

PRE-K.TV



EXUBERANT TV PARTNERSHIP

PRE-K.TV is a pre-school television education service that provides a structured and entertaining early learning experience for all children ages three to four and their parents.

8 hours a day of television programming; 4 hours each for three and four year olds.

Effective pre-school development has a massive social, economic and cultural impact on society. It affects the ultimate prosperity of the country.



INTRODUCTION

PRE-K.TV is also a real-time learning center of educational excellence. It is a purpose-built space, possible in partnership with a children's museum, existing TV station or appropriate local school. PRE-K.TV will use a permanent school facility with teachers, entertainers and students whose TV oriented lessons are then captured on video and delivered live by broadcast and 'on-demand' over the Internet on a daily basis. The broadcast delivery is 'free to air', and the on-line service is subscription based. Both services are designed for families of children aged three to four.

Powerful Social Networking Tool for Parents. PRE-K.TV provides extensive on-line collaborative community resources, giving parents and child-care givers, (the adult viewers), the possibility of interacting remotely, exchanging ideas on a one-to-one basis and forming self-help groups. The aim is to increase the power and effectiveness of the broadcast television programs.

The Joy of Learning and Belonging. Young children love to learn. The network will provide real children attending the center and children at home interacting on television a place to call their own with a spectacular visual experience. STRUCTURED LEARNING IS ESSENTIAL. The network's programs are based on an approach to making televised early years education, which has already been approved by leading international educational and government bodies.

Innovative Production Techniques. The "Set" for the program is a fully functioning pre-school with space for children who will be the stars of each show. The programs will be shot using remote-controlled high-definition digital cameras. The main point of view camera will be at the height of a pre-K age child's eye line. Two 'live' high-definition video streams will be available every day from which packaged 'high-light' omnibus programs will be produced for DVD and download purchase.

PRE-K.TV offers an exciting way of delivering early education to the nation's pre-school children. The PRE-K.TV network will fulfill this critical need at a very low cost per hour, enabling funds to be used to ensure that the quality of the education is kept at a high level. The network offers all parents the opportunity to increase their own understanding of how their children develop and learn and to improve their skills in guiding their children towards successful school entry. It is designed to be used in the home by individual parents and others who care for young children and also for small groups of children belonging to friends or neighbors. It has the flexibility to be used informally or in a structured way. In addition, PRE-K.TV can be used to support and enrich the experience provided by existing play groups, day pre-schools and other child-care facilities. PRE-K.TV can be used by these services to extend their educational content, confident in the knowledge that this is being done according to an appropriate educational curriculum.



BUSINESS OVERVIEW

The PRE-K.TV network is a multi-platform 'free to air' and subscription service, designed for viewing on the television, the computer and mobile media devices, such as the video iPod. The Internet is seen as the primary subscription delivery mechanism, because of its ability to reach audiences across the entire country. PRE-K.TV delivers structured packages derived from the daily 'free to air' broadcasts. PRE-K.TV on-line also adds powerful social networking tools, designed not only to provide important person-to-person self-help facilities, but also to facilitate viral marketing techniques that quickly attract large numbers of users.

Out of the 42.9 million domestic broadband Internet connections, six million are families within the target age; this number is growing daily. The PRE-K.TV network is predicting its subscription based revenue stream on an extremely conservative estimate of one percent take up; equating to 60,000 users. A mid point subscription cost of \$40 per month will then produce \$2.4 million a month, \$28.8 million a year, and growing.

In addition to terrestrial 'free to air' and Internet delivery, PRE-K.TV also offers a unique opportunity for satellite and cable broadcasters to extend their school-based educational programming into the home, while providing a politically and socially desirable service. The PRE-K.TV network provides an entirely new subscription service with an eager and captive audience outside of its traditional service group.

The television programs will present carefully planned, practical and entertaining learning activities, aimed mainly at three to four year old children, based on a structured curriculum prepared by recognized experts in Early Years learning, and linked to salient aspects of well established and innovative child-centered approaches such as the Reggio Emilia Approach and the High/Scope educational approach.

The network will also provide practical guidance for parents, caregivers and child-care workers, helping them to develop parenting and child-care skills and assisting them to guide children successfully through a crucial developmental stage.

The core of the PRE-K.TV network center will be a uniquely equipped, and visually spectacular, permanent pre-school environment. The 'school' will be staffed by several teachers/presenters who guide both the real children and the children at home through structured educational activities. The center will include fully equipped television production facilities where the PRE-K.TV network television programs will be produced.



The nature of the physical environment and the educational activities enable the PRE-K.TV network to take advantage of recent advances in production technology and economies of scale (provided by the daily operation of the network) to produce large volumes of program material at very low cost.

HIGHLIGHTS

The PRE-K.TV network is a compelling investment opportunity for the following reasons:

1 MANAGEMENT

PRE-K.TV is the brain child of Robin Mudge, an award-winning educationalist and former senior BBC television producer, who has spent many years designing, instigating and running very large scale international educational initiatives, including projects for PBS and the CPB. Margaux Bergen is an international communications and marketing professional with expertise in branding and positioning organizations. PRE-K.TV has been developed by numerous internationally renowned educational specialists and is attracting the support of key US Early Years specialists and a consortium of senior educational specialists.

2 AUDIENCE AGGREGATION

The potential audience for PRE-K.TV is huge; however, the audience is fragmented across the whole country. PRE-K.TV uses social networking and viral marketing tools to self aggregate the audience into a coherent and identifiable body.

Through the PRE-K.TV programs, the needs of the following audiences will be addressed:

- Individual pre-school children, with parent or caregivers, in their own home.
- Children at play groups, supervised by parents or caregivers.
- Children in nursery schools or classes as part of their nursery activities.

- Parents wishing to improve their understanding and skills in Parenting and Early Years learning.
- Professionals and volunteers in the nursery and child-care fields.
- Adult learners in the field of educational media.

3 EDUCATIONAL AND SOCIAL IMPACT

Because the PRE-K.TV network can be made available to all, this project will have a major positive impact on future generations of children, young people and, eventually, adults - from all social and economic backgrounds.

4 CONTENT

Compelling Educational and Entertaining Content. The PRE-K.TV network combines the best child-based educational activities provided by a variety of tried and tested early learning techniques and mixes them with performances delivered by exceptional children's entertainers.

5 REVENUE STREAMS

Growing Untapped Market. The desire for and need of good quality early learning services is well documented. PRE-K.TV supplies this to an ever growing and changing population of three to four year olds across the whole country.

Subscription-Based Revenue. To avoid possible adverse effects of advertising on young children, the PRE-K.TV network operates on a subscription revenue basis only. Users can take out monthly subscriptions or purchase individual program components on a 'Pay per View' basis.

The projected audience base provides a healthy financial return upon investment.

Secondary Revenue Sources. Through sales of DVD omnibus and collections editions and distribution through digital and terrestrial satellite, cable and traditional broadcasters.

6 LOW PRODUCTION AND MARKETING COSTS

The live nature of the PRE-K.TV product, combined with modern digital TV production equipment and methods, provides an exceptionally low production cost. The product is self-marketing through the audience's use of built-in viral marketing tools.

PRE-K For All. The dual content mode of live streaming and downloadable 'omnibus' highlights provides an opportunity to provide 'Pre-K for all' through philanthropic and sponsorship funding of the live stream, keeping the downloadable content as being available to subscription users only.

7 MARKETING

The size of the market which PRE-K.TV is entering is enormous. According to research at the Center for Economic Development, the Infant, Toddlers and Preschoolers (ITP) sector that serves the under fives, brings in revenue of \$122 billion for about 1.5 million workers from about 111,000 establishments. The National Childcare Association estimates that the licensed child care industry's revenues were \$43 billion in 2002.

As PRE-K.TV adds a quality product to this sector, it will also be an aggregator for other products.

Because the network's delivery platform incorporates social networking and proven viral marketing tools such as ratings, recommendations, comments and "tell a friend", viral marketing is its first "push" tool. It will harness and aggregate the potential power of this sector which includes millions of parents and caregivers to spread the word and provide a mass audience.



IMPACT OF PRE-K.TV NETWORK

PRE-K.TV will have a very significant positive effect on future generations of children, young people and, eventually, adults. Young children in their immediate pre-school years are enormously receptive to models of behavior which influence their attitudes towards social interaction and learning throughout their subsequent lives. The impact of positive behavior models, delivered in a format that is both entertaining and educational, will be considerable. This impact will be most marked on those whose need is currently the greatest, those who, do not currently have access to good quality pre-school education.

PRE-K.TV will deliver these important foundation benefits in two ways: firstly, by the impact that the television program will have directly upon the viewing, participating children and secondly, by the impact on adults (parents, guardians, play-group leaders, teachers and caregivers) of the examples of high quality approaches to child development and education throughout children's formative pre-school years.

Because the major means of delivery of the PRE-K.TV benefits is by television, it can be made readily accessible to virtually the whole population. PRE-K.TV could, therefore, be of particular benefit to children of disadvantaged families and to their parents. It will make an important contribution to overcoming the current inequality of

opportunity faced by those families who cannot access "traditional" pre-schools.

THE TELEVISION PROGRAMS

The programs will be interesting and exciting and will create a sense of "belonging" in the viewing children. They will differ from other available program for three to four year olds in two very important respects.

- First, the activities shown will be based on a carefully constructed curriculum for Early Years learning, and the programs will be designed to encourage and facilitate live simultaneous involvement and activity by the viewing children. The intention is to provide two live 'channels' throughout the pre-school day: one each for three and four year olds, split into approximately ten-minute sections to ease viewing. These are each delivered as live video channels over the Internet, available to bona fide members of the PRE-K.TV network.
- Second, the PRE-K.TV programs are intended to be viewed by children accompanied by a supervising adult (e.g. parent, grandparent, guardian, play group leader). The children at home follow the real time activities of the children in the PRE-K.TV educational center - a reality TV show for children. As children settle into doing practical tasks, the teachers can turn their attention to the parents and caregivers who are watching with their children at home. The programs will be delivered five days a week.

The programs will have strong educational oversight to ensure that what is delivered to the viewing children contains the appropriate development along the same educational curriculum lines that underlie the learning of the children actually attending the PRE-K.TV center. From the week's live activities, edited highlights are prepared as a weekly 'downloadable' omnibus collection. These are also to be made available as DVD collections for regular purchase on-line or in stores.

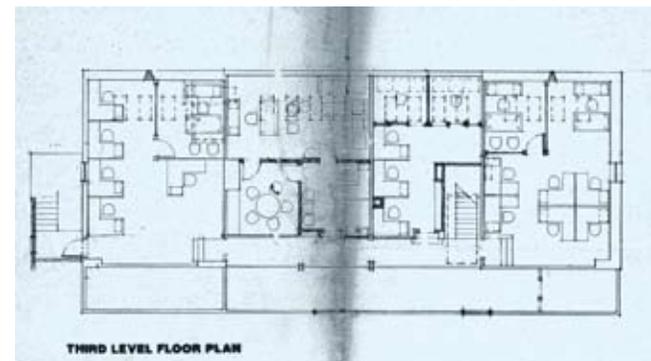
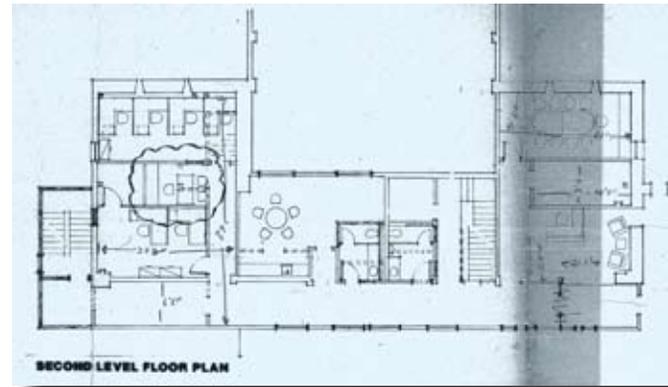
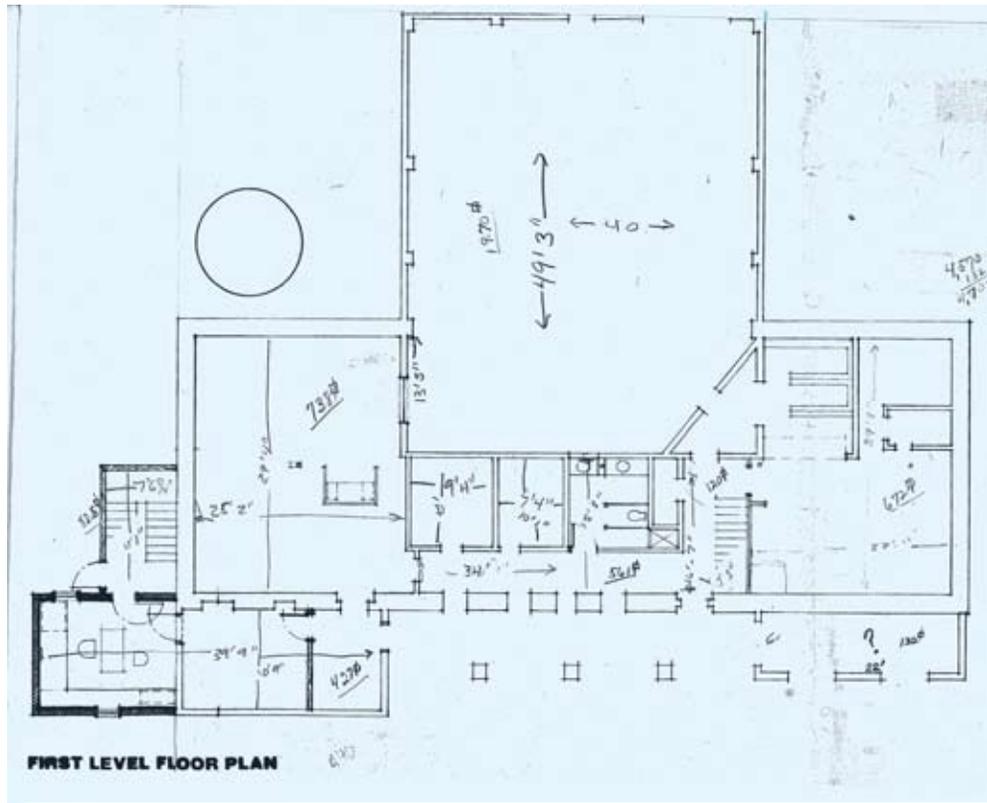
Activities to be done by the viewing children will require no materials and equipment or else only those common items likely to be available in the vast majority of homes. Provision will be made for examples of efforts produced by viewing children to be featured in subsequent programs.

By their nature, the daily programs will convey information of great value to the supervising adults, as they will inherently show the development (and the variation in development) of children of a similar age to their own charges and will show a full range of child behavior and also effective, acceptable ways of dealing with behavior problems. Although valuable to all parents and supervising adults, this is likely to be of particular benefit to young, first time and single parents, especially if they are also cut off from access to other positive role models.



Location.

Pre-K.TV needs a very special building, one that allows a full size set to be permanently installed and that provides a full broadcast specified television production facility. This exbroadcast affiliate studio provides both within an hour and a half from Washington, D.C.



DELIVERY PLATFORMS

PRE-K.TV will use well established streaming services for the 'free to air' on-line service with download and podcasting delivery mechanisms delivering the subscription service. Program channels are delivered live and in real time. The PRE-K.TV web site acts as a program guide, giving outline details of each day's activities for the entire week. Viewers of PRE-K.TV 'tune in' to the appropriate channel for their children - in other words they select the 3 or 4 year old video stream and use it for as long as they need. Terrestrial broadcasters can dip in and out of the stream as they see fit.

Free to Air Content:

- Two separate channels. One each for three year olds and four year olds.
- Two hours each for the morning and afternoon session

Subscription Content.

- Omnibus additions, one each for three and four year olds, are two hours long and consist of edited and indexed highlights of the week's activities. They are made available as downloadable podcasts and physical DVDs. (These can be used at any time and in any place.)

Podcasting is a very efficient way of sending video programs to users using the Internet. All they have to do is subscribe to the service at the PRE-K.TV web site, and then each daily program is automatically sent to their computer for viewing on the desk top, on an iPod or similar 'childfriendly' media player, or on a connected television set. Some viewers may choose to use only the podcast service, rather than the live stream, and others just the live stream.

SOCIAL NETWORKING

Although the number of potential users is large, they are scattered over the whole country, and thus are very difficult to identify and reach. PRE-K.TV overcomes this problem by bringing the power of social networking to its on-line delivery of the TV programs. It uses proven 'viral marketing' tools, such as 'tell a friend' ratings, comments and recommendations, so that audience members can efficiently self promote the service to others who have an interest and a need for the service. The system also enables easy collaboration between audience members, connecting them to local events and self help groups.

The delivery infrastructure is based on mature open source software, which has no license fee implications. As well as delivering programs on a daily subscription basis, the PRE-K.TV delivery platform provides extensive search and discovery functions that enable 'on-demand' use of its program resources.



COMPETITIVE ANALYSIS

There are plenty of children's TV programs available through existing TV stations. Discovery Kids, Disney, Noggin, Nickelodeon, The Children's TV workshop and PBS-Kids all make lots of traditional children's TV. Most of these providers organize content into blocks suitable for different age ranges, including Pre-K children. However, there is little to no long term, coherent educational structure in their presentation and delivery. The problem is that the programs they carry are made to satisfy a general audience. Broadcast time is very valuable, so programs are forced to be short to fit as many different types as possible into the limited number of hours a day. In this situation, traditional television executives are reluctant to consider new programming techniques that can deliver real structured learning experiences over time. Not only that (with some notable exceptions), many of them consider real education to be boring and that learning is difficult. Therefore many program formats tend to be 'fluffy' so as to disguise any educational content, making them fit their model of what is entertaining for general audiences, and palatable by children. This model more often than not focuses on the social and emotional development of children at the expense of the cognitive. PRE-K.TV presents a planned and balanced approach to both.

Today there is a totally different audience dynamic. No longer are viewers at the mercy of broadcast program schedules. The Internet and on demand TV systems give the audience 'what they want', 'when they want it'. PRE-K.TV delivers to this dynamic and gives the audience a new approach to children's TV programming. Unhampered by limited fixed time slot programming, PRE-K.TV is able to deliver properly structured early learning experiences, guided by sound curriculum models. Children and parents dip in and out of the daily programs, as they need. They use the downloaded programs when and where they want. PRE-K.TV is a new kind of TV; it facilitates 'the joy of learning', it does not disguise it. **"Skill begets skill and learning begets**

learning" as James Heckman Nobel prize winning economist stated.

PRE-K.TV is different; it is not designed to replace traditional children's programming. Indeed, PRE-K.TV is likely to strengthen a family's enjoyment of traditional children's TV programs because it enables parents and children to fit those programs more easily into a coherent learning experience.



ACKNOWLEDGEMENTS

The PRE-K.TV network was formed as an original idea by Robin Mudge in 1995 in the UK and is now ideally suited for instigation in the US. The partnership that was formed to develop the project and the author wishes to acknowledge the work at that time of those highconcept thinkers who included the following:

Open Mind Productions - One of the foremost independent television companies in the UK specializing in both production and post production of high-quality educational programs for UK broadcasters.

Rosemary Peacocke - Chair of the Educational Consultative Group. Specialist advisor to the Parliamentary Select Committee for Education & Employment; lecturer in Early Years and primary education and visiting Professor in child development. Rosemary's career has involved her as a Head Teacher of an Infant School, Staff Inspector for Primary Education, with national responsibility for the Education of Young Children and President of TACTYC (Tutors of Advanced Courses for Teachers of Young Children) and BAECE (British Association of Early Childhood Education).

Chris Pascal - Professor of Early Education, Worcester College of Higher Education; Effective Early Learning Research Project and President of the British Association for Early Childhood Education.

Iram Siraj-Blatchford - Senior Lecturer in early childhood education at the London Institute of Education.

Judith Petterson - Principal Educational Psychologist, London Borough of Sutton and a Senior Inspector for Special Educational Needs.

The profile of the project was raised with enthusiastic and formal



support from parliamentary select committees in both the UK House of Commons and the House of Lords.

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