



NIE IN 2010 = LEANER + LOCALLY FOCUSED + DIGITAL

An NAA Foundation study examines the current state of Newspaper In Education programs.



NEWSPAPER IN EDUCATION IS ALIVE AND WELL IN 2010. IT'S JUST LEANER AND MORE FOCUSED.

The NIE in 2010 questionnaire was based on a 2000 NAA Foundation study titled "Measuring Up! The Scope, Quality and Focus of Newspaper In Education Programs in the United States." The 2000 study built on previous research from the NAA Foundation titled "Survey of Newspaper In Education Programs and Literacy Programs," released in 1992. For more details, see page 19.

+ Introduction

Most NIE programs have regrouped to adjust to changes in Audit Bureau of Circulations (ABC) reporting for school copies, and to the economic downturn and cutbacks by the newspaper industry. With the emergence of digital media, including e-editions and social networking platforms such as Twitter and Facebook, NIE programs are also rethinking services they offer.

A nationwide system of cooperation between newspapers and schools, NIE is designed to enhance student achievement and appreciation of the First Amendment in a variety of subject areas through the use of newspapers in the classroom. As the administrative organization for these programs in the United States, the NAA Foundation continuously monitors the state of NIE to keep an eye on the current scope, quality and focus of programs and to provide guidance for the future. That's why it's important to report periodically what we have learned and identify best practices to emulate or adapt.

Recent bad news for the nation's schools indicates one area in which NIE programs can make a difference. According to the

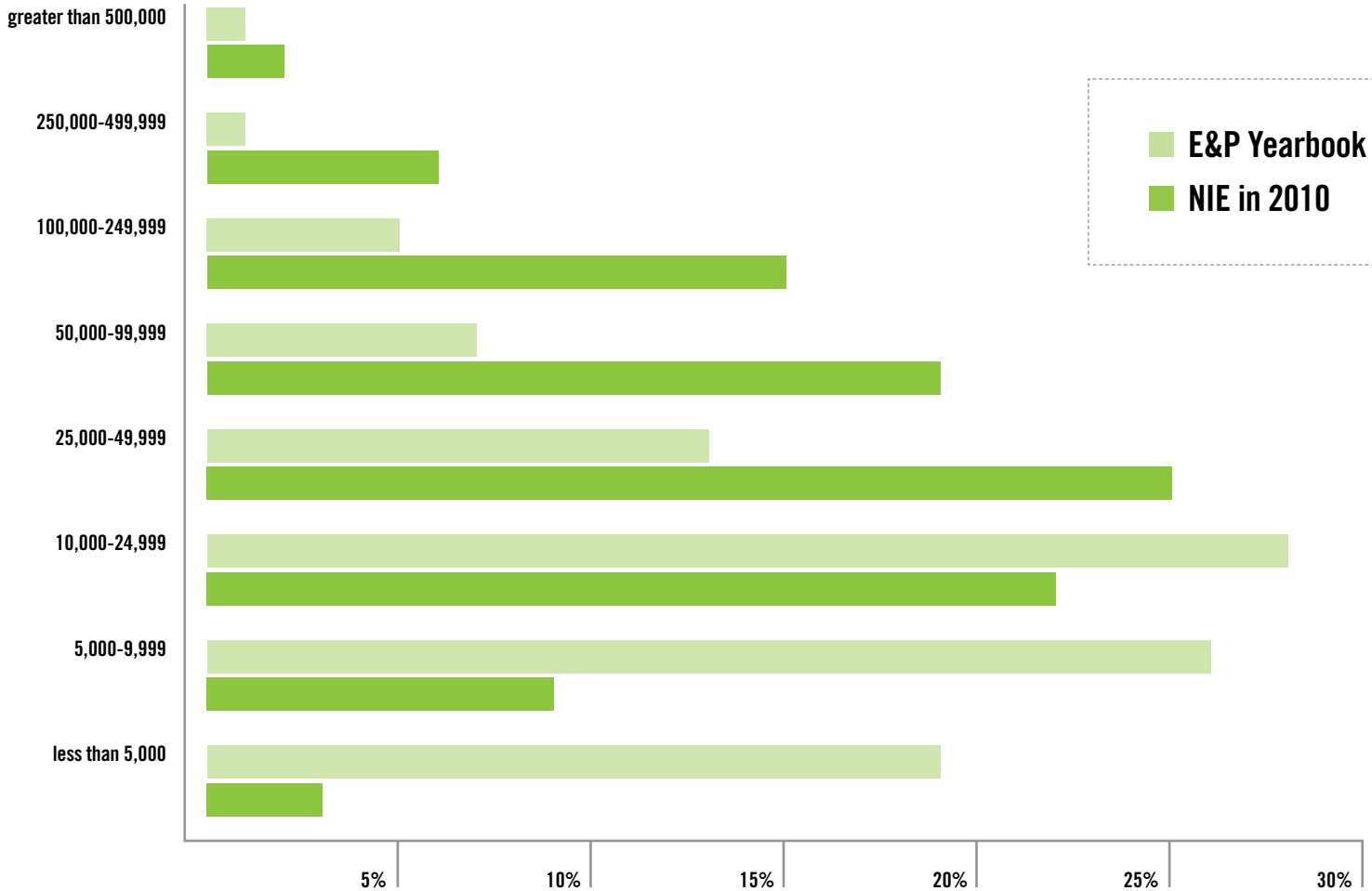
2010 "The Nation's Report Card," students have made little or no progress in reading proficiency in recent years. These National Assessment of Educational Progress findings suggest a void that NIE is positioned to fill by helping to improve reading skills. This NAA Foundation report outlines the current state of NIE programs and suggests strategies for the future.

+ Conducting the study

We used two research methods for this study. NIE in 2010, a 20-question, opt-in online survey, was launched via Zoomerang in mid-January and closed five weeks later. Members of the NAA Foundation's NIE e-forum were sent a link to the survey. Multiple reminders were sent to the NIE and Youth Editorial Alliance (YEA) e-forums and through NAA's PRESSTIME Update e-newsletter and the NAA Foundation blog digest.

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PERCENTAGE OF DAILY PAPERS IN INDUSTRY VERSUS SURVEY



Combining survey results with information gained from interviews provides a more balanced overview than basic data do alone.

The 706 individuals in the NIE portion of the NAA Foundation’s online directory represent 530 newspapers, mostly dailies with circulations greater than 25,000. So, it’s no surprise that a disproportionate number of the 200 responses came from larger dailies. Comparing NIE in 2010 survey participants with the 2009 Editor & Publisher Yearbook tally by circulation category, we heard from about 40 percent of dailies with circulations above 50,000 but only 10 percent of those at 50,000 and under.

One problem with opt-in results is that self-selected participants may not give an accurate and representative overview.

To offset this effect, researchers may supplement opt-in data with information derived from other sources. For NIE in 2010, we conducted 14 follow-up telephone interviews with NIE personnel at newspapers, group headquarters and state press associations. Much of the information from the interviews is presented in the “Program Snapshots” section of this report.

Interviewees were able to explain their answers and provide rich detail to help put the numbers in perspective. Combining survey results with information gained from interviews provides a more balanced overview than basic data do alone.

HOW IS YOUR NIE PROGRAM FUNDED?

CATEGORY	PERCENTAGE
Fundraising	28
Grants and/or sponsorships – advertisers	24
Vacation donations	21
Newspaper and/or parent company	17
Subscriptions	8
Other	2

+ What Survey and Interviews Reveal

Budgets, staffs shrinking

The survey tells us there are still a lot of NIE programs out there. But during the telephone interviews, we heard repeatedly about downsizing, consolidating programs across multiple newspapers or eliminating them. Survey participants at papers without NIE programs cite lack of budget and shortage of staffing as the main reasons why.

For most NIE programs, circulation goals remain at the forefront. The jury is out on how advertisers will respond to ABC moving school copies from “paid” to the new “verified” circulation category beginning in October 2010, but the good news is that NIE circulation remains in the mix.

For some programs, the positive side of the change is that verified school papers can be distributed free and thus reach more students, a greater audience. Publishers still will need to show the newspapers were

requested and used in the classroom, and documentation in the form of affidavits will still be required.

However, wider free distribution isn’t a benefit when NIE programs must pay for themselves or make a profit. Until recently, the emphasis for NIE programs has been on increasing audiences, and overall, programs have succeeded. School copies, which accounted for about 2.4 percent of daily newspaper circulation in 2000, increased to an average of 7 percent in the 2010 survey.

Besides the budget allocated by newspapers for program resources and staff, support for NIE programs is derived through fundraising, sponsorships, vacation donations and, to a lesser degree, subscriptions. Only five survey participants said school subscriptions contributed to the funding, while five others said they receive some funding from single-copy or dealer 2-cent programs.

During the telephone interviews with NIE personnel, several said programs are being

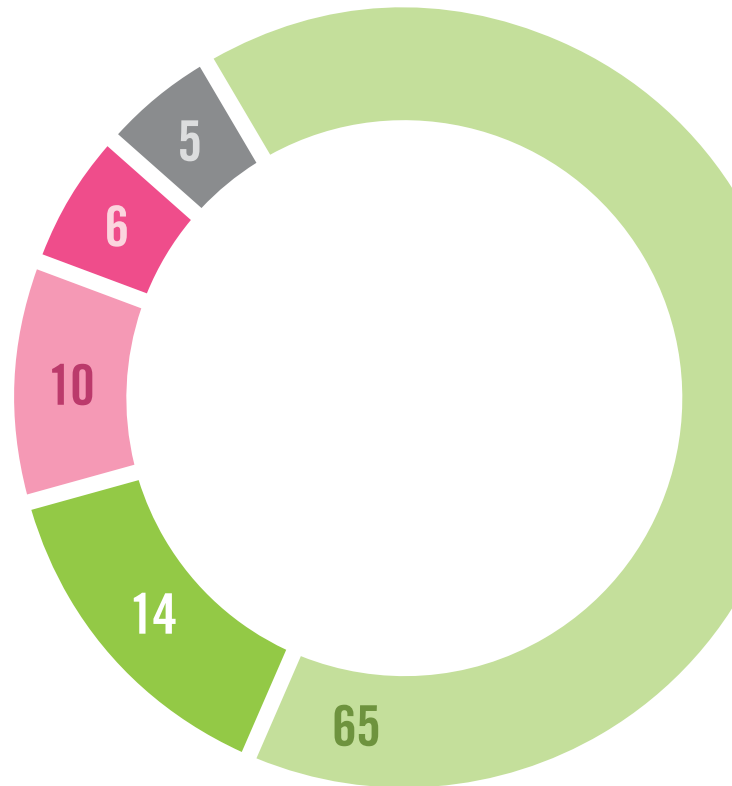
asked to generate more revenue. Some suggested that a shift in emphasis from paid sponsorships to subscriptions from schools would increase revenue. Even in the current economy, funds are available. Data from the National Center for Education Statistics project that schools spent on average around \$300 per student for instructional materials last year, and a body of research demonstrates that “authentic texts” such as newspapers are especially effective for secondary-school reading programs.

Michele Terry, promotions/marketing/NIE director for the Times-News in Burlington, N.C., said sales to schools are an untapped market. At her newspaper, NIE offers schools up-to-date materials at a bargain price – a set of 30 classroom papers weekly is only \$100 a year or \$3 per student.

Many programs rely on sponsorship programs for a large part of their budgets. Vicki Whiting, corporate educational services consultant to Freedom Communications Inc., shared best practices for sponsors.

PERCENTAGE OF NIE PROGRAMS IN SURVEY BY DEPARTMENT

- Circulation – 65%
- Marketing/Promotions – 14%
- NIE/Educational Services – 10%
- Editorial – 6%
- Publisher/Community Relations – 5%



“Over the years,” she said, “I’ve found that the most effective sales pitch for potential sponsors stresses the benefit for teachers. I ask them, ‘Would you provide funds to help teachers?’ And when they say ‘yes,’ I say, ‘We are providing newspapers to schools at discount, but we cannot afford to underwrite the whole thing.’”

Once those dollars from schools are coming in, Whiting added, “NIE programs must concentrate on keeping sponsors happy and recognizing them. We’ve had great success with clever thank-yous, like distributing a letter thanking sponsors in a school’s parent newsletter or putting a banner in front of a school when someone sponsors the whole school.”

Many interviewees said the key to increasing sponsorships is becoming a nonprofit organization or affiliating with one. Most often, NIE programs become affiliated with state press association foundations. As nonprofits, foundations

do not distribute funds to owners or shareholders but use them to fulfill philanthropic goals. The section in the Internal Revenue Service tax code that deals with tax-exempt organizations is 501(c)(3). Survey participants said almost half of NIE programs are or are affiliated with a 501(c)(3).

“We set up a foundation called Michigan K.I.D.S., which is short for Knowledge and Information Delivered to Students,” Sharon Martin, NIE manager for the Detroit Newspaper Partnership, said in an interview. “It provides materials and other services at no cost to schools across Michigan, and our sponsors can deduct their donations to this 501(c)(3) from their income taxes.”

Coordinators wear many hats

Survey and interview participants told us that very few NIE programs are staffed with more than two full-time people. Some interviewees discussed the impact of

downsizing on NIE programs and what they offer to NIE coordinators. Mary Miller, NIE coordinator for the New York News Publishers Association, noted that many programs that had more than one staffer now have just one and that many NIE coordinators have other responsibilities added to their jobs.

“We get calls from coordinators who need help as they downsize their programs or take on additional responsibilities,” said Karen Tower, executive director of the Florida Press Foundation and Florida Press Educational Services. “Today, most NIE coordinators wear two or three hats and have less time to look for funding or write curriculum. So we step in and do it for them.”

One aspect of NIE staffing has not changed in the last decade. About two-thirds of the programs are located in the circulation department. The remainder are in marketing, educational services and the front office.

WHICH OF THE FOLLOWING DOES YOUR NIE PROGRAM OFFER? (CHECK ALL THAT APPLY)

CATEGORY	RESPONSES	PERCENTAGE
Instructional materials (e.g., teacher's guides)	199	79
Website for teachers	148	59
Serial stories	142	57
Special topic supplements and features	135	48
Digital teacher's guides	107	43
Teacher training workshops	109	42
Other (please specify)	37	26
Materials for parents	63	25
TOTAL	252	100

Emphasis on the local

Finding the right mechanisms and unique messages to connect with students, teachers, parents and sponsors in the business community is critical. Because a constant stream of information comes from many sources, sorting out the most reliable messages is a challenge.

"Connecting to the community is very important today," Detroit's Martin said. "In essence, we have come full circle. When I started with NIE in 1977, the focus was on the community. Then it became a numbers game focusing on building circulation, and more resources were available to us. Now, with the down economy and ABC changes, we are back where we started – focusing on the

community. But technology has given us a whole new set of tools to use."

If social media gurus Chris Brogan and Julien Smith are correct, "trust is the new gold standard" for business success on the Internet. Companies use the Web to build "social capital" to develop brands, grow business, acquire an audience and maintain it. During her interview, Whiting said local NIE programs have a definite advantage in the trust category because they already are a source for reliable local news and service.

One way to connect with students is through serial stories, often set within a local community or sponsoring state. Biographies

of local heroes or historical figures are popular. Delivered in the print or e-edition, both are accompanied by study guides and teacher handbooks. Interviewees said that in today's demanding educational environment, such materials must be turnkey – complete, easy to use and ready to go – and tied to local, state and/or national educational standards.

"The free teacher's guide with lesson plans is a huge selling point for us," said Jeanie Warner, NIE coordinator for five Kansas papers owned by Harris Newspaper Group. "I have had great success with the serials written by Tom Ratliff, an author and history professor from Connecticut who adapted one of his books set in Kansas into serials for us."



RATIO OF STUDENTS TO COMPUTERS WITH INTERNET ACCESS: 3.8 TO 1

ACCORDING TO THE LATEST FIGURES AVAILABLE FROM THE U.S. DEPARTMENT OF EDUCATION'S NATIONAL CENTER FOR EDUCATION STATISTICS

Warner said some schools order papers daily, while others want them only when a series is running, typically once or twice a week for about a dozen weeks. Each installment is about 800 words and has illustrations provided by the author. Warner said she tries to pick well-written, engaging stories that transcend age groups to appeal to all newspaper readers. While most of her serials target a fifth-grade reading level, they have been used in third- through ninth-grade classrooms.

As a community service, many NIE programs offer materials targeted to parents. One-fourth of programs in the survey make these available. NIE program websites prominently feature materials for parents, including those who educate their children at home. Many also showcase student writing, artwork or photos. This new emphasis on marketing to parents was cited during the phone interviews. Florida's Tower said coordinators from her state post activities that require parental involvement to help drive traffic to newspaper websites.

"Four years ago, we started marketing NIE to parents," Freedom's Whiting said. "We know we need to do even more to get the message out to 'mommy sites' and let parents know their children will do better in school if there is a newspaper in their home."

Transition from print to digital

The latest figures available from the U.S. Department of Education's National Center for Education Statistics show that 94 percent of U.S. public schools had Internet access and that the ratio of students to computers with Internet access was 3.8 to 1. Virtually no differences have been found in school access to the Internet by school characteristics – elementary or secondary, locale, overall enrollment or minority enrollment.

Several of those interviewed for this study said while they realize the transition to digital NIE programs and materials is ongoing, many NIE personnel and the teachers they work with are not ready for it. They also realize that NIE programs are not, as Whiting put it, "driving the bus on this one," so they must adapt. The question for many is how soon this will happen.

Sandy Cook, NIE coordinator for the North Carolina Press Foundation, cites another dimension to the dilemma facing NIE: Its programs target young people who say print newspapers are old-fashioned, so they look to the Internet for things new and different.

"But the new has to be funded by the old," Cook said. "There has to be some mechanism for making the shift from print to digital. We have to find a way to keep the best of print NIE programs rather than tossing them aside and embracing the new just because it is new."

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– Sandy Cook, NIE coordinator,
North Carolina Press Foundation

THE “FACE” OF NIE IS FOUND ONLINE.

Training is done via webinars and e-newsletters. Teaching materials are generally purchased from state press associations and other sources. NIE materials are available 24/7 for the convenience of teachers and students, and programs interact with them via

facebook®, twitter OR skype™.

Along with providing printed products, the “old” NIE program included hands-on, face-to-face contact. The coordinators, as the local faces of NIE, made classroom visits, conducted teacher workshops regularly and created materials to help teachers use the newspaper in classrooms. This time- and labor-intensive method of program delivery is no longer feasible.

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During her phone interview, Martin said she has reduced face-to-face contact and distribution of materials in printed form and instead sends teachers to her NIE website. She uses broadcast faxes and sends out 4,600 weekly e-newsletters full of links to

drive traffic to the site. While only about 10 percent read the e-newsletter, it remains an effective way to reach teachers.

NIE programs also use Facebook and Twitter to communicate with sponsors. For the latest instructional technology, some cutting-edge programs offer Web-based video tutorials for interactive whiteboards, a great resource with e-editions.

E-editions, page-by-page exact replicas or nonreplicas of the print product, have existed since the early 2000s. Advantages for schools are that e-editions are searchable, easy to navigate, 100 percent “green” and come with curriculum.

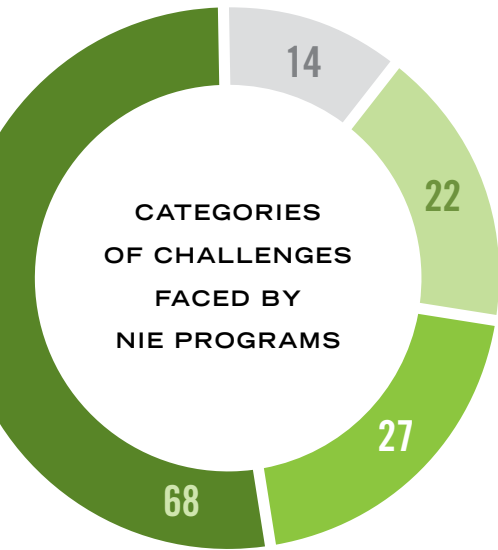
The Lexington (Ky.) Herald-Leader NIE program started using e-editions in 2004 with Kentucky adult education and teacher workshops and has integrated them into the NIE and adult education websites, said Kriss Johnson, the paper’s educational outreach manager. The e-edition’s searchable function makes it easy to find topics quickly, and because the e-edition

can translate a story into Spanish or have it read aloud, it is an excellent enhancement for classrooms.

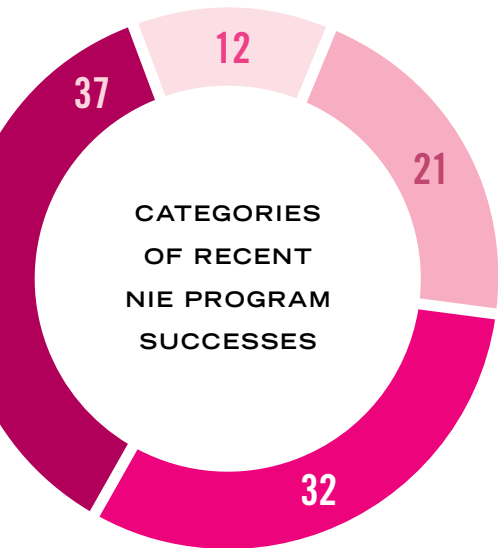
New York’s Miller said the transition to digital is not always easy. While some programs offer content online or provide it directly to teachers through wikis, many New York schools prefer print editions. That’s because many teachers did not grow up using technology and are not comfortable with it.

Cook agreed. “Lots of teachers, including me, haven’t bridged the gap between print and digital delivery methods,” she said. “For us, the print product is still easier. In my experience, some teachers sign up for e-editions but don’t use them.”

Miller also cited technological issues such as “problems with school firewalls. If a school’s administration or IT department want to, they may put up barriers to prevent NIE from getting in the door. They worry about bad news upsetting students or viruses bringing down their networks.”



- Funding for products and circulation – 68%
- Personnel and expectations – 27%
- Technology and e-edition – 22%
- Working with schools – 14%



- Products and marketing – 37%
- Maintaining or building program – 32%
- Grants and sponsorships – 21%
- Working with schools – 12%

For these two questions, participants could give more than one response, making the total greater than 100 percent.

Participants share challenges, successes

So, as NIE changes, the transition is not always smooth. All programs deal with challenges, many successfully. Asked about the greatest challenges NIE coordinators and their programs face, respondents replied with four categories of answers. More than two-thirds of those who answered this question said finding funding for developing and distributing materials and newspapers was their biggest challenge. Second were on-the-job concerns such as staff shortages and increased expectations by supervisors.

Third was having to familiarize themselves with new technology and then persuade teachers to use it and, in many cases, train them. Those expressing this concern often tied it to replacing print products with e-editions. Fourth were problems working with teachers and the school bureaucracy.

Recent successes fell into four slightly different categories. Most often, NIE personnel were excited about a new curriculum or serial story or a successful marketing campaign. Maintaining or growing the program in the current economy and industry downsizing was second. Several said their greatest satisfaction came from keeping their NIE programs viable as others around them were closing.

Third came successes in securing grants for programs and sponsorships for schools. Fourth was helping schools, especially with new technology, e-editions and training teachers via webinars and video tutorials.

+ Looking to the future

Formulate a plan, set goals

The future of NIE depends on staying true to its mission while finding the most cost-effective and least time-consuming ways to

build readership and grow revenue. During the interviews, we heard repeatedly that programs must select a focus and formulate a plan. The scattershot approach of trying to provide too wide a range of services is not an efficient use of resources.

To determine program goals, NIE personnel must work closely with their supervisors. They must prioritize those goals, regardless of whether they are for circulation, revenue or student performance on standardized tests. They must develop a way to measure progress toward goals.

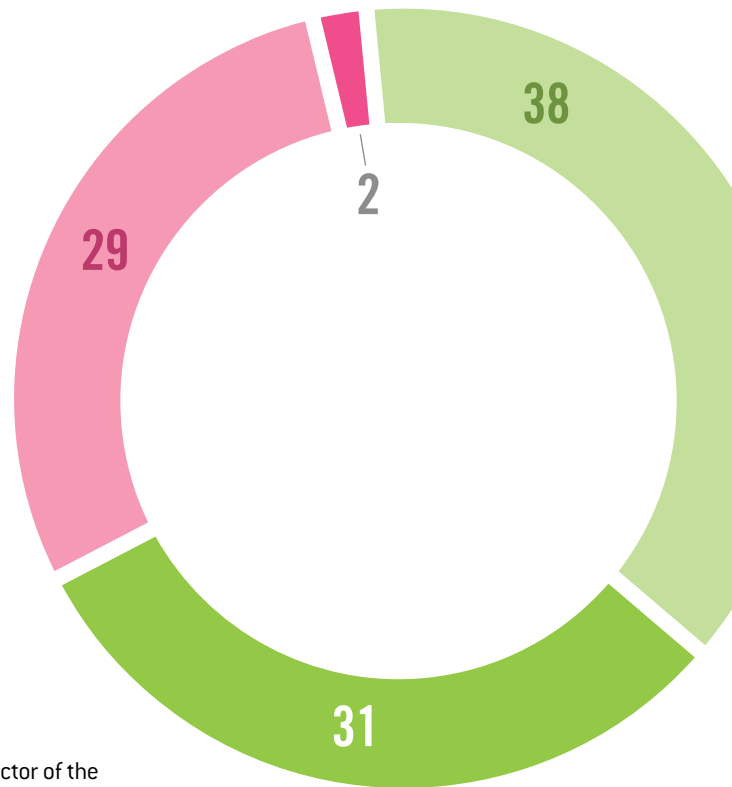
If the plan includes making a profit, NIE personnel and their supervisors must recognize this as a major change in expectations and know that time and training are required to adapt. While NIE personnel are often flexible, quick studies and experts at multitasking, they will need help to determine how to direct their energies efficiently.

Those who run NIE programs must know how marketing, sales and budgeting work. Most will have to be taught to make projections and evaluate effectiveness to adjust their programs. Taking short courses from outside or drawing on expertise in other departments at the paper are alternatives. Mini-internships of a week or so in various departments at the paper are an option.

Whiting said sponsorship dollars are especially critical as NIE programs are held accountable for costs. Many programs are being asked to assemble profit-and-loss statements that include costs for salaries, fundraising, marketing, developing and printing materials, and delivering newspapers. During this transition from being revenue-neutral to turning a profit, she said, delivery numbers may drop – but given time and proper pricing structures, NIE can become a profit center.

PERCENTAGE OF NIE PROGRAMS BY SCHOOL CATEGORY

- Elementary – 38%
- Middle School – 31%
- High School – 29%
- College – 2%



Connect to educational partners

Often, NIE programs partner with state educational agencies to deliver curriculum materials with in-state themes. For instance, Oklahoma Newspaper Foundation materials reflect state history and features on native Oklahomans such as Will Rogers, according to Carolyn Estes, marketing director for the Oologah (Okla.) Lake Leader. In Kansas, Warner has had great success with state-themed series such as “Big 12 Geography,” “Kansas Faces and Places” and “What’s Growing in Kansas.”

Another suggestion is to work with state departments of education on reading initiatives for public school students. In Alabama, for instance, newspapers were purchased to augment reading materials available to students. Teachers in the program said the daily newspapers excited students about reading. While the first round of these initiatives targeted grades kindergarten through four, an Education Week writer predicts that the next round of these programs will focus on adolescents.

NIE programs also can explore partnerships with universities and scholastic press associations. Cook’s NIE office has been located at the University of North Carolina’s School of Journalism and Mass Communication since 2003. She uses resources and has a level of support from the university.

Cook works with Monica Hill, director of the North Carolina Scholastic Media Association (NCSMA), also housed in the journalism school building. They share access to teacher networks and databases for training and programs sponsored by NCSMA and NIE. Cook helps to find speakers and presents programs for the association.

“Monica and I deal with similar issues today,” Cook said. “We know young people have one million and one interactive media to choose from. We both have to figure out what is compelling and what will draw them to us. And where do social media fit into all of this? Or how do we create a place young readers will embrace?”

Keep pace with digital innovation

One current trend in NIE resulted from increased use of technology in the classroom. The NIE emphasis has “moved up in grade level,” Cook said, and others we interviewed agreed. Tower said high school and middle school teachers and students embrace new technology more quickly than those in elementary school.

“During the first year, offering the e-edition in Salina, I was surprised at how well it was received,” Warner said. “I have found high

school teachers are more likely to use the e-edition than their middle or elementary school counterparts.”

“We had to help coordinators make the print to e-edition transition a few years ago,” Tower said. “They were uncertain about the e-edition and afraid of what it meant for their programs. So they could be comfortable with this new delivery mechanism and embrace it, we provided training through conference calls, webinars and our summer conference. That was a few years ago, and now they have that under their belts. Today, I’m training coordinators in online curriculum for interactive whiteboards.”

In this early transition to digital, most NIE programs still offer the print product. Survey participants told us that 65 percent of school papers are print and 35 percent e-edition. Some NIE coordinators at state press associations have taken the lead in helping programs make the transition, while others said the time is not right for NIE programs in their state. For some, the transition will take many years.

As we move forward, NIE programs must be increasingly innovative, cost-effective and efficient while continuing to reinforce their local community emphasis.

RECOMMENDATIONS FOR NIE'S FUTURE

These points, derived from the NIE in 2010 study, summarize major recommendations:

- + Work closely with publishers**
to determine goals for the program and develop a plan to achieve them.
- + Renew efforts to market subscriptions to schools**
as an alternative to sponsorships.
- + If you set profit-making as a goal**, recognize that it is new to most NIE programs, reflects a major change in expectations and will take time to achieve.
- + Use materials that are tied to local, state and/or national educational standards** and come with a teacher's guide.
- + Take advantage of training opportunities** such as short courses or mini-internships in marketing, sales, budgeting and other business functions.
- + Investigate which services and delivery formats work best** in your market and plan for the transition to digital when it comes.
- + Partner with the department of education**, teacher groups and scholastic media to meet common goals.
- + Provide online opportunities for training and networking for teachers** as you bridge the gap between print and digital delivery.
- + Become a 501(c)(3) nonprofit organization** or affiliate with one so sponsors can deduct contributions from their taxes.
- + Use social media such as Twitter and Facebook** to recognize sponsors and communicate with teachers.

PROGRAM SNAPSHOTS

ABC'S RULE CHANGE FOR NIE STARTS OCT. 1

Beginning Oct. 1, all NIE copies, even those for which the newspaper receives payment, will be classified as verified circulation. That's because the ABC definition of paid circulation will be revised so the "individual or specialized distribution channel" will be the one making payment.

Under the new rules, the individual must be "the actual end-recipient of the newspaper," while "specialized distribution channel" means business and travel circulation, such as newspapers delivered to hotel guests.

According to ABC, "students – i.e., the end recipients – do not purchase NIE copies" ... [so] "NIE copies cannot be counted as paid

circulation, regardless of the financial relationship between the newspaper and the school or NIE sponsor."

Instead, NIE copies will qualify as verified circulation, which ABC defines as "copies available for use by individual consumers that are either free or purchased by someone other than the individual." While students are the end recipients, ABC considers those NIE copies as verified circulation because someone else purchases them.

So after Oct. 1, the ABC audit will focus on confirmation of the request for, distribution location of and delivery for NIE circulation. Click [here](#) to learn more about the qualifications and audit requirements.

Another important change to ABC reports in October will be labeling of the "total circulation number." It will change to "total average circulation" and will include paid and verified circulation. This means that the total number still will include NIE copies. They will be counted in the "verified circulation" category instead of the "other paid" category as in the past.

Specific questions about qualifying and reporting NIE copies beginning Oct. 1 should be addressed to an ABC publisher relations manager. ●

– *This is a digest of a news [bulletin](#) from the Audit Bureau of Circulations explaining upcoming changes for Newspaper In Education copies.*

CONSTANT UPDATES CRITICAL TO NIE SOCIAL NETWORKING

Our St. Petersburg Times Facebook fan page went up in April 2008. Now we have about 300 fans – teachers, Times employees, business associates and sponsors. We created our Twitter account soon after the Facebook page. Posts on both accounts are usually the same.

We became involved with social media because the Times encourages social

networking. Our newspaper encouraged all staff members to get on board.

It is important to remember that when you have a Facebook page, Twitter account, blog or Web page, they must be updated continuously. If the account is static, teachers and sponsors will think that you have nothing new to offer unless you keep showing them.

Each day, I post something in the morning and afternoon. I plug new curriculum, thank sponsors and discuss what's going on with NIE. I really don't know how many teachers use it, but I do know sponsors use our Facebook site. It's a way to be visible to sponsors and another format in which to thank them. ●

– *Jodi Pushkin, NIE manager, St. Petersburg Times*

DETROIT NIE RISES TO THE CHALLENGE OF PRINT AND ELECTRONIC DELIVERY



The joint operating agreement between the Detroit Free Press and The Detroit News applies to the business side of the papers, including NIE. I work for both papers under the Detroit Media Partnership umbrella.

My biggest challenges involve money. Three years ago, my budget was \$382,000. Now I have \$69,000 to support programs, which means that I must raise funds for things supported in the past. Detroit Media Partnership pays

my salary, realizing that by providing materials to schools for reading programs, NIE is a way the papers can be part of the community.

I saved Yak's Corner by raising funds to pay for printing and delivery. I obtained a \$110,000 grant from a local foundation to deliver Yak's Corner to schools in a three-county area. The rest of the funding comes from vacation donations and money donated to NIE when subscribers pay their bills. Both have been substantially reduced in the past year, as the Free Press and News have gone from daily home delivery to delivery only on Thursday, Friday and Sunday. On other days, the two publish an abbreviated print paper sold only at newsstands and a replica electronic edition available online.

The home delivery days apply to schools, too. Schools receive the e-edition daily, which is less expensive for me. Because I can't raise enough funds to deliver the print edition to schools, NIE sponsorships now concentrate on the e-edition. I pay 25 cents to deliver a daily print paper to schools and 75 cents for Sunday, but only a nickel for e-editions.

Very few schools receive the print edition. Because of conditions stated in the grant, we deliver 29,000 print copies of Yak's Corner to Detroit students in grades three to five. These schools receive hybrid delivery – print Yak's Corner and e-edition newspapers. ◉

– Sharon Martin, NIE manager,
Detroit Media Partnership

PENNSYLVANIANS STAY ACTIVE DESPITE BUDGET CUTS

Pennsylvania has always been a heavily NIE state, and our NIE committee has a proud history and reputation for being driven and successful. Yet some of our most prestigious newspapers recently dropped their NIE programs. Morale is down statewide as NIE coordinators wonder, "If it can happen to them, am I next?"

But all is not lost. Although programs have been dropped across the state and country, the Pennsylvania Newspaper Association Foundation still supports NIE. Albeit somewhat reduced in emphasis, NIE remains in the budget

because NIE meets the foundation's priority of building the next generation of newspaper readers.

The foundation board also recognizes the value of dedicated and devoted NIE committee members who stand strong together. Most committee members are former teachers who recognize that the size of budget does not have to dictate product quality.

We meet six times a year and include an hour-long conference call each time. The committee sets priorities and selects a statewide annual project. It creates

or purchases one piece of curriculum each year, a high-quality product usually sold at cost. Sometimes, it is produced in cooperation with other state press associations and has a regional focus.

The committee has become smaller but retains a core group of very active members. One of the biggest challenges is bringing in newbies and planning for succession as the old guard retires or moves on. ◉

– Janet Bevan, manager of outreach
and partnerships, Pennsylvania Newspaper
Association Foundation

CORPORATE CONSULTANT LEADS NIE PROGRAM

I am one of few, if not the only, NIE consultants to a newspaper group. In the past, consultants, often coordinators at a group's flagship newspaper, used their program as a model for developing the others in the group.

That doesn't work today. Most of the larger papers' NIE programs are understaffed, so coordinators don't have time to work with sister papers. Sometimes, materials, events and sales strategies developed at larger papers don't transfer well to smaller ones.

As corporate NIE consultant, I work about 15 hours a month for Freedom. I facilitate sharing ideas across papers and recognizing good work. It helps

that Jon Segal, president of Freedom Newspapers Inc., was an NIE champion and advocate when others at corporate did not see the value. We work closely with our publishers. Now that we have raised more than \$3 million at 28 small dailies with circulations of 50,000 or less, we have started working with larger newspapers.

As a consultant, I start new NIE programs and work with existing ones. During 10 years on the job, my approach to working with individual papers has evolved. At new programs, most staff members have no experience with NIE. Instead of coming in as an

expert with all the answers, I do a lot of listening. Then I take steps to address concerns and objections and turn my efforts toward solving problems.

To jump-start a new program, I hold a three-hour training and orientation. Then I hold monthly conference calls with NIE coordinators to introduce ideas and help solve problems. I also conduct an annual survey and write a report that shares best practices from across Freedom. I always keep careful records and track progress so I can demonstrate the positive impact I am having. ●

– Vicki Whiting, corporate educational services consultant, Freedom Communications Inc.

PURSES HELP LINE POCKETS OF NORTH CAROLINA PROGRAM

One-third of my job is NIE. The rest involves marketing, special-events promotion and community events for the Times-News, which has a circulation of about 25,000.

We've had great success with NIE fundraising events. Our Mega Purse sale raised \$17,000. The public and stores donated more than 2,000 new or slightly used purses, and we sold them by pricing used ones for \$1 and up and holding a silent auction for new ones.

Because we partnered with the local community foundation, a 501(c)(3) organization, we could give tax-credit receipts for donated purses. The partners split funding and responsibilities, and the foundation brought its board, volunteers and student helpers. We advertised the event in our paper, a no-cost promotion.

The sale was held in a vacant store at a local shopping center. We got the venue free because the event brought customers to the center. The location



was perfect because the store had shelves, and we could make a great display by stuffing purses with fresh newsprint. ●

– Michele Terry, promotions/marketing/NIE director, Times-News, Burlington, N.C.

DOG IS KENTUCKY PROGRAM'S BEST FRIEND



When I moved to Kentucky from Colorado 13 years ago, I wanted to re-create my Colorado experiences with NIE. I started the Kentucky Network for NIE, which became a steppingstone for my involvement with the Kentucky Press Association and organizing the annual statewide literacy program. I work with, rather than for, the KPA and have my own loosely organized e-mail network

for about a dozen Kentucky NIE programs.

For six years, our statewide literacy program has done something unique to Kentucky. Each year, before we start running our latest serial story about Woody the Kentucky wiener dog, we design, print and give schools scrapbooks with the story cover and blank pages. Participants compile the 10 weekly chapters of the story into the scrapbook that becomes their own “Woody Book” to keep. Last year, more than 80 Kentucky newspapers published the 10-week serial story simultaneously.

As an enhancement, author Leigh Anne Florence travels to schools and libraries throughout the year to showcase the newspaper serial. The stories are about her dog Woody, a dachshund that travels with her.

The stories are very popular with teachers because the author teaches about values as she writes. Kids and readers love the stories, especially when Woody gets into trouble and learns a lesson in each installment, and because Woody is a real dog. The first year, the story took Woody and his family around Kentucky; another year, the serial focused on money. In 2007, “Mr. Dogwood Goes to Washington” won an international award for the KPA from the World Association of Newspapers for the best “Newspaper and Literacy” project.

The serial is supplemented with online learning activities, a podcast of each chapter read by the Woody character and professional development workshops for teachers. ●

– *Kriss Johnson, educational outreach manager, Lexington (Ky.) Herald-Leader*

TEXAS COORDINATOR EMBRACES TECHNOLOGY

In NIE today, knowing how to use technology and teach others to use it is a survival skill. It is so important that a year ago, I returned to grad school part time for my master’s in emerging media and communication at the University of Texas at Dallas.

I’ve found that when I try to teach teachers how to use new technology, they are fearful. Most of us grew up in an environment where you had to be very careful with technology. Remember vinyl records? You had to slip them out of the sleeve carefully and hold them just by the edges. Before playing them, you picked up the arm with the needle

and blew off dust. Everything was so delicate and breakable.

That’s the way it is for us “digital immigrants.” Digital natives, born after 1980 in a technology-rich environment, adapt to new technology much more quickly and are not afraid to jump in with both feet.

When I work on my NIE website, I make it as robust as possible and include the old 3Rs (reading, writing and ’rithmetic) and today’s newer version (ready, relevant and “real kewl”). The first two Rs are for teachers. I help them get ready to teach and to meet

relevant literacy, social studies and now technology objectives. The last R, “real kewl,” has to be there, or kids will not adopt it. They have lots of other choices.

So what’s around the bend for NIE sites? Applying gaming technology to learning. Providing a learning environment in which it is OK to explore new areas and failure is fun. It’s the next wave. Students will just jump in without instructions and figure things out as they go along. Imagine what school will be like when it is fun to learn from mistakes. ●

– *Kevin Sharpe, NIE manager, The Dallas Morning News*

KANSAS COORDINATOR DRAWS ON MARKETING BACKGROUND

Ten years ago, I became NIE coordinator at The Hutchinson (Kan.) News. Five years later, I moved and took over the program at The Salina (Kan.) Journal, a sister newspaper. Harris Enterprises, the parent company, recently eliminated the full-time NIE position in Hutchinson and named me state coordinator for the Harris Newspaper Group, for which I manage five NIE programs.

The Salina and Hutchinson papers have had NIE programs for quite a few years. The others have very small NIE programs, but their publishers want to expand them and want me to do more fundraising.

Of more than 1,300 teachers in the program, 600 are in Salina. When

the choice of state coordinator was being determined, I definitely had an advantage since I had worked as NIE coordinator at our two largest newspapers. Even though it had been five years since I had worked in Hutchinson, I knew its market, sponsors and many of the teachers.

One challenge when the NIE programs were combined was determining how to be most effective, especially since I took over in the middle of the school year. Everyone saves and collects data differently, so I had to sift through all computer and paper files. Somehow, mailing lists and spreadsheets for current teachers were deleted or did not exist.

My background is in marketing, not in teaching or journalism like so many

other NIE coordinators. Because of my promotions training, I know how to find sponsors and am not afraid to ask. Since I believe in NIE and its value for teachers, the program is an easy sell. I've discovered that when stretched beyond my marketing comfort zone to do some writing, I really enjoy it and find it rewarding.

I try to give teachers what they want while providing opportunities relevant to sponsors. For instance, I found a bank to sponsor a statewide in-paper series on finance. We ran it first in the Harris papers and then gave it to the Kansas Press Association for free delivery statewide. That wide distribution was an important sales point for the sponsor. ◉

– *Jeanie Warner, NIE coordinator for five Harris Newspaper Group Kansas papers*

NATIONAL SPELLING BEE HAS NIE TIES

The National Spelling Bee is the nation's largest and longest-running educational promotion, administered on a not-for-profit basis by The E.W. Scripps Co. in Cincinnati and almost 300 sponsors. Local sponsors, newspapers and other businesses and organizations work with area school officials to organize the bee in a community. Local bees are often collaborations among newspaper NIE programs, newsrooms and promotions staffs.

“Our newspaper sponsors the spelling bee in Charleston, and our community takes it very seriously,”

said Robie Scott, community relations manager and NIE director for The Post and Courier in Charleston, S.C. “The community has rallied to support a homeless child and a visually impaired child who are participating this year. It's more than a spelling bee in Charleston. It's a way for the community to come together to promote academic success.”

The National Spelling Bee began in 1925 with nine contestants, according to www.spellingbee.com. In recent years, its popularity has surged because of live prime-time coverage



on ABC and live daytime coverage on ESPN; “Spellbound,” the 2002 Oscar-nominated documentary; “Akeelah and the Bee,” the critically acclaimed 2006 movie; and “The 25th Annual Putnam County Spelling Bee,” the Tony award-winning musical that opened on Broadway in 2005. ◉

FLORIDA PROGRAM REACHES OUT TO STATE GOVERNMENT



We capitalize on our state press association's role as a "voice in the state capital" for our member newspapers. With Florida Press Educational Services (FPES) under the Florida Press Association umbrella, Tallahassee is a great starting point for statewide NIE fundraising and marketing. It's good for visibility and for building and maintaining relationships.

When I started four years ago, my job was to raise awareness of what NIE is and does. I got on the phone with key directors at the Florida Department of Education and talked about partnering with FPES on key initiatives. For instance, when I found out the DOE needed instructional materials for Black History Month, I brought samples to their offices of what we had done.

I make a point of staying in touch with other state offices as well. We have worked with the health department and the attorney general's office on promoting Internet safety. The governor's office was emphasizing civics, so FPES ran an essay contest on that topic, promoting it in member papers. We also partnered with the Division of Emergency Management on curriculum about hazardous weather.

To deal with state funding cutbacks, we have sought other sponsors. FPES partnered with a well-known Florida corporation to create a Newspaper In Education program that will educate students about sustainability. The program will include sixth-grade students in Florida as well as parts of Georgia, Alabama, Tennessee and South Carolina.

We also maintain a high profile with teachers' groups. We attend the conferences of social studies, English and science educational associations that might partner with us on reading and literacy efforts. We set up a booth and talk with district coordinators about helping to meet their curriculum and instructional needs. ●

– *Karen Tower, executive director, Florida Press Foundation and Florida Press Educational Services*

OKLAHOMA FOUNDATION PROVIDES HANDBOOK ON LAUNCHING NIE

I represent NIE on the Oklahoma Newspaper Foundation's board of trustees. In that capacity, I helped the foundation staff develop a large, bound handbook provided to papers establishing an NIE program. It contains material covering all aspects of how to start and maintain a program.

State press associations that don't work with NIE are missing the boat.

They should be as supportive as possible because NIE provides the lifeblood for sustaining newspapers. It is still a strong, viable program, and "if you help them, they will help you" is a way of keeping newspapers fresh, interesting and educational.

Most papers the foundation works with are small weeklies in rural areas. The schools don't have enough

classrooms with computers for students to read newspapers online and do interactive activities. So hard copies and in-paper materials are still very much in demand. Larger newspapers in Oklahoma have moved into e-editions and digital delivery. ●

– *Carolyn Estes, marketing director, Oologah (Okla.) Lake Leader*

MISSOURI OFFERS TEACHER TRAINING, SUMMER COURSE



I work with the Missouri Press Association and Missouri Press Foundation half time and as NIE coordinator for two weekly newspapers the other half. I created the association's NIE program nine years ago mainly to serve community newspapers because the dailies already had staff and resources.

Most of the papers I work with are weeklies with circulations ranging from 2,000 to 4,000. When the program began, most NIE resources used sections of papers that weeklies didn't include, such as stock market reports, or prices for them were out of reach.

Professional development opportunities for teachers, other than in-service, were generally lacking. So I offered statewide training and a summer graduate course at the University of Missouri. The course is designed to train teacher ambassadors who become NIE coordinators for school districts.

These well-trained educators return to the schools and provide in-service training for other teachers.

Due to the economic downturn, we didn't offer the course last summer. Instead, I did a four-hour short course at several locations statewide. Because it is so valuable, we plan to resume the graduate class this summer. I considered offering it online but decided that the passion and enthusiasm that come from sharing in person would not reach the same level. ●

– Dawn Kitchell, Missouri NIE director

GATEHOUSE PAGE FEATURES BREAKING NEWS ON HAITI



The disaster in Haiti in January marked the first time since startup in 2008 that KidzBuzz, our weekly GateHouse News Service NIE page, focused on a breaking news story. The page dealt with the earthquake in age-appropriate language using images that kids would understand.

An infographic explained the science of earthquakes by showing what happens when a quake occurs. The page also offered information on how children could help and showed kids where Haiti is in relation to the United States. As part of the page's interactive nature, a mini-quiz about earthquakes was included.

Produced by staff members in a Chicago suburb, the page was delivered to subscribers via a password-protected GateHouse News Service website. KidzBuzz copy is written by a former art teacher, edited by a journalist and targets students in kindergarten through fifth grade. The goal is to be timely and

interdisciplinary, with content for a range of subjects such as science, geography and social studies.

We created the page because we wanted something interactive that works for GateHouse papers. KidzBuzz can be used in NIE classrooms or by parents at home with children. Before launching the page, we created letters that our newspapers could send to teachers before the school year started describing the page and how to use it. We wanted to provide content that resonates with children and is topical and educational. ●

– Jean Hodges, national news service editor, GateHouse Media

YOUTH CONTENT TARGETS CHILDREN AND TEENAGERS

The NAA Foundation has long maintained that an important way to form a lifelong bond with young readers is through content created specifically for them. This includes newspaper stories, photos, graphics and other elements designed with young people as the target audience. Of course, young people also read adult content, while many adults read youth content to learn more about what interests the children and teens in their lives.

Six of the 20 questions on the NIE in 2010 survey asked about youth content. From participant responses to these six questions*, a general overview of youth content at participants' newspapers can be drawn. For NIE in 2010, more than 60 percent of survey

participants work at newspapers that offer youth content. Almost half of the papers offered the content in print and the rest in print and online. Very few offered it only online.

Because there is no set age range, the term "youth" has two predominant definitions. The first is roughly equivalent to teens; the second includes children and teens. Responses to this survey fell under the second definition. About half of the participants' newspapers offer content for young people in each of three age groups – 9 and under, 10-12 and 13-18. Just one in 10 publish youth content for those older than 18.

Three-fourths of the papers publish youth content weekly, while only one

in 10 do so daily or monthly. About one-third said that an adult staff produces the youth content or that it is purchased from a syndicate or wire service. Slightly fewer said that youths and adults work together to produce the content or that it is purchased from a vendor. Only about one in 10 publish content produced by a staff solely of young people.

The newspaper editorial staff is responsible for more than half of the youth content programs, and the NIE or educational services department produces one-third of them. ●

* For this survey, participants could select more than one response to three questions – those about frequency of publication, age groups targeted and staff composition.

'FAMOUS NEW YORKERS' SERIES PROVES VERY SUCCESSFUL

Famous New Yorker:
Tim Russert



Photo by Harry Scull, Jr. Courtesy of the Buffalo News

When Tim Russert died on June 13, 2008, some people were surprised by the extent of mourning and the volume of tributes offered to a television journalist. The memorial services reminded some of funerals for heads of state. Others wondered what a mere reporter had done to deserve it all. The mourners knew that Russert was the most important political interviewer on television, but many also knew him as a great friend.

Timothy John Russert was born in the City of Buffalo, Erie County on May 7, 1950. Tim was devoted to Buffalo and to his father, "Big Russ," throughout his life. After graduating from the Catholic Canisius High School, Tim studied law, ultimately earning a Juris Doctor degree from the Cleveland-Marshall College of Law in 1976.

One year later, Russert joined the staff of newly-elected U.S. Senator Daniel Patrick Moynihan. Starting out as a legal counsel, Russert became Moynihan's chief of staff two years later. He was an advisor, researcher and operative, often conveying sensitive information to the news media.

When Moynihan faced a strong challenger in 1982, Russert discovered that the challenger had exaggerated his war record, and gave the information to influential political columnists. The challenger dropped out of the campaign.

After Moynihan's re-election, Russert joined the staff of New York Governor Mario Cuomo. In 1984, however, he shifted from politics to journalism by joining the staff of NBC News. His experience as a political insider made him a natural for the network's Washington Bureau, where he was promoted to chief in 1989.

In 1991, Russert received one of NBC's most prestigious assignments. He became the moderator of *Meet the Press*, a political interview program dating back to 1947. Once the most popular Sunday morning news program, it had declined in audience ratings during the 1980s.

Russert's arrival brought a major change in the show's format. In 1992, *Meet the Press* expanded from a half-hour to a full hour. Previously, guests were interviewed by a panel of reporters. Now, Russert interviewed guests himself, then joined in a round-table discussion with other journalists.

The show acquired a personality it had lacked before, as Russert perfected a distinctive interviewing style. He confronted guests with past statements that seemed to contradict their current opinions or policies and challenged them to explain the contradiction. But despite tough questions, hardly anyone held a grudge against Russert.

At the turn of the century, Tim Russert brought *Meet the Press* back to the top of the Sunday political talk show ratings. His dramatic coverage of the 2000 Presidential election made Russert more of a household name, while his 2004 memoir, *"Big Russ and Me"* increased his popularity as a personality as well as a reporter. His story of life with his father inspired readers to tell their own stories, which Russert published in another best-seller, *"Wisdom From Our Fathers,"* in 2006.

Tim Russert died on the job while recording voice-overs for *Meet the Press* at the NBC studios. The mourning that followed reflected the fact that Russert himself, along with his show, had become a national institution.

To learn more about Tim Russert go to the library and read one of his books, *"Big Russ and Me"* or *"Wisdom of Our Fathers."* For information about *Meet the Press* go to www.mtpr.com. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA - Newspaper In Education. All rights reserved 2009.



Buffalo is located in western New York along the eastern shore of Lake Erie.

Over the years, the New York News Publishers Association has learned that its NIE materials must be complete, easy to use and ready to go. Our most successful program for the past nine years has been our annual 13-part series called "Famous New Yorkers." While these are designed for use in print, they can be inserted into an e-edition or posted on a website.

Written by Kevin Gilbert, a freelance historian and writer, the series has a consistent flow, and each includes a teacher's guide and is tied to state educational standards. In recent years, I have made podcasts of the series for the NYNPA website. I read

the feature aloud and tag a sponsor acknowledgement.

In choosing the famous New Yorkers, I ask for suggestions from teachers and do not always select the best-known people. My goal is to cover New York State geographically and to include men and women from different backgrounds. All are deceased. I try to provide something for everyone. For instance, it could be the inventor of the 24-second clock for professional basketball or the woman who invented COBOL computer programming language. ●

– Mary Miller, NIE coordinator, New York News Publishers Association

+ About previous NIE studies

In both 1992 and 2000, the NAA Foundation conducted research studies intended to serve as profiles of Newspaper In Education programs. Both studies attempted to provide essential NIE information: how many NIE programs exist; the sizes of the newspapers they support; the percentage of newspaper circulation NIE represents; and how many schools, teachers and students NIE serves.

Comparisons were then made between the 1992 and 2000 survey results and published in “Measuring Up! The Scope, Quality and Focus of Newspaper In Education Programs in the United States.”

According to the 2000 survey results, the total number of newspapers declined by 21 percent, with NIE programs declining by 16 percent during the eight-year period. In addition, the 2000 study showed an increase – from 63 percent to 67 percent – in the number of newspapers with NIE programs.

The 2000 study included other noteworthy findings.

- There is a strong correlation between newspaper circulation size and NIE program existence.
- The number of students served rose by 33 percent to 14.4 million in 2000.
- Forty percent of all schools were served by NIE programs – 105,855 total schools.
- Only 15 percent of high school students were served by NIE in 2000.
- School copies accounted for 2.4 percent of circulation.
- Between 1992 and 2000, the number of free copies delivered to schools increased by 22 percent.

Finally, in both the 1992 and 2000 studies, more than 50 percent of responding newspapers cited “lack of budget” as the reason for not having NIE programs.

+ About the author

Mary Arnold, Ph.D., who conducted the NIE in 2010 study for the NAA Foundation, is head of the Department of Journalism and Mass Communication at South Dakota State University. She was a program manager for the NAA Foundation from 1996 to 2002. She has written four book-length reports on women in media management for the Media Management Center at Northwestern University and numerous articles on journalism education.

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