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ABSTRACT
                   Results of a survey of instructional services
provided by 156 public television stations (98.7% response rate) are
presented in this report. Following a description of the background
of the survey and a summary of the findings, detailed findings are
reported in tabular and narrative form for 29 items pertaining to
such areas as instructional television staffs of the stations,
kindergarten through twelfth grade and post-secondary services
provided, utilization and technical services provided, programming
and scheduling decisions, and comparison of services with those
provided by radio stations. Conclusions and recommendations are then
presented. Among the major findings reported are that 129 licensees
(82.7%) provide services for kindergarten through twelfth grade, that
86.8% provide post-secondary services, that 66 of the 129 licensees
that provide elementary and secondary services have full-time
instructional staff members, and that 112 of these licensees provide
utilization services to the schools they serve. The report includes a
copy of the survey instrument used, and a summary of public
television educational activities by state and licensee. (GW)

A STUDY OF PUBLIC TELEVISION'S
EDUCATIONAL SERVICES
1975-1976

Office of Educational Activities
Corporation for Public Broadcasting
Washington, D.C.

August 1978

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Preface

In 1974 the Corporation for Public Broadcasting's Office of Educational Activities recognized the need to document the nature and extent of educational services provided by public television licensees. As a result, a national survey of licensees was conducted. That survey culminated in the publication of An Initial Study of Instructional Television (ITV) Services in the United States, printed in May 1976. Among its conclusions, the study cited the need for more careful definition of terms. Consequently, a new survey instrument was designed and administered again in the fall of 1976.

The impetus for these studies has come primarily from Douglas Bodwell and Mary Sceiford of CPB's Office of Educational Activities. Their commitment has been supported by staff from the Public Broadcasting Service, especially Rhea Sikes, Margaret Villarreal and Dale Rhodes. Additional support assistance was provided by the CPB Offices of Television Activities, Communication Research, and Management Information Systems. Major support for the survey process also was provided by public

broadcasters who were responsible for the information within
this report.

Our responsibilities of analyzing and interpreting data has
been facilitated by permanent and temporary staff members of
the CPB Office of Educational Activities, especially Lucia
Biederman, Margy Collum, Carol Comiskey, Dee Finkbiner, Jennifer
King, Katherine Owesney and Sheila Porter. Their persistence
and attention to detail have contributed significantly to the
quality of the data which forms the basis of this report.

Robert A. Barr
Howard Boegel
Washington, D.C.
May 1978

I. INTRODUCTION

A. Purpose

This report is the second national study of instructional
services provided by public television licensees in the
United States. Based upon data collected from July 1, 1975
through June 30, 1976, it is intended to provide information
which will enable management of public television stations
and educational institutions to examine the instructional
services which are provided by public television stations.
It is also intended to assist planners at other national
organizations involved and interested in public television.

This report will begin to establish trends in the public
broadcasting industry by comparing the 1976 findings with
findings in the Initial Study of Instructional Television
Services in the United States, conducted in 1973-74.   (Com-
parisons will be limited somewhat by changes which were
made in the survey instrument and the way in which the ques-
tions were asked.)

Since the Office of Educational Activities intends to con-
duct this survey biennially, these findings also will serve
as benchmarks against which to measure future changes in in-

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structional services provided by public television.

The first instructional television survey was published in 1976 based upon data collected from 128 public television licensees in December 1974 (hereafter referred to as the 1974 study). During much of 1976, the initial survey questionnaire was redesigned in consultation with station ITV directors. The redesigned questionnaires were mailed to all public television stations in November 1976 along with CPB's Annual Financial Report.

B. Methodologies

In November of 1976, each of the 158 public television licensees was sent an instructional television services questionnaire. At that time, there were more than 250 public television stations in the country but in many instances two or more stations were licensed to a single licensee. In those instances, only one questionnaire was sent to the licensee. Since the questionnaires were distributed with the CPB Annual Financial Report, the same deadline of February 1977 was established for their return. The questionnaires were sent to the general managers. A notice also was sent to the

instructional television director of each licensee. Several

telephone reminders were made during the spring of 1977, to

non-respondents. It was inadvisable to obtain data over

the telephone because of the complex information requested

by this survey.

Of the 158 licensees surveyed, 156 (98.7%) provided usable

data which are in this report. Failure of a respondent to

reply to a question is reported as "No Answer" in the statis-

tical tables within this report.

C. Limitations

The 1974 study reflected problems with the initial survey

instrument, especially with the definition of terms. Those

problems appear to be resolved in this study as the result

of better planning and consultation with some persons who

responded to the 1974 study.

In reviewing the results of this study, the reader should

be cautious not be place absolute confidence in some of the

data. Although this is the second time this study has been

conducted, many of the licensees are still unable to pro-

vide accurate responses to some types of data requested.

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It should be recognized that, in some cases, the data supplied were the best estimates which the licensees could provide. This is especially true in questions related to the numbers of school districts, school buildings, students, and teachers served by instructional television.

Other minor limitations are described in a technical report which is being prepared at the same time as this report. The technical report will guide CPB in administering the ITV survey in 1978.

D. Data Analysis

In Parts III and IV of this report, the data are presented in raw form or numbers (N) and in percentages (%). The Statistical Package for Social Sciences (SPSS) was used for all data analysis. In some instances, the findings are compared with the data gathered in 1974.

II. SUMMARY OF FINDINGS

The findings of this study are presented in detail in Parts III and IV of this report. For the convenience of the reader, however, the major findings are summarized below.

This study attracted an extremely high response rate (156 of 158 licensees--98.7%). Therefore, within the limitations cited

earlier, this study should provide an accurate portrait of in-
structional television as provided by the nation's public tele-
vision stations.

Eight out of ten licensees (82.7%) provide K-12 services.
Almost nine out of ten (86.8%) provide post secondary services
(using the broad definition which included formal post secondary
courses, informal adult education, and professional inservice
courses).

Sixty-six (51.2%) of the 129 licensees which provide K-12
ITV services have full-time ITV staffs. In addition, 112 of
the 129 licensees (86.8%) provide utilization services to the
schools and universities they serve.

Seven out of ten licensees (72.9%) provide technical consulta-
tion services but only one out of six (15.5%) provides technical
maintenance services.

Five of ten licensees (50%) which provide K-12 services
produced instructional television series or were involved in
their production through cooperative or consortium productions.
Most programs are 15- or 20-minutes long and virtually all
(93.5%) are in color.

K-12 Services

Most licensees which provide K-12 services serve all grades K through 12. More than 9 of 10 (92%) make available curriculum materials either directly or through another agency to accompany the series which they broadcast. Most of those materials are print materials for teachers rather than students.

Four of ten licensees (40%) are providing distribution of their ITV programs in alternative formats in addition to single broadcast channels. Of 129 licensees, 43 (33%) rely on videotape/ videocassette and 48 (37%) rely on cable distribution.

The estimates of potential K-12 audiences seemed to be high. Even when adjusting for overlapping broadcast areas which were reported by more than one of four of the licensees (25.6%) the potential student audience exceeds National Center for Education Statistics estimates of total K-12 student population by 15%. It is reasonable to expect, therefore, that the almost 16 million K-12 ITV student users reported by the respondents is inflated by about 15%.

Public television licensees continue to involve teachers, curriculum specialists, Department of Education personnel, university

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personnel and other groups in programming and scheduling deci-
sions. One hundred and twenty six of 129 licensees (97.7%)
involve persons outside the licensee to make programming deci-
sions.

Post Secondary Services

Of 136 (87.2%) of the licensees which offer some post secondary
services, 125 (80.1%) offer informal adult education services,
followed by post secondary formal courses (110 licensees--70.5%).
There was strong agreement that the early morning hours and early
evening hours represented the best times to broadcast post
secondary courses.

One hundred and eight (79.5%) respondents indicated that they
were able to arrange those hours at their stations.

Several variables were found to be statistically and significant-
ly related:

1. <u>Availability of utilization services and type
   of licensee</u> -- community and local authority
   licensees tended to provide utilization services
   directly themselves. University and state network
   licensees tended to rely more on others such as the
   State Department of Education.

2. <u>Availability of technical services and type of</u>
   <u>licensee</u> -- local authority and state network licen-
   sees tended to provide technical maintenance ser-
   vices more often than community or university
   licensees.

3. <u>Formal/informal agreements and type of licensee</u> --
   community licensees tended to rely more upon
   formal agreements; state network licensees upon
   informal agreements.

4. <u>Availability of utilization services and existence</u>
   <u>of agreements</u> -- utilization services are more
   likely to be provided when either a formal or
   informal agreement exists between the licensee
   and the schools.

III. THE FINDINGS

More than 180 variables were examined during the course of this
study. The tabulation of data includes indications of the
total number of school districts, schools, students and teachers
served by the instructional television services of respondents
which provided such information.

The first part of this section examines data which represent the
most important findings of the study. The second part of the

section presents the results of selected crosstabulation analyses
which are thought to be most relevant to the present and future
instructional television services provided by public television
licensees.

A. Distribution Data

1. Demographics

Since the re   ase rate for th s study was so
high, distrib .tion of responses by Region, Budget
Size, and Type of Licensee reflect the distribution
of all public television licensees.

Table 1
Type of Station

	This Study		Total Universe of PTV Licensees	
	N	%	N	%
Community	60	38.5	60	38.0
University	53	33.3	53	33.5
Local Authority	16	10.3	18	11.4
State Authority	27	17.9	27	17.1
Total	156	100.0	158	100.0

Table 2
Licensees by Region

	This Study		Total Universe	
	N	**%**	**N**	**%**
South	40	25.6	42	26.6
West	37	23.7	37	23.4
East	32	20.5	32	20.2
Central	43	27.5	43	27.2
Other	4	2.6	4	2.5
Total	156	100.0	158	100.0

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Table 3
Licensees by Budget Size

	This Study		Total Universe	
	N	%	N	%
Less than $ 300,000	20	12.8	20	12.7
300,000 - 749,999	51	32.7	51	32.3
750,000 - 1,199,999	32	20.5	32	20.3
1,200,000 - 3,999,999	43	27.6	43	27.2
4,000,000 and over	10	6.4	12	7.6
Total	156	100.0	158	100.0

K-12 Services

2. **Provision of K-12 ITV Services**

More than 4 of 5 of the respondents (129 of 156--82.7%) in-
dicated that they provide K-12 ITV Services (identified
as a minimum of broadcasting some K-12 ITV programs).

Table 4
Provision of K-12 Services

	N	%
Yes	129	82.7
None	27	17.3
Total	156	100.0

The 129 licensees that provide K-12 service compares to
116 licensees in the 1975 survey and may reflect significant
increases in K-12 service. However, the larger response
may also reflect the different way in which the question was
asked in 1974.

Twenty-seven licensees which did not answer that question
or which indicated they did not provide K-12 instructional
programming were dropped from further analysis which pre-
sumes the provision of such services. The base is 129
licensees rather than 156 licenses in some cases.

3. ITV Staff

More than 50% of the respondents which provide ITV ser-
vices (66 of 129--51.2%) have full-time ITV personnel on
their payrolls.

Table 5
Full-Time K-12 ITV Personnel

	N	%	Adjusted %
Yes	66	51.2	52.8
No	59	45.7	47.2
No Answer	4	3.1	MISSING
Total	129*	100.0	100.0

*Since it can be assumed that a licensee which does not pro-
vide K-12 services does not have a full-time K-12 ITV per-
son, only licensees providing K-12 services were included
in this analysis.

<u>Note on Reading Adjusted Percentages</u>: Some respondents failed to answer every question. Where possible, missing information was obtained by telephone. In some instances, even though information was unavailable, it is important to show it as missing (by including it in the column called "Percentage" and then ignoring it), examining only the responses which provided useful information. Only usable responses are computed in the column called "Adjusted Percentage." In the table on preceeding page, since four licensees failed to respond to the question, the effect of the adjustment is minimal. In other tables where the non-response rate is higher, the effect of the adjustment might be more dramatic.

In addition, 55 licensees (42.6%) indicated that they have part-time ITV persons on their staff. The average number of ITV staff persons at licensees providing K-12 services is 4.5. In addition, 62 licensees reported that persons on the payrolls of other related agencies (for example, the State Education Department) provided instructional services for them. This averaged out to 3 persons per related agency serving the 62 licensees.

4. Utilization Services

Of the 129 licensees providing K-12 services, 112 (86.8%)

provide one or more utilization service.

Table 6
Instructional Services Provided

	N. Reporting	% of Total*
Utilization Services	112	86.8
Technical Maintenance Services	20	15.5
Technical Consultation Services	94	72.9

*Based on 129 licensees offering K-12 services.

One hundred licensees (77.5%) offer workshops. Other
major services include (in rank order) conferences/
consultation, utilization broadcasts and school visits.

Table 6A
Types of Utilization Services

Service	N	%*
Workshops	100	77.5
Conferences/Consultation	68	52.7
Utilization Broadcasts	42	32.6
School Visits	19	14.7
None	15	11.6

*Each row is based on the universe of 129. For example, 100
of the 129 licensees (77.5%) offered utilization workshops.

Additional utilization techniques include: tours of the
station, college courses, exhibits, and curriculum design.
In 40.9% (53) cases, the utilization services are available
directly from the licensee exclusively. In 25.2% (33)
cases, the utilization services are available exclusively
from another educational agency or bureau. In 22.0% (28)
cases, the utilization services are provided by both the
licensee and another educational agency or bureau. Twenty-
four licensees (18.6%) report having one or more full-time
persons providing utilization services. (See Tables 6B and
6C).

Table 6B
Utilization Personnel

N. of Persons	N. of Licensees	%*	Adjusted %
None	102	79.1	81.0
1	17	13.2	13.5
2	4	3.1	3.2
4	1	0.8	0.8
5	1	0.8	0.8
10	1	0.8	0.8
No Answer	3	2.3	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

Table 6C
Composite Table of
Instructional Services Staffing

	N. Reporting	% of Total*	Avg. N. of Persons Reported**
Utilization Services	24	18.6	1.8
Technical Maintenance Services	20	15.5	0.8
Technical Consultation Services	94	72.9	0.5

*Based on 129 licensees offering K-12 Services.
**Based on N providing each service.

5. Technical Services

15.5% (20 of 129) licensees reported providing technical
maintenance services. Four licensees (3.2%) reported
having one or more full-time persons on staff devoted
to technical maintenance. One licensee (0.9%) reported
11 persons on staff for technical maintence services.
(See Tables 7 and 7A.)

Table 7
Technical Maintenance Services

	N	%*	Adjusted* %
No	106	82.2	84.1
Yes	20	15.5	15.9
No Answer	3	2.3	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

Table 7A
Technical Maintenance Personnel

N. of Persons	N. of Licensees	%*	Adjusted %
None	107	82.9	96.4
1	1	0.8	0.9
2	2	1.6	1.8
11	1	0.8	0.9
No Answer	18	14.0	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

Ninety-four licensees (72.9%) reported that technical
consultation was provided directly by them. Nineteen
of those licensees (14.8%) employed one or more full-
time staff persons devoted to technical consultation,
with one (1%) reporting 18 persons who provide technical
consultation services. (See Tables 8 and 8A).

Table 8
Technical Consultation Services

	N	%*	Adjusted %
No	33	25.6	26.0
Yes	94	72.9	74.0
No Answer	2	1.6	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

Table 8A
Technical Consultation Personnel

N. of Persons	N. of Licensees	%*	Adjusted %
None	105	81.4	84.7
1	11	8.5	8.9
2	2	1.6	1.6
4	4	3.1	3.2
5	1	0.8	0.8
18	1	0.8	0.8
No Answer	5	3.9	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

6: Use of Volunteers for ITV

More than one-third of the respondents indicated that volunteers played some role in the provision of ITV services.

Table 9
Use of Volunteers for ITV

	N	%*	Adjusted %
Volunteers Used	47	36.5	60.3
None	31	24.0	39.7
No Answer	51	39.5	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

Those reporting the use of volunteers indicated that volunteers worked in such areas as administration (3 licensees-5.4%); research (8 licensees-17.8%); utilization (6 licensees- 14.7%); promotion (6 licensees-14.7%); clerical support (6 licensees-14.7%); and in production (5 licensees-10.1%).

7. <u>Production of ITV Programs</u>

No attempt was made to duplicate the extensive efforts

of the CPB Content Survey to examine ITV production

activities by public broadcasters. (See <u>Public Tele-</u>

<u>vision Programming by Category: 1976</u>, by Nathan Katzman

and Kenneth Wirt.) However, one question was asked about

the number and nature of ITV series and programs which

were produced during the 1975-76 school year.

The responses to that question indicated that 64 licensees

produced 214 <u>series</u> for a total of 4,788 <u>programs</u>. Local

production might appear more prolific than it actually

is, since the program count is somewhat duplicative. Co-

operative and consortium productions, for example, are

counted two or three times (i.e. once by each of the

licensees involved in the production).

There are four times as many 15 or 20 minute programs as

there are 30 minute programs.

Table 10
Average Length of ITV Productions

	N	%*	Adjusted %
15 Min.	79	36.9	40.3
20 Min.	77	35.9	39.3
30 Min.	40	18.6	20.4
Other	18	8.4	MISSING
Total	214	100.0	100.0

*Based on total number of ITV series (214) produced by the 64 licensees reporting ITV productions.

Most of the productions were done in color (See Table 10A)
with the large majority intended for elementary grade levels
(See Table 10B).

Table 10A
Black/White vs. Color ITV Productions

	N	%*
Color	200	93.5
B/W	14	6.5
Total	214	100.0

*Based on total number of ITV series (214) produced
by the 64 licensees reporting ITV productions.

Table 10B
Intended Grade Levels of ITV Productions

	N	%*	Adjusted
Elementary (K-8, K-6)	106	49.5	51.5
Secondary (5-12, 6-11, 7-12)	37	17.3	18.0
Middle (4-9, 5-8)	23	10.7	11.2
Ungraded (K-12)	8	3.7	3.9
Adult (In-service, ABE)	32	15.0	15.5
No Grade Level Listed	8	3.7	MISSING
Total	214	100.0	100.0

*Based on total number of ITV series (214) produced by the 64 licensees reporting ITV productions.

Most ITV series are only available directly from

the licensee or not available at all.

Table 10C
Availability of ITV Productions

	N	%*	Adjusted %
Not Available	55	42.6	56.7
AIT	3	2.3	3.1
Mult. Sources	8	6.2	8.2
Unspec.	14	10.9	14.4
Licensee	17	13.2	17.5
No Answer	32	24.8	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

Social Studies and the Arts were the two curriculum
areas that received the most attention in ITV produc-
tion.

Table 10D
Subject Matter of ITV Productions

		N*	%**
1.	Social Studies	28	21.7
2.	The Arts	22	17.1
3.	Science	16	12.4
4.	Math	10	7.8
5.	Language Arts	8	6.2
6.	English Literature	4	3.1
7.	Career Education	3	2.3
8.	Economics	3	2.3
9.	Other	33	25.6

*N of Licensees reporting one or more ITV production in this
 subject area.

**Based on N of 129.

8. <u>Broadcast of K-12 Instructional Programs</u>

Most stations reported broadcasts of programs for
grades K-12. For example, 111 of the 129 (86%)
reported that the lowest grade level served was
kindergarten and 110 (85%) reported that the
highest grade served was twelve. The mean number
of elementary series broadcast by the 121 licensees
which broadcast <u>elementary</u> level series was 33.
The mean number of secondary series broadcast by
the 111 licensees broadcasting <u>secondary</u> series was
16. "Electric Company" and "Sesame Street" led the
list of PBS-distributed series carried for ITV in
the day-time schedule during 1975-76.

Table 11
Day-Time Carriage of PBS Series

		N	%*
1.	Electric Company	118	91.5
2.	Sesame Street	104	80.6
3.	Ourstory	73	56.6
4.	Villa Alegre	53	41.1
5.	Consumer Survival Kit	49	38.0
6.	Lowell Thomas Remembers	45	34.9
7.	Mister Rogers' Neighborhood	45	34.9
8.	Carrascolendas	44	34.1
9.	Classic Theatre Preview	42	32.6
10.	Anyone for Tennyson?	39	30.2
11.	Romantic Rebellion	32	24.8
12.	Book Beat	26	20.2
13.	Solar Energy	25	19.4
14.	Vibrations Encore	21	16.3
15.	Arabs and Israelis	19	14.7
16.	Journey to Japan	16	12.4

*Based on 129 licensees providing K-12 services.

9. <u>Availability of Curriculum Materials</u>

Virtually all (119 of 129 (92.2%) of the licensees who provide K-12 services make available curriculum materials to accompany those services. In many instances, the materials are available from other educational agencies.

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Table 12
Availability of Curriculum Materials

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	<u>N</u>	<u>%</u>*	Adjusted <u>%</u>
Yes	119	92.2	93.7
No	8	6.2	6.3
No Answer	2	1.6	MISSING
Total	129	100.0	100.0

*Based on 129 licensees offering K-12 services.

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Table 12A
Types and Source of Curriculum Materials

	From Licensee		From Other Agency	
	N	%*	N	%*
Student Materials	39	30.2	47	36.4
Teacher Materials	78	60.5	74	57.4
Print Materials	80	62.0	68	52.7
Non-print Materials	12	9.3	17	13.2
Combined (Print/non-Print)	8	6.2	14	10.9
Incl. in Reg. Service Fee	38	29.5	21	16.3
Additional User Charge	31	24.0	34	26.4
Free	31	24.0	27	20.9

*Based on 129 licensees providing K-12 services.

Note: The two categories are not mutually exclusively; materials might be available from both the licensee and the agency.

10. <u>Other Materials</u>

In addition to curriculum materials, licensees pro-
vided other printed information about their instruc-
tional services. Leading among those materials were
promotional flyers (72.1%), promotional newsletters
(46.5%), professional manuals (45.0%), survey
evaluation flyers (43.4%) and professional newsletters
(41.9%).

<u>Table 13</u>
Other Printed Information

<u>Type</u>	Content			
	Technical Information	Promotional Material	Surveys Evaluations	Professional In-Service Information
	<u>N</u> %*	<u>N</u> %*	<u>N</u> %*	<u>N</u> %*
a. Flyers	32 24.8	93 72.1	56 43.4	51 39.5
b. Manuals	33 35.6	28 21.7	17 13.2	58 45.0
c. Newsletters	28 21.7	60 46.5	28 21.7	54 41.9
d. Other	15 11.5	20 15.5	15 11.6	18 14.0

*Based on 129 licensees providing K-12 services.

11. Alternative Distribution Formats

Increasingly, public television licensees are turning to alternative distribution formats for the delivery of their instructional programming. This survey found videotape/videocassette distribution and cable distribution used by more than one out of three public television licensees.

Table 14
Alternative Distribution Formats

Types of Distribution	Elementary		Secondary	
	N	%*	N	%*
Cable	48	37.2	43	33.3
ITFS	17	13.2	16	12.4
Videotape/Videocassette	43	33.3	41	31.8
Second Broadcast Channel	8	6.2	11	8.5
Film	16	12.4	14	10.9
Other	6	4.7	4	3.1

*Based on 129 licensees providing K-12 services.

12. <u>Involvement of Special Groups in K-12 Services</u>

In addition to reaching the school audience through new and alternative distribution vehicles, public television licensees are reaching and involving new audiences in special ways. The following table shows the ways in which special groups are being involved and the extent of that involvement. Special pro- gramming and inclusion of members of special groups on advisory committees are the most common forms of involvement.

Table 15
Involvement of Special Groups in
K-12 ITV Services

	Special Programming		Special Services		Advisory Committees		Other	
	<u>N</u>	<u>%*</u>	<u>N</u>	<u>%*</u>	<u>N</u>	<u>%*</u>	<u>N</u>	<u>%*</u>
The Handicapped	43	33	9	7.0	19	14.7	11	8.5
Minority Groups	53	41.1	3	2.3	35	27.1	7	5.4
Women	22	17.1	2	1.6	29	22.5	5	3.9
Parent Groups	28	21.7	13	10.1	26	20.2	12	9.3
Other	4	3.1	3	2.3	5	3.9	4	3.1

*Based on 129 licensees offering K-12 services.

13. ITV Awareness

In recent years, those responsible for ITV services
have seen the need to increase the awareness of
their services among their constituencies. Table 16
indicates the number of licensees who have developed
plans for increasing awareness among school personnel,
parents, the general community, and special groups.

Table 16
ITV Awareness

	N	%*
Schools	117	90.7
Parents	92	71.3
General Community	98	76.0
Special Groups	58	45.0

*Based on 129 licensees offering K-12 services.

Techniques used to improve awareness of instructional services
included on-air promotions of programming and program schedules,
visits and talks with schools and parent groups, and the
publication of newsletters and brochures for distribution to
all groups interested in instructional television.

14. Contracts for Services

Virtually all (90%) of the 129 licensees which

provide K-12 services, provide those services under

"contracts" or "agreements" with their constituencies.

Two-thirds have written, formal agreements or con-

tracts to provide their services.

Table 17
"Contracts" With Constituencies

Types of Agreement

Types of Programs	Formal (incl. contract, legislation, etc.)		Inform 1 (incl. verbal agreement)		No Agreements (Solely Station Decision)		No Answers	
	N	%*	N	%*	N	%*	N	%*
Elementary	90	69.8	23	17.8	13	10.1	3	2.3
Secondary	82	63.6	24	18.6	10	7.8	13	0.0

*Based on 129 licensees offering K-12 services.

15. **Overlapping Broadcast Areas**

One predicament faced by more than one of

four (25.6%) public broadcasting licensees in

providing instructional television services

(as must be the case with their other services)

is that of overlapping broadcast areas. This

presents a problem for the data which follows

immediately (i.e. estimates of audiences served)

because it is likely to result in duplicate

counts in the overlapping areas.

16. **Potential and Actual School Enrollments**

Licensees were asked to estimate the total number

of school districts, buildings, students, and

teachers in their viewing areas and to indicate

the numbers of users (loosely defined as those

units covered under contract or otherwise known to

be using the service). The response to that

question is shown in the following Table:

Table 19
Potential and Actual Audiences

Potential K-12 Audience

	Public Schools	Private/ Parochial Schools
# Districts, Dioceses or other groupings	21,592	4,128
# School Buildings	81,180	15,631
# Students	49,967,227	12,129,486
# Teachers	1,864,615	146,080

Estimate of K-12 ITV users in 1975-76 compared with potential K-12 audience.

# Districts, Dioceses or other groupings	6,305 (29%)	954 (23%)
# School Buildings	34,042 (42%)	2,389 (15%)
# Students	15,906,240 (32%)	693,675 (6%)
# Teachers	693,347 (37%)	29,931 (20%)

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17. **ITV Programming and Scheduling Decisions**

In the earlier (1974) study, it was noted that

ITV Services have provided a model for ascertain-

ment and involvement of its users in programming

and scheduling decisions. The figures in Table 20

indicate that this trend has continued.

Table 20
Involvement of Constituencies in ITV
Programming and Scheduling

	Programming		Scheduling	
	N	%*	N	%*
Licensee Only	3	2.3	10	7.8
Curriculum Content Committee	88	68.2	55	42.6
Teachers' Survey	102	79.1	83	64.3
DOE Personnel	78	60.5	48	37.2
General Advisory Committee	50	38.8	35	27.1
University Personnel	45	34.9	18	14.0
Other	26	20.2	31	24.0

*Based on 129 licensees offering K-12 services.

Programming decisions involved other than licensee

personnel 97.7% of the time. Scheduling decisions

involved other than licensee personnel in 92.2%

of the time. Direct survey of teachers was

reported by almost 80% (102 of 129 respondents)

in programming and 64.3% (83 of 129 licensees)

scheduling. This was followed in turn by involve-

ment of curriculum committees and department of

education personnel.

18. Post Secondary Services

136 licensees (87.2%) indicated that they offered

some post secondary services. This category was

broadly defined as providing one or more of the

following types of programming (and related

support services): 1) post secondary formal courses

(usually for credit with some feedback); 2) post

secondary informal adult education series (little

or no feedback and not for credit); 3) in-service

courses (for professionals, for credit).

Most of the remaining distributions examine post

secondary services and are based on the 136

licensees which provide those services.

Only 22 (16.1%) of the respondents indicated
that they had full-time personnel for post
secondary services.

Table 21
Full-Time Post Secondary Personnel

	N	%*	Adjusted %
Yes	22	16.1	17.7
No	102	75.0	82.3
No Answer	12	8.8	MISSING
Total	136	100.0	100.0

*Based on the 136 licensees which provide post secondary
services.

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Ninety-two (67.6%) licensees indicated the

presence of persons with part-time post secondary

responsibilities.

19. Post Secondary Broadcasts and Enrollments

A large number of respondents reported offering

post secondary formal and informal courses and

in-service courses. Whereas most respondents were

able to at least estimate the numbers of users

at the K-12 level, there seemed to be lack of

enrollment information on the post secondary level.

Many licensees were unable to estimate numbers of

agencies involved (i.e. school districts and colleges)

and numbers of course enrollments or course or series

viewers. Respondents most able to provide those esti-

mates were those who mostly provided formal post

secondary courses.

Table 22
Post Secondary Broadcasts and Enrollments*

	In-service Courses	Post Secondary Formal Courses	Post Secondary Informal Courses
Licensees Broadcasting	78 (50.0%)**	110 (70.5%)**	125 (80.1%)**
Aggregate N. of Courses (Reported by "N" Respondents)	284 (78)	522 (110)	879 (125)
Aggregate N. of Agencies Using Courses (Reported by "N" Respondents)	1,345 (74)	1,359 (104)	218 (119)
Estimated Aggregate Enrollments	111,999	97,306	518,564
(Reported by "N" Respondents)	(74)	(94)	(32)

*Since some courses serve more than one purpose and since two or more educational agencies might use the same course, the numbers in this Table cannot be expected to represent unduplicated counts.

**These percentages are based on the total number of respondents-156.

20.   Best Hours for Post Secondary Courses

When asked to indicate the best hours for formal

and informal courses to be broadcast, the licensees

strongly favored early evening and early morning

time slots for both formal and informal courses.

Table 23
Best Hours for Post Secondary Courses

	N	%*
Early Morn.	23	16.9
Mid Morn.	5	3.7
Noon	2	1.5
Early Afternoon	1	0.7
Mid Afternoon	10	7.4
Late Afternoon	11	8.1
Early Evening	51	37.5
Late Evening	8	5.9
Weekend	11	8.1
No Answer	14	10.3
Total	136	100.0

*Based on 136 licensees which provide post secondary services.

21.   <u>Ability to Arrange Best Hours</u>

The respondents were asked whether they would

be able to arrange the hours which they thought

best for the broadcast of post secondary courses.

More than three of four (79.5%) indicated that

they would be able to arrange those hours.

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Table 24
Ability to Arrange Best Hours

</div>

	<u>N</u>	%*	Adjusted %
Yes	108	79.5	85.0
No	19	14.0	15.0
No Answer	9	6.6	MISSING
Total	136	100.0	100.0

*Based on 136 licensees which provide post secondary
 services.

23. <u>Other Post Secondary Services</u>

Programming appears to be the main service of
public broadcasters. This holds true for post
secondary services. Respondents indicated that
special interest groups were most often served
through programming. The elderly received
the most programming time followed closely by
women, minorities, and programming for the
handicapped. Minorities seem to be the most
consistent members of advisory committees.

<u>Table 25</u>
Other Post Secondary Services

	Programming		Services		Advisory Committee		Other	
	N	%*	N	%*	N	%*	N	%*
Handicapped	48	35.3	14	10.3	11	8.1	11	8.1
Elderly	64	47.1	8	5.9	20	14.7	9	6.6
Minorities	57	41.9	7	5.1	24	17.6	9	6.6
Women	58	42.6	4	2.9	16	11.8	7	5.1
Un(der) employed	23	16.9	4	2.9	10	7.4	6	4.4
Parents	42	30.9	7	5.1	16	11.8	9	6.6

*Based on 136 licensees which provide post secondary services.

IV. CROSSTABULATION ANALYSES

Distributions of the responses to the questionnaire were presented in the preceding sections of this report. In this section, 15 crosstabulation analyses of selected variables are presented. When reading the crosstabulation tables, the reader is referred to the key found in the upper left-hand corner of each table. That key will serve as a reminder that: 1) the top numeral in each cell represents the absolute count (the number) for the cell; 2) the second numeral represents the percentage within the row; 3) the third numeral represents the percentage within the column; 4) the fourth numeral represents the total percentage which that cell represents among all the cells in the grid.

Among the crosstabulations for which there were no significant differences were the following:

*Offering of K-12 services by type of licensee by budget size.

*Type of licensee by involvement of others in programming decisions.

*Type of licensee by involvement of others in

scheduling decisions.

*Type of licensee by availability of curriculum

materials.

*Type of licensee by availability of technical

consultation.

*Size of budget by availability of utilization

services.

*Location of station (region) by availability

of utilization services.

The following variables indicated a statistically signifi-

cant relationship:

23. Availability of Utilization Services by Type

of Licensee

Table 26 indicates that significantly more community

licensees and local authority licensees provide

utilization services directly to their constituencies.

University licensees tend to rely upon other sources

to provide those services.

Table 26
Crosstabulation Analysis
Utilization Services by Type of Licensee

Count Row PCT Col PCT Tot PCT	Type	Community	University	Local Authority	State Network	Row Total
Utiliz						
None		5 33.3 10.0 3.9	7 46.7 19.4 5.5	3 20.0 20.0 2.4	0 0.0 0.0 0.0	15 11.8
From Station		26 50.0 52.0 20.5	8 15.4 22.2 6.3	10 19.2 66.7 7.9	8 15.4 30.8 6.3	52 40.9
From Other		9 28.1 18.0 7.1	14 43.8 38.9 11.0	1 3.1 6.7 0.8	8 25.0 30.8 6.3	32 25.2
Station and Other		10 35.7 20.0 7.9	7 25.0 19.4 5.5	1 3.6 6.7 0.8	10 35.7 38.5 7.9	28 22.0
Column Total		50 39.4	36 28.3	15 11.8	26 20.5	127 100.0

24.   <u>Availability of Maintenance Services by</u>

<u>Type of Licensee</u>

More local licensees and state networks are likely

to provide technical maintenance services than

community stations or university licensees.   (See

Table 27). This relationship is statistically

significant.

<div align="center">

Table 27
Crosstabulation Analysis
Availability of Maintenance Services
by Type of Licensee

</div>

Count Row PCT Col PCT Tot PCT	No	Yes	Row Total
Type			
Community	42	7	49
	85.7	14.3	38.9
	39.6	35.0	
	33.3	5.6	
University	36	1	37
	97.3	2.7	29.4
	34.0	5.0	
	28.6	0.8	
Local Authority	9	5	14
	64.3	35.7	11.1
	8.5	25.0	
	7.1	4.0	
State Network	19	7	26
	73.1	26.9	20.6
	17.9	35.0	
	15.1	5.6	
Column Total	106	20	126
	84.1	15.9	100.0

25. Formal Agreements by Type of Licensee

Community licensees are more likely to have formal

agreements with the schools than university licensees,

local authority licensees or state networks.

Table 28
Crosstabulation Analysis
Formal Agreements by Licensee

Type

Count Row PCT Col PCT Tot PCT	Community	University	Local Authority	State Network	Row Total
No	4 10.5 8.0 3.1	16 42.1 42.1 12.4	7 18.4 46.7 5.4	11 28.9 42.3 8.5	38 29.5
Yes	46 50.5 92.0 35.7	22 24.2 57.9 17.1	8 8.8 53.3 6.2	15 16.5 57.7 11.6	91 70.5
Column Total	50 38.8	38 29.5	15 11.6	26 20.2	129 100.0

26. <u>Informal Agreements by Type of Licensee</u>

State networks are more likely to have informal

agreements with the schools than are community

licensees, university licensees or local authority

licensees.

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Table 29

Crosstabulation Analysis

Informal Agreements by Type of Licensee
</div>

Type Count Row PCT Col PCT Tot PCT	Community	University	Local Authority	State Network	Row Total
No	46 43.8 92.0 35.7	31 29.5 81.6 24.0	13 12.4 86.7 10.1	15 14.3 57.7 11.6	105 81.4
Yes	4 16.7 8.0 3.1	7 29.2 18.4 5.4	2 8.3 13.3 1.6	11 45.8 42.3 8.5	24 18.6
Colum Total	50 38.8	38 29.5	15 11.6	26 20.2	129 100.0

Utilization services are almost always provided

when there is either a formal or informal agreement.

Table 30
Crosstabulation Analysis
Any Agreements by Availability
of Utilization Services

Utiliz

Count Row PCT Col PCT Tot PCT	None	From Station	From Other	Station and Other	Row Total
No	11 61.1 73.3 8.7	5 27.8 9.6 3.9	2 11.1 6.3 1.6	0 0.0 0.0 0.0	18 14.2
Yes	4 3.7 26.7 3.1	47 43.1 90.4 37.0	30 27.5 93.8 23.6	28 25.7 100.0 22.0	109 85.8
Column Total	15 11.8	52 40.9	32 25.2	28 22.0	127 100.0

Other Findings

During the process of running and re-running the

data, other interesting information became available.

They are summarized here:

27. ## Types of Agreements

More than two of three licensees (66.7%) have either

a formal or informal agreement to provide K-12

services.

Table 31
Types of Agreements

	N	%*
Formal Agreements	91	58.3
Informal Agreements	24	15.4
Either Formal or Informal Agreements	109	69.9
Elementary Agreements	109	69.9
Secondary Agreements	102	65.4

*Based on 156 respondents.

Most of those are in the form of formal agreements, with

almost as many covering secondary grades as elementary grades.

28. <u>Other Distribution Modes</u>

In 1974, one of three (33.3%) licensees was
found to be providing programming in alternative
formats (e.g. cassette, film, ITFS, CATV). By
1977, two of five (41%) licensees were providing
distribution of ITV programming in other formats.
(For more detail see Table 32).

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<u>Table 32</u>
Other Distribution Formats

</div>

	<u>N</u>	%*
Total Other Distribution	64	41.0
Cable Distribution	41	26.3
ITFS Distribution	15	9.6
V Tape Distribution	35	22.4
Second Channel Distribution	8	5.1
Film	13	8.3

*Based on 156 respondents.

Most were relying on cable distribution and videotape
distribution.

29. Comparison with Radio

1976 represented the second time that this ITV

Services Study had been conducted. It also was the

year in which the first survey of educational radio

services in the United States was conducted. Since the

format and procedures for these studies were parallel,

it is possible to begin comparing the findings of

the two studies.

However, since the offering of educational services

by public radio stations is relatively small, the

one comparison which can be made in this report is

to cite the proportion of television and radio stations

which provide K-12 and post secondary services.

When reading Table 33, it should be kept in mind

that, in each study, the term "post secondary ser-

vices" was given a broad interpretation which included

programming and support services of three types:

formal post secondary, professional in-service and

informal adult education. This accounts for the relatively

high proportion of respondents in each study who indicated

that they provide post secondary services.

Table 33
Comparison with Radio

	K-12	Post Secondary
Television*	82.7%	87.2%
Radio**	13.8%	85.7%

*Based on 156 respondents.
**Based on 63 respondents.

V.   CONCLUSIONS AND RECOMMENDATIONS

As noted in the introduction, this second national report of

instructional television in the United States begins to

establish some trends.   This section will cite the most signi-

ficant of these trends and their implications where appropriate.

In addition, this section will present some areas which deserve

further research either in the next biennial report or by other

enterprising individuals and organizations.

The 1973-74 study was based on data from 118 licensees which

provided instructional services.   That number represented 84%

of the 141 licensees surveyed.   This report is based on re-

spondents from 156 of 158 licensees surveyed (98.7%).   For this

reason, it is more useful to compare data by percentages rather

than by actual numbers since the number-bases for the two stu-

dies are substantially different.

The two studies indicate a slight decline in the percentage of

licensees providing K-12 services (99% in 1974 to 82.7% in this

study).   However, post secondary services have increased marked-

ly from 48% of licensees in 1974 to 90% in 1976.

The reasons for declining K-12 services and rising post secondary

services deserve further exploration.   The current study's more

precise and broad definition of post secondary services as in-
cluding formal courses, informal programming and adult education
may be a factor. The beginning of a national decline in K-12
enrollment during this period may also be a factor. Nonetheless,
the sharp increase in post secondary services are certain to be
the result of many variables including some of those noted in
this report.

This report indicates that utilization services provided by
licensees have increased from 63% to 86.8%. The studies indi-
cate, however, that licensees are providing less direct technical
services to schools and more consultation services to maintain
technical quality of reception. Consultant services have in-
creased from 69% to 74% while technical maintenance services
have declined from 22% to 15.9%.

The importance of print materials has also been increasingly
recognized by licensees. 79% of the licensees providing ITV
services made print materials available with their series and
courses in 1974. In 1976, that rate increased to 93.7% of re-
sponding licensees. (This dramatic increase might be due, in
part, to changes in the survey instrument.)

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Licensees continue to indicate a wide range of involvement by
school personnel in program selection and a substantial, but
somewhat lower involvement in scheduling decisions.

Interestingly, distribution of programming in alternative for-
mats such as ITFS cable systems, film and videocassettes
increased from about a third in 1974 to two-fifths in 1976.

A persistent problem for licensees which provide K-12 services
is the difficulty in accurately reporting statistics related
to the number of students, teachers, school buildings and
school districts which use their services. If ITV hopes to
receive continuing support from public television management
as well as public and private funding sources, a greater effort
must be made to improve the high quality of data gathering
about local ITV services.

Adequate staffing to support K-12 and post secondary services
appears to be a serious problem. In this report, 66 licensees
(52.8%) of the 129 providing K-12 services have full-time
staff members. On the post secondary level, the problem is
greater. Only 22 of 136 licensees (16.1%) providing post
secondary services have full-time staff members, while 92
licensees (67.6%) have part-time post secondary personnel.
This means that during this reporting period, there appeared

to be 85 licensees which offered ITV services without full-time or part-time ITV personnel on staff.

Post secondary broadcast services as documented in this report provided mostly informal courses and series (80.1%) followed by formal courses (70.5%), with in-service education served by only 50% of the study's 156 respondents.

It is suggested that future studies attempt to analyze the reasons for the varying levels of commitment to each element of the post secondary service. Is there a greater audience and perhaps income from informal courses? Are some licensees reluctant to make formal arrangements with institutions of higher education for credit courses? Is there a lack of well-produced in-service courses, or is it difficult to attract a professional audience of teachers and administrators for these courses?

Those respondents offering post secondary services selected all but prime evening time as the best hours for broadcasting courses, with the preference for early morning (16.9%) and early evening (57.5%). It would be interesting to survey each licensee to learn the rationale for the way in which these programs are scheduled.

The licensees also offer post secondary services, mostly program-
ming, for special groups such as the handicapped, women, the
elderly, parents and minority groups. It would be useful to
extend that information to include the range of services offered
to these groups by licensees as well as surveying the range of
local, state, regional and national programming available for
each group. This information could be particularly useful to
licensees searching for alternatives by which to serve their
special groups most effectively.

Similarly, it could be useful to publish a comprehensive list
of formal and informal post secondary courses available to both
licensees and institutions of higher education.

Based upon the findings and interpretations in this report,
these additional recommendations are offered:

> 1. This study should be shared with station
>   managers, school administrators, education
>   department personnel and others interested
>   in the development and potential of instruc-
>   tional television. Their recommendations for
>   the design of future studies should be sought
>   systematically;

2. Other studies should be conducted to examine
    the impact of issues and developments affect-
    ing ITV. They might assess the effectiveness
    of instructional television or the implications
    of new technology such as the satellite, CATV,
    video cassettes, ITFS or the video-disc on both
    program production and distribution;

3. Since instructional television is most effective
    when it is a partnership between broadcasters
    and educators, further studies might contain a
    section for educators' perceptions of ITV's
    effectiveness, usage and its changing role in
    the service of education.

Appendix A

Survey Instrument

CORPORATION FOR PUBLIC BROADCASTING

BIENNIAL INSTRUCTIONAL TELEVISION SURVEY

ACADEMIC YEAR JULY 1, 1975 TO JUNE 30, 1976

OFFICE OF EDUCATIONAL ACTIVITIES
OCTOBER 1976

CORPORATION FOR PUBLIC BROADCASTING
Biennial Instructional Television Survey
Academic Year July 1, 1975 to June 30, 1976

Notes For Completing This Survey:

1. Please answer all questions with reference to the time period July 1, 1975 to
   June 30, 1976.

2. The purpose of this survey is to gather systematically for the first time a wide
   range of information on the educational services provided by licensees and their
   affiliated agencies. This biennial survey will not be repeated until September, 1978.
   Since the information is so broad in scope, it is likely that more than one person
   will be involved in providing the information for each licensee. For instance,
   within the licensee, information might be provided by the program manager and fiscal
   officer in addition to the ITV Director. Outside of the licensee, State Education
   Department or local school officials might be involved.

3. The survey is comprised of two parts. SECTION I deals with information on ITV
   services provided to elementary and secondary schools (K-12) and intended for use
   within those educational settings. SECTION II deals with postsecondary services
   including in-service education and informal adult education. This represents an
   attempt to document and track contributions by our profession to postsecondary
   education.

4. Some of the information is already provided on the first page. Please check those
   items for accuracy and make corrections if necessary.

5. In reference to postsecondary programs, the term "formal postsecondary courses"
   refers to those series which are: aimed at specific instructional objectives,
   usually used in organized learning environments, provide feedback and/or "credit"
   to the viewer, and are frequently accompanied by learning materials. The term
   "informal adult educational courses" refers to those series which are: aimed at
   general learning objectives, usually used in the home and provide no (or limited)
   feedback to the viewer, yet are instructional in nature (e.g., "how-to" programs
   such as gardening, yoga, antiques). Some series can fall between categories or can
   be assigned to one category or another depending on the use which is made of them.
   For example, Ascent of Man was intended for general use (i.e., informal adult educa-
   tional course). However, because of the development and availability of ancillary
   materials and college credit, it will be considered by some licensees as a formal
   postsecondary course. For example, Ascent of Man is being offered as a college
   credit course in some licensees' broadcast areas. In those cases, it would be
   considered as a formal postsecondary course. NOTE: In the event that a series is
   being used in both formal and informal settings, enter it at the higher level
   (i.e., formal). Do not report entries twice.

6. Financial information concerning K-12 instructional services has been requested
   from the General Manager as part of the annual financial survey. Your knowledge
   of ITV will be helpful to him/her in supplying this information.

7. If you have any questions concerning definitions or if you need clarification of
   questions asked, please call Mary Sceiford, Assistant Director, Office of
   Educational Activities, Corporation for Public Broadcasting, (202) 293-6160.

Thank you for your continued cooperation.

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SECTION I: INSTRUCTIONAL SERVICES, K-12

(PLEASE MAKE ANY NECESSARY CORRECTIONS DIRECTLY ON THIS PAGE)

LICENSEE:

CODE: REGION:

CALL:

SIZE: TYPE:

A. LIST AGENCIES OTHER THAN LICENSEE (E.G., BROADCAST COUNCILS
    OR FOUNDATIONS, STATE DEPARTMENT OF EDUCATION) WHICH ARE DIR-
    ECTLY INVOLVED IN PROVIDING K-12 ITV SERVICES (E.G., UTIL-
    IZATION SERVICES, INSTRUCTIONAL SPECIALISTS, CURRICULUM
    MATERIALS) AND DESCRIBE THE RELATIONSHIP BETWEEN THE LICENSEE
    AND THOSE AGENCIES (E.G., SCHEDULE DETERMINED AND UTILIZATION
    SERVICES PROVIDED BY STATE EDUCATION DEPARTMENT, FISCAL
    MATTERS HANDLED BY BROADCAST COUNCILS). USE ADDITIONAL SHEETS
    IF NECESSARY.

B. ITV PERSONNEL

    1. PERSON(S) IN CHARGE OF INSTRUCTIONAL SERVICES, K-12

    NAME: _____

    TITLE: _____

    ADDRESS: _____

                _____

                _____ _____ _____

    2. IS THIS A FULL-TIME RESPONSIBILITY? NO___ YES___

    IF NO, INDICATE APPROXIMATE PERCENTAGE OF TIME SPENT

    IN THIS CAPACITY: _____

3. List the number of other ITV personnel by title (including clerical). Be sure to list those employed by the licensee and those employed by any agency listed in Part A Signify those employed by an agency by placing an asterisk (*) at the end of the title or area of responsibility.

Number   Title or Area of Responsibility

(e.g.:3   Utilization Specialists*)

_____   _____

_____   _____

_____   _____

4. Describe the role(s) played by non-paid personnel in providing K-12 instructional services by filling in the number of persons in the appropriate space(s).

Function	Community Volunteers	College Students Trainees	Other (Specify)
Administration			
Research			
Utilization			
Promotion			
Clerical Support			
Production			
Other (Specify):			

C. Production of K-12 Instructional Programs

If your agency has produced instructional programs during this academic year
(July 1, 1975 thru June 30, 1976), please complete the following.

Name of Series/Program	No. of Programs	Length of Programs	B/W or Color	Comments on Distribution/ Availability*	Co-op **	Subject Matter Area	Grade Level

* Not Available, Available, From Whom
** Check here if produced cooperatively with another licensee (including
consortium productions) and indicate below who cooperating agencies are:

_____

_____

_____

_____

_____

D. Broadcast of K-12 Instructional Programs

1. Circle the lower and upper grade limits of your ITV broadcasts.

   Lower   Upper

   K - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

2. Indicate the number of series you broadcast at each of the following levels.

   a. Elementary _____

   b. Secondary _____

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3. Check the PBS series which you carried for ITV in your <u>daytime</u> '75-'76 schedule:

___ Sesame Street	___ Classic Theatre Preview
___ Electric Company	___ Romantic Rebellion
___ Mister Rogers Neighborhood	___ Anyone for Tennyson?
___ Villa Alegre	___ Journey to Japan
___ Carrascolendas	___ Arabs and Israelis
___ OurStory	___ Solar Energy
___ Book Beat	___ Consumer Survival Kit
___ Vibrations Encore	___ Other (Specify_____)
___ Lowell Thomas Remembers	___ Other (Specify_____)

E. Other K-12 Instructional Services

1. Are curriculum materials available for your ITV Services? No ___ Yes ___

    If yes, fill in the number of series in the appropriate spaces:

	Source of Materials	
	Directly from Licensee	From Other Agency (Specify)
User of Materials		
a. Students	_____	_____
b. Teachers	_____	_____
Type of Materials		
a. Print	_____	_____
b. Non-print	_____	_____
c. Combined	_____	_____
Cost of Materials		
a. Part of Regular Service Fee	_____	_____
b. Additional User Charge	_____	_____
c. Free to Licensee and User	_____	_____

2. Check the types of other printed information which you provide.

Type	Content			
	Technical Information	Promotional Material	Surveys Evaluations	Professional In-Service Information
a. Flyers	_____	_____	_____	_____
b. Manuals	_____	_____	_____	_____
c. Newsletters (How often?) _____	_____	_____	_____	_____
d. Other (Specify):				
_____	_____	_____	_____	_____

3. Are utilization services available?　　　　　　　　　　No _____ Yes _____

If yes, indicate:

a. Directly from your agency?　　　　　　　　　　　　No _____ Yes _____

　　From another educational agency/bureau?　　　　No _____ Yes _____
　　(Specify _____)

b. Number of persons (full-time and/or percentage
of time spent) providing utilization services
_____. Is an additional fee charged? No _____ Yes _____

c. List types of services (e.g., workshops, conferences, broadcast
utilization programs):

_____

_____

_____

4. Is technical maintenance of school equipment available
directly from your agency?　　　　　　　　　　　No _____ Yes _____

If yes, indicate the number of persons (full-time
and/or percentage of time spent) providing main-
tenance _____. Is an additional fee charged?　No _____ Yes _____

5. Is technical consultation for the school available
directly from your agency?　　　　　　　　　　　No _____ Yes _____

If yes, indicate the number of persons (full-time
and/or percentage of time spent) providing consul-
tation _____. Is an additional fee charged?　No _____ Yes _____

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6. If you provide program distribution in formats other than your major broadcast outlet, please check (✓) the appropriate spaces below. If another agency controls the distribution, list the agency in the space. (Not necessary to list individual cable companies.)

Types of Distribution

Level of Programs

	Elementary	Secondary
Cable (# systems _____)	_____	_____
IFTS (# channels _____)	_____	_____
Videotape/Videocassette	_____	_____
Second Broadcast Channel	_____	_____
Film	_____	_____
Other (Specify): _____	_____	_____

7. Indicate the constituencies which you consult in K-12 TV programming decisions:

a. ____ Licensee Personnel Only

b. ____ Curriculum Content Committee(s)

c. ____ Survey of Teachers

d. ____ State Department of Education Personnel

e. ____ General Educational Advisory Committee (other than Curriculum Committee)

f. ____ College/University Personnel

g. ____ Other (Specify _____)

8. Indicate the constituencies which you consult in K-12 TV scheduling decisions:

a. ____ Licensee Personnel Only

b. ____ Curriculum Content Committee(s)

c. ____ Survey of Teachers

d. ____ State Department of Education Personnel

e. ____ General Educational Advisory Committee (other than Curriculum Committee)

f. ____ College/University Personnel

g. ____ Other (Specify _____)

9. Indicate by checking the appropriate space(s) the way(s) in which you involve special groups in K-12 ITV services:

	Special Programming	Special Services (Specify)	Advisory Committees	Other (Specify)
The Handicapped	_____	_____	_____	_____
Minority Groups	_____	_____	_____	_____
Women	_____	_____	_____	_____
Parent Groups	_____	_____	_____	_____
Other (Specify):				
_____	_____	_____	_____	_____

10. List the other K-12 ITV services which your agency provides to the schools (if any):

_____

_____

11. Indicate the ways in which you make the following groups aware of your services (use additional sheets if necessary):

a. Schools _____

_____

b. Parents _____

_____

c. General Community _____

_____

d. Special Groups (see question 9) _____

_____

F.   Formal/Informal Agreements

Many licensees provide some of their ITV services under "contracts" or "agreements"
with their constituencies. In some cases, those "agreements" are implied and/or
mandated by legislation or administrative housing of the licensee (e.g., in State
Department of Education). In other cases, services are provided on an "informal"
basis or under verbal agreements. Indicate which applies to you by checking the
appropriate space(s):

| | Types of Agreement | | |
| | Formal (incl. contract, legislation, etc.) | Informal (incl. verbal agreement) | No Agreements (Solely Station Decision) |
Types of Programs			
Elementary			
Secondary			

G.   School Audience

Please complete the two charts which follow. Count each teacher and student only
once, even if some view more than one program. Do not report cumulative figures.
If you are in an "overlapping" broadcast area with other licensees, list the
overlapping stations _____

_____

1.   Potential K-12 Audience.

	Public Schools	Private/ Parochial Schools
# Districts, Dioceses or other groupings		
# School Buildings		
# Students		
# Teachers		

2.   Estimate of K-12 ITV Users in 1975-76

	Public Schools	Private/ Parochial Schools
# Districts, Dioceses or other groupings		
# School Buildings		
# Students		
# Teachers·		

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Indicate the person(s) involved in completing Section I of the form:

Name	Title	From Licensee or Other Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____

CORPORATION FOR PUBLIC BROADCASTING
BIENNIAL EDUCATIONAL (ITV) SURVEY
ACADEMIC YEAR ENDING JUNE, 1976

SECTION II: POST SECONDARY SERVICES

(PLEASE MAKE ANY NECESSARY CORRECTIONS DIRECTLY ON THIS PAGE)

LICENSEP:

CODE: REGION:

CALL:

SIZE: TYPE:

A. LIST AGENCIES OTHER THAN LICENSER AND OTHER AGENCIES LISTED IN
   SECTION I WHICH ARE INVOLVED IN PROVIDING POST SECONDARY SERVICES
   AND DESCRIBE THE RELATIONSHIP BETWEEN THE LICENSEE AND THOSE AGENCIES,
   (E.G., SCHEDULE DETERMINED AND UTILIZATION SERVICES PROVIDED BY STATE
   EDUCATION DEPARTMENT, FISCAL MATTERS HANDLED BY BROADCAST COUNCILS).
   USE ADDITIONAL SHEETS IF NECESSARY.

B. POST SECONDARY PERSONNEL

   1. PERSON(S) IN CHARGE OF POST SECONDARY SERVICES:

   NAME: _____

   TITLE: _____

   ADDRESS: _____

              _____

              _____

   2. IS THIS A FULL-TIME RESPONSIBILITY? NO____ YES____

   IF NO, INDICATE APPROXIMATE PERCENTAGE OF TIME SPENT

   IN THIS CAPACITY: _____

LIST NUMBER OF OTHER POST SECONDARY PERSONNEL:
   NUMBER_____FULL-TIME EQUIVALENT_____

C. Postsecondary Services

1. Did you broadcast <u>in-service</u> education courses in 1975-76? No _____ Yes _____

If yes, please complete the following:

Title of Course	# Colleges Offering For Credit	# Districts Using For In-Service	Estimated Enrollment
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Do you now broadcast <u>formal postsecondary</u> educational courses excluding in-service courses (see cover sheet for definition)? No _____ Yes _____

If yes, complete the following:

Title of Course	# Colleges Using	Estimated Enrollment
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What are (or would be) the best hour(s) for broadcasting formal postsecondary educational courses? _____

4. Is your response based on past experience?   No _____ Yes _____

5. Are you (would you be) able to arrange those hours at your station?   No _____ Yes _____

6. If no, why not? _____
_____

7. Do you now broadcast <u>informal adult education</u> courses (see cover sheet for definition)? No _____ Yes _____

If yes, please complete the following:

Title of Series	Not Being Used By Educational Agencies (If checked here, skip next two columns)	Number of Agencies Using	Estimated Number of Viewers
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. What are (or would be) the best hour(s) for broadcasting informal adult education courses? _____

9. Are you (would you be) able to arrange those hours at your station?

No _____ Yes _____

10. If no, why not? _____
_____

11. Indicate by checking the appropriate space(s) the way(s) in which you involve special groups in postsecondary instructional services:

	Special Programming	Special Services	Advisory Committee	Other (Specify)
The Handicapped	_____	_____	_____	_____
The Elderly	_____	_____	_____	_____
Minority Groups	_____	_____	_____	_____
Women	_____	_____	_____	_____
The Un(de)employed	_____	_____	_____	_____
Parent Groups	_____	_____	_____	_____
Other (Specify):	_____	_____	_____	_____
_____	_____	_____	_____	_____

Indicate the person(s) involved in completing Section II of the form:

Name	Title	From Licensee or Other Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____

Appendix B

Summary of Reported Public Television

Educational Activities by State and Licensee

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Alabama
  Alabama ETV Network--K-12, P.S. Informal Courses

Alaska
  KYUK, Bethel--P.S. Formal Courses, P.S. Informal Courses, In-service
              Courses

Arizona
  KAET, Phoenix--K-12, P.S. Formal Courses, P.S. Informal Courses,
              In-service Courses
  KUAT, Tucson--K-12, P.S. Formal Courses, P.S. Informal Courses,
              In-service Courses

Arkansas
  KETS, Little Rock--K-12, P.S. Formal Courses, P.S. Informal Courses,
              In-service Courses

California
  KOCE, Huntington Beach--K-12, P.S. Formal Courses
  KCET, Los Angeles--K-12, P.S. Formal Courses
  KLCS, Los Angeles--K-12, P.S. Formal Courses, P.S. Informal Courses,
              In-service Courses
  KIXE, Redding--K-12, P.S. Formal Courses, P.S. Informal Courses,
              In-service Courses
  KVIE, Sacramento--K-12, P.S. Formal Courses, P.S. Informal, In-service
              Courses
  KVCR, San Bernardino--K-12, P.S. Formal Courses, P.S. Informal Courses
  KPBS San Diego--K-12, P.S. Formal Courses, P.S. Informal Courses,
              In-service Courses
  KQED, San Francisco--P.S. Formal Courses, P.S. Informal Courses
  KTEH, San Jose--K-12, P.S. Formal Courses, P.S. Informal Courses
  KCSM, San Mateo--P.S. Formal Courses, P.S. Informal Courses

Colorado
  KRMA, Denver--K-12, P.S. Formal Courses, P.S. Informal Courses
  KTSC, Pueblo--K-12, P.S. Formal Courses, P.S. Informal Courses

Connecticut
  Connecticut PTV Network--K-12, P.S. Informal Courses

District of Columbia
  WETA--P.S. Formal Courses, P.S. Informal Courses

P.S. = Post secondary

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Florida
WUFT, Gainesville--P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
WJCT, Jacksonville--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
WPBT, Miami--P.S. Formal Courses, P.S. Informal Courses
WLRN, Miami--K-12, P.S. Informal Courses, In-service Courses
WMFE, Orlando--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
WSRE, Pensacola--P.S. Formal Courses, P.S. Informal Courses, In-
                service Courses
WFSU, Tallahassee--P.S. Formal Courses, P.S. Informal Courses
WEDU, Tampa--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
WUSF, Tampa--P.S. Formal Courses, P.S. Informal Courses

Georgia
WETV, Atlanta--K-12, P.S. Informal Courses
Georgia ETV Network--K-12, P.S. Formal Courses, P.S. Informal
                Courses

Hawaii
Hawaii Network--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

Idaho
KUID, Moscow--K-12, P.S. Formal Courses, P.S. Informal Courses
KAID, Boise--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
KBGL, Pocatello--P.S. Formal Courses

Illinois
WSIU, Carbondale--K-12
WTTW, Chicago--P.S. Informal Courses
WTVP, Peoria--P.S. Formal Courses, P.S. Informal Courses
WILL, Urbana--K-12, P.S. Formal Courses, P.S. Informal Courses

Indiana
WTIU, Bloomington--K-12, P.S. Informal Courses
WNIN, Evansville--K-12, P.S. Formal Courses, In-service Courses
WFYI, Indianapolis--P.S. Formal Courses, P.S. Informal Courses
WIPB, Muncie--P.S. Formal Courses, P.S. Informal Courses, In-service
                Courses
WCAE, St. John--K-12, P.S. Informal Courses
WNIT, South Bend--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

Iowa
Iowa Educational Broadcasting Network—K-12, P.S. Formal Courses, P.S. Informal Courses, In-service Courses

Kansas
KTWU, Topeka—P.S. Formal Courses
KPTS, Witchita—K-12, P.S. Formal Courses, P.S. Informal Courses

Kentucky
Kentucky ETV Network—K-12, P.S. Formal Courses, P.S. Informal Courses, In-service Courses
WKPC, Louisville—K-12, P.S. Formal Courses, P.S. Informal Courses

Louisiana
WYES, New Orleans—K-12, P.S. Formal Courses, P.S. Informal Courses, In-service Courses
WLPB, Baton Rouge—K-12, P.S. Informal Courses

Maine
Maine Public Broadcasting Network—K-12, P.S. Formal Courses, P.S. Informal Courses, In-service Courses
WCBB, Augusta—K-12, P.S. Formal Courses, P.S. Informal Courses, In-service Courses

Maryland
Maryland Public Broadcasting Network—K-12, P.S. Formal Courses

Massachusetts
WGBH, Boston—K-12
WGBY, Springfield—K-12, P.S. Formal Courses, P.S. Informal Courses, In-service Courses

Michigan
WKAR, East Lansing—P.S. Informal Courses
WGVC, Grand Valley State College—K-12, P.S. Formal Courses, P.S. Informal Courses, In-service-Courses
WNMU, Marquette—P.S. Informal Courses
WCMU, Mt. Pleasant—P.S. Formal Courses, P.S. Informal Courses
WUCM, University Center—K-12, P.S. Formal Courses, P.S. Informal Courses

Minnesota
KWCM, Appleton—K-12, P.S. Formal Courses, P.S. Informal Courses
KAVT, Austin—K-12, P.S. Formal Courses, P.S. Informal Courses

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Minnesota (continued)
    WDSE, Duluth--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
    KTCA, St. Paul--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

Mississippi
    Mississippi ETV Network--K-12, P.S. Formal Courses, P.S. Informal
                        Courses, In-service Courses

Missouri
    KCPT, Kansas City--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
    KETC, St. Louis--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
    KCZK, Springfield--K-12, P.S. Informal Courses, In-service Courses

Nebraska
    Nebraska Network--K-12, P.S. Formal Courses, P.S. Informal Courses

Nevada
    KLVX, Las Vegas--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

New Hampshire
    New Hampshire Network--K-12, P.S. Informal Courses

New Jersey
    New Jersey Public Broadcasting Authority--K-12, P.S. Formal Courses,
                                        P.S. Informal Courses, In-
                                        service Courses

New Mexico
    KNME, Albuquerque--P.S. Formal Courses, P.S. Informal Courses
    KRWG, Las Cruces--P.S. Informal Courses
    KENW, Portales--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

New York
    WSKG, Binghampton--K-12, P.S. Formal Courses, In-service Courses
    WNYE, Brooklyn--K-12, P.S. Informal Courses, In-service Courses
    WNED, Buf alo--K-12, P.S. Informal Courses, In-service Courses
    WLIW, Garden City--K-12, In-service Courses
    WNET, New York, K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

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New York (continued)
   WXXI, Rochester--K-12, P.S. Informal Courses, In-service Courses
   WMHT, Schnectady--K-12, P.S. Informal Courses, In-service Courses
   WCNY, Syracuse--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
   WNPE, Watertown--K-12, P.S. Informal Courses, In-service Courses

North Carolina
   North Carolina Network--K-12, P.S. Formal Courses, P.S. Informal
                                Courses, In-service Courses

✦ North Dakota
   KFME, Fargo--K-12, P.S. Formal Courses, P.S. Informal Courses

Ohio
   WNEO, Alliance--P.S. Informal
   WOUB, Athens--P.S. Informal
   WBGU, Bowling Green--K-12, P.S. Formal Courses, P.S. Informal
                          Courses, In-service Courses
   WCET, Cincinnati--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
   WVIZ, Cleveland--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
   WOSU, Columbus--K-12, P.S. Informal Courses, In-service Courses
   WPTD, Dayton--K-12
   WGTE, Toledo--K-12, P.S. Formal Courses, P.S. Informal Courses

Oklahoma
   KETA, Oklahoma City--K-12
   KOKH, Oklahoma City--K-12, P.S. Informal Courses

Oregon
   Oregon Network--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses

Pennsylvania
   WLVT, Allentown--K-12 P.S. Formal Courses, P.S. Informal Courses
   WQLN, Erie--K-12, P.S. Formal Courses, P.S. Informal Courses
   WITF, Hershey--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
   WHYY, Philadelphia--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
   WQED, Pittsburgh--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses

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Pennsylvania (continued)
  WVIA, Scranton--K-12, P.S. Formal Courses, P.S. Informal Courses
  WPSX, Clearfield--K-12, P.S. Formal Courses, P.S. Informal Courses

Rhode Island
  WSBE, Providence--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses

South Carolina
  South Carolina Network--K-12, P.S. Formal Courses, P.S. Informal
                            Courses, In-service Courses
  WJWJ, Beaufort--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
  WRJA, Sumter--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

South Dakota
  KESD, Brookings--K-12, P.S. Formal Courses
  South Dakota Network--K-12, P.S. Formal Courses, P.S. Informal
                          Courses, In-service Courses
  KUSD, Vermillion--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses

Tennessee
  WTCI, Chattanooga--K-12, P.S. Informal Courses, In-service Courses
  WSJK, Knoxville--K-12
  WKNO, Memphis--K-12
  WDCN, Nashville--K-12, P.S. Informal Courses, In-service Courses

Texas
  KLRN, Austin--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
  KAMU, College Station--P.S. Informal Courses
  KEDT, Corpus Christi--K-12, P.S. Informal Courses, In-service Courses
  KERA, Dallas--K-12, P.S. Formal Courses, In-service Courses
  KNCT, Killeen--K-12, P.S. Formal Courses, P.S. Informal Courses,
                In-service Courses
  KTXT, Lubbock--P.S. Informal Courses

Utah
  KBYU, Provo--K-12, P.S. Informal Courses
  KUED, Salt Lake City--K-12, P.S. Formal Courses, P.S. Informal Courses

Vermont
Vermont ETV Network--K-12, In-service Courses

Virginia
WNVT, Annandale--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service
WVPT, Harrisonburg--K-12, P.S. Informal Courses
WHRO, Norfolk--K-12
WCVE, Richmond--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
WBRA, Roanoke--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service

Washington
KCPQ, Lakewood Center--K-12, P.S. Formal Courses, P.S. Informal
                    Courses
KWSU, Pullman--P.S. Formal Courses, P.S. Informal Courses
KCTS, Seattle--K-12, P.S. Formal Courses, P.S. Informal, In-service
                    Courses
KSPS, Spokane--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
KTPS, Tacoma--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
KYVE, Yakima--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses

West Virginia
WSWP, Beckley--K-12, P.S. Formal Courses, P.S. Informal Courses
WMUL, Huntington--K-12, P.S. Formal Courses, P.S. Informal Courses
WWVU, Morgantown--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses

Wisconsin
Wisconsin Network--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses
WHA, Madison--K-12, P.S. Formal Courses, P.S. Informal Courses, In-
                    service Courses
WMVS, Milwaukee--K-12, P.S. Formal Courses, P.S. Informal Courses,
                    In-service Courses

Others
KVZK, Pago Pago--K-12, P.S. Formal Courses, P.S. Informal Courses
WIPR, San Juan--K-12, P.S. Informal Courses
WTJX, Virgin Islands--P.S. Formal Courses, P.S. Informal Courses