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ABSTRACT

Processes are described which were used to continue the planning necessary for the production of a 20 episode educational television series for parent education. Dramatic episodes showing conflict in the lives of five fictional families form the basis for the planned series which is intended to educate 17-25-year-old parents to facilitate the growth and development of their children. The report includes: (1) a development for program content and related nonbroadcast materials; (2) a research and evaluation plan including needs assessment, laboratory, pilot and field testing; (3) a community relationships plan for outreach and publicity; and (4) a distribution and additional funding plan. (STS)

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DEVELOPMENT AND PRODUCTION LEADING TO A TELEVISION SERIES ON PARENT EDUCATION

PLANNING REPORT
VOLUME II: OPERATIONAL PLAN

November 30, 1976

Prepared for:

U.S. Office of Education
Division of Educational Technology

Under Contract No.
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APPLIED MANAGEMENT SCIENCES

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INTRODUCTION

Planning is a cumulative process, and the Parent Education Television Project is no exception. The first volume of this Planning Report included detailed milestones and timelines for the production aspects of the project. This volume builds upon that information, since all the other components are designed to support the production activities, which are at the heart of the project.

As a result of the first two months experience, a more efficient Table of Organization has been developed, and is now operational. That plan is shown in Chapter 2.

Chapter 3 describes the Development Plan in detail, including plans for the development of program themes for the series and the timelines for the development of relevant non-broadcast materials. The Institute for Child Study involvement in content development is tracked in this section.

Chapter 4 describes the Research and Evaluation Plan, including plans for the Needs Assessment Study, Laboratory, Pilot and Field testing. As in the case of the Development plan, Research and Evaluation is closely coordinated with the Production schedule to be followed by the Educational Film Center.

Chapter 5 describes the Community Relations Plan, including plans for Community Outreach, Multi-media Materials Research and Review, and Publicity and Promotion. This component represents a new administrative arm of the revised Table of Organization. (See Chapter 2.)

Chapter 6 describes the Distribution and Funding Plan, including plans for broadcast commitment and securing of additional funds from private sources for promotion and related activities.

2

REVISED PROJECT ORGANIZATION

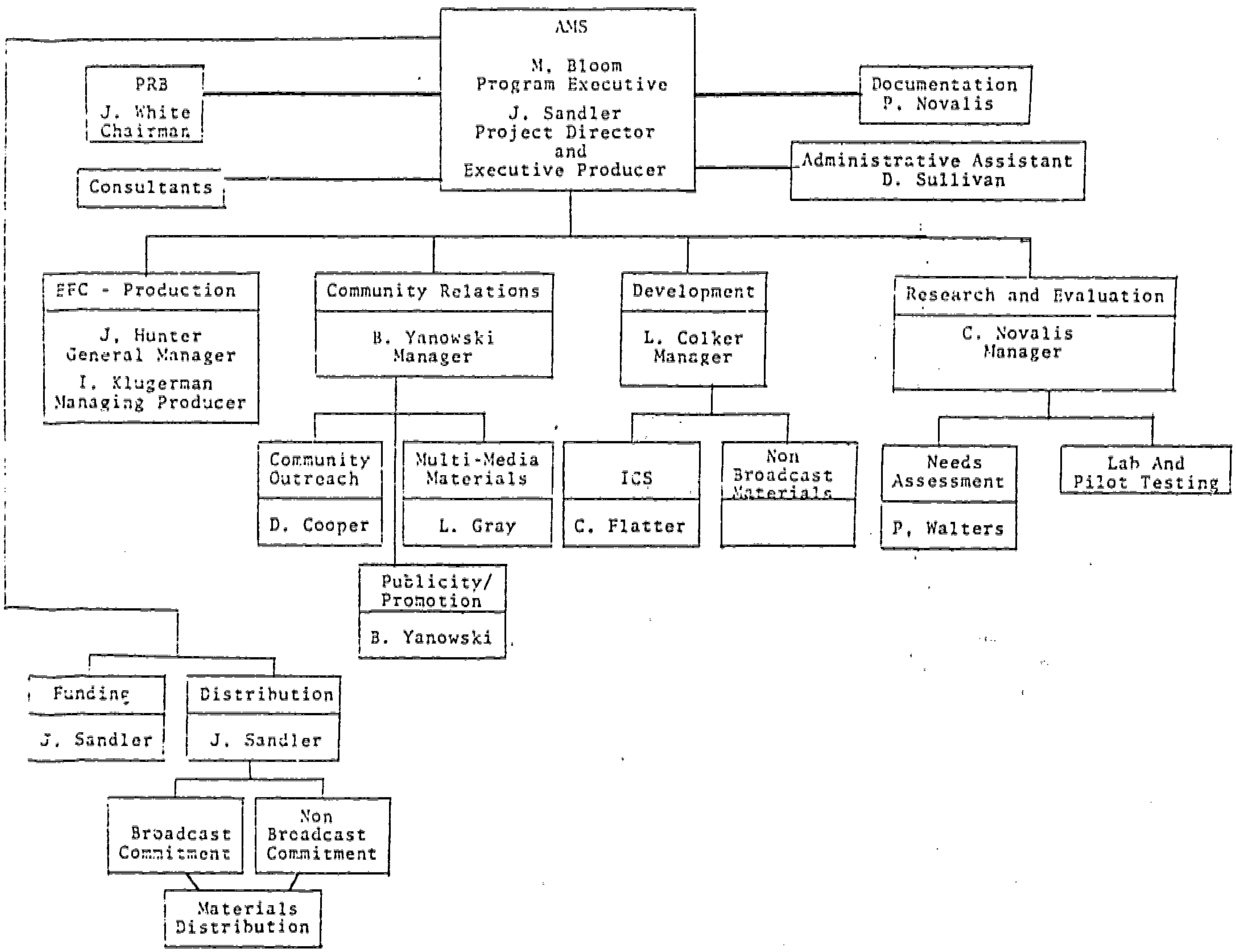
In order to insure maximum efficiency and ease of coordination, the consortium management has revised the overall project organization. This revision is now operational and can be seen in Exhibit 2.1.

Overall project administration is the responsibility of the prime contractor, Applied Management Sciences. Corporate management is represented by Martin Bloom (Program Executive). Overall responsibility for day-to-day operations rests with Jerrold Sandler (Project Director and Executive Producer).

The Project Director/Executive Producer maintains regular contact with the Program Review Board through its Chairperson, John F. White. He also assigns the work of the program consultants, Edward Palmer, Herman Land, and Lee Polk. Other administrative functions include supervision of all members of the Applied Management Sciences' project team, as well as maintaining regular liaison with the Educational Film Center (EFC) regarding the scripting and production activities under their sub-contract. In addition, he is directly responsible for the distribution and funding activities.

One key feature of the reorganization is the creation of three managerial posts: Community Relations (Barbara Yanowski), Development (Laura Colker), and Research and Evaluation (Carol Novalis). These three team leaders report directly to the Executive Producer. The work of their teams is described in the chapters which follow.

EXHIBIT 2.1; REVISED PROJECT ORGANIZATION CHART (11/9/76)



It should be noted that several new positions have been filled and are now operational: Community Outreach (Della Cooper), Multi-media Materials (Louise Gray), and Needs Assessment (Pamela Walters). Additional slots have been created for a formative evaluation person with relevant television experience, and a developer of non-broadcast materials. These positions are currently under active recruitment.

The weekly meetings of the Project Coordinating Committee continue as before, with EFC, ICS and the project leadership from Applied Management Sciences represented.

3

DEVELOPMENT

The Development Team of the Parent Education Project is composed of L. Colker, Team Manager, from Applied Management Sciences, and C. Flatter, B. Tyler, J. Kurtz, and B. Huebner of the Institute for Child Study. This team is responsible for specifying and developing all content related materials. In order to accomplish this task, it is necessary that we work very closely with all of the teams rather than produce our deliverables in isolation. In particular, there has been established a direct line of communication with the Production Team for they, in a sense, are the users of the material that we develop. Since the content lays the foundation for the rest of the project, at every step, we have built in checks to ensure that developed content meets the needs of all Consortium members.

Development activities for the project will be carried out in two major phases: (1) the designation and development of the content to be presented in the twenty television programs, and 2) the writing and production of non-broadcast materials to accompany the series. The plan for developing the products required by both of these phases is presented in the remaining sections of this chapter.

Phase I - Content Development

The content development component of the project entails the designating, prioritizing, and specifying of the content material to be presented in the television programs. As such, development encompasses all activities that are involved in the finalization of content subject matter into a form that will best facilitate the needs of the Production Team for translating content into film. To accomplish this end, the following individual tasks have been identified as integral to this effort:

- Designation of parenting/child development assumptions
- Designation of project goals
- Designation of program objectives for the series
- Formulation of master list of probable themes
- Selection of pilot themes
- Development of content packets for the pilots
- Designation of the 16 remaining themes for the series
- Development of content packets for the remaining themes
- Review of each treatment to ensure that the designated content has been incorporated and appropriately reflected
- Specification of program objectives for each film in behavioral form.

As may be inferred from the above listing, because of the fundamental nature of these tasks, the work of the Development Team forms the base for all other phases of the project. Before any production can begin, any evaluations performed, or any community outreach conducted, the content must be specified, prioritized, and prepared in usable form. For this reason, the Development Team has been in operation since Day 1 and has produced the project's first deliverables.

The first three tasks were, in fact, completed by the Development Team in preparation for the first meeting of the Program Review Board, two weeks after the project's start date. At that time, the assumptions, goals, and objectives were outlined for the Board and approved by them. The following two tasks were conducted by the Development Team over the next month and presented in finalized form at the second meeting of the Program Review Board on October 15-16, 1976. At that meeting, approval was given for three pilot themes and a fourth as alternate. The philosophy, planning and work involved in each of these tasks which led to the adoption of the pilot themes, have already been described in Chapter 3 of the Planning Report submitted on October 29, 1976. The remaining content tasks which the Development Team is now approaching will be described in the following sections.

3.1: DEVELOPMENT OF CONTENT PACKETS FOR THE PILOTS

Through an iterative process, the Development Team has worked closely with the Production Team and program writers to develop a format which will present the content for each theme in a form which best caters to the needs of the writers. Several trial packets of presentation were developed, reviewed, and worked with in an attempt to achieve this goal. In addition, a draft of the packets was used at the Writers' Workshop held on October 31-November 2, 1976 to obtain direct feedback from the writers who will themselves be working with the information. Through this process of review and revision, final copy of the writers' packets for each of the three themes was prepared and sent to the writers on November 12, 1976.

Each packet, in its final form, contains the following informational sections:

- MESSAGE. The main idea(s) which are to be presented in this theme are stated here. The overall thought to be conveyed to the viewers is the message.
- THEME RATIONALE (optional). When it is deemed that the writer needs additional knowledge about the philosophical context of this theme, the bearing of current research on this subject, or expert opinion on the importance of this theme, a rationale for selection of this theme is included.
- PRIMARY LEARNINGS. The major concepts which the Content Team has singled out for learning are presented in this section in order of priority. These concepts need to be highlighted by the writers in their treatments in order to convey the message adequately.
- SUPPLEMENTAL LEARNINGS. The other major points which contribute to the development of the theme appear in this section, also in prioritized order. More learnings are included than it may be feasible for the writers to use. Therefore, these learnings should be incorporated into the treatment whenever appropriate, at the discretion of the writer.
- ILLUSTRATIVE ANECDOTES. In this section, the primary learnings are illustrated, using a child (children) of the age(s) of the core family children. The learnings to which these anecdotes are keyed appear adjacent to each anecdote.

- SUPPLEMENTAL ANECDOTES. As in the previous section, illustrative anecdotes of all of the learnings, both primary and supplemental, are provided. In this section, though, examples are provided using children of all ages, 0-5.
- DEVELOPMENTAL CHARACTERISTICS OF CHILDREN IN CORE FAMILY. This section contains a listing of the typical behaviors which characterize children of the age(s) of child (children) in the core family. This information provides the writers with a repertoire of the typical behaviors that the children they are writing about might exhibit.
- CLOSING DOCUMENTARY SEQUENCE. In this section, the Development team has selected the most important points of the theme and provided helpful information for the viewers relevant to these points. Specific techniques are provided to illustrate how parents can utilize the learnings which were presented in the drama.
- ADDENDUM. Information in this section deals with particular writer needs for information, and is tailored to individual requests for information.
- RESEARCH APPENDIX. In this final section, experimental research is outlined for the writer to illustrate the support in the literature for the primary and supplemental learnings presented in the body of the packet.

In addition, with each packet supplied the writers, the Development Team has enclosed articles pertinent to the topic highlighting some of the major research in the field. Also, a chart developed by the Institute for Child Study describing the developmental characteristics of children of all ages has been included, along with a three page summary on how people learn from viewing television (see Exhibit 3.1). All of these materials are intended to submerge the writer in knowledge of the subject on which he/she is to write. Moreover, a direct line of communication has been established and encouraged between the writers in the field and the Development Team so that all questions or needs which may arise as the writers work on the script treatments may be answered immediately.

3.2: DESIGNATION OF THE SIXTEEN REMAINING THEMES FOR THE SERIES

As noted above, at the time of the second Program Review Board, three pilot themes and one alternate were selected. The next

EXHIBIT 3.1: ENCLOSURE IN WRITERS' PACKETS

LEARNING FROM THE VIEWING OF TELEVISION

Television is an especially effective tool for conveying an educational message. Its most obvious advantage is that it is almost universally a major part of everyone's life. By the time that the average American child is 18, he/she has watched over 22,000 hours of programming. More time will have been devoted to this one activity than any other single activity with the exception of sleep.

Thus, by using television as a medium for instruction, the prospective audience can readily be met on their own ground. For those for whom transportation or accessibility is a problem, instruction is brought into their own homes. One of the drawbacks of traditional programs of adult education has been the need to physically go to a classroom. Even when interest is present, motivation to attend a course is often weak. Thus, the needed incentive for enrolling in a course of instruction, arranging one's schedule to be able to attend, and obtaining baby-sitters, is eliminated when the burden of instruction is removed from the student and the class brought directly to him/her.

The effectiveness of television as a medium of instruction has likewise been thoroughly documented. That television can influence individual attitudes and behavior has long been a recognized fact. Moreover, that television is able to impact on specific population groups with specific learning objectives has also been attested to. The much acclaimed success of "Sesame Street" has amply demonstrated this capability. Moreover, young adults already look to television as an example for helping them to cope with their own everyday problems. In a 1971 study, LoSciuto asked adults what they thought they learned from television. His subjects answered that they learned about the world in general: they learned how to handle themselves in social situations and how to deal with their own personal problems. These responses echoed earlier findings. In a 1968 study of adults and adolescents living in New York, one-third of the respondents said that viewing television helped them to better understand their own personal problems and to make decisions. In that same year, Foley reported that some of the parents in his study used illustrations from television programs as models or support of their theories of parental behavior. Data by Life (1972) and Greenberg and Dominick (1969) provide further evidence that for adolescents of minority or lower-class background, television is a source of authority and/or inspiration.

Assuming, consequently, that television is a viable means for instructing adolescents and adults several conclusions can also be made on how to maximize the capabilities of television for learning purposes based on research in this area.

- Television is most effective as a tool for learning when used in a suitable context of learning activities at the receiving end.
- There is no evidence to suggest that either visual magnification or a large-size screen will improve learning from television.
- Where learning of perceptual motor skills is required, a subjective angle presentation on television will tend to be more effective than an objective angle presentation.
- People will learn better when the visuals are in a continuous order.
- Attention-gaining cues that are irrelevant to the subject matter will most probably have a negative effect on learning from television.
- There is no consistent evidence to suggest that either humor or animation significantly contributes to learning from television.
- Inserting questions in a television program does not seem to improve learning, but giving students a rest pause does.
- Repeated showings of a television program will result in more learnings, up to a point. However, directed follow-up, where available, is more effective than a second showing of the same program.

EXHIBIT 3.1: continued

- Problem-solving instruction on television is more effective than lecturing where the materials taught involve the solving of a problem.
- People learn more from television under motivated conditions than under unmotivated ones.
- Under suitable conditions, television has been shown to be capable of highly motivating learning.

Television appears to be an ideal vehicle for the proposed parent education project. To obtain further information on how people learn from viewing television, these references are suggested:

- Richard C. Burke, Instructional TV: Bold New Venture (Bloomington: Indiana University Press)
- Goodwin C. Chu and Wilbur Schramm, Learning From Television (National Association of Educational Broadcasters)
- J. Christopher Reid and Donald W. MacLennon, Research in Instructional Television and Film
- Hiyeda Kumata, An Inventory of Instructional Television Research (Ann Arbor: Educational Television and Radio Center)
- John A. Niemi, Mass Media and Adult Education (Englewood Cliffs, N.J.: Educational Technology Publications)

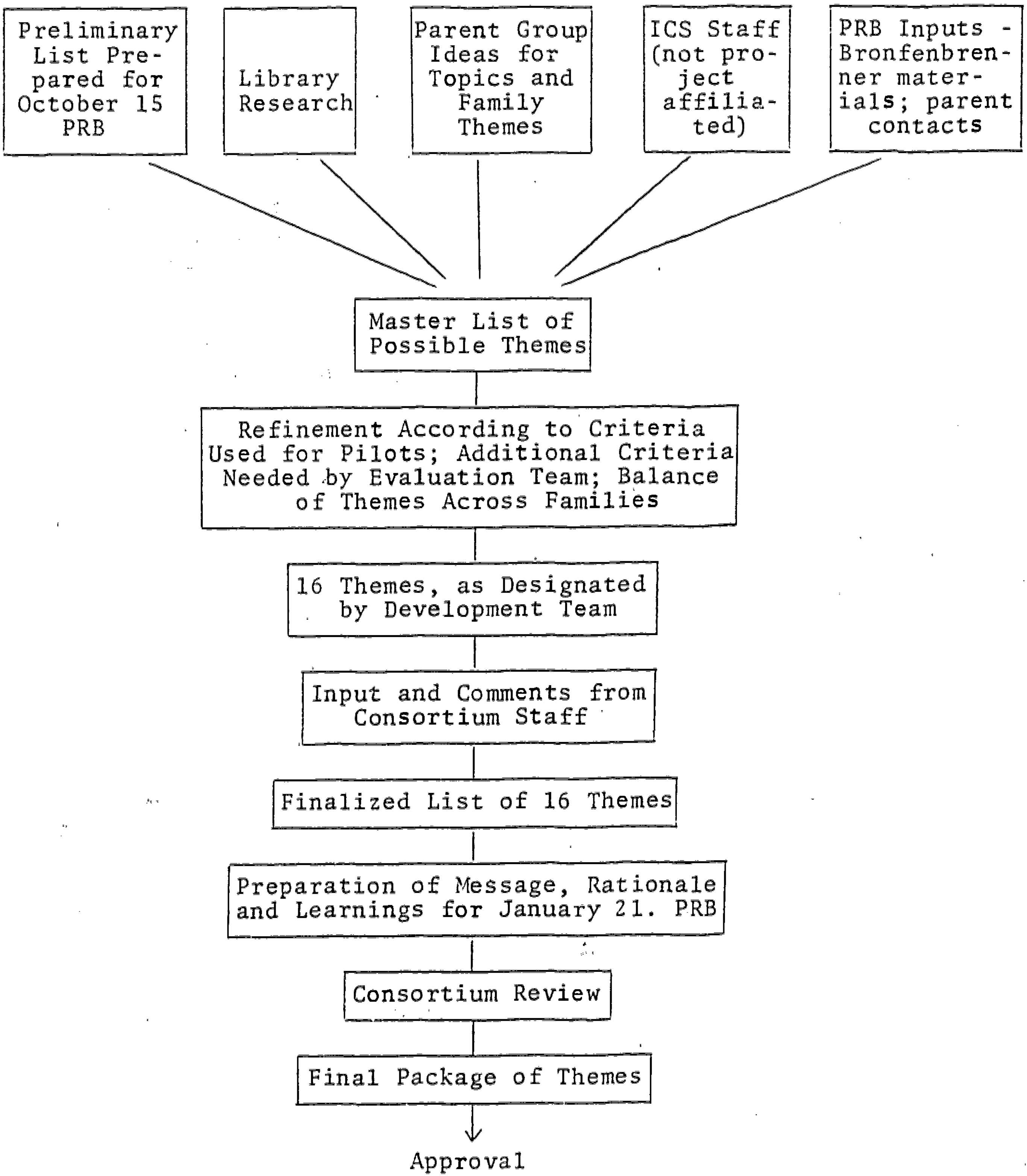
immediate task, therefore, is to designate the 16 other themes that we will want to include in the series. In Exhibit 3.2, we have diagrammed our strategy for arriving at this decision point.

The list of 16 themes presented at the October Program Review Board (as described in the Planning Report beginning on page 3.16) will serve as our point of departure. This list will then be supplemented with materials gained through intensive library research, suggestions made by ICS staff directly attached to the project, parent groups, and feedback received from members of the Program Review Board. Input from parent groups will be obtained from small group meetings of prospective parents and parents of young children representing various age and economic levels. At these meetings, which will be arranged by the Community Outreach Team, the Development Team will discuss with parents their ideas for theme topics, and also, the types of themes that would realistically be appropriate to each of the five families on whom our series centers. It is anticipated that five to six discussion groups will meet.

As mentioned, another major source of information for additional themes will be members of the Program Review Board themselves. At the last meeting it was requested that Board members review the preliminary list of 16 themes, comment upon those listed, and make additional suggestions. Several Board members have already returned their comments and suggestions to us. Further, at a breakfast meeting held with Dr. Urie Bronfenbrenner on November 17, 1976, we were able to obtain Dr. Bronfenbrenner's insights into needed themes. In addition, to further utilize the talents and contacts of the Board members, the Development Team will request that Board members seek ideas on theme areas from parent groups with whom they are in contact. This information will provide us with parent opinions and feelings on a national scope, not just one that is particular to the Washington, D.C.-Baltimore area.

Using the input received from these diverse groups, the Development Team will at this point compile a master list of possible themes for the remaining programs. This listing will be

EXHIBIT 3.2: STRATEGY FOR DETERMINING REMAINING SIXTEEN THEMES



pared down to 16, using a rating system based on the following criteria:

- Universality of appeal
- Avoidance of appeal to "fads," fashion or temporal societal trends
- Centrality to child development theory
- Felt need as expressed by parents
- Felt need as expressed by experts
- Reflective of age and interests of target audience
- Reflective of developmental level of target audience
- Relationship to at least one project objective
- Topicality - reflective of interests to broader range of population (other than target audience)
- Achievement of balance in creating unified approach for whole series
- Achievement of balance within individual families
- Additional criteria suggested by Evaluation Team

The list of 16 themes suggested by the Development Team, will the be circulated to Consortium members for review. Based upon these comments, the Development Team will then finalize the listing. For each designated theme, we will specify its message, the theoretical rationale for its inclusion, and the prime and supplemental learnings which are to be conveyed by the theme. This material will be prepared into booklet form and circulated to members of the Program Review Board prior to the January 21, 1977 meeting date.

As with the second Program Review Board meeting, key members of the ICS-AMS Development Team will explain, expand upon, and discuss each of these themes with the Board. It is anticipated that by the end of the January meeting, we will have reached closure on the sixteen additional program themes.

3.3: DEVELOPMENT OF CONTENT PACKETS FOR THE REMAINING THEMES

Having already worked out an acceptable format for presentation of theme content, the Development Team is confident that we will be able to produce the remaining content packages within the short turnaround period that is necessitated by the production schedule. The following time frame has been slotted for the development of each remaining content package:

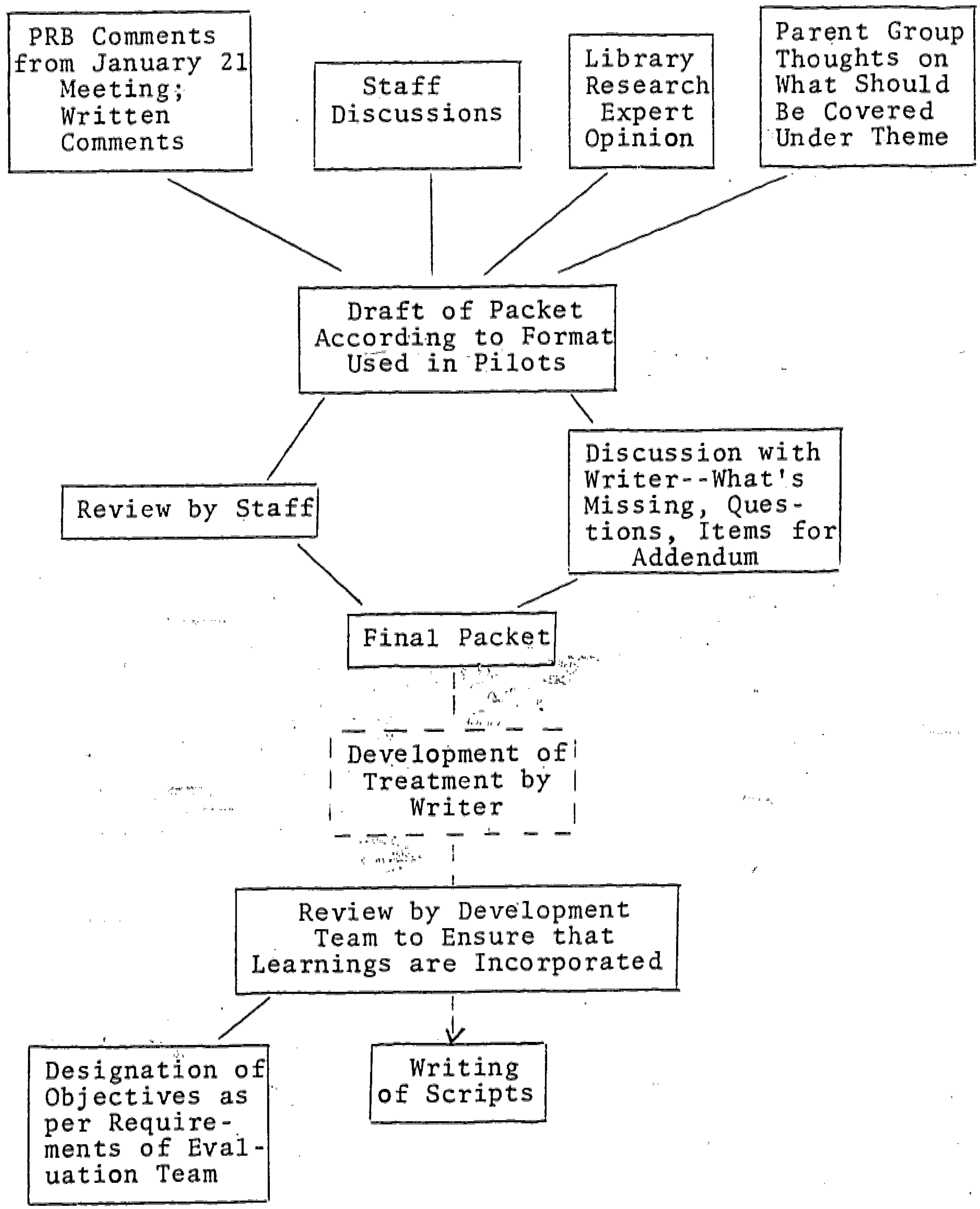
2 days	-	Development of content by individual on team
1 day	-	Review of content by entire team, finalization
2 days	-	Consortium review
1 day	-	Revision by developer based on comments
3/4 day	-	Formatting by L. Colker
1/4 day	-	Approval by L. Colker and C. Flatter
1 day	-	Typing, production

By using this format, the amount of individualized work allows for the simultaneous production of several content packets--a demand of the right schedule requirements. At the same time, sufficient interface with the entire Development Team and the Consortium as a whole has been built in to ensure that there is uniformity in approach and consistency in quality. Further, it is our plan to develop theme packets in a sequence that will span across the families, so that no writer will be held up because we have not yet worked on a theme to be used with his/her family.

The blueprint which we will be using to develop each of the remaining packets is depicted in Exhibit 3.3. As shown in this diagram, several preliminary steps are taken prior to beginning development. First of all, the oral and written comments of members of the Program Review Board on each of these themes will be analyzed and incorporated into our plan. In the same vein, several meetings of parent groups will be called by the Community Outreach Team as a forum for us to obtain ideas on what learnings parents would like to see emphasized. These insights will then be combined with staff discussions and library research.

The primary developer of the packet will then synthesize these ideas into a packet similar to the ones developed for the pilots.

EXHIBIT 3.3: DEVELOPMENT OF WRITERS' PACKETS



Upon review of this packet by the entire Development Team, the packet will then be circulated among Consortium members for final comment. At the same time that this review process is occurring, a member of the Development Team will meet face-to-face with either the Head Writer or the writer of that packet to fully explain the content, to answer specific questions, and to find out what material not included in the package the writer would like to see in the Addendum. Based upon this writer feedback and Consortium comments, final copy of the packet will be produced. This packet will then be forwarded to the appropriate writer so that script treatments can be started.

3.4: REVIEW OF TREATMENTS

As indicated in Exhibit 3.3, once a writer has completed the script treatment of a particular theme, the Development Team will then review the treatment to ensure that the designated content has been incorporated and is appropriately reflected. Without making any comments on the creative presentation of the treatment, the Development Team will, however, review each treatment for the following:

- Tenor of the treatment is in line with the rationale and philosophy of the theme
- All of the primary learnings have been incorporated
- Several of the secondary learnings have been incorporated
- Information presented is consistent, complementary, and supportive of the theme message
- A viewer watching this treatment will be able to comprehend and remember the content message
- Characters, lifestyle, and content depicted will be identifiable to the target audience.

Review of the treatments will be made by the Development Team on both an individual and group basis. This level of effort will be spent with each theme since it is our feeling that this is the most important juncture at which we can maintain the quality of the content presented in the programs. If we can ensure that the treatments adequately reflect the specified content, then we can be confident that the final programs will also. If, on the other hand, we were to wait until further into the production schedule to review the content, it is unlikely that our input could have any impact on the presented content without seriously hindering the time schedule. For these reasons, we have built our content review as early into the production schedule as is feasible.

3.5: SPECIFICATION OF PROGRAM OBJECTIVES

Similarly, Exhibit 3.3 also outlines the final step in packet development, specification of program objectives in behavioral form. Once it is clear from review of the treatments exactly which learnings are being incorporated into the programs, the Development Team will be able to translate the learnings into behavioral objectives. For each objective, we will specify what learning is to take place, what the criterion for success will be and how this success will be adjudged. In performing this exercise, the Development Team will work hand in hand with the Evaluation Team to ensure that our efforts will be consistent with their needs.

All of the tasks described above will be performed on each of the program themes. The tasks will be conducted sequentially, but several of the themes will be overlapping in development. The precise details of scheduling content development are mapped out in the concluding section of this chapter.

PHASE II: DEVELOPMENT OF NON-BROADCAST MATERIALS

The other major output of the Development Team, in addition to the content packets, will be the development of the non-broadcast materials which are to accompany the programs. For each program theme, two types of materials will be written and produced: one for the target audience of parents of young children and prospective parents, and one for teachers, community group leaders, social workers, and others who will be using the materials to lead group discussions.

3.6: VIEWER'S BOOKLET (Parent's Guide)

It is anticipated that the viewer's booklet will not only reinforce the learnings that are conveyed by the programs but will serve to expand the viewer's knowledge of each subject area. Tentatively, it is planned that the material pertinent to each theme will be 15-20 pages in length and will include these features:

- Synopsis of the theme script
- Objectives of the theme television program to be reinforced
- Additional objectives to be mastered through this material
- Child development information relevant to this theme
- Reinforcement activities to strengthen learnings
- Supplemental activities to delve further into the topic
- Bibliography of books, articles, films and other pertinent resources
- Listing of resources for obtaining further information on the topic - i.e., adult education courses, community resources, health agencies, parent participation organizations
- Glossary of technical terms used.

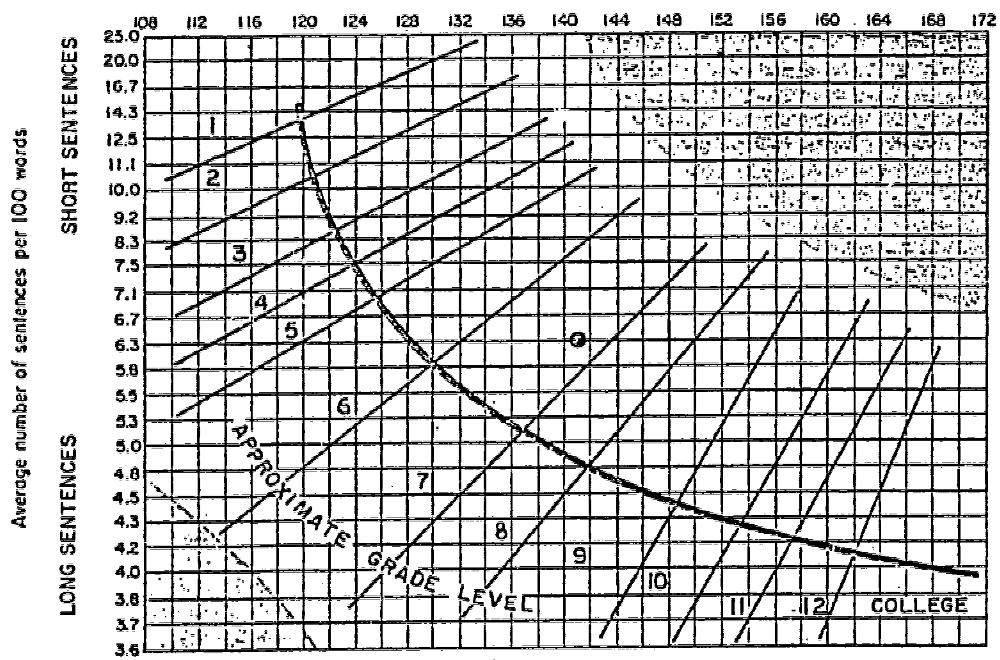
Since the prime target audience of the project is 17-25, these materials will have to be geared stylistically and topically to the interests of this age group. Activities and approach will have to conform to the findings of the formative research which has already been conducted on the interests of teenagers and young adults. Art work and graphics will likewise reflect the styles preferred by this young audience.

Further, because the materials will be in written form, they will not only have to have the necessary appeal, but will also have to be written at a reading level appropriate to the developmental level of the audience. To accommodate this need, all materials will be written at a 9-10 grade level and tested on the Fry scale of Readability (see Exhibit 3.4).

EXHIBIT 3.4: SCALE FOR ESTIMATING READABILITY

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey



DIRECTIONS: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of sentences per 100 words on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

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For further information and validity data see the April, 1968 Journal of Reading and the March, 1969 Reading Teacher.

3.7: DISCUSSION LEADER'S BOOKLET

Accompanying the viewer's booklet will be a discussion leader's booklet with information on each theme, also about 20 pages in length. This booklet will parallel the viewer's booklet in content, but will also provide supplemental information, tie together information presented in other themes, and present questions for discussion and further exploration of the topic. For each activity or point of discussion presented in the viewer's booklet, the leader's booklet will present accompanying topics and questions that the leader may wish to emphasize. In order to maintain this direct correspondence between the material presented in both booklets, one technique that we have successfully employed in the past is to reproduce key pages from the viewer's booklet in reduced form in the leader's booklet. The questions for discussion or supplemental information are then imposed directly on this page, with arrows pointing to the spot for insertion. This technique is illustrated in Exhibit 3.5.

3.8: PRODUCTION OF BOOKLETS

The precise format for the non-broadcast materials will be outlined during the month of December and formally presented to the Program Review Board at the January 21, 1977 meeting. In this plan the Development Team will outline our scheme for developing the materials, the details on types of content features to be included in the materials, and our plan for ucing the materials. At this stage, prior to the development of this product, however, we are able to anticipate that we will follow a plan similar to the one described in Exhibit 3.6.

In preparing the materials for these booklets, several preliminary steps will be taken. First of all through library and field research we are beginning to assemble examples of non-broadcast materials that have been developed for similar projects, and in particular, for similar target audiences. From these we will be able to ascertain modes of presentation and format which have proven to be most successful. Evaluations of these materials will, Iron is found in every cell of the body. It combines with protein to form the hemoglobin in the blood which carries oxygen to all parts of the body, and it helps to return carbon dioxide to the lungs. It is also present as myoglobin in muscle contraction.

Iron needs are increased by a loss of blood (e.g., following injury, surgery, and during menses), during pregnancy, and during infancy.

Iron

The most common nutrient lacking in the American diet is iron. Iron is found in all cells of the body but is especially needed in the red blood cells to carry oxygen from the lungs to every cell in the body. Women, children, and teenagers, are most likely to suffer from a lack of iron. A person also needs more iron during periods of rapid growth. Infants, preschoolers, and teenagers need more iron during this time. A 1970 study found that for poor people, one person in every four got so little iron to eat that medical help was required.

Anemia is the name of the disease which develops when there is not enough iron in the diet or after a person loses a great deal of blood, as in an accident. A person suffering from anemia feels constantly tired, weak, and drained of energy. Anemia affects men and women, though the most vulnerable groups are infants, young children, teenagers, and women of childbearing age.

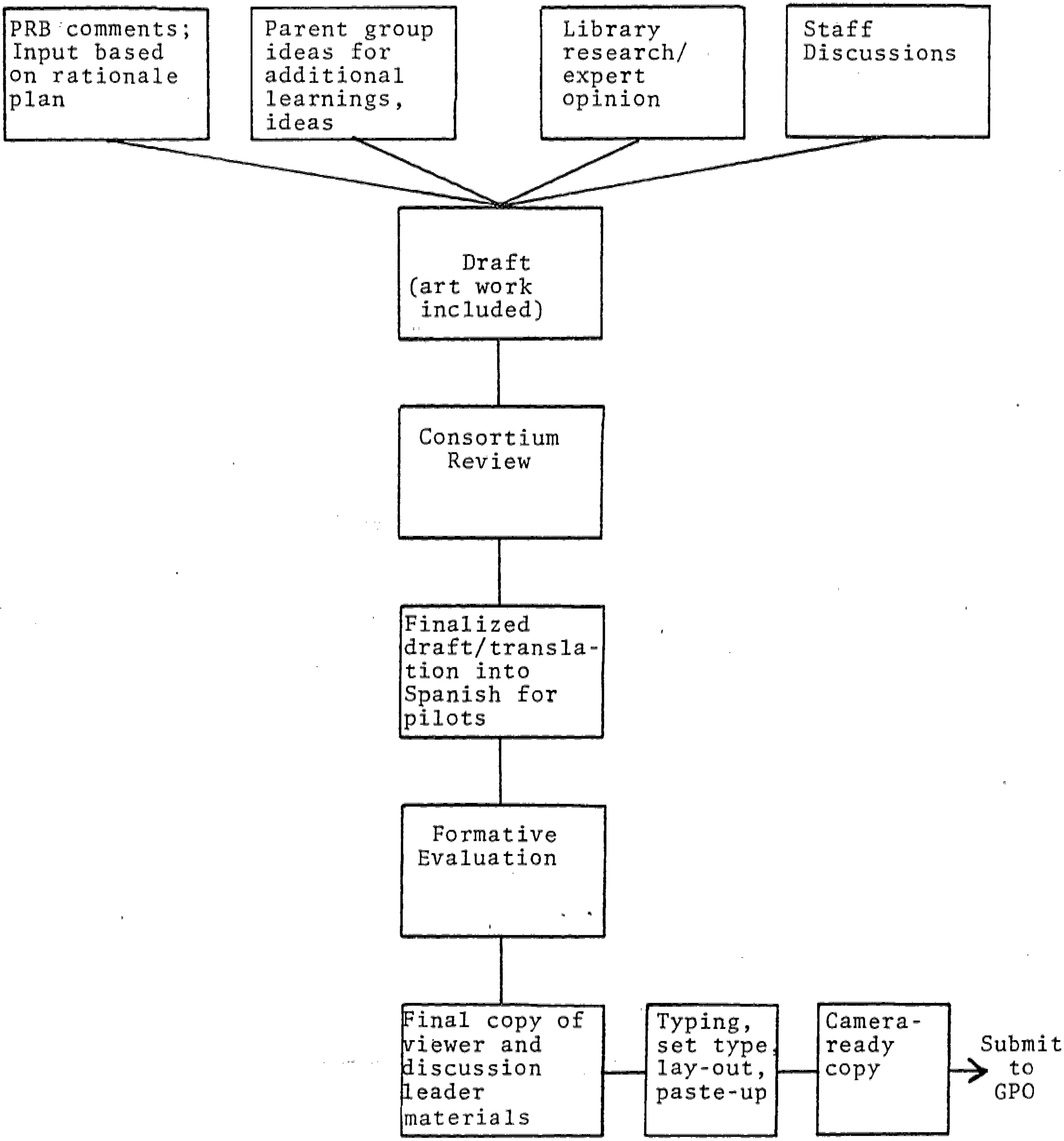
Anemia continues to be our number one deficiency disease. People are actually getting less iron today than they used to get. One reason that has been given for this situation is the switch in cooking from iron to aluminum and steel pots. The iron pots which were once more commonly used supplied an important source of iron when acid foods were cooked in them. The newer pots deprive us of this "free" source of iron in our diets.

These are foods that contain iron. To get the iron that we need, we should choose some of these iron-rich foods every day: liver, red meats, egg yolk, dark green, leafy vegetables (spinach, beet greens, kale, turnip greens), dried fruits (raisins, apricots, prunes), molasses, baked beans, enriched and whole grain breads and cereals, and legumes (soybeans, lima beans, peas).

Anemia is a disease which has plagued people for centuries.

Results from the National Nutrition Survey conducted in the late 1960's show anemia to be quite common in many geographic regions.

EXHIBIT 3.6: DEVELOPMENT OF NON-BROADCAST MATERIALS



of course, be our best indicators of what works and what does not. This examination of materials will be backed up by our own experiences and those of experts whom we will contact. In addition, our two prime information resources--the members of the Program Review Board and the parent groups--will be especially crucial to this effort. The comments made by the Board members both to the themes and the presented rationale plan will form a backbone for the development of the materials. Likewise, ideas expressed by parent groups on additional information and activities that they feel should be covered will be a major indicator of the direction that the materials will follow.

For both booklets on a given theme, all input will be synthesized into draft form, complete with art work, within a two-week turnaround period. At this time, the material will be circulated to Consortium members for comment. Once the materials have been reviewed and comments incorporated, the drafts will at this point undergo formative evaluation. With the materials for the pilots, this exercise will be especially stringent and controlled. Through a series of lab, pilot, and field tests, viewers will be asked to react to both the style and the content of the materials. The full details of the formative evaluation phase are described in the Research and Evaluation chapter of this document. Based on the feedback received from each of these testing situations, the materials will be revised. Subsequent to the field testing, final revisions will occur.

For the seventeen themes following the pilots, accompanying non-broadcast materials will also undergo formative evaluations, but not to the degree to which the pilot materials will be subjected. For these materials, formative evaluation will consist of review of the materials by experts in the field and, most importantly, by parent groups. Since one of the criteria for successful development of the non-broadcast materials is that they be able to stand alone, we do not foresee any difficulty in obtaining user reactions to the materials without showing the corresponding film.

Following the formative evaluation input, final written and art copy will be produced. Written material will be right-justified and set typed; art work will be produced into form compatible with GPO reproduction standards. Material for both books will be laid out and pasted-up by Applied Management Sciences' staff into camera ready form. At this stage, upon approval of the Production Supervisor, the booklets will be submitted to GPO for printing.

For the pilot themes, an additional step has been built into this framework. The non-broadcast materials for these programs will be translated into Spanish at the draft stages. The Spanish versions, like their English counterparts, will undergo the identical formative evaluation procedures as previously described. Results of the evaluation will likewise be incorporated into these materials which will then be produced in camera-ready form.

Once delivered to GPO in camera ready form, all non-broadcast materials will come under the domain of the Community Relations Team, which will be involved in the dissemination of these materials.

Scheduling

Since the activities of the Development Team involve the development of a great many deliverables within a short span of time, the work has been organized into a number of discrete tasks which can be performed simultaneously by various members of the team. Within each of these tasks, however, we have been careful to build in time for review and discussion by the team as a whole. This system will permit us maximum flexibility and efficiency in use of time, but will also ensure that consistency and quality are upheld.

In Exhibit 3.7 which follows, we have mapped out the tasks to be performed throughout the duration of the project by month. Exhibit 3.8 shows the number of person hours required per task by month.

EXHIBIT 3.7: TASKS BY MONTH

TASK *		DECEMBER 1976	JANUARY 1977	FEBRUARY 1977	MARCH 1977	APRIL 1977	MAY 1977	JUNE 1977	JULY 1977	AUGUST 1977	SEPTEMBER 1977	OCTOBER 1977	NOVEMBER 1977
1. Select 16 remaining themes													
2. Review treatments of themes 1, 2, 3													
3. Designate objectives for themes 1, 2, 3													
4. Develop packet 4													
5. Develop rationale for non-broadcast material													
6. Develop theme rationale package for PRB													
7. PRB meeting													
8. Review treatment 4													
9. Designate objectives for theme 4													
10. Develop packet 5													
11. Develop packet 6													
12. Develop packet 7													
13. Develop packet 8													
14. Develop packet 9													
15. Develop packet 10													
16. Non-broadcast for theme 2-Model													
17. Develop packet 11													
18. Develop packet 12													
19. Develop packet 13													
20. Develop packet 14													
21. Develop packet 15													
22. Review treatments 5, 6, 7, 8, 9													
23. Designate objectives for 5, 6, 7, 8, 9													
24. Non-broadcast for theme 1													
25. Non-broadcast for theme 3													
26. Review treatments 10, 11, 12, 13, 14													
27. Designate objectives for 10, 11, 12, 13, 14													

*Because tasks have been designated by month, some pages may be blank.

EXHIBIT 3.7 (continued)

TASK		DECEMBER 1977	JANUARY 1978	FEBRUARY 1978	MARCH 1978	APRIL 1978	MAY 1978	JUNE 1978	JULY 1978				
1. Select 16 remaining themes													
2. Review treatments of themes 1, 2, 3													
3. Designate objectives for themes 1, 2, 3													
4. Develop packet 4													
5. Develop rationale for non-broadcast material													
6. Develop theme rationale package for PRB													
7. PRB meeting													
8. Review treatment 4													
9. Designate objectives for theme 4													
10. Develop packet 5													
11. Develop packet 6													
12. Develop packet 7													
13. Develop packet 8													
14. Develop packet 9													
15. Develop packet 10													
16. Non-broadcast for theme 2-Model													
17. Develop packet 11													
18. Develop packet 12													
19. Develop packet 13													
20. Develop packet 14													
21. Develop packet 15													
22. Review treatments 5, 6, 7, 8, 9													
23. Designate objectives for 5, 6, 7, 8, 9													
24. Non-broadcast for theme 1													
25. Non-broadcast for theme 3													
26. Review treatments 10, 11, 12, 13, 14													
27. Designate objectives for 10, 11, 12, 13, 14													

3.2

EXHIBIT 3.7 (continued)

TASK		DECEMBER 1976	JANUARY 1977	FEBRUARY 1977	MARCH 1977	APRIL 1977	MAY 1977	JUNE 1977	JULY 1977	AUGUST 1977	SEPTEMBER 1977	OCTOBER 1977	NOVEMBER 1977
28. Make revisions to non-broadcast based on lab testing													
29. Develop packet 16													
30. Develop packet 17													
31. PRB meeting													
32. Develop packet 18													
33. Develop packet 19													
34. Develop packet 20													
35. Review treatments 15, 16, 17													
36. Specify objectives for 15, 16, 17													
37. Revise non-broadcast materials based on pilot test (May 1-15)													
38. Review treatments 18, 19, 20													
39. Specify objectives for 18, 19, 20													
40. Develop non-broadcast materials for theme 4 - DRAFT													
41. Develop non-broadcast materials for theme 5 - DRAFT													
42. Develop non-broadcast materials for theme 6 - DRAFT													
43. Develop non-broadcast materials for theme 7 - DRAFT													
44. Develop non-broadcast materials for theme 8 - DRAFT													
45. Revise non-broadcast materials for themes 1, 2, 3 based on field test													
46. Produce themes 1, 2, 3 (non-broadcast)													

3-25

EXHIBIT 3.7 (continued)

TASK		DECEMBER 1977	JANUARY 1978	FEBRUARY 1978	MARCH 1978	APRIL 1978	MAY 1978	JUNE 1978	JULY 1978				
28. Make revisions to non-broadcast based on lab testing													
29. Develop packet 16													
30. Develop packet 17													
31. PBB meeting													
32. Develop packet 18													
33. Develop packet 19													
34. Develop packet 20													
35. Review treatments 15, 16, 17													
36. Specify objectives for 15, 16, 17													
37. Revise non-broadcast materials based on pilot test (May 1-15)													
38. Review treatments 18, 19, 20													
39. Specify objectives for 18, 19, 20													
40. Develop non-broadcast materials for theme 4 - DRAFT													
41. Develop non-broadcast materials for theme 5 DRAFT													
42. Develop non-broadcast materials for theme 6 - DRAFT													
43. Develop non-broadcast materials for theme 7 - DRAFT													
44. Develop non-broadcast materials for theme 8 - DRAFT													
45. Revise non-broadcast materials for themes 1, 2, 3 based on field test													
46. Produce themes 1, 2, 3 (non-broadcast)													

EXHIBIT 3.7 (continued)

TASK		DECEMBER 1976	JANUARY 1977	FEBRUARY 1977	MARCH 1977	APRIL 1977	MAY 1977	JUNE 1977	JULY 1977	AUGUST 1977	SEPTEMBER 1977	OCTOBER 1977	NOVEMBER 1977
47. Develop non-broadcast materials for theme 9 - DRAFT											→		
48. Develop non-broadcast materials for theme 10 - DRAFT												→	
49. Revise non-broadcast materials for theme 4 based on formative evaluation												→	
50. Produce 4 (N-B)												→	
51. Revise non-broadcast materials for theme 5 based on formative evaluation												→	
52. Produce theme 5 (N-B)													→
53. Develop non-broadcast materials for theme 11 - DRAFT													→
54. Revise non-broadcast materials for theme 6 based on formative evaluation													→
55. Produce theme 6 (N-B)													→
56. Revise non-broadcast materials for theme 7 based on formative evaluation													→
57. Produce theme 7 (N-B)													
58. Develop non-broadcast materials for theme 12 - DRAFT													
59. Revise non-broadcast materials for theme 8 based on formative evaluation													
60. Produce theme 8 (N-B)													
61. Revise non-broadcast materials for theme 9 based on formative evaluation													
62. Produce theme 9 (N-B)													
63. Revise non-broadcast materials for theme 10 based on formative evaluation													

TASK		DECEMBER 1977	JANUARY 1978	FEBRUARY 1978	MARCH 1978	APRIL 1978	MAY 1978	JUNE 1978	JULY 1978				
47. Develop non-broadcast materials for theme 9 - DRAFT													
48. Develop non-broadcast materials for theme 10 - DRAFT													
49. Revise non-broadcast materials for theme 4 based on formative evaluation													
50. Produce 4 (N-B)													
51. Revise non-broadcast materials for theme 5 based on formative evaluation													
52. Produce theme 5 (N-B)													
53. Develop non-broadcast materials for theme 11 - DRAFT													
54. Revise non-broadcast materials for theme 6 based on formative evaluation													
55. Produce theme 6 (N-B)													
56. Revise non-broadcast materials for theme 7 based on formative evaluation													
57. Produce theme 7 (N-B)													
58. Develop non broadcast materials for theme 12 - DRAFT													
59. Revise non-broadcast materials for theme 8 based on formative evaluation													
60. Produce theme 8 (N-B)													
61. Revise non-broadcast materials for theme 9 based on formative evaluation													
62. Produce theme 9 (N-B)													
63. Revise non-broadcast materials for theme 10 based on formative evaluation													

EXHIBIT 3.7: (continued)

TASK		DECEMBER 1976	JANUARY 1977	FEBRUARY 1977	MARCH 1977	APRIL 1977	MAY 1977	JUNE 1977	JULY 1977	AUGUST 1977	SEPTEMBER 1977	OCTOBER 1977	NOVEMBER 1977
64. Produce theme 10 (N-B)													
65. Develop non-broadcast materials for theme 13 - DRAFT													
66. Revise non-broadcast materials for theme 11 based on formative evaluation													
67. Produce theme 11 (N-B)													
68. Develop non-broadcast materials for theme 14 - DRAFT													
69. Develop non-broadcast materials for theme 15 - DRAFT													
70. Develop non-broadcast materials for theme 16 - DRAFT													
71. Revise non-broadcast materials for theme 12 based on formative evaluation													
72. Produce theme 12 (N-B)													
73. Revise non-broadcast materials for theme 13 based on formative evaluation													
74. Produce theme 13 (N-B)													
75. Develop non-broadcast materials for theme 17 - DRAFT													
76. Revise non-broadcast materials for theme 14 based on formative evaluation													
77. Produce theme 14													
78. Revise non-broadcast materials for theme 15 based on formative evaluation													
79. Produce theme 15 (N-B)													
80. Develop non-broadcast materials for theme 18 - DRAFT													

EXHIBIT 3.7: (continued)

TASK		DECEMBER 1977	JANUARY 1978	FEBRUARY 1978	MARCH 1978	APRIL 1978	MAY 1978	JUNE 1978	JULY 1978				
64. Produce theme 10 (N-B)			→										
65. Develop non-broadcast materials for theme 13 - DRAFT			→										
66. Revise non-broadcast materials for theme 11 based on formative evaluation			→										
67. Produce theme 11 (N-B)			→										
68. Develop non-broadcast materials for theme 14 - DRAFT				→									
69. Develop non-broadcast materials for theme 15 - DRAFT				→									
70. Develop non-broadcast materials for theme 16 - DRAFT					→								
71. Revise non broadcast materials for theme 12 based on formative evaluation					→								
72. Produce theme 12 (N-B)					→								
73. Revise non broadcast materials for theme 13 based on formative evaluation					→								
74. Produce theme 13 (N-B)						→							
75. Develop non broadcast materials for theme 17 DRAFT						→							
76. Revise non broadcast materials for theme 14 based on formative evaluation						→							
77. Produce theme 14						→							
78. Revise non broadcast materials for theme 15 based on formative evaluation						→							
79. Produce theme 15 (N-B)							→						
80. Develop non-broadcast materials for theme 18 DRAFT							→						

EXHIBIT 3.7: (continued)

TASK		DECEMBER 1976	JANUARY 1977	FEBRUARY 1977	MARCH 1977	APRIL 1977	MAY 1977	JUNE 1977	JULY 1977	AUGUST 1977	SEPTEMBER 1977	OCTOBER 1977	NOVEMBER 1977
81. Develop non-broadcast materials for theme 19													
82. Develop non-broadcast materials for theme 20													
83. Revise non-broadcast materials for theme 16 based on formative evaluation													
84. Produce theme 16 (N-B)													
85. Revise non-broadcast materials for theme 17 based on formative evaluation													
86. Produce theme 17 (N-B)													
87. Revise non-broadcast materials for theme 18 based on formative evaluation													
88. Produce theme 18 (N-B)													
89. Revise non-broadcast materials for theme 19 based on formative evaluation													
90. Produce theme 19 (N-B)													
91. Revise non-broadcast materials for theme 20 based on formative evaluation													
92. Produce theme 20 (N-B)													
93. Meetings		X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X

3.31

42a

EXHIBIT 3.7: (continued)

TASK		DECEMBER 1977	JANUARY 1978	FEBRUARY 1978	MARCH 1978	APRIL 1978	MAY 1978	JUNE 1978	JULY 1978				
81. Develop non-broadcast materials for theme 19							→						
82. Develop non-broadcast materials for theme 20								→					
83. Revise non-broadcast materials for theme 16 based on formative evaluation								→					
84. Produce theme 16 (N-B)								→					
85. Revise non-broadcast materials for theme 17 based on formative evaluation								→					
86. Produce theme 17 (N-B)									→				
87. Revise non broadcast materials for theme 18 based on formative evaluation									→				
88. Produce theme 18 (N-B)									→				
89. Revise non-broadcast materials for theme 19 based on formative evaluation									→				
90. Produce theme 19 (N-B)									→				
91. Revise non-broadcast materials for theme 20 based on formative evaluation									→				
92. Produce theme 20 (N-B)									→				
93. Meetings		x x x x x	x x x x x	x x x x x	x x x x x	x x x x x	x x x x x	x x x x x	x x x x x				

EXHIBIT 3.8: PERSON DAYS BY TASK BY MONTH

DECEMBER 1976

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
1. Select 16 remaining themes	20	10
2. Review treatments of Themes 1, 2, 3	5	3
3. Designate objectives for Themes 1, 2, 3	5	3
4. Develop packet 4	6 1/4	3
5. Meetings	5	3
6. Develop rationale for non-broadcast materials	1	5
Total	42 1/4	29

* Days are "person" days. 20 days equals one person full-time per month.

Exhibit 3.8: (continued)

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
JANUARY 1977		
1. Develop rationale package for PRB	36	10
2. PRB meeting	3	3
3. Review treatment 4	2	1
4. Designate objectives for Theme 4	2	1
5. Begin packet 5 (AMS)	3	3
6. Meetings	5	5
Total	51	23
FEBRUARY 1977		
1. Complete packet 5 (AMS)	1/4	2
2. Develop packet 6 (AMS)	3 1/4	5
3. Develop packet 7 (ICS)	6 1/4	2
4. Develop packet 8 (ICS)	6 1/4	2
5. Develop packet 9 (ICS)	6 1/4	2
6. Begin to develop packet 10 (ICS)	5	1
7. Meetings (including parent meetings for NOB)	10	5
Total	37 1/4	19

Exhibit 3.8: (continued)

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
MARCH 1977		
1. Complete packet 10 (ICS)	1 1/4	1
2. Nonbroadcast for Theme 2-Model*	4	12 (5 art, 5 paste-up
3. Develop packet 11 (AMS)	3 1/4	5
4. Develop packet 12 (ICS)	6 1/4	2
5. Develop packet 13 (ICS)	6 1/4	2
6. Develop packet 14 (AMS)	3 1/4	5
7. Begin packet 15 (AMS)	3	3
8. Review treatments 5,6,7, 8,9	5	3
9. Designate objectives for 5, 6, 7, 8, 9	5	3
10. Meetings	5	5
Total	42 1/4	40 5 art 5 paste-up
APRIL 1977		
1. Complete packet 15 (AMS)	1/4	2
2. Nonbroadcast for Theme 1	4	10 (5 art 5 paste-up)
3. Nonbroadcast for Theme 3	4	3
4. Review treatments 10, 11, 12, 13, 14	5	3
5. Designate objectives for 10, 11, 12, 13, 14	5	3
6. Make revisions to non-broadcast based on lab testing	5	5
7. Develop packet 16 (ICS)	6 1/4	2
8. Develop packet 17 (ICS)	6 1/4	2
9. PRB meeting	2	2
10. Meetings	5	5
Total	42 3/4	44 (10 art 10 paste up)

Exhibit 3.8: (continued)

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
MAY 1977		
1. Develop packet 18 (AMS)	3 1/4	5
2. Develop packet 19 (ICS)	6 1/4	2
3. Develop packet 20 (ICS)	6 1/4	2
4. Review treatments for theme 15, 16, 17	4	3
5. Specify objectives for themes 15, 16, 17	4	3
6. Begin to revise nonbroadcast materials based on pilot test (May 1-15)	10	20
7. Meetings	5	5
Total	38 3/4	40
JUNE 1977		
1. Complete revision of nonbroadcast materials based on pilot test	5	10
2. Review treatments of themes 18, 19, 20	5	3
3. Specify objectives for themes 18, 19, 20	5	3
4. Develop nonbroadcast materials for theme 4-DRAFT	10	20 (5 art)
5. Meetings	5	5
	30	41 (5 art)
JULY 1977		
1. Develop nonbroadcast materials for theme 5- DRAFT	10	20 (5 art)
2. Develop nonbroadcast materials for theme 6- DRAFT	10	20 (5 art)
3. Meetings	5	5
	25	45 (10 art)

Exhibit 3.8: (continued)

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
AUGUST 1977		
1. Develop nonbroadcast materials for theme 7-DRAFT	10	20 (5 art)
2. Develop nonbroadcast materials for theme 8-DRAFT	10	20 (5 art)
3. Meetings	5	5
	25	45 (10 art)
SEPTEMBER 1977		
1. Revise nonbroadcast materials for themes 1,2,3, based on field test	15	20 (15 art, 15 paste up)
2. Develop nonbroadcast materials for theme 9-DRAFT	10	20 (5 art)
3. Meetings	5	5
	30	45
OCTOBER 1977		
1. Develop nonbroadcast materials for theme 10 -DRAFT	10	20 (5 art)
2. Revise nonbroadcast materials for theme 4 based on formative evaluation		
3. Revise nonbroadcast materials for theme 5 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
4. Meetings	5	5
	30	45 (15 art, 10 paste up)
NOVEMBER 1977		
1. Develop nonbroadcast materials for theme 11-DRAFT	10	20 (5 art)
2. Revise nonbroadcast materials for theme 6 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
3. Revise nonbroadcast materials for theme 7 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
4. Meetings	5	5
	30	45 (15 art, 10 paste up)

Exhibit 3.8: (continued)

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
DECEMBER 1977		
1. Develop nonbroadcast materials for theme 12-DRAFT	10	20 (5 art)
2. Revise nonbroadcast materials for theme 8 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
3. Revise nonbroadcast materials for theme 9 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
4. Meetings	5	5
	30	45
JANUARY 1978		
1. Develop nonbroadcast materials for theme 13-DRAFT	10	20 (5 art)
2. Revise nonbroadcast materials for theme 10 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
3. Revise nonbroadcast materials for theme 11 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
4. Meetings	5	5
	30	45 (15 art, 10 paste up)
FEBRUARY 1978		
1. Develop nonbroadcast materials for theme 14-DRAFT	10	20 (5 art)
2. Develop nonbroadcast materials for theme 15-DRAFT	10	20 (5 art)
3. Meetings	5	5
	25	45 (10 art)

Exhibit 3.8: (continued)

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
MARCH 1978		
1. Develop nonbroadcast materials for theme 16-DRAFT	10	20 (5 art)
2. Revise nonbroadcast materials for theme 12 based on formative evaluation	7 1/2	10 (5 art, 5 5 paste up)
3. Revise nonbroadcast materials for theme 13 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
4. Meetings	5	
	30	45 (15 art, 10 paste up)
ARPIL 1978		
1. Develop nonbroadcast materials for theme 17-DRAFT	10	20 (5 art)
2. Revise nonbroadcast materials for theme 14 based on formative evaluation.	7 1/2	10 (5 art, 5 paste up)
3. Revise nonbroadcast materials for theme 15 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
MAY 1978		
1. Develop nonbroadcast materials for theme 18.	10	20 (5 art)
2. Develop nonbroadcast materials for theme 19	10	20 (5 art)
3. Meetings	5	5
	25	45 (10 art)

Exhibit 3.8: (continued)

TASK	ICS DAYS* NEEDED	AMS DAYS NEEDED
JUNE 1978		
1. Develop nonbroadcast materials for theme 20	10	20 (5 art)
2. Revise nonbroadcast materials for theme 16 based on formative evaluation	7 1/2	10 (5 art 5 paste up)
3. Revise nonbroadcast materials based for theme 17 on formative evaluation	7 1/2	10 (5 art 5 paste up)
4. Meetings	5	5
	30	45 (15 art, 10 paste up)
JULY 1978		
1. Revise nonbroadcast materials for theme 18 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
2. Revise nonbroadcast materials for theme 19 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
3. Revise nonbroadcast materials for theme 20 based on formative evaluation	7 1/2	10 (5 art, 5 paste up)
4. Meetings	5	5
	27 1/2	35 (15 1, 15 paste up)

4

RESEARCH AND EVALUATION

Research and evaluation activities for the Parent Education Television Project are integral parts of the production of the television series and corollary materials. The Consortium developing the series has taken the approach that formative research and evaluation are crucial to the success of any materials produced. The word "formative" implies that the research and evaluation activities will provide input into the "formation" of materials. Indeed, for this project, the Research and Evaluation team has been involved, from the very beginning of project work, in the development processes. Formative research and evaluation are not separate entities from each other nor from program development. All project activities are geared toward the production of a high quality television series which provides valuable learnings for the intended audience. Specifically the research and evaluation effort will be designed to serve the following purposes:

- Ascertaining the topics that are the highest importance and interest to the audience.
- Determining the approaches and elements of each program that will have the maximum appeal to the audience (and thereby reinforce their decision to watch each program.)

- Determining the program elements and approaches that will be most effective for the learning of the audience.
- Determining, while there is still the capability to revise materials, the appeal and effectiveness of the programs/segments.

In addition to the above objectives, the Research and Evaluation effort for the Parent Education Television Project includes a major task, slightly separate from the other formative research activities, which is a National Needs Assessment Study for Educational Television. The Needs Assessment was an added portion of the original contract and has two major objectives:

- To determine the perceived needs of the American Public for information about their role as parents; and
- To determine where, in their overall daily experience, they perceive the need for information about or assistance with social, health or educational problems.

The research and evaluation strategy for the development of the series will be formative and dynamic in nature. Each new idea and finding will be reviewed and researched carefully before being incorporated into production. This chapter presents the plan for the research and evaluation tasks. It is divided into several sections:

4.1 Definition of formative research and evaluation

4.2 Overall research and evaluation model

4.3 Pre-production formative research and evaluation

4.4 Interim production formative research and evaluation

4.5 Draft stage formative research and evaluation

4.6 Year II (full-scale series production) formative research and evaluation

4.7 Needs Assessment Survey

4.8 Research and evaluation team-planning procedures

4.9 Management of research and evaluation

4.1: DEFINITION OF FORMATIVE RESEARCH AND EVALUATION

Formative research and evaluation are designed, as described above, to provide data for input into the decision-making processes necessary to create the Parent Education Television Series. The decisions arrived at must serve the purpose of developing quality programs for the series to be successful. Criteria for good programming are:

- Appeal to the audience
- Effectiveness of teaching
- Consistency of approach
- Relevance to format
- Aesthetic quality

Standards for meeting these criteria will be set in each decision-making stage by the staff, the Office of Education, and Program Review Board, as their input is appropriate, and, ultimately, by the audience. The setting of the standards and the application of them to materials are formative research and evaluation activities. Formative research refers to information gathering tasks which feed into initial decisions and ongoing production-related development requirements (such as increasing in-depth knowledge of audience characteristics).

Individual research or evaluation studies will have varying purposes and objectives depending on the particular needs for information. Generally speaking, however, the research objectives will consist of the following, or variations of the following:

- To obtain information related to the style/content of the programs most appropriate to the target audience.
- To determine if various programs/segments are appealing to the audience.
- To determine whether various programs/segments effectively teach the attitudinal learning objectives to the audience.
- To determine whether various programs/segments effectively teach the desired knowledge and skill learning objectives to the audience.

- To determine if any unanticipated (desirable or undesirable) outcomes have been generated by the various programs/segments.
- To determine if any changes are recommended, based on research, to the programs/segments.
- To develop/discuss program characteristics with the target audience.

The particular purposes (objectives) of individual research and evaluation tasks will be expressed in terms of the important questions requiring investigation by the staff. Prior to discussing the specific studies planned, it is useful to describe the overall formative research model developed for this project. Section 4.2 presents this model. Section 4.3 details the approach to specific research and evaluation studies.

4.2: OVERALL RESEARCH AND EVALUATION MODEL

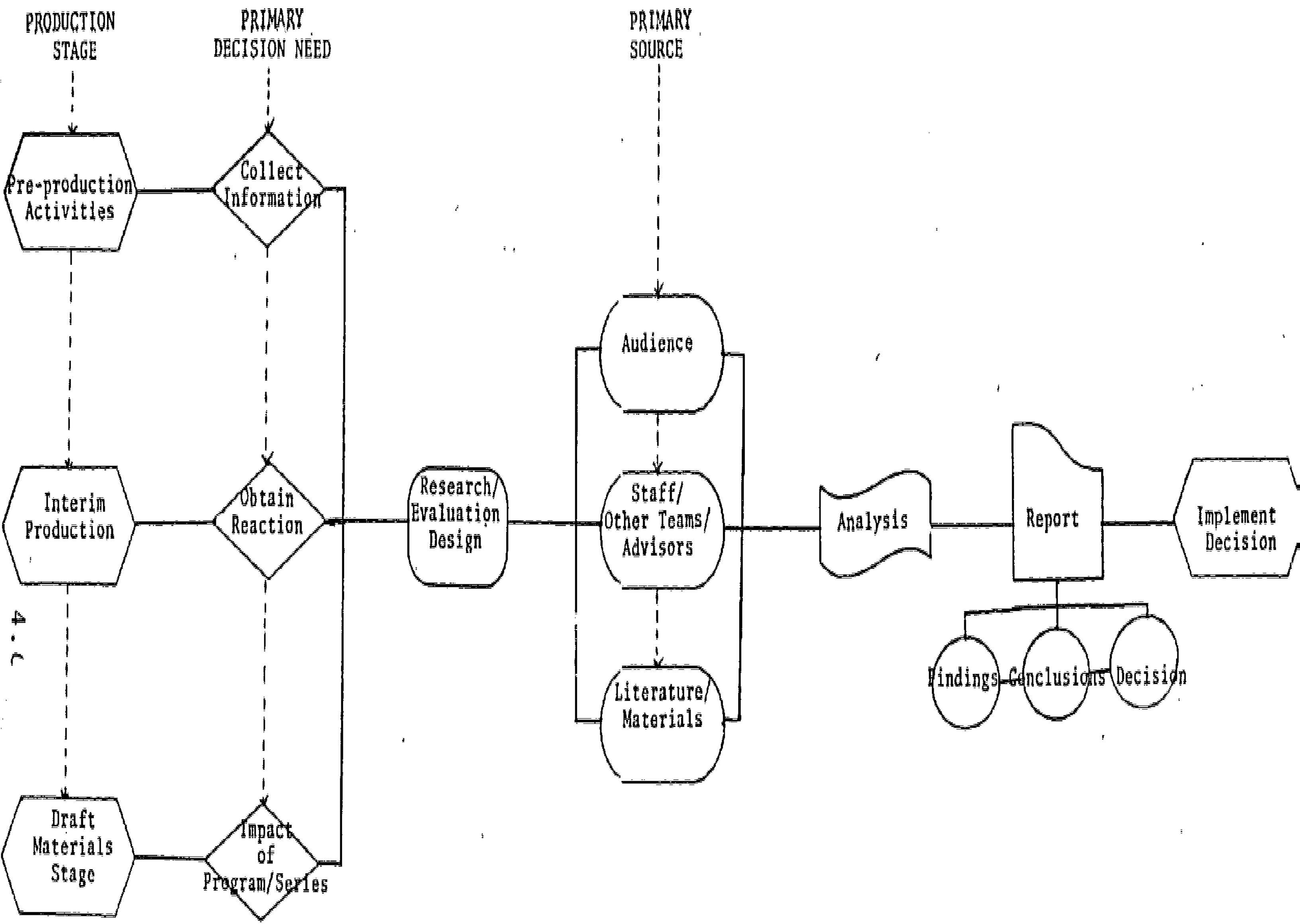
The process of formative research and evaluation is interaction among the production activities and staffs during production of materials. Interface occurs at three major times during production - during the pre-development stage when goals and objectives, instructional and programming approaches and content are being planned and researched; in the interim stages when materials are still evolving and may still be tentative or in very rough form; and, in the final stages when the materials have been essentially completed, but require "testing" to assure their fulfillment of the objectives. In each of these stages the activities of the research and evaluation staff focus on providing data to the production process. These data contribute to the making of decisions during the entire creative process. Throughout that process, a list can be made (which, of course, will be modified as the process continues) of particular times that empirical data are needed by the producers to assist them in making decisions as to the direction the materials are taking. For the Parent Education Television Project, the situations where such data are needed are referred to as decision points.

4.2.1: Decision Points

Decision points are those times, either specific or long term, where a particular strategy or concept must be finalized or formalized, and a conscious decision to go in one direction or another is made. For example, one major decision point is the selection of a title. At some specific date a conscious decision to decide on the title for the series will be made. On the other hand, formative research also involves defining, describing and understanding the target audience. Target audience research continues throughout the life of the project. Promotion and other activities depend on up-to-date knowledge about the audience. Decisions made concerning the target audience and its relationship to productions are not clear-cut points on a timeline; rather, increasing knowledge about the audience may often modify certain materials in subtle ways, not readily detectable when they occur. Decision points in the pre-production stage often take the form of development of knowledge or skills as opposed to selecting a direction out of several alternatives.

Formative research and evaluation, then, are designed to provide the information which help, along with the creative and technical skills of the staff, to make decisions in the production of the series. They interact with production in various ways and at various times, related to the three main stages of production: pre-production, interim production (rough or draft stages); and final draft. The data provided by the research and evaluation staffs may affect decisions to revise materials, to take new approaches and actions regarding production, and, for the less well-defined decision points, to modify current actions and approaches. The interaction of formative research and evaluation and the production of materials is described in the remainder of this section. Exhibit 4.1 presents a schematic overview of the formative research and

EXHIBIT 4.1: FORMATIVE RESEARCH AND EVALUATION MODEL



evaluation model. Specific research approaches are presented in Section 4.3.

4.2.2: Pre-Production Formative Research and Evaluation

During the pre-production stages for each program in the Parent Education Television Project, the research and evaluation staff participated in most of the decision-making concerning the Consortium's approach to programming. This has involved assisting in the development of project goals and objectives, theme selection, format discussions, and general planning activities. A significant portion of time was spent in research regarding the target audience and planning of stages for interaction with the audience throughout the project.

For the project planning period which has been completed, and as part of the planning for each individual program in the series as well as other materials, the research and evaluation team has performed and will participate in the following tasks:

- Specifying goals and objectives
- Researching and understanding target audience
- Generating of ideas
- Developing content research
- Developing approach to teaching/curriculum
- Developing approach to programming

During these tasks, the researchers participate in the discussions and decisions being made. This process facilitates a two-way exchange of valuable information with other team staffs. The researchers provide the insights of evaluation and research experience (as well as their personal insights) into the design of curriculum, the understanding of the target audience, and the general project conceptualization. Evaluators also may be able to provide a somewhat external, informed review of materials from an objective standpoint. At the same time, his/her participation in these activities, allows the evaluator to learn: the instructional and creative approach of other staff; the substance and intent of materials and the objectives and viewpoints of the entire staff. This knowledge will enable the research and evaluation team to develop, collect and provide data and analysis pertinent to the aims of production and development staffs.

4.2.3: Interim Production Research and Evaluation

The purpose of conducting evaluative research during production is to be able to influence decisions about the materials at a time when empirical data can be utilized efficiently to modify the materials. Reactions to materials by the target audience at points at which the materials are in rough form can often assist the producers in their edit/revision tasks, so that production is not interrupted significantly, and that the evaluation results can be implemented before the materials are so far along that to do so would be too costly.

Formative evaluation of materials can be begun in the most tentative preliminary stages and proceed through all processing. This applies to film activities (where research can be implemented long before the production activities begin, (e.g., in script development) and non-broadcast materials. Points for evaluative input include, but are not limited to:

- Approach to theme selection
- Approach to format
    - .. To host
    - .. To families
    - .. To drama
    - .. To documentaries
    - .. To the entire concept
- Approach to marketing
    - .. Style/appeal
    - .. Type of broadcasting-public or commercial

  - Content
  - Teasers
- Approach to tone-overall message of series
- Approach to non-broadcast materials
  - Content
  - Style/appeal
- Educational content development
  - baseline knowledge and relationship to "ceiling" effect of presenting things already known to the audience
  - maintenance of culture-free approach where possible
  - communication of the intended message
  - striking balance between child-development related messages and how-to-cope messages.

The overall approach of the research and evaluation staff is not to judge the materials, and not to hold accountable in a management sense the production staffs. Rather, it is to research the cause and effect of good instruction and good programming and to help the production staffs to implement the suggestions the research supports in improving the programs/materials. All formative research studies will be designed to elicit information on how to make things more effective, on why things do or do not work, and on whether they do or do not work.

4.2.4: Research and Evaluation of Draft Material

Previous stages of research have been intended to feed into the production process. The pieces, even when strung together informally before the final version is ready, are not the product. The ultimate objective for evaluative research is to create a quality television program. This program is more than the sum of its parts. Formative product evaluation is a necessary, and vital stage in the evaluation process. Two types of tests are necessary in the pilot stage: laboratory tests building on the materials testing; and field tests concentrating on the consumer reception of the programs in situations simulating actual airing of the series as closely as is possible.

4.2.5: Approach to Research and Evaluation

Research and evaluation occurs where there is a need to obtain information. The first step, obviously is to formulate a question to be investigated. Each decision point is resolved by a series of questions, whose answers, will provide data contributing to the decision. From here, it follows that a strategy by which the information will be gathered needs to be designed and recorded. Below are listed the steps required in designing a research and evaluation study for the project. Two things are necessary to successful efforts - involvement of the team for whom the research is being performed in all phases of the study; and a complete understanding on the part of the staff designing the study to the project goals being addressed (that is, the research always should facilitate project growth towards its goals).

For each decision point a series of tasks must be performed. In most cases this will be outlined at least jointly among content, production and evaluation staffs, with community outreach where appropriate (where production of promotion materials, selection of respondents, materials, etc. are involved). These will then be fully developed by evaluation staff with input from other participants. The tasks are:

1. Formulate the Questions to be Investigated

The first step in any research or evaluation task is to carefully formulate the purposes of the task. Objectives must be clear enough so that there is no misunderstanding on the part of the researcher as to what is being measured or investigated. From a practical standpoint, for the types of research to be conducted in this project, it seems useful to always state the research task in terms of a question. If the producer wants research about the host selection, for example, s/he will be able to get more useful information as a result of the research if s/he can focus the needs more directly if asking, "What celebrity would have the most credibility as the host/guide in an instructional segment," than if simply demanding "information about the Host."

2. Identify the Project Goals Being Addressed

While this step may appear redundant with the previous step, it is an important step to take at the same time as the research questions are being formulated. That is, how the specific research activity is related to the project's full scope. By stopping to consider this relationship prior to the research activity, the staff will develop a clear indication of the way in which project success will be affected by the task. Also, a secondary purpose of any research or evaluation activity will be to provide information to several basic, overriding research questions crucial to all project tasks.

1. What goals are realistic?
2. What is baseline level of knowledge?
3. What should be the balance between child/family development and coping strategies for themes?
4. What is length of learning retention?
5. What kinds of content or treatment are most likely to elicit following discussion?
6. What types of materials appeal?
7. What existing programs are liked?
8. What themes are important?
9. What combinations of television forms work?
10. What approaches might the audience find condescending?
11. What approaches might mislead the audience?
12. How effective is audience self measure?
13. How do performers rate?
14. What air times are best?

15. What segments are best?
16. How does our film rate in learning with others?
17. What is optional information intensity?
18. What is optional format arrangement?
19. What should host do?
20. What qualities should host have?

In addition, many of these overall questions will be the prime subjects of individual studies at various points in the project.

3. Define Variables

Once the research questions and potentials have been specified to the satisfaction of the researchers and the production staff, the variables to be measured or researched can be stated simply, and defined.

4. Identify Respondents

Once it is understood what is to be researched, the type of respondents and/or information (e.g., library search) will be specified. When audience participation in this process is required, careful consideration will be given to the characteristics particularly useful for the research problem. For example, the script writers may be interested in reactions of a group which have very similar characteristics to the family being highlighted in our dramatic segments. Here, we would be testing for the realism and believability of the family to people in similar circumstances. At the same time, however, it is not desirable to develop five families, each of which appeals to the segment of the audience it resembles most but not to audiences similar to the other families. Thus, the study design will include a mixed audience group at some point to determine if the materials appeal more "universally."

The approach to identifying the respondents for each study will include discussions between the research and evaluation staff and members of the production team and the community outreach team appropriate to the task. The planning for community outreach activities for recruiting respondents is described in Chapter 4 in this report. The Research and Evaluation Team Manager will be responsible for coordination with the Community Relation Team, and for ensuring that the research/evaluation studies are balanced with respect to utilizing audiences with different characteristics. It would be self-defeating for the entire team's activities if its work did not feed back ultimately into the decisions appropriate to the entire target audience.

5. Design Research/Evaluation Protocol

Crucial to the investigation of the research question is the approach to measurement or study of the variables. For literature (or other material) searches, the researchers will be expected to design a systematic plan of operation so that all appropriate materials can be identified and reviewed. Many times, as has been true for the target audience research, this will involve a lot of contact with various experts by telephone and mail and, perhaps, in-person visits. Other types of research may include site visits to other, similar projects.

For studies that involve interaction with the target audience for either research or evaluation purposes, a protocol will be designed for each audience contact. Thus, if researching the parent information needs of a group, a discussion agenda will be prepared. For an evaluation of changes in attitude due to program/segment/material, an attitude instrument will be developed. To determine appeal, an observation measure such as a social interaction scale or a program analyzer scale could be used. Often, a series of measures will be appropriate.

As for other tasks in the research approach, the Research and Evaluation Team Manager and members of the team whose work is being studied will review and react to the measure.

6. Implement Study Protocol

Upon approval of the study protocol, the research team conducting the study will confirm the need for respondents, the characteristics desired and the date, place and time of the meeting. Staff members will arrange for their own attendance and/or that of other staff members. Any training of staff to implement the protocol will also be arranged at this point. Researchers will ensure that provisions for recording meetings (either tape or hard copy) are made.

7. Analyze Results

Analysis will depend on the nature of the study, the time frame, and the requirements for data. In some cases the producers will require only raw data, or a tape recording; in others, analysis may include comparison of data or content analysis of a discussion/ interview.

The specification of the type of analysis and the plan for analysis will be a necessary part of the study design reviewed prior to implementation of the study. Results may indicate the need for further types of analysis and, if so, modifications may be made.

8. Form Conclusions

The researcher/evaluator will, as a part of the study activity and analysis, and in combination with previous experience and knowledge, gain insights into the conclusions that may be made from the information collected. The importance of the empirical base for this process cannot be underestimated; however, neither can the intuitions of the researcher, who has familiarity with the project. Thus, many of the conclusions may be generated by a combination of the empirical and creative experiences of the researcher. As a general rule, researchers will be expected to provide their estimate of the reliability and generalizability of their findings to project activites.

9. Develop Recommendations

This step will be one that, as much as any other, will require the cooperative input of the researcher and the producer. The study conclusions will indicate whether adjustments have to be made in the development of ideas, or in the design of materials. The nature of the changes indicated by the data will require the careful consideration of the findings by the staff in order that recommendations which are made will result in the correction of any problems encountered. As with the conclusions, the researcher, producer and project management require a clear understanding of the degree of reliability of the recommendations and their utility in helping to achieve project success.

10. Revisions/Quality Control

When data result in recommendations for changes to be made, the production staff will make the necessary arrangments. The research and evaluation staff will cooperate in these activities, guiding the implementation of changes to ensure that they are appropriate to the recommendations.

The above steps may be applied to research and evaluation activities generally expected to be appropriate to the Parent Education Television Project. In many cases, some steps may not be appropriate or necessary, e.g., literature searches or interviews with individuals. The next sections of this report will discuss application of this approach to investigations currently under way or expected shortly. Section 4.3 discusses the pre-production formative research and evaluation activities; Section 4.4 presents the plan for designing interview production research and evaluation; and Section 4.5 describes the plan for designing research and for evaluation of draft materials (pilot and field testing). Exhibit 4.2 presents a list of decision points and preliminary research concepts.

EXHIBIT 4.2: RESEARCH PLAN

PRODUCTION STAGE DECISION POINTS	EVALUATION PURPOSE QUESTIONS OF IMPORTANCE	TYPE OF DATA REQUIRED RESPONDENT TYPE	SCHEDULE
PRE-PRODUCTION Goals and Objectives Definition	TO DETERMINE WHAT THEY ARE 1. Are they realistic? 2. Are they measurable? 3. Are they representative of the Project's scope? 4. Are they representative of audience's needs?	DOCUMENTATION 1. Literature 2. Expert (staff & advisors) REACTION TO SCHEMA 1. Expert (especially Program Review Board) 2. Target Audience	Specified in beginning of project; revisions as appropriate/needed.
Target Audience Research	TO LEARN ABOUT ITS NEEDS, CHARACTERISTICS, STYLE 1. What are their experiences? 2. What things, styles, etc. appeal to them? 3. What do they want to know? 4. What do they feel/know about parenting?	OVERALL PATTERNS 1. Literature 2. Market Research Data - sample lifestyle - sample materials IMPRESSIONISTIC 1. Target Audience discussions	THROUGHOUT PROJECT, EMPHASIS IMPORTANT IN EARLY STAGES.
Idea Pretesting and Development .. format .. themes .. programming approach .. teaching approach	EXPLORATORY TO OBTAIN PROGRAMMING IDEAS 1. Appeal 2. Value to learning 3. Teaching effectiveness 4. Credibility 5. Acceptability of ideas; mode of communication 6. Audience expectations	IMPRESSIONS 1. Target Audience discussions 2. Questionnaire 3. Audience/Staff viewing of alternate approaches 4. Staff input 5. Advisory input	THROUGHOUT FIRST PROJECT YEAR, ESPECIALLY

EXHIBIT 4.2: (Continued)

PRODUCTION STAGE DECISION POINTS	EVALUATION PURPOSE QUESTIONS OF IMPORTANCE	TYPE OF DATA REQUIRED RESPONDENT TYPE	SCHEDULE
INTERIM PRODUCTION Titles	TO DETERMINE TITLE 1. What will motivate people to watch? 2. What best conveys project message?	APPEAL 1. Target Audience preference 2. Staff/creative preference	NEEDED AS SOON AS POSSIBLE - NO SET DATE
Script Preparation .. family characteristics .. treatments .. scripts	TO DETERMINE APPEAL, APPROPRIATENESS, AND EFFECTIVENESS OF MATERIALS 1. Are they realistic? 2. Are they effective teaching? 3. Do they help meet objectives? 4. Are they liked? 5. Do they motivate learning?	REACTIONS 1. Staff 2. Target Audience - Discussions - Questionnaires - Observation(?)	FOR PILOTS - FIRST WEEK IN DECEMBER FOR SERIES - AS PRODUCED, Approximately 2-3 per month.
Non-broadcast Materials .. Parent package .. Discussion leader package .. Promotional package	TO DETERMINE APPEAL, APPROPRIATENESS, AND EFFECTIVENESS OF MATERIALS 1. Are they useful? 2. Are they effective given their objectives? 3. Are they liked? 4. Do they motivate learning?	REACTIONS 1. Staff 2. Target Audience for each item - Discussions - Questionnaires - Experience with using materials	PARENT GUIDE FOR PILOTS - MAY DISCUSSION GUIDE FOR PILOTS - MAY PARENT GUIDE FOR SERIES - SPRING 1977 DISCUSSION GUIDE FOR SERIES - SPRING 1977 PROMOTIONAL MATERIALS - AS PRODUCED

EXHIBIT 4.2: (Continued)

PRODUCTION STAGE DECISION POINTS	EVALUATION PURPOSE QUESTIONS OF IMPORTANCE	TYPE OF DATA REQUIRED RESPONDENT TYPE	SCHEDULE
Style .. Graphic Approach .. Music(?)	TO DETERMINE APPEAL 1. Do they enhance materials? 2. Do they detract from effectiveness?	REACTIONS 1. Creative 2. Observation of Target Audience	AS PRODUCED
Casting - Characters - Host	TO DETERMINE APPEAL, BELIEVABILITY 1. Are personalities accepted, believed? 2. Are they liked?	REACTIONS 1. Audience Observation 2. Audience selection of favorites in comparison	FOR PILOTS AND HOST - DECEMBER, JANUARY FOR SERIES - JULY, AUGUST, 1977
Rough Cuts - Teasers - Family Dramas - Host - Documentary - Whole program - if possible (by combining unfinished segments)	TO DETERMINE APPEAL, QUALITY, TEACHING EFFECTIVENESS QUESTIONS FOR AUDIENCE 1. What did you learn? 2. Did you like it? 3. Would you like to see the whole show?/Would you like to see it again? 4. What other themes would you like to know? 5. What is most important thing about parenting? 6. Would you want to see another show in the series? 7. Did the program present any ideas new to you? 8. Do you have some of the same problems?	REACTIONS 1. Staff 2. Audience Observations .. behavior .. attitude questions .. cognitive questions .. discussion session	FOR PILOTS - JANUARY, FEBRUARY, MARCH FOR SERIES - SEPTEMBER 1977 - SPRING, 1978

EXHIBIT 4.2: (Continued)

PRODUCTION STAGE DECISION POINTS	EVALUATION PURPOSE QUESTIONS OF IMPORTANCE	TYPE OF DATA REQUIRED RESPONDENT TYPE	SCHEDULE
	TO DETERMINE APPEAL, QUALITY, TEACHING EFFECTIVENESS QUESTIONS FOR AUDIENCE (cont.) 9. What did you like about the characters? Dislike? 10. What did you remember the most? 11. For teasers - what did they say? What would you expect to see after hearing them? 12. For whom do you think this program was intended? 13. Was the information useful? 14. Would you tune in to PBS to see this? 15. How successful do you think this series will be?		
DRAFT STAGE Pilot Test	TO DETERMINE IMPACT, APPEAL, EFFECTIVENESS OF PROGRAMS AS WHOLE (see above)	AUDIENCE REACTIONS 1. Audience Observations .. behavior .. cognitive .. attitude .. discussion	MAY, 1977
Revisions based on Pilot Tests	QUALITY CONTROL	LIMITED AMOUNT OF REACTIONS	JUNE, 1977

XHIBIT 4.2: (Continued)

PRODUCTION STAGE DECISION POINTS	EVALUATION PURPOSE QUESTIONS OF IMPORTANCE	TYPE OF DATA REQUIRED RESPONDENT TYPE	SCHEDULE
ield Test	TO DETERMINE IMPACT, APPEAL, EFFECTIVENESS OF PROGRAMS UNDER BROADCAST CONDITIONS (see audience question list)	REACTIONS 1. Audience Observations (in home and group) .. behavior .. cognitive .. attitude .. discussion .. mailed questionnaires .. telephone questionnaires	JULY - SEPTEMBER, 1977

4.3 PRE-PRODUCTION FORMATIVE RESEARCH

Several types of pre-production research have already been or are currently in the process of being implemented for the Parent Education Television Project. Although production is beginning shortly for the pilot programs, many of the research activities such as audience research, theme selection, etc. are such that they are of continuing value to the series throughout production. Pre-production decision points include:

- Goal and objective definition
- Target audience research
- Idea pre-testing and development
  - .. format
  - .. themes
  - .. programming approach
  - .. teaching approach

Much of pre-production research is by nature informal and comparatively unstructured. This occurs for two reasons. First, the research is oriented as much toward investigating new ideas as toward getting audience reaction to the staff's ideas. Second, much of the material developed to date by the staff would be in the early formative stages. As such, there will only be descriptions of the material - and very little in the way of concrete examples. To a large degree, these ideas will have been formed through the creative abilities and experiences of the staff. They may be difficult to describe to a lay audience - and the audience may lack the ability to react to the material in a manner that presents a valid measure of the idea's appeal as television programming.

This section presents examples of the approach of the Research and Evaluation Team toward researching the pre-production decision points.

4.3.1: Programming Approach Research Design

The formulation of the approach to the design of the Parent Education Television Series did not specifically center around the ten research steps described in 4.2.5 above. Basically, this task was one of creative decision making developed from discussion among the staff and advisory personnel as well as the Office of Education. However, the programming ideas were researched in a systematic fashion and do represent a decision point in which the Research and Evaluation team participated. The discussion below illustrates how the research design contributed to the decision making.

4.3.1.1: Specify Research Purpose

There were two major questions facing the designers of the programmatic approach. First, what would be the best way of presenting the curriculum to the target audience? Second, what programming approach would attract and hold the largest portion of the target audience?

4.3.1.2: Specify Project Goals of Interest

The appeal and effectiveness of the series are the key project goals affected by this decision.

4.3.1.3: Define Variables

The variables for this decision point were the program elements and the program goals.

4.3.1.4: Identify Respondents

This decision point involved a complex series of research tasks and also respondents. Respondents included:

- Creative staff, research staff and management
- Office of Education
- Consultants
- Program Review Board
- Parents' Advisory Panel

- Other members of the target audience
- Resources
  - .. Children's Television Workshop and staff and research materials
  - .. Other programs for review by staff
  - .. Literature

4.3.1.5: Design Research and Evaluation Protocol

No formal protocol was ever developed for this decision point, but the staff were aware of the need for a diversified and exhaustive approach. Thus, a series of activities was undertaken:

- Staff research, creative attempts
- Consultation with advisory personnel to get ideas and reactions
- Discussion with audience members to get reaction
- Review of other attempts at the same thing
- Review of similar approaches to programs
- Reaction by educators, film makers, parent education experts
- Literature search

4.3.1.6: Implement Study Protocol

Research into the programming approach began prior to the development of the proposal and will be a topic of interest throughout the project, although, for the most part the format (although not the specific definition of the elements) has been completed at the time of this writing. During the first two project months there was a large number of meetings between the staff and either consultants or target audience representatives, as well as specific research into resource materials.

4.3.1.7: Analyze Results

For this step and the remaining ones the Research and Evaluation Team participated only peripherally, as reactors and not analyzers of data. The specific purpose of research was to provide information, for the decision, but not to make specific recommendations, except as participants in the above listed tasks. It is anticipated that all formative research conducted on the pilots will be, in some part, relevant to the further refining of the programming approach.

4.3.2: Theme Selection for Pilots-Research Design

The research/evaluation for theme selection for the pilots was somewhat more definitive in nature than that for the programming approach, however it was also an informal and loosely structured design. The major components of this research were library-expert input and target audience perceived needs for information. This section describes the approach utilized.

4.3.2.1: Specify Research/Evaluation Purpose

The major objective of theme selection was to create a list of themes both representative of the needs of parents and children and important enough for treatment in a series limited to 20 programs, and to select three themes for the pilot programs.

4.3.2.2: Specify Project Goals of Interest

The meeting of parents' need for information is the key project goal of interest, although the themes selected also have to contribute to the series success, appeal and effectiveness.

4.3.2.3: Define Variables

The variables for this decision point are the themes.

4.3.2.4: Identify Respondents

This decision point involved several categories of respondent:

- Staff, especially development and production
- Office of Education
- Program Review Board
- Parents Advisory Panel

- Target audience members
- Literature and other resources

4.3.2.5: Design Research/Evaluation Protocol

Again, a formal research protocol was not designed for this research topic, but a systematic approach to meetings and literature materials was attempted.

From a list of over 80 theme ideas the twenty program themes were isolated. Although all twenty were not intended to be finalized until after production of the pilots, it was felt to be important to state them preliminarily at the time of pilot selection to be assured that the pilot themes had relevance to the overall series. Theme ideas and selection were based on these criteria.

Specific tasks associated with the theme selection included:

- Staff research of literature/materials
- Discussions with the Program Review Board
- Discussions with members of the target audiences
- Reactions of OE, consultants, other experts

4.3.2.6: Implement Study Protocol

Research into the selection of themes began during the first project weeks, with initial emphasis on learning objectives. Theme selection for the pilot programs was essentially completed by the second meeting of the Program Review Board, when the themes were approved. Frequent interaction with the target audience during the first several project months, including initial work on the Needs Assessment Survey in the form of group focus interviews, validated the selection prior to and after the theme approval.

4.3.2.7: Analyze Results

Theme selection was justified by the Development Team's preparation of rationales of each for presentation to the Review Board. As with the programming decision, the Research and Evaluation Team participated in the decision making but did not present a report of the process. This research has been further expanded upon in Chapter 3 of the Planning Report submitted to the Office of Education on October 29, 1976.

4.4: INTERIM PRODUCTION FORMATIVE RESEARCH

Interim Production is that period in which materials are being formed - but are not yet put together. Materials at this stage may be anything from an abstract idea as in pre-production research, to a completed film segment which is only waiting for last minute editing in order to be incorporated into the program. This section will describe examples of studies being planned for Interim Production decision points. Currently planned decision points include:

- Materials development
  - Treatment/family characteristics
  - Scripts
  - Non-broadcast materials
  - Graphic approach
  - Promotion
  - Title
  - Casting
    - host
    - families
    - other
- Film rough cuts
- Objectives attainment

4.4.1: Host/ess Decision Point

The following discussion reviews a series of tasks planned and currently in progress required to research the host/ess decision point. The study process was initiated due to the need expressed by EFC for empirical data on target audience host/ess preferences in order to make a decision regarding the type of host/ess and the specific host/ess appropriate to the series. EFC staff and the Research and Evaluation (R&E) team met to discuss the purpose of the inquiry, the type of information required, and the timelines involved. Close interaction between EFC and the R&E team is required at all steps in the process.

4.4.1.1: Formulate Questions

The following questions for investigation were developed following initial interactions with parents (which illustrates the additive, or cumulative, nature of formative evaluation) and interactions between EFC and the R&E team:

- What general type of person is most acceptable to the target audience as a host/ess - an entertainer, an actor/actress, an authority from a parenting-related academic field, a counselor, a doctor, a journalist, etc.
- What criteria does the target audience use for host/ess acceptability?
- What would the target audience like to see the host/ess do - definition of appropriate role
- What type of host/ess and/or which specific host/ess would draw them to the program initially?
- What type of host/ess and/or which specific host/ess would make the program most credible/believable?
- Is the host/ess perceived as critical to the program?
- Of the potential host/esses, which do the target audience prefer?

4.4.1.2: Identify Project Goals Being Addressed

The major relevant project goal to this study is appeal, believability, and credibility of the series.

4.4.1.3: Define Variables

The relevant variables for this decision point are host/ess type, specific host/ess, and host/ess role.

4.4.1.4: Identify Respondents

Respondents for this study will include several small groups of 17-25 year old parents and prospective parents. Completion of the groups will be systematically varied by race and approximate income level or occupational level. Small groups that are used to gather data on other decision points may be simultaneously used to research host/ess preferences.

4.4.1.5: Design Research/Evaluation Protocol

The method that will be used to gather data on host/ess preferences is small-group discussion centered around the previously defined questions. After the purposes and anticipated format of the series are explained to a group of participants, the list of questions can be used as a discussion guide. A few additional methods may be used with some groups to elicit preferences for specific host/esses:

- A video tape consisting of short appearances of various potential host/esses (taped from television programs or films) may be shown to a group, and the group will subsequently be asked to rank the host/esses in order of preference and discuss the reasons for their preferences.
- Pictures of potential host/esses may be shown to a group, accompanied by descriptions of the host/hostess' background, and the group will be asked to rank the host/esses in order of preference and discuss the reasons for their preferences.

4.4.1.6: Implement Study Protocol

During late November and the first two weeks of December, meetings with several (3-4) small groups of respondents will be required; such meetings will be arranged by the community outreach team. One member each of the community outreach team and R&E teams and one EFC staff member will attend. All required data will be collected at these meetings. Material requirements include a discussion agenda, and may possibly include a video tape of potential host/esses or pictures and descriptions of potential host/esses.

4.4.1.7: Arrange Results

Data analysis will consist, primarily, of a qualitative analysis of the preferences for host/ess type and/or specific host/esses that emerged from the group discussions. Additionally, a quantitative rank-ordering of preferences in both areas will be developed when all group discussions are completed.

4.4.1.8: Form Conclusions

Based on the results of data analysis, the R&E team will form conclusions regarding the type of host/ess the participants preferred and the specific host/esses that were most highly favored.

4.4.1.9: Develop Recommendations

Based on the conclusions, the R&E team will offer recommendations to the production staff concerning the direction to take in selecting a host/ess for the series. Recommendations will be made about the type of person the host/ess should be, and may be made concerning specific individuals.

4.4.1.10: Revisions/Quality Control

The R&E staff will participate in discussions with the production staff concerning host/ess decisions, and the production staff will be responsible for acting on the recommendations of the R&E staff.

4.4.2: Family Characteristics and Treatment Decision Point

The treatments and family characteristics will be tested simultaneously since they are highly interrelated and, also, they will be made available to the R&E team at the same time. The preliminary process for this decision point was similar to the process for the host/ess decision point: EFC expressed the need for target audience reaction to these components that the writers had developed, and the production staff and the R&E team met to discuss the information requirements and related process.

4.4.2.1: Formulate Questions

The following questions were developed following initial interaction between the production staff and the R&E team. The questions will be directed toward only one family and accompanying treatment at a time.

- Does the target audience like/identify with the family?
- Is the family believable and realistic?

- Do audience members like a family with a background dissimilar to their own as well as a family with a similar background?
- Are there any specific characteristics of the family that should be changed?
- Would the audience watch a television series about this family? This family in this setting (treatment)?
- Could this family be expected to encounter this problem/situation?
- What would they change about the situation? What specific details would they leave out/add?
- What would they expect to learn from this family in this situation?
- How would they elaborate on the situation/conflict?
- How would they translate this synopsis into a television segment?
- What would they like to hear/see after the dramatization? Summary of situation? Relevant theory? Tips? Advice?

4.4.2.2: Identify Project Goals Being Addressed

- Appeal and believability of approach
- Appropriate learning
- Realistic dramatic sequences

4.4.2.3: Define Variables

The relevant variables for this decision point are the family characteristics, the problem/conflict the family encounters, the fusion of the previous two variables, and the learning objectives.

4.4.2.4: Identify Respondents

Respondents will include 3-4 groups of 17-25 year old parents and prospective parents; attempts will be made to include participants with backgrounds similar to the family/families.

4.4.2.5: Design Research/Evaluation Protocol

The family characteristics and treatment will be described to the group, and then discussion will be encouraged around the previously-defined questions. That is, the questions will be used as a discussion guide. If time permits, a second set of family

characteristics and treatment will be described to the group, and the same questions will be used as a discussion agenda.

4.4.2.6: Implement Study Protocol

As soon as the treatments are available, the study will be implemented (probably the last week of November). The groups will have to be set up ahead of time, as the entire study must be completed within a few days after receipt of the treatment and family characteristics packages. The group meetings will be arranged by the Community Outreach team and will be scheduled simultaneously, if possible. Each meeting will be attended by one member each of the Community Outreach and R&E team, and by a member of the production staff, if desired. Material requirements include a discussion agenda and family characteristics/treatment package.

4.4.2.7: Analyze Results

Data analysis for this study will be entirely qualitative. A report will be prepared following each meeting by the R&E team member in attendance that describes the group's reactions to the family characteristics and treatment; the report will be an impressionistic memo.

4.4.2.8: Form Conclusions

Based on the reactions of the participants, conclusions concerning the appeal and believability of the families and the treatments will be developed. In addition, respondents' recommendations for change will be summarized.

4.4.2.9: Develop Recommendations

Based on the conclusions, the R&E team will offer recommendations to the production staff concerning appropriate modifications to either the family characteristics or treatments/situations. Alternately, the recommendation may indicate that the families and treatments are appropriate as developed.

4.2.10: Revisions/Quality Control

The R&E team will participate in discussions with the production staff concerning the further development of the families and the treatments; it is the responsibility of the production staff to act on the R&E team's recommendations.

4.4.3: Title Decision Point

Although the selection of a title for the television series is largely a creative decision, the production staff expressed the desire for empirical data on target audience reaction to a number of possible titles, and for additional suggestions for a title. The research for this decision point is straightforward, and the process is discussed in the following section.

4.4.3.1: Formulate Questions

There are two major issues of concern in title selection: is a possible title appealing in the sense that it captures attention and interest, and is it appropriate to the series. Both questions are related to the basic issue of whether the target audience likes the title.

4.4.3.2: Identify Project Goals Being Addressed

The project goal being addressed by this investigation is the appeal and credibility of the series.

4.4.3.3: Define Variables

The only relevant variable is the title choice.

4.4.3.4: Identify Respondents

There are two potential sets of respondents for this decision point. One set of respondents will include anyone that is able to provide creative suggestions for possible titles; this group will include the Applied Management Sciences, ICS, and EFC staffs, and other persons in contact with members of the R&E team or the production staff. The second set of respondents will include small groups of 17-45 year old parents and prospective parents; groups formed for research into other decision points will be used to test possible titles and to elicit title suggestions.

4.4.3.5: Design Research/Evaluation Protocol

Two types of data-gathering techniques will be used. The purposes of soliciting any possible ideas for an appropriate title, will be explained to participants who will simply be asked for their suggestions, and the suggestions will be collected by the R&E team. This will be accomplished in an informal manner. Secondly, when testing target audience reactions to several contending titles that are pre-selected by the production staff, participants will rank-order the titles in order of preference. The criterion will be stated as likeability.

4.4.3.6: Implement Study Protocol

The process of soliciting title suggestions will be conducted in an ongoing informal manner by all members of the R&E team and production staff. Also, any formal groups that are used to gather data for other decision points will also be used to elicit title suggestions. Secondly, the list of current "top-contending" titles will be taken to all formal target audience group meetings, and the participants will be asked to rank-order the titles; this process will be repeated continually with all successive iterations of the title list until such time when the production staff has sufficient feedback to select a title for the series.

4.4.3.7: Analyze Results

Data analysis for this process will be primarily qualitative, consisting of providing suggestions and remarks to the production staff. However, each list of possible titles that is formally tested will be scored by assigning values to the rankings and summing respondents' scores.

4/4.3.8: Form Conclusions

Conclusions can only be formed in an impressionistic manner, as title selection is a creative process. Based on the target audience reactions to title suggestions that were pre-screened for appropriateness by the production staff, the production staff will choose a title for the series.

4.5: DRAFT STAGE FORMATIVE RESEARCH

Previous stages of production only approximate the final product. Formative research in those stages helps to mold the shape of the product, but cannot truly evaluate the final product. Draft stages allow a fine cut version of the television film - with all the parts integrated into a whole, including music, sound effects and broadcast quality film. For the pilot programs, it is important to study these stages intensively for:

- Format (in actual practice, does it work?)
- Meeting the objectives
- Overall quality
- Overall appeal
- Audience receptivity

In order to ensure the final quality of the pilots and the maximum input from the audience into the design of the full series, two types of "testing" will be done on the program "drafts." First, intensive laboratory testing building on the laboratory tests done in the interim production stage will be implemented in two weeks in early May 1977. The results of this testing will be incorporated into revisions to the pilots. Second, a limited broadcast-based test will be implemented to evaluate the impact of the programs under situations simulating actual viewing conditions for the audience - i.e., in-home viewing where possible.

This section describes the laboratory-based Pilot Test and the broadcast-based Field Test.

4.5.1: Pilot Test

Pilot testing refers to a very small, intense testing of the pilot programs after they have been completely edited and represent the producers' conceptualization of the final product. Pilot testing is the first time that a draft of the programs in "as close to broadcast quality as possible" form is ready for viewing. Because this is planned for the first weeks of May, 1977 and because any revisions must be made by the end of June, pilot testing and analysis must be completed in no more than two or three weeks. Thus, the entire staff of the research and evaluation team must be fully prepared to conduct the tests during the first testing week and to analyze them by the second and develop recommendations immediately for any revisions.

The purpose of pilot testing is to find out if the programs work. Do they meet their educational objectives and do they also appeal to the audience? Pilot testing will involve pen and paper, observational, program analyzer and discussion activities, all systematically varied among several groups who will themselves be of varied backgrounds and interests. Non-broadcast materials, also in final draft, will be tested in conjunction with the programs.

On a broader level, the purpose of evaluating the pilots will be to test the overall programmatic, instructional and creative approaches to the series for its potential for success in the market. Field testing (Section 4.5.2) will evaluate the programs under broadcast conditions, but pilot testing is far more in-depth and requires specific questions, done on a strictly limited basis. This section describes the approach to designing the pilot tests.

4.5.1.1: Formulate Questions

The purposes of pilot testing have been described above. The questions for pilot research and evaluation include those listed in Section 4.2 as well as specific decision point questions. However, the key question will be - how well do the elements interact and why?

4.5.1.2: Identify Project Goals of Interest

The major thrust of pilot testing is the appeal, and credibility of the programs.

4.5.1.3: Define Variables

The variables being measured in the pilot phase include:

- Meeting of learning objectives
  - .. cognitive
  - .. behavioral
  - .. attitudinal
- Meeting of appeal-related objectives
  - .. level of interest in each part of program
  - .. overall reaction: like; didn't like, why?
  - .. motivation to watch again
  - .. opinion of program elements
  - .. opinion of program content
- Meeting of credibility-related objectives

4.5.1.4: Identify Respondents

Respondents for pilot testing will include a heavy concentration of members of the target audience, and a lesser number of potential viewers (i.e., outside the age range). Specifically, we will have at least one group each with backgrounds similar to those of the pilot families and at least one high school class. Several other mixed groups will also be required. The individuals recruited will include many who have previously participated in formative research and many who have never been involved with the series, and who will present fresh reactions and ideas.

4.5.1.5: Design Research/Evaluation Protocol

This step in the design of the pilot test will have the objective of testing all relevant variables by a diversified series of types of tests. While many television evaluators have had the experience of high inter-correlation among audience measures, few have doubted the value of the different information each type provides. The types of tests developed will include:

- Paper and pencil
  - .. cognitive tests
  - .. attitude tests
  - .. reaction to programs
- Observation
  - .. behavioral response to programs
  - .. level of attention to program segments
- Program analyzer
- Group interviews/discussions

4.5.1.6: Implement Study Protocol

The pilot tests will be implemented immediately upon receipt of finished films from the Educational Film Center. Where possible the protocols will have been pretested and revised prior to this period to save time (and energy) by avoiding measures found to be unreliable.

4.5.1.7: Analyze Results

Analysis and later steps will be performed as quickly as possible in order to allow for maximum time for revisions prior to the field testing in July/August. Revisions will be reviewed informally while in process.

Section 4.5.2: Field Testing

Although the use of laboratory techniques enables an evaluation of viewer impact at close range, allows fast turnaround and is valuable to the production stages of a television program, such techniques will not give highly powerful data concerning the effect the program will have in a "natural" setting. That is, laboratory subjects will often view programs and program segments under, what is for them, unusual circumstances. They will most likely be brought to a place outside the home and may see shortened versions of programs, pieces of programs, unedited segments, etc., and often in a group setting. Their reaction to what they see will then be used in refining the program. This is a vital function. However, two important questions cannot be answered in a laboratory setting:

- How well will the series and each program in it be received by the public, especially our target audience?
- Will the programs be successful enough to warrant the expenditure of funds by OE for the full series?

Questions such as these may only be answered by testing the impact of the programs (the three pilots) under conditions approaching, as closely as is possible, those the series will experience when aired nationally.

Field testing will be implemented for this purpose because it is the only way to approximate the effects of the television series on the "viewing public". The disadvantage to this technique is that there are many confounding variables intruding on each individual's life each day affecting his/her decision to watch television and select programs which may have nothing to do with the nature, quality of promotion of a particular show. However, it is under those circumstances that the series will ultimately have to suceed, so the approach is valuable to measure.

Field testing will focus on two major objectives:

- To determine the appeal of the program for members of the target audience.
- To determine if the program had an effect on audience learning.

The results of this stage of evaluation will assist the project staff in revising the program to have the best possible impact in terms of audience appeal and learning. The test will consist of attitude items to measure appeal and affective learning, and cognitive items. All items will focus on the extent to which project objectives were met through a program that people are motivated to watch.

A. Broadcast Sites

The field test will be conducted in six areas nationwide which reflect the various types of places our target audience is likely to live in. Cities/areas to be selected will have broadcast capabilities to cover the following criteria:

1. Rural/urban (small market/large market) representativeness
2. Regional representatives
3. Representativeness of the population

The quality of six cities was decided upon because of the need to ensure that all regions would be represented, while at the same time a good spread of ethnic backgrounds and rural/urban areas served by public broadcasting stations could be obtained. The selection of sites also took into account the activities and involvement of local television stations in community affairs. The six cities selected are:

- Washington, D.C.
- Vermillion, S.D.
- Los Angeles, Calif.
- Bangor, Me.
- Raleigh, N.C.
- Chicago, Ill.

B. Population Sample

There are two major problems affecting the sampling of viewers for the field testing of the pilot programs. The first is that the question of most importance is: will the series appeal to parents of young children and prospective parents. The second is, how to implement a study with a minimal amount of exposure. This second question is a consideration raised by our consultants and Program Review Board members early in the project. That is, a completely "open" broadcast which is well-publicized should not be attempted with a product which is not intended to be final. The Parent Education pilots will be field-tested with the understanding that the results may well be incorporated in program revisions; thus, the test versions may present a false view of the actual series. Because the field test will be separated from the full-scale series broadcast by a period of at least one year, any misperceptions of the field-test programs, especially any problems, may persist among the residents of the market areas even while these problems are being corrected. Thus, it will be invaluable to the series promotion if as few people as possible beyond the test group were even to know of the fact that the programs were broadcast.

It is planned that the field test will consist of two parts, in-home viewing and group viewing, and a test of the non-broadcast materials at the same time. Recruitment of test participants is described in Chapter 5.

Experimental Design

Field testing will utilize a pretest-posttest design for the survey of viewers. Procedures to be used include:

- Requesting sample names from agencies contacted.
- Mail pretest to sample of names obtained.
- Mail non-broadcast materials to subgroup of sample.
- Broadcast programs.
- Meet with group viewing sample.
- Mail posttest/telephone posttest.

The Applied Management Sciences evaluation team will contact each station manager after broadcast commitment has been approved by the station to enlist his/her assistance in obtaining samples, or the names of individuals to contact in enlisting the cooperation of community agencies to obtain a sample of approximately 200-300 names to be drawn in each city (because we would like 100 people to participate, an oversample will be drawn to account for non-participants.) These persons will receive the pre-test, which, except for some attitude items included on the posttest regarding the television programs, will be an alternate form of the posttest. That is, the questions will be somewhat different but the same concepts will be included.

Approximately half of the pretest respondents will then receive the non-broadcast materials which will be designed to accompany the pilot programs. This will enable an examination of how well the non-broadcast materials work with the programs.

Pilot programs will be broadcast and promoted as a "mini-series", one program each week for three weeks. The staff will set up group discussion meetings with parent groups and distribute materials appropriate to these, including non-broadcast learning materials and discussion guides. This will enable a field test of these materials. Approximately 10-20 people may be expected to attend each such meeting.

Immediately following the broadcast of each pilot one-third of the pretest respondents will be telephoned and administered a short ten-minute questionnaire on their attitudes and learning affected by the program. A different one-third sample of the respondents will be called after each program. This will enable a test of the cumulative effect of the series among those who have or have not viewed more than one of the pilots. The one-third sample will be divided equally among recipients and non-recipients of non-broadcast materials. It is anticipated that each telephone survey will involve 200 people (possibly 100 responses) within one hour of the broadcast of the program. This questionnaire will include a subset of the pretest questions to measure changes in knowledge and attitude. In addition to the telephone survey, respondents will be mailed a printed questionnaire to elicit their comments in depth.

The participants in group discussions will be asked in the discussion about their impressions of the programs. Observation and analysis of group discussions will follow procedures developed on a smaller scale for laboratory testing of group discussions. Several of the groups will be asked to fill out the printed posttest survey form prior to the beginning of the discussion. If appropriate, others may be asked to complete the questionnaire after the discussion. These procedures will be varied randomly. Exhibit 4.3 presents a schematic diagram of the model to be utilized at each sample market site.

Data Collection Procedures

In order to efficiently organize the data collection effort for the field test, an organization plan for the survey will be required. Briefly, the work will be monitored and responses will be received at Applied Management Sciences' headquarters. Toll-free lines will be instituted for the duration of pilot testing to handle follow-ups and posttest phone calls.

Mailouts will be checked against the mailing list and the date responses recorded on the master list. Any individuals not responding within two weeks will be telephoned. If no response is then obtained, the individual will be dropped from the sample. The goal will be 100 responses in each site. If less than that number respond after the telephone follow-up, substitutions will be sought.

Initial mailout of the pretest will take place approximately six weeks before broadcast of the pilots. Once the mail-out has been completed and telephone follow-ups begin, discreet promotional activities for the pilots will begin. Promotion will be as intensive

EXHIBIT 4.3: FIELD TEST DESIGN

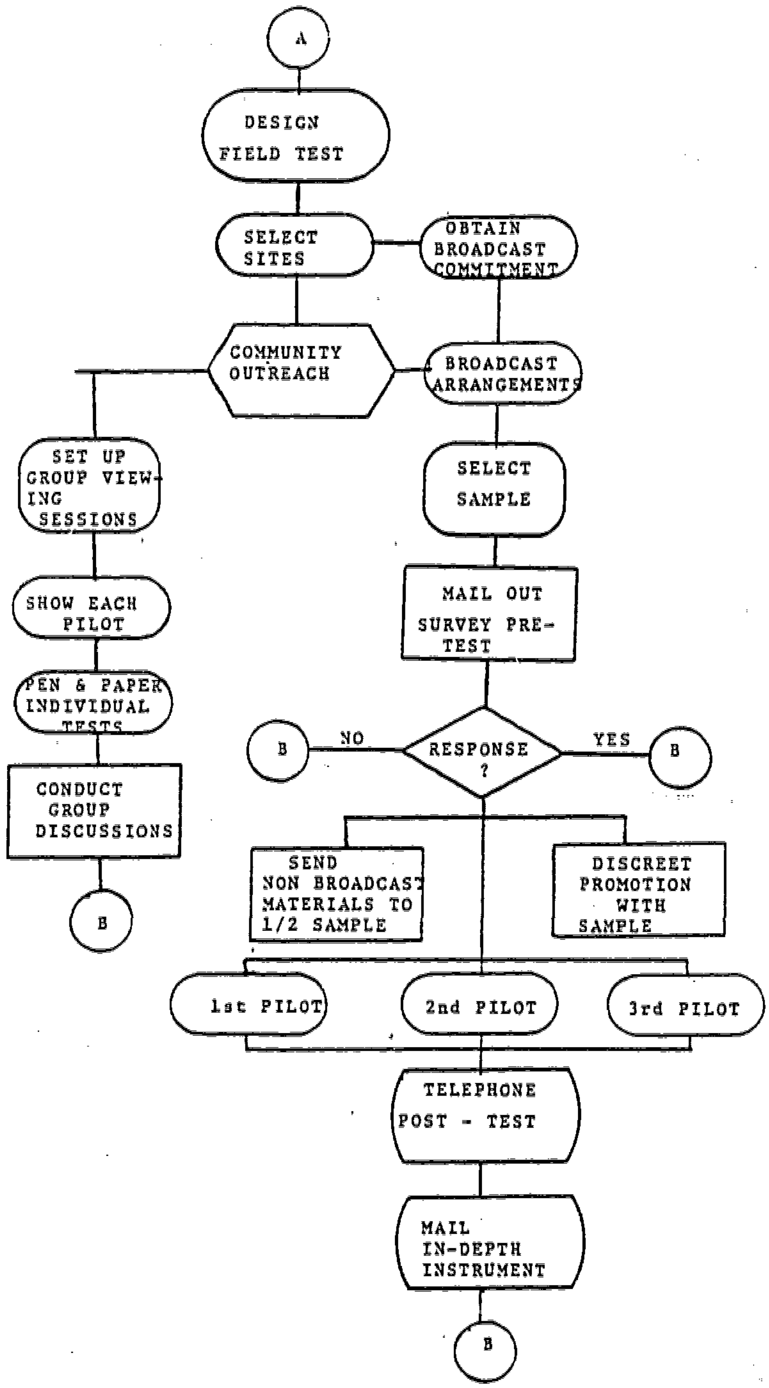
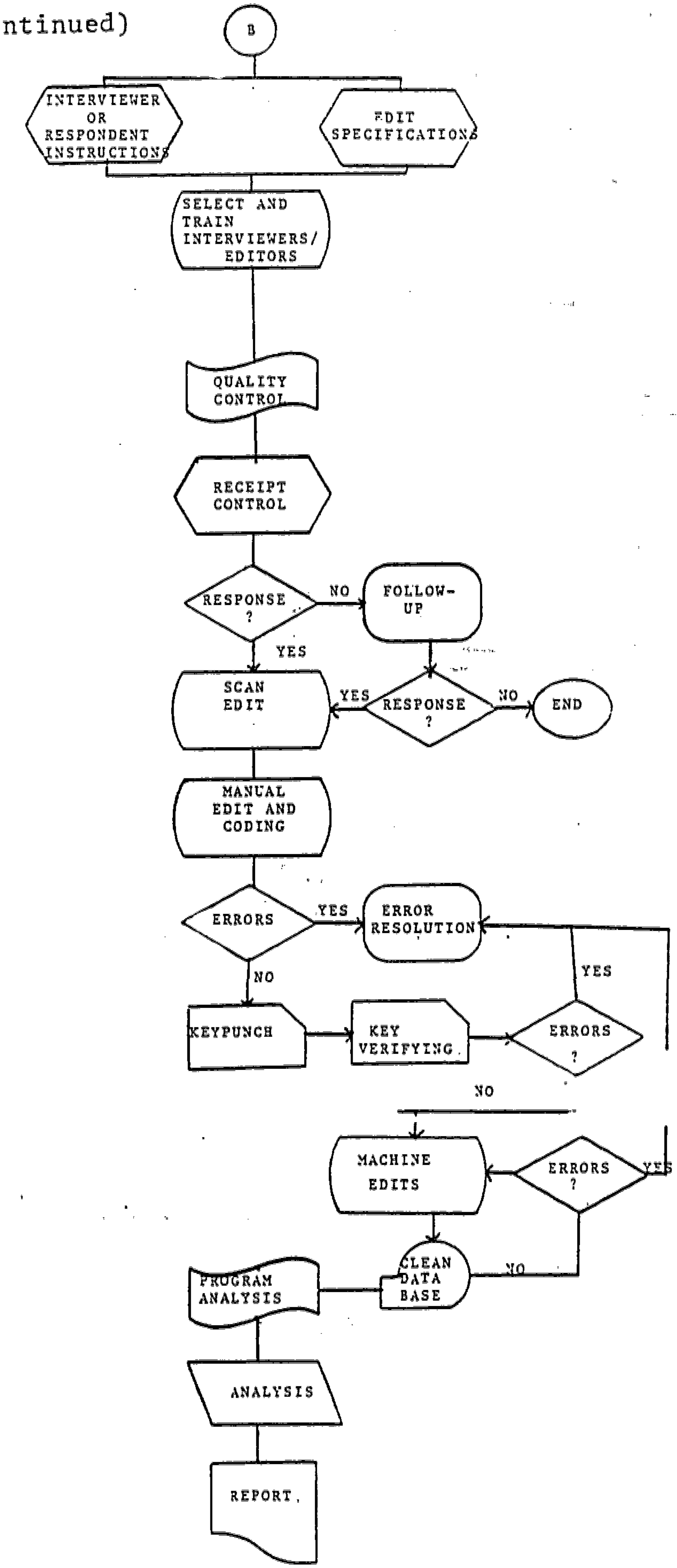


EXHIBIT 4.3 (continued)



an effort as possible within the project's budget and the requirement of discretion. Part of the promotional efforts will include mail-out of pilot program non-broadcast materials to one-half of the pretest respondents.

A final mailing list for future components of the survey (non-broadcast materials, post-test calls and questionnaires) will be collected from the final pre-test sample. This list will be used for coordinating the future activities and production control. It will be organized by type of group - broadcast/non-broadcast, and the pilot for which the individuals will be followed-up. As questionnaires and/or telephone responses are received, they will be edited and keypunched. Editors and telephone interviewers will be instructed in the details of the surveys prior to activities and will be responsible for developing legible, consistent responses for analysis. All actions taken with each form will be noted on the master control list and reviewed by supervisors to ensure both production and quality control.

Telephoning of pilot posttest interviews may take place either locally in the pretest site, or centrally from Applied Management Sciences' headquarters. Post-testing will utilize members of the edit team, who are already familiar with the survey after having processed the pretest, and who have extensive experience in both telephone interviewing and follow-up telephone calls. (These individuals will have made the non-response telephone calls).

Data Analysis

Data analysis will involve comparisons of responses on pre-tests with those obtained for each post-test. Comparison of demograhic data and level of knowledge and attitudes may be made on the third-pilot follow-up group to determine differences among persons who watched any or all of the pilots. For analysis, the following groups present themselves:

	received non-broadcast materials		did not receive materials	
	Pretest	Post-Test	Pretest	Post-Test
1st pilot watched				
2nd pilot watched 1 pilot				
watched 2 pilots				
3rd pilot watched 1 pilot				
watched 2 pilots				
watched all				

Cross tabulations on attitude and knowledge terms with important demographic data will be run. Differences between pre and posttest responses on similar items will be analyzed using t-tests and analysis of covariance where ordinal data (test "scores" are available) and correlations where nominal data are obtained. The reactions to each of the programs will be looked at separately, and the reactions of persons who had seen more than one or all three programs would be analyzed to determine who are the consistent viewers and why. Important findings of analysis will be examined closely to determine what recommendations can be made for future production development. Results and conclusions will be submitted to the Program Review Board for their review and input as well as to the Office of Education.

4.6: YEAR II (FULL SCALE SERIES) FORMATIVE RESEARCH

The planning of formative research for the full-scale series production which will occur primarily in Year II of the current contract is based on several factors which are currently not completely defined. For example, the production schedule for the series production is likely to include a great deal of overlap especially among the programs concerning the same family, and there are not likely to be completed programs until the last months of production. Further, while extremely fast turnaround studies can be done while segments are in the rough-cut stages, there is no room in the production schedule (although there is for the Research and Evaluation Team) for revisions to edited programs.

The major factor in the design of formative research for the series production will be the experience of the pilot program formative work. We expect that many tasks can be revised and streamlined after they are utilized in the pilot stages to allow easier implementation, faster turnaround and more efficient reporting procedures. Also, several items, such as titles, family characteristics and host/ess identity will be key aspects of pilot stage research, but fairly well designed by the time production is under way. Then, too, the pre-film stages of production, such as casting, treatments, and, in many cases, scripts will be incorporated into the work of the Research and Evaluation team during Year I, since much of the load of these tasks has been shifted into Year I as a result of contract negotiations for the project.

4.7 NEEDS ASSESSMENT

The needs assessment component of the research and evaluation effort for the parent education television project is intended to:

- Provide formative input into the content and style of the parent education television series, and
- Provide empirical input into the ordering of priorities for funding of educational programming for television

These purposes will be addressed through three separate studies: a series of focus group interviews, a large-scale telephone survey, and a series of personal interviews of national experts. The following section describes the overall objectives for the needs assessment, the three component parts, and the interrelationships among the parts. The following flowchart, Exhibit 4.4, illustrates the overall plan.

4.7.1 Statement of Objectives

The objectives for the needs assessment must be completely clarified, since they directly relate to all three needs assessment components - the focus group interviews, the personal interviews, and the telephone survey. Thus, a draft of the list of objectives will be developed by November 8 (see attachment) and submitted to our internal staff, and then to OE staff for review, in order to ensure that the objectives reflect OE priorities and informational needs. Following review, the list will be revised and included in the draft of the OMB package. In evaluating the objectives, the three general goals of the needs assessment that were outlined in the proposal must be considered.

(1) Identify the themes and issue areas that should be communicated in a parent-education television series in terms of program relevance, appeal, and effectiveness,

(2) Determine and prioritize the adult American public's information needs for educational television,

(3) Establish the basis for a reliable and valid data base that can be updated and disseminated by OE on an annual basis to ensure that programming for educational television is indeed responsive to the changing information needs of a diverse audience.

EXHIBIT 4.4: NEEDS ASSESSMENT FLOW CHART

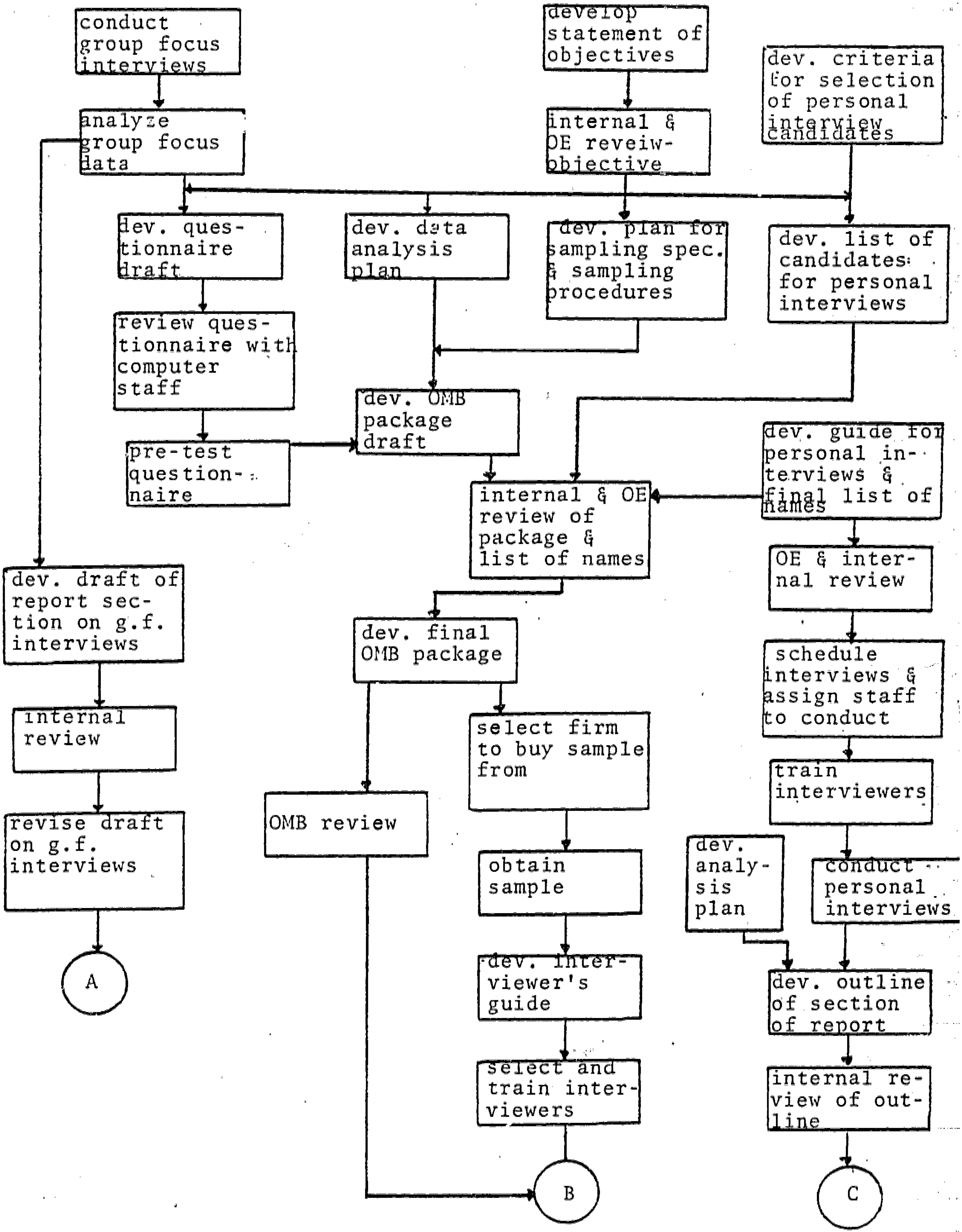
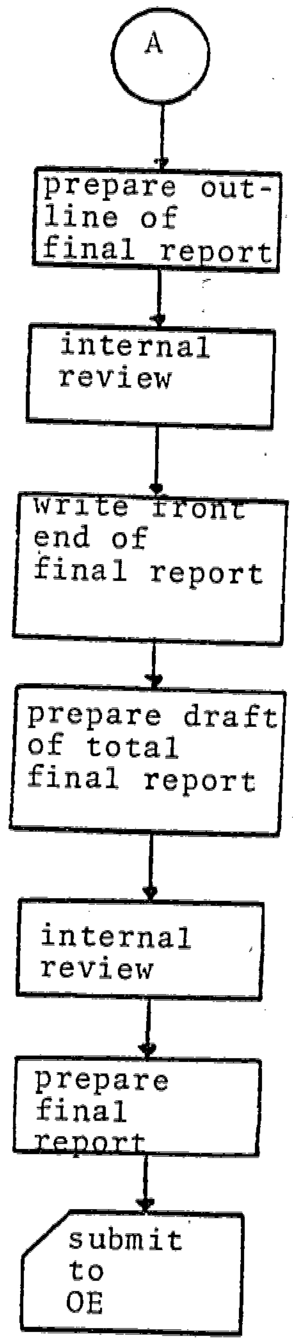
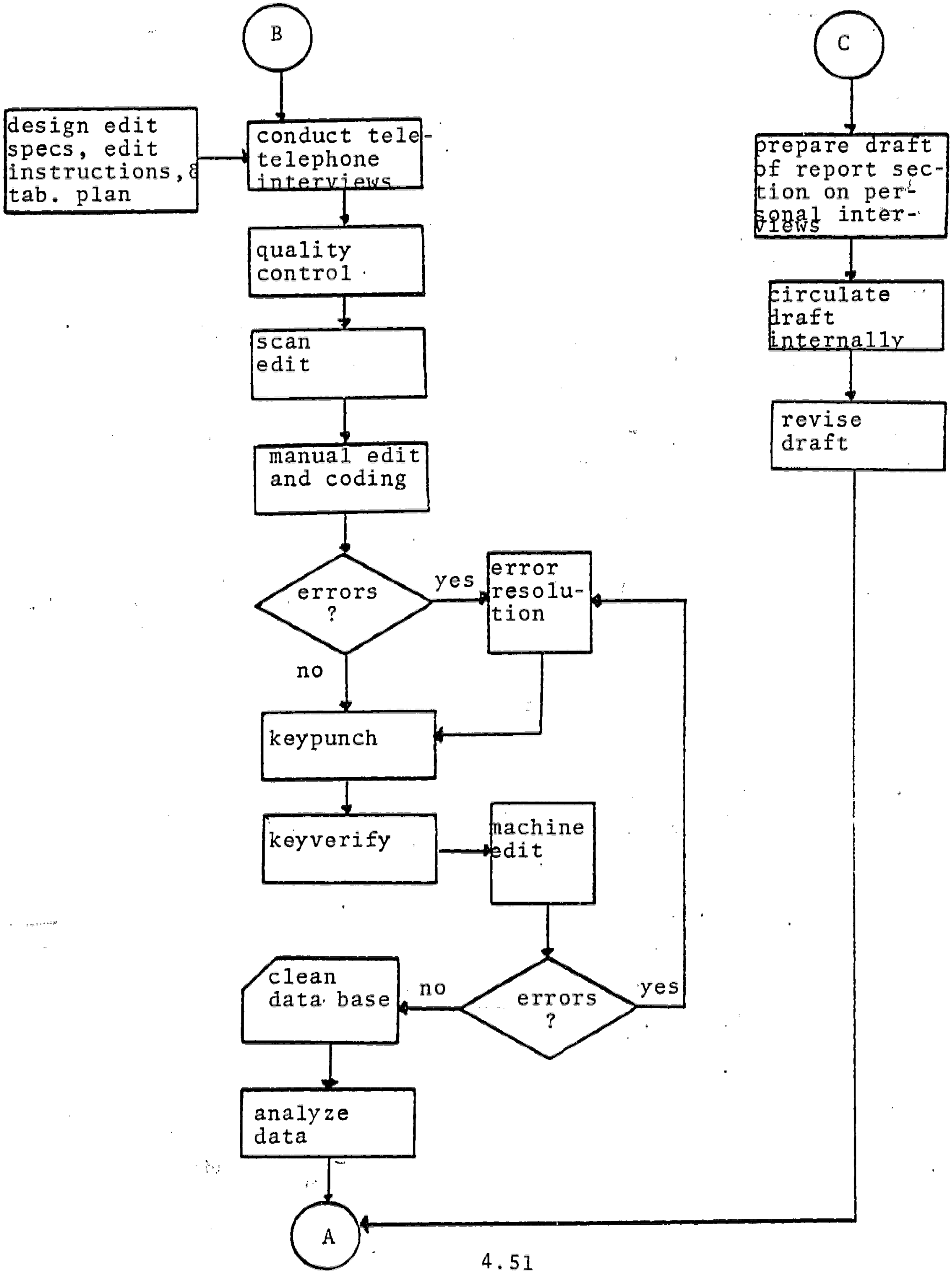


EXHIBIT 4.4 CONTINUED




B
design edit specs, edit instructions, & tab. plan
conduct tele- telephone interviews
quality control
scan edit
manual edit and coding
errors ?
yes
no
error resolu- tion
keypunch
keyverify
machine edit
errors ?
yes
no
clean data base
analyze data
A
C
prepare draft of report sec- tion on per- sonal inter- views
circulate draft internally
revise draft

Thus, the needs assessment serves a dual purpose of assessing general informational programming needs as well as areas of concern related to parent education.

4.7.2 Focus Group Interviews

Response Analysis Corporation (RAC) has been selected to conduct a series of five focus group interviews for the needs assessment. The purpose of the interviews is to provide formative information that will facilitate the development of a survey questionnaire: that is, the interviews will explore the objectives and help define "bounds" of areas of concern. The interviews are intended to be exploratory and are not intended to provide definitive data on needs/areas of concern that informational TV programming should focus on.

Prior to the interviews, Applied Management Sciences developed a preliminary agenda of topics which RAC revised. RAC then conducted the first interview in Princeton, New Jersey, which Applied Management Sciences staff attended. After a screening of the videotape by Applied Management Sciences and OE staff, the agenda was revised in order to explore general needs more fully. The second interview was conducted in Chicago; the agenda and overall direction of the sessions was revised further after that videotape was reviewed. Subsequent interviews were conducted in Los Angeles, Dallas, and New Orleans, and completed on November 12. After each interview, RAC submitted an impressionistic memorandum to Applied Management Sciences; at completion of all five interviews, a final report will be delivered to us by RAC. The first draft is due on November 22, at which time they will meet with us to discuss it, with the final draft due one week later.

After the final report is delivered to Applied Management Sciences, we will analyze the results in a qualitative manner, and prepare a draft of the section of the final report that will concern the results of the group focus interviews. The draft will be circulated for internal review, and then a revised version of the group focus interview section will be written. That section will possibly have to be revised later when it will be incorporated into the overall final report.

4.7.3 Telephone Survey

A telephone survey of a sample of 1300 adults which is representative of the adult (18 years or older) population in the continental United States will be conducted in March, 1977 to address the needs assessment objectives. There are several stages necessary to complete the survey, including the development of a questionnaire and OMB package, design of a sample, selection of interviewers, data collection, data analysis, and report writing. These steps are described in the following part.

4.7.3.1 Development of OMB Package

The first step in the development of the OMB package and, thus, the survey plan, is the development of a questionnaire than can:

- address the objectives
- be administered by telephone in a 15-20 minute period
- utilize a close-ended format

A first draft of the questionnaire will be developed by November 8. However, as it is being developed, the computer programming staff will be consulted regarding the design features of the questionnaire. During the same period of time, a data analysis plan, sampling specifications, and sampling procedures will be developed. Following these steps, a draft of an OMB package will be prepared, which will essentially involve the development of a justification statement and inclusion of the previously written components. During this period of time, OE staff will be consulted regarding the review components, in an effort to expedite the OMB clearance process. Also, after the draft of the OMB package is developed, it will be reviewed by our staff and OE personnel. Then, a final draft of the package will be developed and submitted to OMB by December 1, 1976. It is anticipated that OMB approval will be received by March 1, 1977.

4.7.3.2 Steps Preliminary to Data Collection

After the development of a sampling plan and sample specifications, a national probability sample that will yield responses from 1300 adults must be obtained. We anticipate that a sample will be purchased from a marketing research company. Thus, during January, we will investigate the services of a variety of firms and obtain cost estimates, and will select a firm to purchase the sample from by February 1. The company that we select must be able to provide us with a sample that:

- includes a representative cross-section of American households
- specifies the households by geographic area, approximate SES level, and other demographics
- includes households with listed telephone numbers as well as new listings

The sample itself will be obtained by February 15. The purchased sample will have to exceed the 1300 households to allow for non-response or non-completion of interviews and attrition due to the necessity of achieving a gender balance of respondent.

Prior to collecting data, interviewers must be selected and trained. First of all, an interviewers' procedural guide will be developed during January, 1977. Then, during the month of February, interviewers will be selected and trained. It is anticipated that approximately 70 person days will be required for conducting the interviews, based on an estimate that one interviewer can complete about 18 interviews in an 8-hour day, plus complete some editing of responses. Thus, if interviewing is to be accomplished in a one-week period, approximately 20 interviewers will be required. The interviewers can either be drawn from other Applied Management Sciences' projects or hired on a temporary basis.

Concurrently with the selection of interviewers, a pre-coded answer sheet corresponding to the questionnaire guide will be developed. The interviewers will record respondent answers on these answer sheets during the interview, using a separate sheet for each respondent. The answer sheet will utilize pre-coded responses for all closed-ended questions and will include blank spaces for open-ended questions, if any are used. After the answer sheets are developed, they will be reviewed internally.

The only other step preliminary to data collection is the design of edit specifications for data processing. This will be accomplished during the month of January. Preliminary data analysis plans, tabulation format, edit specifications, and personnel needs related to data processing will be thoroughly assessed.

4.7.3.3 Data Collection

Telephone interviews of 1300 households will be completed during the first week or 10 days of April. All interviewing will be done by Applied Management Sciences' personnel or staff hired temporarily for that task, using the Applied Management Sciences' WATS lines. The interview is intended to last no longer than 15-20 minutes. It is anticipated that interviewers will spend 1-2 hours per day completing a preliminary scan edit of the questionnaires, ensuring that all information is complete. More thorough editing will follow.

4.7.3.4 Data Cleaning and Analysis

As mentioned previously, interviewers will complete preliminary data editing by scanning the answer sheets for completeness at the end of each day. Subsequently, the answer sheets will be more thoroughly manually edited and checked for clearness and legibility, and any open-ended responses will be post-coded. Any errors encountered during this stage will be resolved or appropriately coded. Then the responses will be keypunched and key verified. When the keypunched data is received, it will be machine edited, primarily to check for keypunching errors such as out of field responses. Any cards found to contain errors at this step will be compared to the appropriate answer sheet, resolved, and re-keypunched. The end result of this process is a clean data base, which will be computer analyzed according to the previously discussed data analysis and tabulation plan. Data cleaning and analysis will be completed by March 31.

4.7.4 Personal Interviews

The third component of the needs assessment involves in-depth, personal interviews of fifty national "experts" that will also address the needs assessment objectives. The first step in this process is the development of criteria for selection of interview candidates that will define the fields from which the experts will be selected. This will be accomplished during the second week of November. At the same time, nominations of interview candidates will be solicited from a variety of sources, notably from within the Applied Management Sciences' project staff, ICS, EFC, OE, individual members of the Program Review Board, and project consultants. A preliminary list will be developed by the end of the third week in November, and then reviewed by OE and Applied Management Sciences' staff during the following week. The final list of interview candidates will reflect a distribution of fields and geographic location. Although it is anticipated that many interview candidates will be located in Washington, candidates from other geographic areas will be interviewed. To allow for attrition, the final list of candidates will include 75-80 names, and priorities will be assigned to the candidates.

During the fourth week of November, a discussion agenda for the interviews will be developed, patterned closely along the lines of the survey questionnaire since the same set of objectives are to be addressed. However, the discussion agenda will utilize open-ended questions and individual topic areas will be explored in depth. The agenda will be modified somewhat for each interview, depending on the candidate being interviewed, in order to allow for more emphasis on the candidate's specific area of expertise. It is anticipated that each interview will require 2 hours. After the agenda is developed, it will be reviewed by OE and Applied Management Sciences' staff.

In early December, interview candidates will be contacted and scheduling arrangements will be made for the interviews. At the same time, interviewers will be selected from within the G-98 project staff and trained; training will primarily involve delineation of ground rules for the interviews and identification of critical areas of exploration since all interviewers will be intimately familiar with the project and its purposes. A primary consideration in assigning an interviewer to a given candidate is that, whenever possible, the interviewer will be familiar with the candidates' field; e.g., project managers would be preferred interviewers for a candidate in the field of educational broadcasting. An additional consideration in the selection of candidates and scheduling of interviews is that, whenever possible for out-of-town interviews, two candidates will be interviewed in the same city and travel will be "piggy-backed" with travel for other project purposes. Interviews will be conducted between December 1 and March 1.

An analysis plan will be developed after a substantial number of interviews have been completed so that a "feel" for the concerns that most strongly emerge from the interviews will have been acquired. The analysis plan, will, among other qualitative analysis strategies, involve the development of a variety of ad-hoc categories for each area of investigation; interviewee responses will be categorized accordingly. Data analysis will be accomplished during the first two weeks of March and will be done by hand, due to the limited number of respondents and the qualitative nature of the data.

During the same period as the development of the data analysis plan, an outline of the section of the final report that concerns the personal interviews will be developed and subsequently circulated for internal review. Then, as the results are analyzed, a draft of the report section will be developed; it will be reviewed internally during the third week of March and a final draft of the section will be prepared by April 1, when the survey data collection will begin.

4.7.5 Preparation of the Final Report

An outline of the final report will be prepared during the first half of February and circulated for internal review during the third week of February. Then, during March, the front end of the final report, including rationale, procedures, description of analyses, etc., will be prepared. In the first two weeks of April, after data analysis of the survey results is completed, a draft of the total report will be prepared. This step will involve writing the section concerning the results of the survey and incorporating it with the previously written front end section and sections concerning group focus interview and personal interview results. The total report will be reviewed internally during the third week of April, a final draft will be prepared during the fourth week of April, and the report will be submitted to the Office of Education on or before April 30, 1977. The following Milestone Chart, Exhibit 4.5, illustrates the schedule for the entire survey.

EXHIBIT 4.5: NEEDS ASSESSMENT MILESTONE CHART

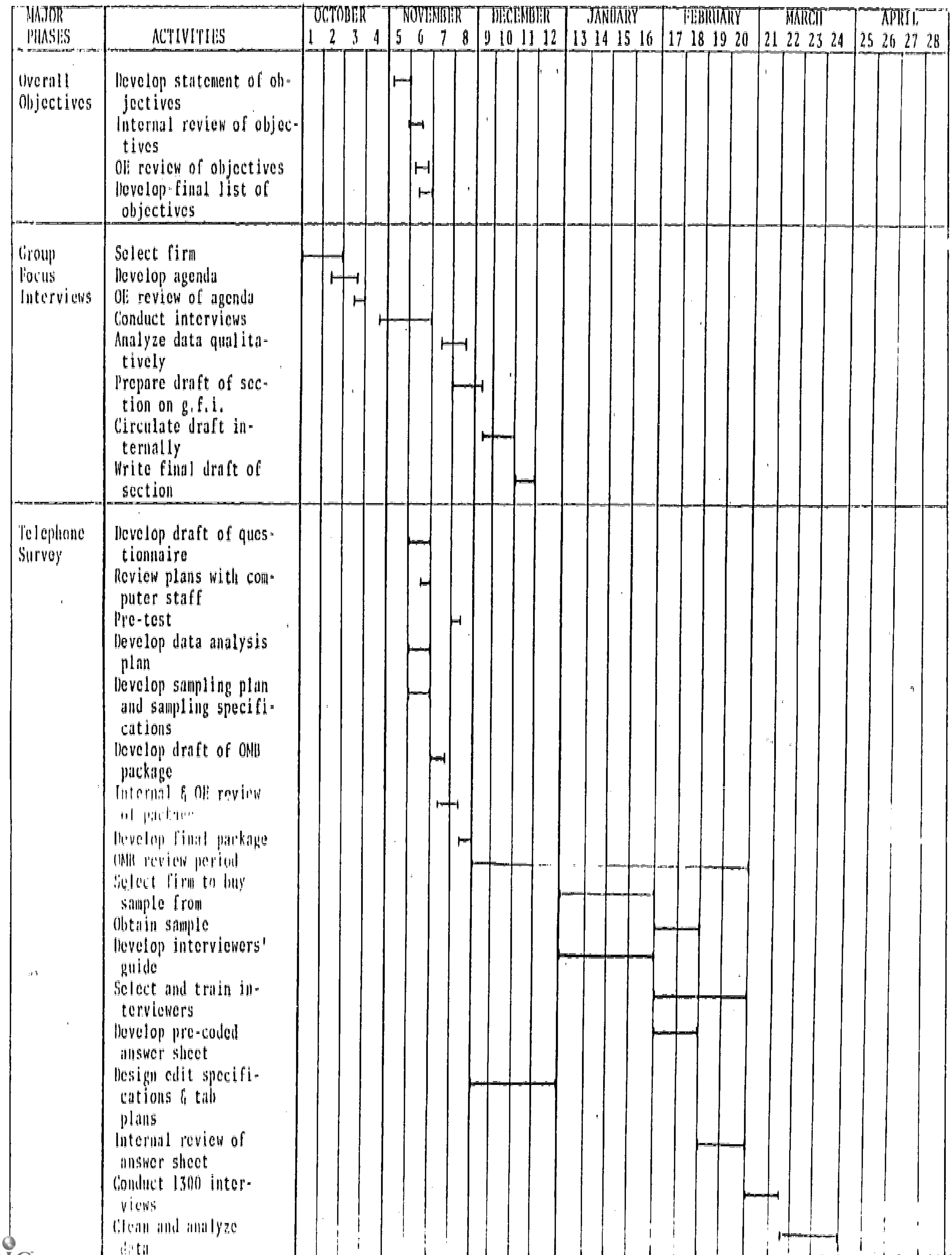


EXHIBIT 4.5: (Continued)

MAJOR PHASES	ACTIVITIES	OCTOBER 1 2 3 4	NOVEMBER 5 6 7 8	DECEMBER 9 10 11 12	JANUARY 13 14 15 16	FEBRUARY 17 18 19 20	MARCH 21 22 23 24	APRIL 25 26 27 28
Personal Interviews	Develop criteria for candidate selection							
	Develop list of candidates							
	Internal and OE review of list							
	Develop discussion agenda							
	Develop final list of names							
	OE and internal review of list and agenda							
	Schedule and assign staff to interviews							
	Train interviewers							
	Conduct interviews							
	Develop qualitative analysis plan							
	Analyze results							
	Develop outline of section of report							
	Circulate outline internally							
	Develop first draft of section							
	Circulate internally							
	Write final draft of section							
Write Final Report	Prepare outline of total report							
	Circulate internally							
	Write front end of report							
	Prepare draft of total report							
	Internal review							
	Prepare final version							
	Submit report to OE							

4.8: RESEARCH AND EVALUATION TEAM MANAGEMENT PROCEDURES

Very few, if any, of the Research and Evaluation tasks to be performed for the Parent Education Television project are self-contained, in that this team's function is primarily oriented toward serving the needs of the production teams (broadcast and non-broadcast) for feedback on their materials. Thus, a prime requirement of this operational plan is the provision for coordination with producers of materials. In addition, it is expected that most of the research activities will require the participation of members of the target audience. Coordination with community outreach staff is, therefore, also a priority.

Because of the complexity of the project, and the importance of timely completion of each individual study, a set of management procedures must be implemented which will enable all staff to request, plan for and obtain necessary data. The key to this process is frequent and active cooperation between the "client" and the researcher. Of course, the weekly project Coordinating Committee meeting may be frequently utilized for this purpose. But it is also the intent of the research team to meet either formally or informally with other staff members on a monthly or more frequent basis to discuss research just completed, in-progress and future. While a list of decision points has already been developed, it is anticipated that new ones will arise throughout the project where the input of audience reaction is valuable to the producers. Thus, the purpose of meeting with the producers will be to identify new areas early and design studies for them adequately enough to be valuable.

As much audience time is needed for each study as is possible for several reasons. If the idea for the study is generated by the research staff, the producers may require lead time in order to provide the necessary sample materials. If the producers desire a particular study, the researchers will need ample time for designing the study protocols. Both teams will already have in progress many tasks that may be more or less inflexible and the lead time may be necessary to allow provision for the change to other studies, to allow time for comprehensive planning of the new study, and if a previously established group of participants is not to be used, to allow the Community Outreach staff to recruit *ad hoc* participants.

Of course, the research and evaluation team will often be able to plan studies in a much shorter time span, especially if the new research is related to on-going activities. However, the specification of the month-long period will be adhered to in most cases.

If additions or modifications are made to the schedule of decision points discussed in Section 4.9, the individual requesting such a change will notify the Research and Evaluation Team and appropriate staff members of the change in a memorandum. It is anticipated that the request may come from either the Research and Evaluation Team or from other staff members. The request will be reviewed by the Team Manager and a meeting will be arranged to discuss the study, its schedules and its potential design. A researcher will be assigned the primary responsibility for the design, and a member of the team most closely involved in the study will be appointed (by that Team's Manager) to participate in the design and act as liaison.

The memorandum requesting a new, previously unplanned study should include an explanation of the research desired and a rationale for doing. If the individual has even preliminary ideas about the design of the research, these should also be presented. The following information should be presented when available.

- Material or subject to be studied
- Purpose of the research
- Possible alternatives to the decision point (that is, revision, consequences, new information to result from the research)

- Any suggestions for the approach to the design
- Timeline - date for acquisition of data and date decision will be made
- Format of the information (raw data, qualitative or quantitative analysis, reading list, etc.)
- Projection of need for participation of the audience.

When such a memorandum is received by the Research and Evaluation Team Manager, a staff member will be assigned to develop the study design and to arrange liaison with the team needing the data and the community outreach team where audience participation is necessary.

Before any study design is implemented, the Research and Evaluation Team Manager will ascertain that the research has a practical purpose - that is, that the expense both in labor and budget allocation is justified, and that both the researcher and the producer have agreed on the objectives, techniques and projected outcomes of the effort. The expectations for the uses of the data must be clearly articulated prior to implementation. For example, if the data are to be utilized in decision making, the individual responsible for making the decision will have a clear understanding, prior to data collection of the weight which the data will carry in making the decision. By this it is not implied that decision makers will be bound by the data, but that the conscientious decision maker will take the data into serious consideration. If a study happens to fail to present the degree of reliability anticipated in the design, it will be the responsibility of the researcher to interpret the findings so that the decision maker is fully informed of the weight the research results deserved - even if this is different from that anticipated in the design.

Systems Flow for Research Design and Implementation

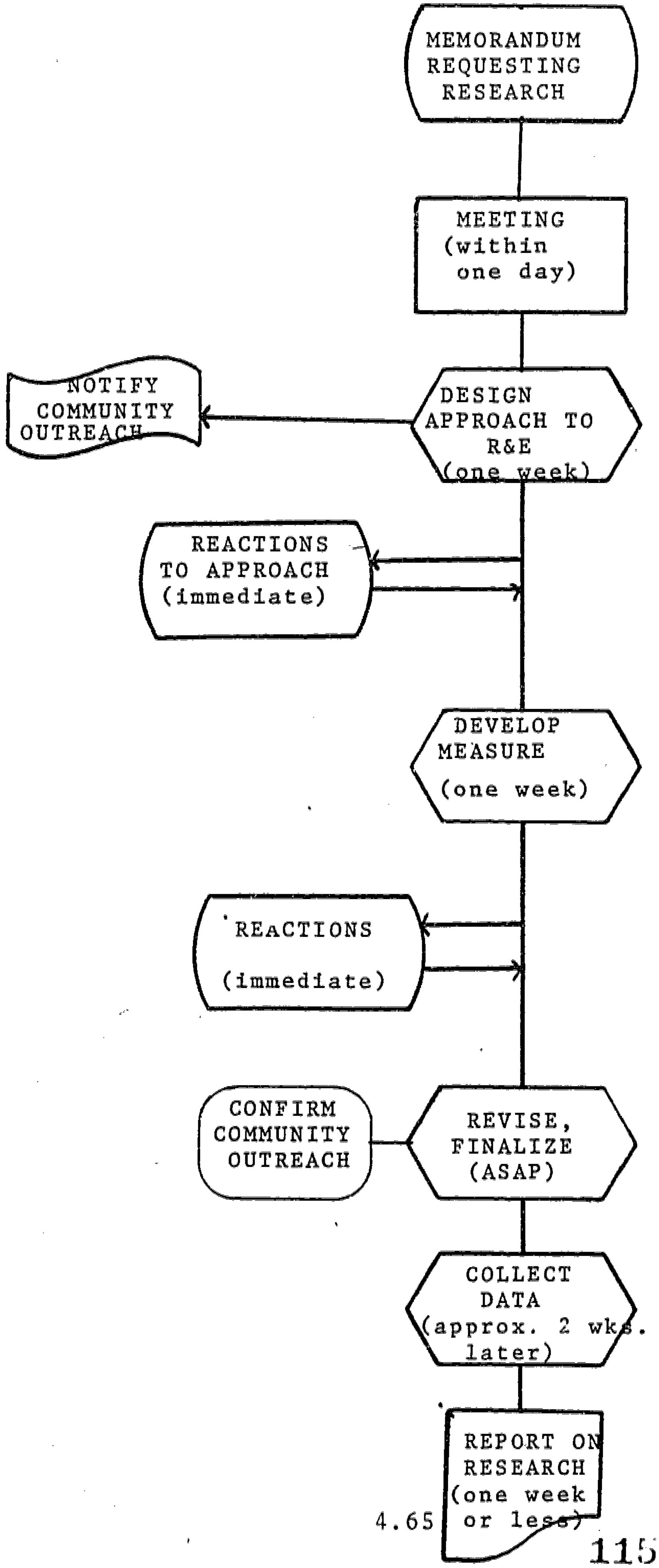
Where research has been planned far in advance of its anticipated date, the Research and Evaluation Team Manager will notify the appropriate teams of impending implementation of the studies at the monthly research planning meetings. These studies will be treated similarly to the ad hoc studies - that is, one month in advance, a researcher will be assigned to design and develop the specific tasks of the study, and to provide liaison as explained above with the production, development and Community Relations Team.

To summarize, then, the flow of activities for each study will generally proceed as follows:

- One month prior to the decision point a study implementation, a memorandum explaining the purposes and specifications for the study will be sent to the Research and Evaluation Team Manager and circulated among interested staff members.
- Immediately, a researcher will be assigned and a liaison meeting will be set up between the research team and the "client," with attendance by the Community Outreach staff.
- Within one week, the researcher will submit to the producer a study design. This will be discussed and modified where necessary to suit the needs for data and the decision alternatives.
- Within one week of the study design approval and modification, the researcher will provide a research protocol or instrument for review by the production staff and Team Manager. This will be reviewed and approved immediately.
- At this time the Community Outreach staff will receive a confirmation of the need for participants, location and date and time for the meeting. This should occur about two weeks prior to the time requested.
- The study will be implemented.
- Depending on the turnaround required for the data, they will be analyzed and a report provided to the decision-maker, in the format requested. It is anticipated that analysis of small group studies can be completed very quickly and it will be expected that the report will be communicated to the "client" within one week. Preliminary findings may be available within 24 hours where necessary and possible.

Exhibit 4.6 presents a schematic diagram of this process.

EXHIBIT 4.6: STUDY DESIGN PROCESS



4.9: MANAGEMENT OF RESEARCH AND EVALUATION

4.9.1: Staffing

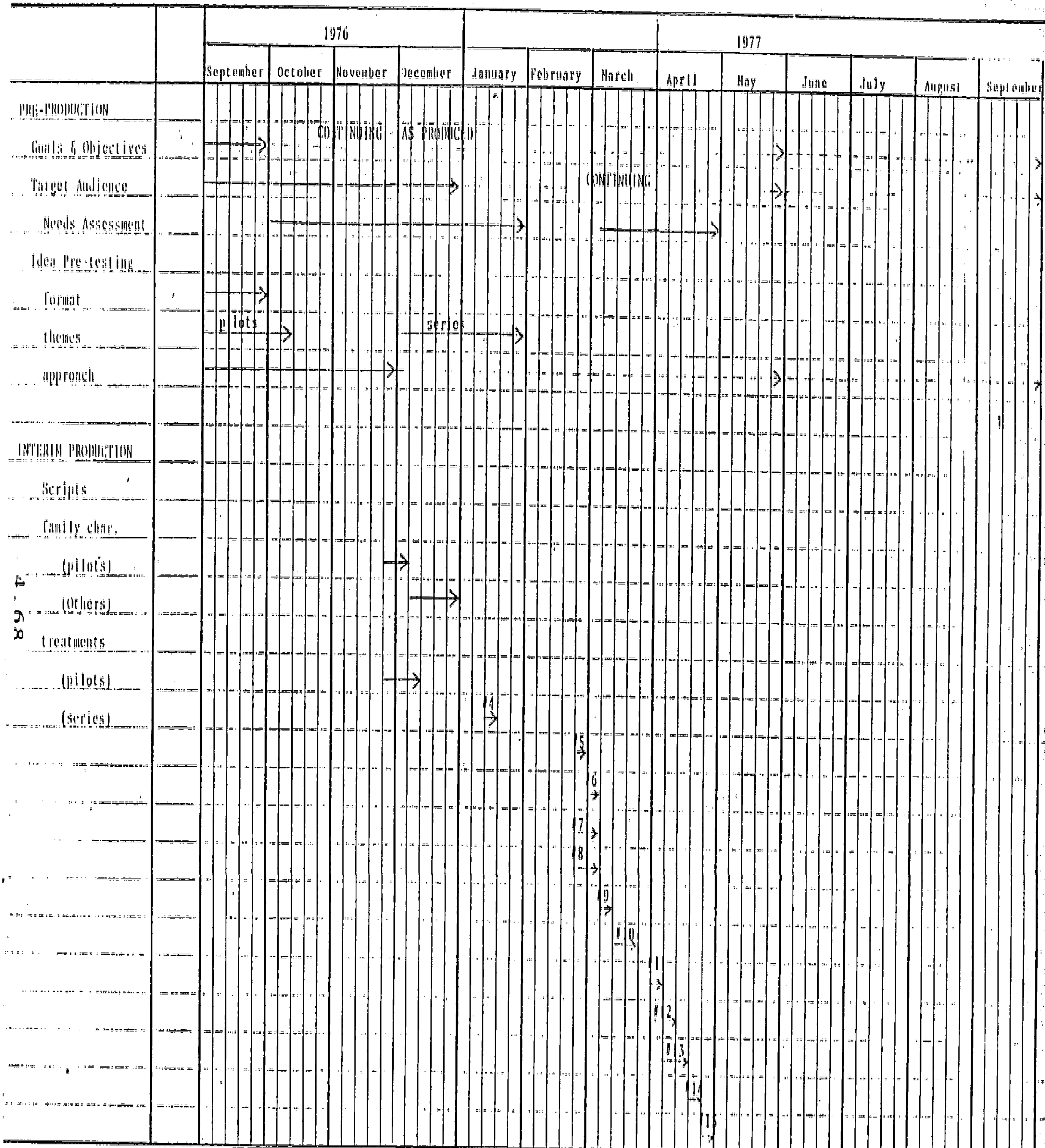
As currently envisioned, the Research and Evaluation Team will have approximately four full-time members for the first project year, supplemented by consultants and Institute for Child Study representatives. Also, during the peak load processing stages of the Needs Assessment and Field Test surveys, other staff will be added as necessary. The four staff members will be assigned to one area of primary responsibility which will involve about half of their time, and will assist in other tasks in remaining time. This may be shown as follows:

- Team Manager - primarily responsible for overseeing efficient operation of the team, coordination with other teams, and overall planning of team efforts. Remainder of time will be spent in design and analysis of formative research.
- Senior Project Analyst - primary responsibility for design and analysis of formative research of multi-media materials. Will also supplement ongoing research activities.
- Project Analyst - primary responsibility for Needs Assessment design, implementation and analysis. Will also supplement formative research design, implementation and analysis.
- Project Analyst - (about 50 percent time on Research and Evaluation Team) primary responsibility for managing survey processing. Also responsible for ongoing research (target audience, especially).

4.9.2: Schedule of Formative Research

The Research and Evaluation Team Manager will maintain a master schedule of decision/information prints keyed to the timelines of other project teams. This will be updated as needed. In addition, at the beginning of each month, the master schedule will be shared with other team leaders at the Project Coordinating Committee meetings. All tests for the month will be explained and dates, plans set. Any changes or additions mentioned by the PCC members will be discussed and, if advisable, incorporated. Any changes to the evaluation schedule caused by production/development modifications will be discussed as necessary and plans changed. Requests for new or different research than that on the master schedule will be in written form, whether instigated by the evaluation team or the "client" team. A master schedule of the Research and Evaluation Team Activities currently planned is presented in Exhibit 4.7.

EXHIBIT 4.7: RESEARCH AND EVALUATION SCHEDULE - YEAR I



		1976				1977								
		September	October	November	December	January	February	March	April	May	June	July	August	September
										#16 #17				
											#18			
											#19			
											#20			
Scripts														
(pilots)														
(series)		NOT YET DETERMINED												
Non-broadcast														
Parent Guide														
(pilots)								#2						
									#1 #3					
Discussion Guide										#1-5				
(pilots)														
Promotion		AS PRODUCED												
Series Materials -	YEAR II													
Style														
Music														
Graphics														
Casting														
Families														
(pilots)												families only		
(series)														
host														
Rough Cuts (pilots)														
teasers														

EXHIBIT 4.7: (continued)

		1976				1977								
		September	October	November	December	January	February	March	April	May	June	July	August	September
family dramas								#1 #2	#3					
host														
Documentaries														
other														
Series		YEAR II												
DRAFT STAGE														
Pilots														
Revisions														
FIELD TEST														

5

COMMUNITY RELATIONS

Early in November of 1976, the Community Relations Team of the Parent Education Project was formed. It includes Publicity and Promotion, Community Outreach and Multi-Media Materials. The decision to form this team came from a variety of experiences in the first two months of the project.

First, there was the realization that the concept of a Parents Advisory Panel as described in the proposal would not be suitable to meet the combined needs expressed by the Production, Research and Development teams of the Consortium. With this realization came the awareness of the variety of viewing audiences required, the difficulty involved in locating the specific groups when needed, and the expertise called for in communicating with groups which represent so many levels of American life. The decision was made to hire a full time staff member for this activity.

Second, was the decision to conduct the field testing of the three pilot programs in a private manner without any of the usual publicity and promotion traditionally associated with such an undertaking. Given the research requirement of input from at least 1,350 viewers in six cities, either at home or in closed circuit viewing centers, it was obvious that a coordinated team effort was called for, and one that would need to start preparations long before the air dates of the Summer of 1977. The decision was made to form a team in addition to the Research Team to function in this manner.

Third, was the ever increasing number of requests of the Consortium to screen audiovisual materials relating to parenting and to child development. Given the variety of requests, the complicated time schedules of Consortium personnel, the wealth of available material sources and the large need for information on many levels, the decision was made to hire a full time staff member for that activity.

Fourth, was the decision to seek outside funding so that an appropriate Publicity and Promotion Campaign would be mounted and operationalized. The need for the development of tasks directed toward Publicizing and Promoting the broadcast of the full series in 1978-79 was clear. A staff member was assigned to this activity with the additional responsibility of managing the team to be known as Community Relations. By November 22, the Community Relations Team was operating with a staff of three and with a specific set of tasks. The tasks of Community Outreach are to:

- Assemble "vest pocket" groups (groups under 10 in size) for viewing and interaction about the proposed style and content of the television programs and supporting print materials.
- Gather viewer groups for the formative evaluation of non-broadcast materials and the three pilots to be broadcast in the Summer of 1977.
- Develop materials to use with parent groups.

The tasks of Publicity and Promotion are to:

- Prepare and present information about the Project.
- Design campaigns directed toward securing funding from the private sector.

The tasks of Multi-Media Materials are to:

- Seek out, acquire, and distribute multi-media materials relating to parenting and child development of the broadcast and non-broadcast variety.
- Assist in the preparation of multi-media materials related to Project activities.

- Serve as a resource center for an exchange of utilization and outreach materials associated with the Parent Television Series.

What follows is the action plan for these teams.

Community Outreach is not developed beyond the broadcast of the pilots or year one of the Project as funds are not appropriated past this time for this activity. For year two, a recommendation about future financing for Community Outreach will be made with appropriate documentation based on the experience of the first year of activities. The Publicity and Promotion section is a description of the full scale campaign required for a 20 program television series. The Multi-Media Materials research will continue for the life of the Project.

5.1: COMMUNITY OUTREACH

The goal of Community Outreach at this time, is to provide audiences to serve the formative evaluation function. The phases and purposes of this activity are amply described in the preceding pages devoted to that activity. Exhibits 5.1 through 5.6 describe the job to be done in terms of numbers, tasks, group characteristics, meeting schedules and the methodologies developed to meet these needs. What these charts and tables do not reflect is the conceptual framework undergirding the Community Outreach activities and the protocols required to serve those concepts in both the local and national levels.

No matter where these formative evaluation activities take place, whether it be a church hall in downtown D.C., a home in suburban Chicago or a store front Community Center in Los Angeles, the most important ingredient in the mix is credibility. There are only two kinds of groups, those who trust you and those who do not, and the trust has to work two ways so that people speak about their concerns and the productions are about real American families of today. What is more, this credibility has to have visibility from the

EXHIBIT 5.1

*PARENT PROFILE SHEET

Name

Address

Phone

Family Make Up

Adults names and ages

Children's names and ages

Race

Employed Outside the Home? Yes No

Income Scale

0-$5,000	$10,000-$20,000
$5,000-$10,000	$20,000-$25,000+

Comments

*To be filled out for each new group member for contact later and for a mail poll if needed.

EXHIBIT 5.2

GROUP SCHEDULE

Phase	Time	Type	Size	Number of Meetings	Total Number
Lab Testing Phase	11/76-4/77	AD HOC	10	8	80
		AD HOC - HS *	10	2	20
	1/76-4/77	AD HOC	10	10	100
		AD HOC - HS	10	5	50
		4 Continuing	10	4	40
Pilot Testing	5/77	1 HS	10	4	40
		4 Continuing	10	1	10
Field Testing	7/77-8/77	Home Audience	100	6	600
		5 CCTV Groups	25	6	750

*HS = High School

EXHIBIT 5.3

GROUP CHARACTERISTICS

(A) Middle Income
Racially Mixed
17-45
Parents

(B) Lower Income
Black
17-45
Parents

(C) Lower Income
White and other
17-45
Parents

(D) Under 25
Mixed Income & Race
Parents

(E) Under 25
Black, mixed income
Parents

(F) Under 25
School Group
Middle Income

(G) Under 25
School Group
Lower Income

(H) Rural
Under 25
Mixed Income & Race

(I) Rural
17-45
Mixed Income & Race

(J) Single Parents
17-45
Mixed Income & Race

(K) Universal
17-45, Mixed, Parents,
and Participants

(L) Middle Income
Black
17-45
Parents

(m) Middle Imcome
Racially Mixed
17-25 Parents
Both Working

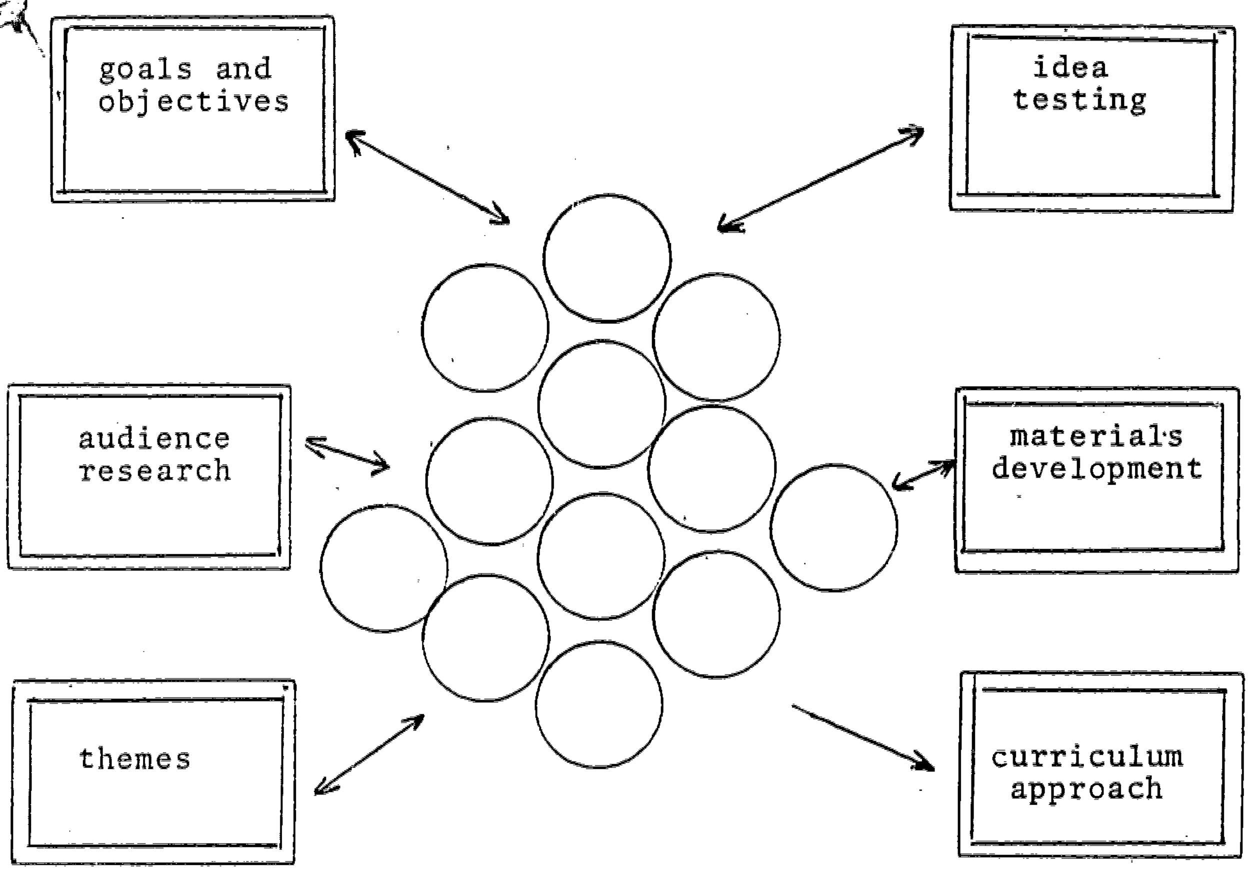
*All parents must have children 0-5

EXHIBIT 5.4

Lab Testing 11/76 - 4/77

- Pre-Production Activities
- Development Interactive
- Formative Interim Evaluation

*Vest Pocket Groups of Total Target Audience



*Groups under 10
Ad Hoc - 15 (150)
Continuing - 19 (190)

EXHIBIT 5.5

Pilot Testing 5/77

- Formative Product Evaluation

*Groups Representing Pilot Families

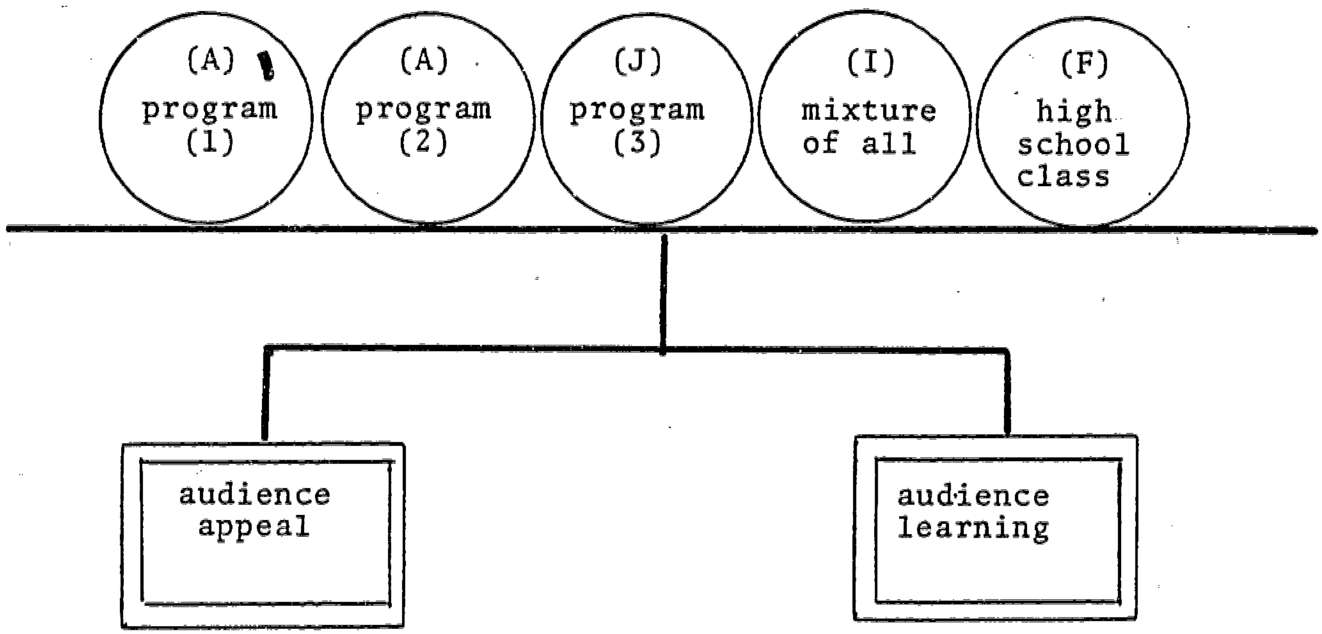
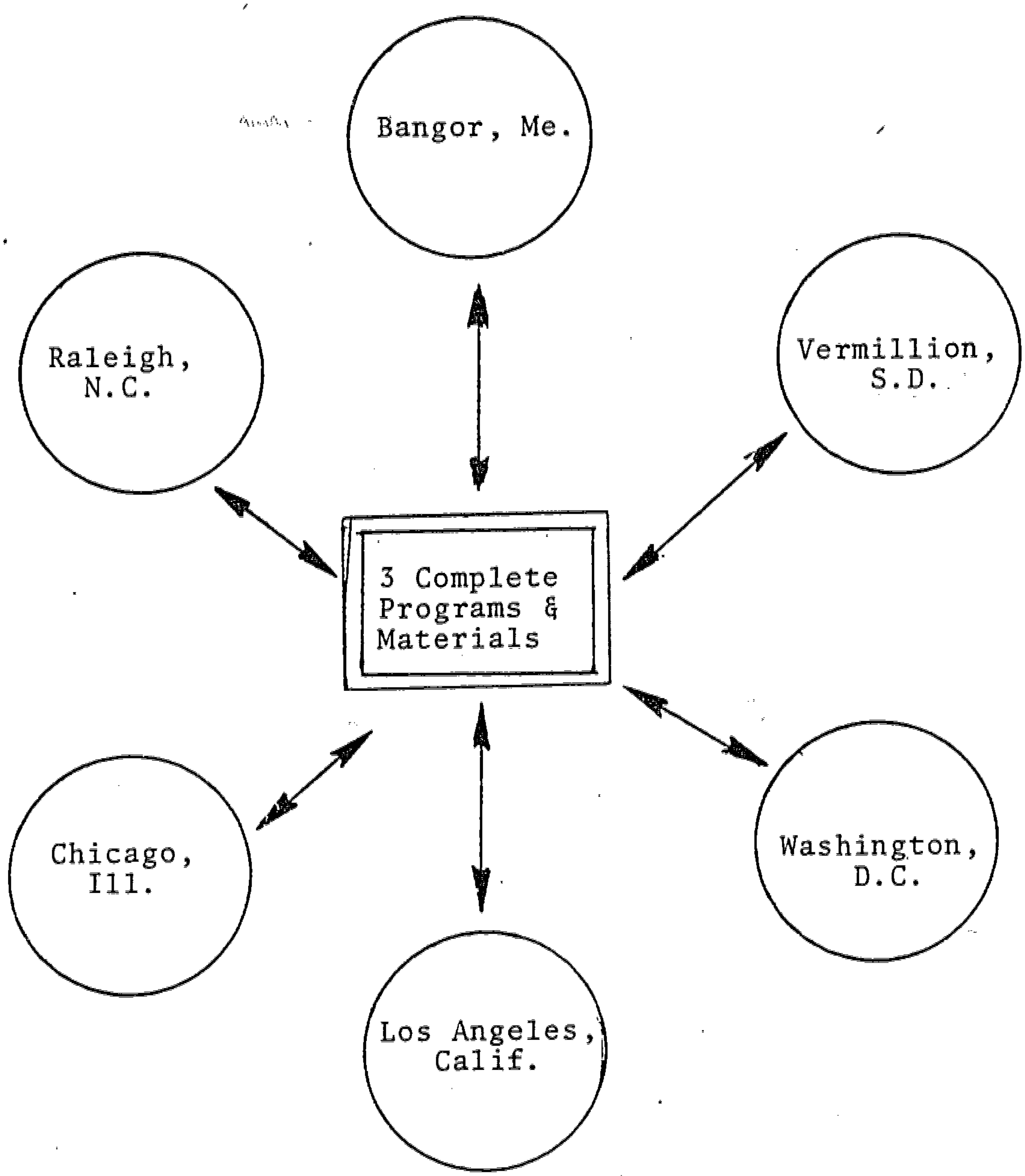


EXHIBIT 5.6

Field Testing 7/77 - 8/77

- Formative Product Evaluation

*Groups Representative of Cities



5.9

moment the first contact is made, and since many groups are ad hoc or "one time only" groups, things have to happen seconds after the meeting is called to order. This is a tall order, but entirely possible: (1) if the facilitator is skilled at working with parent groups and makes a presentation that is "on target," (2) if the role of the group is clear, (3) if the proper materials have been developed, (4) if the group is convinced they are giving something of value and receiving something as well, and (5) if the Consortium members operate around a set of protocols that respect and support this framework.

5.1.1: The Group Facilitator

As in all human effort, someone must play the role of the leader, or caretaker for a group, no matter how temporary its nature may be. This leader must be stimulating, non-judgmental and able to put people at ease quickly. Consequently, an experienced facilitator from the Community Relations Team will be present at all meetings to chair the group and to help the members of the Consortium to receive information that is of value. Wherever possible the facilitator will be the leader of the Outreach Team. However, since these meetings are usually evenings and Saturdays and may at times average more than one a week, it is important that other team members, who are also trained in group leadership, be available when needed. Such an arrangement provides good management continuity and review. Weekly meetings of the team can keep the methods and materials and team members updated and relevant. Such an arrangement will be extremely valuable in the field testing stage when all three members might be needed to cover the six state areas involved. As time and experience is accumulated the facilitators will put together a multi-media presentation aimed at presenting both the project concept and group role through the use of sound, pictures and music. This presentation can also be used when collecting viewing groups for the field testing.

5.1.2: Group Role

From the outset, the group must know what is expected of it by a clear definition of role. The members must understand that their input is not decision making and that they are not operating on a policy level but at a reaction level, that many of the decisions about how the programs should look and what they should say are already made, but that many are not and that everything they have to say is of importance to the people who make the programs. Much of this can be accomplished by the group facilitator. Hopefully there will be help by "word of mouth." The rest can be covered by materials.

5.1.3: Group Materials

Materials serve many functions. They describe the group role and the project to ad hoc groups or those meeting for the first time. Under preparation is a fact sheet in question and answer format containing the questions most commonly asked by past groups--How did you pick the theme? What role do parent groups play? How often do I have to meet? What do you do with the information? How far along are you in preparing the series? Why is television being used? When and where will the programs be on the air? Other materials can give additional information, diagrams of the field tests can in general offer a continuity for these groups which meet regularly. A loose leaf notebook will be used in the field testing phase, leadership training materials will be distributed to local groups who are committed to the delivery of viewers at home and in small viewing groups. All the materials must be attractive and easy to read. Most especially, like the series they serve, they must educate as well as entertain. A glossary of television and parenting terms will be included as will other materials designed to help parents to better understand themselves, their children, their job as parents, and their homes as classrooms.

5.1.4: Group Incentives

With the exception of the reimbursement of expenses, group participants will not receive any material rewards. For the most part these people will be extremely busy with many time pressures. In order to motivate them to give their time it is important they understand how valuable their contribution will be to others through the group experience and follow-up letters. It is especially important that they grow from the experience especially in their parent role and that they feel they are helping their children. These rewards are valid and attainable.

5.1.5: Consortium Protocols

For all of this to work smoothly, the ground rules for all involved must be clear and acceptable. Early ground rules are:

- requests for groups must be a week in advance
- information on the meeting request form must be available at the time (see Exhibit 5.7).
- meetings average one a week
- those requesting the meeting must attend
- attendance will be negotiated
- a Community Development member will facilitate

During the last week in November a meeting of Consortium Team leaders will meet with the Community Development Team to create a weekly meeting schedule for December 1976 through May 1977, where possible group types and characteristics will be identified, therefore eliminating the need for crisis and surprises. With such a planned methodology and a timeline (see Exhibit 5.8) the formative evaluation for the lab testing and pilot testing will offer the required input for the film makers. For the field testing an additional layer is needed in addition to everything described thus far. That might be described as a set of Organization Protocols.

EXHIBIT 5.7

REQUEST FOR MEETING FORM

1. Purpose of Meeting:

2. Group Type (ad hoc/continuing)

3. Requirements (equipment, food, transportation, etc.)

4. Group Characteristics (use letters on characteristics sheet)

5. Meeting Date and Alternate Date

6. Staff Commitment: names and phone numbers

7. Requested By

8. Requested Date

9. Comments

EXHIBIT 5.8

COMMUNITY OUTREACH - PUBLICITY AND PROMOTION

COMMUNITY OUTREACH PUBLICITY AND PROMOTION

TASK	TEAM	1976 NOVEMBER	DECEMBER	1977 JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST		
Yearly Planning	C.O./P.P												
Formative Research													
1. Lab Testing	C.O.												
Specify Consortium needs	C.O.												
Prepare Group Characteristics	C.O.												
Identify roles	C.O.												
Define methods	C.O.												
Agree to schedule	C.O.												
Specify literature needs	C.O./P.P												
Agree to protocols	C.O.												
Identify ad hoc groups	C.O.												
Identify continuing groups	C.O.												
Contact community organizations	C.O.												
Begin literature preparation	C.O./P.P												
Confer development team	C.O.												
Begin multimedia presentation	C.O.												
Contact both groups	C.O.												
Arrange meetings	C.O.												
Distribute literature	C.O.												
Hold meetings	C.O.												
Review and revise components	C.O.												
Print materials	C.O./P.P												
Follow-up letters	C.O.												
Follow-up calls	C.O.												
Write summary	C.O./P.P												
Finalize multi-media presentation	C.O./P.P												
2. Pilot Testing	C.O.												
Meet with continuing community groups	C.O.												

EXHIBIT 5.8: (Continued)

COMMUNITY OUTREACH - PUBLICITY AND PROMOTION

		1976		1977									
TASK	TEAM	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST		
2. Pilot Testing (cont.)													
Meet with continuing H.S. group	C.O.												
Follow-up calls and letters	C.O./P.P												
3. Field Testing													
Design criteria sheet for groups	C.O./R.E												
Decide: choice of cities	Proj.Dir												
station	Proj.Dir												
time schedules	Proj.Dir												
Identify community contacts	C.O.												
Make phone contact	C.O.												
Prepare broadcast material	C.O./P.P												
Field test literature	C.O./P.P												
Review literature	C.O./P.P												
Revise literature	C.O./P.P												
Prepare presentation	C.O./P.P												
Prepare multi-media presentation	C.O./P.P												
Field test presentation	C.O./P.P												
Review and revise	C.O./P.P												
Finalize multimedia	C.O./P.P												
Distribute literature	C.O./P.P												
Visit area	C.O.												
Hold conferences	C.O.												
Make presentation	C.O.												
Obtain commitments	C.O.												
Follow-up letters	C.O.												
Follow-up literature	C.O./P.P												
Make final arrangements	C.O.												
Return to area	C.O.												

EXHIBIT 5.8: (Continued)

COMMUNITY OUTREACH PUBLICITY AND PROMOTION

TASK	TEAM	1976 NOVEMBER	DECEMBER	1977 JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	
5. Field Testing (cont.)													
Review and revise arrangements	C.O.												
Hold CCTV meetings	C.O.												
Distribute information to homes	C.O.												
Collect data	C.O.												
Follow-up letters and calls	C.O.												
Write report	C.O./P.P.												
Report for Future Funds	C.O./P.P.												
Related Publication and Promotion Activities	P.P.												
Begin parent picture taking	P.P.												
Begin production pictures	EFC												
AECT information presentation	P.P.												
Research Reviews (Mo.)													
Development Reviews (Mo.)													
Weekly Community Development Meetings													

5.1.6: Organization Protocols

Six cities have been chosen to test the pilots in the Summer of 1977. Therefore, before any of the preceding activities can take place these communities will have to be studied for demographics and the best contact points for access to a cross section of viewers. Attention will be given to:

- ethnicity
- geography
- tradition
- urban/rural mix
- socio-economic, educational and cultural factors
- quality of broadcast signal

After the proper correspondence and contact has been made, a member of the Community Relations team will visit the area to:

- make contact with local schools, pre-natal clinics, church groups, Head Start groups, community organizations, etc.
- give multi-media presentations requesting the desired viewing audience and describing the nature of the series
- train local people who will be identifying and contacting groups
- distribute literature for the local effort
- offer incentives of $2-3 a person for the organization on delivery of the viewers

Approximately two days to a week will be spent in each of the test cities. These staff can cover this assignment. Contact will be continued and a follow-up visit will take place a few days before the telecast, to ensure adequate viewership and make any additional presentations. The privacy of the field test must be respected so the word of mouth and organizational contacts are of much importance. However, as with any endeavor of this kind, the reputation established by the Outreach Team will not only be crucial to getting the programs seen, it will also go a long way toward building a Community Outreach effort in these locations for the viewing of the entire series sometime in the Fall of 1978.

As mentioned earlier, a report requesting funding for a full scale Outreach effort will be presented to the Office of Education after the field testing period. It will contain data about what has happened in these six cities and good predictions about what can be expected in the future and what those expectations will cost.

5.2: THE IMPORTANCE OF PUBLICITY AND PROMOTION

Publicity and promotion at its best is a teaching activity. Like good teaching, it must cast a spell of excitement and challenge such that the learner believes "wonderful" things can happen here: mysteries solved, needs filled, new vistas revealed. When it comes to television, this spell has to be strong enough to motivate a learner to commit the ultimate act, turn on the set, watch the program, and hopefully do something else after that.

Therefore, the overall task of the Publicity and Promotion for the Parent Education Project is to lure both the general audience of parents of young children and perspective parents as well as the target audience of 17-25 year olds within that group to the picture on the Public Television Station. This is no simple task, but it can be done, in fact, it has been done by the Children's Television Workshop when it succeeded in attracting a significant portion of its target audience (preschool children and their parents) to stations which that audience tended not to watch. The continuing success of "Sesame Street" and "Electric Company" has demonstrated that as Herman Land states in his book "The Children's Television Workshop"....

> ... "promotion merits positioning as a basic project element, calling for planning and implementation parallel with program development, as the other side of the coin. It calls too for an operational professionalism that corresponds in its area with the professionalism demanded in programming. These are the two promotion features of the CTW model that are mandatory for any broadcast educational undertaking."

The lessons of CTW to be learned are clear:

(1) Publicity and promotion have to be equal in importance to production and research (and development).

(2) A effective organization calls for a full-time team leader and a follow through force for the contacts and creation of materials.

(3) Campaigns to attract the audience have to begin long before air date.

Philosophically, the Parent Education Project embraces these learnings. Organizationally, the "information giving" team of the project staff (Community Relations) has the same attention as the Production, Research and Development Teams with a full-time professional assigned to the management task of the design and operation of this plan. This arrangement presupposes the possibility of campaigns to attract the audience long before the air date. What is not clear is the size of the financial commitment.

The main purpose of this report then is directed toward an understanding of the job to be done, with the understanding that it is critical to the success of the Parent Education Project that a major effort be mounted in this area, with the objectives, methods and plans carefully aimed at capturing and keeping a very elusive and hard to reach section of America, the young population with young children.

Objectives

(1) To build and sustain the largest possible audience of prospective parents and parents of young children, particularly those in the 17-25 year old age range.

(2) To give strong guidance and support to public television stations carrying the program, most of whom have small budgets and staff, and are therefore in need of assistance with promotions to attract a mass audience.

(3) To create special means of reaching the minorities, as well as the rural and urban poor who are likely to be in need of help but unlikely to learn of its availability through regular communications channels.*

(4) To gain the attention of organizations who relate to parents and prospective parents and who carry weight with this group, and to devise methods and materials to assure their maximum utilization of the program.

*This is Community Outreach. Necessarily, it is interrelated with the Publicity and Promotion design since both are part of Community Relations. The activities in this section are listed in the timeline plan.

Methods

The methods that are summarized here and later listed in detail with a timeline, represent a wide variety of activities that either have been or could be used. They are appropriate to the Parent Education Project, and meet the four stated objectives.

This approach is based on the understanding that the Parent Education television series will appear on Public Television at least twice and will be negotiated so as not to eliminate the possibility of commercial viewings at a later time and with outside financial assistance.

Like the Children's Television Workshop, this Project has a serious problem in terms of the audience it wishes to reach and the conduit chosen to send the message. Public television has traditionally attracted the older, better educated section of the viewers. Its stations are often UHF channels which most TV set owners find difficult to receive, even with the UHF channels now required in TV sets.

Also, the prospective audience is either young or has young children. The majority of them have established commercial television viewing habits, when they have the time to view at all.

It is necesssary, therefore, to inform the greatest number of people, but the <u>intended audience</u> has to be convinced of the desirability of watching the Public Station to see this program series for 20 weeks.

A validated model for changing viewer habits has already been created by the Children's Television Workshop. The strategies described here are an adaptation of that model with the full understanding that considerable funding is required to implement this or any other model that works. Basically, the method is a four tiered one, and has been keyed here to the objectives by number.

(1) At the national level, an overall campaign of publicity through the major media. Publications and air programs are aimed at the first 3 months of the series. Included in this effort is a half hour program or preview broadcast commercially a few days before the first program.

(2) At the local level, public stations need promotional materials ranging from news, features, photos, film, tapes, slides, posters, releases. A Parent Project Notebook and Newsletter can include ideas for projects and exchange information about successful events elsewhere.

(3) Among minority and low income groups, a special outreach campaign is needed for those not reached by regular promotion. This includes articles in the minority press, integration in the cast of the five families, local staff work at the Public TV station and especially the use of direct contact to pass out bilingual materials and to enlist the cooperation of local leadership.

(4) Organizational support, is a required element in disseminating information. This involves both the trade and consumer organizations. (Beginning contact lists of both types of organizations are included later. Volunteers from all of these sectors need to be used at all levels including the ghetto areas. A Parent Education Guide promoting program utilization will be distributed by the local stations to provide information in advance of the programs. Sold to middle and upper income subscribers it could be distributed free to less affluent families.

The Methods

National:

-- Articles in national magazines (e.g., Baby Talk, Family Circle).
-- Broadcast preview on Commercial Station
-- Preview Party NAEB - PBS
-- Advance Preview Party - PBS
-- Speaking engagements national organizations
-- Leadership conference
-- Star Family companion

-- Media advertising campaign
-- Information Presentation at AECT
-- Grants to selected PBS stations
-- Merchandizing campaign
-- Material to Columns - weekly and daily
-- Press Conference
-- Guest appearances
-- Promotional film for nation and local showings

<u>Local</u>:

-- PBS Local Press Kits
-- Parent notebooks and newsletters
-- Special articles and ads for minority publications
-- Community outreach in operation
-- Parent Education Guide
-- Compile organization mailing lists
-- Begin contacts
-- Promotional Film

<u>Publicity and Promotion Techniques</u>:

-- Speakers Bureau
-- Preview Parties - on and off air
-- Spots on commercial and non-commercial TV
-- Radio
-- Stamp on envelope - e.g. Sears
-- Credit Card Bill bulletins
-- Posters for filling stations
-- Printed materials to send to PB station
-- Newspaper ads
-- Variety of releases
-- Press kits including photos
-- Radio and TV interviews
-- Dailies and weeklies

-- Magazine articles
-- Personal multi media presentations
-- Books - e.g. script of show
-- Host/ess appearances
-- Star spots
-- Photos (taken all along the way with various markets in mind)
-- Specialized columns: youth, ads, women
-- Minority press
-- Editorial page
-- On milk cartons

Trade Organizations

-- School Boards
-- AASA (School Administrators)
-- ASCD (curriculum Development)
-- State Superintendents
-- State Education Department
-- P.R. Associations of School District
-- Special interest groups: AHRL
-- Health-Education Divisions of School systems
-- NEA - Harold Wigren, Audiovisual Director
-- Other Teacher organization
-- Adult Education groups
-- Psychological Associations
-- Pediatricians
-- Hospitals
-- Members of Congress
-- Armed Forces (Bases and Posts)
-- Colleges
-- CETA Trainees

Consumer Organizations

- -- Parents Magazines
- -- Federally funded pre-school programs
- -- Church Groups
- -- Single Parent Groups
- -- Community Groups
- -- Social Workers
- -- Welfare Investigators

Plan (A)

As can be seen by looking at the methods available, attracting the audience for the Parent Education Project requires the same kind of advance planning and activity as research, development and production.

The following timeline illustrates how a plan must be devised and carried out like a political campaign. It combines massive publicity and shoe leather on a door-to-door, people-to-people level.

Basically, the plan falls into three stages:

- Stage one .... Preparations
- Stage two .... Operations
- Stage three ... Visibility

Plan (B)

Plan A represents a wide range of possibilities available in a campaign to "cover all seasons."

Plan B is the essentials required for the Project to get the message across, for the full series, through the use of Public Broadcasting, both radio and television, and the press both local and national.

Although the use of paid advertising is prohibitive, the Project can use Public Service time and then prepare and distribute

[illegible]	1976		1977												1978											
[illegible]	NV	DE	JA	FE	MR	AP	MY	JU	JL	AU	SE	OC	NV	DE	JA	FE	MR	AP	MY	JU	JL	AU	SE	OC	NV	DE
PREPARATION STAGES #1																										
DESIGN CAMPAIGN	X																									
BEGIN CONTACTS	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
BEGIN FUNDING PRESENTATION		X	X	X	X	X	X	X																		
ORGANIZATION LISTS		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	
PREPARE BASIC INFORMATION PIECES		X	X	X	X	X																				
DECISION ON P&P APPROACH			X																							
PICTURE TAKING BEGINS			X	X	X	X	X	X					X	X	X	X	X	X		X	X	X	X	X		
LEADERSHIP CONFERENCE					X																					
INFORMATION PRESENTATION AECT						X																				
SPEAKING ENGAGEMENT BEGIN								X																		
BEGIN INSTRUCTIONAL MATERIAL DEVELOPMENT		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
BEGIN MULTI-MEDIA MATERIAL PLAN & PREPARATION		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
BEGIN PREPARATION PRESENTATIONS		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
OPERATIONS STAGE #2																										
PBS ADVANCE PREVIEW MTG.											X															
GRANTS TO PBS STATION												X														
NAEB INFORMATION SESSION													X													
PROMOTIONAL FILM READY															X											
COMMUNITY OUTREACH IN ACTION															X	X	X	X	X	X	X	X	X	X	X	
PBS PARENT NEWSLETTER BEGINS															X			X				X		X		
PREVIEW PRESENTATION AECT																		X								
IN[illegible]N TO FEDERAL OUTLETS															X	X	X									

VISIBILITY STAGE #3					
PRESS INTO THE COLUMNS; DAILIES & WEEKLIES			X		
PBS KITS			X		
PBS PARENT NOTEBOOK			X		
STAR FAMILY CAMPAIGN RADIO & TELEVISION				X	
NATIONAL PRESS CONFERENCE				X	
GUEST APPEARANCES				X	
ARTICLES: MINORITY & MAJOR OUTLETS				X	
NAEB PREVIEW					X
MERCHANDIZING READY					X
BROADCAST PREVIEW					X
ADS IN ETHNIC & MINORITY PUBLICATIONS					X
ADS IN MAJOR MEDIA					X
RELEASES AND STORIES TO FEDERAL OUTLETS				X	X

PUBLICITY AND PROMOTION

releases to many outlets, use a Speaker's Bureau, prepare a Press Kit with summaries of individual programs, the total series, and biographical information on the host/ess. In addition, we can plan personal appearances of the host/ess, send brochures, posters, newsletters, write up color stories for local TV supplements, hold a reception for the Public Broadcasting Stations, and possibly a preview session for interested members of the Federal Government.

Picture taking is beginning immediately to prepare a multi-media presentation on the Project for the field testing in the Summer of 1977.

Then combined efforts would rely on the assistance of the local Public Broadcasting Station, volunteers, and as many carefully placed articles in popular and trade publications as possible.

Details for Plan B are currently under development.

5.3: BACKGROUND AND OVERVIEW OF MULTI-MEDIA MATERIALS

It is unnecesssary to emphasize the importance of the multi-media component. The ritual of recording the drama of human experience is universal. The media and formats employed have ranged from elaborate renderings on clay tablets depicting the history of great empires to "instant replay" technology recording the magnificence of human birth or footprints on the moon. It is because of humanity's compulsion to "leave its mark" that multi-media materials exists and can make a significant contribution to the success of the parent television series.

From September to November, the emphasis of multi-media materials was on the defining of goals and objectives and planning activities. During this period, the functions addressed were:

- Initial search for materials
- Initial development of resource listing
- Initial acquisition of media
- Initial design of evaluation methodology
- Initial design of distribution system

As called for in the proposal, the review, evaluation, categorization and inventory of existing audiovisual materials was conducted. The groundwork was laid for the expansion and further development of this system.

The multi-media materials component of Community Relations has as its major task the design, implementation and maintenance of a system for the identification, acquisition, review, evaluation, and dissemination of existing materials on parent education.

The conceptual framework is based on the combination of an information and referral service and an instructional resources center. The need(s) will be identified/requested, the search initiated, the appropriate media acquired and evaluated and the materials disseminated for further review and digestion.

Ultimately, the multi-media materials resource center will be a functional and integral service of the project offering the full range of information services to the Consortium.

This section describes the organization of system and description of services of the multi-media materials component of Community Relations. The emphasis is on servicing the needs of the Consortium during the planning and production phases. Later on, the resource center will perform an important role in regards to the outreach and series utilization activities.

Subtask 5.3.1: Needs Assessment

Multi-media materials is designed to provide systematic media services to the full Consortium, and in particular, to the production, research, development, and community relations components.

The needs assessment task is crucial during both the pre-production planning stage and the production, field coordination and utilization phase. All of the basic subtasks under needs assessment as well as other multi-media tasks and subtasks are shown in Exhibit 5.9.

To ensure effective communication between the coordinator and the Consortium, needs assessment meetings are scheduled on a regular basis. The research and development teams will meet with the coordinator each month. In addition, a standard requisition form (Exhibit 5.10) is utilized to organize and expedite the acquisition and distribution of materials.

The identification and confirmation of appropriate facilities and equipment resources for the purposes of individual and group screenings is another function of needs assessment. Both Applied Management Sciences and EFC are providing viewing facilities and equipment. However, alternative resources may be required which fulfill projected needs (i.e., geograhic convenience, equipment rental, etc.).

EXHIBIT 5.9

MULTI-MEDIA MATERIALS

MULTI-MEDIA MATERIALS

TASK		1976 Nov	Dec	1977 Jan	Feb	Mar	Apr	May	June	July	August	SOND	JFMAMJJAS
I. Needs Assessment													
Confer with Consortium													
Review Schedules													
Review Hardware													
and Supply Needs													
Identify Suppliers													
Identify Facilities													
II. Resource Development													
Review Selections Policy													
Review & Expand Exisiting Resources													
Contact Resources													
Write Letters													
Follow-up Calls													
Visit Site Fields													
Select Media													
Order Media													
Confirm Facilities													
Confirm Suppliers													
III. Review & Evaluation													
Conduct Screenings													
Record Evaluation Data													

151a

EXHIBIT 5.9: (Continued)

II.

MULTI-MEDIA MATERIALS

4.1 TASK		1976 NOVEMBER	DECEMBER	1977 JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	S O N D	JFMAMJJAS
IV. Dissemination													
Distribute Materials													
Prepare full consortium pres.													
Conduct full consortium pres.													
Prepare "media memos"													
Distribute "media memos"													
V. Design & Preparation of Non-Broadcast Materials													
Confer with P.P.													
Confer with Development Team													
Confer with C.O.													
VI. Design & Preparation of Multi-Media Presentation													
Pre. Prod. Preparation													
Commence Production													
Final Editing													
Field Testing													
Review													
Revised (complete) version													
VII. Inventory of Data Bank													
Review overall system:													
Review search process													
Review selections policy													
Review acquisition policy													
Review evaluation method													
Review distribution system													

EXHIBIT 5.9: (Continued)

MULTI-MEDIA MATERIALS

4.4 TASK		1976 NOVEMBER	DECEMBER	1977 JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	S O N D	JFMAMJJAS
VII. continued													
Research Review Mtgs.				↔	↔	↔	↔	↔	↔	↔	↔	↔	↔
Development Review Mtgs.				↔	↔	↔	↔	↔	↔	↔	↔	↔	↔

EXHIBIT 5.10

MEDIA REQUEST FORM

TO: COORDINATOR, MEDIA RESOURCE CENTER

FROM: ______________________________

DATE: ______________________________

I hereby request the following materials:

For Review ________ Rental ________ Cost: __________

Purchase ________ Cost: __________

Subject:

Title:

Distributor:

*Date Needed: ________________ Length of Time: __________

Comments:

- -

Request Received: ____________ Comments:

Order Confirmed: ____________

Media Received: ____________

Media Screened: ____________

Media Distributed: ____________

*Allow minimum of 2 weeks advance notice

Subtask 5.3.2: Resource Development

The development of resources is an on-going task which encompasses the functions related to the systematic search, selection, and acquisition processes.

The research function involves the identification of local, regional, and national sources of multi-media materials. The sources include:

- Professional societies and organizations
- Public and private educational institutions
- Commerical and non-commerical broadcast stations
- Educational materials producers and distributors
- Government agencies (local and national)
- Consumer organizations
- Special libraries
- Parenting advisory associations
- Community organizations
- Clipping services
- Print media
- Service organizations

Resources include:

- National Education Association
- National Institute of Education
- Office of Child Development
- Association of Educational Communications Technology
- National Association of Educational Broadcasters
- Educational Development Corporation
- Public Broadcasting Service
- Corporation for Public Broadcasting
- Parents Without Partners
- Teen Magazine

- Children's Television Workshop
- Black Child Development Institute
- Salvation Army
- WETA - Washington, D.C.
- WGBH - Boston
- WNET - New York
- Appalachia Educational Laboratory, Inc.

Potential resources are contacted by letter requesting specific information such as the type, availability, and cost of parenting materials. Follow-up activities via telephone and field trips offer the opportunity for further investigation, clarification and collection of data. A standard form, Exhibit 5.11, records all resource development transactions. The review and evaluation of follow-up activities will determine the direction of the selection process.

The selection process focuses on the review of data gathered from resources utilizing needs criteria developed by the Consortium. For comparative purposes, it is important to examine materials of both mediocre and excellent quality. Therefore, multi-media materials with and without credibility are selected for evaluation.

The acquisitions process will reflect the on-going selections process and the systemization of accountability procedures as it relates to the receipt, processing and distribution of multi-media materials.

The rental or purchase of materials is based on 1) Consortium needs, 2) media selections policy and 3) budget. Weekly media orders are placed and that information is recorded on a standard form (Exhibit 5.12).

The resource development task also requires confirmation of available facilities and equipment rental sources. Consequently, the coordinator is responsible for the logistical planning and the maintenance of an efficient communication system with the Consortium and alternative sources.

EXHIBIT 5.11

MEDIA CONTACT SHEET

Company/ Organization	Contact Person	Film Title	Availability	Daily Cost	Referred	Comments

36

EXHIBIT 5.12

WEEKLY MEDIA ORDERS

Date Ordered	Film Title	Company/ Organization	Date To Be Sent	Daily Cost	Total Cost

Approved____________________

Subtask 5.3.3: Review and Evaluation

The review and evaluation of multi-media materials is the responsibility of the coordinator and Consortium.

A substantial portion of the coordinator's time is spent in screening incoming materials. It is appropriate that the coordinator conduct the initial review of all incoming materials, however, in the event of an emergency, materials may be immediately dispatched to the Consortium member.

The media screening form (Exhibit 5.13) is designed to provide formative evaluation and record keeping data and enhance inter-consortium communication.

Subtask 5.3.4: Dissemination

The Media Log Form (Exhibit 5.14) records all information related to physical distribution of media. In addition to distributing prescreened materials to the individual Consortium members for further evaluation, the coordinator schedules and conducts monthly presentations to the full Consortium.

A systematic approach to information dissemination to maintain effective internal communication is paramount. Up-to-date information on operational policy, procedures and schedules, new acquisitions and reference data requires an organized and reliable medium.

"Media Memos" serves as the official organ of the multi-media resource center. Utilizing an abbreviated newsletter format, it is produced and distributed on a monthly basis.

As the project progresses, additional dissemination methods, such as the monthly presentations and "Media Memos" will be developed and implemented.

EXHIBIT 5.13

DEVELOPMENT AND PRODUCTION LEADING TO A
TELEVISION SERIES ON PARENT EDUCATION

MEDIA SCREENING FORM

MEDIA TITLE: ____________________

____

DISTRITUTOR: ____________________

DATE VIEWED: ____________________

NAME OF VIEWER: ____________________

REFERRAL LIST:

Content:

Techniques:

COMMENTS:

EXHIBIT 5.14

MEDIA LOG SHEET

Company/ Organization	Contact Person	Film Title	Date to Be Sent	Date Received	Sent to	Date Returned to Company	Daily Cost	Total Cost

Subtask 5.3.5: Design of Non-Broadcast Materials

On an on-going basis, the multi-media coordinator confers with the publicity and promotion, development, research, and outreach components on the goals and objectives for non-broadcast materials. This function requires the identification, selection, acquisition and review of materials utilized by similar parent education projects (i.e., Children's Television Workshop, Girl Scouts); the preparation and implementation of screening sessions; and related activities.

Subtask 5.3.6: Design and Preparation of Multi-Media Presentation

The multi-media coordinator will assist in the design, production and completion of the multi-media presentation which will be a joint production of the Community Relations Team. Utilizing a sound/slide format, this presentation will serve as a valuable tool to communicate a consistent overview of the project in conjunction with publicity and outreach activities.

Subtask 5.3.7: Inventory of Data Bank

On a quarterly basis, the coordinator conducts a review and evaluation of the overall multi-media materials system. It will provide an opportunity to evaluate the operational efficiency of the system, review input from Consortium members, and if necessary, institute changes.

Subtask 5.3.8: The Plan

Multi-media materials are based on the organization of a functional system which is an ever expanding data base for the delivery of media services to the Consortium.

6

DISTRIBUTION AND FUNDING

6.1 Distribution

As the television series is being developed, produced and evaluated, an essential planning ingredient is the broadcast commitment, i.e., arranging for the programs to be broadcast on open circuit television in six pre-selected sites for the three pilot programs, and on a nationwide basis for the full series (see Exhibit 6.1).

6.1.1 Contacts with PBS and CPB

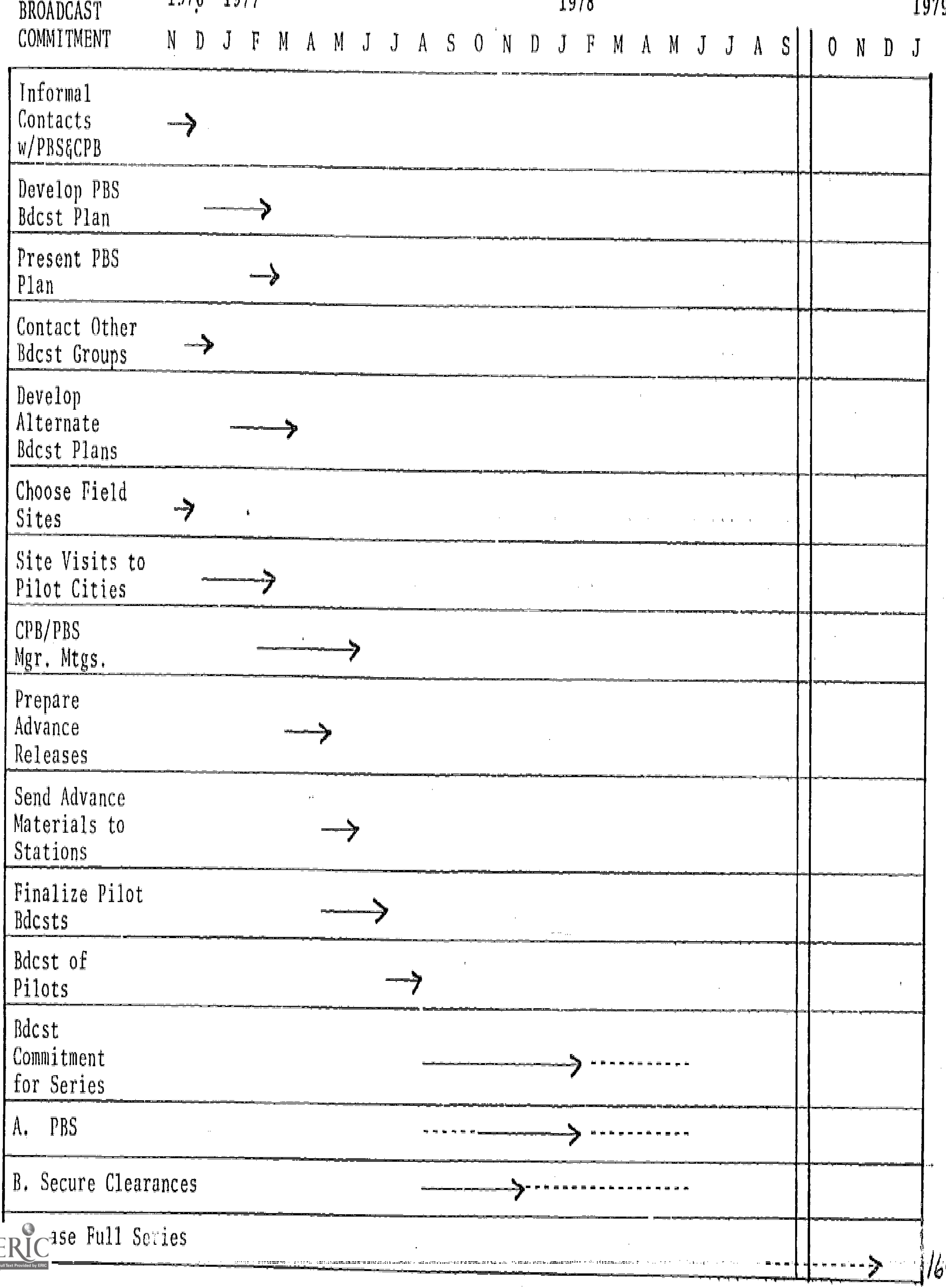
Assuming the best alternative for initial broadcast is the public broadcasting community, initial contacts will be made with PBS and CPB, to explore their interest level, plus learning of the leadtime, conditions of broadcast, etc.

6.1.2 Develop Broadcast Plan

Given a positive response, a PBS broadcast plan will be developed, designed for broadcasting the three pilots in six PBS cities, and the full series of 20 programs for broadcast over the national PBS interconnect (network). Once again, timelines and broadcast clearances and other conditions will be addressed.

6.1.3 Present Broadcast Plan

Following internal review by management, consultants and EFC general manager, the plan will be presented to PBS for their consideration and action.



BROADCAST COMMITMENT
1976 1977
1978
1979
N D J F M A M J J A S O N D J F M A M J J A S O N D J
Informal Contacts w/PBS&CPB
Develop PBS Bdcst Plan
Present PBS Plan
Contact Other Bdcst Groups
Develop Alternate Bdcst Plans
Choose Field Sites
Site Visits to Pilot Cities
CPB/PBS Mgr. Mtgs.
Prepare Advance Releases
Send Advance Materials to Stations
Finalize Pilot Bdcsts
Bdcst of Pilots
Bdcst Commitment for Series
A. PBS
B. Secure Clearances
ase Full Series

6.2

6.1.4 Contacts With Other Broadcasters

Even assuming full PBS acceptance, it is essential that contacts be made with other broadcasting groups, including State and Regional public broadcasting networks, individual PTV stations, commercial outlets such as O & O's (e.g. ABC owned and operated stations in 5 major markets), Group Station management, independent TV stations.

6.1.5 Develop Alternate Broadcast Plans

In the event there is any question of full PBS acceptance, alternate broadcast plans will be developed, including airing via PBS affiliates (either State/Regional Networks or stations), and/or commercial stations as outlined above.

6.1.6 Select Field Sites for Pilot Testing

The proposal listed six field sites for full pilot program testing: Washington, D.C.; Los Angeles, Cal.; Chicago, Ill.; Vermilion, S.D.; Bangor Maine; and Raleigh, N.C. These will be explored in terms of their level of interest and commitment for the summer of 1977, as well as their overall success with their own community. Other Suggested sites will also be considered at this point, such as San Antonio, Texas, where a member of the PRB suggests we might find existing community activities which might enhance the utilization of that area as an effective pilot site. A firm decision will then be made regarding the six field sites.

6.1.7 Visit Field Sites

Once the sites have been formally chosen, the Executive Producer will arrange for site visits to those locales and stations. In each case, discussions will be held with the key station personnel as well as relevant community organizations.

6.1.8 Meet With PTV Program Managers

As part of the advance period, the Executive Producer will participate in a number of program managers' meetings to be held under the auspices of CPB and PBS during March-May, 1977. He will also arrange for others to participate as appropriate.

6.1.9 Prepare Advance Materials

As the PBS stations prepare for the offering of the series via the PBS Program Cooperative, it is essential that they receive advance material about the Parent Education Television Project. Advance releases will be prepared.

6.1.10 Mail Releases to Stations

When these materials are ready for distribution, and tied into the PBS timelines, the releases and other appropriate material will be mailed to the stations.

6.1.11 Finalize Broadcast Plans for Pilots

Prior to field testing of the pilots, final plans will take place, touching base with six communities, the stations involved, and PBS.

6.1.12 Broadcast and Test Pilots

From mid-July through August, 1977, the broadcast and evaluation of the three pilot programs will take place.

6.1.13 Secure Broadcast Commitment for Series

Once the field test is completed, the necessary steps will be taken to secure broadcast commitment for the full series, including the securing of necessary clearances, "talent buy-outs", etc. At this point, the Executive Producer will coordinate these steps with the General Manager of EFC, Jack Hunter, since the talent and other participants in the series will fall under the jurisdiction of various craft guilds and/or unions. It will be necessary to secure the clearances to be consistent with the RFP for both broadcast and non-broadcast uses.

6.1.14 Release Series for Nationwide Viewing

The series will be ready for broadcast on a nationwide basis as of September, 1978. However, our best thinking at this point suggests an actual release date of January, 1979. (Note: Since our current contract runs out September 30, 1978, an extension of time and dollars would be encessary to operationalize this option.)

6.1.15 Promotion Opportunities

During all of the above, attention will be paid to key opportunities to publicize the series via major national meetings, such as NAEB Convention in the Fall, AECT in the Spring, NAB conventions, etc. As appropriate, formal presentations will be made at such gatherings, along with distribution of printed materials.

It should be further noted that the non-broadcast commitment, i.e., use of the series by schools, community groups, etc., will be a function of the Community Relations team, especially Community Outreach. That function, along with the distribution of printed materials to the communities will be coordinated with the Community Relations staff as the project moves towards broadcast reality.

6.2 Funding

This activity falls outside the requirements of the current contract, but is deemed both desirable and necessary, in order to secure the needed funds to mount a meaningful promotion campaign, and related activities. The best program in the world is for naught if the potential audience is not keenly aware of its existence. It is also conceivable that funds may be secured to supplement the existing budgets for supplementary materials for wide dessemination as well as for talent fees for star(s) as part of an overall campaign.

While this activity is still in the embryonic stage, several steps can be identified as appropriate action items:

1. Develop list of funding sources (see Exhibit 6.2).
2. Develop a funding plan package, including options for funding.
3. Approach corporations, foundations.
4. Develop specific proposals tied to funding source interests and budget levels.
5. Design promotion campaign for the pilots and the series
6. Arrange for advance promotion for the series
7. Hold series promotion campaign

EXHIBIT 6.2: AGENCIES TO CONTACT FOR FUNDING

League of Women Voters
Exxon
Johnson Foundation
Advertising Council
Allied Chemical
General Foods
McDonalds
Pharmaceuticals
Marriott Corporation (Roy Rogers, Hot Shoppes)
Mobil
Sears
Bristor Myers
Coca Cola
Pepsi Cola
Gerber Foods
Time-Life - Story of CTW
Atlantic Richfield
Johnson's (wax) FDN - (Conference of potential funders)
Kettering FDN in Dayton
Colgate Palmolive
American Brands
Lilly FDN
Campbell Soup
P & G
LLoyd Morrisett: Markle FDN
Lever Brothers
United Brands
Nabisco
Avon
Life Insurance Institute
National Council on Children and Youth

As can be seen from the enclosed chart, activities will begin immediately to explore the field, develop the necessary options and packages and to actively pursue outside funding for promotion and related purposes. Since the work of the Community Relations team will depend upon the level of funding in this area, every effort will be made to secure such funding at the earliest possible date.