



Enhancing Education

A Producer's Guide

➤ Formats: Person-to-Person Activities

Person-to-person activities bring the human element into your educational outreach efforts. The addition of person-to-person activities, powered by an educational outreach manager or partners making actual contact with your target audience, can make a measurable difference in whether your project succeeds.

Educators have busy schedules, and many lack expertise in using media and technology. Simply providing them with a program and teacher's guide may not be enough to make educators change the way they are currently teaching. Hands-on experiences, such as workshops and conferences where you model effective usage of your project's resources, will help educators understand how to integrate those resources into their work, making it more likely that they'll use them, and use them well.

It is also important to remember that educators work in isolation. They don't have a co-worker to provide feedback as they try to integrate a new strategy into their classrooms. As you design your materials, promote opportunities for educators to work with each other. This will help teachers to be more successful and therefore continue to use your program materials as part of their curriculum.

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Characteristics of Person-to-Person Activities

- Person-to-person activities lead to deeper, more long-term involvement. Educators are more likely to engage with your project if they are trained and supported. Post-training support can be as important as the training itself, as educators try to integrate new information into their current practice. You must take post-training support into account when planning your person-to-person activities.
- Person-to-person activities help you achieve depth, but not breadth, of distribution. Overall, hands-on educational outreach is not cost-effective if viewed in terms of the number of audience members reached per dollar spent (compared, for example, to the number of Web visitors per dollar spent). The impact for those audience members, however, can be significantly deeper and longer lasting.
- Person-to-person activities can have a broader impact if they work both top-down and bottom-up. For example, you can build a national partnership with an organization that will promote your project's resources widely to your target audience. At the same time, you can also facilitate hands-on training with a subset of this group.
- Person-to-person activities can accomplish the broadest reach if they are replicable. Train-the-trainer models—where you train members of your target audience to train others or to build partnerships and run events locally—allow you to extend your impact well beyond the reach of your own outreach staffers.



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Types of Person-to-Person Activities

Person-to-person activities are designed to help your target audience find out about and use the educational outreach resources you develop, as well as your series. The possibilities for person-to-person activities are limited only by your imagination and the strength of your partnerships. Some broad categories of person-to-person activities are described here; you may want to review the case studies for specific examples.

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Trainings & Workshops

Even if you believe your resources are self-explanatory and easy to use, your target audience is undoubtedly busy. If you can train them in how best and most easily to incorporate your project into their work, they are much more likely to actually use your resources. Training can be accomplished through a number of models. Materials are available on this site to help you.

National & Regional Conferences

Your target formal or informal education audience is likely to attend a national or regional conference, where you could present your project and hold a training workshop. Conference organizers ask for workshop proposals up to a year in advance, so plan ahead. If possible, invite someone from the target audience, such as one of your advisors, to help run the training; this will enhance your project's credibility with your audience. Similarly, if you have a close partnership with an educational association, you may be able to have a larger presence at the conference, organizing a panel of experts to discuss your topic, for example, or doing a presentation at a general session.

Local Workshops

Given the cost and time required to travel, many teachers choose to attend local, rather than national or regional, conferences. Therefore, if possible, aim for a presence at local workshops as well. Since you also undoubtedly face time and budget constraints on your travel, a train-the-trainer or lead-teacher initiative can allow you to get your material into local workshops that you or your staff are unable to attend personally. In this scenario, you run a national workshop for teachers or other educators who have committed to offering a similar workshop to their colleagues. For example, you could recruit a cadre of teachers or Boys & Girls Club program directors from across the country (using one of your partners to identify them), and convene a train-the-trainer workshop at their national conference. Or, if funding allows, you could bring all your trainees to a central location and prepare them to conduct local workshops.

Provide participants with all the resources you used in your workshop, such as video clips, teacher's guides, PowerPoint presentations, workshop agendas, workshop evaluation forms, etc. You should also provide an honorarium of \$500 to \$1,500, depending on how many people you expect them to train. Write a brief contract for this honorarium; this helps hold your trainers accountable, and also helps ensure that you are both clear about expectations.

Many local public television stations have local outreach coordinators who can provide local support for your project. Because so many PTV projects have accompanying outreach campaigns, local stations are often inundated with requests to do local outreach. Offering stations a mini-



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Trainings & Workshops (cont'd)

grant or stipend can provide incentive for them to work on your project. Mini-grants can range from \$500 to \$15,000, with most in the \$1,000-\$5,000 range. The size of the mini-grant depends on the scope of your project, the expectations for station participation, the perceived difficulty of the project, and whether you can provide resources, such as videotapes, guides, or postcards, that will help make the outreach coordinator's job easier.

It is common to offer 10 to 20 mini-grants to stations. Generally, a project sends out a request for proposals, giving stations a month or two to apply. Grants are awarded three to nine months before the broadcast premiere, to give local outreach staff enough time to develop their local project. (See Workshop Planning section.)

Another option for training is to create an online or CD-ROM-based training module. This option is neither as cheap nor as effective as a hands-on experience. Interactive training modules should not replace face-to-face training, but they can be informed by live training and can serve to broaden your reach. In addition, one of your partners may have a satellite- or video conference-based training program that you can use to reach your audience.

No matter how you train your end users, you should consider providing ongoing support. One way to keep users motivated is to send them new resources, either by snail mail or electronically, as they become available for your project. This serves as a continual reminder about your project, and encourages educators to seek you out if they need help incorporating your resources.

You should also identify ways for individuals to work with and support each other after the initial training, which increases the likelihood of successful implementation of new strategies in the classroom. You might choose to create a listserv of all the educators you have trained. This gives them the opportunity to share experiences and have questions answered that may be common to the group. You will need to play an active role to ensure that the listserv is used. For example, send out regular updates about the project, and ask specific questions that will elicit responses and start discussions. Post reports on what individual teachers are doing (based on telephone interviews) to help inspire others to try something similar. Building a multilevel approach using different communication vehicles (periodic phone calls, a listserv, snail mail, etc.) will make your trainees feel like they're part of a well-supported community and will also help motivate them to change the way they do things.



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Model Sites

No matter how many resources you develop, how widely you disseminate them, and how many people you train, you can't control how many people actually use your project. For this reason, it can be very difficult to gauge impact, particularly as it pertains to changing behavior. One strategy to help you and your evaluator ascertain the effectiveness of your resources, and even measure the potential impact of your project, is to create model or demonstration sites. A model site brings together local representatives of the national partners and facilitates their working together using project resources in an intensive, controlled manner.

Work with your evaluator as you develop your model site concept to decide what you will evaluate and how. What are the goals of your educational outreach efforts? Do you want to follow a small group of participants, such as end-user students, with pre- and post-tests? Do you want to return to participants six months later to gauge long-term impact? What commitment do sites need to make regarding their involvement in the evaluation? (This should be made clear in the original RFP.)

Support your model sites with mini-grants, like the ones you offer to PTV stations. The local public television station may, in fact, be the lead for your model site, receiving the grant and distributing it as appropriate among the partners. You should also plan to provide multilevel support to your model sites. While it is easier to keep track of and support the activities of only 10 to 20 model sites, they will still need encouragement and support, and they will benefit from sharing ideas among their peers through a listserv or periodic conference call.



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Case Study: *Building Big*

For its *Building Big* educational outreach, WGBH established 10 model communities, bringing together local public television station with local chapters of Boys & Girls Clubs of America, the Community Technology Centers Network, and the American Society of Civil Engineers (and in some cases a science and technology center). The station representatives were trained in the series resources; the collaborating agencies split a \$13,000 stipend, as well as receiving all the series resources.

Model community sites were given a set of minimum requirements:

- Host a one-day community build-a-thon.
- Contribute five “Local Wonders” projects to the Web site.
- Organize 10 “Activity Hour” sessions (hands-on activities in classrooms or after-school settings).
- Create other opportunities to share the project with members of the community through lecture series, local programs, or work with ongoing science and engineering initiatives to incorporate the project.
- Reach a minimum of 2,000 participants.

While this list may look demanding, WGBH received 24 applications for the 10 grants. An additional 10 stations also participated in the model communities initiative, receiving all resources except the grant money.



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Events

It may not be feasible to launch a full-scale, yearlong educational outreach project around a one-hour special. Still, you can produce many different kinds of live events to introduce your project and resources directly to your target audience and make them your project's ambassadors to their constituents. One easy event to produce is a preview screening, with or without a panel of experts. You can either provide local public television stations or your partners the resources to organize local screenings, or organize them yourself in a limited number of communities. If you organize the screenings, make sure you inform the local PTV station of what you're doing. They'll want to know what's happening in their community and may be able to support and promote your efforts. Other kinds of events you could organize or suggest to local partners include the following:

- Weekly discussion series related to your topic (but not necessarily using your series directly)
- Forums or town meetings for parents or educators on the local implications of your topic, using program clips as catalysts for discussion
- One-time online chats with the producer or talent
- Lecture series at local schools, colleges, or libraries

The topic of your program or series will dictate the kinds of events that make sense. For example, in response to *Culture Shock*, which included a partnership with the National Association for Campus Activities, a number of universities established weekly film festivals of pre- and post-production code films, as well as on-campus discussion series around the four documentaries.



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Creating Awareness

Every educational outreach campaign should include some plans for creating awareness around the project. "Building the buzz" is more targeted than traditional promotion work and may include conference presentations, as well as networking with professional associations. In developing your partnerships, you will want to take advantage of every communications vehicle your partner has, including publications, Web sites, conferences, and/or listservs. You might consider placing articles by your advisors in professional journals targeted to your audience, or you could simply mail a pre-broadcast brochure directly to your audience. Think about where your target audience can be found and how best to reach them. You might even consider holding a focus group with members of your target audience to hone your plan.

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Budgeting Person-to-Person Activities

Many of the resources you will use for your person-to-person educational outreach will be created by the staff working on the accompanying video, Web, or print materials. Make sure, however, that your needs are included in those budgets. For instance, have they budgeted for the activity guides or classroom videos you need to support your efforts? If they have not accounted for your needs, make sure to include a print overrun or video duplication line in your budget.

You should also consider how to support your partners or trainees or model sites: Do you need to create a listserv or a bulletin board on the Web site? Do you plan to have periodic conference calls with partners? In general, make sure to budget enough for telephone and postage, since so much of your work will be focused on communication, follow-up, and support of your end users.

In addition, consider including the following in your budget:

- A photographer or videographer to document your educational outreach activities and events
- An outreach reel (a three-to-five-minute clip from your film, specifically tailored to the interests of your target audience; include closed captioning, if appropriate)
- Design and duplication costs (Try to think of everything you might need during the course of the project, including invitations, a campaign logo, an RFP for a mini-grant, handouts or giveaways for conferences, signage, notebooks for workshop leaders. To save on costs, you might simply design and print a logo sticker to add to word-processed materials.)
- Local mileage (gas and tolls)
- National travel to conferences and meetings with partners (airfare, hotels, cabs, food, per diem)
- Food for meetings (When figuring the head count, don't forget to include yourselves among the participants.)
- Honoraria for conference or workshop presenters
- Conference registration fees or booth costs (Remember, if you get a booth at a conference you'll need to include "drayage" among your costs. Drayage is the very high cost of having things shipped in and out of a conference center.)
- A/V equipment rentals
- Temps to help pull everything together for a workshop or conference
- Supplies (for workshop presentations or activity testing)
- A contingency line, because you can never anticipate everything!

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Workshop Planning

Planning Your Workshop

- Identify the goals of your workshop before you begin developing the agenda to ensure that your workshop is as focused as possible.
- Develop a planning schedule and rough budget.
- After you have designed your workshop agenda, create a brief evaluation form to be filled out at the end of the workshop so you can get participants' feedback to make your next workshop even better.
- The most effective workshops include modeling, practice, and feedback on the practice. Whenever possible, create a hands-on component to your workshop to encourage active participation and give participants an opportunity to experience your resources and activities. At the very least, make sure there is dialogue between presenters and audience. The real learning, however, takes place after the workshop, when participants attempt to integrate their newly gained knowledge into their classrooms. One way to help ensure their success is through "peer coaching," in which teachers team with each other to provide support and feedback as they try out the new strategies.
- Consider co-presenting your workshop with one of your partners or a member of your target audience. Try to see your role as a catalyst for bringing people together rather than as an expert on the issue.
- Consider your audience's availability when scheduling local workshops or events. Teachers and formal educators often prefer to attend workshops after school or on Saturdays. Informal educators (youth club leaders and librarians, for example) may prefer a morning workshop before their organization's after-school activities begin.
- An appropriate length of time for a workshop is generally 45 to 90 minutes. If you are planning a more extensive and lengthy training, try to have break-out sessions so people aren't sitting in the same place the whole time. A Saturday workshop can be longer, but attendance may be lower.

Implementing Your Workshop

- On your invitations, be sure to include the event date and time, location, RSVP date, directions, parking and accessibility information, and a phone number to call with questions.
- Serve a snack or light refreshments at the start of your workshop or during a break.
- Remember, some people always come early to a workshop; others are always late.
- Supplies you'll need include nametags; sign-in sheet for your records; easel, paper, markers; A/V equipment, such as VCR and monitor, overhead projector, laptop and projector, etc.; materials for hands-on activities; extra paper and pencils for participants; copies of your project's resources for participants with extras for them to bring back to their colleagues.

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Workshop Scheduling

As a general rule of thumb, it takes three months to plan a workshop. If your workshop is for a conference, you will need to present your proposal to the conference organizers up to 12 months in advance. Check with conference organizers for specific deadlines.

Twelve weeks prior to workshop

- Choose a date and time.
- Identify the audience you would like to reach and the optimal number of participants.
- Identify workshop presenters, and develop a rough outline (see Sample Workshop Agenda).
- Find a location and reserve a room.
- If you are organizing workshops in local communities other than your own, contact the local public television station to see if they would like to participate.

Eight weeks prior to workshop

- Work with partners, school districts, local public television stations, etc., to identify potential participants and collect addresses.
- Finalize your workshop agenda and identify the clips, activities, and other resources you plan to present. If this is a train-the-trainer workshop, begin preparing trainer notebooks, including information about your project and its resources, sample agendas, and representative activities. Be sure to involve your advisors or partners if they will be co-presenting.
- Prepare the invitations.

Six weeks prior to workshop

- Mail invitations.

Four weeks prior to workshop

- Gather materials for distribution at the workshop.
- Make sure you have access to any A/V equipment you need, or make arrangements to rent it.
- Complete handouts for workshop participants, and have them copied and collated.

Two weeks prior to workshop

- Confirm your room for the workshop.
- Confirm attendance.
- Make necessary tweaks to workshop agenda, depending on size of audience, perceived interest of participants, and what project resources will be available.



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Workshop Scheduling (cont'd)

One week prior to workshop

- Collect any project, workshop, or activity materials that you have not previously gathered. If you are doing hands-on activities, make sure you have enough materials for each participant or group of participants.
- Practice presentation speech and timing, including clips and activities, with all presenters.
- If possible, get colleagues who are unfamiliar with the hands-on activities to test them out to help you determine where you may need additional explanation, materials, or assistance.
- Order refreshments (two days prior to workshop).

Day of the workshop

- Arrive early. Check the room, test your A/V equipment, and set up nametags, refreshments, etc., ahead of time.
- Make sure you leave enough time at the end of your workshop for participants to fill out their evaluations. (Better yet, don't give them their project resources until they have passed in their evaluations.)

After the workshop

- Pay presenters honoraria, if appropriate.
- Send thank-you notes to anyone who presented or contributed to the workshop.



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Sample Workshop Agenda

Your project content and target audience will help dictate the agenda for your workshop. What follows are some suggestions for agenda items to get you started.

Introduce the workshop.

- Review agenda and workshop goals.
- Go over housekeeping details, such as refreshments, breaks, restroom locations, and phones.
- Provide brief background on your project.

Give a behind-the-scenes look at your project.

- Show a clip.
- Discuss the curriculum underpinning the series or the theme/content focus. You may want to do an in-depth session just on the content or curriculum, delivered by an expert.
- Review the accompanying resources so participants understand the scope of your project.

Focus on how participants can benefit from your resources.

- Have educators become the students: Do a hands-on activity from your materials, or show a clip and model a discussion.
- If you have a number of resources you want educators to experience, consider setting up stations where small groups can do a hands-on activity, view and discuss a short classroom video, or explore the Web site using a scavenger hunt. (For the latter, make sure your room has a good Web connection. Or bring a version of your site on a CD-ROM or hard drive.)

Encourage input from participants.

- Once participants are somewhat familiar with your project and resources, elicit feedback from them about how they would use them. Encourage them to talk about where they would incorporate this content and how they would incorporate different types of media in their teaching. Use your easel and markers to record their ideas.

Wrapping up

- Don't forget to distribute evaluation forms. If you have been taking notes, offer to e-mail participants the ideas they mentioned. Also consider setting up a listserv where participants can share stories about how they used the project materials. (Don't expect this part of the workshop to run itself. You'll need to nudge it along by planting questions and reports from the field.)
- If this was a train-the-trainer workshop and participants hosted their own trainings, consider shipping project materials to their homes instead of making them carry them.