



**WTTA-TV**  
7622 Bald Cypress Place, Tampa, FL 33614

T 813.886.9882 | F 813.880.8100 Great38.com

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**WTTA**

**FCC FORM 398**

**EXHIBIT NO. 1**

**QUARTER ENDING: December 31<sup>st</sup>, 2013**

This station responded “NO” to number 7c on the FCC Form 398 because this station was a digital only station effective on February 17<sup>th</sup>, 2009.



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**WTTA**

**FCC FORM 398**

**EXHIBIT NO. 2**

**QUARTER ENDING: December 31<sup>st</sup>, 2013**

This station responded “NO” to number 11 on the FCC Form 398 because this station does not broadcast digital programming on other than its main program stream. Accordingly, number 11 is not applicable.

# **Telco Productions, Inc.**

## **DRAGONFLY TV**

“Dragonfly TV” is a weekly half-hour science television series that meets the educational and informational objectives of the FCC’s Childrens Programming requirements for children ages 13-16. The programs highlight children “doing” projects with real hands-on experience and demonstrates practical applications of mathematics and science. It introduces young viewers to a variety of scientific disciplines and challenges them in critical thinking and problem solving skills, while providing valuable information to reach answers. Each episode is engaging, entertaining and educational in structure, allowing children to investigate science on their own. “Dragonfly TV” is closed-captioned for the hearing impaired and displays the “E/I” icon throughout the broadcast.



Alex Paen  
President  
Telco Productions, Inc.

# UCLA Engineering

HENRY SAMUELI SCHOOL OF ENGINEERING AND APPLIED SCIENCE

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Electrical Engineering Department

Professor Bahram Jalali  
68-109 Engineering 4  
Box 159410  
Los Angeles, CA 90095-1594  
310-825-9655  
310-206-2239 fax

Alex Paen  
President, Telco Productions, Inc.  
2730 Wilshire Boulevard, Suite 200  
Santa Monica, CA 90403

RE: Dragonfly TV

Dear Alex,

I have reviewed the series "Dragonfly TV" and I believe it's educational and informational value meets FCC requirements for children's programming aged 13-16 years. As a teaching Professor of Electrical Engineering at UCLA, I consider this extraordinary television series vital to enhancing the interest of science among our youth and applaud those television stations that broadcast it. The series engages young viewers with various scientific projects and provides a variety of information from multiple scientific fields. An example of this is in episode D-105, when youngsters experiment with designing their own model rockets, noting how various shapes, materials and engines affect performance. Another example is in episode D-114, where kids investigate why there are so many boulders present in white water rapids and how they affect the water's speed and direction.

This series' educational contribution to youngsters impresses me, and since there are virtually no science programs on television today, "Dragonfly TV" fills a much needed void.

Sincerely yours,



Bahram Jalali  
Professor  
Henry Samueli School of Engineering and Applied Science, UCLA

# California Science Center

700 State Drive, Los Angeles, CA 90037

Telephone 323.SCIENCE (721.3623)

Fax 213.711.2031

[www.californiasciencecenter.org](http://www.californiasciencecenter.org)

Alex Paen  
President, Telco Productions, Inc.  
2730 Wilshire Boulevard, Suite 200  
Santa Monica, CA 90403

RE: Dragonfly TV

Dear Alex,

I believe the television series "Dragonfly TV" meets the FCC's educational and informational requirements for children's programming aged 13-16 years. The series is a wonderful example of how television can extend the science knowledge of young viewers. The various scientific experiments and investigations featured on the shows enable young people to gain an appreciation for science in a unique and entertaining way. "Dragonfly TV" not only promotes interest in the various science fields, but also allows young viewers to think critically about different problems and search for solutions. For example, in episode D-109, kids investigate eco-systems and how changes in the environment affect salmon populations. In episode D-103, youngsters invent a "wobble meter" to investigate balance, learning how and why a pole can help a tight rope walker keep from falling.

I wholeheartedly endorse this series and feel the educational and informational value more than meets the standards set forth by the FCC.

Sincerely,



Diane C. Perlov, Ph.D.  
Senior Vice President, Exhibits  
California Science Center





**TELCO**  
**PRODUCTIONS, INC.**

# Dragonfly TV

**- SHOW # F-206 -**

**- INITIAL FEED DATE: WEDNESDAY, OCTOBER 09, 2013 -**

## SYNOPSIS

- Staying healthy in the sun. Youths devise experiments to compare the effectiveness of various types of sun screen and then compare the results outside the shelter.
- Investigating the science involved in making ice cream, and using physics and chemistry to make better tasting ice cream.
- Can exercise improve memory? Young scientists develop experiments to test their theory and compare their results.
- Science Riddle: How to get rid of warts with out medicine or a trip to the doctor?
- Young figure skaters develop and carry out experiments.

**(This show is closed-captioned)**

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Telephone 310.828.4003 Fax 310.828.3340  
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**TELCO**  
**PRODUCTIONS, INC.**

# Dragonfly TV

- SHOW # F-207 -

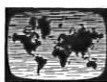
- INITIAL FEED DATE: WEDNESDAY, OCTOBER 16, 2013 -

## SYNOPSIS

- Investigating the aspects of sound, learning how tempo and rhythm affect “danceability.” Measuring changes in beats per minute.
- How loud is loud? Two young investigators take a decibel meter to the streets of New York City, measuring and comparing noise levels.
- A scientist explains his invention, the audio spotlight, which allows him to project sound with pinpoint accuracy.
- Science Riddle: How do you make a sound effect for 100 people marching?
- How prairie dogs communicate.

(This show is closed-captioned)

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Telephone 310.828.4003 Fax 310.828.3340  
E-mail [info@telcoproductions.com](mailto:info@telcoproductions.com)



**TELCO**  
**PRODUCTIONS, INC.**

# Dragonfly TV

**- SHOW # F-208 -**

**- INITIAL FEED DATE: WEDNESDAY, OCTOBER 23, 2013 -**

## SYNOPSIS

- Old versus new technology is compared as teams of hikers go head to head in a navigation challenge, comparing map and compass versus GPS.
- Battling robots. Kids design and build robots to compete in robot battles. Theories are put to the test as various designs fight it out in the arena.
- Science Riddle: How can you make a bicycle visible at night without headlights or reflectors?
- A young inventor explains how a special glove can translate sign language into text.

(This show is closed-captioned)

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**TELCO**  
**PRODUCTIONS, INC.**

# Dragonfly TV

- SHOW # F-209 -

- INITIAL FEED DATE: WEDNESDAY, OCTOBER 30, 2013 -

## SYNOPSIS

- Investigating eco-systems, students study salmon migration in the Pacific Northwest, revealing how changes in the environment affect salmon population.
- Studying endangered sea turtles in Florida. Youngsters observe three species of turtles and calculate the chances of a baby turtle's survival to maturity.
- Observing sand dunes, discovering how they form and why some types are constantly changing while others are relatively stable.
- Science Riddle: How can you chart weather conditions in remote areas?
- Visiting a forest ecologist.

(This show is closed-captioned)

2730 Wilshire Blvd., Suite 200, Santa Monica, CA 90403 USA  
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**On The Spot**  
**FCC E/I Children's Programming Production Statement**  
**2013-2014 Season**  
**22 episodes x 30 minutes**  
**Age group: K13-16 / TV-G**

**Closed Captioning:**

Programs will be delivered to stations fully Closed Captioned.

**FCC E/I:**

\* Program Producer verifies that they follow guidelines as outlined by the FCC in order for this program to be classified as an FCC Children's Television Educational/Informational Program for kids primarily up to age 16. The show is targeted to children ages 13-16 for the 2013-2014 season.

\* Program Producer will deliver program to station with the FCC's required E/I logo on screen for the entire duration of the program (not necessary during commercial time.)

**FCC E/I compliant website:**

\* Program Producer agrees to maintain the website in a manner in compliance with the FCC Kids E/I guidelines.

**FCC E/I compliant content (ages 13-16):**

- **On The Spot** is an educational and informative half-hour, E/I program that takes viewers on a lightning fast game of entertaining trivia. Each episode delivers endless amounts of meaningful information as the show tackles some of the most mind-blowing questions: Can a cow have an accent? Who got the world's longest standing ovation? As a kid, did Napoleon hate France? Questions are linked with eye-catching visuals, giving viewers a chance to guess the right answers. The goal of the series is to provide young viewers with an information-based program that broadens their knowledge of a wide range of educational topics.



**On The Spot**  
**MASTER SERIES SYNOPSIS**  
**2013-2014 Season**  
**22 episodes x 30 minutes**  
**Age group: K13-16 / TV-G**

Each episode of **On the Spot** is a lightning fast game of entertaining trivia from different categories, including: untold history, globetrotting, origins, supernatural, in sickness and in health, myths, now and then, record setters, mad science and bad ideas. The answers will amaze you. **On the Spot**...it's quite simply everything you need to know about everything.



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**Series Review**  
*August 2013*

**Program:** **On The Spot**  
**Episodes reviewed:** **Episode 322 “Mystery Solved, Globetrotting, On the Menu”**  
**Episode 321 “Fact or Fiction, Oddities, Identify This”**  
**Program length:** **30 minutes**

**Series Summary:**

**On The Spot** is a series that draws engaging content from the broadly define subject areas of science, history, art, technology, geography, math, history, language, music, and sports. Culture, both American and global, is also tapped for rich visual content. The pace is fast, the content interesting and unusual, and the visuals are what expects from television: animations, HD photography, and a mix of world-sized and microscopic points of view. Very important for entertainment and information—and often overlooked—is the practice in **On The Spot** of citing sources for information. This not only gives the 21<sup>st</sup> century viewer a handle to check facts on a phone, it also makes the statement that citing sources is important. Because the series pulls in startling and odd facts and information, this is crucial. The episodes grab the viewer with challenges both informal and formal (timed challenges). Writer Peter McDonnell pulls from an astonishingly wide of content and consumes a huge number of informative bites in each episode. The warmly ironic narration of Pete Sepenuk, credited for voice-over, is a perfect foil for the fast moving visuals. Together, it all creates a program that satisfyingly informs and entertains the viewer.

**Summary: Educational Value of “On The Spot”**

From *Sesame Street* to *Where in the World is Carmen Sandiego*, the secret to making a great educational program is to take targeted educational content and make it interesting to adults. If a program engages its makers, it will stand a greater chance of engaging its education-age target audience. **On The Spot** does this. It taps content from geography, art, technology, science, math, history, language, music, and sports—all areas that are covered in classrooms, and makes it interesting to the general audience as well as the 13-16 year-old audience for whom it is providing educational and informational content. It proves that a great show for 13-16 year-olds can be a great for the television-consuming adult.

**On The Spot** contains several elements that serve the target audience. First, the fast paced quizzes will strike a competitive chord for 13-16 year olds. For that age group, just as important is nice attention to detail in role models and self-identification. The program features female as well as male physicians, basketball teams, and athletes. It offers shots of ‘real’ people in addition to the great, slick animations and beautiful world views. This opportunity for identification is very important for young viewers who take clues from onscreen images. The tone of the series is inquisitive, probing, but always positive—and avoids the snarky attitudes that power less enlightened programs. Each reviewed episode grabs the mind as well as the eyes of the viewer.

The topics that are drawn from in each episode cross across curricula support what students are exposed to in school. The fast pace and entertaining style deliver a rich mix of subject areas in a

remarkably short time. The editing and visual collage is what both young and older viewers have come to expect if programs want to hold their attention.

### **Episode 322: “Mystery Solved, Globetrotting, On the Menu”**

In **On The Spot**, each episode lays out general threads from which a variety of content will spin. The central thread of this episode is mysteries: solved and unsolved. This premise allows the episode to take viewers thru the wide range of topics the series boldly intends to cover. In this episode topics include: the history of NASA explorations of Mars and a link to odd photographs of the badlands of earth to explain a famous mystery; a trip to a Nebraska zoo and asexual reproduction in sharks; early history of New England and the impact of Canadian forest fires; the solved mystery of the Bermuda triangle; Taos, New Mexico for an unsolved mystery; acoustics in ancient Greek amphitheaters; fairy rings of mushrooms; death valley rocks and runs; history and atmosphere in the Himalayas; the Appalachian Trail and its global equivalents; international marathons; edible insects; the number of people who (daily) eat bugs; the ratio of cattle food to edible beef; Japanese dirt diets. It is a half-hour of broad fascination.

### **Episode 321: “Fact or Fiction, Oddities, Identify This”**

The learning threads of this episode are Fact or Fiction, Oddities, and Identify This. This leads to information on heights (only 70 basketball-age Americans are 7-footers), left-handed presidents since WWII (50%); political terms; Einstein’s brain, Napoleon’s height, Uncle Sam, sushi, mucus, milk, antigravity, tears in space, heartburn and sleep, brain-freeze, redheads and anesthesia, international city skylines, world cultural landmarks, and geological structures. While delivering on its goals, **On The Spot** manages to cover the breadth of human spirit from jobs to vacations to personal aspirations. It is challenging enough that no adult or 13-16 year-old will be able to go through an episode without checking at least one fact on their web-enabled device. Example of a mobile phone check: Can the Great Wall of China really be seen from space or not? The challenge to viewer minute-by-minute in this episode is exemplary.

#### **Education Information:**

Target audience for tone, program content, and learning concepts:  
Middle and high school (ages 13-16)

#### **General Category of Learning:**

Across all content areas, including geography, art, technology, science, math, history, language, music, and sports. Content presented is accurate and engaging—and often surprising.

#### **Applicable Common Core Standards**

As the majority of states have moved to adopt a common standard of educational content, known as the Common Core State Standards (CCSS), they are a good point of reference. The CCSS have been adopted by 45 states, the District of Columbia, and the schools of the Department of Defense. While not universal, they serve as a solid reference point even for non-adopting states.

There are only Common Core State Standards Initiatives for English Language Arts & Literacy and Mathematics, but there are specialized applications for a variety of subject matters (including History/Social Studies, Science, and technical Subjects) online at <http://www.corestandards.org/>, published in June 2010 by the National Governors Association and the Council of Chief State School Officers. Common Core ELA standards for History/Social Science are clearly applicable to **On The Spot**.

***Reading Standards for Literacy in Science and Technical Subjects 6–12 (condensed) addressed by On The Spot.***

**Comprehension and Collaboration - Modeled by On The Spot:**

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Presentation of Knowledge and Ideas – Integrated by On The Spot**

SL.CCR.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.CCR.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

*Also:*

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance.

3.A - Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their constructions.

1.A - Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning

**English Language Arts Standards>>History/Social Studies - Integrated by On The Spot**

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**English Language Arts Standards>>History/Social Studies – Modeled by On The Spot**

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

**English Language Arts Standards>>Science & Technical Subjects - Integrated by On The Spot**

CCSS.ELA-Literacy.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text

CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

**Mathematics Standards - Integrated by On The Spot**  
Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Model with mathematics.
4. Use appropriate tools strategically.

*Hall Davidson served as Director of Education Services at PBS station KOCE-TV for 15 years, where he also was executive director of the media consortium Telecommunications of Orange County (TOC) serving over 400,000 students. Prior to that, he worked in educational media at PBS station KLCS-TV in Los Angeles. He was president of Video-Using Educators and is currently chairman of the school site council at a public elementary school in Los Angeles. He is director of the nation's oldest student media festival, the California Student Media & Multimedia Festival, and served on the board of directors of California's largest technology user group, Computer-Using Educators (CUE). He is an Emmy-nominated producer of educational programs. He was classroom teacher in the public school system and began teaching on television at night on an Emmy-winning program before leaving the classroom for a position providing staff development for teachers on media use in the classroom.*

**HALL DAVIDSON  
2428 CANYON DRIVE  
LOS ANGELES, CA 90068**





## SEASON 3 TITLE LIST

- 301 In Sickness & In Health, Fact or Fiction, Who Said That?
- 302 What's In A Name?, Get Creative, Identify This
- 303 Ridiculous Theories, Untold History, Origins
- 304 Mystery Solved, Problem & Solution, Record Breakers
- 305 Globetrotting, Now and Then, What It's Worth
- 306 What's In a Name, Untold History, in Sickness & In Health
- 307 Supernatural, Bad Ideas, On The Menu
- 308 What Might Have Been, Oddities, Myths
- 309 Globetrotting, Get Creative, Identify This!
- 310 Mad Science, Claim To Fame, Oddities
- 311 – 322 Coming Soon!

## SEASON 3 SYNOPSES

- 301 In Sickness & In Health, Fact or Fiction, Who Said That?

From one of nature's most efficient antioxidants, to jaw-dropping facts and fictions about Einstein, Uncle Sam, and presidents, to the man who first used the phrase "Speak softly and carry a big stick."



**302            What's In A Name?, Get Creative, Identify This**

From the original meaning of the words "weird" and "quarantine," to beautiful, yet unique works of art, auroras, and waterfalls, to some of the worlds most identifiable buildings, landmarks, and natural wonders.

**303            Ridiculous Theories, Untold History, Origins**

From debunking ridiculous theories about land, sea, and air, to untold history on assassination attempts, famous wars, and peace treaties, to the origins of Mardi Gras beads, throwing rice, and the French dip sandwich.

**304            Mystery Solved, Problem & Solution, Record Breakers**

From the truth behind the Bermuda Triangle, fairy rings and why some stones seem to move by themselves, to the solutions for persistent household problems, to some of the worlds great records involving fishing, rubber bands, and hula hoops.

**305            Globetrotting, Now and Then, What It's Worth**

From the world's most expensive bridges, to the fastest way to get from country to country, to the cost of a first-class parlor suite ticket on the infamous Titanic.

**306            What's In a Name, Untold History, in Sickness & In Health**

From the history behind mall-loving, teenage valley girls, to the invention that might have saved U.S. President William McKinley's life, to some of the most famous oaths of all time.

**307            Supernatural, Bad Ideas, On The Menu**

From close encounters with aliens, to traditions involving rolling cheese down hills and shin-kicking, to the history behind one the most beloved menu items: the sandwich.

**308            What Might Have Been, Oddities, Myths**

From what might have occurred if certain events in history hadn't happened, to what it's like to ride in a paternoster, to busting some of the most outrageous myths about sleep, earthquakes, and the speed of light.

**309            Globetrotting, Get Creative, Identify This!**

From skydiving in some of the world's most exotic places, to exploring some of the most artistic residences from around the globe, to identifying treasures from unexpected places.

**310            Mad Science, Claim To Fame, Oddities**

From what a jackalope, geep, and goat-sheep might look like, to well-known explorers claims to fame, to some unexplained oddities that you might not want to know about.

**311 – 322    Coming Soon!**

**Bellum Entertainment**

4450 Lakeside Drive, Suite 300 • Burbank, CA 91505 • 818.480.4600

[www.bellument.com](http://www.bellument.com)



November 25, 2008

PROGRAM: Animal Exploration with Jarod Miller  
EPISODE\*REVIEWED: "Body Language"  
PROGRAM LENGTH: 30 minutes

Animal Exploration with Jarod Miller mirrors one of Aquarium of the Bay's main goals – combining high quality, educational content with entertainment. The program topic, "Body Language," is suitable for both the secondary classroom and general audience with content addressing several academic outcomes designated by both state and national life science standards.

The viewer is introduced to a variety of animals and is given information about how they communicate with their fellow species, as well as information on how they protect themselves in the wild. Pop-up bubbles share fast facts, making the information easy for all ages to digest.

In addition to the educational content of the program, Jarod engages the emotional appeal of the wild animals and conservation messages to encourage the audience to take an active interest in preserving wildlife. Combining data-oriented scientific information with concern for the conservation status of wildlife and the environment enforces the educational value and impact of the program. The Association of Zoos and Aquariums (AZA) has deemed 2008 the year of the frog, and the "Body Language" episode specifically addressed why frog species are threatened as well as how individuals can take positive steps in their own lives, in the "Did You Know" portion.

Aquarium of the Bay is pleased to have worked with Animal Exploration with Jarod Miller and Litton Entertainment and looks forward to future partnership opportunities.

Sincerely,

Carrie Chen  
Director of Education and Conservation  
Aquarium of the Bay

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September 22, 2010

To Whom It May Concern:

After a comprehensive review of the Kenya episode of Elizabeth Stanton's *GREAT BIG WORLD* and the accompanying educational packet (which includes lesson plans, show descriptions, a teaching guide, and educational components), I can recommend this program as educational and informative for children 13-16 years of age, while also entertaining the entire family. The production is a quality program which will appeal to young teens by focusing on global, social, educational, and wellness issues.

Elizabeth Stanton's *GREAT BIG WORLD* complies with the FCC Children's Television Rules as it presents audiences with in-depth and thoughtful interviews involving Elizabeth's travel buddies and friends they meet along the way. Elizabeth and friends volunteer in areas of special need, from feeding the hungry in the slums of Kenya to helping Vietnamese children with hearing impairments by fitting them with hearing aids. This selfless behavior is a touching lesson for viewers that highlights social consciousness as well as the challenges faced by others around the world.

This state-of-the-art program consists of educational topics which include geography, social dynamics, international cultures, customs, arts and entertainment, coordinated with insightful remarks. As a professional educator with experience teaching students of this age group, I believe that Elizabeth Stanton's *GREAT BIG WORLD* most assuredly qualifies as both educational and informational for teenagers 13 to 16 years of age.

Sincerely,

Patricia J. Peterson, Ph.D.  
Professor, Educational Specialties

## Patricia J. Peterson Bio

Dr. Patricia Peterson is a Professor of Special Education and Bilingual/Multicultural Education in the College of Education at Northern Arizona University. Her focus is on research and personnel preparation of special educators and elementary education teachers who can effectively serve culturally and linguistically diverse students with disabilities.

She received her Ph.D. in Special Education with a minor in Bilingual/Bicultural Education from the University of Florida. Her Masters Degree is from Rockford College in Rockford, Illinois in Learning Disabilities. Her Bachelors of Arts Degree is also from Rockford College with a dual major in Child Development and Spanish. She has been working in the field of bilingual special education for the past 35 years. Dr. Peterson is bilingual in Spanish and English and has worked as an English as a Second Language teacher in Madrid, Spain. In her public school teaching in the U.S., she has worked as both a bilingual teacher (Kindergarten to 5th grade), and bilingual special education teacher (Kindergarten to 8th grade) in Illinois school districts where she taught primarily Hispanic children.

Dr. Peterson has also worked as a Program Coordinator in Bilingual Special Education at Bilingual Resource Centers and National Origin Desegregation Assistance Centers. She has coordinated and directed bilingual special education teacher training projects and has provided technical assistance and training in this field to school districts and

State Education Agencies in 25 states. Dr. Peterson has also been actively working on national and regional efforts to improve services for Culturally and Linguistically Diverse Exceptional (CLDE) students through the Council for Exceptional Children (CEC) and the National Association for Bilingual Education (NABE). She co-chaired the first CEC National Conference on The Bilingual Exceptional Child in New Orleans, Louisiana. She also organized and directed the Institute on Non-biased Assessment at the National NABE Conference in Chicago. For the past 19 years at Northern Arizona University, she has developed and implemented teacher preparation programs and doctoral programs with a focus on the education of CLDE students in Arizona and Southwest.

Dr. Peterson has been the Director of ten federally funded rural personnel preparation programs at the bachelors, masters, and doctoral levels in special education and elementary education on the Navajo Reservation and in the southwestern United States. She presents at many national and international conferences and publishes in professional journals primarily on the topic of educational methods and materials for culturally and linguistically diverse elementary education and special education students.



NORTHERN ARIZONA  
UNIVERSITY  
*College of Education*

Department of Teaching and Learning

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PO Box 5774  
Flagstaff, AZ 86011-5774

928-523-9316  
928-523-9284 fax  
neu.edu/coe

September 21, 2010

To Whom It May Concern:

Elizabeth Stanton's GREAT BIG WORLD is the rare children's show that is appealing in terms of entertainment and education ensuring that the needs of society's teens are being well served.

I have analyzed and evaluated the messages children receive by viewing Elizabeth Stanton's GREAT BIG WORLD and believe that the show has certainly earned an "E/I" rating. The program is informative and the educational messages are incorporated organically into the show. The program consists of educational moments, making it a great teaching aid. The host relates timely, thought provoking issues as she joins her friends to lend a hand to children in need. The program focuses on safely exploring adventure, friendship, volunteerism, geography, social studies, literature and government. It is clear that the show has been specifically created to educate teens ages 13 – 16.

Along with the video of Elizabeth Stanton's GREAT BIG WORLD, I reviewed the well prepared educational packet which contains the following supplements: Objectives, Educational Components, Teaching Guide, Lesson Plan and Episode Descriptions. This packet makes it completely clear that the show has highly valuable educational, informative and entertaining content.

Elizabeth Stanton's GREAT BIG WORLD meets and exceeds the standards set by the FCC Children's Television Rules. I highly recommend GREAT BIG WORLD to both teens and parents.

Respectfully,

A handwritten signature in cursive script that reads "Stephen W. Showalter".

Stephen W. Showalter, Ed.D.  
Clinical Instructor, Curriculum and Instruction

## Stephen W. Showalter Bio

Stephen Showalter is a Clinical Instructor in Curriculum and Instruction in the Department of Teaching and Learning at Northern Arizona University in Flagstaff, Arizona. His focus is on preparation of secondary teachers for middle school and high school with an emphasis on utilization of distance education technology. Currently, he teaches graduate courses in curriculum and instructional design, evaluation and assessment of learning, professional problems of teachers, research, and student development of professional writing.

Dr. Showalter completed his Ed.D. degree in Curriculum and Instruction in 2007 at Northern Arizona University. His dissertation was titled, Student Assessment in Web-based Instruction. The purpose of this descriptive survey study was to identify and describe the methods, i.e., practices and processes of assessing student learning in Web-based courses. An online survey of an international population of web-based instructors indicated that both traditional and authentic student assessment methods are used in Web-based courses, and the majority of instructors use both methods.

Dr. Showalter's Masters of Education degree at Northern Arizona University in 1999 was in Educational Leadership with a Higher Education/Community College emphasis. Also at Northern Arizona University, in 1995 he completed his Bachelors of Science degree with a major in Biology and Teacher Education. He is certified in Arizona to teach middle grades and high school biology and earth science. He taught both biology



and earth science at Greyhills High School in Tuba City, Arizona on the Navajo reservation.

Most recently, Dr. Showalter has worked at Northern Arizona University in graduate programs both as a faculty member and as a web training instructor/web course facilitator for distance education programs in Yuma and on the Navajo reservation. He was involved in recruitment of graduate students in these programs as well as in developing technology solutions for administrators, faculty, and graduate students. In this work as well as in his secondary science teaching at Greyhills High School in Tuba City on the Navajo reservation, he has worked extensively with culturally and linguistically diverse faculty and students especially those from Native American and Mexican American populations.

Dr. Showalter has presented scholarly papers at both national and international conferences primarily in the areas of multicultural education, teacher preparation, educational technology, and pedagogy in distance education. His publications center on the use of appropriate pedagogy in Web-based courses to reach students in teacher education programs in rural, remote, and international sites.

ELIZABETH STANTON'S GREAT BIG WORLD  
SEASON 3  
EPISODE DESCRIPTIONS #145-150  
L. ISOM  
9.17.2013

***EPS. 145 GREAT EXUMAS ADVENTURE PART 1***

Award-winning teen hostess Elizabeth Stanton explores the Exumas, a chain of tropical islands in the Bahamas, with her celebrity friends Jennifer Veal and Rob Pinkston. The three investigate the unusual on Staniel Cay, travel to extremes by seaplane over the Atlantic, swim with sharks at Compass Cay, and so much more!

***EPS. 146 GREAT EXUMAS ADVENTURE PART 2***

In this exciting sequel, award-winning teen hostess Elizabeth Stanton continues to explore the Exumas, a chain of tropical islands in the Bahamas, with her celebrity friends Jennifer Veal and Rob Pinkston. Together, Elizabeth, Jenny and Rob hang out with nurse sharks, test their tubing skills, feed the infamous swimming pigs of Big Major Cay, and learn all about the endangered wild Bahamian iguana!

***EPS. 147 NASSAU***

Award-winning teen hostess Elizabeth Stanton travels to the Bahamian capital city of Nassau with her celebrity friends Taylor Gray and Jennifer Veal. The three explore the city's historic roots, learn all about the art of making chocolate, brave the wild rapids at the Atlantis Resort, and so much more!

***EPS. 148 EUROPE***

Award-winning teen hostess Elizabeth Stanton goes on location to the most iconic sites made famous in film and television in England's regal capital, London. Together with friend and fashion stylist Electra Formosa, she visits Parliament, Westminster Abbey, St. Bartholomew the Great, and Waterloo Station before boarding the fastest boat on the river Thames!

***EPS. 149 HARBOUR ISLAND***

Award-winning teen hostess Elizabeth Stanton journeys to Harbour Island in the Bahamas with her celebrity friend, actor Taylor Gray. They explore the island by golf cart and visit the infamous haunted house, then learn to make hokie pokie ice cream and discover life below the surface, before taking to the air in a parasailing adventure!

***EPS. 150 ADVENTURE IN THE BAHAMAS***

Experience the best in island adventure with award-winning teen hostess Elizabeth Stanton and her celebrity friends Taylor Gray, Rob Pinkston and Jennifer Veal! Go trolling for fish in the Atlantic, feed wild sting rays at Ship Channel Cay, take an historic island tour of Nassau, and then crack the whip on a wild tube ride!



BP Educational Consultation

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October 10, 2010

Byron Allen, Chairman & CEO  
Entertainment Studios, Inc.  
9903 Santa Monica Blvd., Suite 418  
Beverly Hills, CA 90212

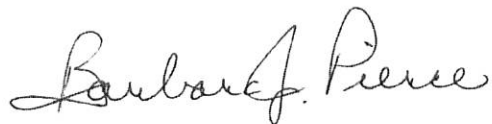
Dear Mr. Allen,

Pets.TV is a television program that provides educational and informational segments exposing the target audience of young viewers to everything Pets. The upbeat contemporary presentation relates the animals to the viewer's lives and interests. Pets from everyday to the unique are showcased with educational information that shares how they evolved to become pets and their geographic origins. Professionals answer questions from pet lovers and share personal experiences. In these segments the excitement and love of working with pets is expressed. The motivational and inspirational message of each guest is entertaining and empowers audiences of all ages to pursue more information and education about everything pets.

Each segment of Pets.TV delivers an educational and informational message that supports current social, intellectual and emotional aspects of children ages 13 and up. Attributes and advice emphasized by guests instill a grounded balance of priorities, commitment, and perseverance children can apply to their lives.

Based on my extensive experience as an educator and principal in public education, it is my sincere opinion that the series Pets.TV complies with the FCC Children's Television Rules by furthering the educational and informational needs of children 13 years of age and up.

Sincerely,



Barbara J. Pierce, MA Ed.  
Educational Consultant




November 20, 2008

To Whom It May Concern:

This letter shall serve as official notice that *Entertainment Studios, Inc* intends to produce **PETS.TV**, a weekly ½ hour program, for an audience of 13-16 year old children.

The purpose of this program is to provide a safe learning environment for our viewers to become more informed about animals and pets in a positive and pro-social atmosphere.

With best regards,

  
Ms. Lisa-Renee Ramirez  
Executive Producer **PETS.TV**  
Entertainment Studios, Inc.



## Information for Station's Children's Television Programming Report

### MARTY STOUFFER'S WILD AMERICA

WILD AMERICA is targeted to children ages 13-16. The key educational objective of the program is to familiarize children with the animals of the North American content, their interaction with other animals and their environment. Throughout the series emphasis will be placed upon protecting endangered species and the impact that humans have while interacting in their environment.

Each episode of the series will be specific to a particular animal. Topics will range from basic food gather, mating, natural enemies, relationships to other animals, and the interaction of the specific ecology on the survival of the species.

We expect that children viewing the program will achieve a greater understanding of nature and specific animal species because of the up-close and detailed photography of the series. Through this understanding, it is hoped children will better relate to the natural environment as it exist in North American and learn to protect its natural species.

**Please note:** The F.C.C. has stated that although stations may refer to information provided by program suppliers in assessing the educational and formational value of the programming, the station remains ultimately responsible for determining whether the program is specifically designed to meet the educational and informational needs of children. (F.C.C. Report and Order of August 8, 1996 paragraph 88, n 204).

### **Teen Kids News – FCC Credentials**

Teen Kids News meets FCC requirements for “core children’s programming” by providing educational features such as, “**Flag Facts**” (info on our state flags); “**College and You**” (tips for choosing and getting into college), “**Word**” (vocabulary skills training), as well as informational features for teens, such as reports about healthy eating; driving tips for new drivers, and internet predators. The show has been designed to meet needs of children and young adolescents with a unique curiosity about their world. The Program stimulates the 13-16 year olds’ curiosity, develops their learning and cognitive, listening and thinking skills, and serves as an enhancement of their academic and educational experience.

**More than 10,000 schools are using TKN as part of their school curriculum and affiliate stations have already contacted school systems in that regard. The full scripts are available to provide easy access for teachers to use in their classrooms.**

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## **Advocacy group Children Now says broadcasters follow letter, not spirit of FCC's educational/informational standards.**

**By John Eggerton -- Broadcasting & Cable, 11/12/2008**

Advocacy group Children Now says that only one in eight kids TV shows offered up by broadcasters as meeting the educational/informational (E/I) requirements of the FCC meet "high quality" standards for educational shows, and it wants the FCC to make its educational guidelines stronger and clearer.

It also wants the commission to monitor compliance and respond "quickly" to public complaints (like those filed by Children Now). The group called on broadcasters to improve the quality and availability of kids shows, including applying the six key criteria to their offerings (see below). It also asked parents to become more involved in their kids' TV watching and to complain if they think an E/I-certified show is not sufficiently E/I.

Children Now concedes that broadcasters are meeting "the letter" of the law, airing three hours of E/I programming, and even applauds them for it. But the group asks whether "their efforts truly live up to the spirit" of the Children's Television Act and its children's programming requirements, overseen by the Federal Communications Commission.

The FCC essentially allows broadcasters to self-certify that their E/I programs meet FCC requirements, including that the shows have education as "a significant purpose," that they are at least a half hour, that they air between 7 a.m. and 10 p.m. and that they air weekly.

That has produced some questionable, even embarrassing calls, like billing *The Flintstones* as a history lesson or a baseball pre-game show as educational because it teaches how to throw a curve ball.

TV stations are required to air at least three hours a week of educational/informational programming and to identify the shows to the FCC and in their public files.

The report, which is scheduled to be unveiled at a press conference in Washington Wednesday, at which FCC Commissioner Jonathan Adelstein is scheduled to speak, looks at the "quality" of the shows offered up as educational, something the FCC reporting requirement does not address.

**Children Now says it measured the shows according to six criteria:**

1. clarity, meaning how explicitly is the educational element presented
2. integration, or how often the lesson is repeated
3. involvement, which means how engaging is the educational element
4. applicability, or how the lesson is connected to the real world
5. importance, meaning not how important to the story but how important is the lesson to children's development
6. positive reinforcement, or to what degree is learning rewarded.

Each show--120 episodes from 24 "representative markets" were analyzed--was given a up to three points in each category, with an 0-6 score labeled "minimally educational," a 7-10 score deemed moderately educational, and an 11 or 12 score considered highly educational. Media researchers Dale Kunkel of the University of Arizona and Kristin Drogos of the University of Illinois did the analysis.

By that measure, only 12 shows got the highest score, while 21 were minimally educational, with the rest getting the lowest score. Children Now also says most broadcasters are only doing the minimum three hours (59%).

Kunkel is a familiar figure to broadcasters. He is a long-time critic of broadcasters' children's programming and has testified numerous times about the need for more educational "educational" children's shows.

One station singled out with high marks was Raycom's MyNetworkTV affiliate in Honolulu, KFVE, which airs 5.5 hours per week, with shows like *Where on Earth is Carmen Sandiego* and *Beakman's World*, and programming every day but Sunday.

The eight shows that were determined to be of the highest educational content were evenly divided among commercial and noncommercial shows with four apiece: *Sesame Street*, *Between the Lions*, *Cyberchase*, and *Fetch! With Ruff Ruffman* (PBS) and *Beakman's World*, *3-2-1 Penguins*, *The Suite Life of Zack and Cody*, and ***Teen Kids News***.