

KQED Education Annual Report

2023-2024 SCHOOL YEAR



Photo: Cheyenne Bearfoot

Our Future is Today: KQED's Impact on Youth Media Literacy and Civic Engagement

KQED Education's north star is to elevate diverse youth voices by developing young people's ability to analyze and evaluate information sources, create media that powerfully communicates their ideas, and share their unique voices with a broad public media audience so that they experience being part of the public conversation and gain readiness for civic life. From designing classroom media projects and professional development courses to working directly with teens to create media for their peers as well as intergenerational audiences, we center youth voice and agency in not only what we do but in how we do it.

As a public media station with a long history of educational innovation, KQED is uniquely positioned to do this work. Through the range of programs and resources we provide for students and educators, we:

- Develop students' critical thinking skills about real-world issues and help them analyze bias and motivation and identify misinformation
- Prepare the next generation to join the civic conversation by providing them with opportunities to share their own ideas and perspectives with a broad audience
- Train teachers to meaningfully incorporate media literacy into K-12 classrooms



Photo: Cheyenne Bearfoot

Key Accomplishments in the 2023-2024 School Year

SERVING YOUTH

- 110 Bay Area youth elevated on KQED's digital shows and airwaves through the Youth Takeover, reaching an audience of ~2.03 million
- 2,149 student media pieces from 15 states submitted to the Youth Media Challenge showcase, receiving 64,809 views
- 20 Bay Area high school students served on KQED's Youth Advisory Board
- 7 public media stations shared 29 Youth Media Challenge submissions created by local students in their communities
- 8 episodes published for *The Field Trip Game* pilot season

SUPPORTING TEACHERS

- 6,952 educators participated in media literacy training workshops and courses
- 38 California school districts and 3 county offices of education partnered with KQED to deliver media literacy professional development and resources
- 17 Media Literacy Innovators from across the country participated in our teacher advisory board
- 15 superintendents and district and school leaders were part of KQED's inaugural Administrative Advisory Board

70 Years of KQED and Education

KQED has served San Francisco Bay Area communities since 1954 when a local group of educators came together with the visionary idea that television could be educational and non-commercial. We continue this legacy by supporting youth to develop their voices, agency, and civic engagement. Today, our programs reach communities locally and nationally, building young people's media literacy and digital storytelling skills, and providing educators with professional development. [kqed.org/education](https://www.kqed.org/education)

Dear Friends,

The current media landscape continues to remind us how essential it is for each of us to be able to decipher and analyze where our media is coming from and the message it's trying to communicate. This is true as we learn about worldwide events, navigate an election season, and engage with issues close to home. This media landscape also reminds us how essential it is that we are each well-equipped to participate in a thoughtful exchange of ideas.

This is why media literacy — the ability to access, analyze, evaluate, create and act using media — is at the root of everything KQED does with students and educators. We want to help students contribute effectively and responsibly in public conversation and be ready for civic life. All of this advances our north star to elevate diverse youth voices.

One wonderful thing about media literacy is that it's always relevant, no matter the new technology, tools or political landscape. Once you learn these skills you can continue to apply them everywhere. This is what we are in the process of doing with Generative AI technology and tools — determining how we can best support the education community to apply media literacy skills to the arrival of this new tech both in evaluating media and in creating it. And we'll employ the same approach with the arrival of the next thing, and the next thing, and the next thing. If you're interested in partnering with us or following along with our work to integrate guidance about GenAI into our media literacy framework, let us know.

Finally, we always talk about how we want to elevate diverse youth voices. How do we do that?



Photo: Lynette Atkisson

And how do we know it's happening? One way we do this is by prioritizing partnerships with districts and schools where more than 50% of students identify as Black, Latinx, Pacific Islander or Native American, and/or more than 50% of students qualify for free- or reduced-price meals, and partnerships with organizations who share this priority. We also target our marketing efforts to reach these populations.

Our efforts are paying off. More than 80% of the schools and districts we have directly partnered with this year serve greater than 50% students in these racial/ethnic subgroups and 65% of them serve greater than 50% of students qualifying for free- or reduced-price meals — exceeding our goals. Our resources are available to all online, and among the schools and districts who have elected to use them, we have met our goal. This is great news and shows that our approach is yielding fruit.

As always, thank you for your partnership. Onward to another year of learning and growth!

Michelle Parker
Executive Director, Education

“Media literacy is the ability to access, analyze, evaluate, create, and act using all forms of communication.”

— NATIONAL ASSOCIATION FOR MEDIA LITERACY EDUCATION

Media Literacy in Practice: Election 2024

SUPPORTING YOUTH

Presidential election years bring opportunities for civic learning, and media literacy is a key part of civic engagement — teaching students to navigate the information landscape, analyze media messages, and express opinions as participants in a democracy. For this year’s election themed “Call for Change” Youth Media Challenge project, we partnered with PBS LearningMedia and the National Writing Project. This standards-aligned activity centers youth civic voice by asking teens to choose a local, state or national issue that matters to them and share their views in a video or audio commentary or editorial cartoon. Across the country, students have already shared hundreds of Call for Change pieces on issues like climate change, homelessness, high inflation, and access to mental healthcare. Their ideas are elevated to a national audience through the [Youth Media Showcase](#) and even shared by KQED and other public media stations across the country.

SUPPORTING EDUCATORS

We have worked throughout the last school year to prepare educators to meet the moment of Election 2024 with high-quality professional development, including in-person training and online workshops and courses. Designed in partnership with classroom educators and teacher-trusted organizations like PBS, Facing History and Ourselves and the National Writing Project, KQED’s professional development is grounded in an interactive, learn-by-doing model where educators build their own media literacy skills and then weave them authentically into their curriculum—no matter the grade levels or subject area. We have served 6,952 teachers this year, impacting hundreds of thousands of students. In post-workshop and course surveys, teachers tell us they have gained confidence and expertise in vital election year skills like countering misinformation through source evaluation and media analysis and learned the importance of elevating youth civic voice through media making. One successful interactive workshop we held this year alongside Facing History was “Youth Voice As Civic Action,” where educators learned ways to help students harness the power of civic action and audio storytelling to share their own stories and viewpoints. Educators also use KQED’s *Above the Noise* videos to model civil discourse about tough issues like [voting and democracy](#).

**“This PD had everything!
Good mix of hands-on
activities, new technology
and how to incorporate it
into lesson plans.”**

— HIGH SCHOOL SOCIAL
STUDIES TEACHER

Deepening Our Partnerships with Youth



BEHIND THE SCENES WITH THE YOUTH ADVISORY BOARD

Our executive director had a chance to interview some of KQED's [Youth Advisory Board](#) (YAB) members about their experience, including Sajaira, Ryan, Nico, and Binnie. You can watch part of those conversations [here](#) and read a few of the highlights below. Responses may be edited for clarity and brevity.



NICO, YOUTH ADVISORY BOARD



SAJAIRA, YOUTH ADVISORY BOARD

MICHELLE: Why did you join KQED's Youth Advisory Board?

SAJAIRA: During COVID I was having a feeling of a loss of control. We were all stuck inside at home. And for me the news was really a way out and I sort of developed this bond with the news. I used it to understand the world and things that were happening around me that just made no sense. And I wanted to sort of continue that when I started high school so I joined YAB. I wanted to meet other people with similar interests to me and found similar ways to use the news and who also loved it.

BINNIE: I was especially interested in Arts & Culture and the different stories past YAB members have done. They were able to tell those perspectives that might not have been heard otherwise, and I just thought it looked like so much fun and an opportunity to do what I love to do.

MICHELLE: You all got to work on different projects during Youth Takeover. What was that like for you? Do you feel your voice was heard?

RYAN: It was an incredibly empowering experience because as a teenager to be thrust into this environment where you're put on the same level as these career journalist people who have so much experience creating great content — it just makes you feel super excited about what can be done. [The first show I did for Forum](#) was on the Woman, Life, Freedom movement in Iran, which I care deeply about as an Iranian American who's concerned about the political situation there. So being able to take something that mattered a great deal to me and then bring that into the forefront with what I was doing for YAB, that was incredibly exciting. And to be mentored at every step of the way by incredibly brilliant people just made it even greater.

BINNIE: I worked with my mentor on an [Arts &](#)



BINNIE, YOUTH ADVISORY BOARD



RYAN, YOUTH ADVISORY BOARD

Photos: Cheyenne Bearfoot

[Culture article](#) about Loco Bloco, which is a local organization that my brother has been a part of, and they teach drums and dance and stilts walking. The work they do is so cool. I got to highlight one girl in particular named Jediah who has been part of the program since she was six years old and she helps out with the little kids. She has to drive an hour twice a week to get there. Just highlighting what she does and all the hard work that she puts into it was really important.

NICO: I worked on an [episode of Forum](#) about the use of school resource officers with someone from my school who was also on the YAB (Khadeejah Khan). This is an issue that was really important to us locally and we know it's such a big issue in our community with a lot of young people of color or young people who have had run-ins with the law feeling unsafe with school resource officers. But also on the other hand, school resource officers help keep campuses safe from violent incidents. So it's a really big issue in the community because there's no straightway forward, right? There's so

many different factors at play. And what we really wanted to do with this episode was to create a conversation where everyone could have their voice heard. And you know, our mentors really made that happen. They helped us create an amazing show where I feel like everyone got their voice heard.

MICHELLE: What happened after this show aired?

NICO: We have a really supportive chemistry teacher at school who stopped class when the show was airing. He pulled out his radio and played our episode for the entire class to hear live. We sparked conversation on our campus, and all throughout the community. We reposted on Facebook groups and in email chains and I think you know, we did exactly what we set out to do. We were able to spark a conversation about an issue and topic that's really important to us. And I mean, that's the beauty of public radio and local media, which KQED bridges together perfectly.

MICHELLE: Is your experience on the YAB having any impact or is it informing what you do in the future?

SAJIRA: One of the things that the YAB did for all of us was we got career exposure. We got a lot of career journalists coming to us and talking to us and telling us about how they had gotten their experience, what their education level was, and what they got to do and about the day-to-day. That was really incredible because it totally blew my mind about all the different opportunities for work there is in journalism. And even if we don't actually go into the field, the wisdom that they imparted onto us that we could take into our own respective careers was incredible.

RYAN: I think for me this experience has cemented the importance of service in life and understanding that service can take so many forms. And one of them has been an excellent role with public media and just knowing that regardless of what I do for the rest of my life, I can make that a part of it.

MICHELLE: Thank you so much for taking the time to share your experiences with us!

"I was impressed by how the students' embraced the project and actively participated in a Q&A with our *Political Breakdown* guest after the show. Our guest (Erin Heys, Policy Director and Senior Researcher for the Berkeley Institute for Young Americans) said to me 'This was the most meaningful interview I've ever done.'"

— SCOTT SHAFER, *POLITICAL BREAKDOWN* HOST AND YOUTH TAKEOVER MENTOR



Photo: Emiliano Villa

KQED YOUTH TAKEOVER

WORKING WITH YOUTH BENEFITS ADULTS, TOO

Season 7 of KQED [Youth Takeover](#) exceeded expectations with 5 KQED content teams mentoring Youth Advisory Board members in creating pieces to air on broadcast and digital. Each of our mentors agreed that incorporating youth perspectives into their work gave them important and surprising insight into this generation's values and generated impacts that affected both the adults and students involved, and ultimately their audiences. This validates our program design that makes possible and encourages intergenerational connections. Each mentor project is different and is built to support the adults and students who are part of it, with regular meetings to work together.

An Org-Wide Effort

- **90 Youth Takeover pieces published this year**
- **9 KQED staff mentors for Youth Takeover**
- **55 KQED staff participated in career panels for students' Youth Takeover field trips**



NEW SHOW: MADE BY AND FOR YOUTH

In June 2024, KQED launched its first YouTube series co-produced with youth for a youth audience. *The Field Trip Game: A Ridiculous Adventure Game with Mediocre Prizes* takes teenage contestants to locations around San Francisco and the Bay Area to encourage other young audience members to get out and explore their world. Whether learning about a no-kill animal shelter, a roller rink inside an old church, or an arcade full of hundred-year-old animatronics, the series takes a fun and irreverent look at places that make the Bay Area unique. Along the way there are spinning wheels, behind-the-scenes tours, games-within-games, scavenger hunts, quizzes and, of course, mediocre prizes!

Intergenerational collaboration and youth agency were foundational ideas in the creation of this series. They were made real through every aspect of how we worked with our youth team. We recruited nine Creative Collaborators (CCs) between the ages of 16 and 21 who worked with a team of KQED producers. Under the guidance of KQED's team, the CCs rapidly leveled up their technical and creative skills through the fall with production beginning in January. The CCs also co-created the direction and feel of the show. From producer, to writer, to director, to host, to camera and sound, the CCs also played most of the key roles during pre-production and on-location shoots. All 8 episodes of the pilot season—and 25 original shorts—are available now on [YouTube!](#)



Photo:
Cheyenne Bearfoot

“I think that the best moments are just production days and being able to watch a labor of love come together into something fun.”

– YOUTH CREATIVE COLLABORATOR

YOUTH MEDIA CHALLENGE: A SUCCESSFUL MODEL THAT CONTINUES TO EVOLVE

Since 2012, KQED has sought to empower youth voice through media making and civic engagement. Beginning with projects like Letters to the Next President and Engineering For Good, we have worked with teachers to constantly improve our classroom curriculum and evolve to meet changing needs and opportunities, resulting in the first iteration of the Youth Media Challenge site. This school year we redesigned the [Youth Media Challenge](#) and Showcase to make the curriculum both more powerful and more flexible. We've simplified to three project types: First Person (personal narrative), Show What You Know (informational), and Call for Change (commentary). Within each project type, there are options for making audio, video, or graphical media. The new Youth Media Challenge allows teachers to seamlessly integrate media-making into all subjects, and it provides a diversity of topics and media types for students to choose from. Students get to showcase their creativity, critical thinking and deep understanding of topics and issues they care about, from describing their scientific knowledge in a video about volcanoes to telling a personal story about their family and community. Over 2,000 submissions this school year from across the nation underscore the importance of providing students a platform to extend their voice beyond classroom walls. Explore some of our [staff favorites](#) from the Showcase: [Bugs Could Save the Human Race!](#) by Elizabeth L., [Barger Than Life](#) by Vivian N., and [Birds of S.L.](#) by Marvin G.

Youth Media Challenge by the Numbers

- **2,149 student submissions in the 2023-2024 school year**
- **32 total states represented across all years**
- **210 total schools participated**

SCHOOL SPOTLIGHT: BERKELEY HIGH PODCAST PROJECTS

In 2021 when school was still remote, the Berkeley High School history department transformed their end-of-year sophomore world history report into an engaging audio project. When BHS re-opened, history podcasts remained—and grew! Librarian Meredith Irby participated in KQED's Media Literacy Educator Academy pre-pandemic and has worked with KQED Education staff ever since to set the history department up for success. Over the years, the project extended beyond 10th grade and the quality and quantity of student podcasts have skyrocketed. Submissions that began as lengthy recitations are now sound-rich podcasts that bring history to life with [archival audio clips](#), [immersive soundscape](#) and [primary source reenactment](#). Publishing to KQED's Youth Media Showcase has become standard. In 2021, just one podcast was published. In 2024, students published 142 podcasts. Browse the whole BHS history podcast collection [here](#).

PARTNER SPOTLIGHT: AFTERSCHOOL MEDIA MAKING WITH THE BOYS & GIRLS CLUB

What would it look like for teens in an afterschool program to create and share authentic youth media for both their peers and a national audience? To answer that, KQED partnered with the San Leandro chapter of the Boys & Girls Club this year to run youth media workshops using the Youth Media Challenge curriculum. Their Teen Tech Center provides a creative, safe, and free out-of-school learning environment where young people from underserved communities work with adult mentors to explore their own ideas, develop new skills, and build confidence in themselves through the use of technology. Our workshops focused on audio storytelling and photo essays and resulted in two groups of middle and high school-age teens choosing topics they care about and creating [funny](#), [inspiring](#), and [critical](#) media pieces — many of which were published on the [Youth Media Showcase](#). Through this partnership, we are building a model for media making for an authentic audience in afterschool and out-of-school programs.

Deepening Our Partnerships with Educators

LEARN AND EARN: A NEW WAY TO SUPPORT MEDIA LITERACY INSTRUCTION

There is a growing need for media literacy instruction for K-12 students, and recent laws like California's AB 873 are now requiring it. KQED is making it easier for teachers to not only develop their media literacy skills but also get rewarded for it. KQED recently partnered with the University of San Diego and Teachers College of San Joaquin to make graduate units available to educators who complete media literacy courses on KQED Teach, our free online learning platform. These [graduate units](#) help connect the dots between the good intentions of new legislation and practical application in teaching by connecting to the incentive system of graduate units. Early responses from educators have been enthusiastic.



Photo: Cheyenne Bearfoot

“Graduate units increase teachers' earning potential. They make the difference when teachers are selecting their professional learning. Media literacy is still not yet a core component of teacher education preparation. KQED's resources are up-to-date, high quality, and easy to integrate into one's teaching practice. I highly recommend them to all fellow educators who are looking to enhance their media literacy skills.”

— MIA, K-8 LIBRARIAN IN OAKLAND UNIFIED

TEACHERS TEACHING TEACHERS

Our online learning platform [KQED Teach](#) is designed to get teachers actively involved in their own learning, whether that's creating an instructional video, analyzing media messages, or putting together a plan for a student media project. This year, we re-imagined two of our core courses and launched them as the new course series "Implementing and Assessing Student Media Projects" with 3 media tracks to choose from: Audio, Video or Graphics. These courses help teachers move more seamlessly from creating their own media examples to instructing students in making a media project. Each course spotlights outstanding educators who have taken what they've learned on KQED Teach and made exceptional media with students. Each course breaks down real-life projects from classrooms or libraries, from pre-K to high school, so that teachers can learn how others have tackled the challenges of student media projects and become more confident in fostering media literacy instruction.

"Photo essays are something I never considered as a way for first graders to show off their knowledge on a topic. I always thought of them more like scrapbooks, but after becoming involved with my own, and seeing the powerful examples in this course, I have changed my mind. I look forward to teaching the artistic elements of creating graphics and photography projects while still nurturing the blooming creativity of my students."

— SHANNON, TEACHER, CLARK COUNTY, NV AFTER TAKING THE IMPLEMENTING AND ASSESSING STUDENT GRAPHICS PROJECTS COURSE

NEW: KQED ADMINISTRATIVE ADVISORY BOARD

This school year KQED launched its first Administrative Advisory Board (AAB). It was a diverse group of 15 educational leaders from across the Bay Area who work on behalf of or directly with secondary-level educators. The AAB met together at KQED four times during the year. We aspired to nurture collaborative relationships, exchange knowledge between KQED and school district leaders, and work toward a more media-literate community. Participants had high expectations of KQED when joining the inaugural board and their expectations were exceeded. When the year ended they shared their appreciation for the time given to explore and get "hands-on" with a sampling of

KQED professional development, and noted that ideas fellow board members shared influenced their work back at their districts. They were also enthusiastic about growing comradery among board members.

Thank you!

PROGRAMMATIC PARTNERS

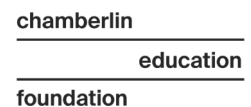
KQED expresses deep gratitude to our programmatic partners who play a pivotal role in broadening the reach of our professional development, classroom curriculum and youth media, ensuring their impact reaches a wide array of communities across the nation. Thank you especially to 826 Valencia, AME Institute, Bay Area Writing Project, Beyond100K, Boys and Girls Club of San Leandro, California Academy of Sciences, California Department of Education, California School Library Association, Common Sense Education, PBS, Facing History and Ourselves California, Learning for Justice, National Association for Media Literacy Education (NAMLE), National Writing Project, News Literacy Project, Oakland Goes Outdoors (a project of Oakland Unified School District), PBS NewsHour Student Reporting Labs, Bay Area school districts and Bay Area County Offices of Education, Idaho PBS, Iowa PBS, NEPM, KPCC/LAist, Montana PBS, NEPM, PBS SoCal, PBS Wisconsin, SCETV, Vegas PBS, WEDU, WSKG as well as our technology partners, Soundtrap and WeVideo.

We welcome partnerships with education agencies, organizations with educator networks, content producers and educational technology makers to increase communities' access to our free resources. To learn more, contact Almetria Vaba, director of Partnerships and Distribution, at avaba@kqed.org.

PHILANTHROPIC PARTNERS

Our visionary philanthropic partners make generous investments in our free, high-quality programming aimed at elevating the voices of diverse young people and supporting educators in cultivating youth to be critically-minded and active civic participants. To support our award-winning media literacy and youth voice programming, please contact Danielle Horcabas, education grants manager, at dhorcabas@kqed.org.

We extend our deep gratitude to the members of KQED and:



**Susan and Thomas Harrington
Sato Foundation**

OUR TEAM

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Teresa Cho

UX/UI Developer

Tyler Luu

Creative Collaborator

2023-24 Youth Advisory Board

Anaya, E., Marin County, CA

Binnie K., San Francisco County, CA

Carlos E., San Mateo County, CA

Hannah M., Solano County, CA

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Maceo M., Sonoma County, CA

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Nadege M., Alameda County, CA

Nico F., Santa Clara County, CA

Olivia M., Alameda County, CA

Ryan H., Santa Clara County, CA

Sajaira M.K., Alameda County, CA

Vanessa B., Sonoma County, CA

Zoya S., San Francisco County, CA

2023-24 KQED Media Literacy Innovators

Jim Bentley, Elk Grove, CA

Merek Chang, City of Industry, CA

Giavanni Coleman, Hayward, CA

Rachel Collay, Mesa, AZ

Saul Duarte, Los Angeles, CA

Ricardo Elizalde, San Francisco, CA

Alisia Engelhard, South Pasadena, CA

Lisa Ernst, San Francisco, CA

Mia Gittlen, Oakland, CA

David Greenbaum, San Francisco, CA

Bob Kelly, O'Neals, CA

Ken Kusactay, Oakland, CA

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Samantha McMillan, Ashland, OR

Aspen Mock, Sydman, PA

Judith Okolie, Hayward, CA

Belinda Shillingburg, Antioch, TN

2023-24 Administrator Advisory Board

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