Digital N I E

A Guide to Using E-editions With NIE Programs

Newspaper Association of America

N Foundation

Digital NIE

A Guide to Using E-editions With NIE Programs

The Newspaper Association of America Foundation strives to develop engaged and literate citizens in our diverse society through investment in and support of programs designed to enhance student achievement through newspaper readership and appreciation of the First Amendment. The Foundation's programs and products emphasize the use of newspapers and other media by young people. Foundation support is concentrated in three primary focus areas: Newspaper In Education, youth content and student newspapers.

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Director

Marina Hendricks
Editor

Sandy Andrade
Coordinator

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section 1:
Introduction

Newspapers across the country have strong ties to a hard-to-reach market: primary, middle-school and high-school students. NAA Foundation research has shown that active Newspaper In Education programs reach more than 40 percent of all school-age children in the United States. Local newspapers have worked closely with schools to develop quality educational materials that are aligned with local, state and national standards. Further NAA Foundation research has revealed that students using the newspaper score significantly better on tests than students who do not use it.

Over time, the partnership between newspapers and schools has become a practical way for teachers to supplement dated textbooks, to engage students in learning and to add a sense of reality to the classroom. Teachers, students and parents have embraced this partnership. In addition, local businesses, newspaper subscribers and individuals have been willing to share the cost of providing this valuable program through sponsorships. Business leaders are impressed that the NIE program has a ready contact with a generation of teens that annually spends in excess of $176 billion on goods and services.*

Newspapers today face a rapidly changing audience. One part of that audience, the NIE audience of young people, is changing even more rapidly than some of the older constituencies. A great deal of research has been done on young readers, and it is clear that they see the newspaper as a valuable, reliable and comprehensive source of information. However, the newspaper is not delivered in ways and at times that are attractive to them. **Electronic editions (e-editions)** of the newspaper are powerful tools for engaging these young, multitasking individuals in our products. The transition from a traditional NIE program to a **digital NIE** program, while it poses some challenges, is a natural extension of the current partnership between newspapers and schools.

The young person shown at left is the reader we are seeking. He is connected at all times and in all places. It is vital for newspapers to reach him (and his generation) with quality information at the time and place and in the format of his choosing. It is critical to brand the newspaper, however it is delivered, as a reliable and available source of up-to-date information. **Digital NIE** programs are one way to introduce this young generation to the realities of the future newspaper.

"Targeting Teens 2007," NAA Business Research & Development Department

Research done by the NAA Foundation in 2004 called "Growing Lifelong Readers" showed that 62 percent of all 18- to 34-year-olds who remembered using the newspaper in school are current newspaper readers. Those surveyed also said they were making their first media usage decisions at age 13.

"Lifelong Readers: The Role of Teen Content," the NAA Foundation's 2006 research study, found that youth content in newspapers is another factor in driving future readership. Of the young adults ages 18-24 who read both the local newspaper and the teen section as teens, nearly eight in 10 (78 percent) said they read the weekday newspaper in the last week. Half (50 percent) said they read it yesterday.

For these reasons and more, it is imperative for newspapers to invest in programs that will brand their products with students at the earliest possible opportunity.

Electronic editions of newspapers, and their inclusion in quality NIE programs, offer many benefits in a branding strategy. Electronic editions can engage the "wired" generation in many ways that print editions cannot.

Many teens and young adults report that they look to the newspaper because it "gives us something to talk about with our friends." They actively seek news, but they do not tend to be consistent readers. E-editions, with the fast and easy access they offer to youth sections and other content of specific interest to young people, are the perfect resource for them.

E-editions are environmentally friendly – a major plus with this "green" generation of young readers. Also, parents and teachers like e-editions because they provide a safe way for students to explore the world around them.

For newspapers, electronic delivery of NIE may result in significant cost savings. Digital NIE does involve an investment; however, the savings are likely to be greater.

Suggestions in this white paper can be accomplished at newspapers that currently have e-editions, or at newspapers that are looking to start e-editions. In all cases, support of top management is vital in the financial and policy decisions associated with e-editions.

"It is imperative for newspapers to invest in programs that will brand their products with students at the earliest possible opportunity."

» NOTE

When discussing electronic editions, digital NIE or any other Web-based delivery of news, it is critical to understand the terminology and to use it correctly and consistently. Unless terminology is used precisely, it becomes very confusing. A list of terms and definitions appears in the next section. Throughout this white paper, words from the definition section are highlighted in blue.

If you are reading this white paper in an electronic format, any **Web** address or term that appears underlined and in red is a **hyperlink** to a **Web site** or document. Click on **hyperlinks** to access them.

This white paper is designed to act as a guideline for newspapers seeking to grow the youth audience and readership by providing information through a cost-effective technological format that appeals to this generation. Today's students may have access to at least several Internet-ready devices, increasing the likelihood that they will obtain news and information electronically rather than through traditional print means – although research has indicated that they do read the print product, just not on a regular basis.

Electronic search engines have helped train a generation that "searches" for information rather than "scans" through newspaper pages to acquire knowledge of unfamiliar topics. Exact-replica electronic newspapers provide both "searchable" and "scannable" ways of accessing information, thus promoting a deeper one-on-one relationship between news content providers and readers.

E-edition proponents recognize the potential of this relationship and have invested accordingly in research and development. Development is occurring at a rapid rate. Costs, which once required a capital investment, have dropped significantly over the past few years, while print edition production and newsprint costs continue to increase year after year.

The intensified interest in low-cost electronic media, combined with the growing production and distribution expenditures associated with print editions, make the **e-edition** a viable alternative for increasing newspaper readership among the youth audience while reducing overall costs.

This white paper is not intended to be prescriptive, but rather a guide to the questions and decisions a newspaper must consider to enter the realm of **digital NIE**. We encourage readers to use the portions that apply to their newspapers, and then to adapt or disregard the rest.

The move to a **digital NIE** program requires a commitment from the entire newspaper. It is not to be undertaken lightly. We suggest the establishment of a task force at your newspaper to examine the decision to offer **digital NIE**.

Examples of what various newspapers are doing appear throughout this white paper. One very valuable link is the Denver Newspaper Agency's "Virtual Edition," *www.PostNewsEducation.com/virtual*. It features many models of materials that can be used with a **digital NIE** program.

> "*Today's students may have access to at least several Internet-ready devices, increasing the likelihood that they will obtain news and information electronically rather than through traditional print means.*"

The NAA Foundation is grateful to the people who provided significant insights and assistance in the creation of this white paper.

Thank You.

section 2:
Definitions

Before beginning a discussion of **digital NIE**, it is necessary to agree on the use of certain terms. Throughout this white paper, words highlighted in blue can be found in this section.

Audit Bureau of Circulations (ABC): Information about **ABC** is available at its **Web site**, *www.accessABC.com*. The organization is defined as follows in "About ABC" on the **Web site**: "With more than 4,000 members in North America, **ABC** is a forum of the world's leading magazine and newspaper publishers, advertisers and advertising agencies. The organization provides credible, verified information essential to the media buying and selling process. **ABC** maintains the world's foremost electronic database of audited-circulation information and an array of verified readership, subscriber demographics and online activity data." Although not all newspapers are **ABC**-audited, for consistency **ABC** definitions are used throughout this white paper.

Blog: Short for "**Web**log," a **blog** is a **Web site** where entries are written in chronological order and displayed in reverse chronological order. **Blogs** provide commentary or news on a particular subject such as food, politics or local happenings; some **blogs** function as more personal online diaries. A typical blog combines text, images and links to other **blogs**, **Web sites** and media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many **blogs**.

Chat room: A place on the Internet where individuals can type messages to each other – or chat – in real time.

Digital NIE: The delivery of a NIE program by electronic means. This may include an **e-edition** of the newspaper; downloadable teacher guides; interactive teacher training; access to extended services such as archives and digital libraries of other organizations; and more. Some newspapers are calling this "virtual NIE."

Electronic edition or e-edition: For the purposes of this white paper, an **electronic edition** of the newspaper is an edition delivered by electronic means that meets the **ABC** definition of a separate edition. This is a complete newspaper, replica or non-replica. These editions go by a number of names: digital newspapers, virtual newspapers, cyber newspapers, etc.

Hybrid delivery: The process in which more than one delivery method is used for one subscription. For example, teachers may want some electronic and some print copies of the newspaper on a given day or days. With any hybrid delivery system, it is best to check with ABC to determine if the delivery is in compliance with the rules. In no case can total delivery – print and electronic – exceed the number of students in the class. The same does not hold true for home delivery. Home delivery rules allow both the print and the e-edition to be counted as paid as long as the newspaper collects 100 percent of the basic price of the longest-term subscription, plus at least 25 percent of the basic price for the additional subscription. (See *Electronic Editions Guidebook*, ABC, 2007, page 7.)

Hyperlink or link: A reference or navigation element in a document to another section of the same document, another document or a specified section of another document. The hyperlink automatically brings the referred information to the user when the navigation element is selected (clicked). As such, it is similar to a citation in literature, but with the distinction of automatic, instant access. Combined with a data network and suitable access protocol, a computer can be instructed to fetch the resource referenced.

JPEG or JPG: An acronym for Joint Photographic Experts Group. This is an image that can be sent electronically or posted on a Web site. A JPG of each newspaper page would qualify as an exact replica edition of your newspaper. (Also see PDF.)

LCD projector: A device that connects to a computer and projects to a screen the images that appear on the computer's monitor. When the monitor changes, the new image transfers immediately to the projection screen. In other words, the audience is able to watch what the computer operator is doing.

Non-replica edition: "This electronic edition is required to maintain the same basic identity as the core newspaper, but the editorial content may differ. Also, non-replica versions do not need to carry ROP advertising or any advertising at all." It should be noted that ABC requires prior approval of all non-replica editions. (*Electronic Editions Guidebook*, ABC, 2007, page 1)

Password: A unique set of letters and/or numbers that identifies a given user and allows that person access to specific content on the Web.

PDF: An acronym for Portable Document Format. This is basically an image that can be sent electronically or posted on a Web site. The process was developed by Adobe and requires the Adobe Reader program to open the image. Adobe Reader is a free download at *http://www.adobe.com/products/acrobat/ readstep2.html.* To create PDF files, Adobe Acrobat must be purchased. A PDF of each newspaper page qualifies as an exact replica edition. (Also see JPEG.)

Podcast: A digital media file (or a series of such files) distributed over the Internet using syndication feeds for playback on portable media players and personal computers. A podcast is a specific type of webcast which, like "radio," can mean either the content itself or the method by which it is syndicated; the latter is also known as podcasting. The host or author of a podcast is often called a podcaster.

Qualifying price: ABC sets specific minimum price requirements for any edition to be counted as paid circulation. See *http://www.accessabc.com/ pdfs/nie.pdf* to download the *Guide to Newspaper Educational Programs*.

SMARTBoard©: A high-tech twist on the chalkboard and whiteboard, this connects to both a computer and a digital projector to display images. The SMARTBoard© is an interactive device, functioning as both a mouse and a keyboard.

Replica edition: "This electronic edition is an exact replica in both editorial and run-of-press (ROP) advertising as the print edition reported under the 'core' newspaper label. Many replica electronic editions are simply PDFs of the actual newspaper." (*Electronic Editions Guidebook*, ABC, 2007, page 1)

ROP: Run of press; refers to the main press run of the newspaper. Items known as ROP appear in every newspaper but can change by zone.

Rule C 2.4: This ABC rule establishes a definition of a separate edition of the newspaper. All e-editions discussed in this white paper need to meet the criteria for separate edition status.

URL: Also known as an Internet address, it stands for Uniform Resource Locator. The URL tells where specific items (Web sites, articles, etc.) can be found.

Username: An identifier of an individual who uses specific content on the Web. The name may be chosen by the user or assigned by the content provider.

Web: Shorthand term for the World Wide Web. It is a global system of interlinked documents, images, sounds and other files across the Internet.

Web site: A newspaper Web site is a page or series of pages posted on the Internet that may contain stories from today's newspaper in addition to other materials, such as home delivery forms, games, puzzles, local information, etc. It is not a replica of the newspaper. Web sites can be closed (requiring a password for access) or open (free to the general public). Web sites can also be a combination of closed and open.

Webinar: A type of Web conference, although the direction of the presentation more often than not is primarily one way from the presenter to the audience (similar to a webcast, which is transmission of information in one direction only, as in watching a concert). However, a webinar can be designed to be interactive between the presenter and audience. A webinar is "live" in the sense that information is conveyed according to an agenda, with a starting and ending time. In most cases, the presenter may speak over a standard telephone line, pointing out information being presented onscreen, with participants responding over their own telephones.

section 3:
Benefits and Challenges of Digital NIE

There has been significant discussion about the benefits of a **digital NIE** program for local newspapers, but there are significant challenges as well. In addition, it is essential to look at the benefits and challenges for teachers and students before launching a **digital NIE** program.

» BENEFITS FOR NEWSPAPERS

- **Brand Loyalty:** The need to attract and retain young newspaper readers has never been greater. It makes good business sense to consider the long-term benefits of cultivating brand loyalty with children and teens along with the prospects of boosting paid circulation in the here and now. A **digital NIE** program has the ability to extend brand loyalty by delivering **electronic editions** of the newspaper to schools and students. All digital materials sent to schools should be clearly related to the core newspaper.

- **Paid Circulation:** **Digital NIE** programs offer circulation benefits. Under **ABC** rules, if your newspaper is **ABC**-audited, **electronic editions** can be counted as paid circulation. All **electronic editions** that are counted as **ABC**-qualified, paid circulation are reported on a single line of the Publisher's Statement. Refer to Section 4, *ABC Issues*, for more specific information about **ABC** rules for **digital NIE**.

  Many schools ask for print deliveries once or twice a week. With **digital NIE**, it is possible to increase the number of delivery days. A five- or six-day delivery pattern provides teachers with the ability to let students follow a story or theme, which may not be possible with single-day deliveries. These additional delivery days can be counted as paid circulation, provided all other requirements are met. However, if the requirements are not met, newspapers may want to consider the readership and loyalty benefits associated with allowing daily access of the **e-edition**. In that case, newspapers permit unlimited access, but count only the **ABC**-qualifying copies.

- **Cost Savings:** **Digital NIE** programs may offer economic benefits. When calculating a cost-benefit ratio between digital and traditional NIE, it is wise to consider all of the costs for each program. A simple spreadsheet to help you make these calculations is found in the Appendix, and on the NAA Foundation **Web site** at *http://www.naa.org/foundation/ eeditioncalculationV2.xls*. Clearly, significant savings in paper, ink and delivery costs are possible, but other expenses are involved as well.

- **Ease of Delivery:** Delivery of **e-editions** to schools eliminates a significant number of scheduling and route difficulties. Depending on the delivery system used for print copies, savings in this area could be considerable in terms of both expense and scheduling issues. Many paper-copy NIE deliveries occur on an intermittent schedule such as one day a week, with weeks omitted for vacations, holidays and test schedules. These delivery patterns can cause confusion for delivery personnel. Most newspapers also pay something to the person who delivers NIE bundles. With **digital NIE**, that cost can be eliminated.

  An additional delivery dilemma for print NIE programs is schools not located on normal circulation routes. **Digital NIE** copies can be delivered to any school in any location without extra delivery issues. Some newspapers require schools in outlying areas and those not on a regular delivery route to use the **electronic edition** only.

- **Expanded Content:** **Digital NIE** offers newspapers greatly increased options for providing content, including audio and video components. Much of this depends on the software or vendor providing the **electronic edition**. See Section 10, *Other Opportunities – Extending Digital NIE,* for suggestions.

  Currently, **ABC** allows advertisers to "opt out" of including their supplements in print NIE copies. This also holds true for **digital NIE** copies, as the opt-out option can be extended to advertisers who promote goods or services that may not be appropriate for students. The ability to tailor advertising for NIE can eliminate some of the barriers that NIE programs face with print editions. See Section 4, *ABC Issues*, for more detailed information.

- **Sponsorship Benefits:** **ABC** places significant restrictions on the type of "thank-you" ads that can be offered to sponsors. The rules do, however, allow the listing of the sponsor's **URL**. With an **electronic edition**, thank-you pages can convert the **URL** into a **hyperlink** so that a single click will take the reader directly to the sponsor's **Web site**. Most sponsors will consider that a significant increase in their visibility. Caution: This practice needs to be cleared with **ABC** prior to implementation.

- **Teacher Contact:** One benefit of **digital NIE** that is similar to traditional NIE is the possibility of a daily e-mail message to teachers outlining content in the current edition of the newspaper or offering suggested lesson plans. This daily reminder increases the likelihood that the **electronic edition** will be opened and used. A daily reminder for a **digital NIE** program, however, should contain a **hyperlink** taking the teacher directly to the **e-edition**.

"Digital NIE offers newspapers greatly increased options for providing content, including audio and video components."

» BARRIERS FOR NEWSPAPERS

- **Startup Costs:** Startup and ongoing costs come with any **electronic edition**. If a newspaper has decided to provide **electronic editions** to general subscribers, these costs may be borne by the full newspaper rather than just the NIE program. In other sections of this white paper, we note that the decision to create an **e-edition** may well be one for the entire newspaper, rather than just the NIE program. However, it is possible for the NIE program to take the lead in the development of **e-editions**. Section 5, *First Steps*, describes how to get started, including the selection of a vendor for software or **e-edition** services. Vendor costs can be significant.

- **Legal Issues:** Any contracts the newspaper has with syndicates or other providers of copyrighted content should be reviewed with the company attorney. Some contract language with syndicates or freelance content providers is very specific about the electronic posting of such materials. Each contract should be examined to determine if there are any prohibitions. In some cases, contract language will have to be rewritten or specific written waivers will be required. This legal review should be conducted at the executive level along with the company's attorney before copyrighted material is posted.

- **Development Time:** Another significant barrier for newspapers developing a **digital NIE** program is time. Someone at the newspaper needs to review the various methods of creating an **e-edition**, select a vendor(s), monitor progress and make decisions. That may be the NIE professional, another person at the newspaper, someone at the corporate level or a committee/task force created for that purpose. No matter who is charged with this responsibility, a considerable time investment is required. Launching an **e-edition** and/or **digital NIE** program is not an overnight project. Depending on the software or service provider used, the time needed to launch a **digital NIE** program can be as little as 30 days or as much as a year.

  A second time-related issue concerns teacher training. Introducing a **digital NIE** program cannot be accomplished simply through fliers, house ads or e-mail. Teachers who want to use an **e-edition** with students need to know how to do so. Section 6, *Launching Digital NIE*, contains a number of suggestions on resources, but it is crucial for the NIE professional to meet with groups of teachers for hands-on training. In addition to the time required to do this, the NIE professional must have access to computer labs where teachers can be introduced to the **e-edition**. Expenses may be involved with computer training; however, local schools and colleges may allow the use of their labs for this purpose.

> *"The decision to create an e-edition may well be one for the entire newspaper, rather than just the NIE program."*

- **Circulation Caps:** Some newspapers have a self-imposed cap on the percentage of daily paid circulation that is NIE or other third-party paid. If your newspaper has one, you need to determine if the delivery of e-editions will count as part of the cap, or if it will be allowed outside of it.

  If e-edition copies exceed 3,000 in number and 5 percent of total paid circulation volume through combination NIE, subscriber and single-edition purchases, ABC requires the newspaper to complete a supplemental data report.

- **Security:** Issues of security come with the production of an electronic edition or the delivery of an already created e-edition through a digital NIE program. All e-editions require a username and a password. For digital NIE programs only, one username and one password can be assigned to a teacher for multiple licenses within the classroom. But when and where can that password be used? Check with the software or service provider to determine what limitations can be placed on password use. Some vendors are able to tailor passwords for specific days or even specific times of day.

  With traditional NIE programs, students are often encouraged to take newspapers home at the end of the day. In some cases, it may be the first time a newspaper has appeared in the house. But an e-edition may pose a dilemma. If a family can access the e-edition at home five or more days a week, there may be no need for an additional subscription. In fact, some newspaper professionals are concerned that current subscriptions may be cancelled because the family can access the student's edition at no cost.

- **Total Newspaper Support:** Although it is not a specific barrier, the digital NIE program needs buy-in from many departments. If those responsible for the core product have determined they want to create an electronic edition, then there may not be a problem. However, for NIE programs taking the lead in developing an e-edition, it is essential to involve other departments in the process.

- **School Policy:** Barriers to digital NIE may exist with local school districts. Availability of hardware, computers or other devices capable of downloading e-editions varies widely from district to district. The local NIE professional must have a clear understanding of the capabilities of local schools prior to initiating an e-edition. See Section 5, *First Steps*, for examples of technology surveys that can be sent to schools.

"Availability of hardware, computers or other devices capable of downloading e-editions varies widely from district to district."

It is also vital to have a clear understanding of local school district policies relating to Internet use by students. Some districts restrict access to any Internet material, while others limit the downloads that may be made. Whatever the case, the NIE professional must work with local school officials and/or their technology departments to ensure that newspaper content can be accessed by teachers and students. Use of hyperlinks that take teachers and students to material outside of the e-edition also must be clarified.

- **Sponsorship Costs:** As mentioned previously, e-editions offer the ability to deliver more copies of the newspaper more frequently than may have been possible under a print delivery system. While this has a positive impact on paid circulation numbers, it also has significant implications for sponsorships. Many NIE professionals already feel overwhelmed by the need to cover the costs of their programs.

» BENEFITS FOR TEACHERS/STUDENTS

- **Student Familiarity:** Using an e-edition is easy. The e-edition closely resembles the printed newspaper, but the navigation process, depending on the software or service provider being used, can resemble that of many Web sites. Students are apt to be familiar with most of the standard navigation tools.

- **Ecologically Friendly:** With delivery of e-editions, there are no stacks of newspapers that may accumulate at schools and need to be recycled. The current generation of students is environmentally savvy. Repeated research has indicated that today's young citizens are acutely aware of environmental issues and strongly support "green" programs. As a result, the positive effect of digital NIE on the environment can be a significant selling point.

- **Ease of delivery:** Neither geography nor inclement weather nor production difficulties nor transportation issues can get in the way of delivering e-editions. Once the edition is posted, all approved users have access. It is even possible for students to access the e-edition when school is closed for bad weather!

- **Safety:** School districts, teachers and parents are concerned about Internet safety. Newspapers and their Web sites are seen as child-safe zones by many. The e-edition provides access to the Internet through a safe site.

> "With delivery of e-editions, there are no stacks of newspapers that may accumulate at schools and need to be recycled."

- **State Standards:** The **e-edition** of the newspaper can help teachers and students meet state and national educational standards. Nearly every set of state standards includes learning about technology. Educational programs employing a newspaper **e-edition** can be structured to meet the requirements of various school districts, just as print NIE programs have been. Like print NIE programs, **digital NIE** programs should focus on using newspaper content to assist teachers in meeting the educational objectives of their classrooms. Significant research in student learning has shown that computer use can increase time on task for many students. This additional motivation can be a positive factor in promoting **digital NIE** programs to schools.

  Local NIE programs need to stress that the **e-edition**, like the print edition, is a way to introduce students to authentic nonfiction text as required by nearly all state and national standards. It is important for the local NIE professional to be versed in state and national standards, and to be able to show teachers how the **e-edition** can be used effectively to meet those requirements.

- **Addition of audio and video:** This white paper already has mentioned the possibility that **e-editions** and their introductory **Web** pages can be used to expand what is available through the **digital NIE** program. Some software or service providers can add audio and video components to the **e-edition** that increase their effectiveness with students. Moving pictures and audio enhancements are not just additional frills.

- **Americans With Disabilities Act:** The Americans With Disabilities Act requires that reasonable accommodations be made for individuals who need them. The ability to hear an article being read may help meet those requirements for visually impaired students. The ability of a computer program to zoom in on any specific content also may be helpful for the visually impaired.

  Some physical impairments may make use of the print newspaper difficult, whereas the **e-edition** is easy to navigate with mouse clicks or other navigational tools. It would be wise for the NIE professional to meet with the school district's director of special needs to determine how the **e-edition** can be used most effectively by the largest number of students.

- **Tailored Content:** As mentioned previously, the **e-edition** can be adapted to accommodate the "opt out" wishes of advertisers who promote goods or services that may not be appropriate for students. Likewise, **e-editions** can be tailored for news content, which is helpful in cases when sensitive stories may not be age-appropriate for students. The ability to tailor content shows teachers and parents that this is a safe site. However, NIE

"It is important for the local NIE professional to be versed in state and national standards."

professionals should take care to safeguard the freedom of the press and not use the ability to tailor content for censorship purposes. *Note: If eliminating news content, check with ABC first as there are compliance issues to consider.*

- **E-edition and Print:** The **e-edition** can be effectively employed to support use of the print edition. A teacher using a **SMARTBoard**© or **LCD projector** can show students exactly where items are and can lead them through activities using the print product. In classrooms with limited Internet access, this combination of electronic and print editions can have significant educational value. Teacher training also can take place through a **webinar** or other distance-learning technique.

» BARRIERS FOR TEACHERS/STUDENTS

Two major obstacles exist for teachers and students who want to use **digital NIE** programs. The first is access to technology, especially hardware, and the second is training.

- **Lack of Hardware:** Even a cursory survey of local schools is apt to expose significant differences in the access they have to technology. School budgets are most typically based on property taxes, and the variation of property values in a given geographic area can be significant. The ability of a school district to implement significant technology upgrades is frequently restricted. Depending on the level of local autonomy, even schools within a single district may have highly uneven access to technology.

Not only are hardware and software expensive to install, they are costly to maintain and to upgrade as technology changes. News coverage and personal observations of NIE professionals have yielded many examples of antiquated computers, disabled Internet access and other issues in schools that would make the use of an **e-edition** impossible.

The digital divide is significant in this country, but it is often a generational divide rather than a divide along socioeconomic lines. Recent research has indicated that as many as 98 percent of today's teens have access to the Internet at some point during a typical week. Students have become **Web**-savvy and are highly familiar with navigating the Internet.

- **Teacher Training:** The same is not true of teachers. The teacher corps in this country is aging as fewer young adults enter the profession. That will shift some as the baby-boom generation retires. But the reality is that there are many teachers currently in the educational system who are not as familiar with the Internet and its uses as their students are.

"In classrooms with limited Internet access, this combination of electronic and print editions can have significant educational value."

Therefore, it is imperative to make the process simple. For instance, e-mailing a daily hyperlink to teachers rather than requiring them to "hunt" for the e-edition each day will increase usage.

While some teachers may be reluctant to adopt digital NIE because they do not understand the technology, there is also reluctance on the part of some educators to venture into a realm where they clearly have less knowledge than their students.

Teachers today are making large gains in using the Internet. The key issue for NIE professionals to keep in mind is the need for specific, hands-on teacher training. Surveys asking if teachers want to switch from the print newspaper to the electronic edition will almost universally bring a negative response. Teachers are busy professionals who face incredible pressure to meet state and national standards, and such a move requires them to move from the known to the unknown. That is never a comfortable process, but when a teacher's performance is being judged by student test scores, it is a move he or she may not be willing to make.

For many NIE professionals, convincing teachers that the traditional NIE program can be beneficial in meeting those standards took time. The same is likely to hold true for a digital NIE program.

The NIE professional needs to show teachers exactly how the electronic edition can be used successfully with students. This may happen in large group workshops where teachers can practice using the e-edition, or it may be accomplished by providing teachers with a limited password so they can explore on their own. Section 6, *Launching Digital NIE,* offers a number of suggestions for introducing teachers to the e-edition.

- **School Policies:** School district policies regarding Internet usage have already been mentioned. These can be considerable barriers for teachers and students. As a result, NIE professionals must understand what the policies are in their local schools.

» SUMMARY

A digital NIE program offers significant benefits for both the newspaper and the educational community. The development of such a program, however, is not without obstacles. Before launching any digital NIE program, the newspaper must identify and address each barrier. Failure to do so can doom an otherwise well-developed program.

"The NIE professional needs to show teachers exactly how the electronic edition can be used successfully with students."

section 4:
ABC Issues

Publishers may be coming to the realization that growing future readers is more important than counting current net paid circulation for **e-editions**.

However, guidelines from the **Audit Bureau of Circulations** can help any newspaper – even those not audited by **ABC** – to develop a credible **e-edition** that is as attractive to consumers, advertisers and others as the traditional print product. If your newspaper is audited by another organization, be sure to obtain and follow its guidelines for **e-editions** and **digital NIE** programs.

It is the responsibility of the NIE professional or the newspaper's **ABC** liaison to monitor and appropriately apply any changes in **ABC** rules. Rules discussed here were accurate at the time this white paper was written but are subject to change by **ABC**.

» HELPFUL TOOLS

Any **ABC**-audited newspaper that is considering a **digital NIE** program should have two **ABC** publications: *Guide to Newspaper Educational Programs* (*http://www.accessabc.com/pdfs/nie.pdf*) and *Electronic Editions Guidebook* (*http://www.accessabc.com/pdfs/ electroniceditions.pdf*). After reviewing the guidelines, it is wise to submit an outline of the proposed program to **ABC** for approval **before** launching it. It is much easier to make changes before a program begins than to make corrections after the launch. Most **ABC**-audited newspapers have a staff member responsible for compliance with **ABC** regulations, but this person may not be completely familiar with NIE rules.

The *Guide to Newspaper Educational Programs* contains instructions for operating a NIE program that is in compliance with **ABC** rules. The rules for fund-raising, thank-you ads, pricing of the newspaper and newspaper content are the same for a **digital NIE** program as they are for a print NIE program.

Regulations outlined in the *Electronic Editions Guidebook* cover **all** newspaper **e-editions**, not just NIE. The guidebook outlines the requirements for content, price, delivery and other issues.

» THE FUNDAMENTALS

Basic **ABC** requirements for **e-editions** to qualify as paid circulation include:

- Each **e-edition** (a license) must meet the same standard requirements as print editions, including price, sponsorship, etc.

- Teachers must place an order for the number of "licenses" they wish to receive for the students in their classrooms and the dates they wish the copies to be delivered.

- If the copies are sponsored, the teacher must sign an affidavit attesting to the number of licenses ordered for each date (or range of dates); that the copies were used in the classroom as part of the curriculum; and the number of students in the class.

- The newspaper will issue **usernames** and **passwords** to the teacher to gain access to the **e-edition**. (The same **username** and **password** set may be used for multiple licenses in the same classroom.)

- **E-edition** circulation is reported as its own line item on the **ABC** Publisher's Statement as "**electronic editions**." All circulation generated and fulfilled by using **e-editions** should be classified under this category, regardless if the **e-editions** were home delivery, NIE, employee, etc. A new **ABC** rules states: "A Supplemental Data Report must be filed with the Publisher's Statement if the circulation for all **electronic editions** exceeds 5 percent of total average paid circulation AND is greater than 3,000 copies."

» DELIVERY MIX

Some teachers may want a mix of printed copies and **e-editions** of the newspaper delivered to their classrooms. While **ABC** does not directly address this in the *Electronic Editions Guidebook*, it would appear to be legitimate to count each as paid as long as the total number of paid copies claimed does not exceed the number of copies that would normally be delivered to classrooms.

It is noted in the guidebook that a newspaper may offer free access to the **e-edition** to any subscriber as long as only one copy is counted as paid. A classroom receiving printed copies could be given access to **e-editions** at no cost, but those copies would not count as paid circulation. (This may be one way to introduce teachers to **e-editions** while maintaining the current NIE program.)

ABC has very specific rules about sponsorship. Funds donated to the NIE program must be freely given with nothing expected in return. The NIE program may, however, run a "thank-you" ad that lists the business, its address and a **URL**. It has been generally held, although not expressly stated, that thank-you ads on **Web sites** must be held to the same limitation. With both **Web sites** and **e-editions**, there is an opportunity for the **URL** to be a **hyperlink**. Check with **ABC** prior to instituting that practice.

"It is noted in the guidebook that a newspaper may offer free access to the e-edition to any subscriber as long as only one copy is counted as paid."

As mentioned previously, **ABC** provides the opportunity for insert advertisers to "opt out" of print copies delivered to schools. With **e-editions**, the ability of advertisers to opt out may be broadened. That would make it possible for the newspaper to suggest that advertisers with products or services that may not be suitable for students consider opting out of **e-editions**. They may likely have to opt out of all **e-editions**, not just school copies, but they may be willing to do that.

In general, there are very few differences between **ABC** rules for print editions and **e-editions**.

» REGISTERED COLLEGE STUDENT COPIES

ABC has this to say about delivering electronic newspapers as part of the Registered College Student Copies program:

In the environment of **electronic editions**, each registered college student would be provided with a **username** and a **password** to access the **electronic edition**. The number of students who have a **username** and a **password** would represent the gross draw. However, the issuance of a **username** and a **password** doesn't mean the student actually "picked up" the newspaper that day. As with print editions, **ABC** only allows copies actually picked up to be claimed as paid circulation.

In the electronic world, the only way to know how many copies were actually "picked up" by students is based on how many students **logged on and accessed** the newspaper. Therefore, for audit purposes, you would need to maintain documentation to support the following:

- Quantity of registered college students at that specific school

- Names of all students (or other unique identifier such as student ID number) with access to the **electronic edition**

- That recipients are all currently registered students at that school

- Some method to identify each unique user

- System-generated reports detailing which students actually accessed the newspaper for each issue (minus any duplication from multiple logins by the same user)

- That the copies were paid for at a **qualifying price** by either the school or eligible sponsor (in the United States, 25 percent of the basic price; in Canada, 1 cent per copy).

» NOTE

The area of **electronic editions**, both for NIE and for individual consumers, is an emerging one in **ABC** regulation. It is imperative for NIE professionals to monitor changes or clarifications of **ABC** rules.

"In the electronic world, the only way to know how many copies were actually 'picked up' by students is based on how many students logged on and accessed the newspaper."

section 5:
First Steps

Now that you have determined how your **digital NIE** program will successfully meet all **ABC** guidelines, it is time to look at creating an **e-edition**. If your newspaper already produces an **e-edition**, your task is much simpler.

Those in the former category have many decisions and steps to consider. First, and perhaps most critical, is the decision on who will lead the effort to develop an **e-edition**. At some newspapers, the decision to create an **e-edition** comes from management and involves all departments. In other cases, the NIE program is the driving force behind this process. Whatever the case, the support of top management is vital. It also is very helpful to have a teacher advisory group to help navigate the specific needs of local schools.

The development of an **e-edition** need not be a long task. Once the support of top management and the authority to make spending and policy decisions were granted, some newspapers developed **e-editions** in 30 to 90 days. Those starting without predetermined decision-making authority can take a year or more.

» TASK FORCE AND SURVEYS

The first step for newspapers that have decided to launch an **e-edition** for home delivery has usually been the creation of a task force or committee composed of representatives from several departments, including management, the newsroom, information technology, circulation and NIE. Others may be involved as well. The task force is charged with developing a business plan for the **e-edition**, including how it will be marketed.

If NIE is the driving force behind the **e-edition**, it is advisable to have a task force or committee with much the same representation. The difference is in the business plan, as promotion of an NIE **e-edition** is primarily to schools.

In either case, once an **e-edition** is developed, its use can be expanded into either the home market or the NIE market.

When developing the **e-edition** primarily for a **digital NIE** program, most newspapers have found it helpful to create a short survey to gauge the possible response from teachers. It is recommended that the survey be kept short. Offering some incentive to teachers to respond also may help. The next few pages contain samples of surveys that some newspapers have used for this purpose.

Survey results may shape how a **digital NIE** program could be promoted once an **e-edition** is launched. For example, the survey may show that most classrooms have access to a computer but the number of computers per classroom is limited, as is access to the Internet. This information allows for the creation of more realistic goals for a **digital NIE** program.

Sample, The Courier-Journal, Louisville

» ELECTRONIC EDITION TEACHER SURVEY

1. Do you have computers in your classroom?   Yes _____ No _____

2. If so, how many? _____

3. If no, how often do your students have access to a computer at school?

    _____

4. How many computers are in the school's computer lab? _____

5. How many newspapers do you currently receive for your class? _____

6. How would you feel about printing articles from an **electronic edition** that are relevant to your class?_____

7. Would you be interested in participating in a workshop on how to use the **e-edition** of the newspaper in your classroom?   Yes _____ No _____

8. Would you like to receive e-mail updates and notifications on articles that are relevant to your subject area, along with lesson plans and curriculum materials? Yes _____ No_____

9. Would you like to receive **links** to resources on different topics related to your subject area or curriculum?   Yes _____ No_____

10. The **e-edition** would also provide archived editions that students could use when researching events from the past. How useful would this be to you and your students? _____

11. What advantages do you see with an **e-edition**?_____

12. What disadvantages? _____

13. Would you be willing to meet with other teachers after school hours or on a Saturday to discuss and brainstorm ideas regarding the new **e-edition**? Yes _____ No_____
    Additional comments, questions and/or suggestions: _____

    _____

    _____

Please provide the following information and fax or mail the completed survey.

Name _____

School_____

School address_____

School e-mail _____

Home e-mail _____

Thank you for taking the time to complete this survey. We value your input and comments.

Survey results, Detroit Newspaper Agency (provided for example only)

» DETROIT NEWSPAPERS IN EDUCATION ELECTRONIC REPLICA EDITION TEACHER SURVEY

390 RESPONDENTS

1. Do you have computers in your classroom? **YES 95.8% NO 4.2%**
   If yes, how many?

1-3	4-10	11-20	20+
69.6%	19.3%	3.1%	8%

   How many of these computers have Internet access?

1-3	4-10	11-20	20+	ALL
57.3%	3.4%	0.6%	0.6%	38.1%

2. If no, how often do your students have access to a computer at school?

0	1	2	3	4	5
8.9%	27.8%	10.7%	5.3%	2.4%	44.5%

3. Do you regularly work with your students in a setting in which they all have computers? **YES 45.8% NO 54.2%**

4. How many computer labs exist within your school?

1-3	4-10	11-20	20+
89.4%	9.0%	0.3%	1.4%

   How many computers are in each lab?

1-3	4-10	11-20	20+
0%	2.4%	15.8%	81.8%

   How many of these computers have Internet access?

1-3	4-10	11-20	20+	ALL
0%	0.6%	1.8%	1.2%	93.6%

5. How many newspapers do you currently receive for your class?
   27.54 ON AVERAGE

6. What is your current number of delivery days each week? (please circle)

0	1	2	3	4	5	6	7
10.6%	46.7%	14.1%	8.2%	1.6%	17.4%	0.8%	0.5%

7. Would you be interested in subscribing to **e-editions** INSTEAD of print edition newspapers? **YES 18.1% NO 47.2% UNSURE 34.6%**

8. Would you be willing to subscribe to some **e-editions**, along WITH your print edition newspapers? **YES 41.6% NO 24.2% UNSURE 34.2%**

section 5 » First Steps

9. Would you be willing to subscribe to **e-editions** Monday-Friday?
   YES 18.3%   NO 45.3%   UNSURE 36.4%

   If no or unsure, would you be more willing to subscribe on a selected day(s)?
   YES 40.3%   NO 24.8%   UNSURE 34.9%

10. Would you be more willing to subscribe to **e-editions** if you and your students were able to receive e-mail updates and notifications about content that is relevant to your subject area?   **YES 51.7%   NO 28.5%   UNSURE 19.8 %**

11. Would you be more willing to subscribe to **e-editions** if you were able to access lesson plans and/or curricula not available to print edition subscribers?
    YES 58.7%   NO 24.6%   UNSURE 16.7%

12. Would you be more willing to subscribe to **e-editions** if you could still receive print copies of special background student sections, such as our annual Hispanic Heritage and Black History Month sections, or even the Yak's Corner section in the Tuesday Free Press?   **YES 56.7%   NO 27.6 %   UNSURE 15.7%**

13. The **e-edition** would also provide archived editions for seven days that students could utilize when researching current events. How useful would this be to your students?
    VERY USEFUL 36.1%   SOMEWHAT USEFUL 45.6%   NOT VERY USEFUL 18.3 %

14. Would you be more willing to subscribe to **e-editions** if guaranteed 100% sponsorship was only available with **e-edition** subscriptions?
    YES 52.5%   NO 23.2 %   UNSURE 24.2%

15. Would you be interested in participating in a workshop about how to utilize the **e-edition** of the newspaper in your classroom?   **YES 46.3 %   NO 27.0%   UNSURE 26.7%**

16. What advantages do you anticipate with an **e-edition**? _____

17. What disadvantages? _____

18. Would you be willing to meet with other teachers after school hours or on a Saturday to discuss and brainstorm ideas regarding the new **e-edition**?
    YES 19.9%   NO 44.7%   UNSURE 35.4%

    Additional comments, questions and/or suggestions are appreciated.

    _____

    _____

    Name _____Grade Level(s) _____ Subject Area(s) _____

    School _____District_____

    School address _____City _____ State ____ ZIP _____

    School e-mail _____ Home e-mail _____

    Thank you for taking the time to complete this survey. We value your input and comments.

» OTHER CONSIDERATIONS

No matter who is responsible for the decisions on creating the **e-edition**, there are some givens that must be taken into account. The committee making recommendations needs to have the authority to make financial decisions or have a plan in place for obtaining approval of expenditures for the program.

A considerable amount of discussion about pricing for **e-editions** has occurred. Newspapers wanting to count these copies as paid circulation must meet the basic requirements of **ABC** for either home-delivered copies or NIE. Some newspapers have explored the possibility of delivering the **e-edition** at no charge. That seems to work if the **e-edition** is in addition to a paid paper copy.

» VENDORS

It also is necessary to select a vendor to provide software and/or **e-edition** services. The vendor list featured here is provided for informational purposes only. Information listed here and in the Appendix was supplied by vendors. The NAA Foundation does not endorse or support any specific product or service. If you know of other vendors, ask them to contact the NAA Foundation to be posted on the vendor section of our **Web site**.

LizardTech: *www.lizardtech.com*

MerlinOne: *www.merlinone.com*
   Contact: Paul Holusha
   E-mail: *pholusha@merlinone.com*
   Phone: 857.939.9166

NewspaperDirect: *www.newspaperdirect.com*

NewsStand Inc.: *www.newsstand.com*
   Contact: Blake Pollard
   E-mail: *bpollard@newsstand.com*
   Phone: 512.334.5127

Olive Software: *www.olivesoftware.com*
   Contact: Sasha Frey
   E-mail: *sashaf@olivesoftware.com*
   Phone:720.747.1220

Tecnavia: *www.newsmemory.com*
   Contact: Diane Amato
   E-mail: *damato@tecnavia.com*
   Phone: 866.311.2538

Basic questions to ask vendors may include:

Cost: Is it a one-time cost, ongoing or a combination?

Contracts: What are the contractual obligations – month-to-month, yearly or other?

Software: Is the vendor offering software for the creation of an **e-edition** locally, or does the vendor create the **e-edition** from files supplied daily by the newspaper? Where will the **e-edition** actually be housed?

Staff: What must be provided to the vendor on a daily basis? What are the newspaper's staffing requirements for that?

Security: Does the vendor create **usernames** and **passwords**, or is that something the newspaper must do? What limitations can the vendor put on **password** use – day of week, time of day or other?

Links: What opportunities are there for adding additional **hyperlinks** to the opening page, such as archives, other sites, etc.?

Technology: How involved is the newspaper's information technology department going to be?

Plan: In detail, what must happen to make the **e-edition** a reality?

Samples: Can the vendor provide samples of the **e-editions** it has produced for other newspapers?

Subscribers: Can the **e-edition** be linked to current subscriber bases, home-delivered and/or NIE?

» CREATION

Once a vendor has been selected, it is time to begin creating the **e-edition**. It is recommended that specific staff members be given responsibility for a number of steps, including preparation of the daily **PDFs** or other upload methods; development of **passwords**; monitoring response; etc.

If the **e-edition** is going to **link** to other resources, such as an archive, check existing contracts to determine if there are any restrictions.

Most newspapers conduct a test of the **e-edition** for as much as a month prior to going live.

The finance department needs to be involved for processing payment of individual copies. In the case of a **digital NIE** program, arrangements must be made to bill the school or to deduct appropriate amounts from sponsorship accounts.

"Most newspapers conduct a test of the e-edition for as much as a month prior to going live."

section 6:
Launching Digital NIE

Your newspaper has taken the necessary first steps to develop an **e-edition**. Those steps have included garnering company-wide backing for the program and the development of an **e-edition** using appropriate software or vendor support. Now, you have the ability to deliver an **e-edition**. You are ready to work on launching your **digital NIE** program.

This section is based on six assumptions. Review these with other departments and determine if each is appropriate for your newspaper.

Assumption 1: The **digital NIE** program should do no harm to any circulation program or ongoing development project. The **digital NIE** program must not result in a reduction of the number of paid subscriptions or single-copy sales.

Assumption 2: At the newspaper, the NIE professionals are the experts on the **digital NIE** program. It is vital for NIE professionals to have a deep and complete understanding of the **e-edition** and how it is used. This requires training in all aspects of the **e-edition**. The NIE staff must be available via phone, e-mail and/or in person to answer teachers' questions and lead them to an understanding of the entire **digital NIE** program. Developing a frequently asked questions (FAQ) document for the **Web site** may be helpful. It should be updated each time a new question arises from teachers.

Assumption 3: The technology infrastructure at schools in your newspaper's circulation area may vary widely. The NIE staff should have a clear understanding of the technology limitations within schools in order to make the **digital NIE** program successful.

Assumption 4: Teachers are not familiar with **e-editions**. They require training in using the **e-edition** and support in the form of **e-edition**-specific curricula, informational seminars, on-site visits, e-newsletters, the FAQ document, and more.

Assumption 5: Traditional marketing and promotion plans may not be appropriate for **digital NIE**. (See more in Section 7, *Promoting E-edition Use*.) Any promotion that asks if a teacher would like to have the newspaper delivered electronically without offering hands-on experience with the **e-edition** is likely to fail.

Assumption 6: Digital NIE is not right for everyone. A goal of 100 percent electronic delivery for the NIE program is not realistic. Technology limitations are only part of the reason. Educational psychology shows that some students, but not all, are visual learners and will adapt well to e-editions. For others, the tactile experience of holding a newspaper is vital. There are also some activities that lend themselves to e-editions, while others do not.

» DECISIONS, DECISIONS

Using these assumptions as a base, the NIE staff must make some decisions about the program before it is launched.

One decision is what to call the program. E-edition is a term understood by the newspaper industry, but may not be recognized by teachers, students or the public. Some newspapers refer to their products as "virtual newspapers." Others have termed them "digitized newspapers" or "online newspapers." The NIE department needs to decide if the digital NIE program should be given a separate name or if it should be branded with the print NIE program. Whatever the case, the digital NIE program and its terminology should reinforce the core product brand. For example, it is better to say, "We will deliver the Digital Anytown Times to your classroom" than to say, "We will deliver a digital edition to your classroom."

The newspaper must decide if the e-edition will be launched with home-delivered subscribers first, or if the digital NIE program will be used to introduce the e-edition. Either way works, but it makes sense to do one first to work out any problems before launching the other.

There needs to be agreement among several departments about numbers. Does the newspaper want to apply a self-imposed cap on the number of digital NIE editions that will be delivered?

Because there is no paper to be recycled or to pile up in the back of a classroom, the number of e-editions delivered could be significantly higher. Again, these decisions should be made prior to the launch of the program.

The newspaper may set minimum requirements for teachers who want e-editions. For example, the newspaper could require one license for each student in a classroom for each day of the week. (If your newspapers are sponsored, that has some major funding implications.) Significant educational value comes with getting the newspaper every day, especially when following a specific story or theme.

"Digital NIE is not right for everyone. A goal of 100 percent electronic delivery for the NIE program is not realistic."

In nearly every case, the number of e-editions delivered will be higher than the number of print editions delivered, depending on how the newspaper sets minimum orders. At minimum, the newspaper should require a license for each student in the class even if the print deliveries have been less than full classroom sets.

» MEASUREMENT

Before the digital NIE program is launched, the newspaper should determine the goals of the program and how results will be measured. A measurement plan should always be part of the planning for any program, and digital NIE is no different. It is beneficial for the measurement tools to include more than simple circulation numbers. Surveys can measure teacher satisfaction and teachers can report on educational progress by students.

The experience of newspapers with digital NIE programs indicates that timing of the launch is also important. Introducing teachers to the e-edition during late spring and early summer leads to more teachers signing up for the fall semester. A launch after the school year has begun, while not impossible, means converting teachers from print to electronic deliveries. The transition can be slower.

The ABC affidavit has a new requirement that provides an additional measurement opportunity. In addition to verifying the number of licenses purchased and the days delivered, the affidavit now asks for the total number of students the teacher meets each day. For the first time, this gives the NIE program readership numbers in addition to simple circulation numbers. In the past, NIE has not measured "pass-along" numbers. The newspaper industry is moving toward measuring readership instead of simple circulation numbers. Digital NIE can be very helpful in achieving this goal.

A decision must be made on when digital NIE can be used. If students are given the password for the e-edition, should they be limited to using it only at school? Some software or service providers can place limits on the times that a password is valid to access an e-edition. There certainly are start and end dates, but the newspaper should determine if it has the ability to limit password use to day of week and/or hours.

"Introducing teachers to the e-edition during late spring and early summer leads to more teachers signing up for the fall semester."

Clearly, there is a benefit to "taking the newspaper home." With traditional NIE programs, a newspaper brought home from school may be the only reading material in the house. Limiting access decreases that benefit of the NIE program. On the other hand, one of our basic assumptions is that the digital NIE program will not have a negative impact on current circulation.

This dilemma needs serious discussion prior to the launch of the **digital NIE** program. Some newspapers have developed specific agreement forms for teachers to sign regarding use of the **e-edition**. The one at left is used by the Denver Newspaper Agency.

Strong arguments have been made to let teachers sign on from home so they can review the newspaper before they get to school. Most **e-editions** are posted very early and this gives teachers the opportunity to plan their lessons for the day.

» THE LAUNCH

The newspaper also must decide how it wants to launch the **digital NIE** program. While there are good reasons for a limited test of the program with selected teachers or schools, there also are good reasons to attempt a broader launch.

One practical launch technique is a major summer workshop where teachers can be introduced to the concept of **digital NIE** and given a chance to practice in a computer lab. These teachers can be given **passwords** so they can become familiar with the **e-edition** prior to the start of school. Workshops throughout the year can also accomplish this objective.

Another technique is to give every teacher who receives the print edition a **password** for an **e-edition**. **ABC** rules allow this as long as only one edition is counted as paid circulation. In this scenario, the teacher becomes familiar with the **e-edition** and can even use it in class. After a test period, the teacher could then be asked to pick one delivery method or the other. The teacher also can be given the option of receiving some print and some **electronic editions**, as long as the total number does not exceed the number of students in the class.

Clearly, any launch technique must include showing teachers how to use the **e-edition**. The NIE staff should spend as much time as possible in the field demonstrating this. A quality laptop with Internet access is a strong sales tool for the **digital NIE** program. Investment in an **LCD projector** is money well spent, making it possible to introduce the concept to a number of teachers all at once. After-school demonstrations are one method that works, but check availability of Internet access before planning such a presentation.

"One practical launch technique is a major summer workshop where teachers can be introduced to the concept of digital NIE."

Place a "tour of the **e-edition**" PowerPoint-type presentation on the NIE **Web site**. For an example, check out the Denver Newspaper Agency's presentation at *www.PostNewsEducation.com/virtual*. Teachers who see this type of introduction like to use it with their students as well. Time invested in a training tool such as this serves a dual purpose when it can educate both teachers and students.

No matter how the newspaper decides to launch the **digital NIE** program, it is vital for teachers to have an opportunity to experience the **e-edition**. Printed fliers (samples follow in Section 7, *Promoting E-edition Use*) are good, but teachers need the opportunity to work with an **e-edition** before they are likely to want it in their classrooms.

It is a good idea to exhibit the **e-edition** at teacher conferences. This is an efficient, quick way to show the **e-edition** to many teachers all in one place.

As with the print edition, it is very important for teachers to have something to do with the **e-edition**. This means providing curricula specific to the **e-edition**. Some current NIE curricula can be adapted for this purpose. Lesson plans specifically designed for **e-edition** use also are available from some NIE vendors.

Several newspapers have found it beneficial to send regular e-mails to teachers in either the print or the **digital NIE** program with suggestions on activities, or to alert them to content in the current newspaper. The daily e-mail to **digital NIE** subscribers can contain a direct **link** to the **e-edition**. Because there is no bundle of newspapers sitting in the classroom, it is easier for teachers to "forget" to open the **e-edition**. A daily e-mail about content or lessons keeps the **e-edition** prominent in teachers' minds.

The NIE staff may want to establish an e-newsletter or even an e-bulletin board or **chat room** where teachers can exchange ideas about using the **e-edition**.

The key thing to remember in the launch of a **digital NIE** program is that it is an educational process. The newspaper must educate the teacher about the **e-edition**.

"No matter how the newspaper decides to launch the digital NIE program, it is vital for teachers to have an opportunity to experience the e-edition."

section 7:
Promoting E-edition Use

As part of launching the **digital NIE** program and as an ongoing effort, a strong campaign must be in place to promote **digital NIE**. Because this is a new experience for many teachers, the promotional campaign should be focused on a number of areas. It is important for all promotional materials to help brand the **electronic edition** as part of the newspaper family.

In planning the promotional campaign, identify the target audience and the message to be delivered.

» TARGET AUDIENCE

Traditionally, the NIE target audience has been teachers, principals and administrators. Those still are important audiences for **digital NIE**, but you may want to broaden your efforts to include technology coordinators in the school system. Some promotion also may be targeted at parents, who will want to know what their children are doing online. Advisory committee members or other early adopters of the **digital NIE** program can be very helpful in promoting the program to others.

» MESSAGE

Newspaper In Education programs help students learn better and produce improved results on state and national tests. That message from traditional NIE has not changed. With **digital NIE**, however, the message can expand as follows.

- **Digital NIE** is environmentally friendly.

- Students can move through pages and sections quickly and easily.

- It is possible to search for specific words or phrases.

- The newspaper can be personalized for each student.

- It is easy to access back issues to follow a story.

- Type size and format can be adjusted to fit the needs of students.

- Students enjoy the up-to-date experience of using an **electronic edition**.

» SPREADING THE WORD

Clearly, one powerful way to deliver information about an electronic edition is electronically. Gather e-mail addresses for as many teachers, principals, administrators, curriculum coordinators and technology coordinators as possible, and use those to send promotional messages about digital NIE. However, it is a mistake to rely solely on e-mail and other electronic methods to reach those who have not yet begun to use the electronic edition.

Direct mail and in-paper promotion are both effective. The message is the same; only the delivery format changes. As with all good print promotion, keep the message short and succinct. Employ a few strong points rather than a long block of text. Be colorful and show what the electronic edition looks like.

Offer teachers an opportunity to experiment with the e-edition. A six-week "free" subscription is a wise investment. The Audit Bureau of Circulations does not permit it to be counted as paid circulation, but it is vital for teachers to become familiar with the product.

If you are ready for a "soft" launch of the program in the spring, provide all current print copy users with a complimentary password to an e-edition.

One key element of any successful promotion is making the sale. Don't forget to ask for the order. Printed promotional materials should contain an order form that teachers can return, and also should provide a way for teachers to order electronically. Depending on the newspaper's circulation system, many electronic orders can be entered directly into the delivery database, eliminating the need to key in information. The e-edition software may be able to generate usernames and passwords automatically as well.

Add incentives for teachers to use the electronic edition. Giving teachers complimentary e-subscriptions at home allows them to prepare for class in advance. Access to online curriculum is also good. A "subscribers only" section of the NIE Web site enables teachers to access tools such as e-bulletin boards, special lesson plans, links to other Web resources and more.
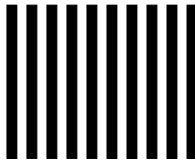
For some examples, visit the Denver Newspaper Agency's site at *www.PostNewsEducation.com/virtual*. Additional samples appear on the next few pages.

"Offer teachers an opportunity to experiment with the e-edition. A six-week 'free' subscription is a wise investment."

» **SAMPLE PROMOTIONAL FLIER FROM
THE COURIER-JOURNAL, LOUISVILLE**
(page 1)

Get today's edition of The Courier-Journal... on your computer!

Now your class can read The Courier-Journal exactly as it appears in print from any computer with Internet access. With The Courier-Journal's new e-edition, you can see all the text and pictures from our newspaper, plus you can save, print and send articles with a click of a button! Students will also be able to search through past issues of the newspaper with ease.

The electronic edition of The Courier-Journal is:

Simple
Move easily through pages and sections.

Flexible
Search using keywords to find any topic, person or event.

Convenient
Read The Courier-Journal anytime, on your schedule.

Profiles can be set for you to receive e-mails with links to articles that are of interest to you and your class and in support of the current curriculum.

View a sample e-edition from our sister newspaper, The Detroit News, at edetroitnews.com. Just click on the "quick tour" link to experience the possibilities. The Courier-Journal e-edition will be active for your fall 2006 students to enjoy at the beginning of the school year.

As part of our Newspaper in Education program, The Courier-Journal is pleased to provide this free* service to you and your new students. To sign your class up for the upcoming school year, simply complete the order form and tell us how many e-editions you want. Then start taking advantage of all the unique benefits The Courier-Journal e-edition has to offer you and your class.

*sponsored

The Courier-Journal
It's where you live.
courier-journal.com

Today's **READERS**
Tomorrow's **LEADERS**
The Courier-Journal Supports Newspaper in Education

What other teachers are saying!

"It is easy to access and loaded with relevant class materials"
Search using keywords to find any topic, person or event.

"Excellent for research purposes"
Archived issues will be available for research.

"Use of articles pertinent to all content areas"
From math to science, the e-edition has it all.

"My students love accessing the newspaper at their computer"
Technology is changing our lives every day.

"It is information at our fingertips"
E-edition is convenient and can be read on your schedule.

"Updated, current information"
E-mail updates sent throughout the day on topics set by the user.

ORDER FORM

We are proud to be able to offer The Courier-Journal to classrooms at a special educational rate of .15 cents per copy for weekday papers (.31 cents for mail delivery). Sunday papers are offered at .55 cents per copy.

Our NIE program and Kentuckiana schools benefit from the generous support of NIE corporate sponsors. If you would like to have your order paid for by a business sponsor, please indicate this below. This opportunity is based on availability of funds, but we do our best to accommodate each request.

Sponsored Classroom: _____

Teacher _____

School _____

Delivery Address _____

City _____ ST ____ ZIP ____

Mailing Address _____

City _____ ST ____ ZIP ____

Grade/Class _____

Phone _____ Fax ____

E-mail _____

Indicate how many copies you would like to receive each day. Please order at least five (5) copies of The Courier-Journal for each day you want to receive them. Your e-edition order should be at least 10% of your requested printed copies.

Print editions:
Mon.   Tues.   Wed.   Thu.   Fri.   Sun.

e-edition licenses (percentage of print copies):
☐ 50% ☐ 25% ☐ 15% ☐ 10% ☐ Other _____

Start Date _____ Stop Date _____

Stop my delivery on the following dates for school holidays:

_____

_____

Questions or Delivery Changes
Please call 502-582-4846 or email lavmoore@gannett.com

» SAMPLE ORDER FORM, THE WASHINGTON TIMES
(page 1)

Please copy for the media center and teachers.

FREE NEWSPAPER IN EDUCATION ELECTRONIC EDITION
EXACT REPLICA OF THE HOME DELIVERY EDITION
OF THE WASHINGTON TIMES –
EVERY PAGE EVERY DAY

EXCEPT THIS ONE IS...

» **CUSTOMIZABLE** to present the stories and sections you or your students are most interested in first. Create a Watch List of words that will be searched every day when you access the paper allowing you and your students to keep track of multiple topics you're studying. You also receive all ads, classifieds and daily sections.

» **SEARCHABLE AND INTERACTIVE** - find exactly what you're looking for in a flash. Search articles in that day's paper or the archives.

» **EASY TO NAVIGATE** with a click on Select a Page to View that offers quick access to any section or page of the newspaper.

» **HANDY** - access newspapers from the previous month or more with the same ease and interaction. Teachers access at home & work to build lesson plans. Students also may access at school or home for homework and research assignments.

» **HISTORIC** - Gain perspective on current issues. Students can access an archive of newspaper back copies. Look at a specific date or search for topics they are researching.

» **ADJUSTABLE** to different page views and sizes to suit your reading preferences.

NO RECYCLING, NO INKY FINGERS,
JUST A LOT OF INFORMATION,
A LOT OF FUN AND A LOT OF LEARNING.

PLUS,
WITH YOUR FREE ORDER YOU'LL RECEIVE UNLIMITED ONLINE
ACCESS TO OVER 170 CURRICULUM RESOURCES FOR ALL
GRADES AND SUBJECT AREAS.

» SAMPLE ORDER FORM, THE WASHINGTON TIMES
(page 2)

Newspaper in Education Electronic Edition Application

Partnering with *The Washington Times* **Newspaper in Education (NIE)** program includes using electronic editions of the daily newspaper in your classroom(s).

We will provide, at no cost to your school, as many electronic edition newspapers as needed as many days a week as you wish to use them, through the full school year. Curriculum is provided online for using the newspaper in the classroom, correlated to the Maryland Voluntary State Curriculum, Virginia Standards of Learning, Stanford 9 Objectives and/or national standards, in most subject areas. Partner schools receive free online access to over 170 instructional resources and will receive new resources by e-mail during the school year.

Reading, ESL, and Special Education teachers will benefit from our free literacy package including Reading First and Thoughtful Literacy guides, plus basic/newspaper literacy, media literacy, and grammar/mechanics. Useful for mainstream teachers, these materials address the needs of students with varying degrees of language facility, and the newspaper offers authention topical literature to which teachers and students can apply reading strategies.

Detailed instructions will be provided on how to access and navigate the electronic editions plus how to download curriculum resources for use with the newspaper.

School Name: _____ Principal_____ Phone_____

Address: _____ Fax _____ E-mail_____

City:_____ State:_____ Zip:_____

Contact Person_____ Phone_____ E-mail_____

Authorizing Signature_____ Date_____

Teachers full name   E-mail Address (access code)   # students to use electronic editions

_____

_____

_____

Circle the day(s) for electronic delivery:

DAILY   or   Monday   Tuesday   Wednesday   Thursday   Friday

E-mail address must be provided to be used as the access code for the electronic editions. We will occasionally provide new curriculum resources in PDF format by e-mail. E-mail addresses are only used for these purposes and never shared with others.

The Washington Times

Foundation, A 501(c)(3) Non-Profit

3600 New York Ave. NE, Washington, DC 20002 - www.washtimes.com/education
Doug Alexander, 202-636-4847, fax 202-526-8094, dalexander@washingtontimes.com

section 8:
Teacher Training for E-edition Use

In many ways, training teachers for **digital NIE** is very much like training teachers for a traditional NIE program. All teachers must understand the goals of NIE if they are to make the best use of the newspaper, either print or electronic.

A basic philosophy of all NIE training is to teach the teachers something, let them try it and then debrief to help everyone understand what was learned and to think of ways to expand on the concept. For traditional NIE, that means putting newspapers in the hands of teachers, showing them how an activity would work, letting them try it and then talking about what they did. It is not quite that simple with a **digital NIE** program. A sample **digital NIE** workshop outline, provided by the Denver Newspaper Agency, follows this section.

» SHOW AND TELL

To foster a true understanding of how an **e-edition** can be used, you need to show it to teachers and they need to experience it. This could be accomplished through the use of an **LCD projector** or **SMARTBoard**© so everyone can see exactly what is being done and how the **e-edition** is being used. However, while this type of show-and-tell allows teachers to see how the process works, it does not give them the opportunity to try it for themselves.

Some newspapers have found that partnering with a community college or a large school system with a well-equipped computer lab is helpful. When such resources are not available, it is possible to show teachers how the **e-edition** works and then provide them with **usernames** and **passwords** so they can try it for themselves at home or at school.

Another method of demonstrating the use of the **e-edition** is an online presentation. A **webinar** is effective but fairly expensive. PowerPoint or other slide-show techniques also can be used. An example of this can be found on the Denver Newspaper Agency's **Web site** at *www.PostNewsEducation.com/virtual*. It is even possible to produce a print manual that leads teachers through the **e-edition**. (See an example from The Washington Times at the end of this section.)

In addition to introducing the basic **e-edition**, display all of the other benefits of the **e-edition**. Demonstrate for teachers how they can search the archives and access other educational sites. Show them how some stories can contain video, sound and other extras. Every extra that comes with the **e-edition** is an additional plus for using it in class.

No matter what technique is used, teachers must become familiar with the **e-edition** before they will be comfortable using it in class.

» THREE APPROACHES

Like all NIE workshops, a **digital NIE** workshop takes planning. These workshops may face some additional challenges as well. In addition to finding computers, **LCD projectors** and/or **SMARTBoards©**, there can be other logistical hurdles. An old adage about teacher workshops says, "If you feed them, they will come." That still holds true for **digital NIE** workshops, but food and drinks aren't allowed in computer labs!

For the purposes of this section, let us focus on three groups and determine how their training needs are different. The first, and perhaps easiest group, is made up of teachers who have been participating in a traditional NIE program. In the second group are teachers who have never used the newspaper in class in any form. And finally, there are the students who will be using the **electronic edition**. Each group has its own challenges. The important thing is to take the teachers from where they are now and move them forward into the **digital NIE** program.

With teachers who know about NIE, it isn't necessary to spend time convincing them that the newspaper can help them teach the lessons they are already teaching. The only convincing that is necessary is selling them on the shift from the print product to the **electronic edition**.

The NIE veterans are familiar with the many ways the newspaper can be used in the classroom. They do need to be introduced to the **e-edition** using one of the methods previously described. In addition, they must be convinced that the **e-edition** is a valuable addition to their classrooms.

The **e-edition** offers many selling points. The "green" value of using an **electronic edition** is a plus for many teachers. Teachers also may be able to access the newspaper on a more regular basis – daily – using an **e-edition** rather than the once-a-week delivery of print copies they may have used in the past. The ability to e-mail reporters with questions can add an extra dimension to the many writing styles showcased in the newspaper.

Under **ABC** rules, it is possible to offer current print subscribers a "free" e-subscription. The second subscription, either for home use or for full class use, will not count as paid circulation, but it is a good way for a teacher to become familiar with the **e-edition**.

"The 'green' value of using an electronic edition is a plus for many teachers."

Teachers who have never used a newspaper in class must first be convinced of the value of using any newspaper before moving forward to the **e-edition**. *NIE Workshop Workbook*, an NAA Foundation publication, can be helpful in this regard.

Other NAA Foundation resources include: *Measuring Success*, which shows that using the newspaper raises student test scores; *Growing Lifelong Readers*, which demonstrates that students who use the newspaper in class are more apt to become lifelong newspaper readers; and *Lifelong Readers – The Role of Teen Content*, which indicates that students like to read about people and places they know in articles written by their peers. All of these items can be downloaded, at no cost, from the "Reports and Publications" section of the NAA Foundation **Web site**, *www.naafoundation.org*.

In addition, testimonials from teachers currently using NIE, print or electronic, can be very powerful in talking with educators who are new to NIE.

Once teachers are convinced NIE has a valuable place in the classroom, proceed with the steps on the previous page for veteran NIE teachers.

Finally, students need many of the same introductory tools as teachers do. A PowerPoint presentation, a **webcast**, a print manual or other tools used to introduce teachers to the **e-edition** can also be employed to introduce students to the **e-edition**.

Every school system has a core group of early adopters. If your newspaper already offers **e-editions** to general subscribers, these are the teachers who are already using them at both home and school. These teachers can be powerful advocates for a **digital NIE** program. They are the ones sitting in the teachers' lounge with laptops saying, "You should see this." They make your sales job easy.

Some of these early adopters, including school librarians and media specialists, can be invaluable in helping to develop specific lesson plans as well as conducting small-group demonstrations at their schools. If you send an e-newsletter to your teachers, ask them to write an article about using the **e-edition** in class. Offer to present sessions at teacher conferences, tailoring the presentation to fit the mission of the host organization.

For all teachers, it is important to point out that the **electronic edition** is the same as the print edition … only more.

And for the millions of teachers who now believe they have "ink in their veins," they just need to be convinced that it is NEWS they have in their veins.

> *"Teachers who have never used a newspaper in class must first be convinced of the value of using any newspaper before moving forward to the e-edition."*

» SAMPLE WORKSHOP PROMOTIONAL FLIER, DENVER NEWSPAPER AGENCY

Teaching With Colorado Historic Newspapers Workshop

TITANIC SURVIVORS REACH NEW YORK

739 SAVED   1601 DEAD

Details of the Disaster Related by Those Who Made Port—Ismay Says He Will Co-operate with Congressional Investigating Committee

Students greatly benefit from exposure to and use of primary resources in the classroom, many of which are now available online. This unique workshop will be a day of hands-on skill building. All participating educators will receive training in utilizing Colorado's Historic Newspaper Collection (CHNC), Post-News Educational Services content and Collaborative Digitization Program (CDP) educator resources for use in their classrooms.

The workshop is structured to build skills pertinent to real classroom experiences and lessons. By the end of the workshop, each educator will have gained the tools to create a lesson plan using CHNC or Post-News content, as well as be more familiar with resources available at CDP's Digital Teacher Toolbox.

Locations

Monday, June 5:   Grand Junction (Mesa State College - Tomlinson Library, 1200 College Place)

Tuesday, June 6th: Durango (Ft. Lewis College – Reed Library)

Thursday, June 29:   Steamboat Springs (Colorado Mountain College - Library- Bristol Hall)

Time: 8:00am – 4:30pm

Where to Register: www.cdpheritage.org (under "Workshops")

Details:

Certificate of Completion issued at end of training to use for Continued Education credit in your respective school district.

$25 registration deposit (returned on training day). 40 cents per mile travel stipend.

Space limited to 20 participants, so register early.

Who Should Attend: K-16 Educators, Technology Specialists, Librarians and Media Specialists

For More Information: Sarah Friedmann (sarah.friedmann@du.edu)

This event has been funded by the Colorado State Library through a Federal Library Services and Technology Act grant. Colorado's Historic Newspaper Collection is a joint endeavor of the Colorado State Library, the Colorado Historical Society, and the Collaborative Digitization Program.

CSL Colorado State Library   **dp**   **POST-NEWS EDUCATIONAL SERVICES**

» SAMPLE WORKSHOP AGENDA, DENVER NEWSPAPER AGENCY

"It's News to Me!"
Teaching With Colorado's Historic Newspaper Collection
University of Northern Colorado
Training Schedule

8-8:30 A.M.	Registration (Credit Options)
	Coffee/Tea/Juice/Pastries
8:30-9 A.M.	Welcome and Introductions
	Expectations for Today's Training
	Brief Backgrounds and Demos of Colorado's Historic Newspaper Collection and Post-News Educational Services
9-9:30 A.M.	**Session 1:** Exploration and Discovery of Colorado's Historic Newspaper Collection – A Self-Guided Tour
9:30-9:45 A.M.	Break
9:45-10:45 A.M.	**Session 2:** Exploration and Discovery of **Electronic Editions** of *The Denver Post* and *Rocky Mountain News* – A Self-Guided Tour
10:45-11:15 A.M.	**Session 3:** Lesson Requirements - Template Plus Standards in Action
11:15-NOON	**Session 4, Part 1:** "Spelling Bee: A Cultural Mirror" A Model for Teaching With Colorado's Historic Newspaper Collection
NOON-1 P.M.	Lunch on Your Own
1-1:30 P.M.	**Session 4, Part 2:** "Spelling Bee: A Cultural Mirror" A Model for Teaching With Colorado's Historic Newspaper Collection, Supplemented With Post-News Educational Services Content
1:30-2:30 P.M.	**Session 5, Part 1:** Lesson Development Work Time
2:30-2:45 P.M.	Break
2:45-3 P.M.	**Session 5, Part 2:** Group Feedback
3-3:45 P.M.	**Session 5, Part 3:** Continued Lesson Development Work Time
3:45-4:30 P.M.	**Session 6:** Checklist of Lesson Components Started/Finished
	Lesson Completion Plan
	Wrap-up
	Evaluations and Certificates

» SAMPLE TRAINING MANUAL, THE WASHINGTON TIMES
(page 1)

FREE NEWSPAPER IN EDUCATION ELECTRONIC EDITION
EXACT REPLICA OF THE HOME DELIVERY EDITION
OF THE WASHINGTON TIMES –
EVERY PAGE EVERY DAY

EXCEPT THIS ONE IS...

TRY IT
NOW AT:
newsstand.washingtontimes.com/ne
Enter password:
twtnie@yahoo.com
Do not enter a user name.
Expires 1/31/07

» SEARCHABLE AND INTERACTIVE
to find exactly what you're looking for
in a flash. Search articles in that day's
paper or the archive. Create a Watch List
of words that will be searched every day
when you access the paper allowing you
and your students to keep track of multiple
topics you're studying or researching.
Then print the article or the full-page.

» EASY TO NAVIGATE with a click on the
Select A Page To View Index that offers
quick access to any section or page of the
newspaper. You may also access all daily
special sections, ads, and classifieds.

» CUSTOMIZABLE to present the stories
and sections you and your students are
most interested in first.

» HANDY for teachers and students to
access at home and at school. Teacher's
e-mail address is the password for each
class set of electronic editions.

» ADJUSTABLE to different page views
and sizes to suit any reading preference.

NO RECYCLING, NO INKY FINGERS,
JUST A LOT OF INFORMATION,
A LOT OF FUN AND A LOT OF LEARNING.

PLUS,
WITH YOUR FREE ORDER YOU'LL RECEIVE UNLIMITED ONLINE
ACCESS TO OVER 170 CURRICULUM RESOURCES
FOR ALL GRADES AND SUBJECT AREAS.

The Washington Times
Brighter. **Bolder.**

» SAMPLE TRAINING MANUAL, THE WASHINGTON TIMES
(page 2)

Follow these simple steps to access and begin reading your Electronic Editions through the EDM service
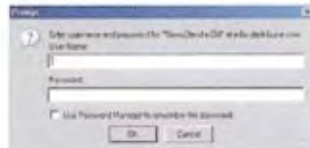
POWERED BY
NEWSSTAND
TODAY'S WAY TO READ PUBLICATIONS—DIGITALLY!

Getting Started

1 The first step is to open a web browser. In the browser address bar type in the URL provided, which will open a sign-in screen.

The Washington Times URL is:
http://newsstand.washingtontimes.com/news

2 Type your password into the password field and click the "OK" button.

Password is teacher's e-mail address. No user name is needed.

Click Image to Access Current Issue →

3 Your publication eEdition web page will open. Click on the image of the issue you wish to read.

The issue will open in Newsstand iBrowse.

Click for Back Issues ←

4 Your will need the latest version of Macromedia Flash Reader. If you are not prompted to install and you still cannot get iBrowse please click and download the following.

Click on this link http://www.macromedia.com and install the latest Flash Reader.

Teachers and Students may Access the Electronic Edition at School or Home!

» SAMPLE TRAINING MANUAL, THE WASHINGTON TIMES
(page 3)

Navigating the NewsStand iBrowse℠

Your electronic edition will open on the front page. Use the following tools to navigate through the issue.
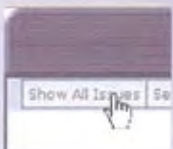
Working with the iBrowse Toolbar - The iBrowse toolbar buttons are described in the following table.

	Previous View: Click this button to display the previous view. This is especially handy when you have zoomed into something and wish to quickly return to the previous wider view.		**Search:** Enter a search term and click the binoculars to search the current issue. Search results are highlighted.
	Table of Contents: Click this button to see a multi-level drop-down list of all the sections and pages within those sections for the publication currently being viewed.		**Go to Next Page:** Click this button to turn one page forward.
	Full-Page Display Mode: Click this button to display the entire page in the viewer window.		**Go to Last Page:** Click this button to display the last page of the publication currently being viewed.
	Full-Width Display Mode: Click this button to display the full width page in the viewer window.		**Page Up:** Click this button to move up the page or, if you are viewing the top of the current page, display the bottom of the previous page.
	One- or Two-Page Display Mode: Click this button to switch between one and two page display mode.		**Page Down:** Click this button to move down the page or, if you are viewing the bottom of the current page, to display the top of the next page.
	Select Zoom Cursor Type: Click this button to switch to the Zoom In cursor. Click again to switch to Zoom out cursor.		**Print:** Click this button to print selected pages or a portion of a page. Suggestion: Print portion and full page so you have publication and date.
	Go to First Page: Click this button to display the first page of the publication currently being viewed.		**Preferences:** Adjust zoom increments and scroll distance.
	Go to Previous Page: Click this button to turn back one page.		View and purchase digital publications

» SAMPLE TRAINING MANUAL, THE WASHINGTON TIMES
(page 4)

Accessing Your Publications

If your publication's available issues are not displayed, click the "Show All Issues" tab to bring up the list of available titles.

Click on the publication cover image to view with NewsStand iBrowse.

Settings

You can manage how many issues appear in your list and how they display under the Settings menu.

To display the front cover of your available issues, select "Yes, display text and thumbnails."

If you would like to see more than the current issue of your publication, select "Display all available issues of each publication."

To display the issue's Table of Contents, select "Show a list of pages."

Search

You can search the articles of your publications for keywords under the Search menu. Select which publications to search and whether to search the most recent issue or all issues.

Select the type of search you would like to perform from the menu. You can choose to search Any or All words, Boolean, or an Exact Phrase.

Enter the keywords to look for and click Begin Search. Select from the list of results to bring up the article where your keyword appears.

Search results are highlighted.

» **SAMPLE TRAINING MANUAL, THE WASHINGTON TIMES**
(page 5)

Watch List and Watch Results:

Teachers and Students can set up Watch Lists by entering keywords related to topics being studied or researched. Each new edition is searched for the keywords.

NEWSSTAND e-EDITION LIBRARY

Current Issues   Search   Watch Results   Settings   Help ▸

Watch List Criteria

Type a word or phrase to add to your watch list, then click the button below. Please ensure your entry has been added to the list on the right upon completion.

- Would you like a case sensitive search?
  ○ yes
  ⊙ no
- What type of search would you like to do?
  [All Words ⇕]
- What would you like to search for?
  [   ]

[Add to watch list]

When there is a successful hit on any of the items in your watch list, an e-mail will be automatically sent to:
dalexander@washingtontimes.com

You may modify this address at any time by accessing the *Settings* button on the main toolbar.

Current Watch List

All incoming periodicals are currently being monitored for the following keywords or phrases:

environmental	All Words	N	[Search]	[Remove]
climate change	All Words	N	[Search]	[Remove]
global warming	All Words	N	[Search]	[Remove]
election	All Words	N	[Search]	[Remove]
darfur	All Words	N	[Search]	[Remove]

Click on Watch Results and all new articles that contain your Watch List words will be displayed for you to access.

NEWSSTAND e-EDITION LIBRARY

Current Issues   Search   Watch List   Settings   Help ▸

Watch List Results

⊞ Publication Title	⊞ Watch Topic	⊞ Issue Date	Page(s)
The Washington Times	environmental	iBrowse 12/05/2006 Tuesday, Metro	B4 C11 D1
The Washington Times	environmental	iBrowse 12/04/2006 Monday, Metro	D2
The Washington Times	environmental	iBrowse 12/01/2006 Friday, Metro	A11 G3
The Washington Times	environmental	iBrowse 11/30/2006 Thursday, Metro	A4 A8 A21 B2

section 9:
Teacher Curriculum for Digital NIE

The purpose of using an **e-edition** is not to create a new NIE program, but to do the same things that have always been done with the print product. It is the delivery method that is changing, not the educational program.

Teachers need curricula and activity suggestions for the **e-edition** in order to use the newspaper well, just as they do for the print edition. Investment in curricula is no less for **digital NIE** than it is for print NIE. Skimping on quality learning materials greatly reduces the educational benefit of using the newspaper in the classroom. Simply sending massive numbers of electronic newspapers to a school with no educational support is dumping, just like leaving bundles of newspapers on loading docks.

In many current curriculum guides, some activities recommended for the print product may not work as well for the **e-edition**. An example is a cut-and-paste activity. While it is not impossible, it is more difficult. Students would need to locate what they want, print it out and then proceed with the activity. That is wasteful. Depending on how your **e-edition** is created, students may be able to highlight words, etc. Those using **SMARTBoard©** technology can do this with the full class.

These hands-on activities tend to occur more in the lower grades, which could cause a problem in using curriculum guides already on file.

» ADAPTABILITY

Current curricula can be adapted in many cases, but this requires a considerable investment of time. A core group of teachers using **digital NIE** can be recruited to review current guides and suggest changes to make them more compatible with the **electronic edition**. An NIE advisory board can be very helpful in this process as well.

Some vendors are developing curriculum guides specifically for **digital NIE** – adaptations of current guides as well as new ones. When reviewing materials from vendors, ask about compatibility with **e-editions**. (A listing of vendors with **hyperlink** connections is available on the NAA Foundation **Web site**, *http://www.naafoundation.org/NewspaperInEducation/NIEWebSites-and-Resources.aspx#vendors.*)

The Denver Newspaper Agency has recruited teachers, librarians and others to write lesson plans specifically for **e-editions**. Samples are available at *www.PostNewsEducation.com/virtual*.

Delivery of **digital NIE** curricula can be done most effectively in electronic formats. Some NIE programs have set up curriculum sections on their **Web sites** that can be accessed only by teachers enrolled in the program (**password**-protected). Check with the owner of any copyrighted materials for permission to post them in this manner. Most will not object if use is limited to those to whom you would send a printed copy.

A second delivery system used by many NIE programs incorporates the use of CD-ROMs, which can be mailed to teachers.

A common thread in both print and **digital NIE** materials is that many teachers want curricula matched to state or national standards. Teachers or an advisory board can be very helpful in this regard. Teachers are often required to list what standards are being addressed by any given lesson. If you can make it easier for them, they will greatly appreciate it. It also reinforces the concept that NIE is helping them teach what they are already teaching.

An additional benefit of the **e-edition** is the ability to **link** it to other organizations providing lesson plans, such as museums, libraries, historical societies, etc.

We have mentioned before the value of electronic newsletters for teachers, which can include suggested lesson plans or a daily note that highlights the content of the current newspaper, along with ways that content can be used in classroom instruction.

"A common thread in both print and digital NIE materials is that many teachers want curricula matched to state or national standards."

section 10:
Other Opportunities – Extending Digital NIE

The e-edition and any hyperlinks connected to it are considered a safe zone for students by teachers and parents. Protect that in every way possible. Do not post any hyperlink that you have not explored yourself.

After a hyperlink is posted, check it again just to make sure. There are many horror stories about Web sites with addresses that differ only slightly from those of safe sites, and you do not want to send students to places they should not go. Be the final guardian of the digital NIE safe zone.

» FOOD FOR THOUGHT

In determining what to add to the digital NIE program, take these things into consideration:

- Are there legal issues to address in any of the additional services/ products being offered?

- Are both the Web site and the e-edition clearly branded as part of the core newspaper?

- Should materials on the Web site be open to the public, or limited to those who are e-subscribers?

Copyrighted material may require special steps before it can be included in the e-edition. It is always best to check contracts with vendors and other providers of newspaper content before posting their material to an e-edition. In many cases, existing contracts must be renegotiated. Look to the newspaper attorney for guidance. Most NIE vendors allow posting of current products because e-editions are password-protected, but they may not permit them to be posted to an open Web site.

Some vendors of NIE-specific materials are moving toward special editions that can be posted electronically. Some are adding hyperlinks within the pages of tabs or serial stories. If you are considering an e-edition, ask any vendors what additional options are available for electronic posting. Make sure the sales contract includes language allowing you to post electronically.

» LINKING TO OTHER SITES

Work with the e-edition provider to determine what can be done within the e-edition. Some e-edition providers offer special audio and visual features for electronic products. If you link to an outside Web site, you need their permission to do so.

Most newspapers creating e-editions are also establishing archives that can be accessed either from within the e-editions or independently. It may be a real benefit to teachers and students if current articles can be linked to past articles on the same subject. This helps students develop an understanding of the subject over time.

When linking to archives, there are some ABC issues to consider. If the newspaper charges for access to its archives, ABC generally allows up to 30 days of access at no cost for e-edition subscribers without it becoming a premium under ABC rules. Check with ABC before offering any archive access.

When e-edition subscribers or digital NIE teachers log in at the e-edition welcome page, they will enter usernames and passwords. That same page may be a good place to post information and hyperlinks to the NIE Web site and the core newspaper site, and possibly to other educational Web sites.

It is possible to offer more on the NIE Web site than can be included directly from the e-edition. The NIE Web site can provide lesson plans and curriculum guides to use with the e-edition, as well as interactive features.

Linking to the core newspaper Web site allows students and teachers to read even more about stories of interest. These sites often have reporter blogs, multimedia features, podcasts and columnist bios in addition to breaking news.

» ENHANCING THE NIE WEB SITE

Decide if the items posted on the NIE Web site for digital NIE teachers will be available to all users or limited just to e-subscribers. If there is no portal on the Web site, e-subscribers can still access materials from the sign-in page. However, casual users of the Web site will not realize they are there. That is easier than posting materials only in a password-protected area of the Web site.

> "Linking to the core newspaper Web site allows students and teachers to read even more about stories of interest."

Below are some suggested additions to consider and how they may be used by teachers and students.

- Access to information and resources from local museums and historical societies

- National resources such as The Library of Congress, national teacher organization lesson plan banks, The Department of Education lesson plan banks, and many others

- Hyperlinks to dictionaries, thesauruses, map programs, etc.

- Interactive features, such as newsroom hyperlinks. These features allow students to gather information such as staff biographies and to follow hyperlinks to other articles, photos and graphics done by each person. Some newspapers provide a hyperlink where students and other readers can ask questions of newspaper employees.

- A blog, chat rooms or bulletin board for teachers and/or students. Some newspapers require a parental consent form to be completed before a child is given access. Someone should monitor these sites regularly to be certain inappropriate material is not being posted.

- Citizen journalists. Create a site where students or teachers can post news stories, reviews or notices they have written. Some of these may be printed in the newspaper or in a citizen journalism section of the newspaper's Web site that is open to the public. You should clearly state the difference between citizen journalists and professional reporters.

- School sections. A special page for each school in your circulation area can be very helpful for teachers and parents. Things to post include staff directories, homework assignments, lunch menus, sports schedules, event calendars, general information about the school, etc. This type of page could be accessed from the NIE site and/or the newspaper site.

- Live chats. Some newspapers offer live chats with leading reporters or editors, cartoonists, etc.

- Podcasts. These recorded talks are generally five to 15 minutes in length on one specific topic, such as educational issues, local politics, history, etc.

Additions to the electronic edition, either in the e-edition itself or on the NIE Web site, are limited only by imagination and the technical capabilities of the newspaper and the audience.

"Additions to the electronic edition, either in the e-edition itself or on the NIE Web site, are limited only by imagination and the technical capabilities of the newspaper and the audience."

Appendix

Cost Benefit Ratio Spreadsheet – Traditional NIE and Digital NIE

This form can be downloaded at:
http://www.naa.org/foundation/eeditioncalculationV2.xls

NIE E-Edition Savings

	Example Five-Day Averages	**Your Newspaper**

Newspaper Sorted by Total Daily Volume Size	**Print Edition**	**Print Edition**
Mon-Fri NIE Average Annual Volume	15,000	
Daily Paper/Ink Expense @	0.25	
Daily Carrier Expense @	0.03	
Total NIE Daily Expense	$1,092,000	$0
Daily NIE Revenue @	0.15	
Current Total NIE Daily Revenue	$585,000	$0
Circulation Net Revenue	($507,000)	$0
Goal to Switch to E-edition (use % of current volume)	35%	
% Remaining on Print Edition	65%	100%

	E-Edition		**E-Edition**	
Newspaper Sorted by Total Daily Volume Size	**Print Copies**	**E-Copies**	**Print Copies**	**E-Copies**
Mon-Fri NIE Average Annual Volume	5,250	9,750		
Daily Paper/Ink Expense @	0.25	0		
Daily Carrier Expense @	0.03	0		
Total NIE Daily Expense	$382,200	0	$0	0
Daily NIE Revenue @	0.15	0.15		
Current Total NIE Daily Revenue	$204,750	$133,088	$0	$0
Print Net	($177,450)	$133,088	$0	$0

	E-Edition Investment	**E-Edition Investment**
E-Edition Annual Contract	$1,600	
E-Edition Expense Per Page @	$1.00	
Average Daily Pages	80	
Average Sunday Pages	172	
Total Annual Investment	($35,584)	$0
100% Print Net Revenue	($507,000)	$0
Combo Print & Edition Net Revenue	($79,947)	$0
Print to E-Edition Net Revenue Variance	$427,054	$0

Fill in only the yellow boxes.

Vendors

Vendor information is provided for informational purposes only. No endorsement, association or warranty of any kind is intended or implied by the NAA Foundation.

NewsStand, Inc. is a unique company in the electronic publishing world. Our background in the print media and publishing arena provides us with the experience and understanding of the challenges that face the print media industry today. Our host of services will make a difference in the hands of the teachers and students you serve. In addition to the cost savings and circulation advantages a NewsStand eEdition provides your publication, we will also continue to be the leader in publisher solutions that enable you to better market your eEdition.

WHY AN eEDITION?

❏ Earth-friendly
❏ No recycling to pile up
❏ ABC Countable: Count eEditions same as print
❏ Cost savings: No ink, no paper, less delivery costs, no recycling

WHY NEWSSTAND?

❏ We pioneered the eEdition
❏ We represent newspapers in all market sizes. No paper too small, no paper too large. Some of our partners include: Media General, New York Times, McClatchy, Media News, Gannett, Tribune, and Community Newspaper Holdings
❏ We are a PUBLISHER SOLUTIONS PARTNER, not a software vendor
❏ We are a MARKETING PARTNER, offering turnkey end-to-end solutions, marketing strategies, and web services
❏ We provide eEditions through our eEdition Library

WHY THE eEDITION LIBRARY?

❏ Combines the power of the web with the eEdition
❏ Publisher-controlled, secure environment
❏ Customizable interfaces
❏ Link to curriculum-building tools, NIE supplements, other education related content and materials
❏ Link back to publications' NIE web sites and landing pages
❏ Sponsored Interfaces
❏ Access to archived back issues
❏ Coming soon: NIE Community

eEdition Library	
vs. Web Site	ABC Countable Sponsor-eligible Revenue-generating copies
vs. Print	Deliver at a fraction of print costs Customizable interfaces Key word searches Web-based / Interactive
vs. Competitors	Marketing & publisher solutions partner, not just software vendor Features that specifically address the education market

NewsStand, Inc. is the leading digital partner for premier publishers of newspapers, magazines and other print media. Our digital delivery solution makes it possible for subscribers to access via the Internet an entire publication in traditional print format that can be read online on their computer. Founded in July 1999, we launched our first digital publication in June 2001 and now deliver and market over 300 titles to customers in more than 120 countries. We are a privately held company headquartered in Austin, Texas, with offices in Australia, Germany, New York City, Seattle, and the United Kingdom. Investors include Adams Capital Management, Noro-Moseley Partners, SSM Ventures, The New York Times Company, and Harper-Collins.

Olive Digital NIE Program

Olive ActivePaper Daily gives publishers a complete solution to produce ABC- and CAC-compliant replicas of their print newspapers. It allows them to boost circulation, cut costs, generate additional advertising revenue, and ensure timely delivery regardless of the weather conditions, subscriber location, or equipment malfunctions. Electronic editions also allow publishers to extend their brand into adjacent or competitor markets with no printing or physical distribution costs.

Boost Circulation and Generate New Revenue Streams

Olive APD offers an alternate way to deliver news to traveling professionals, expatriates, out-of-town students, snow birds, remotely-stationed troops, and mail-paid subscriptions. In addition, Olive allows newspapers to up-sell partial-week subscribers into seven-day readers with print-online hybrid subscriptions.

By using an e-edition to complement the content on their free web site, publishers can encourage visitors to subscribe to the e-edition to gain access to additional or exclusive content. Olive's underlying XML-based technology enables newspapers to repurpose their content to create new products, such as RSS feeds, special editions, free-standing inserts, digital archives, and can facilitate the sale of distribution rights to outside data aggregators.

Grow Tomorrow's Subscribers and Community Leaders

Using an e-edition for Newspaper In Education programs lets publishers deliver information to younger readers in their preferred format, initiating a strong relationship with future subscribers.

Denver Newspaper Agency (DNA) delivers a Web-based version of its newspapers to schools that participate in its NIE program. This digital replica edition allows students to consume news in the media they prefer, while saving DNA $466,000 in paper, ink, and delivery fees in 2006. Many teachers that previously ordered only one of the JOA papers, based on publishing format preference (broadsheet vs. tabloid), now take advantage of e-versions of both Rocky Mountain News and the Denver Post.

DNA uses electronic newspapers to develop e-curriculum and to create K-12 lesson plans in accordance with the Colorado Student Assessment Program (CSAP) standards. The State provides instructors with continuing education course credit for creating e-edition based lesson plans.

As a result of DNA's NIE focus, combined print and e-edition circulation rose 31% from 2005 to 2006, 250 teachers use online newspapers in their classrooms and e-editions account for 33% of all NIE subscriptions after two years.

Olive ActivePaper Daily at a Glance

- ❖ Delivers your newspaper through a standard browser
- ❖ Preserves the look and feel of the original publication
- ❖ Gives your readers 24/7 access to the electronic edition
- ❖ Adds valuable bonus features such as article and ad searching

Olive and NIE

- ❖ Cost savings in paper, ink, and delivery fees
- ❖ Guaranteed, timely delivery to classrooms
- ❖ Integrated, searchable archive provides historical context

Why Olive

- ❖ Exclusive focus on electronic publishing since 2000
- ❖ 100s of titles around the world
- ❖ Purchase or ASP options
- ❖ Complete electronic publishing suite of products
- ❖ Output into different formats such as XML, HTML, NITF, RSS

	KEY FEATURES	BENEFITS
ActivePaper Daily Perfect for the Classroom	ABC and CAC compliant	Boost circulation by counting digital subscriptions
	No proprietary software	Allow e-edition access in a school environment –no need to download bulky PDFs
	Easy and intuitive navigation	Enable teachers and students alike to embrace the technology
	Information sharing	Save, print, and email articles to other students, friends, and family
	Integrated archives	Provide students with events' historical framework by accessing e-edition's searchable archive
	Search capabilities	Find relevant articles or ads quickly and easily
	My Paper	Customize the newspaper for studying specific topics of interest

The best way to experience Olive ActivePaper Daily is to view a demo at www.oliveapd.com

above: Florida Todayís NewsMemory e-edition offers the Main (A) section free to online readers. Try it out at www.floridatoday.com/ee.

Electronic Editions Made Easy

N ewsMemoryís electronic edition is the most publisher and reader friendly solution available on the market.

E -commerce ready, NewsMemoryís technology automatically converts any publication into an e-edition without the need for heavy PDF downloads, proprietary viewers, or slow plug-ins.

W ith a turnkey solution, NewsMemory does not require changes to the newspaperís workflow and it seamlessly integrates with existing technologies.

S everal advantages include:
- Increased circulation (ABC compliant)
- Short-term full archive (30 days)
- Fast Return on Investment (ROI)
- New revenue (up-sells and subscriptions)
- Publisher maintains ownership of all content
- No hardware or software investments
- No personnel investments
- No upgrades or maintenance fees
- 24 hours, 7 days a week support

Without changing their workflow, publishers can be online in a matter of weeks!

above: Advertisements are displayed quickly and easily with NewsMemory. Ads can be linked to the advertiserís website and are a great up-sell for publishers.

Owning an e-edition has never been easier!

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4401 Wilson Blvd.
Suite 900
Arlington, VA 22203
571.366.1007

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