science and literacy learning through high quality educational media

Surround children with opportunities for anytime, anywhere learning

Help the adults in children's lives support everyday learning opportunities

Increase the capacity of communities to support the early learning needs of all children, especially those from low-income backgrounds

Explore new technologies and cutting-edge analytics to support early learning



Ready To Learn 2015-2020

➤ Content

- Science and literacy content with new and existing PBS KIDS properties
- Adaptive & personalized learning

➤ Community

- Local public media stations forming partnerships to support children, families, and educators in high-need communities

➤ Collaboration & Research

- Guides content and community-based work & studies impact of content on learning



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The Cat in the Hat Knows a Lot About That!
Random House



Elinor Wonders Why
SHOE Ink



Ready Jet Go!
Wind Dancer Films



The Ruff Ruffman Show
WGBH



Molly of Denali
WGBH

AGE

3-5

3-5

4-8

4-8

4-8

CURRICULUM

Scientific Inquiry

Scientific Inquiry

Scientific Inquiry

Scientific inquiry

Literacy

Physical Science and Engineering & Technology

Life Science, Earth Science and Engineering & Technology (Natural Design)

Earth & Space Science and Engineering & Technology

Physical Science and Engineering & Technology

Reading, Writing & Comprehending Informational Text

CONTENT FEATURES

New episodes, Playful Learning Experience (PLE), and additional transmedia content

New broadcast series: episodes, Playful Learning Experience (PLE) & additional cross-platform content

New episodes, Playful Learning Experience (PLE), & additional cross-platform content

New short-form series: streaming videos, Playful Learning Experience (PLE) and additional cross-platform content

New broadcast series: episodes, Playful Learning Experience (PLE), & additional cross-platform content



The Ready To Learn Initiative



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Personalized & Adaptive Learning

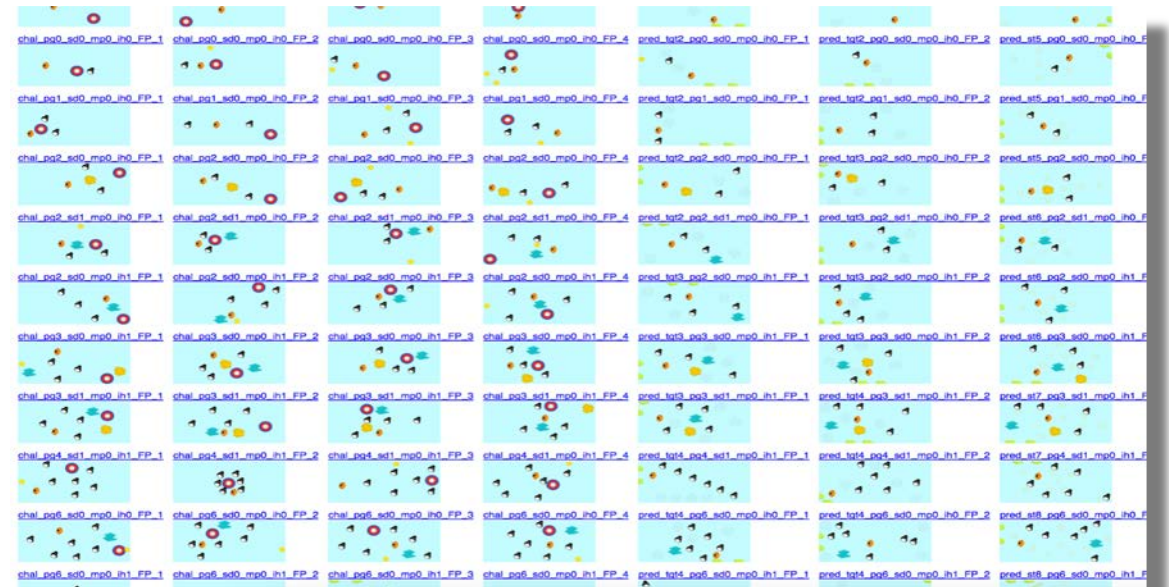
Learner-led choices (Personalized - UDL)

Multiple ways to understand

Multiple ways to interact and do

Multiple ways to show what you know

System-led responses (Adaptive - Bayesian IRT)



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Engagement Resources

Family-Centered Content

- PBS KIDS Family & Community Learning
- Hands-On Learning Activities
- Parent-Child Videos



Child-Centered Content

- Camps



Professional Development for Educators

- Teaching Tips
- PBS KIDS Professional Learning Journeys
- Educator & Community Learning
- Hybrid Course
- RTL Edcamps

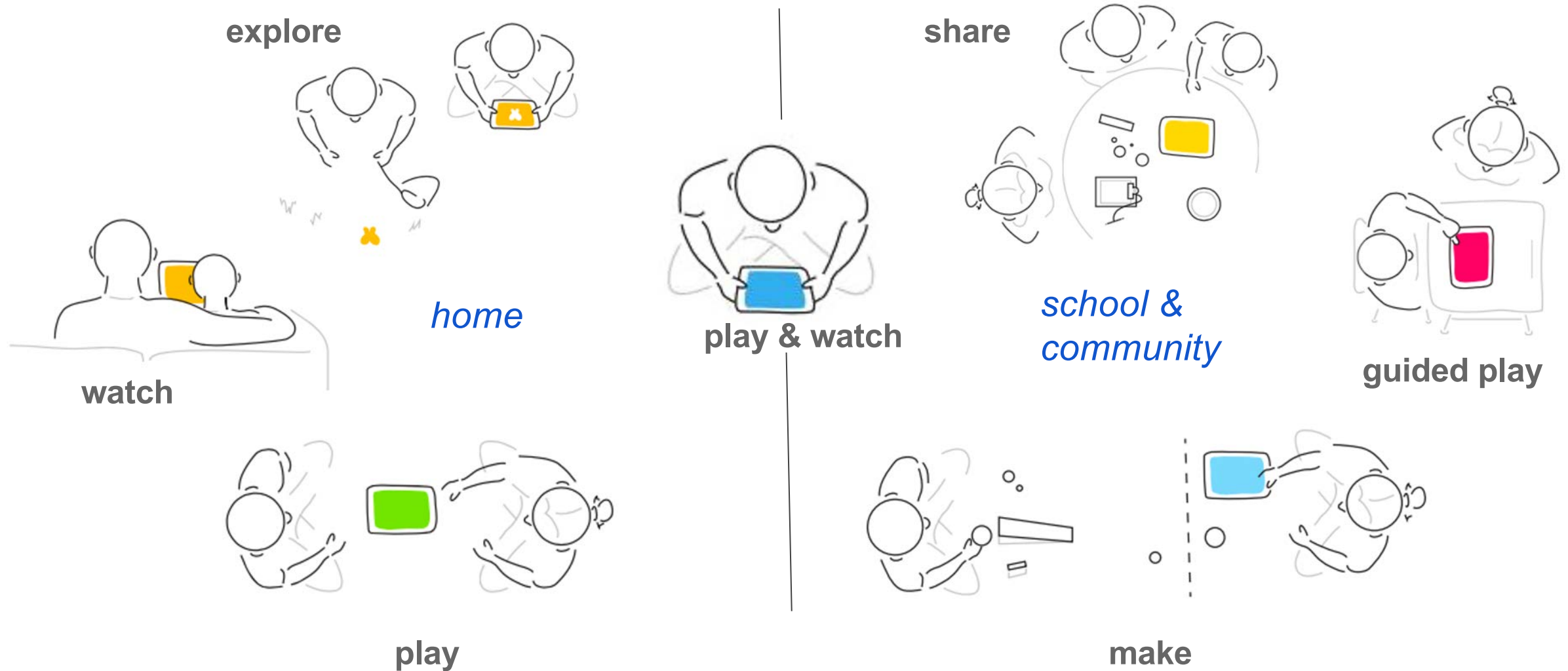


PBS TeacherLine®





Personalized & Adaptive Experiences



Community Collaboratives for Early Learning & Media

- Targeted focus (neighborhood, ZIP code, school pattern)
- Consistently engaged partners
- Needs assessment-based roles and programs
- Shared design and decision-making
- Regular opportunities for engagement



BRIGHT
by text



Explore More At ...

pbslearningmedia.org/readytolearn



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It all starts
with a plan...

WFSU RTL Logic Model 2015 - 2020

Community & Collaboration

Goals

Support at risk students PreK-3 learning goals in science and literacy

Expand teacher's technology tool box; provide content, training, and support

Increase reach and implementation of public media resources

Communicate to the community WFSU's continued role in education

Sustain and grow station education work

Target Populations

Low socio-economic students, families and caregivers in Leon, Gadsden, Jefferson & Taylor Counties.

Teachers at Title I schools and pre-kindergarten centers

Afterschool programs and the leadership that support target sites

Inputs

WFSU Staff: Education Manager, Project Coordinator Education Assistant, P/T Curriculum Specialist, additional OPS staff, interns and all depts. involved

CPB Funding
Title 1 Funding
Early Learning Coalition of the Big Bend Funding
Station Development Sponsorships
Community Grants

Major Partners

Leon County Schools
Title 1
21st CCLC
Early Learning Coalition of the Big Bend (ELCBB)
Florida Diagnostic & Learning Resources System (FDLRS)
Community Classroom Consortium (CCC)
Parents of the Panhandle Information Network
Whole Child Leon

Strategic Activities

Engage students in **afterschool and summer programs** at identified Title 1 schools in science and literacy learning activities (PBS Kids ScratchJr., Odd Squad Science, and Informational Text Literacy)

Engage families at identified Title 1 schools with our **PBS Kids Family Creative Learning workshops** (Sealey and Apalachee Elementary, others TBD)

Deliver **Early Learning Childcare Educator workshops**, enhanced with PBS Kids Science and Literacy Curriculum.

Pre-K Bytes and Books programs, enhanced with PBS Kids Science and Literacy Curriculum

Create, distribute, and implement **Passport to Adventure (CCC)** and **WFSU Summer Challenge**

Outputs

16 education and outreach events that showcase WFSU's RTL CC-ELM work in our community reaching 8000 families

2500 students in Title 1 schools participate in 130 science and literacy learning activities

150 families from Title 1 schools participate in 15 PBS Kids FCL workshops (Leon, Bay, Taylor, and Jefferson counties)

750 Early Learning Childcare Educators participate in 50 workshops

560 children and 100 families participate in 120 Pre-K Bytes and Books programs

7000+ families participate in Passport to Adventure, 1000 families participate in WFSU Summer Challenge

750 educators participate in 30 Professional Development Workshops focuses on RTL CC-ELM properties

Outcomes

Short Term

- Pre-K and K-3 partnerships aligned with goals
- Increased use of PBS Kids RTL program viewing and engagement with new tech tools
- Expanded media connections: editorials, articles, blogs and influence on non-public media
- Increased intra-station and/or community based networking, sharing ideas and resources
- Demonstrated best practices to empower caregivers to make learning time a family priority

Mid Term

- New PBS Kids Science and Literacy Properties absorbed into current programs and learning events
- Introduction of new programs or engagement as new tech tools are explored and shared
- Create and build upon our innovative community partnerships and provide leadership in academic support, family engagement, and tools to engage curiosity
- Sustained and increased public engagement through partnerships and strategic use of our social media and that of partnerships

Long Term

- Sustained and increased influence and engagement of public media and community partnerships in educational advancement locally and/or nationally
- More effective partnerships are formed to streamline services and shared resources
- Educators, students and their families consistently use PBS Kids services and resources
- Improved student and family attitudes and engagement in learning, schooling, and civic life

McREYNOLDS • ELEK COMMUNICATIONS




“...have worked extensively with public relations agencies and have brought to the firm the qualities they most valued in the best of the outside counsel they employed: responsiveness, attention to detail and a willingness to take initiative and ownership.”

Morning Session: Ready To Learn CC-ELM Communications/Awareness Building and Strategy



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**Ready To Learn
Station Communications Planning Meeting:
Creating a Communications Plan
9:00 am – 3:00 pm**

A. INTRODUCTION/OBJECTIVE OF MEETING 9:00 - 9:15 am

The Current Ready To Learn Grant

a. Overview


- CPB and PBS have been long-time partners with the U.S. Department of Education's Office of Innovation on the Ready To Learn initiative, designed to improve early education outcomes for America's children through the power of public media.
- New in 2015-2020 cycle: Grants to stations for Community Collaborators for Early Learning Media (CC-ELM), formal partnerships forged by stations with local organizations experienced in working with kids and their families, especially in low-income communities.

a. Resources

- Under the RTL model, PBS will continue to develop media-rich, multi-platform content in the form of videos, games, apps and hands-on activities under the grant.
- Content is being produced in more varied, personal and adaptive formats, much of it designed to be used by CC-ELM. This includes:
 - Family Creative Learning Workshops;
 - Out-of-school time camps;
 - Family Resources, including hands-on games, apps, and videos;
 - The Ruff Ruffman Show, an all-new animated digital, science-focused short-form series;
 - Other interactive – and intergenerational - experiences stations are implementing in cooperation with their collaborative partners.

b. Focus

- Content focuses specifically on teaching science and literacy-informational text skills to children aged 2-8
- Additional resources to support families, caregivers, and educators to strengthen school-to-home connections



**FOLLOW-UP LEADERSHIP COMMUNICATIONS
MEETING GUIDE**

This meeting is designed to bring back together the stakeholders/station leaders who met last fall so you can:

- 1) assess how effective the station has been so far in implementing the RTL/CC-ELM/education communications plan and
- 2) determine whether revisions/tweaks in the plan need to be made.

The purpose behind the first meeting was to engage senior management and departments across the station to discuss the potential that positioning your station as an education leader has for all departments, not just those who work in education, and to lay the groundwork for a comprehensive communications plan for RTL/CC-ELM that supports all stakeholders.

Prior to this meeting, be sure to review your communications plan and timeline to assess where you are in terms of implementation.

Below are some questions intended to help guide you in your follow up discussion with the leadership team. These are suggested questions. You can feel free to come up with your own, if you prefer.

Internal Communications

What are we doing differently than before we started this process?

Has there been increased awareness of our work involving education through the Ready To Learn Initiative and our CC-ELM partners internally?

- If so, discuss some examples.
- If not, discuss why you think internal awareness has not increased.

Are there tweaks/changes we can make [to our communications plan] that would help us communicate internally more effectively about the work we are doing?

Are we working effectively across departments to identify and capture the best stories that come out of our RTL/CC-ELM work? If so, how? If not, how can we?



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Afternoon Session Communication Resources & Telling Our Stories



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A Story That Works

There's a lot of buzz around the words "narrative" and "story" in the messaging landscape these days, and, more likely than not, you're already working with stories at your station. This guide is here to give you a quick reference to make certain your station story is as evocative, repeatable by others as possible, and does an effective job in sharing your station mission and message.

First, identify your "go-to" stories, the ones that showcase the unique position of your station as a learning resource. Do you have a memory of a parent, site leader, child, family, or teacher that demonstrates the power of your station as a leader in education within the community?

Second, look at your list of stories. Who are your **protagonists**? Jot them down. If a story does not have a protagonist, toss it. Work with the story that has the most compelling hero.

WHO IS A PROTAGONIST?

Reminder: It cannot be an organization, because an organization cannot *feel*.

The protagonist is the *person* who must make a decision when the events of plot happen.

Reference: Aurora is not the protagonist of the film *Sleeping Beauty*, it is the three fairies who help her. The decision makers and realize something about their inherent powers along the journey. While you cannot be the protagonist, you are an integral part on the way to completing the journey. Show how you are essential to the protagonist's success.

Third, structure your story. Identify the beginning, middle, and end. Remember that the middle is where the **conflict** arises. To have conflict, we have...you guessed it...an **ANTAGONIST**. Often, the antagonist is not a person, but a situation. What are the dragons to quickly point our fingers to and name as the bad guy. Thus we have to look back to the protagonist. What are they trying to achieve? What or who is standing in their way? Is it general poverty? A sub-par transportation system? Budgetary constraints? An inner feeling or idea?

Fourth, bring it to life! Storytelling does not work unless your audience can picture the story in their mind. And for that, they need details that are essential to the plot (don't go adjective-crazy) that allow them to feel and care about your message.

"Make us feel, and believe me, we'll know who's right and who's probably not. Tell us what to do, and we'll follow you to the other hand, and what we'll feel is bullied."

Lisa Cron Wired For Story.

In order to care, the audience's brain needs to be activated by the journey. Include an element of **surprise**, tease out the suspense, make the reader or viewer stay until the very end to find out what happened. Then ask yourself, where is the **urgency**? If the protagonist can meander about, it's hard to compel others to join your cause. Why must the protagonist be doing these things now? And why is it important for the audience to be hearing these things now?

Lastly, challenge yourself. Think about statistics that need to be highlighted and work backward to find a protagonist that showcases that issue. Focus in on an audience you want to engage and tell a story about someone you know that will either call them to action or make the audience see themselves in a whole new light. Utilize the Hero's Journey structure to tease out evocative new details and turn a "story" into a "message."

Telling the Station Story: Illuminating the Why, Uncovering the How

Use this worksheet to build a narrative about your station's work in your community in support of helping young children reach their highest potential.

The Landscape

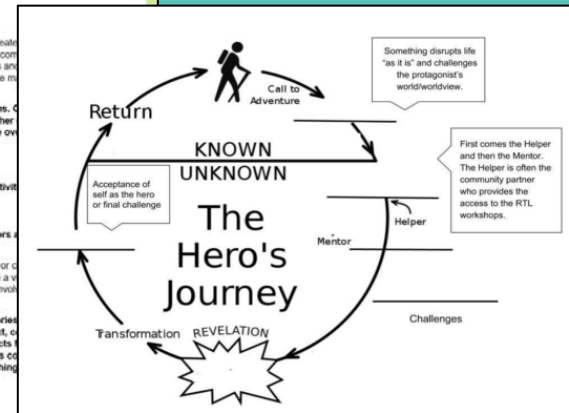
As you think about the work you are embarking on, think about the greater community that are barriers to helping young children learn. What do your potential collaborators, such as parents, teachers, community leaders and others, most care about? Try to list at least three issues or community challenges – these may be related to each other.

Community challenges have long been discussed in many forums. C. Wright Mills, in partnership with WFSU and many, many other community members, came up with this list, it is comprehensive and encompasses the lives of all stakeholders.

1. Receive quality healthcare
2. Live in an economically stable family
3. Participate in quality early education and development activities
4. Live in a safe and nurturing environment
5. Develop positive social and emotional behavior
6. Have a sense of hope, wonder and connectedness to others that comes from a strong spiritual foundation

How has your station been involved in addressing educational needs of a community in the past? Think back 5-10 years. Your station has been a part of the community for a long time. Now, try to summarize all of that work or involvement in a couple of sentences (your "elevator speech").

WFSU's best role in the community is finding and sharing the stories of our area. Our role as educational innovator and convener comes next, of dedicated partners to create and implement programs and projects for families, teachers and learning communities. Using our PBS Kids of Learning Media to continuously support and influence best teaching practices.



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Break for Lunch!



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WFSU PUBLIC MEDIA RTLcon SUMMER 2020



Kim Elek



Lynn McReynolds



STRATEGIC COMMUNICATIONS



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**HOW CAN STRATEGIC COMMUNICATIONS
HELP ADVANCE & SUSTAIN MY EARLY
CHILDHOOD EDUCATION WORK?**

COMMUNICATIONS/AWARENESS BUILDING

Part 1: (Kim Elek)

Strategic objectives are the foundation for communications. How do they relate to, support and help sustain your education work?



Part 2: (Lynn McReynolds)

Resources to help you communicate about and tell your education story.



NOBODY THINKS
ITS IMPORTANT
TO BE *UNCLEAR*
ABOUT
OBJECTIVES



JAYSON & THE JUDGE

ALL THE RIGHT QUESTIONS...

- MEN VS. WOMEN?
- ETHNIC MIX?
- BALANCE OF OLD VS. YOUNG?
- WHAT KIND OF INFO WERE THEY ALLOWED TO HAVE?
- DIFFERENCE IN INSTRUCTIONS?
- HOW LATE AT NIGHT DID THEY DELIBERATE?
- WHAT DID THEY EAT?



NONE OF THESE
THINGS SEEMED
TO MATTER

*THEN WHAT
DID
MATTER?*







RECOMMENDATION:
OVAL TABLE



**NO MORE
OVAL
TABLES!!!**

The judge immediately declared that all oval tables would be removed from jury rooms and be replaced with rectangular-shaped tables.

THIS WAS NOT THE
ANTICIPATED
RESULT

*THEY KNEW THE “WHAT;” THEY DIDN’T
KNOW THE WHY.*

*HARD TRUTH: WE’RE QUICK TO REPORT
ON EXCITING NEWS OR WHAT MATTERS TO
US WITHOUT THINKING IT THROUGH.*

JAYSON'S LESSON

Understand/clarify objectives first



Had the students understood the true objective of the greater story they would have gone about their work much differently.

A GOOD OBJECTIVE IS
AN **ULTIMATE**
OBJECTIVE; NOT A
SOLUTION

WHAT IS YOUR “SO THAT...”?

JUDGE HAD ASKED FOR
RESEARCH ON HOW TO
IMPROVE THE DELIBERATION
PROCESS.

WHAT QUESTIONS COULD THEY
HAVE ASKED?



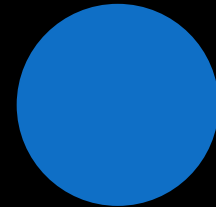
WHAT QUESTIONS COULD THEY
HAVE ASKED?

- **WHY IS IT IMPORTANT TO...**(MAKE THE JURY DELIBERATION PROCESS FASTER?)
- **WHAT WILL THAT HELP YOU ACCOMPLISH?**



LET'S DIG IN: OBJECTIVES

YOURS AND *THEIRS*



YOUR OBJECTIVES

1. Station

2. Education

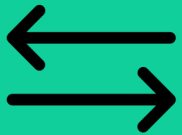
3. Communications



Take a look at your mission statement and/or strategic plan



How does education fit it?



Is the education department reflected in your mission, vision and core values? Is the station's mission reflected in your goals?

1. STATION OBJECTIVES

2. EDUCATION: KEEP IN MIND YOUR CORE OBJECTIVES

Support

- Support your station's overall objectives

Improve

- Improve science & literacy learning outcomes for young children, especially those from low-income families, in order to prepare them for success in school and life.

Be sure to:

- REVIEW, REFRESH, REFLECT

3. COMMUNICATIONS OBJECTIVES:

***ESTABLISH YOUR
ORGANIZATION AS
A LOCAL LEADER
IN EDUCATION***

HELP YOU ADVANCE YOUR EDUCATION FOCUSED OBJECTIVES.

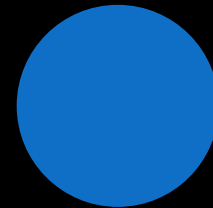
- ***BUILD RELATIONSHIPS WITH & POSITIVELY INFLUENCE THE EDUCATION COMMUNITY***
- ***INCREASE AWARENESS OF & EFFECTIVELY COMMUNICATE ABOUT YOUR INITIATIVE TO:***
 - PARTNERS
 - OPINION LEADERS
 - THE BUSINESS COMMUNITY
 - POTENTIAL DONOR
 - POLICYMAKERS
 - EDUCATION TRADES & THE MEDIA
 - OTHER COMMUNITY LEADERS



KEY TAKEAWAYS:
KNOW YOUR AUDIENCE

LET'S DIG IN: OBJECTIVES

YOURS AND ***THEIRS***



**ASK: How does a partner's
objective apply to you?**

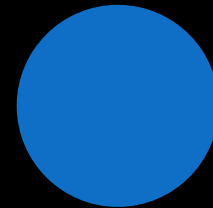
GENUINE INTEREST IN
COMMUNITY PARTNER
CHALLENGES; WHAT
ARE THEY TRYING TO
ACCOMPLISH?

CHALLENGE =
UNFULFILLED
OPPORTUNITY

WHY DOES THIS MATTER?

THE EDUCATION WORK YOU DO, IN SOME WAY
TOUCHES EVERYONE IN YOUR COMMUNITY.
YOUR JOB IS TO HELP THEM UNDERSTAND WHY
IT MATTERS ***IN A WAY THAT IS IMPORTANT TO
THEM.***

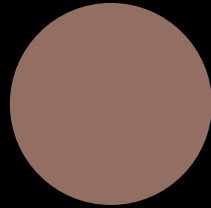
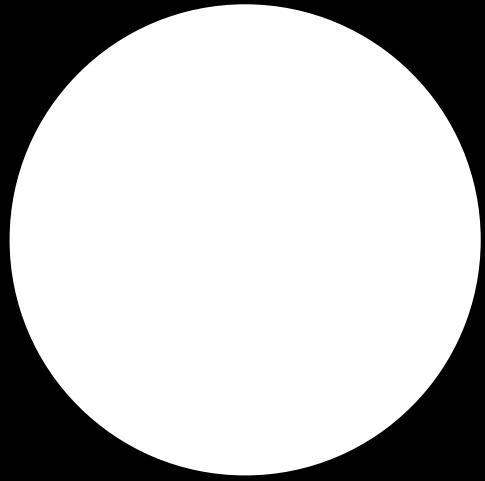
Listen to what
they need; *what
are their
challenges?*



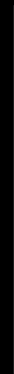
REMEMBER, THOUGH...

YOU CAN'T TEACH
A MESSAGE OR A
STORY!





COMMUNICATIONS SUCCESS



LESSONS LEARNED...WHAT WE HEARD



SILOS NEED BUSTING



STRATEGIC ROLE
EDUCATION PLAYS



MAY NOT BE
RECOGNIZED IN
COMMUNITIES SERVED



HAVE TO DO A BETTER
JOB OF TELLING OUR
STORY



EFFECTIVE
COMMUNICATIONS
STRATEGY REQUIRES
INPUT, BUY IN FROM ALL



EDUCATION
LEADERSHIP ROLE
BENEFITS EVERYONE



Recognize the power and strategic value of your education work. It's your competitive differentiator.



Always start with your ultimate objective and be genuine in your interest of your partner's work



Filtering questions (will this make a difference...?).



Prioritize your opportunities by what will help you accomplish your ultimate objective



Prioritize Communications: Internal & external communications matter. It's everyone's job.



Tell your stories in a way that matter to the person with whom you are speaking

KEY
TAKEAWAYS:
SOMETHING
TO THINK
ABOUT

"THE FISH STORY"

- BY SHIFTING THE FOCUS ON TO THOSE YOU SERVE, YOU PROFOUNDLY IMPACT THE OUTCOME
- *TELL STORIES THAT MATTER TO THE PERSON WITH WHOM YOU ARE SPEAKING*
- STORIES ARE "STICKY"



LET'S GET STARTED: A JUMPSTART CHECKLIST

- REVIEW YOUR EDUCATION STRATEGY & INITIATIVES
- REVIEW YOUR ORGANIZATION'S STRATEGIC PLAN
- HOW DOES YOUR WORK SUPPORT THESE OBJECTIVES?
- HOLD INTERDEPARTMENTAL LEADERSHIP MEETING
- CONSIDER FORMING AN INTERDEPARTMENTAL TASK FORCE
- DEVELOP AND IMPLEMENT A STRATEGIC COMMUNICATIONS PLAN WITH INPUT FROM STATION LEADERSHIP AND KEY DEPARTMENTS DESIGNED TO POSITION STATION AS A LOCAL LEADER IN EDUCATION.
 - SHORT TERM TACTICS
 - LONG TERM TACTICS
 - REVISIT & RE-EVALUATE



GOOD AFTERNOON



AFTER LUNCH...

RESOURCES, STORIES & BEST PRACTICES
WITH LYNN MCREYNOLDS



**Communication leads to
community, that is, to
understanding, intimacy and
mutual valuing.**

Rollo May





WE'RE HERE TO HELP! ANY QUESTIONS, JUST REACH OUT!

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