



EYES ON THE PRIZE

Station Grants: Final Report
Prepared by Outreach Extensions
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The Corporation for Public Broadcasting is funding a national outreach campaign managed by Blackside that is a collaborative effort of three outreach providers: Outreach Extensions, Facing History and Ourselves, and the National Black Programming Consortium.

The Annie E. Casey Foundation is supporting additional grants to public television stations, administered by Outreach Extensions, and an Oral History Toolkit.

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The Annie E. Casey Foundation

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Introduction and Summary

The primary focus of the national outreach campaign for EYES ON THE PRIZE is the station grants program – providing grants to local public television stations so they can directly engage their communities. Key objectives include raising awareness about the historical and educational content of the series and forging community connections through a focus on contemporary or historic civil or human rights. The series’ historical revelations enrich current conversations on race and class.

Nineteen grants were awarded to public television stations through support from the Corporation for Public Broadcasting. Nine additional grants were provided to *Making Connections* sites by The Annie E. Casey Foundation. Projects were authorized to begin August 1, 2006 and were, in most cases, completed by December 31, 2006, with final reports due by January 31, 2007.

The outreach project also had wide reach into local communities. Total impressions (including broadcast, Web hits, materials distributed, promotion, and events) were more than seven million.

Grantees completed a wide array of project activities, including Web sites, local panel discussions and screenings, and local productions. Project highlights include the following:

Alabama Public Television – The station partnered with the Birmingham Civil Rights Institute to create a multi-media seminar for middle school and high school teachers, using *“Awakenings”* with the BCRI’s new exhibit, *“Holding The Reins: W.C. Patton and the Struggle for Voting Rights, 1947-1997.”* These two educational venues were used to examine critically the legislative reauthorization of the Voting Rights Act in 2007.

CET, Cincinnati – This station’s primary objective was to create awareness of the local community’s experiences in the struggle for civil liberties and human rights. Using www.CETconnect.org’s History section, the station collected oral histories posted them on the site.

Detroit Public Television – Project staff collaborated with the Wayne County Community College District and the Charles H. Wright Museum of African-American History to host screenings of *“Awakenings”* followed by facilitated discussions. The station also worked with the faith community, including Hartford Memorial Baptist Church.

Georgia Public Broadcasting – GPB produced and aired television spots featuring Joseph Lowery, John Lewis, and Andrew Young. The station also broadcast the GPB original production, *John Lewis: A Conversation*. In addition, GPB planned and implemented a screening of *“Awakenings”* with the Leadership Center at Morehouse College. In addition to being the only American college for black men, it is the undergraduate alma mater of Dr. Martin Luther King, Jr. His legacy continues to be foremost among the students and leadership of the institution.

Iowa Public Television – IPTV centered its project activities around *“I’ll Make Me a World in Iowa”* participating in the *“Laying Claim To Our Spirit: 2006 Iowa African American Women’s Leadership Conference.”* IPTV shared lessons learned from EYES ON THE PRIZE with the more than 300 participants at this statewide conference for black women and hosted a screening of *“Awakenings.”*

Kentucky Educational Television (KET) – KET’s Town Hall Forum on school desegregation was taped and aired as a *“Special Edition of Connections with Renee Shaw”* and was shown in conjunction with EYES ON THE PRIZE. Renee Shaw and her team, as well as the KET outreach team, worked in partnership with the NAACP to promote the event while maintaining its status as a neutral convener and facilitator. The forum marked the first time the Louisville community had the opportunity to discuss school desegregation and the inherent civil rights issues in an unbiased arena.

KETC, St. Louis – In partnership with the Washington University Film and Media Archive—the repository

of the Henry Hampton Collection—KETC hosted a teacher workshop for 75 participants at the Washington University West Campus Library. The workshop was led by Judy Richardson, one of the producers of EYES ON THE PRIZE. Six weeks following the workshop, a follow-up survey was sent to all participating teachers - 67% of respondents said they had seen EYES ON THE PRIZE but had not used the series in the classroom prior to attending the workshop; prior to attending the workshop, 96% of respondents were unaware of the Henry Hampton Collection at Washington University Libraries; 65% reported that they plan to use the resources of the Henry Hampton Collection in their classroom.

KWBU, Waco - KWBU's primary outreach activity was an EYES ON THE PRIZE forum, hosted with community partner, the Paul Quinn Community Center. A main goal of the event was to present the history of Waco/McLennan Counties during the Civil Rights Movement and today. The station also worked with the Waco History Project to provide tools for teachers about the history of local civil rights movement that can be used in local schools.

Maryland Public Television - MPT hosted two EYES ON THE PRIZE events with its project partner, the Reginald F. Lewis Museum for African American History and Culture. The first event featured a screening of "Awakenings" and a panel discussion with Gloria Richardson: leader of the Cambridge Movement, a human rights struggle in MD's Eastern Shore in the mid-1960's; Taylor Branch: Pulitzer Prize winning author and national authority on America's civil rights movement; Clarence Mitchell, IV: MD State Senator, part of a four-generation family legacy of politics and public service in Maryland; and Paul Coates, founder of Black Classic Press and BCP Digital Printing, and former member and MD state coordinator of The Black Panther Party. The October event featured a screening of Georgia Public Broadcasting's special on John Lewis and included as panelists: Congressman Elijah E. Cummings, member of US House of Representatives representing MD; Marvin "Doc" Cheatham, President of NAACP Baltimore City Branch; Gregory Kane, columnist, The Baltimore Sun; and Marc Steiner, host of daily public radio news and interview program "The Marc Steiner Show" on WYPR (local NPR station).

UNC-TV - This station used a multi-disciplinary approach to its outreach activities, creating an extensive Web site to showcase the series and its local outreach plan, screening "Awakenings" at North Carolina State University's 50th anniversary of the admission of the first African-American student, and creating on-air interstitials inviting viewers to submit their experiences during the Civil Rights Movement for posting on the station's Web site.

WDCQ, University City, MI - A highlight of this station's outreach was the production of a 60-minute production, entitled *Pass It On: Telling Our Stories- Sharing Our Truths -- An Oral History of African-Americans in Saginaw, Bay City & Midland, Michigan*. It is being disseminated locally as a complimentary community resource.

WDSE, Duluth, MN - WDSE created community partnership with various segments of the community, including K-12 school sites, college/university multi-cultural centers and departments of education and history, civic communities, and communities of faith. The station's role as a major educational service provider for the region was increased by the directed use of EYES ON THE PRIZE resource materials and the lesson plans and school plans created for this project.

WETA, Washington, DC - WETA's project outcomes included: Providing participants with new opportunities to learn about the civil rights movement; improving participants' academic skills including critical thinking, vocabulary, verbal and written communication; developing a creative and innovative way of learning; heightening awareness in the community that WETA cares about our young people and that they are more than a broadcast station; and showcasing the DC WritersCorps' as a resource for strengthening literacy through innovative literacy workshops.

WFYI, Indianapolis, IN initiated a number of outreach activities, including a partnership with the Indianapolis-Marion County Public Library and screenings of "Awakenings." Its *The Role and Politics of Hair* event was an exciting one - guests came prepared to listen to panelists, but also to share their personal stories of hairstyles and how those affected their politics, employment, social status, and

community perceptions. For those in the audience who were not African American, the insights were especially profound, and were voiced aloud during the event.

WGTE - WGTE's project goal was to create community dialogue around the issues of the civil rights movement, both nationally and locally. They accomplished this goal by creating five vignettes of local participants sharing their stories about civil rights and their experiences in Toledo. The vignettes were packaged on a DVD for distribution to libraries, local politicians, and community leaders.

WIPB, Muncie, IN - Station outreach staff undertook a number of activities: Friends and Family Fun Night at MCM, PBS Program Club; EYES ON THE PRIZE Teen Screening and Discussion; Family Workshop at Minnetrista; Family Workshops at Muncie Public Library; Minnetrista Cultural Center Exhibit; Oral Histories; and Muncie Public Library Book Displays. Outreach staff learned that "people in our community want to talk about history and they want to make sure that the young people in our community knew what happened in Muncie during the Civil Rights Era."

WKNO, Memphis - WKNO implemented an EYES ON THE PRIZE outreach plan that included oral histories collected by students from Snowden School. They have an excellent teacher who mapped out their oral history project. The students scanned photos and used iMovies software to create mini-documentaries.

WSIU - For over 40 years, WSIU has documented historical events of the Civil Rights Movement through local productions. For EYES ON THE PRIZE, outreach staff created a media-based forum for living people who participated in the Civil Rights Movement to share their experiences with others. These first hand accounts brought historically relevant and new perspectives to current public dialogue about race and diversity in Southern Illinois. The project enabled WSIU to reconnect with the people who participated in the movement, to assemble a comprehensive set of media resources concerning this period of our shared history, and to develop an oral history model for multiple media platforms -- television, radio and web. This project also inspired public interest in the African American Museum, which recently relocated to a historic building in Carbondale.

WTVI - WTVI's EYES ON THE PRIZE Outreach Campaign created opportunities for both African Americans and Latinos to have a better cultural understanding of each other. The outreach campaign encouraged both groups to join in civic engagement which will hopefully decrease the rise of gangs, higher rates of crime, lower achievement in school, limited economic development, and higher reliance on public welfare. Station personnel used EYES ON THE PRIZE and *The Puerto Ricans: Our American Story* to compare and contrast the journey of two ethnic groups in American history.

GRANTEE: Alabama Public Television

FINAL REPORT - JANUARY 31, 2007

Submitted by Eileen Griffin, APT

What are you attempting to do in your outreach project?

Alabama Public Television (APT) and the Birmingham Civil Rights Institute (BCRI) will create a multi-media seminar for middle school and high school teachers, representative of the different regions of the state. We will integrate "Awakenings" with the BCRI's new exhibit, opening on September 5, 2006 - *Holding The Reins: W.C. Patton and the Struggle for Voting Rights, 1947-1997*. These two educational venues will be used to examine critically the legislative reauthorization of the Voting Rights Act in 2007.

As a state wide public broadcasting station, APT's community is comprised of over four million citizens. With 1.8 million television viewers in the state, we reach 97% of those viewers. To promote the EYES ON THE PRIZE broadcast and to raise public awareness about issues related to civil and human rights, we will broadcast five Alabama-produced films focusing on Civil Rights: Tuskegee: Living In Black and White, I Shall Not Be Moved: The Legacy of W.C. Patton, A Voice of Justice and Reason: Buford Boone's Tuscaloosa News, Against the Mainstream, and How Firm a Foundation.

The BCRI's community is international. *Holding The Reins: W.C. Patton and the Struggle for Voting Rights, 1947-1997* is a new exhibit opening on September 5, 2006 and closing on October 29, 2006. Fourteen thousand visitors from around the world are predicted to view the exhibit during the months of September and October 2006. The timing of this exhibit, September 5 - October 29, 2006, strongly dovetails with the opening segment of the EYES ON THE PRIZE broadcast on October 2.

"*Civil Rights: Reflecting On Our Past To Build New Community Connections*" is the title of an all day, multi media seminar that will be created by APT and BCRI for middle and high school teachers. This grant, if awarded to Alabama Public Television, working in collaboration with the Birmingham Civil Rights Institute, will be used to conduct a Teacher Training Session centered on the re-release of the award-winning EYES ON THE PRIZE documentary series. This five-hour seminar will incorporate the first segment of the series "Awakenings" and connect it to the life and legacy of civil rights giant W.C. Patton. Dr. Patton, through his active membership in the National Association for the Advancement of Colored People (NAACP), single-handedly registered more than 1 million African Americans to vote in Alabama. Using resources created by the Birmingham Civil Rights Institute that will include a K-12 curriculum guide, exposure to a major exhibition "*Holding The Reins: The Life and Legacy of W.C. Patton*," as well as representatives to speak on the current debate regarding reauthorization of the voting rights act, teachers will be exposed to the series along with parallels to current issues. Teachers selected for the seminar will represent cities and counties all across the State of Alabama.

What activities did you undertake?

Civil Rights: Reflections on the Past to Create New Community Connections

Number of people you reached through broadcast: 14000

Number of people you reached through events/activities: 500

Number of people you reached through promotions: 1800000

Number of people you reached through partner organizations: 4171

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 4207

Number of people who visited the Web site: 229

Activities and Goals

Activity: Civil Rights: Reflections on the Past to Create New Community Connections

How many times was this activity offered? 1
How many people participated in this activity? 18

Learning Impact Goals:

Following participation in the multi-media seminary, 90% of the participants will understand and be able to articulate how the Civil Rights Movement is alive in critical current issues facing our country today, specifically the 2007 re-authorization of the Voting Rights Act. At the conclusion of this seminar, 100% of the participants will know the story of Emmett Till's murder and the effect it had on the birth of the modern Civil Rights Movement. At the conclusion of this seminar, 100% of the participants will know the significance and impact of the work of W.C. Patton on the first U.S. Voting Rights Act in 1965.

Attitude Change Impact Goals:

At the conclusion of this day-long seminar, 90% of the participants will have experienced a change in perceptions regarding the importance of the re-authorization of the Voting Rights Act 2007. Following participation in the seminar, 90% of the participants will experience an increased appreciation for civic involvement in human rights

Behavioral Change Impact Goals:

As a result of this training event, 75% of the teachers in attendance will implement a civil rights unit of study at their schools within the following six months.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

After viewing "*Awakenings*" and the W.C. Patton exhibit, participants demonstrated, during large group discussions, an increased awareness of the powerful, cumulative chain of civil right events needed to bring about historical societal change.

How did participation in the outreach lead to attitude change?

During the seminar, the participants took an authentic Literacy Test that was used to keep African Americans from voting. The test was challenging to all the participants and would have prevented most of them from voting today. This exercise was a sobering reminder of the how deeply entrenched and impenetrable segregation was in the South.

How did participation in the outreach lead to behavioral change?

We predicted that 75% of the participating teachers would implement a Civil Rights unit of study/activity within six month of their attendance at the seminar. The six months time frame extends to April 2007. At this time, we do not have all our data collected.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

It is easier, I think, to create and implement an event activity than an educational reflective study. However, it is important to sponsor thought-provoking learning opportunities for teachers in today's challenging world environment. Wisdom is not a sign of our times. The teachers of our country's children need opportunities to learn, revisit, and reflect on important life-changing events in our country's life...so that they can bring thoughtful education to their students leading to new understandings of human rights.

What did you learn about your outreach audience?

I think more teachers would have attended had we been able to offer this seminar in different parts of the state. The seminar was held at the Birmingham Civil Rights Institute in the north central region of the state. Therefore, we attracted mainly teachers in the metro area of Birmingham. One teacher attended from Mobile, a four hour drive away...one way. The teachers who did attend were most attentive and appreciative.

What did you learn about designing and implementing outreach activities in general?

I learned that it is important for all partners to be knowledgeable and focused on the outcomes of the project as they participate in both the design and implementation process.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

This assessment process has helped me sharpen my knowledge base and strategies on working in partnership to reach project goals/outcomes.

What is going to happen as a result of the findings in this assessment?

There is often not an equal equation between grant funding and the amount of time, energy, and commitment needed to create and implement a worthy outreach activity... capable of changing attitudes and behaviors and increasing learning. We will approach new outreach activities with more awareness and knowledge.

What actions are required to improve upon, change or not change as a result of this assessment?

As a result of this assessment, we will work more intentionally with our partners to create outcomes together and to keep these outcomes in the forefront at all times during the project activity.

PROJECT PARTNERS

Birmingham Civil Rights Institute

Conceived in 1986 by community visionaries, the Birmingham Civil Rights Institute opened its doors in 1992 and firmly claimed its place on the historical, cultural, and scholastic landscape of the American Civil Rights Movement, both past and present. The Institute is a place where the past is examined in the context of the future; it is a force for current and future public discourses around issues of human rights worldwide. The BCRI provides a lens through which people of all ages and all walks of life are welcome in order to better comprehend themselves, their societies, and their futures. As a partner in this grant outreach, the Birmingham Civil Rights Institute will host the multi-media teacher seminar, as described above. The BCRI staff will assist in the recruitment of teachers and youth for the seminar, the compilation of curriculum materials, the search for a scholar-facilitator for the seminar, and the promotion of the EYES ON THE PRIZE series.

MONTHLY PROJECT UPDATES - APT

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: Project Activities Completed.

APT held its multi-media teacher seminar on Saturday, October 14 from 10:00 am to 3:00 pm at the Birmingham Civil Rights Museum. The agenda included two film viewings with follow-up discussions: "Awakenings" and "I Shall Not Be Moved: The Legacy of W. C. Patton." The participants also viewed and discussed the BCRI exhibit "A Voteless People Is a Hopeless People: W. C. Patton and the Struggle for Voting Rights, 1947 - 1997." In addition, each participant was given an authentic literacy test that was used intentionally to keep African Americans from voting. The seminar concluded with a discussion about how the information presented and discussed during the day could be used in the classroom.

On Sunday, October 29, APT aired "Against The Mainstream," the final film of the seven Alabama films that aired during the month of October in support of EYES ON THE PRIZE.

September 2006 Update: APT is finalizing plans for its October 14 teacher seminar in partnership with the Birmingham Civil Rights Institute (BCRI). The station was granted permission to receive 40 DVD copies of *"Awakenings"* to use for this purpose. In addition to the DVD, each teacher will receive a copy of the *EYES ON THE PRIZE Reader*, the companion volume to the series.

The broadcast series is the feature article in APT's October issue of *The Guide*. The station Web site (<http://www.aptv.org/>) features both the series and the teacher seminar, with links to the BCRI for registration and for news of its W.C. Patton exhibit, an integral part of the seminar on October 14.

August 2006 Update: The station team, composed of staff from education, promotions, and programming, met on August 21 to review the terms of the grant and its responsibilities. They discussed the agenda items (attached) and reviewed progress. On-air promotions are presently being developed for the re-broadcast. News of the re-broadcast and the professional development seminar for teachers will appear in the station's October *Viewer Guide* and will be featured on the Web site. Advertisements will appear in key newspapers around the state.

The following Alabama films will air during October in support of EYES ON THE PRIZE:

- October 1 - I Shall Not Be Moved: The Legacy of W.C. Patton
- October 8 - The Lowndes County Freedom Organization
- October 9 - The Quilt Makers of Gee's Bends
- October 15 - With Fingers of Love
- October 16 - Justice Without Violence
- October 22 - A Voice of Justice and Reason: Buford Boone's Tuscaloosa News
- October 29 - Against the Mainstream

On August 31, the station met with education and outreach staff from the Birmingham Civil Rights Institute (BCRI) to plan the state-wide professional development seminar for middle and high school teachers. The BCRI will be responsible for gathering and printing the curriculum materials, as well as for inviting the facilitator for the day-long event. With contributed content from the BCRI, APT will create a fact sheet on the seminar that can be distributed at the Institute and online. APT will also develop a strategy to reach teachers outside of the Birmingham metro catchment area. The station has revised the budget, and will submit the revision in September.

FINAL REPORT - JANUARY 31, 2007

Submitted by Patsy Carruthers, CET

What are you attempting to do in your outreach project?

One of CET's primary objectives in this project is to create awareness of the community's experiences in the historic and ongoing struggle for civil liberties and human rights. CET plans to engage the community as a whole through viewing experiences and the opportunity to respond to the interviews. Youth will specifically be engaged through the educational community. CET serves more than 450 schools in the region and will work to distribute materials and training to our representatives in as many of those schools as possible. CET hopes to build audiences both for broadcast and for CETconnect.org.

We anticipate the web archives to be popular, and plan for an aggressive awareness campaign. CET's website launch has immediately resulted in doubling our web visits; it is hoped that this project will fit into a long-term goal of continuing to develop and archive important materials that will drive visitors to our growing resource. We also hope to develop school usage of the content found at CETconnect.org.

CET's objective for our general audience is to raise awareness of the community's resources through its people and memory. By measuring increased visitation to CETconnect.org's History section and significant visits to the EYES ON THE PRIZE outreach and interviews, and through web responses, CET aims to gauge how well we have done delivering those resources and making stakeholders aware of them.

To meet objectives for young people, CET's Learning Services Department will work with educators to measure preconceived notions among youth (middle school through high school) about the Civil Rights Movement and historical realities of living in a segregated society, and follow that with measurement of increased knowledge and understanding of those events and realities after using the materials provided through this project. CETconnect.org usage among educators and students also will be measured.

What activities did you undertake?

Discussion Groups (transformed into school groups), Educator Sessions, Oral Histories (Historical) Archive (streaming), Oral Histories (new) Archive (streaming), On-air segments (to drive online traffic)

Number of people you reached through broadcast: 350000

Number of people you reached through events/activities: 125000

Number of people you reached through promotions: 500000

Number of people you reached through partner organizations: 5000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 1100

Number of people who visited the Web site: 11257

Activities and Goals

Activity: Discussion Board

How many times was this activity offered? 11

How many people participated in this activity? 110

Learning Impact Goals:

During moderated discussion, 70% of participants will contribute comments that exhibit awareness of historical realities and context of Civil Rights Movement in Cincinnati.

Attitude Change Impact Goals:

During moderated discussion, 50% of participants will indicate new perceptions about the personal nature of effects of the Civil Rights Movement.

Activity: Educator Sessions

How many times was this activity offered? 2

How many people participated in this activity? 75

Learning Impact Goals:

After training, 50% of educators will use some or all of the materials in their classrooms. In post-testing, 70% of students will be able to articulate what the Civil Rights Movement is and who some of the key people in Cincinnati's Civil Rights Movement have been.

Behavioral Change Impact Goals:

Activity: Oral Histories (Historical) Archive (streaming)

How many times was this activity offered? 1

How many people participated in this activity? 11257

Learning Impact Goals:

After viewing these archives, 80% of test group (one controlled viewing before launched for all viewing) will know that historical experiences in the Civil Rights Movement varied from person to person and affected everyone's daily life.

Activity: Oral Histories (new) Archive (streaming)

How many times was this activity offered? 1

How many people participated in this activity? 11257

Learning Impact Goals:

After viewing these archives, 80% of test group (one controlled viewing before launched for all viewing) will know that historical experiences in the Civil Rights Movement varied from person to person and affected everyone's daily life. After viewing these archives, 80% of test group (one controlled viewing before launched for all viewing) will know that there are ongoing struggles for civil rights in their midst. *The "Actual" reach of this activity was changed to align with the measure used in the previous oral history activity: visitors to the webpage over the duration of the project; a small group of 50 was used to test response to the video.*

Behavioral Change Impact Goals:

Activity: On-air segments

How many times was this activity offered? 30

How many people participated in this activity? 40

Behavioral Change Impact Goals:

Viewership of CETconnect history section will increase 30% **Test audience represents small sample of those who actually viewed**

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Discussion Groups

- Adjusted to a train-the-trainer session of 10 students (recommended by a youth organization) who then each held one session each reaching 10 other students in their schools.
- Student responses in CET's training session were very positive, and students were very engaged. Each student reported their groups also were typically engaged and participated in lively discussion.
- Answers to the survey indicated 70%-100% (depending upon the question) were exhibiting awareness of context and the personal nature of the Civil Rights movement.

Educator Sessions

- CET held one session for educators and the Freedom Center hosted the other (which CET participated in as well).
- As expected, positive response to the materials and subject matter were prevalent.
- Respondents took their time completing questions and were careful with answers. Several verbally told us that they answered in a certain way (such as "no" for having become more open-minded) because they already thought in a certain way (such as already being open-minded about the topic).
- A total of 72% took the materials back to their classroom and used them, which is a high result compared to past workshops' results in other topic areas.

- A total of 97% of those who used the materials within the project timeline noted an improved knowledge among students. All but seven of those indicated in side comments on their surveys that the EOTP program and/or the online video was an important factor.

Oral Histories

- A small sample of online audience responded to a survey about the oral history videos. They survey combined the historical and new oral histories provided.
- A total of 100% of those surveys indicated they learned something new from the content.
- Of those responding, 64% indicated that the materials helped them interpret information on the outreach topic.

How did participation in the outreach lead to attitude change?

Discussion Groups

- 70% of the participants in CET's group indicated that they grew more open-minded. CET felt this was a significant number considering that teens tend to think of themselves as already pretty open-minded.
- 60%-70% became more confident and comfortable with the topics discussed, which in turn helped them relate better to their school-based groups.

Educator Sessions

- 90% of the educators attending viewed the topic as more significant/prevalent by the time they left the workshop. That is actually greater than expected; CET staff believed educators would consider themselves already well-versed in understanding the topic. The groups were very open to learning and hearing more and were not, once warmed up, afraid to say that they had learned new elements of the topic.
- 96% felt they could better research the project after the workshop. This is a positive response, as CET's goal was to arm educators with oral history preparation and multimedia to take into the classroom.
- Only 32% felt that the information presented would help them interpret materials. CET staff believed that to indicate that more was needed to support interpretive study.

Oral Histories

- Responses fell below 70% (all within the 55%-65% range) positive in dealing with only three areas:
 - interpretation (not a specific goal for the videos),
 - comfort level with the topic (would have preferred higher numbers there)
 - reduction of anxiety (again, would have preferred higher numbers)

How did participation in the outreach lead to behavioral change?

Discussion Groups

- In the small discussion group led by CET, the students were aware they would be taking their discussions to their schools, and so they were predisposed to act.
- 33% said that they would make changes in their personal behavior.

Educator Sessions

- It was expected that this group would carry information over into their work environment, and that was reflected.
- 53% noted they would apply what they had learned to their personal behavior.

On-Air Spots and Oral Histories

- The real measure of behavioral outcomes bears out in the web numbers. A record (for a CET project webpage) 11,257 visited the special EOTP web pages on CETconnect.org during the project period. That must be tempered with the understanding that CETconnect.org experienced a surge of activity on its website in the first year of its newly launched streaming website.
- During the project time, average time spent per page was 18 minutes, indicating that large numbers stayed to view one or more videos. It is possible that videos remained playing on screen while viewers continued to cruise to other sites; that is at this point not measurable.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

CET learned that its face-to-face outreach audience is dwindling, but its capacity to deliver via the web, and that web delivery's success, is growing exponentially.

What did you learn about your outreach audience?

CET does not participate in Nielson Ratings, and must estimate the viewing audience for its programming; however, CET did learn that while audience for television programming has remained static or has fallen, web viewing has been steadily growing. Online viewers tend to be younger and may or may not be within our traditional viewing area. CET also learned that there remains, as suspected, an interest in Civil Rights issues, and that local content is appreciated. CET received more than 50 contacts thanking us for showing EOTP and/or providing the local content. They are watching and they are appreciative.

What did you learn about designing and implementing outreach activities in general?

We have conducted much in the way of outreach, and we always learn something new. In the case of this project, much of what we learned had to do with the process of PlanIt ... we didn't use it to its fullest extent this time, because we have a very small staff and could not dedicate the time to one-by-one data entry. Because we already had a system in place for counting and documenting responses, we instead took our aggregate data and entered into spreadsheets based on the questions that PlanIt helped provide. Next time we must work through PlanIt we will attempt to use the process more thoroughly and in such a way that it benefits rather than burdens us. We are currently in a planning mode for that very purpose for our next PlanIt project.

Staff met its objectives, which were to share stories and provide resources, and to document that they were used. Because this was a small grant providing for a few activities, it was not expected that we would undertake large changes in audience perception; however, the response was gratifying and the web outcomes, which were the most important to CET, showed that we could indeed promote a program and provide high-quality web content to accompany it while attracting a larger audience for the website.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

From the content of the topic, the most compelling learning points were those that had to do with people and their stories: our community retains significant historical memory. From a process perspective, the most compelling learning points had to do with the changing way CET interacts with its audience. CET's online media provides new avenues that the audience is eager to access, while face-to-face events continue to decline in attendance. This was suspected, but this project helped create a turning point for that information.

What is going to happen as a result of the findings in this assessment?

CET will continue to make its resources available via the website in an ongoing manner, and will continue connecting new resources to them. What we've gathered has been very valuable. Usage continues to be significant.

CET also will continue to study delivery of outreach and compare face-to-face and anytime/anywhere delivery for effectiveness and audience reach.

Staff wants a better method for surveying online video usage, and the webmaster is currently studying options for targeted surveys.

What actions are required to improve upon, change or not change as a result of this assessment?

We found that our face-to-face outreach continues to be a growing challenge, and in the future more "anytime anywhere" outreach needs to be made available. Even training can be offered at a distance. Assessment, however, will have to be undertaken carefully. We will be working with the University of Cincinnati on the questions of making training and outreach accessible and still measurable.

PROJECT PARTNERS

National Underground Railroad Freedom Center

Provide venues for on-camera interviews (such as the Freedom Center itself, where CET will interview visitors), scholars for present-day interviews, and consultation on developing and distributing educational materials and program information to schools.

MONTHLY PROJECT UPDATES - CET

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: Project Activities Completed.

In October, CET

- Placed all segments for its local video online (<http://www.cetconnect.org/television/eyes.asp>)
- Developed a local on-air spot to steer viewers to the online content.
- Digitized all portions of historic *Glorifying the Lions* video (local program) archived as stated in CET's project proposal (and all are shared on the EYES ON THE PRIZE Webpage).

September 2006 Update: During September, CET completed the following:

- A Webpage to support EYES ON THE PRIZE and share outreach materials.
<http://www.cetconnect.org/television/eyes.asp>

- Digitization of the old local *Glorifying the Lions* interviews to add to CET's EYES ON THE PRIZE outreach resources. These were found to be in good shape and even organized into five cohesive segments. Some final editing was done to prepare them for online, and then they were digitized and uploaded to the server under the name THE ROAD TO EQUALITY. The first is already up on the EYES ON THE PRIZE Webpage and also is featured on CET's homepage at <http://www.cetconnect.org/>
- New brief oral histories were collected on Saturday, September 16, at the National Underground Railroad Freedom Center. Digitized selections are online. A mention ran in the *Cincinnati Enquirer* the preceding Thursday.
- A workshop has been planned in collaboration with the Freedom Center, and it is set for 4-7 pm on October 4. <http://www.cetconnect.org/learning/development/>
- Print and on-air promotion is being planned and coordinated now through the end of the September.

August 2006 Update: CET reports that it is making good progress on its campaign. It has:

- Begun selecting video from the local program *Glorifying the Lions* for CETconnect. Thus far, interviews with Theodore Berry, Fred Shuttlesworth, Marian Spencer, and Donald Spencer will be used. This activity continues into September.
- Held a planning session with Webmaster Joanne Grueter to determine elements and a timeline of CET's Webpage. This will include video, links to program information and the national Web site, and partner information.
- Hosted a planning session for the educational workshop with Diane Smiley (director of learning services) and Krystal Cleaver (projects manager in charge of workshops). The workshop at CET will feature a National Underground Railroad Freedom Center guest speaker. The focus will be oral histories and research, using EYES ON THE PRIZE and *Glorifying the Lions* as the basis. A decision was made to open the workshop to both educators and the general public. Planned for late September, the date will be confirmed in the next week; online registration will be available at <http://www.cetconnect.org/learning/development>.
- Worked with Terrie Puckett, director of community engagement, at the National Underground Railroad Freedom Center, to choose September 16 as the date to videotape personal oral histories at the Freedom Center. The taping will coincide with the opening of the exhibit "Re-integration of Football." CET chose a day of the week with the highest traffic that would coincide with the exhibit opening. Cincinnati Bengal's football greats will be in town; the station may tape interviews with historically significant players.
- Placed EYES ON THE PRIZE on the October CET broadcast schedule.

GRANTEE: Detroit Public Television

FINAL REPORT - JANUARY 31, 2007

Submitted by Vernita Beverly, DPTV

What are you attempting to do in your outreach project?

DPTV's Eyes on the Prize project:

- Raised awareness in general about the historical significance of the Civil Rights movement.
- Increased dialogue on contemporary issues related to civil rights.
- Engaged a large general audience in viewing the documentary.
- Demonstrated our commitment to serving diverse audiences and distinguished ourselves from commercial broadcasters in our ability to serve the local community.
- Developed closer ties to the faith-based community.
- Promoted the American Black Journal Archive project.
- Increased viewership.

In addition, project participants engaged in debates on civil rights and affirmative action initiatives throughout Southeast Michigan universities and colleges. Educators received resources for discussing history and civil rights in the classroom.

What activities did you undertake?

Wayne County Community College District held a screening and panel discussion of "*Awakenings*" on September 26, 2006 at their Northwest campus. Wayne State University held their screening at the UGL Bernath Auditorium on Wayne's main campus September 27th. Students from the Africana Studies Department-Black Social and Political Thought, Student NAACP, and Law School participated. A University Prep Oral History Project for our American Black Journal series interstitials are being edited for broadcast during the month of February 2007. The Charles H. Wright Museum of African American History screened "*Awakenings*" throughout the weekend of September 22, placed the EYES ON THE PRIZE flyer on their website and distributed over 500 flyers with the pending air dates for October 2, 9 & 16th. Hartford Memorial Baptist Church distributed thousands of EYES ON THE PRIZE flyers and announced DPTV air dates for October 2006 at the 7:30AM and 11:00AM services.

Number of people you reached through broadcast: 776250

Number of people you reached through events/activities: 950

Number of people you reached through promotions: 67000

Number of people you reached through partner organizations: 6000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 5000

Number of people who visited the Web site: 170000

Activities and Goals

Activity: WC3 screening

How many times was this activity offered? 1

How many people participated in this activity? 61

Learning Impact Goals:

As a result of the screening and discussion, the majority of participants will have increased knowledge about the civil rights movement. As a result of the screening and discussion, the majority of participants will have more appreciation for the immense contribution of those who were involved in the movement and how the movement of the 1950s and 60s impacts contemporary issues.

Activity: WSU screening

How many times was this activity offered? 1

How many people participated in this activity? 200

Learning Impact Goals:

As a result of the screening and discussion the majority of participants will have increased knowledge of the civil rights movement. As a result of the screening and discussion, the majority of participants will have more appreciation for the immense contribution of those who were involved in the movement and how the movement of the 1950s and 60s impacts contemporary issues.

Activity: University Prep Oral History Project

How many times was this activity offered? 4

How many people participated in this activity? 50

Learning Impact Goals:

As a result of participation in oral history project, the majority of students will have a better understanding of the civil rights movement and the role of everyday people.

Activity: American Black Journal (ABJ) interstitials

How many times was this activity offered? 10

How many people participated in this activity? 300000

Learning Impact Goals:

As a result of viewing the interstitials, viewers will know more about the role of everyday citizens in the civil rights movement.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

The participants learned the historical significance of the Civil Rights movement. They learned about the lives that were sacrificed during the 50's and 60's in order for them to enjoy their freedom today. We must never assume that our youth know about the Civil Rights movement or its significance.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

Participants are eager to express their feelings about the Civil Rights movement of the 1950's and 60's.

What did you learn about your outreach audience?

If you have a hot topic, such as Civil Rights, you have a ready made audience at most colleges and universities. Also, the diversity of viewpoints expressed by the audience members led to healthy discussions.

What did you learn about designing and implementing outreach activities in general?

Community partners are essential in the success of any project.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

After fifty years or more the problem is still with us. The issue of civil rights must be kept before the American public. The documentary reminds us of where we have been, but different people see

different directions for the movement in the future.

What is going to happen as a result of the findings in this assessment?

DPTV will continue to air documentaries related to this subject and look for other projects that will allow us to continue to interact with the public and foster discussion.

PROJECT PARTNERS

- Wayne County Community College
Coordinate screening event, including recruitment of panelists and promotion. Coordinate promotion with Charles Wright Museum.
- Wayne State University
Coordinate screening event.
- University Preparatory Academy
Coordinate oral history classroom project.
- Hartford Memorial Baptist Church
Hartford will co-sponsor screening with Wayne State University.

MONTHLY PROJECT UPDATES - DPTV

(NOTE: Provided for Process Documentation)

November 2006 Update: University Preparatory Academy's interstitial segments on oral histories for EYES ON THE PRIZE have been completed. The segments will be broadcast during weekly programs of *American Black Journal* during the month of December 2006. Content on *American Black Journal* will focus on race, class and civil rights during December.

Planning for Wayne State University's special event for EYES ON THE PRIZE, scheduled for January 2007, is underway.

October 2006 Update: In October, Detroit Public Television:

- Made plans with partner, Wayne State University, to host another special event for EYES ON THE PRIZE in January 2007.
- Oversaw the collection of oral histories by the University Preparatory Academy (UPA) as a classroom project. Oral histories are being gathered from family members, friends, and neighbors who were involved in some way with the Civil Rights Movement. DPTV will select several for use as broadcast segments.
- Developed interstitial segments on oral histories for DPTV's local production, *American Black Journal*. The station will produce several segments showcasing students who participated in the project at UPA and the oral histories they collected. The segments will be broadcast during weekly programs of *American Black Journal* during November and December, which will focus on race, class, and civil rights during November and December.

September 2006 Update: Detroit Public Television has completed the following activities during this reporting period.

- September 22 - Project partner, the Charles H. Wright Museum of African American History, screened "*Awakenings*" throughout the weekend, put the EYES ON THE PRIZE flyer on its Web site and distributed over 500 flyers with the broadcast airdates for October 2, 9, and 16.
- September 24 - Hartford Memorial Baptist Church distributed thousands of EYES ON THE PRIZE flyers and announced DPTV air dates for October at its 7:30 am and 11:00 am services.

- September 26 - The Wayne County Community College of Detroit (WCCCD) screening event attracted 61 students. All participants received a flyer detailing the broadcast days and times and a survey card. All respondents had positive remarks for the screening and panelists. The event went over the allotted time; students stayed and asked bright, thought-provoking questions, demonstrating their interest in civil rights issues. The site coordinator, Ralph Hardin, was pleased with the outcome of the event and hopes to hold another panel discussion later this year.
- September 27 - The Wayne State University (WSU) screening event took place in the Bernath Auditorium on the main campus. Students from the Africana Studies Department - Black Social and Political Thought, student NAACP, and law school participated. Panelists offered remarks comparing and contrasting the Civil Rights Movement with social issues of today. The community affairs director invited DPTV to participate in a larger scale event in January 2007, featuring "*Awakenings*," which will involve more colleges from WSU's main campus and national experts from the Civil Rights Movement.

August 2006 Update: Screenings of "*Awakenings*" have been scheduled in Detroit at Wayne County Community College (WCCCD) on September 26 and at Wayne State University on September 27. Both schools are very excited about sharing the series with their students and have started selecting their panelists. Additionally, the Museum of African American History has expressed an interest in holding its own screening and will advise DPTV of the date.

A preliminary survey has been conducted at WCCCD and flyers were distributed. The college has a huge auditorium (capacity 750) and is encouraging heads of several departments to make attendance at the EYES screening mandatory for their students. Given the importance of issues raised in the series, in addition to the afternoon screening currently scheduled from 1-3 pm, WCCCD is considering holding a second screening in the evening. The afternoon screening on September 26 is free and open to the public.

The audience for the screening at Wayne State University will come from 2-3 colleges including the College of Africana Studies and the Law School. Members of Hartford Memorial Baptist Church will also attend. Hartford will promote the event at its Sunday services (7:30 am & 11:30 am) and as part of its youth ministry. Approximately 150 people are expected to attend the Wayne State screening on September 27.

GRANTEE: Georgia Public Broadcasting

FINAL REPORT - JANUARY 31, 2007

Submitted by Mandy Wilson, GPTV

What are you attempting to do in your outreach project?

GPB's community consists of its statewide television audience. As a statewide network with nine television stations in five markets throughout the state of Georgia, GPB reaches the equivalent of the fourth largest market, over 3.2 million television households or over 8.1 million people. Our average weekly audience is 1.5 million viewers. We hope to expand the knowledge of our viewers on Civil Rights issues and expand the impact of the viewing experience of EYES ON THE PRIZE with our local programming and interstitial initiatives.

GPB hopes to enhance the viewership of EYES ON THE PRIZE with the local programming and further build our partnerships with community organizations. The project fits into a long-term GPB priority of "localizing" national programming by supplementing it with GPB Original Productions. We hope to use the programming to further solidify GPB's reputation of producing first-rate content on important issues that affect the lives of Georgia viewers. This is especially important for our member stakeholders and present and potential outreach and programming partners.

What activities did you undertake?

GPB Morehouse Screening, GPB Conversation Taping

Number of people you reached through broadcast: 1000000

Number of people you reached through events/activities: 520

Number of people you reached through promotions: 8000000

Number of people you reached through partner organizations: 10000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 800

Number of people who visited the Web site: 5000

Activities and Goals

Activity: GPB Morehouse Screening

How many times was this activity offered? 1

How many people participated in this activity? 150

Learning Impact Goals:

Following participation in the screening, 80% of participants will know about the role of Georgia in the Civil Rights Movement and tune in for the broadcast of the full EYES ON THE PRIZE screening.

Attitude Change Impact Goals:

The majority of participants at our Morehouse screening will experience an increase in the perceived importance of the need for civil rights in our society.

Activity: GPB Conversation Taping

How many times was this activity offered? 1

How many people participated in this activity? 370

Learning Impact Goals:

At the conclusion of this taping, 80 percent of the participants will have learned more about Georgia's place in Civil Rights Movement history and they will tune in for the broadcast of Eyes on the Prize and other GPB programs. They will share their knowledge with others about the upcoming broadcasts.

Attitude Change Impact Goals:

At the conclusion of taping, 80% of the participants will have a renewed appreciation for the Civil Rights Movement and realize why it is still important today to discuss these issues.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Through the "*Awakenings*" screening conducted at Morehouse with the panel discussion, attendees, especially Morehouse students who were not born at the inception of the Civil Rights Movement, learned about the key players in the Movement and more about how civil rights issues are being handled today. People who participated in the John Lewis: A Conversation taping, learned more about his role in the Civil Rights Movement of the 1960s and how civil rights has remained one of his greatest concerns as a Georgia congressman.

How did participation in the outreach lead to attitude change?

The panel discussion and screening of "*Awakenings*" at Morehouse, which featured a panel discussion with professors and students helped bring about an attitude change for students who could not previously appreciate the struggles or methods used during the Civil Rights Movement of the 1960s. The discussion also helped to bring to light contemporary civil rights issues and reinforced the knowledge that there is still a civil rights struggle, and that it is imperative to have an understanding of history.

The taping of John Lewis: A Conversation was attended by about 250 people, and the program was also sent to 4 other PBS stations participating in the outreach campaign. From reports that I have received, this accounted for additional 120 viewings of the programming. Comments I received state that the program helped students relate better to the Civil Rights Movement because Congressman Lewis was very young when he became involved. Congressman Lewis also talked a lot about the "Beloved Community," as a goal for the Civil Rights Movement. Many comments I received say that viewers reinforced the idea that communities have a responsibility to be concerned about the civil rights of their citizens and the program ignited discussions of community building.

How did participation in the outreach lead to behavioral change?

Several participants in the viewing of the John Lewis program said that it would encourage them to get a library card in order to learn more about history and the Civil Rights Movement. Through viewing the program, educators and parents said that they would encourage their kids to think more critically about stereotypes.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

Even though there seems to be a wealth of knowledge about this project, there is still a great need to present information about the Civil Rights Movement. EYES ON THE PRIZE provided an excellent way to do this. It is a wonderful comprehensive program, and many of people who viewed it through our activities were seeing it for the first time.

What did you learn about your outreach audience?

People related more to the program EYES ON THE PRIZE, by seeing faces from Georgia - Joseph Lowery, Andrew Young and John Lewis in our interstitials and in the companion programs we produced and aired. They also often think about the topic, but it still seems to be difficult to discuss. The outreach activities provided a much needed forum.

What did you learn about designing and implementing outreach activities in general?

You need clear communication with your partners, and they must have the same goals in mind. Our station is still really new to outreach, but we have undertaken a lot of major projects in the past year. I want potential partners to see GPB as a real resource for them, so with each new project, I evaluate the process and think about how I can improve, and keep partners interested in GPB's work once a particular project is done.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

Programming can create dialogue with viewers and lead to attitude and behavioral change. With national programming, it helps to have a local connection, which is one of GPB's goals with any outreach project we undertake. We had wonderful content resources here because of Georgia's place in Civil Rights History, and we were able to create interstitials and programming featuring three Civil Rights luminaries - John Lewis, Andrew Young and Joseph Lowery. Content is key here. In order to succeed, we need continue to look for opportunities to expand the impact of national programming with local content.

What is going to happen as a result of the findings in this assessment?

We will continue to look for unique opportunities to tie national and local programming together and expand our partnership opportunities.

What actions are required to improve upon, change or not change as a result of this assessment?

I think we can improve by seeking a wider range of partners and finding ways that the content can be used more than once by our station. The feedback from the other PBS stations using the John Lewis documentary was great, especially that of WTVI, which used it for a professional development training with social studies teachers and WIPB, which used it for its PBS program club. We will definitely find ways to use the program again and come up with more outreach plans around it.

PROJECT PARTNERS

Morehouse College Leadership Center

The Leadership Center at Morehouse College was created to provide character and leadership development skills and resources for students at the historic college. The Leadership Center hosted a screening of "*Awakenings*" on September 27, 2006.

MONTHLY PROJECT UPDATES - GPTV

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: As reported in September, GPB held a screening of "*Awakenings*" at Morehouse College on September 27.

In October, GPB carried out the on-air elements of its outreach around the rebroadcast of EYES ON THE PRIZE. To promote the series and awareness of civil rights issues and civil rights figures in Georgia, GPB produced and aired television spots featuring Joseph Lowery, John Lewis, and Andrew Young. The station also broadcast the GPB original production, *John Lewis: A Conversation*. The program aired in two parts: *John Lewis: A Conversation - Marching For Freedom* premiered Sunday, October 1. The program encored on October 2 and October 3.

John Lewis: A Conversation - Making A Better America premiered Sunday, October 8 and encored October 9 and October 10. This program was taped in August at GPB in front of a studio audience as part of GPB's overall outreach plans. The program was also requested by other station grantees for use as part of their outreach.

In addition, GPB aired the GPB original productions *Andrew Young: A Conversation* on Friday, October 6 and *Joseph Lowery: A Conversation* on Friday, October 13. Both followed encore presentations of individual programs in EYES ON THE PRIZE. On Monday, October 15, GPB aired *An Evening with Andrew Young, A History Makers Special*.

GPB promoted all of the programming on the back cover of its October member guide, *Preview*, (circulation approximately 60,000) and with a banner on its Web site (www.gpb.org), plus additional program information. GPB also promoted the programming in its October e-newsletter, which has about 13,000 subscribers.

September 2006 Update: In this reporting period, Georgia Public Broadcasting planned and implemented a screening of "*Awakenings*" with the Leadership Center at Morehouse College. In addition to being the only American college for black men, it is the undergraduate alma mater of Dr. Martin Luther King, Jr. His legacy continues to be foremost among the students and leadership of the institution.

The screening was preceded by a reception for the 150 attendees. The crowd was evenly divided, with approximately 75 Morehouse students and 75 faculty and participants from the larger community. The invitation list was developed in concert between GPB and Morehouse's Leadership Center and included community groups, faith-based organizations, and local civil rights organizations.

The screening began with remarks from Nancy Hall, GPB's executive director; Denise Blake, EYES ON THE PRIZE project director for Outreach Extensions; and Dr. Walter Fluker, director of the Morehouse College Leadership Center.

Following the screening of "*Awakenings*," a panel responded to what they'd seen. The panel was coordinated through the Morehouse College Student Honor Society. Panelists were Terron Ferguson, Morehouse student; Dr. Marcellus Barksdale, professor of history and director of African-American studies, Morehouse College; Shantal James, Spelman student; and Dr. William Jelani Cobb, assistant professor of history, Spelman College.

GPB has begun airing the EYES ON THE PRIZE promotional spots it produced featuring Congressman John Lewis and Andrew Young. An additional spot featuring Joseph Lowery will begin airing this week in conjunction with the broadcast premiere of EYES ON THE PRIZE.

August 2006 Update: GPB held a taping for *John Lewis: A Conversation* at the station on August 22. This is one of the local programs the station is airing as part of themed programming in October that supports EYES ON THE PRIZE. Congressman Lewis discussed his role in the Civil Rights Movement. The event, attended by about 100 people, was held at the GPB studios. After the taping, GPB facilitated an audience Q & A with Congressman Lewis. The audience response was overwhelming. The station is investigating the possibility of being able to share the show with other station grantees for EYES ON THE PRIZE.

GPB is currently developing the interstitials that will promote EYES ON THE PRIZE and its local programming. EYES ON THE PRIZE will also be prominently featured in the station's October membership guide, which is in development. Additional planning encompasses how to promote the series and its shows to the media, as well as content for its e-newsletter and Web site.

The station's next event is at Atlanta's Morehouse College. GPB has held two meetings with officials at the Morehouse Leadership Center. Plans include screening *"Awakenings"* on September 27. A reception will be held before the screening; a panel discussion with school officials and others involved in the Civil Rights Movement will follow the screening.

GPB had hoped to be further along with the interstitials, but since Blackside didn't license *"Awakenings"* to be used in spots, that has been a challenge.

GRANTEE: Iowa Public Television

FINAL REPORT - JANUARY 31, 2007

Submitted by Mary Bracken, IPTV

What are you attempting to do in your outreach project?

The Community is more aware of the Civil Rights Movement and how it relates to their history and their current lives.

Secondary students have deeper insight on the Civil Rights Movement and clarity on the state of things prior to, during and after the movement. They will have a greater appreciation for how the movement changed the way Americans - and Iowans - live today. EYES ON THE PRIZE outreach helps IPTV to meet our initiative to be Iowa's Center for Community, Civic and Personal Engagement. I'll Make Me a World in Iowa demonstrates a continued collaboration with Iowa Public Television in programming and outreach events that truly matter to Iowans. IMMAWII also benefits by utilizing the resource materials for IMMAWII Education Day.

What activities did you undertake?

1. I'll Make Me a World in Iowa (IMMAWII) a) Planning Meetings, b) IMMAWII Education Day, c) IMMAWII Black History Game Show Competition, d) IMMAWII Celebration Day.
2. EYES ON THE PRIZE Interstitials.
3. EYES ON THE PRIZE Screening event with *Making Connections* Des Moines at the Fort Des Moines Museum.
4. Laying Claim to Our Spirit: 2006 Iowa African American Women's Leadership Conference, Cedar Rapids, Iowa: Round Table Discussion: Women in the Civil Rights Movement.

Number of people you reached through broadcast: 66000

Number of people you reached through events/activities: 15000

Number of people you reached through promotions: 30000

Number of people you reached through partner organizations: 23000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 2500

Number of people who visited the Web site: 0

Activities and Goals

Activity: I'll Make Me a World in Iowa Planning Meetings

How many times was this activity offered? 2

How many people participated in this activity? 60

Learning Impact Goals:

At the conclusion of these planning meetings, 75% of the participants will agree to distribute promotional and educational materials to their colleagues, clients and friends.

Attitude Change Impact Goals:

IPTV outreach presents at these meetings to strengthen the partnership between IMMAWII and Iowa Public Television. At each meeting, IPTV reinforces the history and strength of our partnership. I'll Make Me a World in Iowa is named for the Henry Hampton and Blackside, Inc. public television

documentary. IPTV outreach was on the original planning committee with the Historical Society of Iowa. So, reinforcing the partnership by incorporating present day broadcast programming and associated materials is appropriate and consistent with the festival's message.

Behavioral Change Impact Goals:

IPTV and EYES ON THE PRIZE were recognized as contributors at every opportunity; in print, throughout Education Day, the Embracing Excellence gala and during Celebration Day. One of the board members used a good deal of her interview time on a local newscast talking about the original partnership between IMMAWII and Iowa Public Television.

Activity: IMMAWII Education Day

How many times was this activity offered? 1

How many people participated in this activity? 4000

Attitude Change Impact Goals:

Students who had the opportunity to view "*Awakenings*" during Education Day showed interest in talking with their elders in their families and other acquaintances about their personal experiences during the Civil Rights movement.

Behavioral Change Impact Goals:

EYES ON THE PRIZE brought this time in American history out of the history books and into conversation among people of different generations.

Activity: IMMAWII Education Game Show Competition

How many times was this activity offered? 1

How many people participated in this activity? 400

Learning Impact Goals:

The participating junior high and high school teams entered in the Black History Game Show demonstrated specific knowledge of facts from the EYES ON THE PRIZE study guide. Participating students also demonstrated a new understanding of the Civil Rights Movement as with correct responses to about half of the questions posed throughout the day-long game show competition. School mates showed interest in the lessons as they rooted for their team in a positive academic experience.

Attitude Change Impact Goals:

The students on the competing teams demonstrated a surprisingly thorough understanding of the materials they studied in the EYES ON THE PRIZE study guide as preparation for the Black History Game Show competition. During the answers, several students talked about the importance of carrying these lessons from the past into today, and the future.

Behavioral Change Impact Goals:

The middle and high school youth who expanded upon their answers during the Black History Game Show indicated a need to continue to work for equality among all people.

Activity: Round Table Discussion: Women in the Civil Rights Movement at the Laying Claim to Our Spirit: 2006 Iowa African American Leadership Conference

How many times was this activity offered? 1

How many people participated in this activity? 25

Learning Impact Goals:

As a result of participation in the IPTV and IMMAWII round table discussion of women in the civil rights movement, women attending the Laying Claim to Our Spirit: 2006 Iowa African American Women's

Conference showed interest in viewing EYES ON THE PRIZE on Iowa Public Television and / or accessing the accompanying educational resource materials.

Attitude Change Impact Goals:

The viewing of brief segments of EYES ON THE PRIZE helped the attending women to get in touch with their feelings about the civil rights movement. Several women shared intimate and personal details of their own youth experiences, particularly in the South.

Behavioral Change Impact Goals:

No one wanted to end the discussion at the conclusion of this session. Several women spoke of the importance of continuing to share personal histories, particularly with younger women and family members so that we can all learn from the past.

Activity: IMMAWII Celebration Day

How many times was this activity offered? 1

How many people participated in this activity? 15000

Learning Impact Goals:

As a result of our events and booth at IMMAWII Celebration Day, many of the 15,000 Iowans attending think of Iowa Public Television as an important resource for information about African-American history, art and culture in Iowa.

Activity: Eyes on the Prize Interstitials

How many times was this activity offered? 9

How many people participated in this activity? 27000

Learning Impact Goals:

As a result of seeing the EYES ON THE PRIZE in Iowa interstitials, interest in IMMAWII Education Day will increase by 15%. As a result of seeing the EYES ON THE PRIZE in Iowa interstitials, more Iowans will think of IPTV as a primary resource for educational information about the civil rights movement, and will choose to gather materials to learn more.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

I'll Make Me a World in Iowa (IMMAWII): The planning committee is more aware of the many resources that Iowa Public Television provides for sharing the African American history and experience with their audiences.

IMMAWII Education Day / Black History Game Show: Students demonstrated increased knowledge of the materials in the EYES ON THE PRIZE study guide; teachers learned about the resources available from public television; Celebration Day attendees became more aware of the value of watching Black History month programming as a family, and discussing the lessons therein; Attendees of the Laying Claim to Our Spirit Iowa African American Leadership Conference and particularly those attending the round table learned the importance of sharing lessons from our past as keys to a better future of understanding and harmony; Community leaders, citizens, youth and families attending the EYES ON THE PRIZE screening event at the Fort Des Moines Museum discussed the value of sharing EYES ON THE PRIZE with persons of another age, race, background or gender.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

Partnership with existing black organizations is essential to reaching this population.

What did you learn about your outreach audience?

They don't watch a lot of public television. However, when we work in partnership with leaders in the African American communities, particularly for several consecutive years, IPTV outreach can become a trusted partner. That trust comes from consistently delivering programs, resource materials, events and discussion sessions that get to the issues that are important to this audience.

What did you learn about designing and implementing outreach activities in general?

Opportunities to discuss issues in small to medium group settings have the biggest impact. At the large events, like I'll Make Me a World in Iowa Celebration Day with over 15,000 attendees, it is important to have a big presence within the early promotion and as a planning partner. That hard work pays off when the board members and festival organizers talk about the significance of partnership.

Design of medium sized events, like the individual sessions of the Black History Game Show, allow outreach and education staff interaction with teams and groups of learners. The round table discussion at the Laying Claim to Our Spirit: 2006 Iowa African American Women's Leadership Conference was the most impactful event of all. We used the video as a springboard for the discussion. Clips from EYES ON THE PRIZE worked wonderfully to encourage the women to share their experiences with one another. One-on-one discussions at the celebration day event were interesting, and impactful to those we spoke with, but made a small dent in the crowd of 15,000. Overall, many small events with strong partnership, visibility and active participation by IPTV staff brought EYES ON THE PRIZE and its valuable lessons to Iowans in a significant, and I believe lasting way.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

Those who lived through the injustices before the civil rights movement will only talk about those experiences when they are in a safe, non-threatening and comfortable environment. Women tend to open up in a group of other "sisters".

What is going to happen as a result of the findings in this assessment?

The Black History Game Show, utilizing lessons learned from EYES ON THE PRIZE is a two-year project for the educational outreach efforts of I'll Make Me a World in Iowa. Partnership with historian Hal Chase helps to bring specific history of black Iowans into the learning mix, and also adds college level competition.

What actions are required to improve upon, change or not change as a result of this assessment?

Public television can be a powerful ally to those wanting to use lessons from our past as a springboard for discussions around current civil rights issues. However, the black population may not be aware of these resources without public television outreach's efforts to connect them with the broadcasts and associated materials.

PROJECT PARTNERS

- I'll Make Me a World in Iowa
- Iowa African-American Women's Leadership Conference
- African-American Historical Museum and Cultural Center of Iowa

MONTHLY PROJECT UPDATES - IPTV

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: Project Activities Completed.

September 2006 Update: Iowa Public Television, in partnership with I'll Make Me a World in Iowa (IMMAWII), participated in the "Laying Claim To Our Spirit: 2006 Iowa African American Women's Leadership Conference" on Thursday, September 28 and Friday, September 29 in Cedar Rapids, Iowa.

Iowa Public Television (IPTV) shared lessons learned from EYES ON THE PRIZE with the more than 300 participants at this statewide conference for black women.

Opening Reception

The opening reception at the African American Historical Museum and Cultural Center of Iowa included vignettes from local community theatre players, music, refreshments, and tours of the museum. Attendees were greeted with a large sandwich board, announcing the air dates and times for EYES ON THE PRIZE. IPTV also distributed flyers inviting those at the conference to attend the Friday issues round table discussion and screening session of "*Awakenings*."

Round Table

IPTV and IMMAWII co-sponsored a round table breakout session titled "Sisters: Champions Then & Now." The moderators of the panel were IPTV's Mary Bracken and *Making Connections* Des Moines' Betty Andrews. The two used segments from "*Awakenings*" to identify the specific traits that black women from the civil rights era showed in their courageous activities. The group watched clips with Mamie Till Bradley, Rosa Parks, and Coretta Scott King as springboards for discussion, exploring the powerful attributes of the women active in the Civil Rights Movement, and connecting those traits with present-day Iowa champions. This motivational boost and gathering of women was designed to affirm the greatness within each woman. Each attendee also received an autographed copy of Iowa's newest state song "I'll Make Me a World in Iowa."

Luncheon Presentation

Mary Bracken, IPTV outreach coordinator, also shared a brief clip from the opening segment of "*Awakenings*" at the opening of the general luncheon session. Keynote speaker Judy Belk referred to EYES ON THE PRIZE during her remarks, strengthening the connection with the 300 women in the main ballroom.

Sponsor Table

IPTV provided resources at its sponsor table, including copies of *Advance*, the station's monthly program guide, with EYES ON THE PRIZE on the cover. Cheryl Mullenbach from IPTV's Educational Telecommunications division also shared information about IPTV's K-12 Connections, School to Careers, and Iowa Pathways projects.

August 2006 Update: Iowa Public Television (IPTV) and I'll Make Me a World in Iowa (IMMAWII) have met several times during August to plan their joint presentation at "Laying Claim to Our Spirit: 2006 Iowa African American Women's Leadership Conference" coming up September 29 in Cedar Rapids, Iowa. Planned activities include:

- A round-table session will focus on the characteristics of black women who are models for success. Session leaders will help participants look at the traits of pivotal women of the Civil Rights Movement - like Rosa Parks and Coretta Scott King - on whose shoulders we stand. Motivation, self-esteem, and self-awareness from then until now will be emphasized.
- A booth in the exhibitor's hall of the conference (open during breakfast, lunch, and the closing reception).
- Mentions in the conference program.

Additionally, portions of "*Awakenings*" will be shown as discussion starters during the round-table session, and also to the entire conference during the luncheon session, just prior to the keynote

speaker. On a very positive note, the station's presence at the Leadership Conference has greatly expanded beyond its expected level of participation.

Making Connections Des Moines and IPTV are also planning an EYES ON THE PRIZE event. A potential site is being surveyed on September 7; plans will be firmed up after that.

GRANTEE: Kentucky Educational Television (KET)

PROJECT PARTNERS

- NAACP
Main sponsor of Conference
- Muhammad Ali Center
Host of Venue for Event
- Jefferson County Public Schools
Supporter and Partner/Access to Teachers
- Jefferson County Teachers Association
Supporter and Partner/Promoter of Event
- Louisville Urban League
Supporter and Partner for Event/Local partner for Making Connections Louisville
- Spalding University
Supporter and Partner/Promoter of Event
- Kentucky Alliance against Racist and Political Oppression
Supporter and Partner/Promoter of Event
- Local Churches
All have been contacted through their alliances about this event.

MONTHLY PROJECT UPDATES - KET

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: The Town Hall Forum on School Desegregation, held on September 7, aired Sunday, October 1 at 9 pm on KET2 and Wednesday, October 4 at 10 pm on KET1. In addition, *Connections* this month featured Shaw's interview with Bruce S. Gordon, president and CEO of the NAACP, which was a bonus interview taped at the same time as the Town Hall Forum. This program aired Saturday, October 7 on KET1 and Sunday, October 15 on KET2. Gordon has been named one of Ebony's 100 most influential black Americans.

In November, the station has arranged a block feed of EYES ON THE PRIZE to all the schools in Kentucky. The study guide has been made available as well.

KET reports that all work on the campaign will be completed by the end of November.

September 2006 Update: KET's Town Hall Forum on School Desegregation hosted by Renee Shaw was held on September 7 at the Muhammad Ali Center in conjunction with the NAACP conference on School Desegregation. An unqualified success, the event drew a capacity crowd (plus overflow) that represented a good cross-section of the community. One of the many distinguished guests in the

audience was Senator Georgia Davis Powers, a prominent figure in civil rights and the first woman and first African-American to serve in the Kentucky General Assembly.

The discussion was rich and, at times, passionate, but all participants felt that the process was fair and equitable. The portion of *"Awakenings"* that was screened generated enthusiastic response from the audience. To build viewership, audience members received printed information about air dates. With the press in attendance, an article about the forum appeared in the *Courier-Journal* the next day. Since the forum, KET has focused its attention on promoting the broadcast of this event as well as the broadcast of EYES ON THE PRIZE through the KET marketing department. In addition to on-air promotion, both programs are being promoted in the KET e-newsletter e-Views, which is sent to 4,500 people weekly. Flyers have been sent to an extensive list of partners and interested parties.

Renee Shaw was excited to report that CNN has contacted KET about using a clip from the School Desegregation Town Hall Forum in a series they are producing on the judicial system.

August 2006 Update: KET's Town Hall Forum on school desegregation is scheduled for September 7. The station is diligently working to make certain the event is substantive and engaging. The event will be taped and aired as a "Special Edition of Connections with Renee Shaw" and will be shown in conjunction with EYES ON THE PRIZE. Renee Shaw and her team, as well as the KET outreach team, have put in countless hours researching the issues, creating a balanced panel of local experts and stakeholders, and carefully developing a diverse audience that represents a cross-section of opinions. KET has worked in partnership with the NAACP to promote the event while maintaining its status as a neutral convener and facilitator. A completely full house is expected plus an over-flow viewing area. The forum represents the first time the Louisville community has had the opportunity to discuss school desegregation and the inherent civil rights issues in an unbiased arena. The conversation and impact should be seminal - a civic reference point for years to come. The re-release of EYES ON THE PRIZE has provided an effective springboard for important and ongoing dialogue about civil rights issues today.

In preparation for the event, Renee Shaw and a camera crew went to two local schools to interview students about their feelings about the school assignment plan - past and present. Their responses will be edited into a short piece to be aired during the Town Hall Forum. And, of course, the production crew has been working closely with the Ali Center to make certain all the production details are locked down, including the ability to ask questions of the panel via e-mail. The Ali Center is very excited to be associated with this event and has provided its space and resources free of charge, including a reception for the audience.

KET plans to pass out copies of the campaign's Oral History Toolkit at the event. Station outreach staff will also follow up with the educational liaisons at KET (who visit every school in the state) to have them offer the Oral History Toolkit to schools in the coming months.

KET's biggest challenge has been the short lead time from the time the grant was awarded to the date of the local program/event. However, everyone involved in the project has made tremendous efforts to accommodate the schedule. The tie-in to the NAACP's conference on "50 years of Louisville School Integration" drove the schedule.

One change to the proposal is that the student video will be produced by KET. The station is still working with young people to create their own videos on civil rights (through another grant), but they will not be completed in time. For that reason, KET decided to produce a short segment as a way to have student voices included.

GRANTEE: KETC, St. Louis

FINAL REPORT - JANUARY 31, 2007

Submitted by Amy Shaw, KETC

What are you attempting to do in your outreach project?

EYES ON THE PRIZE and the legacy of Henry Hampton are more relevant now than ever before. We would like the St. Louis community to be more aware of the significant impact of the landmark documentary, EYES ON THE PRIZE, and the wealth of resources that are available locally and nationally to learn more about this important resource. We continue to strive to be recognized as a connected community resource. For KETC, this project is another step in the direction of giving life and action to the broadcasts we offer. For our partner organizations we want this project to be a conduit to further collaboration with KETC/Channel 9 and to connect them to the wealth of resources public broadcasting has to offer.

In addition, for the educators and students involved in this project, we want to build a bridge for further historical research and offer access to resources they may not otherwise be aware of.

What activities did you undertake?

EYES ON THE PRIZE Teacher Training Seminar, EYES ON THE PRIZE Screening and Discussion Group

Number of people you reached through broadcast: 350000

Number of people you reached through events/activities: 1500

Number of people you reached through promotions: 125000

Number of people you reached through partner organizations: 25000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 5000

Number of people who visited the Web site: 50000

Activities and Goals

Activity: EYES ON THE PRIZE Teacher Training Seminar

How many times was this activity offered? 1

How many people participated in this activity? 75

Learning Impact Goals:

As a result of participation in the teacher training seminar, educators will understand the importance and significance of EYES ON THE PRIZE as a teaching tool. Following participation in the training seminar, educators will be aware of and learn to use the resources available through the Henry Hampton Collection.

Behavioral Change Impact Goals:

Following participation in the training seminar, 75% of the educators will use the EYES ON THE PRIZE training materials in their curriculum. Following participation in the training seminar, 75% of the educators will use resources from the Henry Hampton Collection in their classroom.

Activity: EYES ON THE PRIZE Screening and Discussion Group

How many times was this activity offered? 1

How many people participated in this activity? 65

Learning Impact Goals:

As a result of participation in the screening and discussion group, participants will understand the importance and significance of EYES ON THE PRIZE as a tool for further understanding race and equity in our community.

Behavioral Change Impact Goals:

Following participation in the screening and discussion group, 50% of the participants will conduct further research on the Civil Rights Movement in the St. Louis region. Following participation in the screening and discussion group, 75% of the participants will initiate a constructive dialogue on race and equity within their workplace, school, neighborhood, or religious community and spur others to make a commitment to become informed about people from other races and cultures. Following participation in the screening and discussion group, 50% of the participants will seek out more information on the Dred Scott case and its connection to the Civil Rights Movement.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

In the survey we created, we learned that prior to attending the workshop, 96% of respondents were unaware of the Henry Hampton Collection at Washington University Libraries. 65% reported that they plan to use the resources of the Henry Hampton Collection in their classroom.

How did participation in the outreach lead to attitude change?

Teachers reported that attending the workshop would change how they thought about taught the Civil Rights curriculum in their classroom.

How did participation in the outreach lead to behavioral change?

Teachers reported that they would be more likely to use EYES ON THE PRIZE in the classroom and be more likely to visit the Henry Hampton Collection and use the resources.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

There is a great need for this type of workshop for educators and there is a need for teachers to learn more about teaching Civil Rights to their students.

What did you learn about your outreach audience?

I didn't learn too much more than I already knew, but the project confirmed my understanding of educators.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

What is going to happen as a result of the findings in this assessment?

KETC will continue to partner with area organizations to provide educational opportunities to area teachers.

In partnership with the Washington University Film and Media Archive—the repository of the Henry Hampton Collection—KETC hosted a teacher workshop on Saturday, September 23 at the Washington University West Campus Library. The workshop location—the site of the Henry Hampton Collection—afforded educators the opportunity to tour the collection so they feel comfortable to use the resources in the future. All of the teachers attending the workshop said they were completely unaware of the existence of the archive and were thrilled to learn that they could access this resource. Many of the

teachers were thrilled by the opportunity to use EYES ON THE PRIZE in their classroom and pleased that PBS was broadcasting the series. We received exceptionally positive feedback on the training with many teachers leaving well over an hour after the event had ended because of continuing discussion.

The event attracted 75 very engaged educators from across the region. The makeup of the schools the teachers represented was very diverse racially, geographically and economically. This opportunity was free and each teacher received continental breakfast, resources materials, a copy of the *Awakenings* DVD and a certificate of completion documenting 3.5 hours of professional development. The professional development hours as well as the nature of the subject matter were a draw for participants.

We promoted the training throughout the region through e-mail blasts, mailings and through partner organizations. We also created a page on our web site that allowed teachers to register online. An estimated 7000 teachers were exposed to the opportunity through our promotion.

Our planning with Washington University went extremely well. Through their contacts, we were able to secure Judy Richardson, one of the producers of EYES ON THE PRIZE, to lead the workshop. Drawing on her experiences making EYES ON THE PRIZE, she shared key insights on the making of EYES ON THE PRIZE and of her experiences with the civil rights movement. Teachers learned how to use EYES ON THE PRIZE in their classroom and how to better incorporate KETC used grant funds to pay for Ms. Richardson's travel and per diem. The workshop also featured the tremendous resources available in the Henry Hampton Collection for educators and we promoted the broadcast in October. The workshop was professionally videotaped and we have made it available via Washington University's web site as a podcast for any educator who was unable to attend the event. The training will also be archived in the Henry Hampton Collection.

Six weeks following the workshop, we used Survey Monkey to create and send an online follow-up survey to all participating teachers. We have a remarkable return on these surveys with 24 of 75 educators responding. Here are some highlights:

- 67% of respondents said they had seen EYES ON THE PRIZE but had not used the series in the classroom prior to attending the workshop.
- Prior to attending the workshop, 96% of respondents were unaware of the Henry Hampton Collection at Washington University Libraries.
- 65% reported that they plan to use the resources of the Henry Hampton Collection in their classroom.
- When asked how teachers would use EYES ON THE PRIZE and resources from the workshop in their classroom:
 - *"I will use the videos and articles to bring the Civil rights movements to life."*
 - *"To increase awareness of true historical groundwork for the Civil Rights movement; to celebrate diversity and think critically about human rights."*
 - *"I will look at using the information received to inspire their writings and assign particular topics as comprehensive projects."*
 - *"My school is buying the set of DVD's for me --it will be used in class discussion."*
 - *"I will use in my English Class - to introduce material and provide opportunities for writing in addition to my Civil Rights unit."*
 - *"I have created a display of the EYES ON THE PRIZE books in the Library and have distributed handout copies to the teachers who cover Civil Rights in their curriculum."*

The survey and an analysis of the results are included as attachments to this final project report.

Production

A segment has been produced of our local show *Living St. Louis* on Henry Hampton and his strong connection to St. Louis and his Collection

http://www.ketc.org/productions/productions_livingSTL_videoArchive.asp#recent then click on Henry

Hampton). This also afforded us the opportunity to promote the EYES broadcast. This segment aired on October 16, 2006.

Screening and Discussion

We had originally planned to work with the Jefferson National Expansion Memorial for the screening/discussion portion of our project, but due to staff changes, they were unable to follow through on their commitment. We then decided to partner with the Missouri History Museum on a screening event on Sunday, October 1 at the Missouri History Museum. We screened the first hour of EYES ON THE PRIZE and heavily promoted the broadcast of EYES on KETC/Channel 9. Following the screening, we heard a lecture by guest speaker David Rowntree from the Washington University Film and Media Archive. David is the archivist for the Henry Hampton Collection at Washington University. David spoke on the value of the EYES resources available to the community through the collection and on the importance of the documentary series. The event attracted 65 attendees.

PROJECT PARTNERS

Film and Media Archive-Washington University in St. Louis

KETC/Channel 9 will partner with Film and Media Archive to create a teacher training seminar. The Film and Media Archive will make available the entire works of the Henry Hampton Collection and all of their other civil rights resources for teachers to use in their curriculum. In addition, the Film and Media Archive will make available space, faculty and food service for the teacher training seminar.

Missouri History Museum

MONTHLY PROJECT UPDATES - KETC

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: Project Activities Completed

Screening Event

KETC held a screening event on Sunday, October 1 at the Missouri History Museum. "Awakenings" was screened at the event and staff heavily promoted the broadcast of EYES ON THE PRIZE on KETC/Channel 9. Following the screening, there was a lecture by guest speaker David Rowntree from the Washington University Film and Media Archive. David, the archivist for the Henry Hampton Collection at Washington University, spoke about the value of the EYES resources available to the community through the collection and the importance of the documentary series. The event attracted 65 attendees.

Says KETC's Amy Shaw, "We had an exceptional experience with this project and have completed the project activities. We are pleased to have developed a solid relationship with Washington University Libraries as part of this project. We also renewed connections to the Missouri History Museum. Our primary obstacle in the project was change in staff at our original partner organization, the Jefferson National Expansion Memorial. For this reason, we opted to hold the screening in partnership with the Missouri History Museum."

September 2006 Update: In partnership with the Washington University Film and Media Archive - the repository of the Henry Hampton Collection - KETC hosted a teacher workshop on Saturday, September 23 at the Washington University West Campus Library. Holding the workshop at the site of the Henry Hampton Collection afforded educators the opportunity to tour the collection so they would feel comfortable using the resources in the future. All of the teachers attending the workshop said they

were completely unaware of the existence of the archive and were thrilled to learn that they could access this resource. Teachers appreciated the opportunity to use EYES ON THE PRIZE in their classroom and were pleased that PBS was re-broadcasting the series. The station received exceptionally positive feedback on the training with many teachers leaving well over an hour after the event had ended because of continuing discussion.

The event attracted 75 very engaged educators from across the region. The makeup of the schools the teachers represented was very diverse racially, geographically, and economically. This opportunity was free and each teacher received resource materials, a copy of the *"Awakenings"* DVD, and a certificate of completion documenting 3.5 hours of professional development. The professional development hours as well as the nature of the subject matter were a draw for participants.

KETC's planning with Washington University went extremely well. Through its contacts, the station was able to secure Judy Richardson, one of the producers of EYES ON THE PRIZE, to lead the workshop. Drawing on her experiences making EYES ON THE PRIZE, she shared key insights on its making as well as her experiences with the Civil Rights Movement. The workshop was professionally videotaped and will be made available via Washington University's Web site as a podcast for any educator who was unable to attend the event. The training will also be archived in the Henry Hampton Collection.

A segment is being produced for KETC's local show, *Living St. Louis*, on Henry Hampton and his strong connection to St. Louis as well as his Collection. This segment, which will air in early October, will also afford the opportunity to promote the EYES broadcast.

KETC has confirmed its new partner for a screening and discussion event in late October - the Missouri Historical Society/History Museum, which is very interested in using EYES ON THE PRIZE as a screening and discussion tool.

August 2006 Update: In mid-August, KETC commenced planning for the educator workshop in partnership with the Washington University Film and Media Archive, the repository of the Henry Hampton Collection. The teacher workshop will be held on Saturday, September 23 from 9:00 am to 12:30 pm at the Washington University West Campus Library. Holding it in the library will enable educators to tour the collection so they feel comfortable using the resources in the future.

The invitation was sent on August 18 via e-mail to educators through a variety of distribution lists. KETC targeted middle and high school educators in primarily low income school districts. As of August 31, registration is half full; it is expected to be full by Labor Day. This opportunity is free and includes continental breakfast, resource materials, and a certificate of completion documenting 3.5 hours of professional development. The professional development hours as well as the nature of the subject matter are a draw for participants.

The station's planning with Washington University has gone well. Through its contacts, the workshop will be led by Judy Richardson, one of the producers of EYES ON THE PRIZE. She will draw on her experiences to share the spirit of those Americans, black and white, who participated in the fight for racial equality. KETC will use grant funds to pay for Ms. Richardson's travel and per diem. The workshop will also feature the tremendous resources available in the Henry Hampton Collection for educators. The workshop will be professionally videotaped and made available via Washington University's Web site as a podcast for any educator who was unable to attend the event. KETC will promote the broadcast of EYES ON THE PRIZE to participants.

One of KETC's goals was to provide a copy of *"Awakenings"* to each of the educators attending the workshop. If rights issues prevent the station from doing this, KETC will promote off-air taping for educational use by the workshop participants.

A meeting was held with the KETC production team who will do a segment on a local program, *Living St. Louis*, on Henry Hampton and his strong connection to St. Louis. This will also provide an opportunity to promote the EYES broadcast. This segment will air in late September.

On the challenge side, KETC's planning with the Jefferson National Expansion Memorial has stalled because of staff changes there. The station may seek an alternate partner for its screening event, probably the Missouri Historical Society/History Museum, which is very interested in using EYES ON THE PRIZE as a screening and discussion tool.

GRANTEE: KWBU, Waco, TX

FINAL REPORT - JANUARY 31, 2007

Submitted by Nan Holmes, KWBU

What are you attempting to do in your outreach project?

Using a forum that is open to the public, KWBU plans to educate citizens about the local civil rights struggle that paralleled the national struggle, featuring special presentations and a Q&A period. Host a "Town Hall Square" and facilitate discussion about the history of the Civil Rights Movement as it relates to Waco/McLennan County.

This will be an event that demonstrates that KWBU cares about preserving and promoting the history of Waco/McLennan County. It is also another opportunity to connect with more individuals in the community.

Work with the Waco History Project to raise awareness about the work being done to provide tools for teachers about the history of local civil rights movement that can be used in local schools.

Work with the Community Race Relations Coalition to raise awareness of the work being done by this organization.

What activities did you undertake?

KWBU EYES ON THE PRIZE Forum

Number of people you reached through broadcast: 1000

Number of people you reached through events/activities: 85

Number of people you reached through promotions: 40000

Number of people you reached through partner organizations: 200

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 1500

Number of people who visited the Web site: 1000

Activities and Goals

Activity: KWBU Eyes on the Prize Forum

How many times was this activity offered? 1

How many people participated in this activity? 85

Learning Impact Goals:

At the conclusion of the forum, 80% of the attendees will realize that the local civil rights struggle was equally as important as the national struggle. As a result of the forum, local teachers will be able to add content to classroom teaching that will include the local civil rights struggle. As a result of the Forum, the attendees will realize the importance of preserving the history of the minority community in Waco-McLennan County.

Attitude Change Impact Goals:

After the forum, there will be a greater appreciation for the history of Civil Rights struggles in this community. After the forum, citizens will want to become more involved in activities related to race relations. The participants in the forum will have a greater appreciation for the diversity of this community.

Behavioral Change Impact Goals:

As a result of the forum citizens will want to learn more about the Civil Rights Struggle, both local and national. The forum will motivate citizens to learn more about the PBS series, EYES ON THE PRIZE. As a result of the forum, attendees will want to participate in future events related to race relations. As a result of the forum, 50 citizens will want to register comments on the web site.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

During the discussion period, a number of individuals expressed the fact that they were unaware of the fact that so many people had been denied basic rights.

How did participation in the outreach lead to attitude change?

Many individuals realized that it is important to preserve information about the local civil rights struggle.

How did participation in the outreach lead to behavioral change?

Plans were made to continue the topic of discussion, and to have a subsequent forum.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

There is much more to be done.

What did you learn about your outreach audience?

That they were eager to learn about the local civil rights struggle and some were unaware of the struggle locally.

What did you learn about designing and implementing outreach activities in general?

That the format, even though three hours long, worked very well.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

That the community not only welcomed the information, but were interested in further development of the topic.

What is going to happen as a result of the findings in this assessment?

The Community Race Relations Coalition decided to host a forum, "A Civil Rights Celebration: Honoring Waco's Past, Inspiring a Vision for the Future," on February 22, 2007.

What actions are required to improve upon, change or not change as a result of this assessment?

This forum was extremely successful.

PROJECT PARTNERS

- Waco History Project
Assist with planning for Forum. Provide resource materials.
- Community Race Relations Coalition
Assist with planning. Recruit participants.

- Academy for Leadership Development and Civic Engagement, Baylor University
Provide assistance in planning and recruit participants. Provide leadership for the Forum.
- McLennan County Youth Collaboration
Assist with planning and recruit participants.

MONTHLY PROJECT UPDATES - KWBU

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

KWBU hosted its EYES ON THE PRIZE forum on November 16, 2006. With over 80 people in attendance, it was very successful. All of the presentations were very powerful. Outreach staff is currently developing a narrative and qualitative summary based on feedback received through participant surveys. This information will be included in the EYES ON THE PRIZE final project report.

KWBU's Nan Holmes has received inquiries about having another forum, using the same format, but screening the second episode of EYES ON THE PRIZE. Because of outreach parameters restricting the use of the entire series for outreach activities, the station will consider the viability of another event that will again use Episode 1, "*Awakenings*."

October 2006 Update: KWBU held a number of planning sessions for the proposed forum, to be held November 16, at the YWCA Multi Purpose Center. On October 9, a planning luncheon was held at Harrington House, on the Baylor Campus. Nine individuals attended: five Baylor students, two community representatives, and two Baylor staff members. A lengthy discussion was held about getting individuals from the community to attend. A second planning meeting will be held on November 1.

A second meeting was held at the *Waco-Tribune Herald* on the same date. Two individuals, one from the Waco History Project, and a person who had chaperoned the "Youth Civil Rights Tour" in summer 2005 and 2006 attended. They agreed to help get photos (Waco History Project), and find individuals to make the youth presentation. Alice Pollard took copies of the Oral History Toolkit and promised to secure additional student participants.

A meeting at Quinn Campus was held on October 24 for students interested in working on the EYES ON THE PRIZE project. The Oral History Toolkit was distributed. Parents and students in attendance agreed to work on a presentation for the Forum and to help identify other students. Another meeting will be held on November 3 to engage more students.

Jewel Lockridge, director of Quinn Campus, has agreed to secure the panel members. At present, four individuals have been identified. The final list will be confirmed later this week.

KWBU has completed the invitation, to be sent out to 500 individuals and groups on November 3. A press release will go out Friday, as well as electronic invitations to a variety of groups.

September 2006 Update: KWBU is continuing with its planning for its major outreach campaign event on November 16, 2006. Working with its community partner, the Paul Quinn Multi-Purpose Center, the station will screen "*Awakenings*," offer a presentation by youth on the parallels between the local and national civil rights struggle, and a develop a panel of adult leaders for discussion on the local civil rights struggle in Central Texas.

Youth presenters were recruited from the Wiley School; select students completed a tour of sites of major Civil Rights Movement activities in the American South. Students will cull information learned from this tour to incorporate in their presentations on November 16.

KWBU has also posted content on EYES ON THE PRIZE and its outreach campaign on its Web site (<http://www.kwbu.org/index.php?id=15846&day=2006-11-30&type=month>). The site describes the November 16th event, includes an overview of the series, and links to the national Web site for EYES ON THE PRIZE, presented by American Experience.

August 2006 Update: WKBU has met with the Waco History Project and set the date for the EYES ON THE PRIZE forum. It will be held on November 16 at the Paul Quinn Campus Multipurpose Center. The program will consist of a presentation by youth on the parallels of the national Civil Rights Movement and the local Central Texas struggle. *"Awakenings"* will be shown, and there will be a panel discussion. The Waco History Project will assist in collecting photographs to be displayed at the Forum.

WKBU has scheduled a meeting at Wiley School with the director of the yearly Civil Rights Tour to discuss bringing the youth together to make a presentation.

GRANTEE: Maryland Public Television

FINAL REPORT - JANUARY 31, 2007

Submitted by Faith Michel, MPT

What are you attempting to do in your outreach project?

We hope that our campaign activities will expand people's perspective of contemporary civil rights issues through the lens of history. Our intent is that this campaign will unify all Marylanders around fundamental civil rights. Our audience is broad and varied in age, gender, and socio-economic level, mirroring the applications of the lessons of the Civil Rights Movement. We hope to further solidify MPT's role as community convener around important social issues with this campaign. EOP is a continuation of MPT's long-standing commitment to community engagement around issues of diversity and race. We also hope to position MPT as an invaluable partner and media megaphone for our greater community.

What activities did you undertake?

Road to Racial Justice in 20th c. America screening/discussion event, 21st c. Perspectives on "the Prize" screening/discussion event

Number of people you reached through broadcast: 185997

Number of people you reached through events/activities: 164

Number of people you reached through promotions: 175000

Number of people you reached through partner organizations: 20000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 164

Number of people who visited the Web site: 3177

Activities and Goals

Activity: Road to Racial Justice in 20th c. America screening/discussion event

How many times was this activity offered? 1

How many people participated in this activity? 67

Learning Impact Goals:

Students attending this event will gain a greater understanding of the Civil Rights Movement and Maryland's role in this struggle. Adults attending this event will broaden their knowledge of Maryland's role in the Civil Rights Movement.

Attitude Change Impact Goals:

The majority of event attendees will be inspired by the wealth of Maryland's historical contributions to the civil rights struggle. The majority of event attendees will feel more of a personal connection to the civil rights struggle.

Behavioral Change Impact Goals:

At least 25% of attendees will participate in subsequent EOP events to learn more about the Civil Rights Movement. The majority of attendees will encourage younger generations to watch and learn from the EOP re-broadcast.

Activity: 21st c. Perspectives on "the Prize" screening/discussion event

How many times was this activity offered? 1

How many people participated in this activity? 93

Learning Impact Goals:

The majority of participants will be more aware of the impacts of the Civil Rights Movement today. The majority of participants will gain a greater knowledge about current obstacles to equality. The majority of participants will recognize current challenges to civil rights.

Attitude Change Impact Goals:

The majority of attendees will feel that the civil rights struggle continues today.

Behavioral Change Impact Goals:

The majority of participants will take greater interest in contemporary civil rights issues.

Articulation of Outcomes**How did participation in the outreach lead to enhanced learning or awareness raising?**

Event surveys indicate that the majority of participants gained new knowledge and perspective about the civil rights movement here in MD, and its impact within the African American community.

How did participation in the outreach lead to attitude change?

Most survey feedback reflects a broader perspective on the present state of civil rights and race relations, and the role of the individual in social change

How did participation in the outreach lead to behavioral change?

Some were inspired to become more involved in the community, attend more activities like ours, go to college, better their lives, etc.

Lessons Learned**What did you learn about conducting outreach addressing this issue or topic?**

There is a definite audience for civil rights issues, particularly in the African American community. I would have liked to have been more effective with a broader community as well.

What did you learn about your outreach audience?

This audience is motivated and looking for ways to contribute to change. There are varying levels of education, but yet most understand the importance of community involvement and personal responsibility.

What did you learn about designing and implementing outreach activities in general?

People in general are looking for inspiration and to be uplifted, and we need to design these events with that in mind.

Conclusions and Recommendations**In summary, what are the most compelling learning points inferred from this assessment?**

The civil rights movement is a topic of contemporary relevance for everyone. There are many lessons yet to be gleaned from that era in time for generations to come.

What is going to happen as a result of the findings in this assessment?

MPT will strive to highlight these types of historic angles for future outreach programming & events, as they make history more real and the learning more prescient for today's audiences.

What actions are required to improve upon, change or not change as a result of this assessment?

Partner expectations, involvement, and roles need to be more clearly articulated and followed up on in the future.

PROJECT PARTNERS

Reginald F. Lewis Museum of Maryland African American History & Culture

Primary partner role in developing overall campaign design, additional partner recruitment, events and other community activities, local resources, and campaign promotion. The Museum will also serve as a likely venue host for many of our campaign activities.

MONTHLY PROJECT UPDATES - MPT

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: Project Activities Completed.

During October, Maryland Public Television completed the following project activities:

- Broadcast of on-air promotional spots for October events
- Print ad publication, radio promotion, online copy, and color flyer distribution
- Purchase of 25 *EYES ON THE PRIZE Companion Reader* books for panelists at the October 3 and 10 events at the Reginald Lewis Museum
- October 3 event: 67 attendees. Panelists for the October 3rd event were:
 - Moderator Craig Thompson: host of weekly local public affairs radio show "The Front Page;" motivational speaker
 - Panelists: Gloria Richardson: leader of the Cambridge Movement, a human rights struggle in MD's Eastern Shore in the mid-1960's; Taylor Branch: Pulitzer Prize winning author & national authority on America's civil rights movement; Clarence Mitchell, IV: MD State Senator, part of 4 generation family legacy of politics and public service in MD; Paul Coates: founder of Black Classic Press and BCP Digital Printing, and former member and MD state coordinator of The Black Panther Party.
- October 10 event: 93 attendees. Panelists for the October 10th event were:
 - Moderator Lisa Robinson: anchor, reporter at WBAL-TV (local ABC affiliate)
 - Panelists: Congressman Elijah E. Cummings: member of US House of Representatives serving his 6th term representing MD; Marvin "Doc" Cheatham: President of NAACP Baltimore City Branch; Gregory Kane: columnist, The Baltimore Sun; Marc Steiner: host of daily public radio news and interview program "The Marc Steiner Show" on WYPR (local NPR station).
- Gathering promotional data, viewership numbers, Web traffic, and other final report data
- Will purchase EYES ON THE PRIZE DVD sets for Lewis Museum resource library

September 2006 Update:

- Maryland Public Television completed production and began broadcast of on-air promotional spots for October events
- The station produced a print ad and color flyer with MPT graphics staff and the Reginald F. Lewis (RFL) Museum, the primary project partner
- The station assisted the RFL Museum in recruiting panelists and moderators and developing invitation lists for October 3 and 10 events
- Print ads are running in the Baltimore Sun with significant placement

- EYES ON THE PRIZE broadcast and event info appears in MPT's October member guide
- MPT outreach staff coordinated a camera crew for October events
- Outreach staff also researched related civil rights documentaries for supplementary clips to use in screening events
- MPT staff assembled gift bags for panelists and moderators, including purchasing copies of the *EYES ON THE PRIZE Companion Reader*
- Promotion of EYES ON THE PRIZE broadcast and outreach events occurred on September 22 and 23 at the Tavis Smiley Road to Health expo in the Baltimore Convention Center; more than 24,000 people attended.

The station remarks on the following challenges:

- The EYES ON THE PRIZE DVD set would have been a nice gift for its moderators and partner.
- The limited permission to screen only the "*Awakenings*" episode has been challenging. The station had to explore finding clips from other documentaries in order to have different content to screen at two separate events.
- MPT's primary contact at the Lewis Museum had some health issues this month, so there was some delay in maintaining communication with this partner.

August 2006 Update:

- Partner planning meetings were held 8/14 and 8/18 with the Reginald F. Lewis Museum for African American History (RFL Museum) to finalize event dates and logistics, discuss timelines, divide responsibilities, and determine next steps.
- Copy was submitted for MPT's member guide announcing the rebroadcast of EYES ON THE PRIZE.
- MPT is working with corporate support staff to develop a local EYES ON THE PRIZE broadcast sponsorship package.
- The RFL Museum is recruiting panelists and moderators as well as developing invitation lists for a series of October 2006 screening and discussion events in partnership with the Museum and MPT entitled "The Prize Then, The Prize Now: A Community Forum on Civil Rights History and Horizons."

MPT has slightly modified its plan, as indicated below:

- Event dates with RFL Museum are now confirmed for October 3 and 10.

GRANTEE: University of North Carolina Center for Public Television

FINAL REPORT - JANUARY 31, 2007

Submitted by Mary Cay Corr, UNC-TV

What are you attempting to do in your outreach project?

UNC-TV will help statewide educational and non-profit agencies to take advantage of the Web and video resources of EYES ON THE PRIZE to enrich their curriculum and deepen their understanding of history and the role it plays in current events. We also want to preserve the memory of the civil rights era from those who lived through it and encourage the inter-generational gathering and passing on of personal stories. EYES ON THE PRIZE will be used in screenings and facilitated discussions in a variety of settings to promote racial reconciliation and understanding. This is very much needed in North Carolina where the Duke lacrosse scandal has opened old wounds and revealed racial prejudices that are alive today. UNC-TV has been very involved in using PBS programs to spark conversations across the fault line of race, ethnicity, gender, age and religion since the 1990's. Our efforts were given a big boost in 1998 when we were awarded a \$46,000 grant from the MacArthur Foundation. UNC-TV was one of only five PBS affiliates nationwide to receive the MacArthur grant for four years of the Television Race Initiative.

The project earned kudos from several organizations. The Governor's Commission on Race Relations listed UNC-TV as a statewide resource for help in dealing with diversity issues. The Durham County Race Relations Commission singled out the Bridges for Diversity Project for its business award "for outstanding service and dedication to improving human relations by providing excellent programs on diverse subjects for the Durham Community."

Since the end of the MacArthur grant, we have continued the work through other grants and partnerships. This grant would allow us to leverage existing partnerships and ties as well as forge new ones. Many of our partner organizations sought us out when they heard about the series through our diversity e-newsletter. They are very eager to screen the program and use the video and Web resources in their educational efforts with groups, teachers and students. Our museum and library partners will take advantage of the comprehensive educational resources being offered nationally to train students in gathering oral histories from family or community members. These will be posted on our Web site, along with photographs documenting people and places.

What activities did you undertake?

Distribution of Materials, Presentation at NC Social Studies Conference, Screening & Discussion Session, Screening, discussion and web training YWCA

Number of people you reached through broadcast: 75000

Number of people you reached through events/activities: 350

Number of people you reached through promotions: 150000

Number of people you reached through partner organizations: 2000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 2500

Number of people who visited the Web site: 2170

Activities and Goals

Activity: Distribution of Materials

How many times was this activity offered? 15

How many people participated in this activity? 2500

Learning Impact Goals:

Through reading the materials and viewing the programs, the audience will become acquainted with the history of integration and the civil right movement and be directed to the EYES ON THE PRIZE national website and the NC EYES ON THE PRIZE site.

Attitude Change Impact Goals:

People will be positively inclined to tune in and learn about the civil rights movement by watching EYES ON THE PRIZE since they are reading about it through trusted channels. Hopefully, it will change many attitudes to afford minorities more equal opportunities.

Behavioral Change Impact Goals:

At the end of reading the materials and viewing the program it is hoped that viewers will be more tolerant of minorities.

Activity: Presentation at NC Social Studies Conference

How many times was this activity offered? 1

How many people participated in this activity? 70

Learning Impact Goals:

After viewing "*Awakenings*" and entering into the discussion that follows, the teachers of Social Studies attending would be better prepared to teach this period in US history.

Attitude Change Impact Goals:

After the event, the teachers would be more comfortable teaching this segment of US History since they would be better informed.

Behavioral Change Impact Goals:

Following the conference, the teachers would be more factual and less biased in teaching this part of US History.

Activity: Screening & Discussion Session

How many times was this activity offered? 8

How many people participated in this activity? 250

Learning Impact Goals:

At the end of the screening and discussions, participants will develop a working knowledge of some of the most important events in the Civil Rights movement.

Attitude Change Impact Goals:

At the end of the screening and discussion, community members will develop a greater empathy and understanding for the events that took place during this period of history.

Behavioral Change Impact Goals:

At the end of the screening and discussion, the participants will hopefully be more tolerant of other races and their experiences.

Activity: Screening, discussion and web training YWCA

How many times was this activity offered? 1

How many people participated in this activity? 30

Learning Impact Goals:

At the end of the screening and moderated discussion, 20% of the participants will agree to input their experiences into the computer and send them to the specially developed UNC-TV web page for this

program. This is a pilot project pairing students from a museum charter school with Senior Citizens

Attitude Change Impact Goals:

At the end of this viewing and discussion, the students will have an appreciation for what the seniors lived through and the seniors will be more willing to share experiences.

Behavioral Change Impact Goals:

At the end of this pilot project, each group will be tolerant of the other group.

Activity: Screening & Discussion Session

How many times was this activity offered? 5

How many people participated in this activity? 300

Learning Impact Goals:

At the end of the screening and discussion, the participants will have learned or reviewed the events that occurred during the Civil Right Movement.

Attitude Change Impact Goals:

At the end of the screenings and discussions it is hoped that the students and people who did not experience the movement will appreciate what the elders experienced during this period.

Behavioral Change Impact Goals:

At the end of the screenings and discussions it is hoped that the students and people who did not experience the movement will be more respectful toward minorities who suffered through the period.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

North Carolina has many new residents coming from other parts of the country. This group was mixed in with many native North Carolinians during the screenings and discussions in churches, libraries, etc. Many of the younger people were unaware of some of the events that took place in this state and the late dates of the integration of schools and other facilities. Awareness was greatly raised through the mix of the groups.

How did participation in the outreach lead to attitude change?

Participation led to a realization of what many members of the audience had experienced during the Civil Rights years and later. It made people examine their attitudes and led to a greater understanding of the problem.

How did participation in the outreach lead to behavioral change?

At present, North Carolina is experiencing a great wave of Hispanic immigration. Many are experiencing the same problems that the African-Americans went through during the Civil Rights period. In some discussions a parallel was drawn and a realization of the problems that were faced and are faced became evident, leading to more heightened tolerance.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

We had several proposed partners cancel screenings since they "live in the buckle of the Bible Belt". They did encourage people to go on the web and report their stories, but due to political concerns were not willing to go ahead with the planned screening. Being a statewide agency, we have to be very careful to listen to proposed partners. The partners distributed information and solicited information

for the web site but did not want to face possible trouble on their location.

What did you learn about your outreach audience?

The university students had some but scattered knowledge about the events that had taken place during the integration period. Many of the older folks remembered some but not all the events. It was an interesting experience. The young people were fascinated when the seniors started to tell them some of their experiences.

What did you learn about designing and implementing outreach activities in general?

Timing is very important. The fall calendar was already very full when we first proposed the events. Many postponed them until January. We did have a wonderful model project with the YWCA of Wake County who invited the middle school students from the Exploris Museum Charter School to come and have lunch with the senior citizens. After the screening and discussion, the students helped the seniors who were afraid of the web to go online and tell some of their experiences.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

History is soon forgotten. Most of the older African-Americans from rural areas in mixed groups are still hesitant to talk about their experiences during the Civil Rights movement. We are now a state with many Northerners who were shocked to hear some of the things that went on in North Carolina during this period. Middle and high school students have very little knowledge of this period of history. It was important for them to see these programs.

What is going to happen as a result of the findings in this assessment?

UNC-TV will continue to address many of the issues highlighted through its "Bridges to Diversity" project.

What actions are required to improve upon, change or not change as a result of this assessment?

UNC-TV, being a statewide network tries to bring balanced reporting into millions of households each week. Programming both national and locally produced, addressing the issues is continually aired and will continue to focus on promoting equal opportunity for all.

PROJECT PARTNERS

- **North Carolina Teaching Fellows**
This organization selects and offers additional extensive training to the state's most promising teacher candidates in exchange for their promise to teach in North Carolina's public schools for three years. The Teaching Fellows will screen the program and utilize the video and Web resources with their students to discuss race relations in the past and present. This fits in well with one of the program's overarching goals of helping future teachers be more culturally sensitive and adept. In addition, the program forwarded the research paper of a student who conducted extensive interviews about the integration struggles of the schools in Williamston, North Carolina from 1963-1971. Her paper will be posted on our Web site for others to learn from and use as an excellent example of how to gather and present personal testimonies.
- **UNC Nursing School**
The diversity in nursing branch of the UNC Nursing School will use the series to spark discussion about health disparities and the need for minorities to be better represented in medical professions. The discussion and materials will also help future nurses be more keenly aware of and responsive to the needs of patients from varying backgrounds.
- **Mooreville County Library and Mooreville Museum**
These two organizations will collaborate with each other and us to host a screening and discussion

and to encourage students and community members to submit their experiences with racial relationships in the 1960s and now. These stories will be posted on our Web site.

- **Rockingham Public Library**
The partner will host a screening, utilize the Web resources, and encourage students and adults in the community to write and submit the oral histories of those who remember the civil rights movement.
- **El Pueblo**
This is one of the state's largest Latino advocacy organizations. El Pueblo will use the series to generate a discussion of the parallels between the civil rights movement of the 1960s and the Latinos current struggle for equal recognition and protection.
- **North Carolina State University**
The Assistant Director for Distance Education Assessment and Diversity wants to conduct a screening and a discussion of the similarities and differences between the campus life of minorities in the 1960s and now to help students and professors better understand the current racial climate.
- **Orange County Public Library**
The partner will host a screening, utilize the Web resources, and encourage students and adults in the community to capture and submit the oral histories of those who remember the civil rights movement and how it affected them or their communities.
- **Cataret County Public Library**
The partner will host a screening, utilize the Web resources, and encourage students and adults in the community to capture and submit the oral histories of those who remember the civil rights movement and how it affected them or their communities.
- **The North Carolina Department of Public Instruction**
The North Carolina Department of Public Instruction wants to join with us in promoting the series and the Web resources to teachers and students.
- **The North Carolina Social Studies Conference**
Each year social studies teachers from throughout North Carolina come to a conference in Greensboro. UNC-TV outreach has been invited to participate again this year, and we will use this opportunity to make a presentation about EYES ON THE PRIZE and distribute information about the Web resources and our Web site featuring narratives from citizens across the state.

MONTHLY PROJECT UPDATES - UNCTV *(NOTE: Provided for Process Documentation)*

November 2006 Update: During this reporting period:

A booth has been reserved at the North Carolina Museum of History in Raleigh during its African-American Heritage Celebration, in January 2007 to promote the special UNC-TV webpage for EYES ON THE PRIZE as well as the series.

The outline of the workshop to be conducted at the statewide NC Teachers of Social Studies Conference in Greensboro, NC in February 2007 has been submitted. The informational booth has been confirmed as has the open screening for Episode One at the conference.

North Carolina State University celebrated the 50th anniversary of the admission of the first African-American student on Saturday, November 18th. Segments of Episode One were used to establish the

tone and refresh the memories of participants about conditions in the South during the Civil Rights Movement. Approximately 250 people were in attendance.

In response to an on-air interstitial, viewers are submitting their experiences during the Civil Rights Movement for posting on the station's Web site.

A new on-air interstitial advises viewers about the broadcast in January.

October 2006 Update: During this reporting period:

The special EYES ON THE PRIZE Web page was launched at www.unctv.org. Web content includes a description of UNC-TV's oral history project, along with instructions for community submissions, and notice of the station's broadcast dates for the series.

New partnerships were made with the North Carolina Association of Teachers, The Education Department of the North Carolina NAACP, Holy Family Episcopal Church. Partner packets including a DVD copy of "*Awakenings*," instructions for the Oral History Project, and the entire teachers' guide were provided. They will implement parts of the program into discussions and education. The North Carolina NAACP will use the program as part of a parent education program.

EYES ON THE PRIZE was promoted on the cover of *CenterPiece*, UNC-TV's monthly program guide, which reaches 100,000+ households. A photo and feature article was given almost a full page on page 3 of the guide. The UNC-TV E-News also featured the program each week in October. This update reaches 20,000 viewers electronically.

The interstitial was played heavily during the weekends leading up to the broadcasts with a special one inviting people to come to the Web site to share their experiences in the Civil Rights Movement. This spot is still being played to attract stories to the Web site.

The UNC Learn NC electronic staff development courses concerning civil rights instructed participants to watch the series to understand better the material being taught. Discussions were held online.

This is a copy of a letter to the editor that appeared in the *Raleigh News and Observer* on Saturday, October 14, 2006

A prize to seek

As I watched PBS' EYES ON THE PRIZE documentary Monday night, the four coffins of little girls killed by bombs in a Birmingham church evoked thoughts of the young Amish girls killed in their Pennsylvania schoolroom early this month. Could it be that history might repeat itself? Gradually, under the leadership of the Rev. Martin Luther King Jr., the hatred and evil of many were overcome by the nonviolence of a few. Is it possible that the model of forgiveness, so gently demonstrated by the Amish, might "overcome some day"? Might this madman's deadly gun silence the bullhorns of the National Rifle Association? Might we rethink the vengeance of the death penalty? Might the Amish girls' self-sacrifice illustrate a new way of being "free at last"?

Bonnie Stone, Raleigh.

UNC-TV has made the following modifications to its initial project plan. North Carolina State University is still planning how best to utilize the tape and project. They are considering a screening of "*Awakenings*" as part of the 50th anniversary of the first African-American students attending the school. The YWCA screening and discussion has been moved to December since they had too many activities already planned for October and November.

September 2006 Update: EYES ON THE PRIZE was promoted at the NC Mountain State Fair in Fletcher, North Carolina and at the Statewide Conference of the NC Health Information and Communication

Association. The program is listed on the front page of the monthly program guide and is the feature on October Highlights. This magazine reaches approximately 100,000+ households.

By October 1, the special UNC-TV Web page should be active. It will be located at www.unctv.org/nceyes. An interstitial will invite North Carolinians to conduct oral or written history stories and send them to this page. All the legal paperwork has been finished and will not only appear on the page but has also been included in packets mailed to partners.

Kits have been prepared containing the information about the program, posters, a DVD/Tape, How to conduct an oral history, How to conduct a screening, Evaluation form and broadcast information and mailed to partners at the YWCA - Raleigh, NC Central University, Department of Political Science, Holy Infant Catholic Church, North Carolina State University Diversity Department, UNC-Chapel Hill YMCA Diversity Center, Mooresville Public Library, Orange County Public Library and four Black Baptist Churches in Burlington and Raleigh.

UNC-TV is awaiting exact dates for partner screenings. The dates and times will be posted on the Web page and on the UNC-TV outreach page.

To serve its partners better, UNC-TV made a few modifications to its work plan:

- Some of the facilitators do not want to download the teachers' guide from the Facing History and Ourselves Web site so the station printed 20 sets of the entire guide, placed it in binders and mailed it to them. UNC-TV's webmaster found an alternative address that he is going to post on the UNC-TV special web page so that the chapters can be more quickly located.
- One original partner decided to publicize EYES ON THE PRIZE and advertise the oral history section but not to conduct a screening.

August 2006 Update: The network's communications, Web team, and outreach met to discuss the structure of the Web page and to determine how to sculpt the project. A plan of action was formulated. Releases and other agreements related to posting oral histories on the Web page were sent to the network lawyers, which have now been modified and approved. The publicist is presently completing the text for the Web page and the structure is falling into place. The Webmaster has prescribed the formats that are acceptable and can be used.

The list of partners continues to grow daily which, while very positive, does pose some problems for a statewide agency. By the beginning of next month, UNC intends to have the official announcement finished and sent to all partners. Screening kits will be prepared, including a tape of "*Awakenings*," instructions for the oral histories, how to conduct a screening, report on the screening, and a return envelope. A fixed amount of time will be established for each group to keep a copy of "*Awakenings*" since the tapes will need to be used on a rotating lending basis.

At present, UNC is also working with the North Carolina Museum of History in Raleigh to determine whether or not its equipment will support an oral history station on African-American Day so that these histories could be streamed on the Web page.

An article about the program will be included in *CenterPiece*, the network's monthly program guide, which reaches approximately 90,000 households, and in the *E-news*, which reaches approximately 15,000 households.

GRANTEE: WDCQ - Delta College

FINAL REPORT - JANUARY 31, 2007

Submitted by Linda Holloman, WDCQ

▪ Motivation/Need

Since the civil rights era of 1954-1967, several generations of Americans have benefited from the hard fought struggle to secure civil rights for African-Americans in the U.S. While the history of the civil rights movement has been greatly documented, there seemingly remains a generational gap in the understanding of the origins, purpose and outcomes of this significant time in history. This project is necessary to insure current and future generations remember and understand the past, as the past provides the context for understanding today and planning for the future. Additionally, local African-American oral history needs to be developed and disseminated.

The project allowed the station to address this need very well. Through interviews with individuals who participated in the civil rights movement - at what ever level- the community learned from their experiences, and seemed genuinely interested in what took place in the tri-city area. By including young people in the interviews, they were giving an opportunity to express themselves as well as think about the subject.

Since the local series was broadcast, the following has happened:

- Participants in the interview have received requests to speak on the topic.
- A local activist is being honored by the community for his work in the local civil rights movement in Saginaw.
- Several project partners were invited to participate in the Michigan Annual Conference on Local History.
- The Intergenerational youth component is being revamped and will take place in April 2007 - one in each county as originally intended.
- It was recommended that periodic intergenerational "fireside chats" take place to keep the dialogue going.

The project made an impact and the three communities continue to dialogue about civil rights issues. Although we did maintain our focus, implementing parts of the grant became a challenge. The time needed to prepare and deliver certain aspects of the project was under estimated. Many of the partners that agreed to participate in the project took a back seat in the actual implementation. As in many projects, the workers were few!

The proposed project activities and the results of the activities are listed below:

- **The oral histories of the three communities of Bay City, Saginaw & Midland will be gathered.** Three people from each community were interviewed (total of nine) about their involvement in the civil rights movement. In addition, a minimum of three students from each community was also interviewed (three high schools were involved).
- **The production of a 60 minute documentary titled *Pass It On: Telling Our Stories- Sharing Our Truths*, can be used as a community resource.** The production of the documentary is scheduled for completion by February 22, 2007. We are in the editing stages. The screening of the documentary is scheduled for March 22, 2007, and will broadcast on the local PBS station in April.
- **Incorporating the 60 minute documentary in segments of the monthly broadcast of *Soul Issue, The African American Perspective* during the months of September-December.** This was completed. However, the time line of the actual broadcast was adjusted. Each county had a 20 minute segment that was broadcast as follows: Midland county broadcast in October; Bay

county segment was broadcasted in November; Saginaw county segment was broadcasted in December. Each county segment included the interviews of local students in the perspective county. *We continue to receive requests to present about this project!*

- **Displaying the local piece of the “We Shall Overcome” exhibit prominently at the Castle Museum in Saginaw from September - December;**
The activity was dramatically altered. The exhibit was displayed at Delta College during the months of October & November. An attempt was made to rotate the exhibit between counties, but was unsuccessful.
- **Provide opportunities for young people to participate in dialogue and become involved in various roles throughout the project.**
This was completed. In addition to the interviews of students in the high schools, young poets from each community recited a poem for each segment.
- **Host an intergenerational panel event that will discuss what can be learned from the past and how to apply that knowledge to the present and future.**
The intergenerational panel discussion was held at Saginaw Valley State University (SVSU). The Links, Incorporated partnered with SVSU & Delta College to host the intergenerational panel discussion. Representatives from each of the three counties were present, and students from SVSU and Delta College also participated. However, we overlooked high school students and thirty something adults in this panel discussion. Approximately 35 people attended this event.
- **Project Activities:**
 1. The first activity was the printing of bookmarks and a program that promoted the re-broadcast of EYES ON THE PRIZE as well as the Local Oral History project. The partners for this event were:
 - a. **Saginaw Branch- NAACP** - Allowed the brochure and bookmarks to be placed at each place setting for the 36th annual NAACP Freedom Fund Banquet on Sunday, September 24, 2006, at the Horizons Center in Saginaw. Approximately 700 people attended the event. In addition, we set up a viewing area for “*Awakenings*”.
 - b. **Public Libraries of Saginaw** - did the basic design for the bookmarks.
 - c. **Delta College Institutional Advancement Artist** - completed design for bookmark.
 - d. **Delta College Printing** - Printed the bookmark and designed and printed brochures.
 2. **Delta College**
Developed an EYES ON THE PRIZE outreach website at Delta College, October, 2007. Visit www.delta.edu/broadcasting/eyesontheprize/timeline.htm.
 3. **Delta College** - Broadcast Part 1 of *Pass It On: Telling Our Stories, Sharing Our Truths*, October 18, 2006. Project partners were:
 - a. **Betty Jones, Ph.D., Sociologist & Midland residents.**
 - b. **Midland High School students.**
 - c. **Midland Historical Society** - provided information on the first recorded African-American resident of Midland.
 4. **Delta College** - Display of the local component of the “We Shall Overcome” exhibit. Exhibit dates: October 1 - November 30, 2006. Project partners were:
 - a. **Saginaw Castle Museum** - curator of the display.
 - b. **Delta College African American Services** - coordinated the display.
 5. **Delta College** - Broadcast Part 2 of *Pass It On: Telling Our Stories, Sharing Our Truths*, November 8, 2006. Project partners were:
 - a. **NAACP- Bay City Branch**
 - b. **Bay City residents.**
 - c. **Bay City Central High School.**

6. **Tri-City Links, Incorporated** - Intergenerational Panel Discussion, Saginaw Valley State University, November 13, Project partners were:
 - a. Delta College
 - b. Saginaw Valley State University
7. Delta College - Broadcast Part 3 of *Pass It On: Telling Our Stories, Sharing Our Truths* December 20, 2006. Project partners were:
 - a. Saginaw Branch NAACP & Saginaw residents.
 - b. Willie McKether, Ph.D., Anthropologist.
 - c. Public Libraries of Saginaw - provided historical information about the first recorded African American in Saginaw county.

To be completed:

- Screening of completed documentary "*Pass It On: Telling Our Stories, Sharing Our Truths- An Oral History of African-Americans in Saginaw, Bay City & Midland, Michigan*." March 22, 2007 @ Delta College.
- The development of a learning guide/pamphlet to accompany the documentary - *Pass It On: Telling Our Stories, Sharing Our Truths*. February 22, 2007. Project partner:
 - Saginaw Valley State University History professor.
- Hosting of an Intergenerational Panel discussion in each county in April, 2007. Project partners:
 - Saginaw & Bay City Branch, NAACP; Iota Chi Lambda chapter, Alpha Phi Alpha Fraternity; Willie McKether, PhD & Betty Jones, Ph.D.; and selected high schools.
- Several project partners are invited to participate in the Michigan Annual Conference on Local History at Wayne State University on April 20, 2007.

Promotion:

We used a multimedia approach for the outreach project.

- The project was promoted through ads with *Soul Issue-The African American Perspective* TV program.
- Delta Broadcasting promoted the project through the department and college web site.
- An EYES ON THE PRIZE website was developed.
- A brochure was developed and distributed to promote the project.
- Promotional bookmarks were designed and disseminated to schools and the community.
- Each partner promoted within their own organization.
- Paid radio spots were used as well as public broadcasting spots.
- Paid Ads were taken out in Word Up Magazine, Midland Dailey News, Saginaw News & Bay City Times.
- DVD's are available for any portion or all of the broadcasts of *Pass It On: Telling Our Stories, Sharing Our Truths- An Oral History of African-Americans in Saginaw, Bay City, Midland, Michigan*.

Participation in this outreach campaign enhanced awareness of what took place locally during the civil rights era. The project also highlighted the fact that the community really did not know much about what had taken place in the perspective communities. People are excited about what took place and appear to want more. This was the first time something like this was done in the community.

PROJECT PARTNERS

- **Saginaw Branch of the National Association for the Advancement of Colored People (NAACP)**
The NAACP has as its mission the goal of eliminating race prejudice and removing all barriers of racial discrimination through democratic processes. As the nation's oldest and largest civil rights organization, the NAACP has worked successfully with allies of all races who believe in and stand

for the principles on which the organization was founded. The Saginaw Branch was formed in 1919. Role & responsibilities: Assign at least one member from the organization to work with the project; provide names, phone numbers and addresses of at least one participant in the oral interviews; help facilitate a relationship with the Saginaw Castle Museum; participate in the screening of the documentary and provide feedback; help recruit the younger generation for participation in the project; assign a member of the organization to attend a planning meeting in late July; participate in planning of the Intergenerational panel; and help with the gathering of historical data about African Americans in Saginaw County.

- **Bay City Branch of the National Association for the Advancement of Colored People**
The NAACP has as its mission the goal of eliminating race prejudice and removing all barriers of racial discrimination through democratic processes. As the nation's oldest and largest civil rights organization, the NAACP has worked successfully with allies of all races who believe in and stand for the principles on which the organization was founded. The Bay City Branch celebrates 50 years in Bay City this year. Role & responsibilities: Assign at least one member from the organization to work with the project; provide names, phone numbers and addresses of at least one participant for the oral interviews; participate in the screening of the documentary and provide feedback; help recruit the younger generation for participation in the project; assign a member of the organization to attend a planning meeting in late July; participate in planning of the Intergenerational panel; and help with the gathering of historical data about African Americans in Bay County.
- **The Tri-City Links, Inc.**
The Links, Incorporated is at the forefront of organizational advocacy for the preservation of African American cultural heritage. Services to Youth efforts are directed toward eliminating the problems of black youth and their families in seven target areas: teenage pregnancy, juvenile crime and delinquency, alcohol and substance abuse, mental and emotional disorders, breakdown of the family, unemployment, and education. This year the Tri-City Links celebrates 25 years in the community. Role & responsibilities: Assign at least one member from the organization to work with the project; provide names, phone numbers and addresses of at least one participant for the oral interviews; participate in the screening of the documentary and provide feedback; help recruit the younger generation for participation in the project; assign a member of the organization to attend a planning meeting in late July; participate in planning of the Intergenerational panel; and help with the gathering of historical data about African Americans in the Tri-city area.
- **Willie McKether, PhD**
Dr. McKether's dissertation research focused on the oral history interviews that examined the black migration to Saginaw. He is an anthropologist and Assistant Professor at the University of Toledo. Dr. McKether developed a series of audio taped interviews from key Black leaders and civil rights activists in the Saginaw community. His taped interviews are housed in the Hoyt Library in downtown Saginaw. Role and responsibility: Provide resource support for historical information; share his prior research information with the project; conduct oral history interviews; be part of the "think tank" for the project; and allow access of current and future research materials such as videos, audio tapes, photos for actual use in the project.
- **Hoyt Library, Saginaw, Michigan**
The mission of the library is to educate, enrich, entertain and encourage reading and lifelong learning. Role and Responsibility: The library will provide access to the Willie McKether Collection, which consists of series of audio taped interviews from key Black leaders and civil rights activists in the Saginaw community. The library may also be a possible site for a community panel and/or viewing of the documentary.
- **Midland Black Coalition (MBC)**
The Midland Black Coalition was organized in 1972 to monitor the integration of blacks into the Midland community during the early 1970's. As the first Black organization in Midland, the MBC was

active on behalf of Black citizens for more than 15 years. While the organization held its last formal meeting in 1988, its network is still active. MBC leadership has reconvened for strategic forums and "town meetings" to surface concerns and develop action strategies on issues of common importance in the Black community. The involvement of MBC leaders in this project will provide an historical perspective of Black civic efforts in the Midland community. Role & responsibilities: Assign at least one member from the Midland community to work with the project; provide names, phone numbers and addresses of at least one participant for the oral interviews; participate in the screening of the documentary and provide feedback; help recruit the younger generation for participation in the project; assign a member of the organization to attend a planning meeting in late July; participate in planning of the Intergenerational panel; help with the gathering of historical data about African Americans in Midland county; and facilitate a relationship between the project and the Midland Historical Museum.

- **Betty Jones, Ph.D., Sociologist**

Dr. Jones is currently retired as a professor and academic executive at Delta College (2001). She has developed significant historical data and documented interviews of African American citizens from the first ten years of residence (1960-1970); and completed a study of "Growing up Black in Midland." In addition she has documented a history of the MBC and published a preliminary history of the African American community in *Stories of My People - A Celebration of the African American Community in Midland* (November 1994). Dr. Jones is currently engaged in writing a book on the African American Story in the Midland Community with support from the Midland Historical Society. Role and responsibility: Provide resource support for historical information; share his prior research information with the project; be part of the "think tank" for the project; and allow access of current and future research materials such as videos, audio tapes, photos for actual use in the project.

- **The Saginaw Castle Museum**

Since 1992, the Historical Society of Saginaw County has operated the Castle Museum. The Historical Society of Saginaw County is committed to serve the community by telling the continuing story of the people of the Saginaw region through exploration, preservation and presentation of their historical and cultural heritage, their dynamic present and the possibilities for the future. The Museum houses the local piece of the "We Shall Overcome" exhibit, and can be a source for historical research. Role and responsibilities: The museum may be used for viewing of the documentary and/or one of the intergenerational panel discussions.

- **Midland County Historical Museum**

One of the most important duties stated in the Midland Historical Society Mission Statement is that the Midland County Historical Museums ongoing responsibility to make information regarding local and regional history and heritage available to the public. The use of the resources of the museum will be helpful to this project. Role and responsibilities: The museum may be used for viewing of the documentary and/or one of the intergenerational panel discussions.

MONTHLY PROJECT UPDATES - WDCQ

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: Milestones achieved during this reporting period included:

- The completion and airing of the Midland segment of *Pass It On: Sharing Our Stories, Telling Our Truths* on October 18 and 22.
- The completion of the Bay City segment of *Pass It On: Sharing Our Stories, Telling Our Truths*; broadcast is scheduled for November 8 and 12.
- The planning and date selection of the Intergenerational Panel Discussion: Monday, November 13, 2006 at Saginaw Valley State University.

- EYES ON THE PRIZE Web site is updated to reflect current projects.
- Continuing to show *"Awakenings"* DVD to students in the school system; contact made with area middle school (South) in Saginaw.

September 2006 Update: Delta College continues to be extremely excited about its implementation of project activities during this reporting period. Key milestones included:

- 5,000 EYES ON THE PRIZE bookmarks were designed, printed, and distributed to schools, churches, community organizations, libraries, and project partners.
- 1,000 brochures were printed and distributed to community leaders, organizations, and project partners.
- *"Awakenings"* was shown at the 36th Annual Freedom Fund Banquet of the Saginaw Branch of the NAACP. In addition, bookmarks and brochures were given to approximately 450 people who attended the banquet; the show was also promoted from the dais.
- *"Awakenings"* was shown to approximately 100 students in the area at high schools and colleges.
- Newspaper ads ran in three area newspapers regarding the re-broadcast of EYES ON THE PRIZE.
- 12 radio spots were purchased to advertise the rebroadcast of EYES ON THE PRIZE. The first spot will begin October 1.
- Oral history Interviews with Midland, Bay City, and Saginaw adults were completed.
- Interviews with youth in Saginaw were completed.
- The first segment of *Pass It On* with local interviews was completed. The segment will highlight the Midland community and will air on October 18th and 22.
- Web site development is 75 percent complete. It should be live by October 6.

August 2006 Update: WDCQ is pleased with its progress. Efforts included:

- Held a planning meeting with local partners.
- Prepared a press release to local newspapers to announce its grant.
- Sent letters and made follow-up phone calls to selected school superintendents: Bay City Public Schools, Midland Public Schools, Saginaw Public Schools, Bridgeport Public Schools, and Buena Vista Public Schools. Bay City, Midland, and Bridgeport agreed to participate in the outreach project.
- Confirmed a table at the annual NAACP Freedom Fund Banquet to show a preview of *"Awakenings."* In addition, bookmarks promoting the October broadcast dates will be placed on each place setting.
- Confirmed with the Castle Museum of Saginaw the use of the "We Shall Overcome" exhibit to be displayed at Delta College during the months of October and November.
- Placed an ad in the September issue of a local magazine, "Word Up", promoting the upcoming EYES ON THE PRIZE broadcast.
- Partnered with local youth artist to design book marks and brochures promoting the outreach campaign.

A new partner has emerged for the project. The Tri-City Links has agreed to coordinate the youth component of the project. The Links, in turn, are collaborating with Saginaw Valley State University Office of Diversity Programs. The DREAM component of the outreach campaign will be included in a leadership seminar for high school students to be held in November 2006.

GRANTEE: WDSE

FINAL REPORT - JANUARY 31, 2007

Submitted by Dan Corbett, WDSE

What are you attempting to do in your outreach project?

The community outcomes for the EYES ON THE PRIZE project are: Viewing participants will learn about the struggles and accomplishments of the historic Civil Rights Movement.

Participants in partnering organizations will gain greater awareness of how the Civil Rights Movement relates to current issues of race, respect, and equity.

Participants in targeted partnering school sites will create school plans for developing practices and procedures that increase respect, fairness, and inclusivity in the school site.

The segments of the community targeted for project partnership beyond the viewing experience include: K-12 school sites, college/university multi-cultural centers and departments of education and history, civic communities, communities of faith. The station outcomes for the EYES ON THE PRIZE project are: The television broadcasts will be watched by a large audience, including at least five selected community viewing sites.

The station's role as a major educational service provider for the region will be increased by the directed use of EYES ON THE PRIZE resource materials and the lesson plans and school plans created for this project.

The viewing/discussion groups, Civic Proclamation Ceremonies, art exhibit opening and other public project events will have at least 1,000 people in attendance. The following outcomes relate to youth in targeted school sites:

- Students in at least five area high schools will have discussion groups formed for pre and post viewing discussions and feedback.
- Students in at least three area high schools will use the Oral History toolkit as part of the project activity.
- Students in at least 20 area high schools will participate in the annual essay, art, and photography contest, with an emphasis on cultural identity and respect.
- Students in at least three elementary schools will create school plans for increasing the practices leading to respect, fairness, and inclusivity.
- Students in at least five elementary schools will use the series "Democracy It Is!" to relate rights, rules, responsibilities, and choices to what is learned about the Civil Rights Movement.

The following outcomes relate to faith Communities:

- Participants in at least 10 faith communities will host viewing sites and discussion groups related to the broadcast programs.
- The participants in Deconstructing Racism Taskforces in area faith communities will report to their congregations about the project and help promote the project activities.

The following outcomes relate to civic communities:

- The Mayors and City Councils of at least three area cities will deliver proclamations making October 2, 9, and 16 EYES ON THE PRIZE days.

What activities did you undertake?

City Council Proclamations, Viewing/Discussion sites, Oral History toolkit training, Lesson Plan delivery in area classrooms, High School Art/Photography Exhibit

Number of people you reached through broadcast: 25000

Number of people you reached through events/activities: 3000

Number of people you reached through promotions: 50000

Number of people you reached through partner organizations: 15000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 8

Number of people who visited the Web site: 1500

Activities and Goals

Activity: Viewing/Discussion sites

How many times was this activity offered? 7

How many people participated in this activity? 900

Learning Impact Goals:

As a result of viewing and discussing the issues in EYES ON THE PRIZE and local productions in discussion sites, 75% of participants will be more aware of how and why the Civil Rights Movement came into being and how it is relevant in 2006. Following participation in a project lesson plan presented by a teacher pre-service, 70% or more of the participants will be more aware of the accomplishments of the Civil Rights Movement.

As a result of the Oral History component of the project, 60% or more of the students in participating schools/classrooms will be more aware of the impact an individual can make in the history of a group or a region. Two dormitory viewing sites at the University of Minnesota Duluth were added as public viewing sites. Refreshments were provided as was a facilitator to help answer/address questions from student viewers.

Attitude Change Impact Goals:

At the conclusion of the "Democracy It Is!" series and the school plan project, 75% or more of the students in participating classrooms will see the advantage of a respectful and safe learning environment and the power of the individual to shape his or her environments. The viewer attitudinal response was really interesting. Older viewers were much more aware of the history of the Civil Rights Movement and understood the situations they were watching. Younger viewers needed much more information to comprehend Non-Violent Resistance and the disempowering reality of segregation.

Behavioral Change Impact Goals:

As a result of the partnership of St. Mark's AME Church and Temple Israel with other faith-based communities, 60% or more of participants will respond favorably to continued association and sharing activities. This occurred to a larger degree among faith communities than any other population. The beginning collaborations between these communities formed the basis for another potential collaboration (PRAYER IN AMERICA).

Activity: Oral History toolkit training

How many times was this activity offered? 5

How many people participated in this activity? 200

Learning Impact Goals:

I had 22 different sites request Oral History Toolkits, but the five listed were audiences I know used the toolkits as designed. Providing a process for respectfully obtaining data about an individual's life was a

major learning impact goal. In this homogeneous area, providing first-hand accounts of the Civil Rights Movement by people of color who worked within the Movement was another learning impact goal. Relating the historic Civil Rights Movement to current issues, like racial profiling and immigration, was the third primary learning impact goal.

Attitude Change Impact Goals:

The primary attitude impact change occurred with younger audiences, especially college students and high school students. The series was new to them and, at first, the sadness of human domination and cruelty to other humans dominated discussion. Eventually, thanks to some wonderful articles in "Rethinking Our Classrooms, Volumes I & 2" and guest speakers, the attitude changed to one of understanding the empowerment of a movement in creating large-scale change. This was observed and noted among college audiences, high school students using the series in class, and upper-elementary/middle school students.

Behavioral Change Impact Goals:

For students, a major behavioral change was to question the reporting of history and to view historic events from a more personal viewpoint. A second important behavioral impact change was among faith communities expressing a desire to work together again. This area doesn't have much bridging social capital between different populations. The activities designed for this outreach project and series viewing helped to alter the behaviors of separation.

Activity: Lesson Plan delivery in area classrooms

How many times was this activity offered? 50

How many people participated in this activity? 1000

Learning Impact Goals:

Lesson plans about discrimination, bias and prejudice were designed by 37 pre-service teaching students at the University of Minnesota Duluth. Twelve area classroom teachers used the viewer/teaching guide for the series for classroom instruction, and an American History course at the University of Minnesota Duluth included lessons and viewing of the series as a learning experience. The primary learning impact goal from this activity includes active construction and delivery of classroom instruction about the Civil Rights Movement and related topics. The lesson plans designed by the pre-service teaching students will be posted on the WDSE and the University web sites.

Attitude Change Impact Goals:

Teaching about discrimination was very uncomfortable for the pre-service teachers because all but two of them are white and they felt unqualified to teach about the subject. Designing the lesson plans, however, changed this attitude for all almost all of them. They felt the story was too important, especially when related to social justice and current issues, not to be taught.

Behavioral Change Impact Goals:

The pre-service teaching lesson plans all had reflection on construction and delivery of instruction included as part of the planning process. This was very informative and provided the largest amount of feedback on the project. The students all felt a renewed purpose in teaching about issues of human respect and designing a classroom environment that reflects this. Students actively sought out additional resources to better inform them about issues of race and racism. The "Paper Clip" documentary was viewed by all of these students as a "free-time" activity, as was the current movie "Freedom Writers." These are major behavioral impact changes for very busy students. A number of students indicated that the lesson plans they created for this project and the social justice presentations they created as a related project were the most meaningful of their educational careers.

Activity: High School Art/Photography Exhibit

How many times was this activity offered? 1

How many people participated in this activity? 2000

Learning Impact Goals:

The annual WDSE High School Essay, Art, and Photography Contests were held this year with the theme of "Why is it important to support the arts in the Northland?" The arts, including writing, were viewed as significant forms of human expression. The learning goals were to have students learn about and study writings, art, and photography that expressed human feelings and ideas. Packets sent to the schools dealt with EYES ON THE PRIZE as a major example of this. Speeches and other writing were listed. Visual art forms related to the Civil Rights Movement and photography were all emphasized. Using the series and its resources as an example proved to be a major learning impact on area high school students and their teachers. Two hundred thirty-six submissions of art and photography were submitted this year, a new record.

Attitude Change Impact Goals:

This was difficult to measure with this activity. The importance of the arts as a means of human expression was noted by all participants. Divisions in our regional community and issues of repression also were represented.

Behavioral Change Impact Goals:

A number of area teachers appreciated the use of the series EYES ON THE PRIZE and related resources we shared with them as examples and resources. As a behavioral impact change, this will definitely inform what WDSE does in relation to these contests. For the schools involved, I don't know if behavioral impact change can actually be noted from this activity.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

The outreach project for EYES ON THE PRIZE was designed to be used as part of a planned learning situation. This is why the colleges, high schools, and faith communities were targeted. The viewing sites, the construction and delivery of lesson plans, etc., definitely led to enhanced learning and increased awareness about the ongoing importance of the Civil Rights Movement.

How did participation in the outreach lead to attitude change?

The pre-service teaching candidates experienced profound attitudinal change because they learned about the empowerment that came from the movement. This was a new concept for them. They also learned to be much more questioning about reported history. The Oral History toolkit provided an opportunity for the rich lives of some community elders to be preserved and shared with the larger community. This is an ongoing process that should lead to new understandings and attitudinal changes as these histories are shared.

How did participation in the outreach lead to behavioral change?

The pre-service teaching candidates especially experienced behavioral change. They moved from great reticence about teaching about discrimination and segregation and, basically, any controversial topic, to one of empowerment in doing so. Their constructed and delivered lesson plans are actual evidence of this.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

This project reaffirmed concepts I'd already learned. The best outreach results occur when planning with partners involves direct feedback. Outreach is most successful when individuals are empowered to do something they haven't done before. It is important to celebrate and report the success of an outreach project.

What did you learn about your outreach audience?

There were great differences in the attitudes and beginning informational basis of the audience and age was the single largest determiner. Successful partnerships with different populations are most effective when the populations see connecting points beyond the specific project. The series EYES ON THE PRIZE as a viewing experience would have drawn primarily an older white audience in our region. It took direct outreach involvement to add other populations, especially younger audiences.

What did you learn about designing and implementing outreach activities in general?

This project reinforced much of what I'd already learned. Partnerships are invaluable for effective outreach, effective tools and resources are critical aspects of successful outreach, and providing the incentive for viewing experiences and discussions is essential for anything more successful than just a passive viewing experience.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

The Civil Rights Movement specifically and issues of human respect in general, are not well taught or frequently taught in our region. The DVD, Oral History toolkit, teacher/viewer guides, and other resources were invaluable to making this project so successful.

What is going to happen as a result of the findings in this assessment?

Several partnerships are going to continue. The lesson plans on discrimination, bias, and prejudice will be an integral part of the social studies methods class at the University of Minnesota Duluth.

What actions are required to improve upon, change or not change as a result of this assessment?

The partnerships, viewing sites, resources, etc., of the project needed to be codified prior to asking City Councils to make a proclamation. A feedback requirement should have been in place prior to sending out Oral History toolkits.

PROJECT PARTNERS

- **University of Minnesota Duluth: Department of Education**
View television broadcasts; create at least 30 lesson plans based on teaching about discrimination and the Civil Rights Movement; at least 20 students trained in the use of instructional TV series "Democracy it is!" and how to relate this to the Civil Rights Movement; at least 40 students trained in how to use the Oral History toolkit.
- **University of Minnesota Duluth Department of History**
View broadcasts; use the series resources as learning materials for understanding modern American history; students learn how to use the Oral History toolkit as a data acquisition method for compiling historic data.
- **University of Wisconsin Superior**
The Visual Arts Department donates the Kruk Gallery for the exhibit of over 100 pieces of selected student art and photography for the annual high school contests; staff and students professionally mount the exhibit; The Communication Department donates the Manion Theater for the celebration to open the exhibit (over 350 people in attendance).
- **St. Marks's AME Church**
Viewing site for the television broadcasts and discussion site; Oral History site

- **Temple Israel (Duluth)**
Viewing site for the television broadcasts and discussion site; Oral History site
- **City of Duluth**
Mayor and City Council will deliver a proclamation making October 2, 9, 16 2006 "EYES ON THE PRIZE" Days in Duluth
- **Duluth Public Schools**
At least one high school, middle school, and elementary school will be project sites at which project lesson plans will be taught, the Oral History toolkit will be used, and a school plan for building respect and inclusivity will be made using the "Democracy It Is!" series as a guide.
- **Duluth Transit Authority**
Every City bus (school buses, also) will post a commemorative poster about Rosa Parks and keep one seat behind the driver unoccupied on October 2, 2006.
- **Duluth Public Libraries**
The resource books and materials listed for the series will be on display at all public libraries, along with information about the series and other television broadcasts. Special collections will be made for area students working on project activities.
- **Duluth Public Libraries**
The resource books and materials listed for the series will be on display at all public libraries, along with information about the series and other television broadcasts. Special collections will be made for area students working on project activities.
- **University of Minnesota Multicultural Center**
Viewing/discussion site for the television broadcasts. Students of color available as guest speakers in classes and in area K-12 schools.
- **Duluth News Tribune**
Tentative role (all area newspapers have just been sold) reporting on project broadcasts and activities.

MONTHLY PROJECT UPDATES - WDSE

(NOTE: Provided for Process Documentation)

November 2006 Update: Pre-service teaching students at the University of Minnesota Duluth were shown parts of "*Awakenings*" in the social studies methods course for the fall semester. The students, divided into grade level groupings according to their teaching practicum assignments, created social justice presentations based on highlights from the series plus selected readings from "*Rethinking Our Classrooms: Teaching for Equity and Justice, Volumes 1 & 2.*"

The social justice presentations were K-12, with some of the most creative being those developed for kindergarten and first grade students! Examples of these include examining and describing different colors of apples but concluding that we are all different and we are all special.

The Todd Parr picture book, *It's Okay To be Different*, was read for the same lesson. This lesson was based on several articles from the assigned books and from the scene of protesting African Americans wearing signs stating "I Am A Man" during the Garbage Worker strike in Memphis in 1968. For older students, the Montgomery Bus Boycott, Rosa Parks, and the Freedom Riders were explored using Web sites, information presented in EYES ON THE PRIZE, and the poetry of Langston Hughes and Richard Wright. These presentations will be put on the station's Web site as a community resource.

High schools and area colleges continue to request the Oral History Toolkit. Copies of "*Awakenings*" were given out to organizations that agreed to conduct large public showings.

The most exciting current development is that WDSE's work on the EYES ON THE PRIZE grant directly led to a \$15,000 grant from the Otto Bremer Foundation to continue the station's "Eracism" project, which included EYES ON THE PRIZE.

October 2006 Update: The project progress for the month of October was in two parts:

- 1) Building the largest audience possible, and
- 2) Making the best possible use of the resources created for EYES ON THE PRIZE.

To build both a broadcast and outreach audience, WDSE's monthly magazine, *This Month*, featured an insert on the EYES ON THE PRIZE series. Two public rooms at the University of Minnesota Duluth (UMD) were donated as public viewing spaces (one was a large-screen TV room in the largest dormitory; the other was the large screen TV room in the Multicultural Center). The UMD Diversity Commission had posters made promoting the three October viewing dates and public viewing spaces. These rooms were provided with refreshments and with a supervisor (one from WDSE, one from the Diversity Commission). Every high school social studies department, all area principals, and the chairs of the history and political science departments of all area colleges were given packets of information about the series. Many college and high school classes used the series as part of the learning process for the month.

In addition to promotion of the series, the high schools and colleges, the University for Seniors, area churches, and Duluth's synagogue involved in deconstructing racism, received information about the curriculum, the series Web site, and the oral history project. A number of sites made use of these resources. The social studies methods class at UMD was taught to use the Oral History Toolkit and used it for elementary schools to conduct oral histories. Also, as a companion activity from the series, a composition class at UMD read "A Wreath for Emmett Till" after viewing "*Awakenings*."

September 2006 Update: Everything seems to be going as planned, with a few new opportunities. The station reports that the DVDs of "*Awakenings*" are really wonderful and have been a great tool to use with developing partnerships. Every high school (62) in the station's viewing area has been notified (social studies and English departments) about the broadcast times and dates and about the oral history toolkit and the curriculum. Every college in the region has also been notified (history, sociology, political science departments). The partnership with St. Mark's AME Church is especially significant since it is the only predominantly African-American church north of the Twin Cities. Plans are continuing in preparation for the conference on white privilege on October 30.

August 2006 Update: WDSE is very enthusiastic about its EYES ON THE PRIZE project. It believes the project will have a tremendous and very positive impact on the community; everyone wants to be part of it. Truly, congratulations to everyone who worked to put this all together, with great programs and outstanding resources. This is what outreach is all about!

Partnerships have been established with the following groups: Diversity Commission, University of Minnesota Duluth (UMD). The large-screen television in the UMD Multi-Cultural Center will be used as one of the major viewing areas for the EYES ON THE PRIZE programs in October; more than 100 people can view in this location. The Commission is also sponsoring a day-long conference on White Privilege on October 30, 2006, with a special booth about EYES ON THE PRIZE at the conference.

In the Department of Education, UMD, the K-12 social studies teaching methods courses are being used to promote the use of the series as an educational resource. University students will be taught how and why to conduct an oral history (using the Oral History Toolkit). The curriculum will also be given out as a resource, with lesson plans on discrimination designed from this study. These lesson plans will be put on the station's Web site as a community resource. Students doing this work will be given special t-shirts that state "Think Outside the Box, Look Inside the Person."

Participation partnerships for taking oral histories have been made with the UMD University for Seniors, St. Mark's AME Church, and Fond du Lac Reservation. Other partnerships are in the process of being formed. WDSE has agreed to rebroadcast TPT's *North Star: Minnesota's Black Pioneers* and WDSE's local town meeting broadcast on issues of race in Duluth titled *Bring the Truth to Light*. The station's local public affairs program, *Almanac North*, will do a follow-up to the local town meeting.

WDSE reports that all of its planned goals are still in place. The White Privilege Conference was an additional opportunity that presented itself.

GRANTEE: WETA

FINAL REPORT - JANUARY 31, 2007

Submitted by Ferne Barrow, WETA

What are you attempting to do in your outreach project?

WETA's project goals included: Providing participants with new opportunities to learn about the civil rights movement; Improving participants' academic skills including critical thinking, vocabulary, verbal and written communication; Developing a creative and innovative way of learning; Heightening awareness in the community that WETA cares about our young people and that they are more than a broadcast station; and Showcasing the DC WritersCorps as a resource for strengthening literacy through innovative literacy workshops.

What activities did you undertake?

Planning Meeting, DC and Fairfax youth to view Episode 1, Spoken Word Performance Workshops, Prep Session for DC WritersCorps

Number of people you reached through broadcast: 1000000

Number of people you reached through events/activities: 250

Number of people you reached through promotions: 1000000

Number of people you reached through partner organizations: 10000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 5400

Number of people who visited the Web site: 800000

Activities and Goals

Activity: Planning Meeting

How many times was this activity offered? 2

How many people participated in this activity? 5

Learning Impact Goals:

Following participation in the meeting, 75% of the participants wanted to know more about WETA and its educational resources.

Attitude Change Impact Goals:

At the end of the meeting, 75% of participants saw WETA as a community resource. At the conclusion of the meeting, 50% of the participants wanted to discuss other ways WETA can collaborate with them.

Activity: DC and Fairfax youth to view Episode 1

How many times was this activity offered? 4

How many people participated in this activity? 250

Learning Impact Goals:

After watching episode 1, 75% of participants will want to know more about the black freedom struggle.

Attitude Change Impact Goals:

At the conclusion of the screening, 75% of the participants will have experienced a change in perceptions regarding the impact of the civil rights movement on their life.

Activity: Boys and Girls Club to view Episode 1
How many times was this activity offered?
How many people participated in this activity?

Learning Impact Goals:

After watching episode 1, 50% of participants will want to know more about the black freedom struggle.

Attitude Change Impact Goals:

At the conclusion of the screening, 70% of the participants will have experienced a change in perceptions regarding the impact of the civil rights movement on their life.

Activity: Spoken Word Performance Workshops

How many times was this activity offered? 2
How many people participated in this activity? 215

Learning Impact Goals:

At the end of the workshop, 75% of the participants understood the impact of the civil rights movement on their life. As a result of the performance workshop, 50% of the participants learned how to use their talents to give back to their communities.

Attitude Change Impact Goals:

At the end of the workshop, 75% of the students felt that they have a voice in issues that affect their community.

Behavioral Change Impact Goals:

At the end of the workshop performance activities, 90% of the young people believed that the civil rights movement is as alive today as it was in the 60s.

Activity: Prep Session for DC WritersCorps

How many times was this activity offered? 3
How many people participated in this activity? 12

Learning Impact Goals:

As a result of this meeting, 100% of the participants have a better understanding of the 1960 civil rights movement. At the conclusion of the meeting, 100% of the participants had ideas on how to engage students around the project.

Attitude Change Impact Goals:

At the conclusion of the meeting, 100% of participants felt that their views were welcome in the performance and writing workshop.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

The outreach for EYES ON THE PRIZE helped youth understand the relevance of the civil rights movement for all races. It also demonstrated the plight of African-Americans and that the struggle continues.

How did participation in the outreach lead to attitude change?

The images and archival footage in the documentary brought to life an era students knew little about. I noticed in the workshops that there was a sense of embarrassment by the Caucasian students, about the way "blacks" were treated by "whites."

How did participation in the outreach lead to behavioral change?

We noticed after the second workshop there was more integration among black and white students on the school bus.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

I learned that a good way to open discussion on sensitive issues is through rap and poetry.

What did you learn about your outreach audience?

Youth can surprise us with their clarity, directness and wisdom.

What did you learn about designing and implementing outreach activities in general?

There is always more work that can be done.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

The authentic voices of youth are important as we address issues that impact the world.

PROJECT PARTNERS

DC WritersCorps

A local non-profit whose mission is to use the literary media arts and the teaching of creative writing to help students strengthen basic literacy skills. The organization will work with WETA to develop performance and writing workshops targeted to middle and high school students.

MONTHLY PROJECT UPDATES - WETA

(NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Completed.

October 2006 Update: Project Activities Completed.

WETA reports the following activities for the month of October 2006.

- WETA collaborated with PBS on a community discussion and screening event on September 30 at The Kennedy Center Atrium in Washington, DC. Titled "Race and the American Dream," the event was sponsored by *The Atlantic* and featured a panel discussion on whether African Americans have achieved the American Dream. Kevin Harris offered opening remarks. Panelists included: Judith Hampton, president of Blackside, Inc; Judy Richardson, co-producer of EYES ON THE PRIZE and "Malcolm X: Make it Plain"; and the Reverend Don Marbury, professor of communications at Howard University, and the former vice president of programming of the Corporation for Public Broadcasting. Dr. James Johnson, dean of the College of Engineering, Architecture and Computer Sciences at Howard University, served as the moderator. Clips from "Awakenings" were shown to the group, followed by questions from the moderator. There were approximately 55 people in attendance who were a very responsive, intellectual group of individuals.

- On October 2, Rebecca Roberts, host of *The Intersection* on 90.9 FM, interviewed Judith Hampton, president of Blackside, Inc. and Hassan Allen-Giordano of Black Vote Maryland. The interview focused on whether the long quest for civil rights remains unfulfilled and whether the issues of the 1960s still apply today.
- On October 8 and 22, community activist Louis Guyot, was interviewed on *2kNation*, a youth-led radio program developed by the DC WritersCorps. Guyot spoke with youth about the relevance of the Civil Rights movement in the 21st century. *2kNation* airs every Sunday at 7 p.m. on WPFW radio.
- On October 17 and 24, at the Gala Hispanic Theatre, WETA teamed up with the DC WritersCorps to host a performance, workshop and discussion based on issues drawn from the documentary. The performers, aged 16-24, presented original poetry and rap inspired by the series. Middle school students from Fairfax County Public Schools and D.C. Public Schools attended the event. Guyot, one of the original members of the Student Nonviolent Coordinating Committee, chair of the Mississippi Freedom Democratic party in 1964, and author of *Putting the Movement Back Into Civil Rights Teaching*, was also in attendance.

Upon arrival, students were divided into groups and watched a slide show consisting of archival and contemporary images from the Civil Rights movement, Hurricane Katrina, the inauguration of John F. Kennedy, Jr., the immigration protests from earlier this year, anti-gay rights picketing and the Rodney King beating. Then students had to think of one word to describe the various images. Racism, hate, poverty, power, economics, cruel is not cool, stereotypes, and discrimination were just a few of the words students shared with the group. Then the words had to be used in a sentence, and sentences were linked to make a poem.

At the conclusion of the activity, the group viewed the first 30 minutes from "*Awakenings*" and engaged in discussion. A DC WritersCorps youth asked the first question: "How would things be different if there were no Civil Rights movement?" One student said there would be segregation -- whites seated on one side and blacks on another. Then one of the teachers replied, "the way you are seated now." Then the student responded, "No, I'm talking about forced segregation. Today we are just sitting with people we already know or are more comfortable with -- not because of their color."

Another student said "that there would be more racism today." This led to the question: "What do you think racism is?" This led to a long discussion about power, leadership and the United States as a super power. These discussions also served as a launching point for Guyot to participate in the event. Students and teachers alike were fascinated with Guyot because he shared first-hand experiences on what it was like to be a part of the Civil Rights movement.

At these two events, WETA had direct impact on 215 students.

September 2006 Update: WETA's outreach initiative with DC Writers Corps continues to move forward. WETA has screened "*Awakenings*" for DC Writers Corps staff and youth. Currently, youth are conducting their own research on the Civil Rights Movement and are preparing spoken word pieces.

School events have been scheduled for Wednesday, October 11 and Tuesday, October 17 at Gala Hispanic Theatre.

Since August, WETA has undertaken the following efforts in support of its outreach campaign

- Designed and mailed 4,000 EYES ON THE PRIZE tune-in postcards to the Congressional Black Caucus, churches, middle and high school social studies teachers and African-American radio stations and special interest groups.

- The cover of the October WETA magazine is EYES ON THE PRIZE.
- Launched the EYES ON THE PRIZE Web site on weta.org. The site includes information on outreach initiatives, local historical sites and educational and online resources.
- Developed and e-mailed press release on the series to local media. In addition, the release was e-mailed to special interest groups for inclusion in messages to their membership listserves.
- WETA created a 30-second promo to bring awareness to the upcoming series.
- WETA's membership newsletter included a blurb about the series.
- The series was promoted in the WETA TV 26 highlights e-mail newsletter (the week of October 16 & 23) that is sent to viewers.
- WETA is working with PBS on a community discussion and screening event on September 30 from 3:30-4:30 pm at The Kennedy Center Atrium in Washington, DC. Titled the "Race and the American Dream, the event is sponsored by *The Atlantic* and features a panel discussion on whether African Americans have achieved the American Dream or if the long quest for civil rights remains unfulfilled. Kevin Harris, WETA TV 26 Vice President and Television Station Manager, will offer opening remarks. Panelists include: Judith Hampton, President of Blackside Inc; Judy Richardson, co-producer of EYES ON THE PRIZE and MALCOLM X: MAKE IT PLAIN; and the Reverend Don Marbury, professor of communications at Howard University, and a former vice president of programming for the Corporation for Public Broadcasting. Dr. James Johnson, Dean of the College of Engineering, Architecture and Computer Sciences at Howard University, will serve as the moderator. The discussion is part of *The Atlantic's* Ideas Tour in celebration of its 150th anniversary. WETA magazines and EYES tune-in cards will be made available to attendees.

August 2006 Update: WETA has had one meeting with its partner organization, DC Writers Corps, to outline the project, discuss pros and cons and next steps. The primary contact, Kenneth Carroll, executive director of the organization, is contacting participating schools and prospective venues for the event.

WETA devoted a half-page to the series in its monthly magazine in effort to create buzz for the upcoming broadcast. In addition, in early August the station began running short teasers announcing the series on TV 26. The graphics department is also finalizing a tune-in postcard for the series that will be sent to African-American leaders, organizations, religious groups, and WETA members. The postcard will go to print in early September.

GRANTEE: WFYI, Indianapolis

FINAL REPORT - JANUARY 31, 2007

Submitted by Gail Thomas Strong, WFYI

What are you attempting to do in your outreach project?

WFYI and its partners will increase awareness of civil rights issues - then and now - by encouraging intergenerational dialogue, participation in a variety of arts and historical events, and oral history. WFYI will increase viewership of EYES ON THE PRIZE. WFYI's community partners will increase participation in events planned to extend the themes of Civil Rights. All the partners, and WFYI, will strengthen programmatic offerings via the coordinated plan.

What activities did you undertake?

Library events, The Politics of Hair, a lecture by Dr. Manning Marable, A Tribute to Medgar Evers, History facts, Across Indiana repackaging, IRIS recordings

W

Number of people you reached through broadcast: 263600

Number of people you reached through events/activities: 361

Number of people you reached through promotions: 542000

Number of people you reached through partner organizations: 2370300

Number of materials you disseminated (total number of all materials combined that you distributed to the community):

Number of people who visited the Web site: 268

Activities and Goals

Activity: Library events

How many times was this activity offered? 6

How many people participated in this activity? 157

Learning Impact Goals:

As a result of program participation, 75% of guests will have greater knowledge of the topic presented.

Activity: historic landmark tours

How many times was this activity offered? 0

How many people participated in this activity?

Learning Impact Goals:

This community partner was not able to participate due to a leadership change.

Activity: Study circle series in each Casey neighborhood

How many times was this activity offered? 2

How many people participated in this activity? 12

Learning Impact Goals:

The site worked on this alone, without the partnership of WFYI.

Behavioral Change Impact Goals:

As a result of the study circles, each group will develop a community action plan to implement.

Activity: The Politics of Hair

How many times was this activity offered? 2

How many people participated in this activity?

Learning Impact Goals:

As a result of this event, 75% of guests will be more aware of African American history. Although not in the original plan, WFYI and a community partner created a new event, a lecture by Dr. Manning Marable.

Activity: A Tribute to Medgar Evers

How many times was this activity offered? 1

How many people participated in this activity?

Learning Impact Goals:

This radio documentary presented a dramatic story as a launch to the month of activities.

Activity: History facts

How many times was this activity offered? 12

How many people participated in this activity?

Learning Impact Goals:

The goal for this activity was greater awareness of local history during the Civil Rights years.

Activity: Across Indiana repackaging

How many times was this activity offered? 4

How many people participated in this activity?

Learning Impact Goals:

The aim of this activity was to introduce local and Indiana stories of Civil Rights to viewers.

Activity: IRIS recordings

How many times was this activity offered? 2

How many people participated in this activity? 2

Learning Impact Goals:

Vision-impaired listeners would be able to hear a personal account of the civil rights movement, as well as a contemporary perspective.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

The Role and Politics of Hair event was an exciting one: guests came prepared to listen to panelists, but also to share their personal stories of hairstyles and how those affected their politics, employment, social status, and community perceptions. Participants were male and female ranging in age from teens to seniors. For those in the audience who were not African American, the insights were especially profound, and were voiced aloud during the event.

The lecture by Dr. Manning Marable was also offered as a part of the Spirit and Place Civic Festival, with WFYI partnering with Indiana University Purdue University at Indianapolis. More than 100 attended, and Dr. Marable's topic was to explore the lessons of the Civil Rights Movement, including

the current debate about affirmative action.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

These events offered an opportunity to explore the parallel experiences of the person and the community, racism and liberation, and self-confidence and pride. Because they tapped into audience experiences, and most could share, the events were powerful and lively.

What did you learn about designing and implementing outreach activities in general?

WFYI has used the Spirit and Place Civic Festival for several outreach opportunities. The audience who participates wants dialogue and active learning. The results are usually quite rich and these events were no exception.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Many of the participants in the library sessions were children and youth, and in the presentations by the artists, great care was taken to teach songs of the civic rights movement, non-violence strategies, stories of everyday life and the changes during the movement. Most had heard of Ruby Bridges or Martin Luther King, but not of others who had been active in the movement. Guests practiced strategies like standing as a tree, locking arms, and singing. Each presentation was interactive, rich in facts, and because music and storytelling was used, the learning opportunities were more intense.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

What was most interesting to us is that despite our intent, the librarians in the branches made special efforts to reach children and youth. What was helpful about this was that we hoped to create intergenerational learning, and we did. For the most part, those in attendance were either those who had lived through the movement or children under 12 years of age.

What did you learn about your outreach audience?

WFYI's largest insight was that despite its hopes, the audience who participated was African American. However, the older guests that participated were very intentional about the need to transmit the lessons of the movement to the children and youth who were present. They had a sense of legacy they wished to share.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

What was most interesting is that the venue seemed to prescribe the reactions of the audiences. Those who attended the Spirit and Place event came prepared to share personal stories and learn from others. It was their intent to contribute to the group learning. Those who attended the sessions at the public libraries came to be taught, and while they were interactive audiences, they did not see themselves as contributors to group knowledge.

What is going to happen as a result of the findings in this assessment?

At this point, neither WFYI nor its partners has immediate plans for follow up. This outreach did create a new community partner for WFYI - The RECORDER - and the station is pleased that this relationship has been established.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

WFYI and its community partners provided an array of activities to introduce or to reacquaint Central Indiana audiences with the lessons of the Civil Rights movement. Some activities focused on children and youth, but most were designed for adult audiences, including those who are vision or print-impaired. The station and its partners used the arts, TV and radio broadcast, discussion, and print media.

When one of the proposed partners could not participate, WFYI formed a partnership with The Indianapolis Recorder, an African-American weekly paper. The editor signed on quickly and with a robust response. The paper made EYES the cover of a special section, interviewed Judy Hampton, and included still photos from the series. In addition, the paper searched its archives and created a list of facts for use on the web site and on radio about notable events in Central Indiana related to Civil Rights.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

While not directly captured in the assessment of the project, WFYI's experience with all audiences -- and in conversation with partners -- was that those who lived through the Civil Rights Movement, whether as an adult or a child, were most passionate and eager to share their recollections and stories. WFYI shared information about the Oral History tool kit and reinforced the importance of the outreach. While it was compelling, and desirable to suggest that the lessons learned during the Civil Rights years influenced other movements, it was difficult to gain traction on that.

What is going to happen as a result of the findings in this assessment?

The greatest lesson from this campaign was about the willingness of other organizations to be partners. Those relationships will carry forward.

PROJECT PARTNERS

- **Indianapolis Marion County Public Library (IMCPL)**
IMCPL will be the main sponsor of events and displays in branch libraries and will develop booklists. Planned events include work with Storytelling, Inc., on oral history, a local performance artist offering a tribute to MLK, and the Asante Children's Theater performing and guiding youth expression and understanding. WFYI and the Library will also preview AWAKENINGS at selected branches.
- **Madame CJ Walker Theater**
The Walker Theater will host "The Politics of Hair" and will aid in promotion of EYES ON THE PRIZE.
- **WFYI FM 90.1**
WFYI radio will broadcast a special, "A Tribute to Medgar Evers," and will broadcast facts about Indiana's civil rights experience.
- **Indiana Reading and Information Services (IRIS)**
IRIS volunteers will record two books, WATCH ME FLY by Myrlie Evers Williams, and THE COVENANT WITH BLACK AMERICA, for broadcast to vision and print impaired patrons.
- **Freetown Village**
The historical reenactment troupe will assemble a panel with local political scientists and sociologists on "The Politics of Hair," to be presented in November.

- **Historic Landmarks Foundation**

Historic Landmarks will host tours of noted historical Indianapolis sites that had meaning during the civil rights movement. They will also compile a list of facts about the state during the civil rights years for broadcast and web use for WFYI.

MONTHLY PROJECT UPDATES - WFYI

(NOTE: *Provided for Process Documentation*)

November 2006 Update: Project Activities Completed.

WFYI and its partners concluded the EYES ON THE PRIZE campaign with two events in November, both a part of the Spirit and Place Civic Festival. One, long in the works, was a session, *The Personal and Political Role of Hair in Black America*

(<http://www.spiritandplace.org/EventDetails.aspx?EventScheduleID=395>). This was attended by more than 50 people of varying ages and races, and was held in the historic Madame CJ Walker Theater Center on November 13, 2006.

Event Description: Ever since Africans arrived in America, black hair culture has embodied both traditional and innovative forms and practices. Indianapolis beauty mogul Madame C.J. Walker seized social and political power by capitalizing on black hair care products and became a pioneer of American enterprise. A dramatic vignette and discussion of Madame Walker's innovations, followed by a Q&A session, illuminated the traditions and innovations in black hair culture and showed the clear balance between popular appeal and historical accuracy. Beginning with traditional African hair care and styles, this program addressed how hairstyles have changed over time and how certain "looks" affect the people wearing them.

A second event was added after Juan Williams withdrew from Spirit and Place participation. On November 6, Dr. Manning Marable presented a session cosponsored by WFYI, *Navigating Diversity in American Society: Making Multiculturalism Work*.

(<http://www.spiritandplace.org/EventDetails.aspx?EventScheduleID=426>)

Event Description: America is increasingly being characterized by racial and ethnic differences. What are the historical reasons for ethnic tensions? How can we find common ground? How can we create a democracy where all Americans can participate? Participants explored these questions with Dr. Manning Marable, a national leader in the fields of African American and ethnic studies.

October 2006 Update: During October, WFYI completed the following outreach activities for EYES ON THE PRIZE:

- Arts events/library partnership: WFYI and the Indianapolis Marion County Public Library hosted a total of six arts events in public libraries. Three featured storyteller Deborah Asante, who crafted a composite story of the 1930's to 1960's on Indiana Avenue and the relationships between African Americans and whites during that time. The other three events featured actress and jazz musician Vickie Daniel, who along with a keyboardist and bassist, created a program that included song, demonstrations, and poetry to illustrate the civil rights years. Her program included the Non-violence Pledge, demonstrating how to march, songs used in the movement, and stories of individuals, both famous and everyday folk. Librarians created book displays and many guests came to the sessions with books about civil rights figures or EYES ON THE PRIZE.
- History facts: the Indianapolis Recorder provided information about the history of Indianapolis; these were read on FM 90.1 and appear on the WFYI Web site.
- The *Covenant With Black America* has been recorded for use on Indiana Reading and Information Services, as has *Watch Me Fly: What I Learned on the Way to Becoming the Woman I Was Meant to Be*. These recordings will extend the lessons of EYES ON THE PRIZE to listeners who are vision or print impaired.
- WFYI broadcast several hours of local companion television programming. These included *Movin' on to Vic't'ry*, comprised of many stories of Indiana history. They range from a story of the last

lynching to the speech given by Senator Robert Kennedy on the night Martin Luther King, Jr. was assassinated. WFYI also broadcast *For Gold and Glory*, the story of a segregated racing league in the city.

- WFYI has one remaining event, *The Role and Politics of Black Hair in America*, scheduled on November 13, 2006.

September 2006 Updates: On September 29, 2006, the *Indianapolis Recorder* (an African-American newspaper) published a special insert featuring EYES ON THE PRIZE and an interview with Judi Hampton. WFYI staff members were taped on September 28 for the Recorder's television program, to be broadcast on September 30. In addition, the Recorder will be providing facts about Indianapolis during the Civil Rights years that will be broadcast on radio. WFYI is also appearing on a talk show hosted by Amos Brown on Radio One today to talk about EYES ON THE PRIZE.

WFYI and the *Making Connections* site team plan a full day of study on October 28 with three groups, two youth and one adult, to focus on the lessons and opportunities of EYES ON THE PRIZE. On November 4, the groups will come together to make plans for work they will develop in the neighborhoods. A meeting planned to discuss this on September 29 was cancelled, to be rescheduled for the first week in October.

August 2006 Update: WFYI's Gail Thomas Strong has met with the Indianapolis Marion County Public Library and the African American committee of the Indiana Historic Landmarks Foundation. Dates have been scheduled for all library events (three for artist Vickie Daniels and three for artist Deborah Asante). Dates are pending for Historic Landmarks and for the *Role and Politics of Black Hair* with Freetown Village and the Madame CJ Walker Theater. In addition, staff from the Indiana Humanities Council have provided some local data for history facts.

In lieu of using footage from *"Awakenings"*, one of WFYI's producers has identified several ACROSS INDIANA segments for use on air during October; a local African-American news personality, Chris Wright, has agreed to voice these.

WFYI's outreach and communications staff will meet in the next week to solidify needs for materials print materials. A "coming next month" notice was placed in the September WFYI Members Magazine.

WFYI is planning to expand the number of outreach partners by contacting Indiana Black Expo and the Center for Leadership Development to determine any interest in screening *"Awakenings."* They were not part of WFYI's original proposal, but seem like logical audiences.

GRANTEE: WGTE, Toledo

FINAL REPORT - JANUARY 31, 2007

Submitted by Kathy Smith, WGTE

What are you attempting to do in your outreach project?

Create community dialogue around the issues of the civil rights movement, both nationally and locally. Reach out to underserved audiences, providing rich educational opportunities and demonstrating to those audiences our worthiness of their support. Provide a venue for an untold portion of Toledo's civil rights history.

What activities did you undertake?

Kick off event, Five local story vignettes

Number of people you reached through broadcast: 24000

Number of people you reached through events/activities: 100

Number of people you reached through promotions: 10000

Number of people you reached through partner organizations: 1000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 850

Number of people who visited the Web site: 10000

Activities and Goals

Activity: Kick off event

How many times was this activity offered? 1

How many people participated in this activity? 70

Learning Impact Goals:

90 percent of those in attendance will acknowledge a greater understanding of the events related to civil rights in the summer of 1967 in Toledo.

Attitude Change Impact Goals:

Ninety percent of those in attendance will acknowledge that their views were appreciated during a discussion event.

Behavioral Change Impact Goals:

Fifty percent will want to learn more about the civil rights movement, both national and local efforts.

Activity: Five local story vignettes

How many times was this activity offered? 215

How many people participated in this activity? 24000

Learning Impact Goals:

As a result of viewing one or more of the five vignettes, viewers will be aware of the historical events of Toledo's civil rights movement. Families who were part of Toledo civil rights struggle will become more aware of their own family history.

Attitude Change Impact Goals:

Toledo's African Americans will feel their stories are welcome and appreciated on public television.

Behavioral Change Impact Goals:

The five vignettes will continue to be used as a resource for preserving Black history in our area.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Members of the advisory committee, those who attended the kick-off event and those who saw the vignettes on television, and those who asked for the DVDs of the vignettes were pleased that we told Toledo's story during the civil rights movement and were eager to share in the memories of the neighborhood that the era seemed to dissolve.

How did participation in the outreach lead to attitude change?

Older people brought younger people to help them "understand the story" of what Toledo was like in the 1960s. As a result, younger voices were heard to remark, "Until now, I didn't have any idea about what it was like back then."

How did participation in the outreach lead to behavioral change?

Members of the African American community believe that we have only begun to scratch the surface on the "whole story" and would like us to pursue additional funding and create a larger program about civil rights and the vibrant Dorr Street neighborhood that existed before 1967.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

People in the African-American community like to have personal invitations from people they know to attend events. Attendance at the event and participation in the "storytelling" hinged on the enthusiasm of the branch manager of the library in the neighborhood who invited people she knew to come to the library and tell their stories on camera and to come back the evening of the event to see them. We had about 70 people attend, but only 37 reservations were called in to the station.

What did you learn about your outreach audience?

It was a reunion of the "neighborhood," with some who still lived there and some who returned to share the memories of a time gone-by. While the audience was primarily African-American, there were others who had simply come because of the importance of the topic. One Caucasian homeschool mother brought her children so they could better understand the local history of the 1960s.

What did you learn about designing and implementing outreach activities in general?

When you work on sensitive issues like civil rights, everyone becomes a producer. We pulled together an advisory committee that was primarily made up of those who had some direct relationship to the events we wanted to cover. We decided we must compromise a bit on our original intent. While we were overwhelmingly pleased with the results, we should have brought this disparate group of advisors together earlier - way before we submitted the grant. Given that, we would likely have had a very different final product. Some people felt that focusing on the violence was a negative way to present the legacy of civil rights in Toledo and nearly lost us their cooperation. It did create some meaningful dialogue, and reminded us that our work is never immune from controversy. It did provide some valuable lessons on being proactive, rather than reactive when we begin projects where history is remembered through a diverse lens.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

The open forum discussion that followed the premiere of the vignettes, a clip of EYES ON THE PRIZE,

and the edited tape of some of the stories we collected about the neighborhood filled us with pride about the project. We had assigned this project to a young Black production associate. This was his first major project and he more than rose to the occasion. His parents, who lived through this period of Toledo's history, were beaming from the front row. He spoke of his experiences - telling how he heard stories from his parents, but working on this project really opened his eyes. The audience, particularly the older participants who were history's witnesses, seemed to marvel at his insight and repeatedly expressed a desire to provide every young person the opportunity to have such an awakening. We were reminded of how a group of people can be proud of who they are and what they had to endure to get where they are. We understood, once again, the power of public broadcasting to tell stories, and in our case, local ones, that bridge barriers of race and ethnicity and geographic neighborhoods.

What is going to happen as a result of the findings in this assessment?

Two of our board members were very supportive of this project. One served on our Advisory Committee. We were only able to tell such a small part of the story. The African-American Legacy Project, a local non-profit with goals similar to this project, is interested in pursuing a collaboration that will build on what we've begun to tell many stories about the Black community. We continue to engage in conversations with them regarding next steps. The danger is to not act, and perhaps alienate a group of people who are holding us to our promise of taking this further.

What actions are required to improve upon, change or not change as a result of this assessment?

We need to seek additional funding to continue our pursuit of a larger project.

PROJECT PARTNERS

- **The African American Legacy Project**
Identifying persons who were witnesses to events; source of civil rights memorabilia.
- **Toledo Lucas County Public Library - Mott Branch**
identification of those witnessing the unrest; possible kick-off venue.
- **Toledoans United for Social Action**
Event planning; promotion among their 13,000 members.
- **The Toledo Journal**
historical research, publicity

MONTHLY PROJECT UPDATES - WGTE

(NOTE: *Provided for Process Documentation*)

November 2006 Update: Project Activities Completed.

October 2006 Update: Project Activities Completed.

During the last month, WGTE designed a DVD cover and produced a DVD of local oral histories for distribution to libraries, local politicians, and community leader. These activities mark the completion of WGTE's EYES ON THE PRIZE outreach efforts. A final report will be submitted by January 31, 2007.

September 2006 Update: More than 70 guests attended WGTE's September 26 premiere of the *Through Toledo's Eyes* vignettes. Also included in the event were a sampling of oral histories that told of the life and times of the civil rights activities that took place in Toledo in 1967 and stories about the old neighborhood, that began to fade as a result. Those five vignettes are now currently airing to

promote and “wrap-around” the national production. WGTE outreach staff were delighted to retain Juan Williams to do the intros/outros for these pieces.

Marcus Harrison, a television production assistant, made his debut as a producer. His hard work, concern, and passion were apparent in the excellent crafting of the series of stories. Marcus talked with the group at the event about his work and allowed the audience to comment and ask questions. As someone who is only 28 and a native Toledoan, he was astonished at how much he learned.

The evening was one of respectful recollection. A photographer, Thomas Vines, who allowed WGTE to use his images in local spots, set up a photo display to encourage additional dialogue.

August 2006 Update: WGTE assembled a group of people for an advisory committee lunch to discuss the project. The station has identified the five persons who will be the subjects of the vignettes. Because the advisory committee felt there was a larger story to tell (that is, how the unrest changed the neighborhood near Dorr and Detroit Avenues), and the branch manager of the library in that neighborhood is on the committee, WGTE agreed to come to the library (two days; five hours) to gather the oral histories (on camera) of people over 50 years old. One woman was so eloquent that the station chose her for a sixth vignette. Marcus Harrison, producer, and the outreach person were guests on a popular radio talk show. They were able to invite people to come and tell their stories; the great majority of the 25 people interviewed were actively recruited by the advisory committee.

WGTE has designed postcards for the roll-out event on September 25. The station has already secured press on the library oral histories in both Toledo’s *Free Press* and the *Toledo Blade*. Everything is working on the deadlines established.

The station is pleased that its project plan has expanded to make the oral histories collected a part of archival material for WGTE, the library (and its Art Tatum Cultural Resource Center), and a local African American Legacy Project.

GRANTEE: WIPB, Muncie

FINAL REPORT - JANUARY 31, 2007

Submitted by Lori Georgi, WIPB

What are you attempting to do in your outreach project?

WIPB, Minnetrista Cultural Center, the Human Rights Commission of Delaware County, Muncie Children's Museum, and the Muncie Public Library are highlighting the Civil Rights Movement, an important time period in American history not to be forgotten, but rather remembered for what was accomplished and what still needs to be done today to further reinforce the rights of all people. Through national and local programming, exhibits, the collection of oral histories, and adult- and family-centered learning activities, the history of the Civil Rights Movement, its east central Indiana participants, and the Movement's impact on the region will be enriched by those who lived through it and transmitted to the next generation as the foundation for future action, WIPB will fulfill its mission to inform, educate and enlighten the citizens of east central Indiana. Through the EYES ON THE PRIZE outreach project, the station can take its mission to the next step by building collaborative local partnerships to extend EYES ON THE PRIZE programming to promote community awareness regarding the Civil Rights Movement and the importance for continuing to pursue equality for all peoples. The goal for the project's stakeholders is for the community to become part of an overall effort to remember and recognize the efforts and sacrifices made during and successes gained from the Civil Rights Movement, the impact upon east central Indiana and beyond, and recognizing what organized effort for positive change can accomplish. In addition, building from history, the community can also become a catalyst for further positive change, as the national and global need for civil rights continues today.

WIPB and our partners were able to accomplish what we set out to do with this outreach initiative. What went well and what didn't? I would have to say all of the activities we did throughout the month of October were successful. I was able to let each partner take a lead on their part of project and come up with what they wanted to do to fit their individual audience and that worked very well. The only activity that I felt was kind of a stretch was Minnetrista's "Birth Rites and Civil Rights". I don't think the program coordinator really brought in the issue of Civil Rights into the program clearly; it was really about Birth Rites. I also had problems with the exhibit that Minnetrista created but after a few meetings we were able to resolve the problem and the exhibit is up and running through the end of February and is very good. So I think what I learned from this project is that you need to keep on top of the activities and communicate with your partners on an ongoing basis. All of the partners on this project were extremely willing and able to do all of the activities they took on. The overall impact of this project was meaningful for the participants. I did not conduct surveys but I did get oral feedback throughout the campaign and all was positive and many individuals wanted to do more with the topic.

What activities did you undertake?

Friends and Family Fun Night at MCM, PBS Program Club, Eyes on the Prize Teen Screening and Discussion, Family Workshop at Minnetrista, Family Workshops at Muncie Public Library, Minnetrista Cultural Center Exhibit, Oral Histories, Muncie Public Library Book Displays.

Motivation/Need

WIPB's goal for this project was to raise the awareness of African American history during the Civil Rights Movement down south and in east central Indiana. I believe that we did that successfully. All of our activities were focused around the Civil Rights Movement and by letting local individuals tell their stories we were able to learn about what happened in east central Indiana during that time from people who were there. This project was important to our community because it is important to tell and document community history and archive it for future generations.

Project Focus

WIPB outreach initiative did maintain the focus we identified. We said that we would focus upon the era of the Civil Rights Movement and the regions attempts to highlight the experiences of individuals who grew up during that time in east central Indiana. All of our activities focused on the Civil Rights Movement and through the screening/discussions and the exhibit we heard the stories of individuals who grew up in Muncie during that time period and we were able to relate it to how it has affected life in Muncie today.

Project Activities

Friends and Family Fun Night

Partner: Muncie Children's Museum hosted this event at the Museum and came up with and conducted all of the activities pertaining to Eyes on the Prize. This event took place on October 6. At the event families were able to enjoy the museum and take part in two EYES ON THE PRIZE activities. The first activity was storytelling and the book that was read was "If a Bus Could Talk". Each child also received the book to take home. The second activity was an art activity where the children did a self portrait of themselves using multi-cultural crayons. Laura Kelsey from the Muncie Public Library also set up a display of books and had an "I Have a Dream" art activity for the children to do. And WIPB set up a table with information about the program, EYES ON THE PRIZE, (we had a poster with air dates of the program) and other station materials (we gave out our members' magazine which had an article about the program and the outreach activities).

Family Workshop at Minnetrista (Birth Rites and Civil Rites)

Partner: Minnetrista Cultural Center hosted this event at Minnetrista and Karen Ailes the Family Educator came up with and conducted the program. This activity took place on October 7. At the beginning of the workshop Karen explained to the children and their families that people in our country depending on the family they were born into and color of their skin didn't always have the freedoms as we have today. Then each family went through the exhibit "Children Like Me" showcasing the unique diversity of the world's children. As the children went through the exhibit, Karen had them participate in a game that talked about the different ways children throughout the world celebrated birthdays. After they went through the exhibit Karen had the children take part in a variety of different birthday rituals (games) from around the world. Each child took home the book, "If A Bus Could Talk".

Teen Screening and Discussion

Partner: Muncie Public Library. This event was held on October 12 and was called "Free to Speak". This activity was specifically for teenagers. Muncie Public Library hosted this event at the library but I (WIPB) put together the program. I had two Ball State University Graduate students who are trained in facilitation facilitate a discussion on the civil rights movement and how it relates to what is going on in today's world. We began by watching 30 minutes of "*Awakenings*" and then the teens engaged in a lively discussion. Each student and adult took home a local book "Reconciling the Past: A Brief History of Race Relations in Muncie 1877-2004".

Family Workshop at Muncie Public Library

Partner: Muncie Public Library hosted this activity called "Dare To Dream" at the library. This event was held on October 14. Laura Kelsey the Youth Services Manager came up with and conducted the activity. The program began with one of the children librarians reading a story about Martin Luther King, Jr. and she talked with the children about who he was and what he did during the civil rights movement. Then each child did art pieces that represented their own dreams. They made individual quilt pieces with their dreams on it. The quilt pieces were collected by Laura who was going to weave the quilt together and put it in the children's area of the library. The children also made collages using multi-cultural paper as the base and then they used shapes to symbolize their dreams. They were also able to make a dream book that they could take home and write or color in their dreams. Each child took home a book about Martin Luther King Jr. either "A Picture Book of Martin Luther King, Jr." or "Freedom at Last: The story of Martin Luther King, Jr. "

PBS Program Club

Partner: Minnetrista. This event held on October 17 was hosted and facilitated by Minnetrista. Each month we have core group of people who meet at Minnetrista Cultural Center to discuss a program that they watch on WIPB. For October they choose EYES ON THE PRIZE. Most of the attendees watched all 6 episodes before they attended but if they weren't able to watch we did show "*Awakenings*" so everyone saw at least one episode. After we watched the program we gathered in a circle with a trained facilitator who started off the dialogue and kept it going for an hour and half. Usually our discussions only last about 45 minutes. Everyone was very involved in the dialogue and really enjoyed themselves. Along with our core group we had a handful of newcomers who brought their stories of the Civil Rights Movement to the discussion. Each participant took home a local book "Reconciling the Past: A Brief History of Race Relations in Muncie 1877-2004".

EYES ON THE PRIZE Museum Exhibit

Partner: Minnetrista and Human Rights Commission of Delaware County. Minnetrista staff curated the exhibit and is currently hosting the exhibit until the end of February. The Human Rights Commission helped with setting up people to interview for the exhibit. The exhibit tells the story of African American History before, during and after the Civil Rights Movement. The exhibit features items from Minnetrista's collection and a timeline of the local events that happened in Muncie during that time. Oral and video histories from local people are also highlighted.

Oral Histories

Oral histories conducted by the Delta High School Students were used in the exhibit so visitors could hear local stories. WIPB conducted video interviews which were also used in the exhibit. All of the oral and video histories will be housed at Minnetrista who is a local depository for the Library of Congress.

Project Definition

Through all of the activities completed we were able to show and tell the community how the Civil Rights Movement made an impact on east central Indiana the changes we have made since that time and where we stand today on the issue of individual rights. WIPB was able to fulfill its mission through this project by building strong and collaborative local partnerships to extend the learning beyond the broadcast through a variety of different opportunities. I feel that the partnerships are what made the difference in getting the message out to our community and my partners all felt that this was an extremely worthwhile experience.

Promotion

Our promotion consisted of on-air promos and flyers for each event; newspaper ads for the Birth Rites & Civil Rights program and the PBS Program Club; article about the national program and the outreach in our Members' Magazine. My partners promoted outreach activities through their websites and an article in the MPL NOW magazine.

Number of people you reached through broadcast: 35000

Number of people you reached through events/activities: 306

Number of people you reached through promotions: 20000

Number of people you reached through partner organizations: 3800

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 2190

Number of people who visited the Web site: 1400

Activities and Goals

Activity: Friends and Family Fun Night at MCM

How many times was this activity offered? 1

How many people participated in this activity? 110

Learning Impact Goals:

At the end of Fun Night, 70% of children will know more about Civil Rights Movement. At the end of Fun Night, 70% of children will know more about the importance of the humane treatment of all peoples. At the end of Fun Night, 80% of parents will know how to talk to their children about the importance of the humane treatment of all peoples.

Attitude Change Impact Goals:

At the end of Fun Night, 70% of children will experience a change in their perceptions regarding the positive effects of cultural diversity. At the end of Fun Night, 80% of parents will experience an increase in the perceived importance of reinforcing their children's education regarding cultural diversity.

Behavioral Change Impact Goals:

I do believe we accomplished this goal because we had parents asking about additional books they could read. As a result of attending Friends and Family Fun Night, the majority of parents will seek additional education materials for their children.

Activity: PBS Program Club

How many times was this activity offered? 1

How many people participated in this activity? 22

Learning Impact Goals:

We accomplished this goal. At the end of the PBS Program Club, the majority of attendees will know more about the events that initiated the Civil Rights Movement.

Attitude Change Impact Goals:

I believe we accomplished changing the participants' perception on the struggle of equality. This was verbally stated within our discussion by many participants. At the end of the PBS Program Club, the majority of attendees will have experienced a change in their perceptions regarding the African American struggle for equality in America. At the end of the PBS Program Club, the majority of attendees will experience an increase in the perceived importance for getting involved to help overcome adversity, particularly on behalf of others.

Activity: EYES ON THE PRIZE Teen Screening

How many times was this activity offered? 1

How many people participated in this activity? 17

Learning Impact Goals:

Through facilitated discussion we did accomplish this goal. At the end of the screening and discussion, the majority of attendees will know more about the events that initiated the Civil Rights Movement. At the end of the Screening, the majority of attendees will be more aware of the role area citizens played in the Civil Rights Movement.

Attitude Change Impact Goals:

We may have affected some of the attendees because of their comments during the discussion. At the end of the screening and discussion, the majority of attendees will have experienced a change in their perceptions regarding the African American struggle for equality in America. At the end of the screening and discussion, the majority of attendees will experience an increase in the perceived importance for getting involved to help overcome adversity, particularly on behalf of others.

Activity: Family Workshops at Minnetrista & Muncie Public Library

How many times was this activity offered? 2

How many people participated in this activity? 29

Learning Impact Goals:

I feel the children and their families did find out more about racism and how people can make a difference. As a result of attending the Family Workshops, participants will know more about racism, prejudice, and their damaging effects on the development of a civil and just society. Participants will be more aware of how one person can affect daily positive change in their treatment of others.

Attitude Change Impact Goals:

At the conclusion of the Family Workshops, at least 60% of participants will experience an increased awareness of their treatment of others from diverse backgrounds. At the end of the Family Workshops, the majority of attendees will have experienced a change in their perceptions regarding the African American struggle for equality in America. At the end of the Family Workshops, the majority of attendees will have a change in their perceptions regarding their involvement to overcome adversity, particularly on behalf of others.

Behavioral Change Impact Goals:

As a result of attending the Family Workshop, the majority of attendees will continue to raise the awareness of others (and their own) regarding human rights, both national and global.

Activity: Minnetrista Cultural Center Exhibit

How many times was this activity offered? 1

How many people participated in this activity? 3777

Learning Impact Goals:

Visitors of the Minnetrista Cultural Center Exhibit will have learned more about east central Indiana's role in the national Civil Rights Movement. Visitors of the Minnetrista Cultural Center Exhibit will have learned more about the African American experience in east central Indiana.

Attitude Change Impact Goals:

After viewing the Minnetrista Cultural Center Exhibit, the majority of attendees will have experienced a change in their perceptions regarding the African American struggle for equality in America. After viewing the Minnetrista Cultural Center Exhibit, the majority of attendees will have a change in their perceptions regarding their involvement to overcome adversity, particularly on behalf of others. After viewing the Minnetrista Cultural Center Exhibit, attendees will experience an increase in their perception of how they interact with and treat people from diverse backgrounds.

Behavioral Change Impact Goals:

As a result of viewing the Minnetrista Cultural Center Exhibit, at least 40% of attendees will view the EYES ON THE PRIZE series. After viewing the Minnetrista Cultural Center Exhibit, the majority of attendees will continue to raise the awareness of others (and their own) regarding the past and present struggles for civil rights, both national and global.

Activity: Oral Histories

How many times was this activity offered? 90

How many people participated in this activity? 130

Learning Impact Goals:

We did accomplish these goals! At the end of collecting local oral histories, all students will have learned more about local and regional history, as well as American history. Student participants will understand the importance of oral history as one method for recording history. Student participants will learn more about the connection east central Indiana has to national memory.

Attitude Change Impact Goals:

We did accomplish these goals. Through the collections of oral histories, 70% of students will experience a change in their perceptions of African American experience in the 20th century. At the conclusion of the oral histories, 70% of students will experience a change in their perspective of how they interact with diverse peoples.

Activity: Muncie Public Library Book Displays

How many times was this activity offered? 6

How many people participated in this activity? 50000

Learning Impact Goals:

We did accomplish this goal. As a result of the Library Book Displays, patrons will be more aware of educational resources regarding the Civil Rights Movement.

Behavioral Change Impact Goals:

As a result of the Library Book Displays, patrons will increase library lending of Civil Rights Movement materials by 20%. As a result of the Library Book Displays, 30% of viewing patrons will participate in one or more of the project's related activities.

Articulation of Outcomes**How did participation in the outreach lead to enhanced learning or awareness raising?**

Since our outreach included discussion groups, oral histories and an exhibit highlighting local stories of individuals during the Civil Rights Movement, participants were able to learn first hand from people who actually lived through that time period which makes a deeper impact.

How did participation in the outreach lead to attitude change?

During our discussion groups and the oral histories we actually had people say that by doing this activity it changed how they looked at this issue.

How did participation in the outreach lead to behavioral change?

I can't say that our outreach activities lead to behavioral changes.

Lessons Learned**What did you learn about conducting outreach addressing this issue or topic?**

I learned that the topic of Civil Rights is never ending. That we are always working for individual's rights.

What did you learn about your outreach audience?

I learned that people in our community want to talk about history and they want to make sure that the young people in our community knew what happened in Muncie during the Civil Rights Era.

What did you learn about designing and implementing outreach activities in general?

I learned that when you let partners take a lead on different parts of a project that it might not turn out exactly like you think it should. But if you continue to communicate with them usually everything can work out. Also I learned even though partners might not do it exactly like you think it should be done by letting partners take a lead they buy into the project at a deeper level and make a bigger investment in the outreach.

Comment from Teachers whose class did Oral Histories

Performing original research is the heart of learning in a Social Studies classroom. As teachers we were excited that our students would be able to interview interested community members about their journey through the Civil Rights Era from 1954 to the present. Working with WIPB -TV and Minnetrista our students gained significant training in the interview process, interpersonal skills, and legal technicalities of working with historical research. More importantly our students gained an empathy that can not be learned out of a textbook. As a result of listening to an interviewee recount her feelings while working at a soup kitchen my students became visibly moved and when the food drive took place this class collected over 840 cans of food for the local community. That is the power of community research. When we gain a personal perspective into history it comes alive not only in our minds but in our hearts. As we look at the results of this research in our classroom we feel that our students have gained valuable interpersonal skills, research skills, technical skills, and the ability to work in resource partnerships with local organizations such as WIPB and Minnetrista. These skills will be invaluable to our students as they prepare to transition into the academic and working worlds.

Pat Ervin and Kip Omstead
American Studies
Delta High School

Comments from Students who conducted Oral Histories

This project has been a really neat experience for me. It has pushed me outside of my comfort zone and allowed me to see through the eyes of someone that is very similar to me, yet views things I take for granted in a very different light. This project has enabled me to have a deeper, more personal view of the Civil Rights Movement than I ever could have hoped of getting out of a text book. It has also assisted me in developing my communication skills. Thank you so much for providing high school students with this unique, once in a lifetime opportunity.

-Erika Hapner
Delta High School Junior

The opportunity I had to interview someone on the Civil Rights Movement was one of the most enriching experiences I have ever had. It taught me more than I could ever learn in a classroom. It took what I have learned in school and made it seem more real because I was talking to someone who had lived through this time period and had experienced these things firsthand. The interview was far more informative and touching than anything I have ever read in a textbook or learned in history class. It also taught me to be more appreciative of even the little things I have in my life, and it helped me become more outgoing. To be able to reach out and talk to someone who has gone through such a huge event in American history is truly an amazing experience, and it is definitely an experience that I will never forget. Thank you.

-Hillary Bradburn
Delta High School Junior

What this project is to me is an eye opener. It has taught me more about the Civil Rights Movement than any book I could have read. Coming from a county school, there is not that much diversity. Talking to Mr. Hurley Goodall really opened my eyes to the struggles people of color faced throughout their lives. The world is a very diverse place and I think people should open their eyes to the many different cultures. This project did just that for me, I saw a side and time of the world I never witnessed and through this interview I was able to see this world through the eyes of a witness to all of it. He was a part of many fights for Civil Rights and I feel that I know more about America and the people of America just through talking to him.

-Jarred Brooke
Delta High School Junior

PROJECT PARTNERS

- **Minnetrستا Cultural Center**
Minnetrستا Cultural Center serves east central Indiana with dynamic community activities and exhibits that honor and reflect its heritage. From past and present, this is a place of community - for socializing, learning, reflection, entertainment and recreation - where families and groups can experience the rich heritage of the region by connecting with people, places and events through authentic activities and exhibits. As a reflection of its purpose, Minnetrستا will serve as a venue for the community to audio-visually witness the Civil Rights Movement as well as the modern African American community.
- **Human Rights Commission of Delaware County**
The Commission investigates allegations of discrimination and provides outreach resources and community education related to civil rights laws. As a partner, the Commission will serve as an informational resource to effectively locate local/regional knowledgeable expertise in regards to the Civil Rights Movement.
- **Muncie Children's Museum**
The Muncie Children's Museum, a child-oriented learning facility, provides an endless number of interactive exhibits that help children understand the world in which they live. These exhibits are fun, raise questions, provoke interest and stimulate curiosity. The Muncie Children's Museum offers "Friends and Family Fun Night" on the first Friday of every month. This night, free to all, provides organized activities centered upon a theme. The first Friday of October will be reserved for community learning related to the Civil Rights Movement.
- **Muncie Public Library**
The library fosters life-long learning, personal enrichment and a literate society; strengthening information partnerships through resource sharing, and actively promoting library services, programs and materials to the community. As a partner on the project they will create focused book displays related to the Civil Rights Movement at each of its 5 branch locations. In addition, they will open up their collections to share materials for related exhibitions at the Minnetrستا Cultural Center.
- **Community Members**
WIPB also includes within its partnership a team of local citizens with well-established ties to past eras, as well as to the local African American communities; in particular: Hurley Goodall, African American community activist, retired Indiana state legislator, leader of the efforts to acknowledge the African American experience in east central Indiana and beyond; Lonnie Jordan, local African American historian; Bea Foster, founder and publisher of The Muncie Times, the only African American community newspaper in Muncie. The first African American TV personality in Indianapolis, she is a prominent figure in many of Muncie's African American educational and cultural organizations.

MONTHLY PROJECT UPDATES - WIPB

(NOTE: Provided for Process Documentation)

November 2006 Update: WIPB's last EYES ON THE PRIZE outreach activity will be an exhibit at Minnetrستا Cultural Center. Outreach staff is in the process of conducting interviews with local people who lived in Muncie during the Civil Rights Movement. Segments of the interviews will be used in the exhibit and in creating interstitials to air during Black History Month in February.

October 2006 Update: WIPB and its partners completed five EYES ON THE PRIZE outreach events in October.

The first event on October 6 was held at the Muncie Children's Museum. Called *Friends and Family Fun Night*, this event attracted 110 people. Families were able to enjoy the museum and take part in two EYES ON THE PRIZE activities. The first activity was storytelling and the book that was read was *If A Bus Could Talk*. Each child also received the book to take home. For the second activity, children did a self portrait of themselves using multi-cultural crayons. Laura Kelsey from the Muncie Public Library also set up a display of books and had an "I Have a Dream" art activity for the children to do.

The second event at Minnetrista Cultural Center on October 7 was called *Birth Rights and Civil Rights*. Karen Ailes, the family educator at Minnetrista, conducted the event. First, Karen explained to the children and their families that all people in our country, depending on the family they were born into and the color of their skin, didn't always have the freedoms that we have today. Next, each family went through the exhibit, "Children Like Me," showcasing the unique diversity of the world's children. As the children went through the exhibit, Karen had them participate in a game that talked about the different ways children throughout the world celebrated birthdays. After viewing the exhibit, children took part in a variety of different birthday rituals from around the world.

The third event at Muncie Public Library on October 12, called *Free to Speak*, was geared toward teenagers. Two Ball State University graduate students trained in facilitation led a discussion on the Civil Rights Movement and how it relates to what is going on in today's world. The session began by screening 30 minutes of "Awakenings" and then engaging the teens in a lively discussion. Each student and adult took home a local book, *Reconciling the Past: A Brief History of Race Relations in Muncie 1877-2004*. The high school students really got into the discussion and said they enjoyed being able to voice their opinions.

The fourth event, called *Dare To Dream*, was at Muncie Public Library on October 14. One of the children's librarians began the program for elementary school students by reading a story about Martin Luther King, Jr.; she talked with the children about who he was and what he did during the Civil Rights Movement. Each child then created individual quilt pieces that represented their own dreams. The quilt pieces were collected by the librarian who plans to sew the quilt together and put it in the children's area of the library. The children also made collages using paper representing multi-cultural communities and then used shapes to symbolize their dreams. They were also able to make a dream book that they could take home and write or draw in their dreams. The children really had a good time doing all of the activities. Each child took home a book about Martin Luther King, Jr. -- either *A Picture Book of Martin Luther King, Jr.* or *Freedom at Last: The story of Martin Luther King, Jr.*

The last event was the PBS Program Club dialogue around the program EYES ON THE PRIZE. Each month WIPB has a core group of people who meet at Minnetrista Cultural Center to discuss a program that they watch on the station. Outreach staff were pleasantly surprised that about half of the attendees were newcomers. "Awakenings" was screened, then a trained facilitator started the dialogue and kept it going for an hour and half. Usually discussions last about 45 minutes.

The station is now in the process of putting together an exhibit that opens on November 11 with Delta High School students gathering oral histories. WIPB is also filming for the local program highlighting the exhibit and the local people who lived in east central Indiana during the Civil Rights Movement.

September 2006 Update: All activities are planned and dates are set. Activities are being promoted through flyers, on-air promos, newspaper ad, Library and Minnetrista Web site (WIPB website is under construction). WIPB will have library displays in six different libraries promoting the EYES ON THE PRIZE series and all of the outreach events. All the partnerships are working well! All are planning and implementing their own programs according to targets.

On October 6, families are invited to the Muncie Children's Museum's **Friends and Family Fun Night**. Programming will be "Frogs are Green, What Color Am I" which will focus on how we are alike and how we are different. Activities encourage learning about Martin Luther King Jr. and Rosa Parks. Each family will receive a copy of the book *If a Bus Could Talk: The Story of Rosa Parks*.

On October 7, Minnetrista Cultural Center will host **Birthdays Rites & Civil Rights**. Children will explore the similar and different ways birthdays are celebrated internationally, and how these celebrations are connected to civil rights.

On October 12, WIPB and Muncie Public Library will host a Peer Group Discussion called **Free to Speak** where two Ball State graduate students will lead a discussion with middle school kids about civil rights and the meaning of freedom. Participants will receive a locally produced book *Reconciling the Past: A Brief History of Race Relations in Muncie 1827-2004*.

On October 14, **Dare to Dream at Muncie Public Library** will take place. Children are invited to create artwork reflecting their own dreams - inspired by Martin Luther King Jr.'s dream about a better way of life. The resulting artwork will be put on display at the library. Participation is free and each child will receive a free children's book about Martin Luther King, Jr.

WIPB/PBS's Program Club will take place on October 17. Community members who lived in east central Indiana during the Civil Right Movement will share their experiences. Participants will receive a locally produced book *Reconciling the Past: A Brief History of Race Relations in Muncie 1827-2004*.

Students in Ms. Pat Ervin's history class at Delta High School are in the process of conducting oral histories with people in east central Indiana who experienced the Civil Rights Movement during the 1950s and '60s. These oral histories will be catalogued at Minnetrista and used in the civil rights exhibit.

WIPB rescheduled the opening of the exhibit to November 11, which will extend its outreach campaign. This also gives the production crew more time to film and produce the making of the exhibit.

August 2006 Update: Minnetrista Cultural Center has started to look through its collections to build the planned exhibit. The Center is also in the process of contacting local people to acquire their personal artifacts from the civil right's era. A teacher at Delta High School has made the commitment to have her gifted and talented class work on oral histories, using the materials included in the Oral History Toolkit. The plan is to have at least 35 oral histories completed by October and then another 35 by spring. The ones that will be done in October will be included in the exhibit at Minnetrista.

WIPB, Minnetrista, Muncie Children's Museum, and the Muncie Public Library are planning a civil rights weekend on October 6, 7, and 8. Each organization will hold an event for children. Adding to the collaboration, the organizations will also work at one another's events.

The station is making one change to the events it is planning. WIPB will combine the Community Screening and the PBS Program Club events. This was recommended by the partners as a way to build a single, stronger event.

An add-on plan is that WIPB will be working with the Muncie Public Library to have a dialogue around the program "*Awakenings*" with middle school students. This will take place during an after-school program at the library.

GRANTEE: WKNO, Memphis

FINAL REPORT - JANUARY 31, 2007

Submitted by Teri Sullivan, WKNO

What are you attempting to do in your outreach project?

WKNO had the following project goals;

- to teach middle and high school students about the history of the civil rights movement and how it relates to our community today, especially in the area of gun violence
- to build an audience for the series and to encourage dialogue between generations about the topics facing the community as well as relate the station's mission of education and impact in our community
- to strengthen the goals of the National Civil Rights Museum and Facing History and Ourselves and forge a partnership around an issue that is important to us all. Also to increase attendance at the National Civil Rights Museum
- to increase teacher usage of curriculum provided by Facing History and Ourselves

What activities did you undertake?

Oral History Training for Students, Teacher Training Workshop, Public Screening Event with Producer Callie Crossley, Oral History Project with Participating Students. In addition, there are ongoing activities coming up in February and March, including a partnership with the National Civil Rights Museum to collect on videotape oral histories of some key local actors in the Civil Rights era. These will happen in February, 2007. Also, we are partnering with two organizations to present community discussions about civil rights and race relations today. These are being planned now with committees and are targeted to happen in March, 2007. We will screen the first episode of EYES ON THE PRIZE and possibly a short independent film called "A Girl Like Me." Additionally, we are a partner in an education event featuring the book "Escape from Slavery," by Francis Bok (a former slave in Sudan). This project from Mid South Reads features a "community read" for the book and a serialized version of it in our main daily newspaper that features classroom activity and discussion points. Also, Mr. Bok will be visiting Memphis on March 6, 2007.

Number of people you reached through broadcast: 675000

Number of people you reached through events/activities: 330

Number of people you reached through promotions: 686500

Number of people you reached through partner organizations: 8500

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 5000

Number of people who visited the Web site:

Activities and Goals

Activity: Project Kick-Off Oral History Training for Students

How many times was this activity offered? 4

How many people participated in this activity? 30

Learning Impact Goals:

At the end of this kick-off, 50 students will be prepared to begin an oral history project with their parents/grandparents/community members.

Activity: Teacher Training Workshops

How many times was this activity offered? 1

How many people participated in this activity? 30

Learning Impact Goals:

Following the workshops, 90% of the participating teachers will have a greater understanding of how to teach about the civil rights movement. After the workshops, 95% of participating teachers will use the EYES ON THE PRIZE series extensively in the classroom and reach out to local resources like the National Civil Rights Museum to add more depth.

Attitude Change Impact Goals:

After attending the training, 85% of the participating teachers will feel that it is very important to bridge history lessons to current issues that impact our community, in order to educate students and affect community change.

Behavioral Change Impact Goals:

75% of participating teachers will actively seek out ways each year to bring the community into the classroom and use WKNO programming with the students.

Activity: Screening and Public Discussion

How many times was this activity offered? 1

How many people participated in this activity? 220

Learning Impact Goals:

After the screening and discussion, 65% of the participants will watch EYES ON THE PRIZE on WKNO. At the conclusion of the screening and discussion, 65% of participants will feel that open and honest discussions can help address community problems. At the conclusion of the screening and discussion, 70% of participants will have a greater understanding of how the civil rights struggle is still alive in current issues, such as gun violence.

Attitude Change Impact Goals:

After the screening and discussion, the majority of the adult participants will have a greater understanding of how our youth need them to keep from repeating history. After the screening and discussion, 50% of the youth attending the event will seek to understand more about the history of our community and their own families.

Behavioral Change Impact Goals:

After the screening and discussion, 65% of the audience will visit the National Civil Rights Museum. After the screening and discussion, 50% of the youth will ask their parents and grandparents about their own history. After the screening and discussion, 35% of the participants will actively seek ways to work with community organizations to address gun violence. After the screening and discussion, 60% of the adults will speak to their own children and/or grandchildren about their own recollections of the civil rights movement. After the screening and discussion, 75% of the participants will watch the series EYES ON THE PRIZE on WKNO.

Activity: Oral History Project with Participating Students

How many times was this activity offered? 1

How many people participated in this activity? 50

Learning Impact Goals:

At the conclusion of this project, 100% of the participants will know more about the history of the civil rights movement, how it impacted their own families and community, and how it relates to current issues like gun violence.

Attitude Change Impact Goals:

Participants will have more of an understanding about what it was like for their families and community to witness the civil rights movement. They will also see how civil rights is still a struggle and how youth today are perpetuating problems with violence.

Behavioral Change Impact Goals:

60% of the students will talk with their classmates about the civil rights movement and gun violence today.

Activity: WKNO Production Component

How many times was this activity offered? 816

How many people participated in this activity? 675000

Learning Impact Goals:

Following the broadcasts, 60% of WKNO viewers will know more about the civil rights movement in Memphis and the project.

Attitude Change Impact Goals:

After viewing the WKNO production component to EYES ON THE PRIZE, 50% of viewers will understand how the history of the civil rights movement is important in understanding current community issues, such as gun violence.

Behavioral Change Impact Goals:

As a result of the WKNO broadcast component of EYES ON THE PRIZE, 50% of viewers will visit the National Civil Rights Museum.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Based on the survey done at the public screening event, as well as observations during all parts of the outreach, we believe participants were more aware of the series broadcast, how civil rights issues relates to violence in our communities, and how important civil rights issues are still. We also feel that students who were actively engaged in the outreach learned in depth about an era of history and how it directly affects their own community.

How did participation in the outreach lead to attitude change?

While difficult to measure, it was very evident in working with the children, watching them learn a greater respect for history and seeing how it was directly related to who they are today. As we are planning a community discussion event, attitude change is already becoming apparent in the committees as we discuss the event and what we hope to get from it. We are also talking openly with one another about our own experiences with prejudice.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

I learned that it is important to get strong commitments from partners and make sure they are really wanting to be a partner. Getting support from many of the organizations who expressed interest was very difficult. I also learned how important it is to get input from the community to find out the community's needs instead of coming up with my own idea of what the community needs. I also learned that grants are more effective when additional funding is acquired.

What did you learn about your outreach audience?

The outreach audience is very eager to learn and eager to bring about change. I do not need to spend

as much time convincing them of the need. In the specific case of the oral history projects, I learned that kids are much more eager to learn than I was anticipating and much more able and willing to face some very difficult issues and conversations.

What did you learn about designing and implementing outreach activities in general?

I learned how important it is to get partners on board early, to set reasonable goals, and to write up clear responsibilities for each party.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

I found it very difficult to measure impact. It would be more effective to think about how one can observe and measure attitudinal and behavioral change during the planning process. For example, how can you really document how many people change their attitudes by watching the documentary?

What is going to happen as a result of the findings in this assessment?

First of all, we are continuing the project. Having gone through the report before I finish, I feel more prepared to look for ways to get impact from the remaining activities. In addition, we are applying for "The War" Outreach Grant. This process has been wonderful training to help apply for and implement that project. We are also putting together an internal committee to begin the project and laying out the responsibilities for each department. We are also starting very early.

What actions are required to improve upon, change or not change as a result of this assessment?

Identify key people based on strengths, content and equipment for various elements of the project. Start early and create calendars for each phase. Identify partners and their responsibilities and if they are not keeping up with responsibilities, let it go instead of adding it onto the grant administrator's responsibilities. Additionally, plan realistic ways of measuring impact and interpreting data. And we will seek additional funding in future projects.

Activity Summary Report

What activity did you undertake that you are assessing impact?

Project Kick-Off Oral History Training for Students

How many times was this activity offered?

4

How many people participated in the activity?

30

Number of people you reached through broadcast: 0

Number of people you reached through events/activities: 30

Number of people you reached through promotions: 3000

Number of people you reached through partner organizations: 3000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 2000

Number of people who visited the Web site:

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Unfortunately, we only had one teacher attend the main kick-off event that was originally planned. Several teachers expressed interest. So we took it on the road and visited each teacher (four) and his/her students to train them at their own schools. Attitude change was observed in the students as they seemed to increase their curiosity in history and the civil rights movement even from the initial training event. Anecdotally, at one school, there was one student interested in doing the oral history project. We met with her, the school principal, several school administrators and teachers, and her mother. Discussion about documentaries, oral histories, EYES ON THE PRIZE and the civil rights movement, was deep and involved.

How did participation in the outreach lead to attitude change?

I noticed some students "clowning around" at a few of the training sessions. By the last meeting, which led them to start their projects, I noticed a stronger commitment and an engagement in their wanting to learn. I noticed a lack of engagement among the students during our initial meeting. By our final meeting, the students watched a brief portion of the first episode of EYES ON THE PRIZE and asked specific questions about it. In addition, as I explained how to interview an oral history subject, they asked specific questions.

How did participation in the outreach lead to behavioral change?

These 30 students sought out family and community members to interview them about the civil rights movement and their own observances of historical moments. The impact of the interviews was evident in the children and in their subjects. We may follow up with the children and their teachers to see if the project has impacted their behavior.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

I learned that in working with schools, it is very important to begin very early before the teachers plan their curricula. It would have been very helpful to have gotten buy-in from principals and the administration. Had we known about the grant early enough, we would have worked with the schools to appear at their in-service trainings and general meetings. I also learned how much more engaged the students become when they have support from their teachers, school administration, parents, etc.

What did you learn about your outreach audience?

I learned that the children are much more engaged and curious than I had previously given them credit. I also learned that they are much more eager to learn from people unlike them than I had thought.

What did you learn about designing and implementing outreach activities in general?

I learned how important it is to get buy-in from organizations as well as individuals and to begin early.

What activity did you undertake that you are assessing impact?

Teacher Training Workshops

How many times was this activity offered?

1

How many people participated in the activity?

30

Number of people you reached through broadcast: 0

Number of people you reached through events/activities: 30

Number of people you reached through promotions: 2000
Number of people you reached through partner organizations: 2000
Number of materials you disseminated (total number of all materials combined that you distributed to the community): 1500
Number of people who visited the Web site:

Learning Impact Goals

Following the workshops, 90% of the participating teachers will have a greater understanding of how to teach about the civil rights movement. After the workshops, 95% of participating teachers will use the EYES ON THE PRIZE series extensively in the classroom and reach out to local resources like the National Civil Rights Museum to add more depth.

Attitude Change Impact Goals

After attending the training, 85% of the participating teachers will feel that it is very important to bridge history lessons to current issues that impact our community, in order to educate students and affect community change.

Behavioral Change Impact Goals

75% of participating teachers will actively seek out ways each year to bring the community into the classroom and use WKNO programming with the students.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Many of the teachers were already very familiar with EYES ON THE PRIZE. They learned how to bring it directly into the classroom and to encourage students to bridge the gap between generations. They also learned how WKNO impacts the community and classroom with such educational programming. This was witnessed by the participation of the teachers in the workshop and level of interest during a WKNO presentation at the workshop.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

I learned that it is vastly effective to work with organizations whose mission coincides with your goals. It is important to use their strengths. Facing History and Ourselves does a wonderful job of teacher education and had a beautiful national curriculum for EYES ON THE PRIZE.

What did you learn about your outreach audience?

I learned that teachers do feel trapped with the many things they are required to do in the classroom, but are very anxious to work lessons in from such projects as EYES ON THE PRIZE. They just need the tools. They believe an understanding of how we treat one another is crucial in the education of children. I also learned that the teachers were not very aware of all the ways WKNO programs can be used in the classroom.

What did you learn about designing and implementing outreach activities in general?

I learned to partner with organizations that have things in place that can help my goals instead of reinventing the wheel or getting involved in something in which I have very little experience. I also learned that we need to seek more opportunities to show teachers the tools we have to offer them.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

I learned that the classroom is an extremely important arena for any outreach project. Teaching children lessons in compassion and human rights is crucial. Teachers often feel they don't have the tools to do this effectively. I also learned that the classroom is an untapped resource for us.

What is going to happen as a result of the findings in this assessment?

I would like to work more with "Facing History and Ourselves" and I want to make it more of a priority to reach out to the schools when important documentaries are coming.

What actions are required to improve upon, change or not change as a result of this assessment?

I will seek out partnerships that can strengthen ties with the schools instead of trying to find my own way in. I will also consider a more cohesive plan to work with schools.

What activity did you undertake that you are assessing impact?

Screening and Public Discussion

How many times was this activity offered?

1

How many people participated in the activity?

220

Number of people you reached through broadcast: 675000

Number of people you reached through events/activities: 220

Number of people you reached through promotions: 678500

Number of people you reached through partner organizations: 1500

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 500

Learning Impact Goals

After the screening and discussion, 65% of the participants will watch EYES ON THE PRIZE on WKNO. At the conclusion of the screening and discussion, 65% of participants will feel that open and honest discussions can help address community problems. At the conclusion of the screening and discussion, 70% of participants will have a greater understanding of how the civil rights struggle is still alive in current issues, such as gun violence.

Attitude Change Impact Goals

After the screening and discussion, the majority of the adult participants will have a greater understanding of how our youth need them to keep from repeating history. After the screening and discussion, 50% of the youth attending the event will seek to understand more about the history of our community and their own families.

Behavioral Change Impact Goals

After the screening and discussion, 65% of the audience will visit the National Civil Rights Museum. After the screening and discussion, 50% of the youth will ask their parents and grandparents about their own history. After the screening and discussion, 35% of the participants will actively seek ways to work with community organizations to address gun violence. After the screening and discussion, 60% of the adults will speak to their own children and/or grandchildren about their own recollections of the civil rights movement. After the screening and discussion, 75% of the participants will watch the series EYES ON THE PRIZE on WKNO.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Survey results from the screening event, as well as direct conversations with participants at the end of the event, indicate that the participants understood more strongly the connection between history and children. Additionally, we are in the planning phases of doing two community discussion events. We are partnering with the South Memphis Alliance, their partners, St John's United Methodist Church, the Church Health Center and the Cooper Young community to hold a community discussion event on civil rights and race relations. This event is scheduled for March 3, 2007. We are also meeting with the Binghamton community partners to hold a similar event in that community.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

I learned that people are very anxious to talk about issues of civil rights and racial divide, but do not know where to start.

What did you learn about your outreach audience?

I learned that the public is hungry for understanding and change. Many more people attended the event than we were expecting with the amount of promotion and the time frame in which the promotion occurred.

What did you learn about designing and implementing outreach activities in general?

I learned the importance of listening to what the community needs, as they see it. I also learned how important it is to be very organized and have detailed checklists in order to have a successful public event. Additionally, I learned that if the content of an event is strong, regardless of promotion, people will come.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

I learned that public events are important and great for reaching people directly, but do not lend themselves easily to measurable results.

What is going to happen as a result of the findings in this assessment?

I am working on a detailed special events checklist. I am also turning my attention to smaller, very active community discussions rather than large presentations. We are also going to use these lessons in our design of the community discussion events being planned for March, 2007.

What actions are required to improve upon, change or not change as a result of this assessment?

I learned that it is important to be very detailed in plans and to plan events with consideration for measuring impact. I will also seek event opportunities that lend themselves to community understanding. I also learned that we need to find a better way of controlling Q&A so that one person does not dominate. Additionally, the survey was a useful tool, but very difficult to implement in a large public event setting.

PROJECT PARTNERS

- **National Civil Rights Museum**
Train students who will be participating in the project. Educate the community about the series. Host events. Use their contacts as speakers and facilitators.

- **Facing History and Ourselves**
Train teachers to use the series in the classroom. Provide educational materials to teachers.

MONTHLY PROJECT UPDATES - WKNO

(NOTE: *Provided for Process Documentation*)

November 2006 Update: WKNO is in the final stages of implementing its EYES ON THE PRIZE outreach plan. Students from Snowden School have an excellent teacher who has mapped out their oral history project. They made significant progress this month: identified the interviewees, practiced the interviews, went to the library for research, and worked with producer Willy Bearden to record the interviews. They will scan photos in and using iMovies software to create their "documentaries."

More volunteers from Rhodes College have begun mentoring the students at Snowden, Kirby Middle School, and Chickasaw Jr. High School with their oral history projects. WKNO staff and volunteers met with the students at Kirby Middle School and showed them a portion of *"Awakenings."*

The Civil Rights Museum has confirmed the date of December 18 to unveil the student projects; they are working on securing judges in to evaluate the final oral history projects.

WKNO has added another project - community discussions - to its outreach plan. Outreach staff met with the directors at the South Main Alliance who are very excited about working with the station to set up a community discussion in January. A planning meeting, set for December, will bring together important leaders and the board members of the South Main Alliance to create an advisory committee to plan this event. The station will screen *"Awakenings"* then have a panel discussion with a facilitated general discussion on civil rights issues today.

October 2006 Update: In October, WKNO completed the following project activities: The station aired the series as scheduled. WKNO also aired two community spots related to civil rights: a 60-second spot on the Jim Crow laws presented at the Civil Rights Museum and a 60-second spot on the role of quilts in helping escaped slaves.

The oral history project continued with some difficulty getting a partner to help as promised. The Civil Rights Museum has been active in getting this together and Rhodes College had promised some mentors to help youth with their oral history projects. Working with Kira Duke at the Civil Rights Museum, WKNO developed a backup plan and has already begun meeting with students who expressed an interest in participating. Eight students attended a meeting at Kirby Middle School on October 25. Projects should begin shortly and be completed by the end of November.

On October 26, station outreach staff met with a student at Chickasaw Junior High School. That meeting was with the student, her mother, three teachers, and the principal. Local documentary filmmaker, Willy Bearden, who is helping teach the kids how to conduct interviews also attended. That student and her teacher have already decided to interview Reverend McRae, a white minister who worked with sanitation workers during their famous strike in 1968 that brought Martin Luther King, Jr. to Memphis, where he was assassinated.

Also on October 26, WKNO staff met with three high school students from various local schools and their mentor from the Memphis City School system. Since the mentor runs the City Schools television station, students will use these facilities to tape interviews. The three students were very bright, engaged, and excited about the project.

WKNO has set aside November 7-9 to schedule taping of interviews with the students and their subjects.

WKNO's outreach staff also attended part of the Facing History and Ourselves teachers' workshop on October 24. There were about 20 educators in attendance.

Finally, staff talked with the Mid South Reads Coalition about the project and asked for help in setting up community discussions. An event is being planned with Francis Bok, a former slave from Sudan, in March 2007. The station will tie in EYES ON THE PRIZE at that event as well.

September 2006 Update: WKNO outreach staff have made significant progress on the outreach plan for EYES ON THE PRIZE. First, the station held an orientation for teachers and students who wished to participate in the oral history project; there are 34 students who will be participating in the oral histories. WKNO is now working to connect them with mentors from Rhodes College.

The station held an event at the National Civil Rights Museum with one of the series producers and native Memphian Callie Crossley. To promote the event, the station aired a television spot and sent information to all targeted print press contacts and radio stations. In addition, interviews were also arranged for Ms Crossley. She was interviewed by the *Commercial Appeal* that ran a feature story on the day of the event (September 26).

The event at the Museum on September 26 went exceptionally well, with nearly 200 people in attendance -- standing room only! The event included a 20-minute screening of the "Awakenings" episode and a presentation by Ms. Crossley, who received a standing ovation before and after she spoke. Ms. Crossley also led a discussion on Civil Rights issues and our youth today.

WKNO's production department recorded the oral histories last week of the Memphis State 8 - the first African-American students to attend Memphis State University (now the University of Memphis). The station is also working with the National Civil Rights Museum to record their annual Freedom Award ceremony (to be held on October 17) and present it to public television stations nationally next February.

August 2006 Update: The station reports that the number of its partners is increasing. New partners include Rhodes College, St. George's Independent School, Mid South Reads, Hands on Memphis, and the Memphis Area Youth Preservation Society. As planned, the National Civil Rights Museum is very actively engaged. Facing History and Ourselves will utilize its Study Guide and conduct a Teacher's Workshop. In addition, Facing History will send information about EYES ON THE PRIZE and the oral history project to all of their contacts.

Oral History Project: WKNO has defined the rules, goals, and number of participants it can accept, as well as created a timeline. Rhodes College (private liberal arts college in Memphis) has agreed to mentor the middle and high school students who will be participating. The station's production department will also mentor the students who wish to use videotaped interviews as their oral history project outcome. Time will be scheduled for students to come to the station and learn how to conduct an interview on camera. WKNO will set up a couple of days and shifts for students to bring their interviewees; the station will videotape the interviews and send the DVD home with the students. The station may also use the interviews in another broadcast capacity.

Public Event: Callie Crossley, one of the EYES ON THE PRIZE producers and a former Memphis resident, will participate in the public event at the National Civil Rights Museum on September 26. The event will feature a presentation by Ms. Crossley, a brief screening, and a facilitated discussion. In addition, St. George's Independent School is considering securing an additional appearance by Ms. Crossley for their students on September 27.

Production: WKNO has met and discussed bringing to the station some important local civil rights leaders. Maxine Smith was instrumental in the movement here and recently was honored with a Freedom Award from the National Civil Rights Museum. Dr. Joseph Lowery is receiving a Freedom Award this year. The station would like to record their oral histories (and others as well) and offer

them to the collections at the Civil Rights Museum and the Hooks Institute. This will preserve their history and be available for generations to come.

GRANTEE: WSIU, Carbondale

FINAL REPORT - JANUARY 31, 2007

Submitted by Beth Spezia, WSIU

What are you attempting to do in your outreach project?

WSIU will create a media-based forum for living people who participated in the Civil Rights Movement to share their experiences with others. These first hand accounts will bring historically relevant and new perspectives to current public dialogue about race and diversity in Southern Illinois. For over 40 years, WSIU has documented historical events of the Civil Rights Movement through local productions. This project will enable our stations to reconnect with the people who participated in the movement, to assemble a comprehensive set of media resources concerning this period of our shared history, and to develop an oral history model for multiple media platforms -- television, radio and web. This project will inspire public interest in the African American Museum, which has recently relocated to a historic building in Carbondale. It will emphasize the successes of African Americans in our community, who have overcome tremendous racial barriers to make strong contributions to the strength and diversity of the city.

What activities did you undertake?

Planning with community partners, African American Museum exhibit, Study Circles, "Awakenings" Film Screening, Create photographic exhibit, Develop website and web forum, Interviews with African Americans, National and local TV and FM programming

Number of people you reached through broadcast: 25000

Number of people you reached through events/activities: 500

Number of people you reached through promotions: 45000

Number of people you reached through partner organizations: 3000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 1075

Number of people who visited the Web site: 0

Activities and Goals

Activity: Planning with community partners

How many times was this activity offered? 1

How many people participated in this activity? 10

Learning Impact Goals:

Following the planning meeting, 100% of participants will understand their role and responsibility in this project.

Activity: African American Museum exhibit

How many times was this activity offered? 1

How many people participated in this activity? 500

Learning Impact Goals:

100% of visitors to the African American Museum exhibit will learn something about the Civil Rights Movement that they didn't know before.

Attitude Change Impact Goals:

50% of visitors to the African American Museum exhibit will be inspired to return for another visit in the

future.

Activity: Study Circles

How many times was this activity offered? 10

How many people participated in this activity? 100

Behavioral Change Impact Goals:

After exposure to WSIU's Excellence is Color Blind project, 15% of study circle participants will be willing to discuss race issues in the study circles process.

Activity: "Awakenings" Film Screening

How many times was this activity offered? 0

How many people participated in this activity? 0

Attitude Change Impact Goals:

As a result of viewing the film, 75% of audience members will experience more tolerance toward people of other races.

Activity: Create photographic exhibit

How many times was this activity offered? 1

How many people participated in this activity? 30

Learning Impact Goals:

100% of photography students in the College of Mass Communication & Media Arts who participate in the project will learn techniques to handle historic material properly, to digitize and archive material, to enlarge old photos, and to mount large images for exhibit.

Attitude Change Impact Goals:

80% of individuals who submit photos for the exhibit will gain a sense of self esteem and pride in their contribution to the project.

Activity: Interviews with African Americans

How many times was this activity offered? 10

How many people participated in this activity? 25

Learning Impact Goals:

100% of African Americans interviewed will learn about the role of public broadcasting in the community and about production techniques for broadcast.

Attitude Change Impact Goals:

80% of African Americans interviewed will feel a sense of self esteem and pride in their contribution to the project.

Behavioral Change Impact Goals:

25% of African Americans interviewed will feel inspired to share their stories with other groups in the community.

Activity: National and local TV and FM programming

How many times was this activity offered? 7

How many people participated in this activity? 25000

Learning Impact Goals:

As a result of the broadcasts, 45% of audience members will gain increased knowledge about Civil Rights.

Attitude Change Impact Goals:

As a result of the broadcasts, 45% of the audience will express greater understanding and appreciation of the contributions of African Americans to society.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

All three television networks, all three local newspapers, and approximately 100 people attended the opening reception of the exhibit at the African American Museum. The exhibit runs through February for Black History Month, and another public gathering is planned toward the end of the month. The museum has never mounted an interactive exhibit using audio and video clips, so audiences were attracted and interested in the new features. The exhibit is an opportunity for intergenerational learning. It is also a source of new information about the region during the Civil Rights Era -- information that has never been shared broadly. Especially for university students and others who did not grow up in Southern Illinois, this exhibit is a tremendous introduction to the region, its people, and its sensibilities. It also helps audiences make a connection between the national events of the time and the local response.

How did participation in the outreach lead to attitude change?

It certainly brought people of color together with others of different races. In some cases for the first time, people of very different backgrounds, socioeconomic status, and races were getting to know each other and interact on a personal level. I think it created an attitude of pride in the African American people of our region, and an attitude of respect in others.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

Mounting an exhibit at a museum is a tremendous, challenging undertaking. It is important to tell local stories and reach out to underserved audiences to bring history to life.

What did you learn about your outreach audience?

There are many, very diverse people interested in the topic, and enthusiastic about local history.

What did you learn about designing and implementing outreach activities in general?

It takes more time and resources than you might imagine in the planning stage!

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

Our station gained the experience of mounting historical exhibits and telling the history stories on TV and FM. This is a significant, capacity and asset building exercise for WSIU.

What is going to happen as a result of the findings in this assessment?

We are going to reconvene the public at the museum late in February, to augment and expand the work we have already accomplished. We are going to have confidence in attempting this type of outreach again in the future.

What actions are required to improve upon, change or not change as a result of this assessment?

We need to give our partners more time to implement projects with us. We need to manage project scope and timelines more effectively in order to complete all activities in the required period.

PROJECT PARTNERS

- WSIU Friends Board
The WSIU Friends Board will serve as project champions, and help us connect with African Americans who will share their photographs and their stories.
- African American Museum
The African American Museum will consult with us on historical themes and content, serve as the focus of a public exhibit about the Civil Rights Movement in Southern Illinois, and help us to deliver the Facing History and Ourselves educational curriculum to schools.
- Southern Illinois University
The College of Mass Communication and Media Arts will help us prepare photographic material for exhibit at the African American Museum. The Black American Studies program and the Black Affairs Council will represent SIU students and faculty in this project. The Paul Simon Public Policy Institute will provide consultative guidance and insight on the issue.
- City of Carbondale Human Relations Commission
The City of Carbondale Human Relations Commission will include the media resources created through our Excellence is Color Blind project in their ongoing study circles initiative for public dialogue.

MONTHLY PROJECT UPDATES - WSIU

(NOTE: Provided for Process Documentation)

November 2006 Update: During November, WSIU focused on developing a localized Web site as a companion to the *American Experience EYES ON THE PRIZE* Web site and on mounting an exhibit at the African American Museum of Southern Illinois. The station has obtained written permissions for local photographs and reproduced materials from publications. The localized Web site will be launched in December. Outreach staff has initiated storyboards for the exhibit at the museum, surveyed the physical space at the museum, and specified the signage requirements. Enlargement, printing, and mounting options have been identified for approximately 40 images that will be incorporated into the January exhibit. A reception/open house at the museum is scheduled for January 12, 2007, during the Martin Luther King, Jr. holiday weekend. Invitations and other materials for the exhibit will be developed during December.

October 2006 Update: During October, the focus of WSIU's project - *Excellence is Color Blind: Facing History and Ourselves in Southern Illinois* - has been on organizing and digitizing photographs and interview materials that were collected for the purpose of creating Web pages and exhibits at the African American Museum. Outreach staff has been working to obtain necessary permissions and rights for using local materials. The station has also been working with a cinema and photography faculty member and a student at SIU's College of Mass Communication & Media Arts to enlarge several key local photographs from the Civil Rights Era. The enlarged prints will be mounted and used in the African American Museum exhibit.

During October WSIU broadcast interviews with local African American civil rights activists on both TV and FM in conjunction with the three airings of *EYES ON THE PRIZE*. The station received positive comments from many audience members about the programs. Station staff also received calls from other individuals who learned of the project and want to get involved at various levels.

A special promotional flyer was introduced at regional teachers' conferences and through mailings to target audiences. This flyer promotes ongoing participation with WSIU's history-related projects, including EYES ON THE PRIZE.

September 2006 Update: During September, for its *Excellence is Color Blind: Facing History and Ourselves in Southern Illinois* project, WSIU has prepared promotional material for its locally produced TV and FM programming, and developed and hosted outreach events.

African-American community leaders were interviewed for TV broadcast on the September 22 and September 29 episodes of *WSIU InFocus*, and for FM broadcast on September 25, September 27, October 3, and October 4. The individuals who participated in the interviews are: Richard Hayes, Hardin Davis, Milton McDaniel, Bill Norwood, Norma Ewing, and Seymour Bryson. The TV broadcast combined newly created interviews with segments from a 1991 program, *Emphasis* (#128) "Civil Rights Now & Then" that was taped by WSIU. Initial responses to the broadcasts have been positive, with interviewees reporting that they received phone calls from friends and acquaintances who heard and recognized their stories on the air.

On September 28 and September, 30 WSIU is hosting photo gathering and oral history gathering sessions at the African-American community center in Carbondale. Once the photos have been scanned, the station will select a representative sample for enlarging and mounting. These photos will be placed in an exhibit at the African American Museum of Southern Illinois. The station is working to secure local financial support to create interactive audiovisual kiosks for the exhibit. The equipment acquired and used for this purpose will become permanent assets for the museum.

The station's project activities were featured in news stories in the *Carbondale Times*, *Daily Egyptian* and *Southern Illinoisan* newspapers during September. Color flyers featuring EYES ON THE PRIZE were distributed to approximately 250 African American churches, businesses, and civic organizations.

The station has received phone calls from individuals who have learned of the project and wish to get involved by contributing additional content and by volunteering to help at events.

August 2006 Update: Following two internal project team meetings, the station's outreach coordinators met with Corene McDaniel, executive director of the African American Museum. This very positive meeting resulted in a number of contacts for local programming and outreach.

The station was able to obtain a copy of the book, *In Unity There is Strength: A Pictorial History of the African American Community in Carbondale*. The book was created and published by the Little Egypt Chapter, Afro-American Historical and Genealogical Society, and contains many images of the civil rights era. Images from this book, along with old photos submitted by community members, will be enlarged and used as set elements for the station's local production and as exhibit materials for the museum. WSIU is investigating the possibility for interactive, oral history segments to be used at the museum in conjunction with video clips of EYES ON THE PRIZE and local photos of the civil rights era.

On August 24, the station introduced its EYES ON THE PRIZE project at the quarterly WSIU Friends Board meeting. Response from board members has been enthusiastic.

The station's TV and FM producers are planning a joint taping session on August 31 in WSIU's studios. They will tape recollections of five African Americans from the region. WSIU-TV will broadcast the local productions on two consecutive weeks leading into the national broadcast of EYES ON THE PRIZE. Excerpts from the recorded interviews will be compiled into radio program segments for broadcast on a schedule to be determined.

WSIU is working with the City of Carbondale to schedule two meetings at the Eurma C. Hayes Child Care Center, a community center that is co-located with the Attucks Community Service Board and other agencies serving African Americans. Community members will bring photographs to the Eurma

Hayes Center, which the station will scan (digitize). The Cinema and Photography department at SIUC College of Mass Communication and Media Arts will enlarge and mount the photos for later exhibit at the museum. Digital copies of these images will be given to community members for their own archives at the conclusion of the project.

In terms of promotion, the project is described in *Previews* (member guide), which has a circulation of approximately 5,000 TV viewers; it will be distributed at the beginning of September. EYES ON THE PRIZE will be promoted on air and in print, along with local WSIU InFocus segments on the civil rights movement.

GRANTEE: WTVI, Charlotte

FINAL REPORT - JANUARY 31, 2007

Submitted by Beverly Dorn-Steele, WTVI

What are you attempting to do in your outreach project?

While there have been a small number of well-intentioned meetings between Black leaders and immigrant rights' supporters, there has not been a concerted effort to reach out to Blacks.

The EYES ON THE PRIZE Outreach Campaign will create opportunities for both African Americans and Hispanic/Latinos to have a better cultural understanding of each other. The outreach campaign will encourage both groups to join in civic engagement which will hopefully decrease the rise of gangs, higher rates of crime, lower achievement in school, limited economic development, and higher reliance on public welfare.

The EYES ON THE PRIZE documentary will take viewers back to the Civil Rights Movement and give a brighter picture of the actual struggle for blacks. The Puerto Ricans: Our American Story will examine the struggle with which Puerto Rican immigrants are currently enduring. This campaign would allow WTVI to continue its mission serving as a bridge between the people and cultures in our community and a town hall where ideas are debated and a schoolhouse where youth and adults engage in lifelong learning.

The campaign would allow WTVI an additional opportunity to continue its commitment to the community by providing a venue for diverse dialogue about race and culture.

This project would also allow WTVI a means for Charlotte and the Region to begin to build bridges between racial, ethnic and economic differences. Coalitions are often built when groups of people who share a common mission and vision realize that together they are stronger than alone. Both sets could play a powerful role in lifting blacks and Hispanics coming off of welfare into jobs out of poverty.

Third and fourth generation Latinos will head to the polls and begin to wield their political power.

What activities did you undertake?

Premiere Screening and Town Hall Meeting, Professional Dev. Educator Training, Table Facilitator Training, Oral History Vignettes

Number of people you reached through broadcast: 432000

Number of people you reached through events/activities:

Number of people you reached through promotions: 41000

Number of people you reached through partner organizations: 65000

Number of materials you disseminated (total number of all materials combined that you distributed to the community):

Number of people who visited the Web site: 3600

Activities and Goals

Activity: Premiere Screening and Town Hall Meeting

How many times was this activity offered?

How many people participated in this activity? 162

Learning Impact Goals:

90% of participants (Hispanics/African Americans) will have a better understanding of the Civil Rights Movement

Attitude Change Impact Goals:

At the conclusion of the town hall meeting, participants will be more aware of the need to develop open dialogue about race.

Behavioral Change Impact Goals:

TBA. Conversations and dialogue to be continued via National Campaign for Love & Forgiveness.

Activity: Professional Dev. Educator Training

How many times was this activity offered? 1

How many people participated in this activity? 96

Learning Impact Goals:

At the conclusion of the workshop, 95% of participants will understand how to utilize the oral history project toolkit, the broadcast series, web site, the school based curriculum materials, study guide and lesson plans.

Attitude Change Impact Goals:

At the conclusion of the educational training 90% of attendees will realize the importance in discussing race relations in the classroom. Following the conclusion 85% of educators will incorporate the EYES ON THE PRIZE Educational resources as part of their social studies and/or English curriculum the majority of participants will have experienced a change in attitude and perceptions in utilizing race relations dialogue and conversations as part of their curriculum considering the increase in the Latino Population and the high crime rate between Latinos and Blacks.

Behavioral Change Impact Goals:

At the conclusion of the training, 85% of educators utilized the EYES ON THE PRIZE educational resources as part of their curriculum. Overwhelming response!

Activity: Table Facilitator Training

How many times was this activity offered? 1

How many people participated in this activity? 11

Learning Impact Goals:

As a result of the facilitator training, individuals will understand how to gather information surrounding the town hall meeting.

Attitude Change Impact Goals:

The majority of table facilitators understand the importance of gathering accurate data from participants seated at their tables.

Behavioral Change Impact Goals:

100% of table facilitators were able to use training methods to accurately collect data, keep conversations and dialogue open and provide feedback to lead facilitator.

Activity: Oral History Vignettes

How many times was this activity offered? 1

How many people participated in this activity?

Learning Impact Goals:

Following participation in the oral history interviews, 80% of students will be more aware of what the civil rights movement was all about.

Attitude Change Impact Goals:

The majority of students will have a better understanding of the civil rights struggle as it relates to race relations today.

Behavioral Change Impact Goals:

80 of students who participated in the oral history interviews indicated an interest in conducting oral history projects and research within their own families. Although the oral history interviews were completed, complications with broadcast conversion made it impossible to complete the vignettes. Working with an outside source may enable us to create the interstitials in time to air during Black History Month.

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

86% of participants indicated that race relations do in fact influence how people live in Charlotte today.

How did participation in the outreach lead to attitude change?

100% of individuals indicated that they would like to stay involved. Comments:

- continue to dialogue
- continue meeting and do what I need to do
- Get involved
- Listen and Learn
- Make social contacts between races
- Participate in more community affairs like this one
- Expose the evils of racism

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

The community is are willing to take action to ensure that Charlotte-Meck is the best place to live.

What did you learn about your outreach audience?

97% felt the town meeting was extremely valuable and we need to do just a little bit more for the community at a time of great change for our city.

What did you learn about designing and implementing outreach activities in general?

You have to reach your target audience and be sensitive to their individual needs, practice patience and understanding.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

Charlotte is overwhelmed with changing demographics. A recent Observer analysis showed that 80,000 newcomers from outside the Carolinas move to Charlotte in a year.

Today, we talk about "our community"; however we don't see a real cross-section of community in many places. We don't even know we're a diverse population, because we don't interact. Our "communities" are strongly divided by class and race.

What is going to happen as a result of the findings in this assessment?

Participants and the community will be invited to participate in an upcoming outreach project -- Campaign for Love & Forgiveness.

What actions are required to improve upon, change or not change as a result of this assessment?

To be culturally literate and to build community, we have to go back to our state as young children, to be open to others, to listen to and value others.

Activity Summary - Screening and Town Hall

What are you attempting to do in your outreach project?

The Eyes on the Prize Outreach Campaign will create opportunities for both African Americans and Hispanic/Latinos to have a better cultural understanding of each other by joining in civic engagement.

The campaign would allow WTVI an additional opportunity to continue its commitment to the community by providing a venue for diverse dialogue about race and culture.

This project would also allow WTVI a means for Charlotte and the Region to begin to build bridges between inter-racial groups.

What activity did you undertake that you are assessing impact?

Premiere Screening and Town Hall Meeting:
Segments from Eyes on the Prize and Puerto Ricans: Our American Story

How many times was this activity offered?

1

How many people participated in the activity?

162

Number of people you reached through broadcast: 432000

Number of people you reached through events/activities: 26000

Number of people you reached through promotions: 41000

Number of people you reached through partner organizations: 65000

Number of materials you disseminated (total number of all materials combined that you distributed to the community): 2100

Number of people who visited the Web site: 3600

Learning Impact Goals

80% of participants (Hispanics/African Americans) had a better understanding of the Civil Rights Movement and the impact on our local community.

Attitude Change Impact Goals

At the conclusion of the town hall meeting, participants were more aware of the need to develop open dialogue about race.

Behavioral Change Impact Goals

TBA. Participants will re-convene via national campaign for Love & Forgiveness

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

African-American and Hispanic participants were empowered by the experience of both cultures via the broadcasts.

How did participation in the outreach lead to attitude change?

The city's two largest minority groups are beginning to sort out whether their relations will be driven by competition and mistrust or a common bond

How did participation in the outreach lead to behavioral change?

There is a conscious effort to find a way to take advantage of the dialogue and embrace solidarity among the two groups. Blacks are more sensitive to the plight of Hispanics just because they dealt with so many prejudices themselves. Overcoming mistrust and misunderstandings will take time.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

We continue to talk about racism as if it's past tense. Prejudice is not dead and it's not all "black and white".

What did you learn about your outreach audience?

The community needs to address issues such as US immigration policy. The best way to understand our rapidly changing community is to learn more about our new neighbors then exchange hospitality with them.

What did you learn about designing and implementing outreach activities in general?

Do your homework and research your target audience.

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

The voices of civil rights and political leaders are either stilled or in support of a progressive approach to immigration that does not take into consideration the resentment of the rank of the black working class.

What is going to happen as a result of the findings in this assessment?

Propose measures that would construct the other side of the agenda so that the progressive content of Black support for the Hispanic mobilization could be respectful of black interests as well

What actions are required to improve upon, change or not change as a result of this assessment?

Blacks should strongly support the current mobilization of Hispanics for measures that would result in the legalization of their status as workers and citizens.

Activity Summary - Professional Development Training

How many times was this activity offered?

1

How many people participated in the activity?

Number of people you reached through broadcast: 432000
 Number of people you reached through events/activities: 26000
 Number of people you reached through promotions: 41000
 Number of people you reached through partner organizations: 65000
 Number of materials you disseminated (total number of all materials combined that you distributed to the community): 2100
 Number of people who visited the Web site: 3600

Learning Impact Goals

At the conclusion of the workshop, 100% of participants had a better understanding as to how to utilize the oral history project toolkit, the broadcast series, web site, the school based curriculum materials, study guide and lesson plans.

Attitude Change Impact Goals

At the conclusion of the educational training 90% of attendees will realize the importance in discussing race relations in the classroom.

Behavioral Change Impact Goals

At the conclusion of the training, 85% of educators will utilize the Eyes on the Prize educational resources as part of their curriculum

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Educators were made aware of the plight of both the African-Americans and the Latino-Hispanics and how it affects our community.

How did participation in the outreach lead to attitude change?

Educators felt that the classroom, the place where America's future is being forged every day, is a great place to discuss diversity and race-relations.

How did participation in the outreach lead to behavioral change?

Educators indicated that lessons and curriculum guide will assist in preparing kids for leadership in the 21st century. Youth learned there is an increasing rising tide of fear and violence when people don't know how to cross racial boundaries.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

Teachers have multiple youth with differences which makes the classroom a logical place for talking about race.

What did you learn about your outreach audience?

Educators are willing to encourage kids to think critically about racism.

What did you learn about designing and implementing outreach activities in general?

The partnership with Charlotte Observer Newspaper in Education's assistance in designing the curriculum guide assisted teachers in "teaching diversity".

Conclusions and Recommendations

In summary, what are the most compelling learning points inferred from this assessment?

The extracurricular classroom activities sparked positive dialogue among students

What is going to happen as a result of the findings in this assessment?

Students will be better equipped to understand and appreciate other diverse cultures.

What actions are required to improve upon, change or not change as a result of this assessment?

Educators must continue to see things from other perspectives in order to tell students the whole story of our nation's history.

Activity Summary - Oral History Interviews

How many times was this activity offered?

4

How many people participated in the activity?

26

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Participation enriched students' academic and cultural development

How did participation in the outreach lead to attitude change?

Students learned to listen and value the lessons taught.

How did participation in the outreach lead to behavioral change?

Students indicated they need to push themselves just a little bit more for the community at a time of great change for our city.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

Lack of knowledge surrounding the Civil Rights era on students' part, and the fact that Charlotte's survival grew from the way in which people from different economic backgrounds came to know each other.

What did you learn about your outreach audience?

Students were eager to learn, were comfortable and valued the interviewees' wealth of information shared.

What did you learn about designing and implementing outreach activities in general?

Research your audience. Love of Learning Students, all on a college bound track, are building a network of support to help ensure their success in the future.

Activity Summary - Table Facilitator Training

How many times was this activity offered?

1

How many people participated in the activity?

Articulation of Outcomes

How did participation in the outreach lead to enhanced learning or awareness raising?

Through role play, facilitators were able to put themselves in participant's seats and examine their own biases.

How did participation in the outreach lead to attitude change?

Facilitators realized the need to record accurate data and realized the sensitivity of table discussions.

How did participation in the outreach lead to behavioral change?

The pre-training enabled facilitators to keep conversations open and honest and provide accurate feedback.

Lessons Learned

What did you learn about conducting outreach addressing this issue or topic?

Pre-training is necessary prior to engaging in the facilitation process

What did you learn about your outreach audience?

Better understanding of how to handle diverse groups

What did you learn about designing and implementing outreach activities in general?

It is critical to conduct pre-planning and make assessments and adjustments part of the process.

PROJECT PARTNERS

- **Afro American Cultural Center & Museum**
Serve as site for the Town Hall Meeting. The preview screening would be part of their ongoing "Soul Cafe Series"
- **Charlotte-Mecklenburg Schools**
Social Studies and English Curriculum Specialists will benefit from the professional development training while learning how to use the series, activities and resources in the classroom
- **Johnson C. Smith University**
Professors in the African American Studies program will participate in the professional development training.
- **Davidson College**
Davidson College's "Love of Learning" students will participate in the Oral History Activity and conduct interviews with local Civil Rights activists.
- **Charlotte Observer**
The Observer will partner with WTVI by providing curriculum and print activities via their newspaper, from the campaign. The Charlotte Observer will also match dollar for dollar cost for insertion of campaign materials to provide a wider distribution to schools.
- **Community Building Initiative (CBI)**
The Community Building Initiative (CBI) has begun to find ways to meet the challenge of our changing demographics. The group is currently sponsoring "Crossroads Charlotte" with various other civic groups participating in discussions about what the region will look like in another ten years -

with the purpose of making choices that lead to a community with greater access, equity and inclusion for all citizens

MONTHLY PROJECT UPDATES - WTVI (NOTE: Provided for Process Documentation)

November 2006 Update: Project Activities Complete.

During this reporting period, WTVI completed its oral history interviews and activities with *Love of Learning* students and local civil rights activists. Students focused on the relevancy of the Civil Rights Movement today and issues of concern to them.

At the conclusion of the interviews, students formed study groups to examine and discuss the following:

- What went well?
- What mistakes were made?
- What improvements could have been made?
- What were the contributions made by the individuals interviewed?
- Questions that were particularly helpful in bringing out the interviewee's story.

Students are now in the process of creating a *How Would You Honor a Leader?* strategy. This assignment, part of the "Newspaper in Education" curriculum activity, will give students strategies for getting the most from literature, tips on researching black history or other ethnic family history, and ways to use the daily newspaper for inspiration and themes in creative writing. Most of all, it celebrates the wonder of writing as a way to honor the heritage of all people.

October 2006 Update: In October, WTVI hosted a town hall meeting tackling immigrant relations. The dialogue focused on concerns about potential rifts between African Americans and Latinos over economics and immigration. Discussions also centered on the impact of Confederate History Week, which touched off controversy over the past two years when commissioners approved an official celebration. Panelists included representatives from The Latin American Coalition, the National Conference of Community and Justice (NCCJ), and The Community Building Initiative (CBI).

Oral history interviews were conducted by students enrolled in the Davidson College "Love of Learning" program. Students were trained on how to conduct interviews by University of North Carolina at Charlotte professor Robert Smith. The students, with recorders and cameras, conducted the interviews. The sessions opened students' eyes to what went on in Charlotte during the Civil Rights Movement.

September 2006 Update: WTVI has placed newspaper ads in the *Charlotte Observer* and the *Charlotte Post* promoting EYES ON THE PRIZE. The station is finalizing its Curriculum Guide for Social Studies Teachers.

An EYES ON THE PRIZE preview screening of "*Awakenings*" held at the Charlotte-Mecklenburg Public Library. It featured a panel discussion around the exhibit "381 Days: The Montgomery Bus Boycott Story," a Smithsonian traveling exhibition chronicling the events that began in December 1955 in Montgomery, Alabama. The multidimensional exhibit of photographs, quotes, and historical text brings the story to life and conveys the dynamic energy of the Civil Rights Movement.

August 2006 Update: WTVI is working closely with its Community Engagement Advisory Committee, finalizing activities for the EYES ON THE PRIZE outreach campaign. WTVI conducted a brief workshop for Charlotte Mecklenburg Schools (CMS) Media Specialists to introduce them to the series and explain taping rights. WTVI conducted a workshop for CMS social studies department heads and previewed clips from "*Awakenings*." The station met with the *Charlotte Observer* Newspaper in Education staff to

design a curriculum guide insert for distribution to educators in its 13 county viewing area. WTVI is finalizing information for *Inside WTVI*, its monthly program guide.