



A national initiative that
uses the power of public
media to promote inclusion.
The initiative works to
inspire and motivate people
to embrace different
abilities and include all
people in all aspects
of community life.

PUBLIC MEDIA'S INCLUSION PLAYBOOK

The national Move to Include
Initiative was funded through
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Corporation
for Public
Broadcasting

PUBLIC MEDIA'S INCLUSION PLAYBOOK

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More than three decades ago, the Americans with Disabilities Act prohibited discrimination against people with disabilities in the United States. Significant barriers remain, however, that prevent the inclusion of all people in all aspects of American life. In 2019, six public media stations set out to change that.

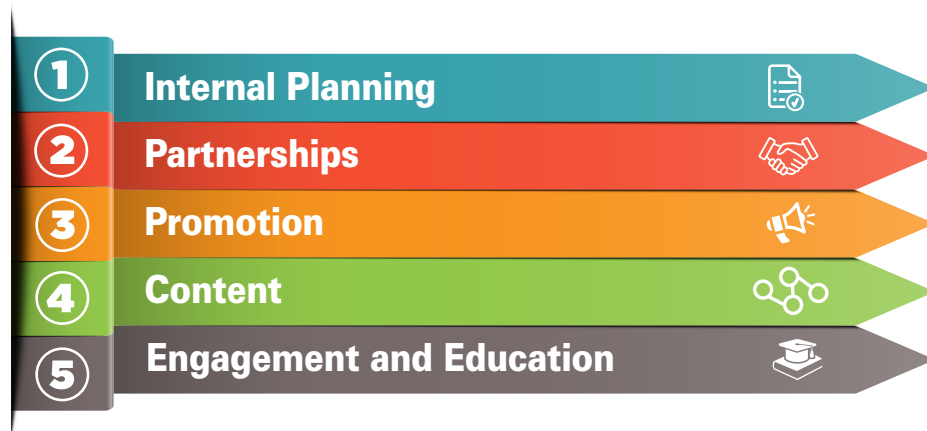
Their ambitious initiative, called **Move to Include**, used the power of public media to promote inclusion. Funded by the **Corporation for Public Broadcasting** and building on lead station **WXXI's** long-running regional Move to Include partnership with the **Golisano Foundation**, the national initiative spotlighted people of differing abilities, as well as disability issues – including education, healthcare, housing, recreation, employment and local efforts to support inclusion – through television, radio, news, special events, and social media. The initiative worked to inspire and motivate people to embrace different abilities and include all people in all aspects of community life.

Among the objectives of the 18-month pilot project was the creation of this Inclusion Playbook -- a guide for public media organizations large and small, outlining best practices and practical elements for launching similar initiatives anywhere in the country, using public media's strengths to promote inclusion through genuine partnerships with local disability communities.

The recommendations outlined here are directly informed and illustrated by the experiences of the six pilot stations: Iowa PBS, Oregon Public Broadcasting, WCNY Syracuse, WFYI Indianapolis, WGPU Fort Myers (Fla.), and WXXI Rochester.

Five Pillars of Inclusion

The Playbook is organized into five “pillars,” representing key elements of a public media inclusion initiative. While they are distinct, there is overlap from one to another; and while they are presented sequentially, these pillars will naturally flow into each other as the initiative progresses.



Three Tiers of Public Media Inclusion

Stations of any size can incorporate inclusion into their missions, as long as they set focused and realistic goals for their initiatives. Move to Include pilot participants ranged from small stations serving localized regions to large organizations serving statewide audiences. They suggest three possible inclusion tiers:



Tier 1: Basic

- Select a Project Lead from existing staff.
- Identify a few key partner-advisors in the local disability community.
- Program and promote existing national content on inclusion themes.



Tier 2: Medium

- Select a Project Lead and a small team from existing staff and/or contractors.
- Hold community listening events.
- Identify several key partners in the local disability community.
- Program existing national content on inclusion themes.
- Create and promote limited local inclusion content.



Tier 3: The Whole Thing!

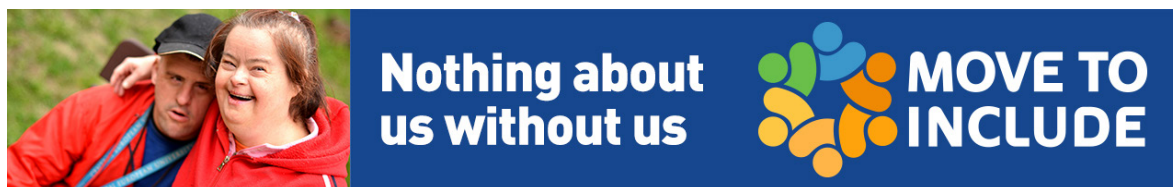
- Select a project lead and a full team from existing staff and/or contractors.
- Hold community listening events.
- Create a circle of ongoing partners in the local disability community.
- Launch a full promotional campaign aimed at the general audience, disability community, and other identified target audiences.
- Program existing national content on inclusion themes.
- Create extensive local inclusion content.
- Foster robust community engagement.
- Create educational materials for students, educators, and parents.

A Transformative Initiative

The unified message from the Move to Include pilot stations is this: Your inclusion initiative will change your organization's culture. It will be an exciting journey, but senior leadership, human resources, and your station's governing board must endorse this work and prepare for its implications. We hope this Playbook will be a useful guide and companion along the way.

PRINCIPLES & BEST PRACTICES

Keep several key principles and best practices front of mind as you consider, plan, and launch your inclusion initiative.



“Nothing about us without us”

- Involve people with disabilities directly in all aspects of your inclusion initiative. Building trust is paramount.
 - Bring in the disability community while the initiative is still in its prospective stage. Involve the community in content creation and production, event planning and execution, engagement, and promotion.
 - Go the extra mile to meet people with disabilities where they are.
- Ensure your staff and station are physically and intellectually prepared to work with people with disabilities, both on- and off-site.
- Consider individuals’ needs. Encourage staff to ask those with disabilities directly about necessary resources to facilitate smooth interactions
 - Work with partner organizations on how best to engage with particular participants and guests.
 - Ask guests ahead of time about their physical needs and any other supports they prefer, whether at the station or at a remote location. This will vary from person to person.
 - Ask guests if they will be accompanied by or will need a support person or animal in order to participate fully in a production, event, or listening session.

Don’t put inclusion in a silo - integrate the work into all station activities.

- Include people with disabilities on station boards and committees, e.g., Board of Trustees, Community Advisory Boards, Education Advisory Boards.
- Make inclusion part of your station’s work on Diversity, Equity, and Inclusion.

Think carefully about your timetable.

- Allow more time than you think is needed for preliminary research and discovery on the basics. Take time to understand language and ways of interacting with people with various disabilities. Learn what you don't know.
- Consider a deliberate two-phase approach, starting with a period of community conversations introducing the inclusion concept, then following up with a focused period of content production and distribution.

Be intentional about language and framing.

- Focus on abilities rather than disabilities.
- Focus on people with disabilities telling their own stories rather than on the station telling their stories for them.

Document your work.

- Document processes and content as you go to inform future inclusion work.
- Create a proof of performance video or one pager to support fundraising efforts.



BEST PRACTICES CASE STUDIES

WXXI: Individualized Needs of People with Disabilities

At WXXI, we have learned that it is critical to ask questions of guests and subjects with disabilities about their needs and preferences, as well as provide everyone with logistics information ahead of shoots.

On one specific production, we made assumptions about the timetable needed to tape an interview with a subject who had an intellectual disability. After better understanding that this person would need more time to process the production information, needs, and protocols of being on air - we were able to adjust the timeline. On subsequent productions, we were able to involve input from those with disabilities in the pre-production process and learn from experience to plan adequate production timelines.

In another instance – during an in-house meeting with a self-advocacy organization, we learned about a crucial aspect of communicating with those with disabilities. The self-advocates, who had disclosed to us that they had disabilities, arrived with members of their care staff. Once we met on site, they informed us that most self-advocates in their organization traveled and communicated with aides, support staff, or others who could assist them.

WGPU: Two-Phase Rollout - Keeping Communities Engaged

It can be a challenge to keep key constituencies engaged and excited about station inclusion initiatives over time. WGPU introduced the initiative to the disability community through listening sessions and the Digital Storytelling Workshop described in the Engagement section, and to the general audience through national television programming. Then, there was a lull while we produced local content for our month-long focus period later in the year. Even with the expanded promotion on multiple platforms leading up to and during the focus period, we did not see the TV ratings we would have liked, nor the level of participation at our events or social media engagement we had anticipated.



Although we shared important stories, programming, and events with our southwest Florida audience and received positive feedback from our partner organizations and their constituencies, we believe we could have done an even better job if we had set out from the beginning to divide the project into two distinct periods. The first would be the introduction and promotion of the initiative and the incorporation of inclusion programming and community events to support it. The second period would include the creation of local content, as well as education initiatives through PBS LearningMedia.



A deliberate planning process is important for any major project; for an inclusion initiative focused on communities with specialized needs, it is critical. You will need an extended period of time to prepare your staff and your space, connect with communities, and set goals. Start at least four to six months - and up to a year - before the projected launch of your initiative's promotional campaign.

Phase 1: Prepare Staff

Potential funding needs: Staff training

Clearly define staff roles.

- Select or hire a Project Lead to spearhead and coordinate the initiative. (See FAQs)
- Identify key staff members involved in the initiative.
- Plan to add capacity in priority areas that lack dedicated staff positions as you establish the mission and goals for the initiative.

Build cultural humility on your staff.

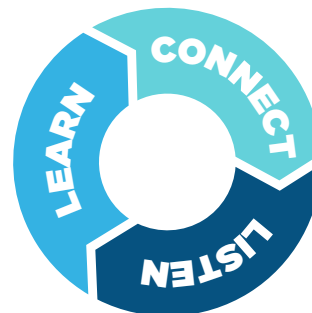
- Provide training on issues including language use and effective ways of communicating and working with people with different types of disabilities.
- Invite members of the disability community to speak to staff directly.

Phase 2: Connect, Listen, Learn

Potential funding needs: New staff positions, accessibility needs for listening sessions, surveys and other research

Connect with your station community.

- Your staff, Board, Community Advisory Board, and volunteers likely have personal connections and useful perspectives on disability issues.



Connect with your local disability community.

- Hold listening sessions with organizations and individuals to gain an understanding of who they are and what they need. Begin to build trust and relationships with these communities, and identify potential partners for your initiative.
 - The disability community is not a monolith. Be sure to include multiple perspectives.
 - Make time to intentionally seek out racial and/or ethnic diversity within these communities.
 - Seek out influencers in the disability community to help make connections.

Identify knowledge gaps and other needs in your community as a whole and disability communities in particular.

- What you need to understand:
 - How well does the community understand the disability community?
 - What information do people with disabilities need for themselves, and what do they want the community to understand about them?
- How to ascertain this:
 - Commission a survey or study, potentially partnering with a local university or with other interested groups or individuals.
 - Identify state agencies, organizations, or academic institutions that may have gathered this type of information already.

Phase 3: Plan & Commit

Potential funding needs: Accessibility plan implementation

Establish the mission and goals for your inclusion initiative.

- Consider the unique needs of your local community as well as your station's capacity.
- Determine the target audience(s) for your initiative and how best to reach them.
 - To what extent will you target the community as a whole versus the disability community itself?
 - Are there specific audiences you want to reach, e.g., educators, parents, people with physical disabilities, sensory disabilities, etc.?
- Determine metrics for measuring the success of your initiative, and collect them as you go.

Make and implement an accessibility plan.

- Ensure your station's physical space is accessible to people with disabilities.
- Ensure your content and marketing materials are accessible and available to people with disabilities. Consider captions, audio descriptions, website accessibility, print fonts, webinar slides, etc.

Make plans and lay the necessary groundwork for Content, Promotion, Engagement, and Education efforts.

- Specifics are outlined under each pillar.

Make a budget and a plan to secure necessary funding.

- Consider cost-free opportunities to incorporate inclusion into existing productions, programming, or other work, as well as more resource-intensive plans.

PROJECT LEAD FAQs

Q. Should the Inclusion Project Lead be a full-time job? If not, what percentage of an existing full-time position should be dedicated to project lead activities?

A: The Project Lead does not need to be a dedicated full-time position, but a full-time employee should expect to spend 25% - 50% of their time on inclusion work, depending on the scope of the inclusion initiative and the availability of other staff to work on it.

Q. What are the essential duties of the Project Lead?

A. Key duties are as follows:

- Coordinates inclusion work across all station departments. Ensures accessibility and inclusivity are understood and remain front of mind, especially for staff members not familiar with these concepts.
- Initiates and stewards external relationships with community partners.
- Advises, coordinates, and/or actively participates in the following:
 - Planning and execution of listening and engagement activities
 - Content curation and creation
 - Promotion.
- Manages and tracks project budget.

Q. What type of position in the organization should become the Project Lead?

A. Depending on the emphasis and goals of your station's inclusion initiative, an Engagement Director or Content Director could take on this role. Alternatively, the Project Lead could be a part-time contract position if that works best for your station. In either case, the Project Lead must have experience working with partners and building external relationships in order to be successful.

Q. What types of authority must the Project Lead have in order for the inclusion initiative to operate smoothly and effectively?

A. The Project Lead should have a level of authority that can compel or strongly encourage station wide participation. This person should be able to address the Board and should be seen as a credible station leader externally. For these reasons, the Project Lead should be a member of senior staff if possible, with a direct line to the station's top leadership.

INTERNAL PLANNING CASE STUDIES

WFYI: Disability Connections are Closer Than You Think

WFYI invited its volunteers and staff to participate in Move to Include listening sessions. A long-time volunteer, now in her late 70s, was in tears as she described the advocacy she did on behalf of her son, who had Down Syndrome, during his entire K-12 experience. From teachers, to cafeteria workers, to coaches, to principals, and even superintendents, she was determined he would be treated equitably. She pushed against labels and urged for inclusion. We never knew that story.

Our staff spoke of caregiving as a part time job, from an infant who required feeding every 90 minutes to helping an aged sibling who uses a wheelchair get to family gatherings. A young staff member told us she began caring for her dad while still in college. Each person detailed how much they needed to learn, the paperwork nightmares, and the exhaustion. Each also told stories of victories, big and small, of breakthrough moments in treatment or winning a successful argument with an insurance company.

These stories taught us important early lessons: we had missed opportunities to support people we cared about, Move to Include content would be personal, and voices needed to be heard.

Iowa PBS: Lessons in Diversity

From the beginning of the Move to Include (MTI) listening sessions, Iowa PBS staff began learning about the level of diversity and intersectionality within each disability community.

The producer of *The Life Autistic* set out to explore the world of autism through the experiences of a boy on the cusp of adulthood until her listening session partners asked her to consider the complexities of autism spectrum disorder, the commonality of multiple disabilities, the level of care required for some people with autism, the intersectionality that often comes with race, class and gender, and the varying milestones in life – education, independent living, relationships, career, aging, the loss of family members. After considering all of the above, the producer conceived of an entirely new approach to the topic, resulting in a multiplatform series that explores the life stages and circumstances of 11 individuals with autism ranging in age from four to 72.



As the saying goes in the autistic community, “If you’ve met one person with autism you’ve met one person with autism.” That saying holds true for people with disabilities in every disability community. Many people with disabilities have needs that are completely unique to them and their circumstances.

Oregon Public Broadcasting: Accessibility Planning for Your Website

The Move to Include project coincided with OPB’s first major website redesign and content management service (CMS) update in more than ten years. We decided to make accessibility a key feature of this effort to support Move to Include. As a design goal, we decided to use the Website Content Accessibility Guidelines (WCAG) 2.0 standards as our benchmark. Those guidelines specify a number of standards for website elements, including font size and color, use of alt-text and page structure optimized for screen readers.

One of our Move to Include partners introduced us to a local company, MAST, LLC, to provide expert input on accessibility design. They agreed to help us test and improve accessibility features on our site. After the design engagement, we formally contracted with MAST to provide ongoing feedback about how OPB’s online programs and content can become more accessible to those who experience vision loss or impairment.

We launched our redesigned website and new CMS on July 28, 2020. The site is functionally compliant with WCAG 2.1 standards, which is the latest version of the accessibility guidelines. We are currently pursuing formal certification, which has been delayed due to complications with the pandemic.



Partners in the local disability community are integral to any public media inclusion initiative. They are cultural navigators who will provide critical perspective and accountability, as well as connections and firsthand stories.

Phase 1: Planning & Selection

Potential funding needs: Accessibility requirements, travel, meeting costs, refreshments

Create or update your organization's definition of "partnerships," setting out broad expectations and parameters on both sides.

- Staff and partners should understand these expectations as they relate to the station's editorial integrity policy and to the partner's goals.
- Ensure partners understand editorial roles of staff members and any relevant firewall concerns.
- Partnerships should be reciprocal. The station should be ready to promote and participate in partner events and initiatives as appropriate.

Identify potential partners in the disability community.

- Consider partners on existing projects as potential inclusion partners and/or sources for connections.
- Follow up with past guests and interview subjects who might have connections or insight.
- Ask entities that serve people with disabilities for connections, e.g., state and local government agencies, nonprofits, schools and academic institutions, groups focused on health and human services, transportation, or employment.
- Attend relevant events, summits, and gatherings.
- Don't underestimate the power of Google searches and cold calls, as disability communities tend to be very receptive to genuine inquiries.
- Always ask, "Who else should we speak with?"

Select primary inclusion partners.

- The number of partners depends on your initiative's scope, specific mission, and priorities.
- Be intentional about selecting partners with expertise and/or experience that aligns with your priorities.
- Expect your partner circle to grow and diversify along with your inclusion initiative.

Clearly define each partnership.

- Set reasonable expectations for what you might do together initially; expect partnerships to grow and develop over time.
- Set expectations for time commitments from partners and advisors.
- Some organizations, people, or entities may become hands-on partners for content creation, promotion, or engagement, while others will become advisors who can refer you to partners and serve as resources on questions such as language and culture.

Phase 2: Ongoing Communication

Potential funding needs: Meeting costs for any in-person gatherings

Set up avenues for regular contact with partners.

- A monthly or bimonthly conference call or meeting can be effective. Minutes should be shared with all who participated in listening sessions.
- A standing inclusion coalition or advisory board with defined roles and responsibilities and regular meetings can be a highly effective way to formalize the roles of partners and further the goal of integrating inclusion themes into ongoing station content and activities.

PARTNERSHIP CASE STUDIES

WFYI: Be in the Room

Early in our Move to Include development process, WFYI's community engagement health specialist attended a conference hosted by the Indiana Governor's Council for People with Disabilities. She spent a full day attending talks, roundtable discussions and listening sessions. Much of what she learned translated directly into content ideas for our MTI coverage. One presentation came from a group called Work to Include, which had spent a year conducting listening sessions about employment with people all over Indiana. This inspired our audio diary series, in which people with disabilities described how COVID-19 had impacted their already challenging job prospects. A presentation from a local city council about their annual disabilities awareness week turned into a short two-way feature.

Equally important were some of the individual connections that resulted not in a published piece, but in background understanding - a seminar with a woman who started her own business after getting fed up with trying to find employment as a wheelchair user; lunch with a double amputee who talked through common issues of media coverage of people with disabilities. After the conference, Governor's Council members became valuable sources for two statewide radio talk shows and background consultation for other stories.

Iowa PBS: Disability Community Coalition

Iowa PBS's Move to Include (MTI) listening session partners were instrumental in the development, production, and distribution of local content to the extent that Iowa PBS chose to formalize those relationships shortly after its MTI Focus Period ended. In July 2020, Iowa PBS invited listening session partners to participate in a coalition for the purpose of guiding Iowa PBS in all aspects of its future MTI work.

Iowa PBS's Disability Community Coalition (DCC) met for the first time in August 2020 and continues to meet on a bi-monthly basis. The DCC consists of representatives from a cross section of Iowa's disability communities.



In its first six months, the DCC helped Iowa PBS: establish accessibility and inclusion guidelines for local content production; connect with stories about people with disabilities that align with Iowa PBS's content verticals; discover local talent and content makers with disabilities; form an Accessibility Committee to evaluate and address Iowa PBS's website, content and studio accessibility needs; develop a baseline for inclusion to inform future measures of success; and begin pre-production on a multiplatform series that will provide an ongoing clearinghouse for disability community policy discussions.



Tell the story of your inclusion initiative. Make sure your work touches as many people as possible, targeting the community at large, the disability community, and any specific audiences that align with your goals for the initiative.

Phase 1: Planning & Goal Setting

Potential funding needs: None

Create a Promotional Campaign plan at the beginning of the initiative.

- Include all station platforms (broadcast, web, social, print).
- Determine metrics for measuring success.

Phase 2: Implementation

Potential funding needs: Advertising, boosted posts, incentives, graphics, production costs, branded items, contracted services, accessibility requirements

Develop a social media campaign that leverages the networks of the station, inclusion partners, and other relevant groups and individuals, depending on your target audience(s).

- Work with influencers in disability communities.
- Tag partners in social media and ask them to share, ensuring brand and message adherence across station platforms and the platforms of partners.
- Involve groups not specifically focused on disability but that would have a natural interest in the initiative, e.g., libraries.

Create and populate a **local inclusion website**.

- This is where your audience will find your content, programming, and related events. It is an important record of your content as well as a promotional tool.



Ramp up promotion and activities over a period of months to introduce the inclusion initiative to the general audience gradually. Actions may include:

- Soft opening event to collect information and gauge interest
- Weekly E-news promotion
- Social media posts
- On-air inclusion tags for all related content
- Cross-platform promotion for dual licensees
- National programming with local interstitials, including promotional interstitials featuring inclusion partners
- Ready-to-go promotional elements (copy, spots, interstitials, etc.) to run alongside stories or programs of interest to those in or supporting the disability community.

Create a targeted campaign to promote your inclusion content.

- Launch the campaign four to six weeks before your content focus period.
- Be mindful of deadlines for various promotional platforms, such as member magazines.
- Work with **national media partners** to amplify your content.

PROMOTION CASE STUDIES

WXXI: The Power of Influencers

After reviewing the independent film, *Give Me Liberty*, we knew it was a perfect fit for a screening and panel discussion. The storyline was clever and funny and the film's supporting actress is a disability lifestyle influencer. Laura 'Lolo' Spencer, who has ALS and is in a wheelchair, has a huge YouTube and Instagram following and we knew her reach would be powerful.

We offered a free online screening of *Give Me Liberty* for one month and then hosted a panel discussion with Spencer and the filmmaker. We were able to tap into Spencer's social following during the event promotional period and she was extremely effective in sharing her enthusiasm about the event with her audience. We attribute the success of the event and powerful, in-depth conversation about inclusion of people with disabilities in acting roles and the media to Spencer's participation.



WCNY: Move to Include Mondays - A Lesson in Consistent Branding

WCNY created "Move to Include Mondays" as a branding strategy to promote our activities and content during our focus month, with a goal of building audience and awareness of the initiative. We had the bulk of our broadcast programming occur on Mondays – and at the same time on each Monday. We began in the morning on our main TV channel with 2 hours of inclusion-themed PBS KIDS programming, followed by an afternoon film, followed by primetime TV programming (a mix of national and local productions). Our Classic FM radio hosts programmed music by composers and musicians with disabilities, and our statewide public affairs radio show included Move to Include segments every Monday. There was inclusion programming on other days of the week as well, but the bulk of our activities that month were on Mondays.

Our partners endorsed the brand approach, saying it made their promotional efforts easier and that it was well received by their staff and by the people with disabilities they serve. WCNY went on to adopt similar branding for its *Free Scoop Mondays* the following month, working with an inclusive ice cream business to raise awareness of Move to Include and of inclusion issues as a whole.



Use all of your station's content platforms to amplify inclusion themes.

Phase 1: Planning & Integration

Potential funding needs: Freelance work

Make a Content Plan.

- Set minimum numeric targets and deadlines, allowing for topic flexibility.
- Determine your content focus period. Move to Include stations recommend 3 phases:
 - Slow ramp-up
 - Intense month-long focus
 - Sustained ongoing activities with annual goals such as monthly spotlight programs, news stories, or events.

Integrate inclusion into your existing local content.

- Address disability and inclusion themes through local shows and journalism.
- Include people with disabilities as guests, sources, and experts.

Phase 2: Programming

Potential funding needs: Freelance work, accessibility requirements, acquisition of content not available through existing subscriptions (e.g., content from BBC or independent producers)

Acquire and program existing national content.

- A wealth of relevant content is available from PBS, APT, NETA, and independent producers. New content is being produced and distributed constantly.
- Localize national content, for example through follow-up discussions.

Phase 3: Production

Potential funding needs: Freelance work, possible legal fees related to rights negotiation, accessibility requirements

Produce and provide new **local content** on platforms your station identifies.

- Documentaries, news stories, TV interstitials, and audio diaries are among the types of inclusion-themed content possibilities.
- Work with community media partners to encourage, aggregate, and/or amplify their work on issues of inclusion.

CONTENT CASE STUDIES

Oregon Public Broadcasting: Integrating Inclusion into the Newsroom

For OPB, the summer of 2020 saw continued disruption of normal operations caused by the COVID-19 pandemic, with additional challenges posed by a series of daily protests focused on racism and police, along with the most destructive wildfire season the state has experienced in decades. We were able to tell powerful stories of people with disabilities as they experienced these breaking news events.

We explored how the increased use of face masks to reduce the risk of coronavirus exposure affects those with hearing impairment in a story for OPB Radio. Two individuals with hearing impairment described the communication challenges of not being able to read a speaker's lips and potential solutions that include transparent inserts into facemasks.

Since it was not possible to send reporters into the field for additional stories, we used our daily talk show, Think Out Loud™, to bring those stories to our audience. In July, we spoke to people with disabilities who were active in the nightly protests of police violence and racism in Portland. They shared their experiences of mistreatment at the hands of law enforcement and discussed the specific challenges of exercising their rights of free speech and assembly as people with disabilities. In early September, we spoke with a newspaper reporter about his coverage of the challenges facing students with disabilities in rural central Oregon, where access to qualified staff, challenges getting sufficient Internet bandwidth, and language barriers have all had an impact on the remote learning environment. For students with disabilities, the effects have been particularly notable. Later in September, we spoke with families who were facing the prospect of evacuating their homes as wildfires drew near. In one segment, we heard from two individuals with disabilities about the challenges they faced when they had to leave their homes and how the fires affected services they depend on.



WCNY: ADA Celebration - Working Together

WCNY heard from two Move to Include partners that the local disability community's annual celebration of the Americans with Disabilities Act was being cancelled due to COVID-19. Following a discussion with the WCNY team, the Project Lead approached the partners with an offer to host the celebration event at WCNY without an audience, and to tape it for broadcast. The celebration committee accepted and continued its role planning the event, with WCNY's Project Lead invited to weekly meetings. WCNY suggested that a person with disabilities host

the event. The committee was nervous, so WCNY suggested a media professional who had worked with a number of the partners in the past could co-host. The committee liked the idea. Mutual respect and shared responsibility were the hallmarks of this process, with all involved learning from each other. WCNY learned much about accessibility through the production and broadcast of this event featuring disabled individuals as hosts, presenters, and interpreters; the committee learned how to prepare assets like videos and PowerPoints as well as how to use teleprompters and present to a camera. It was a wonderful testament to the power of working together.



Become a leading community convener around issues of inclusion. Consider how your inclusion initiative can benefit students and educators.

Engagement

Phase 1: Planning & Goal Setting

Potential funding needs: None

Make an Engagement Plan

- Plan to engage your community through inclusion-related events, discussions, and other activities, with a goal of building authentic relationships over time.
- Engagement should include opportunities for direct interaction between differently abled individuals in an effort to build understanding and correct misconceptions.
- Set clear, transparent expectations and goals for events and activities, aligning them with the overall goals and target audiences for your inclusion initiative.

Phase 2: Implementation

Potential funding needs: Meeting and event costs, accessibility requirements

Offer a mix of in-person and virtual events. Advantages of virtual events include:

- Increased accessibility for people with disabilities who find it difficult to attend in-person
- Larger potential guest pool
- Larger potential audience encompassing greater geographic diversity
- Greater frequency of events.

Use social media as an avenue for engagement.

- Regular posts can engage specific niche audiences and/or the general audience.
- Use Facebook Live and similar venues to answer questions from the audience.
- Provide content to increase knowledge about a topic.
- Provide referrals to reliable sources or to partner information and services.

Education

The Move to Include initiative created a [collection](#) of instructional modules for PBS LearningMedia, aimed at engaging students in concepts of inclusion across the curriculum, as well as helping educators become better equipped to include students with disabilities in classroom activities.

As you plan your station's inclusion initiative, consider the role education might play, thinking creatively about ways to use your inclusion content and virtual events to build online training modules for educators. Self-paced modules also help parents understand how to build a team to support their children in setting goals and with visioning and plans for education and lifetime goals. Additional topics may include interacting with schools to support their students and dealing with challenging behaviors. These modules are helpful to educators and families.

This work may come later in the evolution of your inclusion initiative, or if education is already a station priority, and if you have capacity to support these efforts, it could be an initial goal.

ENGAGEMENT CASE STUDIES

WGCU: Telling Their Own Stories

WGCU's Move to Include kickoff engagement event was a **Digital Storytelling Workshop** in partnership with Best Buddies of Southwest Florida, which creates opportunities for one-to-one friendships for people with intellectual and developmental disabilities (IDD). WGCU production staff members served as mentors through the three-day training as the buddies learned film language, videography, interviewing skills, production and editing. An exceptional education specialist was also onsite during the workshop to help the participants, mentors, and trainers.

WGCU staff were concerned about their ability to serve as mentors for people with disabilities, but over the weekend, they became nurturing coaches. Best Buddy teams each presented their videos to an audience of friends, family, and peers -- a key part of the workshop experience. WGCU used footage from the event to create curriculum-based modules for PBS LearningMedia demonstrating how to hold a digital storytelling workshop.

During the spotlight month in July, we had planned to do another workshop but due to the pandemic, we had to pivot to Zoom and get creative. In partnership with My Autism Connection, WGCU held a Move to Include Virtual Podcast Workshop for eight weeks, ending with each participant creating a pilot podcast. It was so successful that we were able to secure \$20,000 from a regional funder to do two more.

WXXI: Live Forum - The Impact of COVID-19 on People with Disabilities

As the COVID-19 pandemic wore on, WXXI realized there was a void in the media around local, fact-based information pertaining to the coronavirus, particularly in disability communities. Taking input from medical experts, government officials, disability advocates, individuals with disabilities, care facility administrators, and our partners, we produced a primetime live forum.



Promoting the forum well ahead of time, we were able to ask the community to submit their questions ahead of the broadcast. We also promoted the opportunity to participate real-time via social media so that we could incorporate the live audience response into the discussion. Following the initial broadcast, audience members were able to continue the discussion online and submit topics and questions still outstanding.

By working with our funders, our partners, and the WORLD Channel, the forum aired nationally on WORLD Channel and online via YouTube. This proved to be a successful venture in providing content, education, and engagement not only to our community locally but to a national audience.

CONCLUSION

This playbook, developed by WXXI Public Media and the cohort of stations involved in the Move to Include national pilot, is the first step. Its ultimate goal is to disperse information, strategies, operational protocols, foundational tools, lessons learned, and best practices connected to the Move to Include initiative throughout the public media system.

As we continue to develop the next steps necessary to creating a branded Move to Include family of organizations, public media stations can start by implementing principles, guidelines and best practices related to inclusivity themes presented throughout the Playbook. We look forward to continuing the work of Move to Include internally and sharing ideas and experiences with the public media system. Likewise, we hope other stations will share their experiences and the feedback they receive from the disability community on an ongoing basis.