



## ● feature

### [What's so great about podcasting? Part 1](#)

Around this time last year, a new form of publishing emerged that took advantage of the growing use of portable media players, the most popular of which is Apple's iPod. This new form of broadcasting, or "podcasting," gained momentum in early 2005 and now it seems you can't open up a paper or tune into a news program without hearing it mentioned. From the delivery of weekly sermons by the faith community ('godcasting') to crime prevention tips by New York's Finest ('copcasting'), podcasting is opening up exciting new ways for organizations and programs to reach their audiences. At Douglas Gould and Company, we spent some time this summer asking how we could use podcasting to help our clients reach out to their stakeholders and members of the media.

Relatively easy to produce—and free to subscribers—the popularity of podcasting is growing every day. Podcasting is dominated by traditional broadcasters and companies (like NPR and Fox TV), with only a few nonprofit organizations currently in the mix. We recently produced a series of podcasts for the Center for Reproductive Rights (see story above), which served as a daily dispatch from the John Roberts Supreme Court nomination hearings. CRR followed the publication of its podcast with an e-mail featuring a partnering statement to members of the media; garnering a quote in the Baltimore Sun that was taken directly from the podcast. The key to making a good podcast lies in coming up with the right content (substance and length) to match the issues and the target audience. For the Center for Reproductive Rights, it seems both reporters and donors appreciated the simple bird's eye view that the podcasts provided.

### [What's so great about podcasting? \(Part 2\)](#)

There are many ways to make a podcast—from recording a message through the phone to using a digital voice recorder or microphone. Once the audio file is created, it is then edited (cutting out pauses, adding in sounds, etc.) and then converted or exported to an MP3 file format using a multimedia-editing program. Like other forms of streaming audio, podcasts can be instantly downloaded and listened to online from an organization's Web site. What's so great about podcasts are that people can subscribe to the series and automatically get new episodes whenever they are published—through "podcatching" or content aggregator programs that support syndication feeds (RSS) like iPodder.org or 'My Yahoo!'. The pod part of it all comes in when people then place the downloaded content on to their iPod (or similar device) and take it with them. In essence, podcasting lets groups take advantage of the global reach of the Internet and allows people to program exactly what shows they want to listen to.

But just who's tuning in? In April, the Pew Internet & American Life Project estimated that 6 million adults were listening to podcasts, about 29% of the more than 22 million people who owned iPods/MP3 players. According to their study, while men are more likely to own iPods /MP3 players, men and women download podcasts at equal rates. The report also found that ownership of iPods /MP3

players , and the downloading of podcasts, had the most penetration among younger audiences, but were reaching all segments of the population. One of the most interesting findings was that African-Americans and English-speaking Latinos are more likely to own iPods/MP3 players than whites. A more recent study by Jupiter Research, published August 2005, found that most podcasts tend to appeal to younger men with money—" online users between the ages of 18-34, with more than 5 years of Internet tenure, and annual incomes of \$75,000 or more." Like early Internet use, the audience and demographics of podcast listeners is likely to both increase and expand. One thing is for sure, podcasting is certainly a communications tactic worth keeping an eye on!

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### [NAACP Legal Defense & Educational Fund Places Voting Rights Front and Center at National Conferences](#)

At the National Urban League Conference in Washington, DC, Theodore Shaw, Director-Counsel and President of the NAACP Legal Defense and Educational Fund, Inc. (LDF), reminded a large audience "if you think the struggle is over, think again." These remarks kicked off LDF's participation in that conference and two others: the National Bar Association Conference and the American Bar Association Conference. LDF, founded in 1940 under the leadership of Thurgood Marshall, is one of the nation's premiere civil rights law firms, most often recognized for its landmark *Brown v. Board of Education* Supreme Court victory that ordered the desegregation America's public schools.

Douglas Gould and Company represented LDF with exhibition booths at all three conferences, acting as a source of information regarding LDF activities and handing out reports and guides, which detail the organization's most recent work. Along with other respected civil rights groups, LDF is leading the charge to put voting rights front and center, calling on Congress to reauthorize the Voting Rights Act when it comes up for renewal next year.

LDF's activities in Washington, DC, Orlando, and Chicago were all part of the strategy designed by Douglas Gould and Company to increase the visibility of the organization on the national scene and to help create a sense of urgency about what is at stake for African-Americans should the Act not be re-authorized. The conferences also provided LDF with direct exposure to professionals and opinion leaders who are potential supporters of the group's activities and programs. Research and information on the Voting Rights Act and other LDF projects may be found at: [www.naacpldf.org](http://www.naacpldf.org).

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### [Mobilizing Support for Arts Education: Do Parents Have the Power?](#)

This summer Douglas Gould and Company, as part of the Ford Foundation's Arts Education initiative, completed a national poll to gauge public opinion regarding arts education in public schools. The findings show wide support for arts education

and recognition of the important role arts play in developing the whole child. However, skepticism concerning the viability of integrating the arts with core subjects will be a major challenge for advocates, as 63% of respondents cited teacher training as the biggest barrier to arts education instruction.

The poll found that parents – in particular arts active parents – are an important group to mobilize in pushing for changes to the curriculum. This informed focus group findings which preceded the poll, revealing the tremendous amount of pressure that teachers, principals, and superintendents are under to increase test scores, leaving parents as the focal point of strategic efforts to mobilize a constituency for arts education.

Highlights of the national poll include:

- n Arts and music (60%) rank ahead of standardized tests (56%) when it comes to prioritizing subjects and activities in public schools.
- n Nearly half of Americans (48%) said that too little emphasis of arts and music was being placed in their community at the elementary school level and that arts education is an essential element of educating the whole child.
- n 46% of the American public supports the claim that integrating the arts into the curriculum is a high priority.

63% of Americans believe that integrating the arts into the curriculum at the high school level will help students demonstrate creativity.

- n Only 20% of Americans said that the arts would distract from standardized tests.

The national opinion poll is part of an on-going effort by the Ford Foundation to mobilize support for integrated arts education. Integrated arts education refers to having the arts, such as music, dance, poetry, drawing, or some other form of expressions of creativity as part of the learning experience in all subject areas.

For more information and documents from this research visit [www.KeepArtsInSchools.org](http://www.KeepArtsInSchools.org) or email Calvin Fortenberry at [cfortenberry@douglasgould.com](mailto:cfortenberry@douglasgould.com).

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 resources  
online/offline

- | [Cultural Policy and the Arts National Data Archive](#)
- | [The Broad Foundations](#)
- | [Arts Journal.com](#)
- | [Center for Reproductive Rights' Confirmation Commentary PodCast Series](#)
- | Track trends and ideas on technology for activism at [www.audioactivism.org](http://www.audioactivism.org)
- | Get the full scoop on podcasting at <http://en.wikipedia.org/wiki/Podcasting>.
- | Read the Pew Internet & American Life Project's podcasting report at [http://www.pewinternet.org/pdfs/PIP\\_podcasting.pdf](http://www.pewinternet.org/pdfs/PIP_podcasting.pdf)

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## ● and another thing

[Center for Medicare Advocacy Launches www.fairmedicare.org](#)

Douglas Gould and Company just completed work with the the Center for Medicare Advocacy (CMA), the nation's leading advocacy organization for Medicare, on [www.fairmedicare.org](#), an online advocacy website created to give Medicare advocates and beneficiaries the tools they need to help ensure fair Medicare for all.

In addition to a stockpile of resources on Medicare such as research reports, fact sheets, the "Medicare D-Coder" and news stories, the site has many ways for users to get involved in the current public discussion on the future of Medicare. For example, visitors may sign a "Petition for Fair Medicare," which encourages policymakers to ensure that elders, people with chronic conditions, and people with disabilities have access to the healthcare coverage they deserve.

Taking a hint from the up-and-coming "pod casting" trend, CMA offers a "Medicare Minutes" series, accessible from the site that allows users to download the latest Medicare news and listen to it at a later time on portable audio devices.

For more information on this project contact Sharon Lewis at [slewis@douglasgould.com](mailto:slewis@douglasgould.com).

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## New Clients

[Advancement Project](#)

[Community College Research Center](#)

[Day Care Council](#)

[Education Commission for the States](#)

[Ford Foundation's Integrating the Arts and Education Reform Initiative](#)

[Forum for Youth Investment](#)

[GHI](#)

[Home Instruction for Parents of Preschool Youngsters \(HI PPY USA\)](#)

[Louisiana Community and Technical College System](#)

[National Economic Development and Law Center](#)

[North Carolina Justice Center](#)

Ford Foundation Pathways for Higher Education Initiative

Washington Area Women's Foundation

Westchester County Board of Legislators

YWCA Brooklyn

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