

WHAT I GOT:

From its inception, public broadcasting was intended to be much more than the airing of television and radio programming. In the law that enacted today's unique and vital public broadcast system, the United State Congress envisioned a system where individual stations would serve as community "hubs."

For this work to be effective, it would require public media professionals to understand, and become deeply involved within their communities. They would need to become expert about their communities' strengths, its needs and its future. Then, calling upon expertise that envelopes broadcasting, electronic media, community outreach and education, these public media organizations would work to produce positive change for the communities they serve.

In the 38 years since the Public Broadcasting Act was enacted, public broadcasters have regularly demonstrated their commitment to community and to education. They have advocated for, and served as change agents within, the communities they serve. Through initiatives that respond to the needs of Americans at every stage of life, this important work is making a difference in the lives of people—from the very young learning to read, to at-risk youth graduating high school.

The success of public media in communities across country means success for America.

WHAT I DID:

From its inception, public broadcasting was intended to provide much more than television and radio programming. When the Public Broadcasting Act was passed in 1967, the United States Congress envisioned a public broadcasting system in which individual stations would serve as community "hubs."

Enacting this vision has required public media professionals to become deeply involved in their communities in order to understand their community's strengths, needs, and future direction. They have used their expertise in broadcasting, electronic media, community outreach and education to produce positive change through initiatives responding to the needs of Americans at every stage of life—from the very young learning to read, to at-risk youth graduating high school.

WHAT I GOT:

We recognized that these global measures would, by the very definition, scratch the surface of education program outcomes. They would be used as an efficient measure of the most basic priority outcomes. [Company name]'s education team could then enhance the global questions on a case-by-case basis. At times, [Company name] education program developers may wish to author program-specific questions to accompany the global questions. In other cases, [Company name] may wish to commission an external evaluation of a signature program. As such, the global questions we conceptualized as a "least common denominator" evaluation component that could stand alone, or be integrated into any other evaluative endeavor.

WHAT I DID:

We recognized that these global measures would, by their very definition, assess the most basic priority outcomes. [Company name]'s education team could then supplement the global questions with program-specific questions, or commission an external evaluation of a signature program. As such, we conceptualized the global questions as a "least common denominator" evaluation component that could stand alone, or be integrated into any other evaluative endeavor.