

2016 COMMUNICATIONS AWARDS PROGRAM

INDIVIDUAL SUBMISSION ENTRY FORM

6129

Please copy and complete this form for each entry.
Create a separate document for answering the five questions below.

Check only ONE entry classification below:

- | | | | |
|-----------------------------|-------|-----------------------------------|-------|
| 1. Advertisements – Single | _____ | 8. Overall Campaign | _____ |
| 2. Advertisements – Series | _____ | 9. Periodicals | _____ |
| 3. Annual Reports | _____ | 10. Promotional/Advocacy Material | _____ |
| 4. Audio-Only Presentations | _____ | 11. Social/Web-Based Media | _____ |
| 5. Awareness Messaging | _____ | 12. Special Events | __1__ |
| 6. Directories/Handbooks | _____ | 13. Videos | _____ |
| 7. Miscellaneous | _____ | 14. Visual-Only Presentations | _____ |
| | | 15. Websites | _____ |

Please check the appropriate box:

☒ CATEGORY 1

☐ CATEGORY 2

☐ CATEGORY 3

Entry Title: 4th Grade Tour Program
Name of Port: Port of Grays Harbor
Port Address: PO Box 660, 111 S Wooding Street, Aberdeen, WA 98520
Contact Name/Title: Kayla Dunlap, Public Affairs Manager
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On separate paper, **FIRST** write a short, descriptive summary of your entry, **THEN**, in as much detail as needed, specifically address each of the following five questions and **number your answers**. Your answers equal 50% of your score.

1. What are/were the entry's specific communications challenges or opportunities?

- Describe in specific and measurable terms the situation leading up to creation of this entry.
- Briefly analyze the major internal and external factors that need to be addressed.

2. How does the communication used in this entry complement the organization's overall mission?

- Explain the organization's overall mission and how it influenced creation of this entry.

3. What were the communications planning and programming components used for this entry?

- Describe the entry's goals or desired results.
- Describe the entry's objectives and list specific, measurable milestones needed to reach its goals.
- Identify the entry's primary and secondary audiences in order of importance.

4. What actions were taken and what communication outputs were employed in this entry?

- Explain what strategies were developed to achieve success and why these strategies were chosen.
- Specify the tactics used (i.e., actions used to carry out your strategies).
- Detail the entry's implementation plan by including timeline, staffing and outsourcing used.

5. What were the communications outcomes from this entry and what evaluation methods were used to assess them?

- Describe any formal/ informal surveys used, or anecdotal audience feedback received, that helped in evaluating the success of this entry.
- If possible, explain how this entry influenced target audience opinions, behaviors, attitudes or actions.

2016 AAPA Communications Awards

Entry Classification: Special Event

Title: Port of Grays Harbor
4th Grade Tour Program

OFFICIAL ENTRY LABEL

AAPA 2016 Communications Awards

Port Port of Grays Harbor
Contact Person Kayla Dunlap
Entry Classification Special Events

Summary

As part of its centennial celebrations in 2011, the Port of Grays Harbor developed a 4th grade Port tour program that included Port-focused curriculum and a bus tour of the working waterfront at the Port's marine terminals to teach local students who the Port is and what it does. Due to overwhelming popularity, the Port is now in its 6th year of 4th grade tours with nearly 100% participation from 4th grade classes throughout Grays Harbor County. The Port looks forward to continuing and improving the 4th grade tour program for years to come.



4th grade students get a first-hand look at the Port of Grays Harbor's working waterfront out on the marine terminals.



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1. Challenge and opportunity

As the Port of Grays Harbor prepared to celebrate its Centennial in 2011, it was looking for new opportunities to engage the community and show them the recent growth happening at the marine terminals when a suggestion from a retired teacher was made to offer tours to 4th grade students throughout the county as part of their Washington State history requirement. This dedicated teacher, who we titled the Educational Program Coordinator, reviewed State 4th grade-level requirements, making sure to meet these needs in the entire program developed for the students. Participating local teachers are provided grade-level curriculum prior to the tour for the students to complete. Our Educational Program Coordinator works to present on the Port in ways that are fun and educational throughout the program.



Retired teacher and Educational Program Coordinator, Betsy Seidel, informs students of the Port's history, governance, operations, etc. during a brief presentation before the tour.

2. Mission and Objectives

The Port of Grays Harbor's mission is to best utilize our resources to facilitate, enhance and stimulate international trade, economic development and tourism for the betterment of the region.

With our mission in mind, it is incredibly important to the Port of Grays Harbor that our community members, young and old, have every opportunity to learn about what is going on at their public port district. There is no better way to do this than to see it up close and personal on a tour of the marine terminals and industrial properties.

But the 4th grade program is far more than just a tour. The learning begins about a month before each class is scheduled to visit the Port for their tour each spring. Curriculum packets, as previously mentioned, are delivered to all of the students so teachers may begin educating the students about the Port prior to their tour. We have observed that if they have completed the curriculum before the tour they are better able to retain the knowledge through the repetition of hearing it again during the presentation and seeing what they read about in person. The curriculum packets include a brief history and milestone list, accompanied by worksheets to address reading comprehension, vocabulary, parts of speech, math and a word search which all reinforce the information shared on the tour. And because we didn't want to add to the teachers' workloads, especially at the end of the school year, an answer key is also sent for ease of use.

The curriculum is updated annually and is also available on our website.



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3. Planning and Programming

The goal of the program is to provide the 4th grade students, teachers, and parent chaperones with an informative experience about the Port of Grays Harbor. We want each participant to leave the Port equipped with more information and facts than they came with so that they too can help educate others about the Port and understand what we do and why it is so important to our community's economy.

Audiences

The primary audience is 4th grade students in Grays Harbor County. The curriculum was specifically designed to meet the grade-level standards for the 4th grade in math, history, reading, and vocabulary. The 4th grade was selected because Washington State history is an area of focus for this grade level in particular.

It would be a missed opportunity if we didn't consider the teachers and chaperones that accompany the students as a secondary audience. Many new teachers have the same reaction students do: they didn't even know we had a port in Grays Harbor and returning teachers tell us they learn something new every year. It's definitely an opportunity for us to educate them so they are able to educate others at their school, as well as their own friends and families.

On a tertiary level, 4th graders are usually excited to tell their parents about their day at school and specifically this tour. Every summer we also offer public tours following the 4th grade tours and there are often parents that learned about us through their children and want to know more.

Objectives

Objective #1

Annually reach the 800+ 4th grade students throughout Grays Harbor County to educate them about the important role their Port plays in the economic stability where they live.

Objective #2

Reach the 100+ teachers and adult chaperones that accompany the students each year and provide them with facts and useful information about the Port that they can then share with their colleagues, friends and families.

Objective #3

Recognize the financial resource limitations of the schools and the Port and find partners to financially support the cost of transportation for the school district.

For 6 years, the Grays Harbor Community Foundation, a non-profit foundation dedicated to improving the lives of the citizens of Grays Harbor County, has generously provided a grant to participating school



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districts to reimburse the costs of transportation to and from the Port of Grays Harbor. In 2016, the Grays Harbor Community Foundation will also be offering to reimburse student lunches, up to \$9 per student, for all participants.

Several Port tenants also donate samples, giveaways and snacks and the Port dedicates its limited public affairs resources to staffing and materials for the tours. For most of the school districts in our rural county, having this field trip be all expenses paid is a deciding factor in their participation.

4. Actions

The Port of Grays Harbor's 4th Grade Tour Program includes:

- Curriculum
- Transportation
- Port overview presentation
- Tour of marine terminals and industrial properties
- Map activity
- Quiz for prizes
- Goodie bags featuring customer items that serve as a reminder of the diverse customer base utilizing Port facilities.

Tour planning begins in January of each year by confirming with the many supporters and partners of the program that they would like to once again participate. Staff coordinates the scheduling of the tours and completes curriculum updates by early April. Curriculum packets are printed and delivered to every participating class one month prior to their visit. Tours are scheduled every year during a three-week period beginning in May and running through early-June, after all Washington State testing is complete.

Besides the curriculum, there are several other communication tactics that have made the program successful. When students arrive at the Port on their scheduled tour date, we begin with an interactive Port Overview PowerPoint presentation which is a bit of a review from their curriculum packets but also includes information and photos on Port history, governance, lines of business, cargoes handled at the Port, jobs at the Port, and the Port's public access facilities throughout the County.

We then board their school bus for a drive through the Port's industrial properties and marine terminals. The 30-minute tour includes an up close and personal look at the Port's tenants, the products they handle, the types of jobs at each facility, and usually a good look at a vessel berthed at a dock which helps us explain the Port's role in the global market when the vessel leaves Grays Harbor with cargo bound for various Pacific Rim nations. Due to the marine terminals being a restricted area, a Port Security Officer also accompanies staff on the bus and guides the bus driver through this busy area. The students remain on the bus at all times.





4th grade students participate in a map exercise designed to help them understand the Port of Grays Harbor's role in the global economy.

The bus then returns to the Port offices where the students end the trip by doing a map exercise in which they are given a sticker with a word on it that relates to the Port and information shared throughout the day. They are asked to match it to the US map, world map, or one of the Port's four promotional banners. Examples of words used include Terminal 1, Minnesota, Philippines, Westport Marina (Port facility), and AGP (Port tenant at Terminal 2). The exercise helps the students learn about the Port's role here in Grays Harbor, but also helps them understand the role the Port of Grays Harbor plays in

connecting US grown and manufactured goods to the rest of the World.

The field trip finale is a quiz at the very end for a coveted Port of Grays Harbor hat. We give the students fair warning at the very beginning of the tour that there will be a quiz for a prize so they pay attention extra well. The quiz question typically involves naming 3 or more lines of business, naming all three Port Commissioners, or listing 3 or more products exported from the Port of Grays Harbor. The 4th graders usually do a better job of answering than the adults during our summer public tours.

Students are also sent home with goodie bags that include a product sample from a local panel manufacturing company, pencils and candy from various tenants and a Port of Grays Harbor wrist band. Teachers and parent chaperones don't leave empty handed either, usually going home with Port water bottles or coffee mugs.

5. Outcomes

Growth

The 4th grade tours bring between 700 and 900 participants over a three-week span, each year to the Port. With our first group of 4th graders now in high school, our annual tour event is insuring our citizens have a basic knowledge of the role our port plays in the economy and community, preparing them to be informed voters of the future.



PGH partners are strong supporters of the 4th grade tours and donate various items for the student's goodie bags. Here, a student marvels at a sample of PaperStone which is a countertop material made from recycled paper and resins in Grays Harbor.



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Positive Feedback

Teacher feedback from the tours has been incredibly positive. The Port's 4th Grade Tour Program has been hailed as the "field trip of the year" by several teachers. Staff sends out a feedback/questionnaire email at the end of every tour season to solicit feedback from the teachers. We ask what they find most relevant for their students, what the students' favorite part is, if the curriculum packets are useful, how we can improve and any other suggestions they might have for making the overall experience better for the students.

In 2015, after receiving a teacher's suggestion the year before, we began incorporating more information on jobs at the Port as it relates to what they are seeing on the tour. The Word Search worksheet was updated to reflect jobs and define the jobs listed.

Community Awareness

We also take the time to reach out to all local media in the County and let them know the dates of their local school's tour and invite them to come along. This usually results in at least one reporter coming along and doing a story on the tour program each year. The publicity of the 4th grade tours also helps spike interest in our public tour program that occurs in the summer as students share the information they learned with friends and relatives at home.

Simpson fourth-graders tour Port of Grays Harbor | Montesano Vidette

<http://www.montesanovidette.com/news/simpson-fourth-graders-tour-port-of-grays-harbor-000>

June 12, 2013



David Haerle | The Vidette Port of Grays Harbor Public Affairs Specialist Kayla Dunlap, left, looks for a Simpson Elementary School fourth-grader to call on during the end-of-tour quiz portion of the students' field trip to the Port last Thursday.

An example of a local newspaper's coverage of a tour in 2013: Reporters are invited annually to ride along with classes from their area.

Conclusion

4th graders, their teachers and the parent chaperones that accompanied them are more aware that there is a vibrant port in their backyard and know more about what is happening behind all the railroad cars by Home Depot. They are able to tell their family members and friends what cargo is on the different types of rail cars while they are blocked at an intersection waiting for a train to pass, and the types of jobs the handling of that cargo helps support in our community. As these kids get further into high school and beyond, we hope to have more people understand and appreciate why the Port is important to our community.



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