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ABSTRACT

Twenty five urban centers, 70 Indian tribes, and 60 public television stations responded to questionnaires in an attempt to collect information useful to the process of making programmatic decisions about future goals and activities of the Native American Public Broadcasting Consortium (NAPBC). The Tribal and Urban Center questionnaires were concerned with facilities, information sources, media involvement, media equipment, and programming preferences of respondents. Radio and television were generally available to tribes and populations served by urban centers, and educational television was the preferred source of information. Most respondents in both categories wanted a trained media specialist available on staff. Culture, history, survival skills, employment, economics, and developing a positive self-image were seen as important program topics. Of the responding public television stations, only about 25% had 5 to 10 hours of Native American programming per year, despite having Native American audiences. Lack of money and knowledge prevented production of such special interest programs. Indian culture, arts, and social issues were topics perceived as interesting to Native American viewers. Overall, top priority Native American media needs were determined to be programming, training, and information delivery systems. The questionnaires are included with complete data tabulations for each. (SE)

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NATIVE AMERICAN MEDIA NEEDS: AN ASSESSMENT

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**Native American Public Broadcasting Consortium
Lincoln, Nebraska**

January, 1979



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SECTION I
OVERVIEW

NATIVE AMERICAN MEDIA NEEDS: AN ASSESSMENT

Overview

The Native American Public Broadcasting Consortium (NAPBC) of public television stations began operations in August, 1977. The NAPBC national headquarters is located at the NETV Telecommunications Center in Lincoln, Nebraska. During its first year of operation the primary NAPBC goal was to establish a library to pool and distribute quality programming BY, FOR and ABOUT Native Americans to public television stations and educational institutions.

As the NAPBC became known as the national Native American media resource center, the office began receiving daily requests for information and/or assistance. These requests came from tribal, educational, urban and governmental organizations as well as public television stations. Inquiries ranged from television programming and production consultations to job training and placement. Additionally, NAPBC representation was requested at Native American conferences. Inquiries were also received concerning satellite distribution and Native American radio and television facilities development.

In many instances the NAPBC acted as a liaison between parties. Occasionally, the office became a facilitator. It was obvious from the requests, however, that many Native American media needs were not being met by existing services and programming.

The purpose of this study was to collect information useful to the process of making programmatic decisions about future goals and activities of the Native American Public Broadcasting Consortium. The purpose was fulfilled. The full Native American Media Needs Assessment (NAMNA) report of survey results includes comments which are designed to alert the reader to those data which

may be difficult to interpret. By doing so, we hope to reduce the potential for misusing data and to offer guidance to those who may attempt similar studies in the future.

Three individual survey components of the NAMNA were developed: (1) Tribal Media Questionnaire (TMQ), (2) Urban Center Media Questionnaire (UCMQ), and (3) Public Television Questionnaire (PTQ). These were seen to be the major potential service areas of the NAPBC.

The questionnaires were mailed in September and October, 1978. Preliminary results were tabulated in November, 1978. Questionnaires were accepted through January 11, 1979, at which time final results were tabulated.

The preliminary results of the survey were presented to the semi-annual meeting of the NAPBC Board of Directors in November, 1978. The Board made long-range planning decisions concerning NAPBC operations at that time. The Board planned NAPBC services to make the most efficient and effective use of available and potential resources to meet existing Native American media needs.

Native American programming, training and information delivery systems were determined to be top priority Native American media needs. Comprehensive programs are currently being developed by NAPBC to address these needs.

The following is the full Native American Media Needs Assessment (NAMNA) Report. This report includes the executive report and tabulations for each questionnaire.

We wish to thank all who responded. We are pleased to include your needs and views in our tabulations and considerations.

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January, 1979

SECTION II
EXECUTIVE SUMMARIES

Tribal Media Questionnaire

Executive Summary

Procedure

The Tribal Media Questionnaire (TMQ) component of the Native American Public Broadcasting Consortium (NAPBC) Native American Media Needs Assessment (NAMNA) was mailed to 276 tribal groups in the United States. The major portion of the mailing list included all tribes listed in "Governing Bodies of Federally Recognized Indian Groups (Excluding Alaska)" published by the United States Department of the Interior, Bureau of Indian Affairs (June, 1975). In addition to the BIA listings, this list was expanded to include Alaskan tribes and several other groups of which the NAPBC was aware. The goal was to query every Native American tribe in the United States for which an address was available. Questionnaires were addressed to tribal heads (i.e., chief, chairman, president, governor). The accompanying cover letter requested that the tribal head or a "qualified spokesman" reply to the questionnaire.

The initial questionnaire was pilot tested in early September, 1978. The revised questionnaire was mailed September 29, 1978. Two follow-up letters were sent during October, 1978, to encourage response to the questionnaire.

One questionnaire was sent to each tribal head. A second questionnaire was supplied upon request in those cases where the first questionnaire was lost. Only one questionnaire was completed by each of the responding groups.

Response Rate

Of the total 276 questionnaires sent one percent (N=3) were returned as undeliverable; twenty-six percent (N=71) were returned by respondents. Of these one percent (N=1) was not filled out completely enough to be usable. Thus the final response rate was twenty-five percent (70 of 276) usable returned questionnaires.

Respondent Characteristics

The seventy questionnaires tabulated represented responses from eighty-three tribes. (Some responses came from multiple-tribes as in tribal coalitions.) These tribes self-reported a total of 324,458 members. Size of responding tribes varied from the Cuyapaipa (California) tribe with six members to the nation's largest tribe--the Navajo (Arizona)--with over 150,000 members. Responses were divided into four (4) categories by number of tribal members for clarification in interpreting data. Categories and number of responses in each category include: (1) Under 1,000 (N=30), (2) 1,000-4,999 (N=28); (3) 5,000-19,999 (N=11), and (4) 20,000 and Over (N=1). The distributions of the responding total groups by geographical location and tribal size generally correspond to the overall Native American population.

Most responses (58 of 70) came from tribes west of the Mississippi River. Responses by state included California (N=13); Oklahoma, Washington (N=8); Arizona (N=7); New Mexico (N=5); Minnesota, Wisconsin (N=4); Michigan, Montana, Nevada (N=3); Florida, South Dakota (N=2); Idaho, Louisiana, Maine, Mississippi, Nebraska, New York, Oregon, Wyoming (N=1).

Survey Findings

Facilities. Over half of the respondents (43 of 68) reported 76-100% of the homes in their tribal land area had electricity. Twice the number of tribes responded that 76-100% of the homes had radios than had television sets (43 versus 20). Considerably more respondents reported not having cable television service as did (47 versus 18). Several respondents indicated that cable television service was available only in some parts of the tribal land area. A very low percentage of homes had cars or trucks equipped with CB radios. Most responses

(51 of 68) fell in the 0-25% category.

Information sources. Twice as many respondents reported receiving programs from a public educational television station (N=44) than received programs from a public educational radio station (N=22).

Only nine percent (6 of 68) reported receiving programs in the native tongue. Of these, most (5 of 6) were broadcast to larger tribes (5,000+).

When asked how most people in the tribal land area got information about Native American issues, 106 of 157 responses (68%) indicated print media, while 42 of 157 responses (27%) indicated broadcast media.

If a regional/national Native American news program was produced, forty-eight percent of the respondents (31 of 64) indicated that public ETV would be the most preferred way to receive it, while thirty-four percent (22 of 64) indicated that public radio would be most preferred. Nine percent (6 of 64) indicated that both ETV and public radio were preferred.

Tribal media involvement. Few respondents (17 of 68) reported a "very active" media office or staff. Of those services provided, most (22 of 40) involved news dissemination or tribal promotion (12 of 40).

Forty-one percent (27 of 66) of the respondents reported having a media specialist available to help run the equipment. Fewer (28%) reported having a media specialist to help with productions.

Fifty-one of sixty-six (77%) respondents indicated that they would like to see someone from their tribe trained to operate media equipment or to produce or assist with productions. Twenty-four (47%) would prefer training in the area of public television, twenty-four (47%) in public radio, and thirty-one (61%) training as a media specialist. It was much more likely that the

trainees would be a college/junior college student (32%) or member of the tribal council (20%) than a teacher (9%).

Media equipment. The seven most available types of media equipment were reported to be (from highest to lowest): (1) cassette tape recorder (59 of 70), (2) 8-track cartridge tape recorder (39 of 70), (3) carousel slide projector (37 of 70), (4) 16mm film projector (35 of 70), (5) 35mm slide camera (33 of 70), (6) filmstrip projector (29 of 70), and (7) overhead projector (27 of 70). (Note: not limited to one response.)

Of those planning to purchase new equipment there was no clear trend toward a particular type of equipment.

Schools. Over half (37 of 70) of the respondents indicated that 75% or more Native American students are presently enrolled in public schools. One hundred percent of the respondents (68 of 68) indicated that they would like to see more programs about Native Americans developed for school children.

The most preferred media for programs about Native Americans developed for school children were 16mm film (44 of 68) followed by filmstrips (23 of 68). (Note: not limited to one response.)

Programming. "Cultural," "heritage," and "historical" were clearly first choices for Native American programming for school children. Second preferences included legal, tribal government, importance of education, health and self-concept issues.

Respondents' adult programming choices primarily involved coping (survival) skills, including health (alcoholism, nutrition); employment (training, job seeking); economic; social (child care, assertiveness, education); and

integration of traditional views with contemporary life styles.

Program topics for elderly were less clear than for children and younger adults. There were numerous requests for survival skill information-- especially related to health and social services. Also mentioned frequently were language and heritage preservation along with transmission of culture.

Native American Public Broadcasting
Consortium
Lincoln, Nebraska
January, 1979

Urban Center Media Questionnaire

Executive Summary

Procedure

The Urban Center Media Questionnaire (UCMQ) component of the Native American Public Broadcasting Consortium (NAPBC) Native American Media Needs Assessment (NAMNA) was mailed to sixty-two (62) Indian urban center executive directors in the United States (including Alaska). The NAPBC goal was to query every Indian urban center for which an address was available.

The initial questionnaire was pilot tested in September. The revised questionnaire was mailed October 23, 1978. A follow-up letter was sent November 3, 1978, to encourage response to the questionnaire. Questionnaires were accepted through January 11, 1979, at which time final results were tabulated.

One questionnaire was sent to each executive director. A second questionnaire was supplied upon request in those cases where the first questionnaire was lost. Only one questionnaire was completed by each of the responding urban centers.

Response Rate

Of the total sixty-two questionnaires sent, one (2%) was returned as undeliverable. Twenty-five (40%) were returned by respondents. Of these all were filled out completely enough to be usable. Thus, the final response rate was 40% (25 of 62) usable returned questionnaires.

Respondent Characteristics

The questionnaires tabulated represented responses from twenty-five Indian urban centers.

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While the mailing list did not include every Native American urban center in the United States, it was comprehensive in that it offered a wide geographic distribution representative of major areas of Native American urban concentration.

Responses came from urban centers located in most parts of the United States with the exception of the Southeast. Responses by state and city include: California (N=3), Los Angeles, San Bernardino, (? city); New York (N=3), Buffalo, New York City, Syracuse; Oklahoma (N=3), Holdenville, Lawton, Tulsa; Arizona (N=2), Flagstaff, Phoenix; Michigan (N=2), Lansing, Michigan Indian Benefit Assn.; Missouri (N=2), Kansas City, St. Louis; Washington (N=2), Tacoma, Yakima; Alaska (N=1) Kotzebue; Illinois (N=1), Chicago; Maryland (N=1), Baltimore; Massachusetts (N=1), Boston; Minnesota (N=1), Minneapolis; North Dakota (N=1), Bismarck; Ohio (N=1), Cleveland; Wisconsin (N=1), Milwaukee.

Survey Findings

Facilities. Most respondents, 72% (N=18), reported 76-100% of the homes in their community service area had electricity. None reported less than 50% of the homes had electricity. Eighty-four percent (21 of 25) reported over half of the service area homes had television sets and ninety-six percent (24 of 25) had radios. Cable television service was available to 60% (15 of 25) of the homes. Forty-eight percent (12 of 25) reported a quarter or less of the homes had cars or trucks equipped with CB radios.

Information sources. Ninety-six percent of the respondents (24 of 25) reported receiving programs from a public educational television station, while fifty-six percent (14 of 25) reported receiving programs from a public

radio station. Of the twenty-four responses to the question dealing with quality of television reception, seventeen (71%) judged it "Good most of the time." Of the fourteen responses dealing with quality of radio reception, nine (64%) judged it "Good most of the time." Only 8% (2 of 25) reported receiving programs in the native tongue.

When asked how most people in the community center area got information about Native American issues, 38 of 64 responses (59%) indicated print media, while 19 of 64 (30%) indicated broadcast media. (Note: not limited to one response.)

If a regional/national Native American news program was produced, 83% (19 of 23) of the respondents indicated public educational television was the preferred media, while 13% (3 of 23) indicated public radio as the preferred media.

Tribal media involvement. Several urban centers (9 of 24) reported having "very active" staffs working in media. Of those services provided, most involved news dissemination (11 of 32) and clearinghouse for outside media (5 of 32).

Twenty-two of the twenty-three respondents indicated that there were people in their community center who would like to work in media. When asked in what areas of media people would like to work, "media specialist" was first with thirteen responses, "public radio" second with twelve and "public educational TV" third with nine.

Forty-eight percent (12 of 25) of the community centers reported having a media specialist available to help run the equipment. Thirty-six percent (9 of 25) reported having a media specialist to help with productions.

Twenty-two of twenty-five respondents (88%) indicated that they would

like someone trained to operate media equipment or to assist with productions. When asked who that person would most likely be, twenty of twenty-six responses were "member of urban center staff." (Note: not limited to one response.)

Media equipment. The six most available types of media equipment were reported to be (from highest to lowest): (1) cassette tape recorder (22 of 25), (2) 16mm film projector (15 of 25), (3) carousel slide projector (14 of 25), (4) 35mm camera (13 of 25), and (5) 8-track cartridge tape recorder (12 of 25).

Of those planning to purchase new equipment, there was no clear trend toward a particular type of equipment.

Schools. Over three-fourths (19 of 25) of the respondents indicated that 75% or more Native American students are presently enrolled in public schools. One hundred percent (25 of 25) of the respondents indicated that they would like to see more programs about Native Americans developed for school children.

The most preferred media for programs about Native Americans developed for school children were 16mm film (22 of 25) followed by filmstrips (16 of 25).

Programming. Culture and history were clearly first choices for Native American programming for school children.

Respondents' choices for adult programming involved coping with urban society and developing a positive self-image.

There was no clear trend toward a particular program topic for elderly Native Americans.

Native American Public Broadcasting
Consortium
Lincoln, Nebraska
January, 1979

Public Television Questionnaire

Executive Summary

Procedure

The Public Television Questionnaire (PTQ) component of the Native American Public Broadcasting Consortium (NAPBC) Native American Needs Assessment (NANNA) was mailed to public television licensee executive officers in the United States. The mailing list was taken from the public television stations listed in the 1978 NAEB Directory of Public Telecommunications. It included 154 of the 155 names on the list. One questionnaire was sent to the executive officer of all licensees.

Nebraska Educational Television received only one questionnaire although it holds two licenses. The same executive officer was listed twice--once for each of Nebraska's two licenses.

A second questionnaire was supplied upon request in those cases where the first questionnaire was lost. Only one questionnaire was completed by each of the responding public television licensees.

The initial questionnaire was pilot tested in October, 1978. The revised questionnaire was mailed October 21, 1978. A follow-up letter was sent November 7, 1978, to encourage response to the questionnaire. Questionnaires were accepted through January 11, 1979, at which time final results were tabulated.

Response Rate

Of the total 154 questionnaires sent, sixty-four (42%) were returned by respondents. Of these sixty were filled out completely

enough to be usable. Thus, the final response rate was 39% (60 of 154) usable returned questionnaires.

Respondent Characteristics

Three-fourths (45 of 60) reported having a Native American (NA) population within their licensee broadcast signal coverage area. The largest NA viewership reported was 5%. The NA viewership was reported to be about equally divided between urban (N = 16) and rural (N = 18). Four respondents indicated both urban and rural and seven did not respond to the question.

The sixty respondents represented licensees in thirty-two states including Alaska and Hawaii. California reported the greatest number of responses with 7. It was followed by Ohio (6); Tennessee (4); Indiana, Texas (3); Arizona, Florida, Idaho, Maine, Missouri, New York, Oregon, Pennsylvania, South Carolina, Wisconsin (2); Alabama, Alaska, Colorado, Hawaii, Iowa, Kansas, Louisiana, Massachusetts, Minnesota, Mississippi, Nebraska, Nevada, South Dakota, Utah, Washington, West Virginia, Virginia (1).

Programming

When asked to indicate when they had broadcast the most recent program of special interest to NA's, nineteen of forty-eight (39%) answered "within the last six months." The most frequently reported quantity of such programming was five to ten hours per year (9 of 41) followed by under five hours per year (8 of 41); one to three hours per month (7 of 41); and over ten hours per year (6 of 41).

When respondents were asked how they decided to book this type of programming, forty-three percent (23 of 53) cited overall quality as the first criterion. General viewership interest was second with twenty-five percent (13 of 53). Twenty-three percent (12 of 53) noted Native American audience potential.

Licensees were asked to comment on their criteria for determining the quality of programming of special interest to Native Americans. Sixty-four percent (27 of 42) of the respondents did not distinguish among programming categories (i.e., documentary, public affairs, etc.). These respondents stressed overall quality and general viewership interest.

Respondents stressed quality criteria for individual programming categories as follows:

- Documentary--objectivity
- Public affairs--information quality
- Realistic drama/docu-drama--production quality
- Arts and culture--performance quality, authenticity and general viewership potential
- Sporting events--competence of talent and importance of event

When asked what form of ascertainment respondents used to determine a need for NA programming in their broadcast area, "regular" (FCC) ascertainment procedures were noted with numerous references to personal NA contact and community interviews (29 of 40). Seventy-six percent (41 of 54) reported "no response" from viewers to previously broadcast NA programming. Where response was noted (12 of 54), all responses (12 of 12) were "somewhat positive" to "very positive."

Indian culture and heritage was selected by the greatest number (21 of 47) of respondents as first preference of program topics of

general interest to their viewership. Indian arts (9 of 47), Indian social issues (8 of 47), and Indian political issues (8 of 47) followed.

Success in promoting minority programming included local promotional meetings; local newspaper, magazine and on-air promotions; minority newsletter ads and contact through local minority churches, agencies and organizations.

Thirty of fifty-eight (52%) respondents reported that they had not recently (within the past three years) produced nor did they plan to produce any programs of special interest to NA's. Lack of financial and personnel resources, along with lack of sizeable NA populations and lack of knowledge about NA interests and needs were cited as reasons for not producing this type of programming. Respondents noted that increased funding, personnel and local NA interest would encourage this type of production.

Production Capabilities

Seventy-seven percent (53 of 69) listed 2" Quad as their primary broadcast format. (Note: some respondents listed more than one preference.)

When asked whether they were considering changing their primary broadcast format, fifty-seven percent (32 of 56) said "no," twenty-one percent (12 of 56) said "yes," and twenty-one percent (12 of 56) said "maybe." Of those considering a change eighty-three percent (20 of 24) indicated a change to 1" VT format. Nine of the twenty (45%) indicated 1979-1980 as the anticipated date of change.

Station Production

Seventy-one percent (39 of 55) indicated that their station was interested in contract production. Production staffs were provided by thirty-one of the fifty-five (56%) responding stations. Stations rather than outside contractors retained administrative control of production grants in most cases (44 vs. 1).

Forty-seven percent (26 of 55) controlled distribution rights, while forty percent (22 of 55) were willing to negotiate this.

NAPBC Services

Twenty-nine of fifty-three (55%) had received the NAPBC catalog. Of those, seventy-two percent (18 of 25) reported it "very easy to use." One hundred percent (26 of 26) said it provided sufficient information. Seven of fifty-three had used the library. Increased awareness of available programming (18 of 25) and greater number of available programs (7 of 25) were cited as first choices for services the NAPBC could provide to increase Native American program bookings.

When asked what production assistance services the NAPBC could provide/stations, locating funding sources ranked highest in total responses (N = 48). It was followed by writing/developing proposals (N = 47), NA consultants (N = 46), and NA production personnel (N = 43). "Great need" was cited by twenty-nine of the forty-eight needing assistance in locating funds; eighteen of forty-six needing NA consultants; fifteen of forty-three requesting NA personnel and thirteen of forty-seven needing writing assistance.

Native American Employment

Thirty-six percent (20 of 56) respondents reported now having or having had NA employees or trainees on staff. Data concerning current hiring practices were difficult to interpret due to apparent sensitivity noted by several respondents to equal employment opportunity (EEO) requirements. However, sixty-five percent (35 of 54) respondents did report that they currently had positions that could be filled by qualified Native Americans. Several underlined or otherwise stressed the word qualified.

Professional publications (PACT) was frequently mentioned (42 of 57) as the most effective method for recruiting people to fill available positions.

Training

When asked if a training program for NAs in the media were developed, which location would be best, eighty-two percent (46 of 56) selected individual PTV stations (and/or transmitters) located near NA populations over a central national facility or regional facilities.

Nearly one-half (25 of 51) preferred to hire a Native American who had completed training elsewhere to one trained at their own station (14 of 51). Twelve of fifty-one had no preference. Comments by respondents stressed the importance that the job candidate be "qualified." Lack of money to train and station understaffing were cited as deterrents to in-house training.

Thirty-five of fifty-four licensees reported having the resources necessary to train NAs to work in their stations. Funding and staff

time were the resources most often mentioned as necessary to train a NA. Lack of qualified applicants and lack of openings were seen as obstacles to hiring. Fifteen saw no obstacles to hiring NAs by their station.

SECTION III
VALIDITY

Native American Media Needs Assessment
Validity

Validity: The degree to which the questionnaire measured what it was designed to measure.

A double asterisk (**) before a question indicates that the validity of all or a portion of the responses to that question may be misleading for one or more of the following reasons:

- **I - Form of responses given leads us to believe that a significant number of respondents did not understand the intent of the question.
- **II - Range of responses indicates no clear pattern of preferences.
- **III - Lack of responses by a significant number of respondents makes interpretation of results difficult.
- **IV - Response bias may have been provoked by form and content of question.
- **V - Responses to question too general for meaningful interpretation.
- **VI - Lack of internal consistency of responses within the questionnaire indicates respondent either did not have adequate information to answer question(s) or did not understand the intent of the question(s).

Note: Details may not add to 100% due to rounding!

SECTION IV
TABULATIONS

Tribal Media Questionnaire

Tabulation Summary

Number of questionnaires sent: 276
Number returned as undeliverable: 3
Number of questionnaires returned by respondents: 71
Number of usable questionnaires returned: 70
Percent of usable questionnaires returned: 25%

1. What is the name of your tribe?
2. How many tribal members do you have?
3. How many are urban or city residents?
How many are reservation or rural residents?

Total Number of Responses by Tribal Size

<u>Number of Tribal Members</u>	<u>Number of Responses</u>
Under 1,000	30
1,000- 4,999	28
5,000-19,999	11
20,000 and over	1

Total Number of Responses by State
(Highest to Lowest)

<u>State</u>	<u>Number of Responses</u>
California	13
Oklahoma	8
Washington	8
Arizona	7
New Mexico	5
Minnesota	4
Wisconsin	4
Michigan	3
Montana	3
Nevada	3
Florida	2
South Dakota	2
Idaho	1
Louisiana	1
Maine	1
Mississippi	1
Nebraska	1
New York	1
Oregon	1
Wyoming	1

Total Number of Urban or Rural Residents

<u>Name</u>	<u>Under 1,000</u>		
	<u>Number</u>	<u>Urban</u>	<u>Rural</u>
Skokomish	500	180	320
Chitimacha Tribe of Louisiana	430	40% (172)	60% (258)
San Manuel Band of Mission Indians	69	46	46
(Paiute) Susanville Indian Rancheria	146	67	79
Kaibab - Paiute Indian Tribe	250	25% (62)	75% (188)
Morongo Band of Mission Indians	687	387	300
Port Gamble Klallam Tribe	500	150	350
Potawatami	250		250
Cortina Band of Indians	87	71	16
Lake Mewok	115	85	30
Tonawanda Band of Senecas	985	435	550
Picuris	185	40	145
Pueblo of Zia	599	49	550
Cabazon Band of Chemehuevi/ Cahuilla Indians	25	18	7
Big Pine Band of Paiute/ Shoshone Indians	350	152	198
Prairie Island Community Council	215	103	112
Bay Mills Chippewa Indians	600	150	450
Micosukee Tribe of Indians of Florida	280	10	270
Suquamish Tribe	485	50% (243)	50% (242)
Havasupai	400	100	300
Ft. Sill Apache	224 (currently)	NR	NR

Under 1,000 (continued)

<u>Name</u>	<u>Number</u>	<u>Urban</u>	<u>Rural</u>
Paumotu Band of Mission Indians Luiseno	150	30	120
Wichita Tribe and Affiliates (Waco-Keechi Tawakoni)	976	600	376
Utu Utu Gwaitu Pauite	100	100	0
Cuyapaipe	6	4	2
Shoalwater Bay Indian Tribe	85	30% apx. (25)	70% apx. (60)
Ft. Bidwell Paiutes (Gidutikad)	76	0	76
Yurok, Karok and Tolowa (Humboldt and Del Norte Co. Indians)	17	8	7
Duckwater Shoshone	108		108
Muckleshoot	514		514
Sub-total	9,414		
<u>1,000 to 4,999</u>			
Three tribes as the Skagit System Cooperative (Swinomish, Upper Skagit, Sauk-Suiattle)	1,500 (411 3)	200 apx.	500 res. apx. 800 rural apx.
Shoshone	2,200	over 1/2	under 1/2
Eastern Shawnee	1,078	NR	NR
Confederated Tribes of the Umatilla Indian Reservation	1,500	500	1,000
Chippewa - Cree	2,200	500	1,700
Wisconsin Winnebago Business Committee	3,120+ those under 18 yrs.	NR	NR
St. Croix Tribe	1,100-1,500	400	1,100
Sault Ste. Marie Tribe of Chippewa Indians	4,500	99% (4,455)	Less than 1% (45)

<u>1,000 to 4,999 (continued)</u>			
<u>Name</u>	<u>Number</u>	<u>Urban</u>	<u>Rural</u>
Lac Courte Oreilles	3,000	1,000	2,000
Mescalero Apache Tribe	2,259	1/4 (565)	3/4 (1,694)
Mississippi Band of Choctaw Indians	4,200	100	4,100
Hoopa	1,500	600	900
Salt River Pima-Maricopa Indian Community	2,750	None	2,750
Shoshone - Bannock	4,000	10% (40)	90% (3,600)
Yankton - Sioux Tribe	4,000+	1,000	3,000
Caddo	2,500	50% (1,250)	50% (1,250)
Fond du Lac Reservation, Minn. Chippewa Tribe	3,000	1,500	1,500
Hualapai	1,125 (Tribal Census not currently approved)	980	145
Spokane Tribe of Indians	1,856	526 near	1,325 members 105 other Indians 300 non-Indians
Te-Moak Bands Western Shoshone	4,000 apx.	300	400
Minnesota Chippewa-White Earth Reservation	3,300 on reservation		3,300
Minnesota Chippewa-Leech Lake Reservation	4,880 (reservation)	"no breakdown"	
Pyramid Lake Paiute	1,300		610
Santee Sioux Tribe of Nebraska	2,500	1,850	650
Ft. Belknap Indian Community Cros Ventre and Assiniboine Tribes	3,863	1,985	1,878
Assn. of Aroostook Indians	1,500		1,500

1,000 to 4,999 (continued)

<u>Name</u>	<u>Number</u>	<u>Urban</u>	<u>Rural</u>
Seminole Tribe of Florida, Inc.	1,300	700	600
Santa Clara Pueblo (Tewa)	<u>1,222</u>		1,222
Sub-total	71,653		
<u>5,000 to 19,999</u>			
Oneida Tribe of Indians of Wisconsin, Inc.	8,000	5,500	2,500
San Carlos Apache Tribe	8,000	1,000	7,000
Cheyenne - Arapaho Tribes of Oklahoma	7,200+	3,000 est. (not living in old reservation)	4,200 est. (living in reservation boundaries)
Seminole	8-10,000 (9,000)	2-3,000 (2,500)	"the rest" (6,500)
Creek (Muskogee)	10,332	2,000	8,332
Choctaw	17,313 (service area 10+ counties)	25% (4,328) (towns)	75% (12,985)
Colville Confederated Tribes	6,000	20% (1,200)	80% (4,800)
Confederated Salish and Kootenai Tribes of the Flathead Reservation, Montana	5,981	3,200	2,600
White Mountain Apache Tribe	7,500	NR	NR
Sisseton, Wahpeton Sioux	7,000	3,200	3,800
Zuni Tribe	<u>7,065</u>	573	6,492
Sub-total	93,391		

<u>Name</u>	<u>20,000 and Over</u>		
	<u>Number</u>	<u>Urban</u>	<u>Rural</u>
Navajo	150,000+	20,000+	130,000+
Sub-total	150,000		
<hr/>			
Total Number of Tribal Members	324,458		

Comment: In some cases, totals of urban and rural populations do not sum to total population of tribal members. In those cases where urban and rural populations were reported as a percent, the numerical equivalent was calculated based on total tribal members and is enclosed in parentheses.

4. Is your tribal land area:

	<u>Under 1,000</u>	<u>1,000-4,999</u>	<u>5,000-19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Reservation	23	18	7	1	49	70
Federal Trust	5	3	3	0	11	15
Reservation and Federal Trust	1	4	1	0	6	9
Reservation, Federal Trust and Other	0	2	0	0	2	3
Other	1	1	0	0	2	3

5. What percent (%) of the homes in your tribal land area have electricity?

	<u>Under 1,000</u>	<u>1,000-4,999</u>	<u>5,000-19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
76-100%	21	18	4	0	43	61
51-75%	4	7	7	0	18	26
26-50%	1	2	0	1	3	4
0-25%	3	0	0	0	4	6
NR	1	1	0	0	2	3

Comment: The original question provided five response categories. For ease of tabulation, all responses were broken into four intervals and a "no response" category.

6. What percent (%) of the homes have television sets?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #	Total %
76-100%	10	8	2	0	20	29
51-75%	9	13	6	0	28	40
26-50%	5	4	3	0	12	17
0-25%	4	1	0	1	6	8
NR	2	2	0	0	4	6

Comment: See comment under question #5.

7. Do you receive programs from a public educational television (PBS) station?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #	Total %
Yes	19	18	6	1	44	63
No	11	10	5	0	26	37
NR						

8. If yes, how is the reception?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #	Total %
Good most of the time	11	9	5	0	25	57
Good some of the time	5	7	0	1	13	29
Bad most of the time	3	2	1	0	6	14
NR						

9. What percent (%) of homes have radio?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #	Total %
76-100%	18	17	7	1*	43	61
51-75%	7	6	4	0	17	24
26-50%	2	4	0	0	6	9
0-25%	2	0	0	0	2	3
NR	1	1	0	0	2	3

* Battery

Comment: See comment under question #5.

10. Do you receive programs from a public educational radio (NPR) station?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	10	8	4	0	22	31
No	18	19	7	1	45	64
NR	2	1	0	0	3	4

11. If yes, how is the reception?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Good most of the time	9	6	3	0	18	82
Good some of the time	1	1	0	0	2	9
Bad most of the time	0	0	1	0	1	5
NR	0	1	0	0	1	5

12. Do you have cable television service?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	5	8	5	0	18	26
No	23	18	5	1	47	67
Other	1	2	1	0	4	6
NR	1	0	0	0	1	2

Comment: Several respondents indicated that cable television service was available only in some parts of the trial land area.

13. What percent (%) of homes have cars or trucks equipped with CB radios?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
76-100%	0	1	0	0	1	1
51-75%	3	1	1	0	5	7
26-50%	3	6	2	0	11	24
0-25%	22	20	8	1	51	73
NR	2	0	0	0	2	3

Comment: See comment under question #5.

14. List the type of media equipment available in your tribal land area:

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #
a) Tape Recorder					
Cassette	22	25	11	1	59
Reel to Reel	8	14	4	1	27
8 Track Cartridge	11	19	8	1	39
b) Videocassette					
Color 3/4"	3	3	4	0	10
Color 1/2"	0	4	1	0	5
Black/White 3/4"	3	3	3	0	9
Black/White 1/2"	1	5	2	0	8
Camera	8	11	4	0	23
Monitor (T.V. set)	5	12	5	0	22
Record/Playback unit	5	10	5	0	20
c) 35mm Slide					
Camera	9	15	8	1	33
Carousel slide projector	12	16	8	1	37
Hand operated slide projector	4	9	4	1	18
d) Super 8 Film					
Camera (sound)	3	4	3	0	10
Camera (silent)	3	1	4	0	8
Projector (sound)	5	5	3	0	13
Projector (silent)	2	1	3	0	6
Film editor	0	1	0	0	1
Camera (unspecified)	0	2	0	0	2
Projector (unspecified)	0		1	0	3
e) 16mm Film					
Camera	1	4	3	1	9
Projector	13	16	5	1	35
Film editor	0	1	3	0	4
f) Other					
Closed-circuit television	0	4	2	0	6
Overhead projector	7	12	7	1	27
Filmstrip projector	9	14	5	1	29
Darkroom/silkscreen studio	1	0	0	0	1

15. What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment:

Under 1,000

- a) Learning Center Director
 School Principal
 Chairman
 Education Director
 Business Manager
 Education/Cultural Activities Coordinator
 Administrator
 Chairperson
 Tribal Chairman
 Project Director, Johnson, O'Malley
 Museum Director
 Librarian
 Education Coordinator
 Council Member
 Public Relations
 Varies--five separate programs
 Director of Cultural Development or Curator
 Principal Elementary School
 Tribal Manager
 Bookkeeper
 Secretary
 Vice-President
 Teacher/Principal

1,000-4,999

- b) Public Education Officer
 Property and Supply
 Media Specialist
 Media Production Director
 School Faculty
 Various Department Heads
 Property and Supply Officer
 Each program buys its own equipment
 We do not have such a position
 Media Specialist
 Coordinator of Adult Education
 These are available from the library and public school, but
 the reservation does not own any AV equipment
 Principal, Chief of Police, CAP Director
 Museum Director
 Equipment is owned by individuals and the school systems
 Communications Coordinator
 Site-coordinator--Community College
 Curriculum/Media Specialists and Indian Studies Coordinator
 Secretary

15. (continued)

5,000-19,999

- c) Executive Director of Education Board
- Property and Supply Personnel
- Communication Specialist
- Media Technician
- Each department responsible for their own equipment
- Equipment in various departments

20,000 and Over

- d) Executive Director of Film and Media Commission

16. Are there plans to purchase more equipment?

	<u>Under 1,000</u>	<u>1,000-4,999</u>	<u>5,000-19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	8	11	6	1	26	37
No	3	1	0	0	4	6
Don't know	15	13	4	0	32	46
NR	4	3	1	0	8	11

If yes, what kind?

Under 1,000

- a) Color video, printing press (more plans than \$)
- Generators
- Videocassette camera and playback unit--hopefully
- According to need and budget
- Microfiche/microfilm cameras/viewers/printers
- Another tape recorder
- 16mm, 35mm slide
- Overhead projector
- 16mm film projector, 35mm slide carousel slide projector

1,000-4,999

- b) Slide projector, contract for 16mm film, tape player, 35mm lenses
- Microfilm
- 16mm projector
- Updated video tape player, monitor
- Video/1 DXC, 1610 color camera, 2 Sony Betamax, 1/2" Porta Pac, 1 Betamax
- playback deck, 1 Sony backspacer interfacer with Betamax, 1 3/4" edit
- deck, 2 B/W Monitors
- Dont' know at present time
- More cameras and darkroom equipment
- In the future
- All varieties
- Additional videotape equipment

16. (continued)

5,000-19,999

- c) Videotape equipment:
 New camera (35mm), portable video
 Assorted

20,000 and Over

- d) Videocassette recorder with timer and editor 3/4"

17. Is there a media specialist available to help run the equipment?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	10	11	5	1	27	39
No	14	13	4	0	31	44
Don't know	3	3	2	0	8	11
NR	3	1	0	0	4	6

Comment: No definition was provided of "media specialist." Therefore, no conclusion can be drawn regarding level of skill or training of those classified by the respondents as "media specialist."

18. Is there a media specialist to help with your productions?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	4	9	4	1	18	26
No	18	15	5	0	38	54
Don't know	4	3	2	0	9	13
NR	4	1	0	0	5	7

Comment: See comment under question #17.

19. Are there funds available to pay a media specialist?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	1	7	2	1	11	16
No	24	16	6	0	46	66
Don't know	3	3	3	0	9	13
NR	2	2	0	0	4	6

Comment: See comment under question #17.

20. Would you like to see someone from your tribe trained to operate media equipment or to produce or assist with productions?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	20	20	10	1	51	73
No	0	0	0	0	0	0
Maybe	7	6	1	0	14	20
NR	3	1	0	0	4	6
Other	0	1	0	0	1	1

If yes, who would that person most likely be?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Teacher	2	2	1	0	5	9
Member of Tribal Council	7	4	0	0	11	20
College or Junior College Student	6	8	3	0	17	32
Other	6	11	3	1	21	39

Under 1,000

- a) Member/tribe who would show interest in doing the work
- Interested individual to be employed
- Anyone interested
- Curator is being trained in photography
- Interested member of the tribe
- Other tribal member

1,000-4,999

- b) Education, enforcement, biology health staffs
- Tribal staff
- Community member
- Telecommunications student
- Tribal member
- Specialist, trainee
- Adult education
- Staff person
- Tribal employee
- Other staff
- Member of general population interested

5,000-19,999

- c) Tribal member
- Publication information officer
- Employee

20. (continued)

20,000 and Over

d) Staff members of Film Commission

21. Are there people in your tribal land area who would like to work in media?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	19	23	10	1	53	76
No	4	0	0	0	4	6
NR	6	5	1	0	12	17
Other	1	0	0	0	1	1

If yes, how many and in what areas?

<u>Area</u>	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>
Public education TV	6	13	4	1	24
Public radio	6	12	5	1	24
Media specialist	11	14	5	1	31
Other					
Photography/Silkscreen	1	0	0	0	1
Newspaper	1	0	0	0	1
TV/movies	1	0	0	0	1
Tribal newspaper					
editor	1	0	0	0	1
Library	0	1	0	0	1
Local TV station	0	1	0	0	1
Video--35mm still					
photo		1	0	0	1
NR	3	3	2	0	8

**I.

Number with Training

Number without Training

Comment: Because of the tremendous differential in numerical responses in the portion of the question dealing with numbers with and without training, the respondents' understanding of this portion of the question is suspect.

22. How could we contact people in your tribal land areas who would like to train in media?

Under 1,000

- a) Tribal Council (2)
Don't know of anyone interested
Chairwoman
- Tribe Administration (9)
Education Chairman

22. (continued)

Under 1,000 (continued)

- a) Chairman (2)
 Museum Director
 Tribe
 P.R. or Tribal Center
 Newsletter Editor (publish announcement in newsletter which all tribal members receive)
 Tribal Council or Elementary School
 Post/Tribal Community Center
 Business Office
 Personnel Department

1,000-4,999

- b) Tribal Office/Local High Schools and Colleges
 BIA
 Business Office
 Education Board/Employment Office
 Social Services Program
 Tribal Central Office/Education Director
 Tri-County Osilwa Center
 Tribal Governing Board
 Tribal Office (3)
 Tribal Office/Office of Higher Education or Manpower
 Tribal/Proposal Radio Station/Education Department
 Tribal Education Department (2)
 Tribal Newspaper
 Adult Education Newsletter
 Community Center and Public Schools
 Administration for N.A. or Tribal Council
 Tribal Office on Bureau of Education people
 Youth Bureau Director or Experimental School
 Communications Coordinator/Education Director
 Site Coordinator--American Indian Community College
 Knock door to door
 Neighborhood facility
 Special Services Department--Tribal Office

5,000-19,999

- c) Business Committee
 Tribal Personnel Office or DES Job Service Office
 Local newspapers/Tribal newspaper, radio show
 Tribal Chief
 Communications Specialist
 P.R.
 Tribal Council
 Tribal Offices
 Education Department
 Education Director
 Tribal Personnel Office

22. (continued)

20,000 and Over

d) Film and Media Commission

23. How could we contact people in your tribal land area who are already trained and are looking for work?

Under 1,000

a) Chairwomen

Tribal Office (4)
Tribal Office--Job Developer/Education Coordinator
Chairman
Tribe
Tribal Office as there are none
Chairman or Council
Tribal Newsletter
Indian Publications
Tribal Business Office
Tribal Council
Personnel Department

1,000-4,999

b) Tribal Offices/Local High Schools and Colleges/Employment offices

Journal
Education Board/Employment Office
Tribal Office/Education Director
Tribal Governing Board
Radio Station
Tribal Newspaper
Adult Education Newsletter
Tribal Office (2)
Tribal Employment Office
Tribal Office or Bureau Education
Indian Studies Director
State Colleges/Universities--Tribe Personnel Director
Tribal Employment Counselor
Planner
Indian Counselor
Neighborhood facility
Special Services Department--Tribal Office

5,000-19,999

c) Education Board

DES Job Service Office
Chief
Human Resources--Career Development
Tribal Offices
Education Department
Education Director
Tribal Personnel Office

23. (continued)

20,000 and Over

d) Film and Media Commission

24. What percent of the children in your tribal land area attend the following types of schools:

Under 1,000

a) % BIA	1X100%, 50%, 25%; 3X10%; 1X5%
% Mission	1X10%
% Public	11X100%; 1X95%; 2X90%; 1X80%, 75%, 60%, 50%, 15%
% Contract	2X100%; 1X75%, 5%
% BIA/Public	1X100%
% Other	
Private	1X100%
Reservation	1X50%
Don't attend	1X10%
Day School (K-6)	1X15%
Catholic	1X25%
NR	2

1,000-4,999

b) % BIA	1X90%; 1X33 1/3%; 2X25%, 1X20%, 19%, 15%; 4X10%; 2X5%, 4%, 2%, 1%
% Mission	1X10%, 6%, 1%
% Public	3X100%; 1X99%, 98%; 4X95%; 3X90%; 2X85%; 1X80%; 2X75%; 1X66 2/3%; 1X60%, 40%, 10%, 5%
% Contract	1X10%, 5%
% BIA/Public	
% Other	
Tribal	1X50%
Indian Survival	1X8%
Previously	
Private	1X1%
Catholic	1X10%
NR	4

5,000-19,999

c) % BIA	1X95%; 2X40%; 1X25%; 2X20%; 1X12 1/2%, 10%, 2%, 1/2%
% Mission	2X10%; 1X2%
% Public	1X99 1/2%, 96%; 2X75%, 70%; 1X60%, 50%
% Contract	1X12 1/2%
% BIA/Public	1X90%

24. (continued)

20,000 and Over

d) % BIA 1X34%
 % Mission 1X3%
 % Public 1X60%
 % Contract 1X2%
 % Other
 Mormon Placement
 Program and Navajo
 Academy 1X1%

25. Do you use programs about Native Americans with school children?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	15	20	7	0	42	60
No	12	5	4	1	22	31
NR	2	3	0	0	5	7
Other	1	0	0	0	1	1

If yes, with:

Elementary	13	19	7	0	39	56
Secondary	10	16	4	0	30	43
Pre-school	1	0	0	0	1	1

If yes, what type of media are used?

Video						
16mm film						
1/2" videocassette	9	13	2	0	24	
3/4" videocassette	0	4	0	0	4	
35mm slide	1	2	0	0	3	
Filmstrip	7	8	2	0	17	
	7	13	3	0	23	
Audio						
Audiocassette	4	6	1	0	11	
Reel to reel	2	4	0	0	6	
Cartridge tape	0	4	0	0	4	
NR	4	4	2	0	10	

26. Would you like to see more programs about Native Americans developed for school children?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	29	27	11	1	68	57
No	0	0	0	0	0	0
NR	1	1	0	0	2	3

If yes, what media? Indicate most preferred (1), second preferred (2).

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #
Video					
16mm film	16	20	7	1	44
1/2" videocassette	11	4	2	1	18
3/4" videocassette	4	6	4	1	15
35mm slide	6	6	0	1	13
Filmstrip	13	5	3	2	23
Audio					
Audiocassette	4	6	3	1	14
Reel-to-reel	1	2	0	1	4
Cartridge	4	4	2	1	11
NR	6	4	1	0	11

Comment: Although respondents were asked to indicate a first preference with a "1," and second preference with a "2," many simply checked responses or ranked all the alternatives. The summary includes only those responses which were checked or ranked "1" or "2."

27. Are there funds to rent programs for school use?

	Under 1,000	1,000-4,999	5,000-19,999	20,000 and Over	Total #	Total %
Yes	13	7	3	0	23	33
No	14	14	7	1	36	51
NR	3	6	1	0	10	14
Other	0	1	0	0	1	1

28. a) What do you feel is the most important program topic to be developed for Native American children?

Under 1,000

- a) History - government
- Education
- Individualized heritage
- Heritage
- The Indian yesterday and his geographical area in the U.S.A.
- Cultural/ancestral studies to be able to identify their beginnings

Under 1,000 (continued)

- a) Cultural/heritage and realizing it integrally with the whole of their complex living personality in the context of a multi-cultural society
 1) Films to develop positive self images; 2) Films to show Native American contributions to living; 3) Various documentaries on Indians in America
 School itself--teacher understanding Indians
 Indian culture
 What future possibilities are for Native Americans and what is available to assist them attain these goals
 History and culture of Native Americans
 Historical
 Background
 Bi-lingual and bi-cultural
 Tribal government
 Culture/cultures; role models of modern Indian leaders; language arts incorporating Indian culture(s)
 Language, so it is perpetuated/religion so the old ways are perpetuated--general culture
 To understand other Native American cultures
 Self-reliance--discipline
 Land--legal status and sovereignty issue
 Arts
 Culture
 Culture and historical background
 Native American culture
 Culture, heritage
 To understand self-growth or on becoming holistic. Indians to model good behavior for the young. On developing relationship in meaningful manner
 Adaptation to white society without loss of culture
 Culture, history

1,000-4,999

- b) Tribal histories and tradition in context of local history has not been emphasized
 Heritage
 Local cultural subjects
 Self-concept
 Anything involving Indians in the films
 Traditional and cultural education with academic educational value
 Native language, cultural enrichment combined with an educational setting
 Educational
 Native American history
 True history local--self-image and local relevance--tribal relevance
 Tribal governments
 Contemporary Indian life
 Traditional attitudes and values
 How education can and is the only way to gain prosperity and gain the material things of life
 Programs to stimulate cultural identity IMPROVING SELF ESTEEM
 Native Americans' contributions to society (positive image)
 Native American historical perspective

28 a) (continued)

1,000-4,999 (continued)

Native American culture
 History; language, culture, identity
 History and early Indian culture
 Good self-image topics
 Informing, motivating and demonstrating ways for the kids to get educated,
 make good money when they become adults and get involved with their
 people's way of life
 Self-identity and tribal program topic
 Reading. Because reading is the key to knowledge.

5,000-19,999

- c) American Indian history
 Indian language and culture
 The improvement of the self-image, providing positive role models for
 Indian school children to relate to
 Culture
 Accurate history
 History--tribal
 Cultural heritage and planning for the future
 Cultural
 Culture
 Culture

20,000 and Over

- d) Education beyond high school

28. b) What is the second most important program topic?

Under 1,000

- a) Music--culture
 Health
 To teach children to become more involved in their heritage
 Culture
 Customs, traditions, religion, lifestyle
 Federal laws as applied to their lives and how they effect (sic) lives
 of reservation residents
 Self-determination in its personal and community sence (sic)
 Films to develop an awareness of environment--appreciation of nature's
 bounty
 Language
 A form of education for non-Indians about the American Indian--how they
 really live, etc.
 Documentary
 The importance of one's self
 Preserve history, language, culture, etc.
 Culture/heritage

28. b) (continued)

Under 1,000 (continued)

Native American children should develop a sense of responsibility through studies on economics and management
 Career development
 Contemporary Indians and problems. Recognition of Indian contribution to the Universe. The comedy--tragic life of Indian
 Contemporary achievement by Indian people,
 Educational excellence
 Inspirational/educational films on Native American people in sports/politics, etc.

1,000-4,999

b) Treaty rights

History of other tribes
 Accurate history of Indian people
 Health area
 Native language, traditional religion, living social customs and modes
 Continuing higher education goals
 Native American news
 Regional relevant material--U.S. history
 Tribal history
 Self-motivation
 Traditional attitudes and values
 Health education
 Need to further education
 Language of the Minnesota Chippewa
 Local information (history, government, etc.)
 Once the path of higher education is sought to give them important and relevant perspectives of what they are going to face in that path preferably at the high school level and on throughout their education
 Historically related materials
 Cultural identity and pride in their history and in being Native Americans

5,000-19,999

c) American Indian culture and language

Education
 Promotion of tribal government, sovereignty (sic), etc.
 Social interaction
 Cultural films
 Educational
 Mainstream culture, language and relationship to [tribal] homeland

20,000 and Over

d) Health and cultural heritage

29. a) What is the most important program topic to be developed for Native American adults?

Under 1,000

a) Native treaty rights--history

Careers

To be able to work together

Betterment of education

Legislation, national level, dissemination

Federal laws vs. local laws and the interaction with the reservation

The concept of self-determination both in their own tribe and in the non-Indian community emphasizing involvement (and how to become involved, respect yourself and desires and not tear your hair out in frustration)

Indian culture

How to change attitudes and outlooks toward reaching a point of

independency

Historical

Current events as related to Native Americans

The need for the adults to understand their importance to their children and ones surrounding them

In the area of chemical dependency program as it relates to adults as well as children

Programs on self-determination

Coping skills

Education

Vocational training

How to live with one's neighbor

Land, arts and culture also

Developing a sense of responsibility to their children and a need to become sensitive to their needs

Heritage

Spiritual

Guides to helping services of all types. Contemporary Indians, what they are doing

Record known local tribal customs, using local resource people

Adult education

Tribal history--information on current tribal activities, future plans, total participation

1,000-4,999

b) Tribal histories

Pride in themselves

How to combine the old ways with new expectations

Alcoholism

Health, vocational education

Education, participation in tribal government

Native American news

Language--local history spots

29. a) (continued)

1,000-4,999 (continued)

- b) Tribally relevant news
 Contemporary Indian life
 Management of trust funds and finances
 Improving self-esteem, cultural identity, etc.
 Topics that relate to the Native Americans in the areas of self-
 image and cultural/social historical support series
 Vocational education related to reservation resources, especially
 young adults
 Life coping skill topics
 Health-nutrition-diet-alcoholism
 Informing them of the mainstream offerings of education, good jobs
 and programs they can use for themselves and for their kids
 How to deal with dominant society and still retain our traditional
 ways
 How to develop personal skills and tribal economic resources without
 harming the environment or sacrificing cultural identity

5,000-19,999

- c) Current events of national American Indians
 Education
 Motivational topics that will show what Native Americans can do
 if they get organized and are willing to work for their goals
 Culture
 History
 U.S. government in relation to trust and treaty agreements
 Planning
 Culture, philosophy, business course
 Culture
 [Tribal] culture relationship to mainstream

20,000 and Over

- d) The aims and goals of younger generation. Modern and traditional
 ways of life

29. b) What is the second most important program topic?

Under 1,000

- a) Indian movements and present day leaders
 Money management
 Better understanding of how the Federal government works
 Assertiveness
 Interpretation, defining language in legislation, regulations,
 simplifying

29. b) (continued)

Under 1,000 (continued)

Job related data to help acclimate the people toward meaningful employment
 Cultural heritage and identity
 Language
 The importance of getting away from total dependency of Federal government--how to interact with the non-Indian business world
 Education as it relates to parents and their responsibilities to keep their children in school and education opportunities that an Indian student has in higher education
 Self-improvements
 Education (careers, etc.)
 Culture
 Health and economics
 The second would be a program to develop a sense of self-sustenance
 Career development
 The American Indians' various contributions to the world. About the need for unifying tribes for strength in politics. Successful Indians, the exceptional ones
 Become better ranchers/workers
 Tribal politics, inter-tribal affairs (statewide and nationally)

1,000-4,999

b) Tribal self-government
 Traditional parenting and discipline for modern kids
 Health
 Social customs and how they relate to their children. Continuing education
 Native American history
 Educationally designed programs--all issues
 Self-motivation
 Health education
 Health--chemical dependence, etc., family problems--mental health
 Specific topics such as rights, law, taxes, etc.
 Technical information
 Child care
 Alcoholism
 Reading

5,000-19,999

c) Language and history and culture
 Indian culture
 Learning and preserving the Indian culture through the media
 Career development with counseling
 Culture
 Educational
 GED
 Development of [tribal] resources and human potentials

30. What is the most important program topic to be developed for elderly Native Americans?

Under 1,000

- a) How they lived/live now
 Nutrition
 To teach the younger children Indian culture
 Retirement benefits
 Changes in game population, all game fish and wildlife
 Preservation of Quin's graves
 Social Security and Federal programs that hold supplement living conditions
 The need for elders to reclaim their place in the community as prime exponents of the culture
 Home care--visits, letters, pen pals, movies, trips, transportation
 Senior citizen programs,
 Documentary
 Assistance, medical and social which is available
 Information on services specifically for elders

1,000-4,999

- b) Tribal self-government
 That they are still needed
 Health safeguards
 Health, safety, mental health
 Health, living on fixed income
 Ask the elderly, opinions vary
 Native American news
 Locally relevant news
 Tribal history
 Importance of maintaining your good health and how to accomplish this feat
 Health care--recognizing health problems
 Nutrition
 Resources available to the aging community
 Resources available to them such as Social Security, weatherization, housing, nutrition, etc.
 Services available (SSA, etc.)
 Guides for health problems with a Native American orientation--dealing with such topics as hypertension, diabetes, diet and nutrition
 Show them our battles fought and gained that they were concerned with but limited in their approach
 How to serve as useful role models in contemporary Indian society
 Retirement and Social Security program
 How to communicate with modern young people so that their knowledge and wisdom will not be forever lost
 [Tribal] cultural values and relationship of young to the future environment

30. (continued)

5,000-19,999

- c) Culture
 Services for our elderly
 Indian culture
 Historical information about their heritage as they learned it from their forefathers
 History retention
 Current events

20,000 and Over

- d) Learn advantages and disadvantages of modern technology

30. b) What is the second most important program topic?

Under 1,000

- a) Nutrition--surviving on small income
 The best way to survive and where to look for help
 Assistance offered to the elderly
 To develop the reservation to its full potential without constraint with funds provided by the government--flexibility to develop locally
 Travel films as entertainment
 Senior citizen consumer awareness
 Clinical services
 Social Security
 Modern movements in Indian country
 Language preservation
 Health
 The development to give past history of the tribes to the children
 Available social services
 How to use the services in larger cities
 Spreading of cultural values
 Community activities

1,000-4,999

- b) Health
 Preserving heritage and family relationships
 Housing
 Services available to Native Americans
 Transmission of culture
 Coping with aging
 To pass the culture to the children
 Leisure
 Make them laugh and smile
 How to deal with the financial aspects of various elderly programs
 Medicine and welfare
 All aspects of health care

30. b) (continued)

5,000-19,999

- c) Teaching of tradition
 Life coping skills
 Health maintenance

20,000 and Over

- d) Utilizing Navajo experts

31. How do most people in your tribal land area get information about Native American issues?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #
Newspaper	19	20	8	1	48
Tribal bulletin board/newsletter	25	21	10	0	56
Commercial TV	12	6	1	1	20
Public ETV	2	4	1	0	7
Public educ. radio	2	1	1	0	4
Commercial radio	4	3	3	1	11
Other					
Word of mouth	2	4	0	0	6
Council meetings	1	0	0	0	1
Other tribal newsletters, etc.	1	0	0	0	1
Other tribal communications	0	1	0	0	1
Indian publica- tions and newspapers	0	1	0	0	1
Chapter meetings-- local issues	0	0	0	1	1
NR	1	1	0	0	2

32. Do you receive programs in your Native tongue?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #	Total %
Yes	0	1	4	1	6	9
No	29	26	7	0	62	89
NR	1	1	0	0	2	3

32. (continued)

If yes, is it on:

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #
Local commercial television	0	0	0	1	1
Local commercial radio	0	0	2	1	3
Local public educational TV	0	0	0	0	0
Local public radio	0	1	1	0	2
Other Non-commercial FM	0	0	1	0	1

33. Does your tribe have an office or staff working in media?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #	Total %
Yes, very active	2	9	5	1	17	24
Yes, but not very active	6	3	3	0	12	17
No	21	14	3	0	38	54
Yes	0	1	0	0	1	1
NR	1	1	0	0	2	3

If yes, what service does it provide?

	Under 1,000	1,000- 4,999	5,000- 19,999	20,000 and Over	Total #
Tribal promotion	3	4	4	1	12
News dissemination	4	10	7	1	22
Production	1	2	0	0	3
Clearinghouse for outside media	0	3	0	0	3

Other:

Under 1,000

- a) Some promo, more documentary, art awareness
 We have an office staff that cooperates with the media
 A P.R. man with 29 years experience
 Working on brochure for tribal promotion/photo archives project/
 book in conjunction with United Indians of all tribes

33. (continued)

1,000-4,999

- b). Political coalition to write Indian vote
- Reservation tours
- Surveys
- Public information
- Educational preschool, K-12
- Initiating a radio station because of the serious lack of communication on vital issues
- Complete library/media services
- We have a good tribal newspaper

5,000-19,999

- c) News dissemination (with "No")
- One man operation for newspaper and radio show and all other topics

20,000 and Over

- d) None

34. Which of the following would be the most preferred way to receive a regional/national Native American news program (check one)?

	<u>Under 1,000</u>	<u>1,000-4,999</u>	<u>5,000-19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Public educational television	11	14	6	0	31	44
Public radio	10	8	4	0	22	31
CB radio	2	0	0	0	2	3
Public educational television and public radio	3	2	0	1	6	9
Public educational television, public radio, and CB	1	1	0	0	2	3
NR	2	3	1	0	6	9
Other	1	0	0	0	1	1

35. If there are media services you need that we have not asked about please describe.

Under 1,000

- a) Tribal newspaper (monthly) needed

Havasupai letter

Videotape--we are interested in this

Information booklet, publications--important

We plan to develop several slide-tape shows concerning tribal projects and the tribe in general. We we get a "youth grant" from NEH we will be doing several short ones on traditional aspects of technology and culture. We could use help in organization of material and planning the shows.

The reservation is in dire need of good television reception. Besides the enjoyment, the local school district at times refers to programming on the T.V. The children on [name] are not able to receive television because of the location of the reservation. Making school gap just that much larger.

1,000-4,999

- b) Public service radio station. This tribe has recently been awarded a grant from the Department of Labor (NESP) for a tribal telecommunications program which would train 7 tribal members, 4 in radio and 3 in video. One of our tribal goals is to have a public service radio station on L.C.O. Perhaps NAPBC could be helpful in our endeavor?

Undated equipment

Our comprehensive plans call for the development of an educational T.V. station, a newspaper and the radio station now being implemented. Although our programs have not had an important media priority we are working towards incorporating equipment and materials into our programs. Our Ed Dept will be responsible for this, but has only recently been established.

Satellite communications systems

I think we need media presentations aimed at non-Indians as an information and educational tool. We need P.R. explaining history, rights, cultural differences, etc. For example: Instead of spending money on attorneys for water rights we should be spending it on P.R. because it always comes down to political solutions.

Educational programs for children. Particularly through public T.V. (i.e. Sesame Street, Electric Company)

Both at the public school and a community college level we could use--urgently--an inventory of N.A. media resources--including films, videotapes, and a guide to obtaining them. The tribe could also use a guide to N.A. publications--tribal newspapers and materials on law, politics and economic development.

35. (continued)

5,000-19,999

- c) (Name) Native American newspaper
 I would like to be a part of a news coalition for the dissemination of Indian news in newspapers, radio and television. The promotion of cable TV systems for Indian reservations and urban centers. We would be very interested in media training.

20,000 and Over

d) None

36. Would your tribe like to receive the Native American Public Broadcasting Consortium newsletter?

	<u>Under 1,000</u>	<u>1,000- 4,999</u>	<u>5,000- 19,999</u>	<u>20,000 and Over</u>	<u>Total #</u>	<u>Total %</u>
Yes	26	23	10	1	60	86
No	1	2	0	0	3	4
NR	3	2	1	0	6	9
Other	0	1	0	0	1	1

Urban Center Media Questionnaire

Tabulation Summary

Number of questionnaires sent: 62

Number returned as undeliverable: 1

Number of questionnaires returned by respondents: 25

Number of usable questionnaires returned: 25

Percent of usable questionnaires returned: 40%

1) What primary urban tribal populations do you serve?

<u>Name/Tribe</u>	<u>#</u>	<u>%</u>	<u>Cum. Total</u>
Cherokee		31.2	
Pottawatomie		9.0	
Choctaw		6.7	
Chickasaw/Omaha		5.9	
Sioux		5.8	
		* from 1970 Census	
Chippewa			
Menominee			
Oneida			
Stockbridge			
Pottawatomie			8,000
			Variable-Apx. 8,000 total in city
Payallup	2,000		
Nisqually			
Navajo			
Winnabago			
Sioux			
Seminole			
Creek			4,252
Sioux		"?"	
Cherokee			
Choctaw			
Chippewa			
Navajo			
50 other tribes			

B-1

<u>Name/Tribe</u>	<u>#</u>	<u>%</u>	<u>Cum. Total</u>
Navajo Sioux Creek, Cheyennes et al. (5 civilized tribes)		50	No known number. The Navajo population is estimated at 50% of Los Angeles Indian pop.
N.R.			
Seneca	2,000		
Mohawk	1,500		
Tuscarora	500		
6 Nations	1,000		
11 Village IRA Councils (Tribes)			4,500 Regional pop. of the 11 communities
Cherokee	500		
Blackfeet	1,000		From service records
Chippewa Menominee Winnebago Lakota Onieda			
Kiowa	7,000		
Comanche	6,000		
Apache	3,000		Accurate statistics unavailable
Chippewa	8,000		
Sioux	2,000		
Winnebago	900		
Other	2,000		
All tribes	6,000		
Lumbee	3,000		
Cherokee	500		
Navajo	2,500		
Hopi	300		
Others	400		Approx. services rendered per year by city Indian Center

<u>Name/Tribe</u>	<u>#</u>	<u>%</u>	<u>Cum. Total</u>
Micmac Maliseet Penobscot Passamaquoddy	4,000		
Cherokee Creek Approx. 56 tribes	3,500 "?" Approx. total 25,000		
Mohawk Shinnecock Oklahoma Tribes		50 24 24	
Navajo Pima Apache Hopi Papago Out of State		25 16 13.5 7 6.5 6	
Cherokee California Mission Tribes Oklahoma Tribes Miscellaneous	6,000 3,750 3,750 1,500		15,000
Sioux Chippewa	1,200 750		1,950
Ojibwe Odawa Potawatomi Cherokee	20,000 15,000 8,000 "A Lot"		
Ottawa Chippewa Potawatomi Ojibwe Cherokee	800 600 600 600 100		2,700
Mohawks Onondagas Oneidas Senecas All others		25 20 15 10 30	

**III Comment: Enough respondents failed to provide the "approximate number" of members in each tribe (or provided a percentage rather than the estimated population) that no total population estimate can be made.

**I 2) How large is the urban area you serve?

Comment: It appeared from responses that some respondents interpreted the question to mean how many Native Americans are in the urban area while others interpreted it to mean how large is the total population of the urban area. The later was the intent of the question.

3) What percent (%) of the homes in your community service area have electricity?

	<u>Number</u>	<u>%</u>
76-100%	18	72
51-75%	6	24
26-50%	0	0
0-25%	0	0
NR	1	4

Comment: The original question provided five response categories. For ease of tabulation, all responses were broken into four intervals and a "no response" category.

4) What percent (%) of the homes have television sets?

	<u>Number</u>	<u>%</u>
76-100%	5	20
51-75%	16	64
26-50%	2	8
0-25%	1	4
NR	1	4

Comment: See comment under question #3.

5) Do you receive programs from a public educational television (PBS) station?

	<u>Number</u>	<u>%</u>
Yes	24	96
No	0	0
NR	1	4

6) if yes, how is the reception?

	<u>Number</u>	<u>%</u>
Good most of the time	17	71
Good some of the time	7	29
Bad most of the time	0	0

7) What percent (%) of homes have radios?

	<u>Number</u>	<u>%</u>
76-100%	12	48
51-75%	12	48
26-50%	0	0
0-25%	0	0
NR	1	4

Comment: See comment under question #3.

8) Do you receive programs from a public educational radio (NPR) station?

	<u>Number</u>	<u>%</u>
Yes	14	56
No	7	28
NR	4	16

9) If yes, how is the reception?

	<u>Number</u>	<u>%</u>
Good most of the time	9	64
Good some of the time	5	36
Bad most of the time	0	0

10) Do you have cable television service?

	<u>Number</u>	<u>%</u>
Yes	15	60
No	9	36
NR/other	1	4

11) What percent (%) of the homes have cars or trucks equipped with CB radios?

	<u>Number</u>	<u>%</u>
76-100%	4	16
51-75%	4	16
26-50%	12	48
0-25%	5	20
NR		

Comment: See comment under question #3.

12) List the type of media equipment available in your tribal land area:

a) <u>Tape Recorders</u>	<u>Number</u>	e) <u>16mm Film</u>	<u>Number</u>
Cassette	22	Camera	2
Reel-to-Reel	5	Projector	15
8-Track Cartridge	12	Film editor	1
b) <u>Videocassette</u>		f) <u>Other</u>	
Color 3/4"	2	Closed-circuit TV	1
Color 1/2"	0	Overhead Projector	8
Black/White 3/4"	4	Filmstrip Projector	7
Black/White 1/2"	8	Reel to Reel Video-	
Camera	7	tape 1/2" B/W	1
Monitor (TV Set)	7	Reel to Reel Camera,	
Record/Playback unit	8	Monitor, Record/	
		Playback	1
c) <u>35mm Slide</u>		Cassette and Filmstrip	
Camera	13	Reverse Image	
Carousel Slide		Projector	1
Projector	14		
Hand Operated Slide			
Projector	5		
d) <u>Super 8.Film</u>			
Camera (sound)	0		
Camera (silent)	2		
Projector (sound)	0		
Projector (silent)	2		
Film editor	0		

13) What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment?

Executive Director/Media Specialist
 Director
 Youth Director
 Education
 Comptroller
 NR
 ?
 Media Services Planner
 Indian Education Program Equipment
 Media Specialist
 Social Service Specialist
 Cultural Arts Director
 Receptionist
 Assistant Director
 Alcoholism Project Director
 Various Ed. Director/Media Coordinator
 Program Directors
 Property/Purchasing Officer
 Coordinator

14) Are there plans to purchase more equipment?

	Number	%
Yes	9	36
No	6	24
Don't Know	9	36
NR	1	4

If yes, what kind:

Films, possibly another camera
 Video-cassette production facilities
 35mm slide camera and projector
 Color camera
 35mm camera, 16mm camera
 3/4" porta pack videocassette
 Education media supplies

15) Is there a media specialist available to help run the equipment?

	Number	%
Yes	12	48
No	9	36
Don't Know	4	16

Comment: No definition was provided of "media specialist." Therefore no conclusion can be drawn regarding level of skill or training of those classified by the respondents as "media specialists."

16) Is there a media specialist to help with your productions?

	Number	%
Yes	9	36
No	11	44
Don't Know	5	20

Comment: See comment under question #15.

17) Are there funds available to pay a media specialist?

	Number	%
Yes	3	12
No	19	76
Don't Know	3	12

Comment: See comment under question #15.

18) Would you like to see someone from your community center trained to operate media equipment or to produce or assist with productions?

	<u>Number</u>	<u>%</u>
Yes	22	88
No		
Maybe	3	12
NR		

If yes, who would that person most likely be?

Teacher	3
College or junior college student	1
Member of Urban Center staff	20
Other	
CETA trainee.	1
Person from community	1

Comment: One "maybe" respondent answered this part of the question. Three respondents marked two choices each.

19) Are there people in your community center who would like to work in media?

	<u>Number</u>	<u>%</u>
Yes	22	88
No	1	4
NR	2	8

If yes, how many and in what areas?

Public educational TV	9
Public radio	12
Media specialist	13
Other	
Editor	1
Comm. film production	1
Acting	1
NR	6

**1. Number with Training Number without Training

Comment: There was tremendous differential in numerical responses to this portion of the question dealing with numbers with without training by centers of essentially the same size. Respondents' understanding of this portion of the question is suspect.

20) How can we contact people in your community center area who would like to train in media?

Indian Center Newsletter and Telephone Contact
Day Labor Program
Local High School
Indian Center
Newspaper
Center Office or the Local Public Radio
Center, Local Community College and School District
Center, Newspapers, Churches, CETA, Manpower Counselor
Media Specialist (Center)
CETA Coordinator of Services
Media Specialist at Center

21) How could we contact people in your community center area who are already trained and are looking for work?

Indian Center Newsletter and Telephone Contact
Day Labor Program
Indian Center
Radio and News Media
Job Counselor
TV
Newspaper
Center Newsletter
Community College and Other Employment Outlets
Native American Committee
CETA Counselor
Monthly Newsletter
Media Specialist (Center)

22) What percent of the children in your community center area attend the following types of schools?

BIA: 1X30; 1X25; 1X10; 1X2
Mission: 1X5; 1X2; 1X1
Public 3X100; 1X98; 6X95; 4X90; 1X85; 4X75; 1X70; 3X50; 1X40
Other 1X25; 1X40
Parochial 1X15; 1X10; 2X5; 1X4
Private/
Parochial 1X50
Ind. Alterna-
tive 1X2

23) Do you use programs about Native Americans with school children?

	<u>Number</u>	<u>%</u>
Yes	18	72
No	6	24
NR	1	4

a) If yes, with:

Elementary children	18	100
Secondary children	13	72

b) If yes, what type of media are used?

<u>Video</u>		
16mm film	14	
1/2" videocassette	4	
3/4" videocassette	4	
35mm slide	8	
Filmstrip	10	
<u>Audio</u>		
Audiocassette	9	
Reel-to-reel	2	
Cartridge	0	

24) Would you like to see more programs about Native Americans developed for school children?

	<u>Number</u>	<u>%</u>
Yes	25	100
No	0	0
NR	0	0

If yes, in what media? Indicate "1" most preferred; "2" second most preferred.

<u>Video</u>		
16mm film	21	
1/2" videocassette	7	
3/4" videocassette	4	
35mm slide	12	
Filmstrip	15	
<u>Audio</u>		
Audiocassette	11	
Reel-to-reel tape recorder	6	
Cartridge tape recorder	7	

24) (continued)

Comment: Although respondents were asked to indicate a first preference with a "1," second preference with a "2" many simply checked responses or ranked all the alternatives. This summary includes only those responses which were checked or ranked "1" or "2."

25) Are there funds to rent programs for school use?

	Number	%
Yes	8	32
No	14	56
NR	3	12

26) a) What do you feel is the most important program topic to be developed for Native American children?

- Individual Tribal History and Culture
- History
- Treaty Rights
- Self-Image
- Indian Values
- The Dangers of Miscegenation
- Culture
- Language, Culture, History
- Indian Cultures Nationwide
- Culture
- "Life Coping-Survival Skills" for Today--with Roots in the Past
- Heritage
- Philosophies and Value System of Heritage
- Indian History
- Programs that emphasize their cultural heritage
- Cultural Identity and Self-Awareness. True history of Native Americans.
- Language training
- Cultural topics--showing the Indian children that they can keep their traditional values and still live in the white man's society
- Cultural identity of tribes past and present
- Educational programming that would utilize the traditional teaching methods and symbols of Indian cultures. This program should be directed to pre-school age children. The purpose of the program should be twofold: to assist Indian children in school and in learning about contemporary society as well as providing them with information about Indian cultures and a sound understanding of their heritage
- Indian History and Urban Adjustment
- Self-esteem. Coping with family health problems
- Legends (local area). Language (local area). History, culture, customs, etc. (2)
- Factual History

26) b) What is the second most important program topic?

Contributions of Native Americans to the development of the United States
 Language
 Sports, culture, education
 Career-Indian
 Survival in non-Indian world
 Achieving success
 Vocational opportunities
 Crafts
 Indian vs. white man's values (a comparison)
 History
 Tribal histories--emphasizing pride in being Indian
 Community and school involvement
 History of treaties, controversial contemporary issues, i.e. land and water rights, sovereignty, present governmental structure of the Indians
 Programs dealing with different kind of employment and training components
 True history of N.A.'s
 Language training
 History--real Indian history and not what is printed in some history books
 History/current Indian issues
 Programming designed to inform Indian children about contemporary Indian life around the country. What events are taking place; different activities and plans and what forces affect the Indian community
 Cultural awareness
 Dance, crafts, art (2)
 Pride in past and present Indian people who are doing things for their people
 Career development

27) a) What is the most important program topic to be developed for Native American adults?

Adjustment of Native Americans in White Society as compared to the past
 History
 Treaty Right
 Self-image
 Keeping youth Indian in two worlds
 How to gain success but keeping heritage
 Following up on tribal heritage
 Self-pride
 Self-worth
 "Life Coping"--survival skills--consumerism
 Community involvement
 Coping skills in urban setting
 Educational programs concerning employment and life coping skills
 Self-awareness related to positive self-images
 Encouragement to remain Indian but better their living conditions

27) a) (continued)

Most Indian programs are governed by Boards--some good training programs for Board and staff responsibilities

Current Indian issues

Adults should be kept informed about what is taking place around Indian country and the events and decisions that affect the Indian community both here in Arizona and in other parts of the country

Health

Self-esteem. Coping with family health problems

Legends (local area). Language (local area). History, culture, customs, etc. (2)

Factual history

27) b) What is the second most important program topic?

Steps that adults should be taking toward the betterment of living standards for all our Indian people

Dance

Legislation

Career Indian

Properly raising young with same principles

Language

Alcohol prevention

Cultural

Tribal histories--emphasizing treaties, and tribal rights

Employment

Gaining skills and training to cope with urban environment

Cultural topics--showing the Indian children that they can keep their traditional values and still live in the white man's society

Cultural awareness--past and present

Indian culture and history with emphasis on Indian/white relationships throughout the history of the nation to examine the course of this relationship should shed some light on the present time.

Cultural awareness

Dance, crafts, art (2)

Any health-related topic. Alcoholism and chemical dependency especially

28) a) What is the most important program topic to be developed for elderly Native Americans?

Contributions of Indians from the discovery of America up until the present date

Arts and crafts

Treaty Right

Self-image

Resurgence of youth's interest in Indian culture

Recognizing their role as teachers

Instructional lines for others to follow

Ways to express continuing values for the younger generation

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28) a) (continued)

"Life Coping Skills"

Nutritional Traditional foods, wills, land transfers, etc.

Community involvement

Cultural pride--their place in traditional Native community

I really have no idea--except possibly just good entertainment programs. Or programs dealing with their rights as elderly citizens and things that are available for them.

Service delivery, availability, eligibility and location

Contemporary life--what affects them as senior citizens and as Native Americans

Self-esteem. Coping with family health problems.

Legends (local area). Language (local area). History, culture, customs, etc. (2)

Factual history

28) b) What is the second most important program topic?

Tribal culture and traditions--maintaining these values for the younger generations (importance)

History

Culture

Career-Indian

Elderly program available (a study of types)

Tribal histories, emphasizing "The Place of the Elder"

Economics

Life skills to deal with urban environment

Traditional type programs

Entertainment

Cultural awareness

Dance, crafts, art (2)

Pride in past and present Indian people who are doing things for their people

29) How do most people in your community center area get information about Native American issues?

Number

Newspaper	19
Tribal bulletin board/newsletter	15
Commercial television	6
Public educational television	1
Public educational radio	3
Commercial radio	8
Other	
Indian Center	1
College radio shows	1
Word of mouth	5
Other Indian newsletters	3
Bulletin boards	1
Newsletter and Program Advisory Com.	1

30) Do you receive programs broadcast in the Native American tongue?

	<u>Number</u>	<u>%</u>
Yes	2	8
No	22	88
NR	1	4

If yes, is it on:

Local commercial television	1
Local commercial radio	1
Local public educational television	0
Local public radio	1

Comment: One "yes" respondent indicated two preferences.

31) Does your center have a staff working in media?

	<u>Number</u>	<u>%</u>
Yes, very active	9	36
Yes, but not very active	4	16
No	11	44
NR	1	4

If yes, what services does it provide?

Tribal promotion	4	16
News dissemination	11	44
Production	3	12
Clearinghouse for outside media	5	20
Other		
Indian club promotion	1	4
() Indian News, yearbooks, radio program	1	4
PSA's for airing and PS shows	1	4
Public relations	1	4
Media training	1	4
Equipment lending	1	4
Newspaper/Indian news show	1	4
Presentation of Indian issues/concerns	1	4
Storage, ordering, check-out, maintenance	1	4

32) Which of the following would be the most preferred way to receive a regional/national Native American news program:

	<u>Number</u>	<u>%</u>
Public educational television	19	76
Public radio	3	12
Public educational television and public radio	1	4
CB radio	1	4
NR	1	4

33) If there are media services you need that we have not asked about, please describe:

Training seminars in the area of media
 Newspaper expansion and development
 A news program would be great, or possibly a hotline phone where we could call in and retrieve news regularly--with a desk in Washington, D.C.
 Assistance in marketing--programs once they're produced
 Aid in development of video and audio presentations within our community
 Contacts with other tribal or urban groups to gain news information, etc. A kind of UPI or AP for Indian people
 Books, reference materials on media writing (scripts)

34) Would you like to receive the Native American Public Broadcasting Consortium newsletter?

	<u>Number</u>	<u>%</u>
Yes	24	96
No	0	0
NR	1	4

Public Television Questionnaire

Tabulations

Number of questionnaires sent: 154

Number returned as undeliverable: 0

Number of questionnaires returned: 64

Number of usable questionnaires returned: 60

Percent of usable questionnaires returned: 39%

1) Is there a Native American population within your licensee broadcast signal coverage area?

<u>Yes</u> (With NA Population)		<u>No</u> (Without NA Population)		<u>Total</u>
#	%	#	%	# %
45	75	15	25	60 100

Comment: Three respondents marked "no" to the first part of question one, but then estimated a percentage of Native Americans in their viewership in part "d" of the same question. These three responses are included among the other "no" responses in the tabulations.

If yes

a) What is (are) the name(s) of the tribe(s)?

Shoshone, Bannock, Nez Perce
 Onondagas, Mohawks
 Yurok, Hupa
 Bannock, Shoshone
 Navajo and others
 Klamath, Modoc
 Cherokee, Creek
 (Alaska Natives), Eskimo, Aleut, Athapaskan Indian
 Various
 Sioux
 Miwoks, and various
 Eastern Cherokee
 Houma, Chitimacha, Coushatta, Tunica-Biloxi, Clifton-Coushatta,
 Choctaw-Apache, Black Lake Osage

1) a) (continued)

Penobscot, Passamaquoddy
 Penobscot, Passamaquoddy, Maliseet, Mic-Mac
 Cherokee
 Winnebago, Sac, Fox
 Iroquois
 Cherokee
 Pima, Papago
 Miwok, Maidu, Pomo, Yokuts, and various
 Umatillas, Siletz, Warm Springs Confederated Tribes, Indians from
 terminated tribes
 Cherokee, Choctaw, Chickasaw
 Chippewa, Menominee, Oneida, Potawatomi, Mahican/Munsee, Winnebago
 Kickapoo, Potawatomee
 Papago, Navajo, Zuni, Apache
 Omaha, Winnebago, Santee Sioux (Ogalala Sioux) Pine Ridge Reservation in S.D.
 Choctaw
 Several tribes
 Pima, Papago
 Alabama, Coushota
 Ojibwa, Sioux, Winnebago, Menominee
 Numerous
 Paiute
 Seminole
 Seventeen rural including Diegano, Cupeno, Luiseno, and Canilla.
 Within San Diego all major Seminole
 Catawba
 Spokane, Kootenai, Cour D'alene, Nez Percé, Flathead, Colville
 NR 7

- b) How large is this Native American population? (Please estimate)
 c) Is this Native American population
 Predominantly urban?
 Predominantly rural?

	Size		Urban		Rural		Urban & Rural		NR	
	#	%	#	%	#	%	#	%	#	%
Under 1,000	11	24	4	9	4	9	0	0	3	7
1,000-4,999	15	33	9	20	5	11	0	0	1	2
5,000-19,999	11	24	1	2	7	16	2	4	1	2
20,000 and Over	4	9	1	2	1	2	2	4	0	0
NR	4	9	1	2*	1	2*	0	0	2	4*
Total	45	100	16	36	18	40	4	9	7	16

* Did not indicate size.

1) (continued)

d) What percentage (%) of your viewership is Native American? (Please Indicate)

	<u>Number</u>	<u>Percent</u>
Less than 1%	19	42
1-2.9%	10	22
3-4.9%	3	7
5% and Over	2	4
NR	11	24

Comment: The response categories provided for this question were clearly not appropriate. No station reported a percentage of NAs in the viewership greater than 5%.

2) When did you broadcast your most recent program of special interest to Native Americans?

	<u>With NA Population</u>		<u>Without NA Population</u>		<u>Total</u>	
	#	%	#	%	#	%
Past week	5	11	1	7	6	10
Past month	8	18	1	7	9	15
Past six months	14	31	5	33	19	32
Past year	7	16	4	27	11	18
Other	1	2	2	13	3	5
NR/none	10	22	2	13	12	20

2) (continued)

With Native American PopulationTime of Day/Day of Week

<u>Past Week</u>	<u>Past Month</u>	<u>Past 6 Months</u>	<u>Past Year</u>
7:30/Th 2:30/St 9a, 4p/Md 9:30 Mn Various/ M, W, F, S	8p/Tu 8:30p/Tu 8/M-St 5p/Su 2 (day/time not noted) 11a/Tu am & pm/ M-Th-F	Prime/Weekday 6p/M 7:30/Su 9a-12/St 8p/M; 6:30p/Su Evening/St 8.5 hrs 7:30/F; 6/S 10p/Th 9p/Th Prime/M-Th-F 7p/M Day/time not noted Prime & daytime repeat. (time not noted) Afternoon/M-F 8:30a/m; 3p/Tu	9p/Su 7p (day not noted) 7p/Sun 7:30/Fr Prime/weekday 2 (day/time not noted)

Comments: Special interest if defined as by, for and about Native Americans, we have broadcast none. However, a number of the programs in our schedule, including Sesame Street, regularly feature Native American role models, and information about Native American culture!

We believe that all of our programming should be of interest to Native Americans and that they should be integrated within all programs that enrich our culture and our awareness of the world.

Without Native American PopulationTime of Day/Day of Week

<u>Past Week</u>	<u>Past Month</u>	<u>Past 6 Months</u>	<u>Past Year</u>
Day/time not noted	Day/time not noted	8p/Mn 7/Sun 7p/Th 2 (day/time not noted)	3 (day/time not noted) Time not noted/ weeknight

3) What was the source?

**VI Comment: Comparison of responses to this question with question #12-- How you used the RAPDC library?--reveals an apparent inconsistency of responses. Respondents may not have known the source of the program(s) they described. Responses were judged not usable.

4) Approximately how many hours of programming of special interest to Native Americans do you normally schedule?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Hours/week	0	0	0	0	0	0
Hours/month						
Under 1	3	7	0	0	3	5
1-3	6	13	1	7	7	12
Over 3	1	2	0	0	1	2
Hours/year						
Under 5	5	11	3	20	8	13
5-10	8	18	1	7	9	15
Over 10	5	11	1	7	6	10
Other	5	11	2	13	7	12
NR/none	12	27	7	47	19	32

Comment: The original question did not provide response categories for hours of programming. For ease of tabulation, all responses were broken into intervals along with "other" and "no response" categories.

5) How do you decide whether or not to book programs of special interest to Native Americans? (Please indicate your first choice with a "1"; your second choice with a "2.")

	1st Preference		2nd Preference		"x" Preference		Total	
	#	%	#	%	#	%	#	%
<u>With Native American Population</u>								
Overall quality	19	45	8	20	1	25	28	33
General viewership interest	9	21	20	50	1	25	30	35
NA audience potential	10	24	11	28	2	50	23	27
Other								
Availability/scheduling	4	10	0	0	0	0	4	5
PBS broadcast	0	0	1	3	0	0	1	1
NR = 2	42		40		4		86	
<u>Without Native American Population</u>								
Overall quality	4	36	5	63	1	100	10	50
General viewership interest	4	36	3	38	0	0	7	35
NA audience potential	2	18	0	0	0	0	2	10
Other								
Availability/scheduling	1	9	0	0	0	0	1	5
NR = 3	11		8		1		20	
<u>Total With and Without Native American Population</u>								
Overall quality	23	43	13	27	2	40	38	36
General viewership interest	13	25	23	48	1	20	37	35
NA audience potential	12	23	11	23	2	40	25	24
Other								
Availability/scheduling	5		0	0	0	0	5	5
PBS broadcast	0	0	1	2	0	0	1	1
NR = 5	53		48		5		108	

Comment: Although respondents were asked to indicate a first choice with a "1" and a second choice with a "2," several simply checked responses or ranked all the alternatives. This summary included only those responses which were checked or ranked "1" or "2."

- 6) What is your station's criteria for determining the quality of programming of special interest to Native Americans? Please comment.

NR: Yes = 12; No = 6

Criteria - With Native American Population

a) Documentary

What need does program fulfill? Does the program address the problem or interest the local tribe? Form, structure
Does the documentary fairly represent the situation? Is it free from bias? Is it true to the Native American experience?
It is very difficult to say: (1) tight journalism, (2) good production values, (3) coherence and pacing
Balance in point of view, technical quality
Journalistic elements--general objectivity
How informative the program is to the viewing audience. Is it of interest to Native Americans? Was it produced by Native Americans? Also the general audience's interest.
Program must be actual, non-biased, realistic
Topic--fairness
Subjects of interest or concern. Is treatment fair? Are production values reasonably good?
Would react favorably to having good documentary on Native Americans, past, present and future
Balance, who produced, their interest in subject. Timely coverage of subject: (1) Is it an important story that won't be told elsewhere? (2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

a) Documentary

Quality--source--content
Accurate, balanced--not one sided

Criteria - With Native American Population

b) Public affairs

What is extent of impact on community?
Coverage of tribal problems--will the coverage provide program material, that, as well as covering the problem, does it have importance to the general viewer?
Are the people involved qualified spokespersons? Do they speak from direct knowledge of Native American affairs?
Balance--relevance
Balance in point of view, technical quality
Informational quality
Issues of interest to Native Americans
Information must be of value to Native Americans and interesting to general viewer

6) (continued)

Criteria - With Native American Population

b) Public affairs (continued)

Timeliness

Current importance

Will program attract and hold audience

We produce nightly public affairs program and on occasion have a feature related to Native Americans

Balance, who produced, their interest in subject. Timely coverage of subject. The subject should have appeal to a more general audience also: (1) Is it an important story that won't be told elsewhere? (2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

b) Public affairs

Current importance--objectivity--applicability to coverage area
Accurate balanced--not one sided

Criteria - With Native American Population

c) Realistic drama/docu-drama

What is purpose of production?

Have not produced--have produced programs concerning culture of tribe

Is the script good? What are the production values? Is it interesting?

Production values--content - tight script--good acting--subject matter

Quality of performance, technical quality

General interest and talent quality

Issues of interest to Native Americans

Program must not cause the dignity of the Native Americans to suffer

Quality of script and acting

Interest, importance of subject/event, production quality

Good acting--good locations

Balance, who produced, their interest in subject. Timely coverage of subject. The subject should have appeal to a more general audience

also: (1) Is it an important story that won't be told elsewhere?

(2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

c) Realistic drama/docu-drama

Quality--content

Not paternalizing or coney

Criteria - With Native American Population

d) Arts and culture

Interest to non-Native American
Have produced programs on dance culture and crafts culture. For
general viewer interest
Production values--relevance
Quality of performance, technical quality
Type of art and general interest
Issues of interest to Native Americans
The arts and culture presented must reflect the true heritage
of the Native American
Subject and production quality
We have on occasion produced arts and culture segments dealing
with Catawba Indian arts
Balance, who produced, their interest in subject. Timely coverage of
subject. The subject should have appeal to a more general audience
also: (1) Is it an important story that won't be told elsewhere?
(2) Is the story well told? (3) Is the story visual and dynamic?

Criteria - Without Native American Population

d) Arts and Culture

Quality--audience potential

Criteria - With Native American Population

e) Sporting events

Same as consideration given for rest of audience
Is of general viewer interest
Competent talent; competent coverage of action; potential audience interest
Know of none offered
Size and importance of event
Due to the low percentage of the total population, Native American
participation is limited, especially in terms exclusive of Native
American events
Interest level; uniqueness of sport; quality of coverage
Limited interest at this time
No interest nor available programming that I am aware of
Never thought of sports events that were of special interest to
Native Americans

Criteria - Without Native American Population

e) Sporting events

Don't air any sports

6) (continued)

Criteria - With Native American PopulationAll categories

We could debate the definition of "quality" for days. Our criteria for acceptance would include (1) the determination that there is potential audience for the program sufficiently large to merit service via a broadcast transmitter, (2) the determination that the program has sufficient journalistic and/or artistic integrity to maintain the "quality" of our overall program service.

For all topics below, it does not differ from criteria used to determine quality of programming for any audience segment.

Production quality, fairness and journalistic credibility

Availability--general quality technical standards

Production values, content

Quality inherent in our programs; of secondary importance to content in acquisitions

Basically all programming for Native Americans must be relevant to the needs of the people, of good quality technically. Local interest programs have first priority, then regional and finally nationally.

Program information, production quality

Same as for any PBS program

Overall production and technical quality and general viewership interest

We do not have a separate criteria statement for programming for Native Americans - or any other special audience group. We apply generally accepted guidelines for "quality" to all programs.

Amount of detail to Native American interests paid

Value to the population and applicability to and interest of the general audience

We ask the Native Americans in our coverage area view meetings held every few months, from their ideas programs will be made. This has just started under a grant. Programs have not yet been produced.

Some criteria as applied to all programs: (1) quality of production, (2) depth of insight, (3) relevance of subject. We do not apply special criteria for programming about or aimed at any minority group.

Relevance to area

Same criteria applied to all programs: (1) meet minimum technical standards, (2) appropriateness to instructional program, (3) professionalism of production

Network standards

We would not use these particular items as precise criteria. We would probably look at the show that was being offered as a total and then apply the previous question criteria.

Much of our programming comes from PBS. We use discretion and have standards that we abide by, but usually we broadcast most of what PBS feeds. For our local productions and programs we acquire from other sources, we use programs that are (1) not commercial in nature, (2) potentially appealing to an audience, (3) not of too narrow interest, (4) journalistically sound and (5) of a technical quality that meets certain standards. We do acquire programs from sources other than PBS or local productions. They must meet the standards indicated.

6) (continued)

Criteria - Without Native American PopulationAll categories

Quality
 We apply the same standards of quality to any product we consider for broadcast
 Same as any other programming
 General coverage of subject area; overall view; technical quality; aesthetic (?) quality
 Good production
 Objective and well researched (criteria for quality is the same regardless of intended audience)

All

Comments: Several respondents indicated that criteria for determining quality of programming was the same for all audiences.

7) If you have previously broadcast Native American programming, what was the audience response?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Very positive	4	9	0	0	4	7
Somewhat positive	6	13	2	4	8	13
No response	30	67	11	24	41	68
Somewhat negative	0	0	0	0	0	0
Somewhat positive no response	0	0	1	4	1	2
Very negative	0	0	0	0	0	0
NR	5	11	1	4	6	10

Comments:

With Native American Population

Little reaction

Thieves of Time brought good response, but none from Native Americans

We got very little positive response to anything--the series was "The Artists of the Southwest" which PBS offered

Not enough audience interest or knowledge of the broadcast

Other than the direct program participants, we received no phone or mail response

A recent documentary, "On the Tunica Trail," was very positive--because it was about local Indians. Non-local programs are less positive.

Good programs get favorable response, bad programs get unfavorable response.

None broadcast

(w VP) This dealt with a story/15:00 report on cash or land for the Catawaba reservation.

7) Comments (continued):

Without Native American Population

Greatest enthusiasm for Indian artists

8) What form of ascertainment do you use to determine a need for Native American programming in your broadcast area?

With Native American Population

(NR = 5)

None beyond regular ascertainment--

We generally work through the Indian Studies program carried on by School District 81, our licensee, to determine what kinds of needs can be met.

Community leader interviews

Standard FCC Ascertainment procedures. No special approach.

Each supervisory staff member is assigned at least one Native American interview.

Interviews with community leaders and random survey

Beginning to study new methods but at present: (1) staff input; (2) community group meetings; (3) formal ascertainment studies.

Interviews with Indians

Same as for license renewal ascertainment

Extensive on reservation interviews (re: Pagago)

Contacts with community leaders, survey data, etc. No special data only about Native Americans

Personal interviews

Face-to-face or telephone interview with Indian leaders

Talk with Native American leaders and phone outs

Direct questioning

Attempt to identify need and interest by the Native American in personal contact and general audience survey

This research has been in my opinion, unacceptable, and is not being revamped for greater utility and effectiveness. We'll likely be moving

in the direction of convening 2x-monthly meetings with "community leaders" and other individuals and/or groups.

Personal contact.

Through direct contact with Native American groups throughout the state.

Native Americans have been invited to ascertainments. In 1979 plans are underway to ascertain the Native American representatives from the Tama reservation.

Regular ascertainment procedures--group interviews, some individual interviews with community leaders

The usual method of asking the particular minority group its opinion of the problem, needs and interests of the community

We follow FCC ascertainment guidelines for public TV stations, which include random public surveys and on-going community leader surveys.

Personal contact with Indian leaders. Little contact in last year due to lack of personnel for such local programming.

8) (continued)

With Native American Population (continued)

We have consulted census and school enrollment records and a variety of other sources to determine the size of the Native American population which is very small (probably less than 100). We have been unable to locate or identify any organizations of or for Native Americans in our viewing area. There are no reservations that we know of in our area. No Native Americans or Native American groups have contacted the station about problems or concerns of Native Americans or about programming. We have consulted all possible sources of this information in our area. Face-to-face interviews with members of Native American population.

None

Community ascertainment as required by the FCC

Personal interviews with Native Americans in our area

None--as far as we know there is no Native American population outside of the university community. To the south, in Connecticut, there are Narragansett, (R.I.) Piquot, Micmac in Boston, Wampanoag on Cape Cod, etc., but none in the western Massachusetts area.

Community leaders, as well as intensive staff communication with native community

[Network name] has just completed the first on reservation audience ascertainment project

Open-air solicitation of comments, advisory boards, travel within the state

General ascertainment

Community leader interviews

Standard community leader ascertainment interviews

Interviews with local Indian organization

Standard, by communicating with representative members of the Native American population in broadcast coverage area

Consultation with tribal council, Indian club members at Idaho State

University, general Indian community membership during general ascertainment studies

Member of advisory committee

General public surveys; community leader interviews; census information; monitoring other media; viewer inquiries and comments

Without Native American Population

(NR - 2)

None

Community leader, viewer letters

Same as with all other ascertainment--interviews primarily

Annual mail survey; annual community leader meetings; monthly friends meetings

None in area--I have actually sought Native American resources in area but have found only a few who are in the military services based here. The

bases state only that the number probably does not exceed 10-20 total.

Same as for other programming

8) (continued)

Without Native American Population (continued)

None
 Standard ascertainment procedures
 Total population is less than 1% so their needs are not brought forward
 Our general ascertainment vehicle relates to community needs. It is
 done with a good deal of depth and vigor
 Standard FCC requirements used by commercial broadcasters plus viewer
 response to phone in shows
 Public surveys; community leader interviews

9) What Native American program topics are of greatest interest to your viewership? Please indicate with a "1" your first choice and with a "2" your second choice.

1st Preference 2nd Preference "x" Preference Total

With Native American Population

Indian culture/heritage	17	47	6	18	3	21	26	31
Indian arts	5	14	8	24	3	21	16	19
Indian social issues	6	17	9	27	3	21	18	22
Indian political issues	7	19	6	18	3	21	16	19
Skills	0	0	3	9	1	7	4	5
Consumer interests	0	0	1	3	1	7	2	2
Current Indian news program	<u>1</u>	3	<u>0</u>	0	<u>0</u>	0	<u>1</u>	1
NR = 9	36		33		14		83	

Without Native American Population

Indian culture/heritage	4	36	3	30	1	50	8	35
Indian arts	4	36	3	30	1	50	8	35
Indian social issues	2	18	0	0	0	0	2	9
Indian political issues	1	9	1	10	0	0	2	9
Skills	0	0	1	10	0	0	1	4
Consumer interests	0	0	1	10	0	0	1	4
Current Indian news program	<u>0</u>	0	<u>1</u>	10	<u>0</u>	0	<u>1</u>	4
NR = 6	11		10		2		23	

9) (continued)

	<u>1st Preference</u>		<u>2nd Preference</u>		<u>"x" Preference</u>		<u>Total</u>	
	#	%	#	%	#	%	#	%
<u>Total With and Without Native American Population</u>								
Indian culture/ heritage	21	45	9	21	4	25	34	32
Indian arts	9	19	11	26	4	25	24	23
Indian social issues	8	17	9	21	3	19	20	19
Indian political issues	8	17	7	16	3	19	18	17
Skills	0	0	4	9	1	6	5	5
Consumer interests	0	0	2	5	1	6	3	3
Current Indian news programs	1	2	1	2	0	0	2	2
NR = 15	47		43		16		106	

Respondent Comments:

With Native American Population: All are of interest when issues come up.
No desire for another ghetto program. Thanks, but we do not need
"Native American Perspective" on the news.

Without Native American Population. Cannot comment--but would assume #2.

Comment: See comment under question #5.

10) How has your station been most successful in promoting Native American or other minority programming?

With Native American Population
(NR = 11)

Advertising in minority papers, periodicals, etc.
Programs which specifically feature Native American cultural - talent have been successful. Local production is most successful.
General minority programming has been balanced. Very difficult to get Indian population to participate in any suggested programs.
The success or failure of promotion has been difficult to determine due to relatively little feedback from audience-at-large.
Through local Indian organizations
Direct mailing to Indian agencies members of community - liaison.
Notices to minority media, newspaper ads
So-so
Advertising in publications (local newspapers, for instance) which are of particular interest to the state's minorities

10) (continued)

With Native American Population (continued)

Until recently we were unsure of any success in promotion, now with the completion of the ascertainment we know where to do the promotion.

Thru schools and Native corporations

One shot specials--heavily publicized

Local advertising

Other (black)

Haven't

Depending on the nature of the program, newspaper ads, promotional mailings, local radio spots, and listings in the station program guide, TV Guide, and newspaper TV supplements are used. Promotional mailings are sent to groups and organizations that might find the program of special interest.

Word of mouth within reservation and Indian Center newsletter

We have done no special promotion

Send information to mailing list directed at Native Americans or minorities

We have had limited success with minority programming, due to the small minority population in the state. Good responses have been received from women, Blacks and Latinos.

We cooperatively produce a Black series--AFROMATION--1/2 hr./wk. Good contacts between the program producers--host and Black media editors.

Small success in reaching Blacks--none to Native Americans

By dealing with specific issues

Paid ads

Through minority publications

Public service announcements

By bringing minorities into all our regular programs: e.g., host of daily news show, co-anchors of national production

Much more success re: Mexican American--little success re: Native Americans

Not as successful as we could be on any programming, but we're getting better

Station has no promotion department

Newspaper ads and special interest mailings

General publicity, indigenous newsletters, churches and word of mouth

By contacting different groups that represent minority groupings in the area and having them help us promote a program

Tribal meetings, news releases

Without Native American Population

Hasn't. Target audience too small.

Guide listings

Yes for Black programming

Program guide features, written promotion material and on-air promotion

Thru special "festival type" weeks--flyers to Black churches, etc.

Local promotion through active groups and organizations

Have had none

Yes, Spanish-speaking

Placement of local social organizations

Utilizing newspaper ads

Newspaper/on-air

11) Have you received the NAPBC catalog?

	<u>With NA Population</u>		<u>Without NA Population</u>		<u>Total</u>	
	#	%	#	%	#	%
Yes	23	51	6	40	29	48
No	19	42	8	53	27	45
NR	3	7	1	7	4	7
Check if you would like to receive one	18		7		25	

a) If yes, who has access to--or uses it?

With Native American Population

Programming 22
TV 1

Without Native American Population

Programming 6

b) If yes, please rate the ease of use:

	<u>With NA Population</u>		<u>Without NA Population</u>		<u>Total</u>	
	#	%	#	%	#	%
Very easy to use	14	61	4	67	18	62
Moderately easy to use	6	26	1	17	7	24
Somewhat easy to use	0	0	0	0	0	0
Not easy to use	0	0	0	0	0	0
NR	3	13	1	17	4	14

Comments:

With Native American Population

Initially sheets such as are used by PTL/PBS Flex, then the press release information it's fine
We have not used it but I see no problem with the catalog design
Not used yet

11) (continued)

c) If yes, does the catalog provide sufficient information?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	21	91	5	83	26	90
No	0	0	0	0	0	0
NR	2	9	1	17	3	10

Comments:

With Native American Population

On what's available, yes
 Would like to know if there are promotion materials available (photos, slides, press releases)
 As a start, it works
 Have mini-catalog, expanded version should be more helpful

d) How could the catalog be improved?

With Native American Population

More programs (but you know that)
 See (b) (initially sheets . . . information)
 More programs
 Would like to know if there are promotion materials available (photos, slides, press releases)
 Rating on production and content value
 See above (promotional materials)

12) Have you used the NAPBC library?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	7	16	0	0	7	12
No	34	76	13	87	47	78
NR	4	9	2	13	6	10

12) (continued)

a) If yes, please rate the NAPBC service.

	With NA Population	
	#	%
Excellent	4	57
Good	1	14
Average	0	0
Below average	0	0
Poor	0	0
NR	2	29

b) If yes, please rate the NAPBC programming quality:

Excellent	1	14
Good	2	29
Average	0	0
Below average	0	0
Poor	1	14
Good ← average	1	14
NR	2	29

Comments:

With Native American Population

Plans to do so in January. For December, 1978
 Used the NAPBC library for reference information regarding programs
 in regional network
 Have not received programming since it's for December

13) What improved library services could the NAPBC provide to encourage you to increase Native American program bookings? (Please indicate your first choice with a "1," your second choice with a "2.")

	1st Preference		2nd Preference		"x" Preference		Total	
	#	%	#	%	#	%	#	%
<u>With Native American Population</u>								
Increased awareness of available programming	15	71	4	19	5	42	24	44
Greater booking ease	0	0	0	0	0	0	0	0
Greater number of available programs	6	29	12	57	4	33	22	41
Provide program promotional materials	0	0	5	24	3	25	8	15
NR = 14	21		21		12		54	

13) (continued)

1st Preference 2nd Preference "x" Preference Total

Without Native American Population

Increased awareness of available programming	3	75	0	0	3	60	6	55
Greater booking ease	0	0	1	50	0	0	1	10
Greater number of available programs	1	25	1	50	0	0	2	18
Provide program promotional materials	0	0	0	0	2	40	2	18
NR = 8	4		2		5			11

Total With and Without Native American Population

Increased awareness of available programming	18	72	4	17	8	47	30	46
Greater booking ease	0	0	1	4	0	0	1	2
Greater number of available programs	7	28	13	57	4	24	24	37
Provide program promotional materials	0	0	5	22	5	29	10	15
NR = 22	25		23		17			65

Other:

With Native American Population

Do not know since we have not used your service.
 We do not have 2" Quad VTR. Availability on other formats (3/4 in.; 1-inch NC - 960) would help.
 With such a small population and located on the fringe of the broadcast area--in fact I suspect they view TV from a different market due to the mountains.

Please send the catalog.
 Work for greater participation of Native Americans within all phases of PTV.
 Production; on-air; etc. in broadcast programs

Without Native American Population

Awareness of materials appealing to general audience
 An audience
 Screenings

Comment: See comment under question #5.

14) Has your station recently (within the past three years) produced or does it plan to produce any programs of special interest to Native Americans?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	26	58	2	13	28	47
No	17	38	13	87	30	50
NR	2	4	0	0	2	3

If yes, please provide the following information:

Comment: Information related to the second part of this question is considered confidential and is not included in this report.

15) If your station has not produced any programs of special interest to Native Americans please tell us why not, noting the problems you have experienced:

With Native American Population

Has not been a priority for local production
 Little genuine concern for minority problems, interests
 We are a very poor station and have limited funds for local production
 Limited financial and personnel resources
 We have done in past 3 years--nothing recent--programming priorities
 We have produced one special program--problems continue to occur due to a failure of guests to show up for taping sessions; lack of interest in attending advisory meetings.
 Lack of funding
 The most dominant minority group in [station's name] viewing community is Hispanic and it is the station's first priority to produce programs which meet the special needs of that group.
 In our viewing area the audience for programs of special interest to Native Americans is very small and narrowly defined. We cannot at this time ascertain any Native American issues that are either community concerns or news and public affairs issues. We have not been contacted by any Native American groups about problems we could be addressing.
 We have not produced any programs specifically for any minority. We have had appearance on local programs for all minorities in this area.
 Lack of knowledge regarding local Native American populations and its interests and problems
 Limited staff and limited interest from local audience
 Several attempts to produce Native American programming have failed because lack of follow thru on proposals made to various groups in the state
 No knowledge of need of an audience--constitency for such problems

No page C-21, pagination error

15) (continued)

With Native American Population (continued)

Size of special audience--no indication of desire of our producing.
 Very hard to produce for such a small population. We feel that their
 problems are similar to others in area--no reservation or concentrated
 area that they live in.
 No significant population
 We are developing our delivery system. We are not in a good production
 posture yet.
 Inability to obtain consensus of approval of projects due to inability
 of population to determine a single effective spokesman for the population.
 New station
 This should be addressed to program manager
 Other local needs had higher priority
 Insufficient interest.
 Raising necessary funding

Without Native American Population

Limited production capability--no identifiable segment of Native American
 population
 Because the audience is almost non-existent
 No audience in our area
 Made proposal to CPB which was rejected
 There are no proper resources or constituency here for such a program
 No substantive Native American audience
 Lack of resources for program material--no local or area Native Americans
 No request; no known audience
 Our primary special "interest" group is Spanish speaking
 No particular local interest or background to justify spending limited
 local production budget
 Not a priority subject

16) What would encourage your station to produce programs of special interest
to Native Americans?With Native American Population

A significantly larger Native American population in the coverage area
 Some specific requests from local Native American organizations
 Money!
 As usual, more money
 Funding
 Closer relationship between station and Native American population.
 Due to problems incurred several years ago with a local commercial
 station, Indians are hesitant to get involved with any station.
 More staff
 Larger audience potential and greater response from community
 Funding.

16) (continued)

With Native American Population (continued)

Cooperation on the part of the Native American Indians--we are interested in including them in our on-going productions

Larger budget production funding

Funding

If there was a need expressed through the Native American community

Additional funding and personnel

The station seeks to produce programs of interest regardless of topic.

At this time the Native American population in our viewing area is too small a group to produce special interest programming for. If the Native American population was larger we would produce more programs of special interest for them.

An expressed need for such programming

More information (regarding local Native American population and its interests and problems)

Larger potential audience among Indian population--increased feedback on need to provide this service

Improved cooperation in assisting the network identify the needs and interest of Native Americans that would result in meaningful programming

Showing a significant available audience and likely achievement of minimum audience share of 1-2%

A determination of interest. We are considering a 20-minute in-school presentation of area Indian sites for field trips. This program is aimed at grades 4-8.

The knowledge we have a Native American audience

More personnel, better facilities

Increased availability of funds and better coordination and cooperation from and within the population

Funding of production

This is a semantic problem. We do not wish to produce "ghetto programs"; but you tell us if "The Trial of Inez Garcia" was of special interest to Hispanics. We think it was not. It was for everybody.

Money

(1) financing, (2) independent producers with innovative proposals

Funding

Awareness of sufficient local need and interest

Without Native American Population

Total funding projects

Nothing

A potential audience

A greater Native American audience

Probably not in view of lack of Native American population

Local interest; outside funding

Our population base is extremely small

Money and content expertise

The right subject, available funding in sufficient amounts

17) What are your production capabilities?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Studio	41	92	14	93	55	92
Remote	37	82	11	73	48	80
Film	31	69	8	53	39	65
Tape	34	76	9	60	43	72
Mini-camera	33	71	7	47	40	67
Live microwave	1	2	0	0	1	2
NR = 3						

Note: Not limited to one response.

*411

Comment: Clearly, most stations responding to the questionnaire have nearly all of the production capabilities listed.

18) What is your primary broadcast format?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
2" Quad	40	89	13	87	53	88
1" VT	3	7	1	7	4	7
3/4" VT	8	18	1	7	9	15
16mm film	1	2	2	13	3	5
NR = 2						

Note: Some respondents listed more than one preference.

19) What other broadcast formats do you use?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
All	1	2	0	0	1	2
None	7	16	2	13	9	15
2" Quad	1	2	0	0	1	2
1" VT	3	7	1	7	4	7
3/4" VT	11	24	6	40	17	28
2" helical IVC 9,000	1	2	0	0	1	2
16mm film	16	36	2	13	18	30
Slide	2	4	0	0	2	3
Live	3	7	0	0	3	5
NR	10	22	6	40	16	27

20) Are you considering changing your primary broadcast format?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	10	22	2	13	12	20
Maybe	9	20	3	20	12	20
No	22	49	10	67	32	53
NR	4	9	0	0	4	7

If yes or maybe please indicate:

	Format Total		Date				Uncertain
	#	%	1979	1980	1981	1982	
<u>With Native American Population</u>							
Quad	1	5	0	0	0	0	1
1" VT	16	84	4	4	1	2	5
1/2" VT	1	5	0	1	0	0	0
NR	1	5					
<u>Without Native American Population</u>							
Quad	0	0	0	0	0	0	0
1" VT	4	80	0	1	0	0	3
1/2" VT	0	0	0	0	0	0	0
NR	1	20					
<u>Total With and Without Native American Population</u>							
Quad	1	4	0	0	0	0	1
1" VT	20	83	4	5	1	2	8
1/2" VT	1	4	0	1	0	0	0
NR	2	8					

Comments:

With Native American Population

(With who knows) Depends upon university and legislative appropriations.
 Available for CPB reports
 On a slow phased basis by 1980-81
 Likely result 50-50 1" VT/2" Quad
 (With 1" VT) Technology has progressed rapidly and the monetary savings would be substantial

Without Native American Population

Until state-of-art on cassette is improved very few programs will be air on 3/4 format--quality and stability so costly and unreliable

21) Is your station interested in contract production?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	28	62	11	73	39	65
No	13	29	3	20	16	27
NR	4	9	1	7	5	8

Comments:

With Native American Population

At present [station's name] first priority is to produce programs of special interest to the Hispanic community, which comprises over 20% of our local population.

As a state agency this is an impossibility! We are interested in producing segments and could do more if grant funds became available. We have done contract productions on a regular basis for national agencies. Being a state agency, contracts can be very much of a red-tape problem.

I believe we would consider an offer to produce (with other). We are primarily devoted to production of local programming and local needs. We do some contract work, but only on a "sandwich in" basis. We have undertaken many contract production jobs. Perhaps. New management must decide. When it does not interfere with local program production. We are presently doing a variety of contract productions. Negotiate for program and cost. Not unless additional full-time staff added.

Without Native American Population

Not at this time
Depending on cost and time involved

22) Who provides production staffs?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Your station	23	51	8	53	31	52
Outside contractor	1	2	2	13	3	5
Negotiable	12	27	3	20	15	25
Station/contractor and negotiable	2	4	1	7	3	5
Station and negotiable	2	4	1	7	3	5
NR	5	11	0	0	5	8

22) (continued)

Comments:

With Native American Population

(With station) Depending upon source of funds
 We frequently employ additional project staff (with station/contractor and negotiable)
 We can go to any production agency in the state or country (with contractor)
 Currently about 100% understaffed (with negotiable)
 Some professional assistance can be contracted through the State Department of Education (our licensees)

Without Native American Population

(With outside contractor) Universities
 (With station/contractor and negotiable) Flexible

23) Who maintains administrative control of production grants?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Your station	31	69	11	73	44	73
Outside contractor	0	0	1	7	1	2
Negotiable	9	20	1	7	10	17
Station and contractor	0	0	1	7	1	2
NR	5	11	0	0	5	8

Note: Some respondents listed more than one preference

24) Who controls distribution rights?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Your station	19	42	7	47	26	43
Outside contractor	0	0	1	7	1	2
Negotiable	17	38	5	33	22	37
Station, contractor and negotiable	1	2	0	0	1	2
Station and negotiable	3	7	1	7	4	7
Station and contractor	0	0	1	7	1	2
NR	5	11	0	0	5	8

24) (continued)

Comments:

With Native American Population

Depends on the terms agreed upon
 Station controls broadcast rights; non-broadcast rights negotiable
 Usually station does, although this can be arranged and occasionally is

25) What production assistance services could the NAPBC provide your station?

	Need										NR
	Great		Some		Little		None		Total		
	#	%	#	%	#	%	#	%	#	%	
<u>With Native American Population</u>											
Locating funding sources	21	34	10	16	0	0	3	10	34	19	11
Writing/developing proposals	10	16	14	22	6	30	5	17	35	20	10
NAPBC administering grants											
NAPBC--Co-grants	5	8	8	13	4	20	7	23	24	14	21
NAPBC--Sub-grants	3	5	5	8	4	20	5	17	17	10	28
Native American production personnel	10	16	15	23	2	10	4	13	31	18	14
Native American consultants	12	20	12	19	4	20	6	20	34	19	11
	61		64		20		30		175		
<u>Without Native American Population</u>											
Locating funding sources	8	33	2	13	2	22	2	11	14	21	1
Writing/developing proposals	3	13	6	38	1	11	2	11	12	18	3
NAPBC administering grants											
NAPBC--Co-grants	1	4	2	13	2	22	4	22	9	13	6
NAPBC--Sub-grants	1	4	2	13	1	11	4	22	8	12	7
Native American production personnel	5	21	2	13	2	22	3	17	12	18	3
Native American consultants	6	25	2	13	1	11	3	17	12	18	3
	24		16		9		18		67		

25) (continued)

	Need								Total	NR	
	Great		Some		Little		None				
	#	%	#	%	#	%	#	%	#	%	
Total With and Without Native American Population											
Locating funding sources	29	34	12	15	2	7	5	10	48	20	12
Writing/developing proposals	13	15	20	25	7	24	7	15	47	19	13
NAPBC administering grants											
NAPBC--Co-grants	6	7	10	13	6	21	11	23	33	14	27
NAPBC--Sub-grants	4	5	7	9	5	17	9	19	25	10	35
Native American production personnel	15	18	17	21	4	14	7	16	43	18	17
Native American consultants	18	21	14	18	5	17	9	19	46	19	14
	85		80		29		48		242		

26) Do you now have or have you ever had any Native American employees or trainees on your staff?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	19	42	1	7	20	33
No	24	53	12	80	36	60
NR	2	4	2	13	4	7

If yes, please provide the following information:

Position	Dates on Staff	Funding Source	Sex	Performance			
				Excel- lent	Very Good	Average	Below Avg. Poor
With Native American Population							
New Trainees	7	Station					XX
Custodian	Now	CETA	M-F				XX
OP Supervisor	1967-68	Station	M				XX
Prod. Techn.	2/7/77	State	M				XX
Dir. Minority Aff.	9/70	CPB/Station	M	XX			
Prod/Dir.	7/78	CPB/Station	F		XX		
Camera		Station		XX			
Ship Clk.				XX			
Photog							XX

28) (continued)

<u>Position</u>	<u>Dates on Staff</u>	<u>Funding Source</u>	<u>Sex</u>	<u>Excel- Tent</u>	<u>Very Good</u>	<u>Avg. age</u>	<u>Below Avg.</u>	<u>Poor</u>
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With Native American Population (continued)

OJT								(Don't discuss in this form, sorry)
OJT								(Don't discuss in this form, sorry)
OJT								(Don't discuss in this form, sorry)
Cinematographer/ Prod		ESAA	M	XX	XX			
Cinematographer			M			XX		
Audio Person			M				XX	
Secretarial			F					
Prog. Manager			F					
Chief Engr.	Present	State	M	XX				
Clerk/News	1 year	Station	M	XX				
Reporter	3 years	Local St.	F		XX			
Field Producer	7/78	CPB/Station	M			XX		
Sr. Video- grapher	7/76	Station	M	XX				
TV Camera Op. Trainee	Winter/77	CETA	M	XX	--stopped coming to work--XX)			
TCOI	1973	UNL	M			XX		
Exec. Sec.	Present		F			XX		
Receptionist			F					
TV Broadcast Tech.	72-74	Gen Prog: Rev.	F	XX	----XX			
Cameraman	12 yrs. ago						XX	
G.M. Producer/ Director	67-68	Local	M	XX				
	June 1976	Local	M	XX				

Without Native American Population

Student--part-time only Engineer	74-78		M				XX-----XX	
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**III

Comment: Many respondents did not provide complete information regarding "dates on staff" or "sex" of NA employees/trainees.

27) Do you currently have positions that could be filled by qualified Native Americans?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Yes	28	62	7	47	35	58
No	15	33	4	27	19	32
NR	2	4	4	27	6	10

If yes, please provide the following information:

Position	No.	Training/ Experience	Type of Position	
			Full-time	Part-time
Comment:	Respondents emphasized that they were equal opportunity employers and that all available positions could be filled by qualified individuals regardless of sex, race, religion, etc. Responses were judged not usable to second part of question.			

28) Who does the hiring for each type of position?

Comment: Some respondents provided names, some provided positions-- responses were judged not usable.

29) Please check the most effective method for recruiting people to fill available positions.

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
In-house posting	9	20	4	27	13	22
Word-of-mouth	12	27	1	7	13	22
Professional meetings	4	9	0	0	4	7
Professional publications (PACT)	33	73	9	60	42	70
Other*	24	53	11	73	35	58
NR	1	2	2	13	3	5
Other*						
	Yes	No			Total	
PBS station notices	2	0			2	
Local newspapers	10	5			15	
Urban League	1	0			1	
Broadcasting magazine	3	0			3	
Mailing list	2	0			2	
Minority agencies	2	1			3	
University personnel	1	2			3	
State Employment Service	3	1			4	
Existing part-time staff	0	1			1	
Trade Journal	0	1			1	

30) If the NAPBC developed a training program for Native Americans in media, which location would be best?

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
At a central national facility	4	9	1	7	5	8
At regional facilities	3	7	1	7	4	7
At individual PTV stations (and/or transmitters) located near Native American populations	35	78	11	73	46	77
Central and individual NR	1	2	0	0	1	2
	2	4	2	13	4	7

31) Please indicate below for each employment category how likely it is that you would offer a permanent position to a qualified Native American.

Employment Category	Offer of Position							
	Very Likely		Likely		Unlikely		NR	
	#	%	#	%	#	%	#	%
<u>With Native American Population</u>								
Management	15	33	16	36	3	7	11	24
Production	19	42	14	31	0	0	12	27
Technical	20	44	13	29	0	0	12	27
Journalism	15	33	13	29	2	4	15	33
Programming	17	38	14	31	1	2	13	29
Other	6	13	8	18	1	2	30	67
<u>Without Native American Population</u>								
Management	6	40	2	13	1	7	6	40
Production	6	40	3	20	0	0	6	40
Technical	5	33	3	20	0	0	7	47
Journalism	5	33	3	20	0	0	7	47
Programming	5	33	3	20	0	0	7	47
Other	3	20	3	20	0	0	9	60
<u>Total With and Without Native American Population</u>								
Management	21	35	16	27	4	7	17	28
Production	25	42	14	23	0	0	18	30
Technical	25	42	13	22	0	0	19	32
Journalism	20	33	13	22	2	3	22	37
Programming	22	37	14	23	1	2	20	33
Other	9	15	11	18	1	2	39	65

31) (continued)

With Native American Population

No positions available
 Interested in all categories (with NR)
 All possible (with NR)
 If a position is open, anyone qualified would be considered for the job (with NR)
 But only because we very seldom have any positions available (with likely
 marked along with unlikely marked in parentheses)
 Provided position is open--we are equal opp. employer! (with very likely)
 I'm answering for myself (with very likely)
 [Station's name] objective is to have a work force of persons of
 both sexes who have a variety of skills, experience, racial, ethnic,
 economic and social backgrounds. We encourage applications from members
 of all groups and will pick people who are best qualified for the
 job to be done. (with NR)
 We are an equal opportunity employer (with very likely)
 We follow a vigorous EEO/affirmative action procedure. The fact that an
 applicant may be a Native American is irrelevant. (with NR)
 If opening (with likely)
 If approved for hiring

Without Native American Population

Any qualified person could be hired and would be given a chance
 Cannot comment (with NR)
 Qualified (with likely)
 Qualified (with very likely)
 Qualification is the criterion
 Any of these positions would be filled by the most highly qualified
 applicant regardless of origin or nationality.
 All of these (with NR)
 All positions go through search and screen committees

*II, IV Comment: See comment under question #27.

32) Would you prefer to hire a Native American who has completed training else-
 where or one who has been trained in your own station? (Please check only one)

	With NA Population		Without NA Population		Total	
	#	%	#	%	#	%
Completed qualified training elsewhere	19	42	6	40	25	42
Trained at own station	12	27	2	13	14	23
Either	8	18	4	27	12	20
NR	6	13	3	20	9	15

32) (continued)

Comments

With Native American Population

Depends on position--Native American heritage is irrelevant
 No preference. Would depend on credentials/qualifications
 No real choice

This is a hard one to answer, since the likelihood of us training
 someone at our own station is very slim. Obviously we would
 know them better. Actually, we would probably go either way.
 Have attempted training programs in past; find difficult to administer
 with small staff--would prefer to hire individuals who can bring
 some outside experience to us.

Assuming the individual is qualified, it matters little where he
 or she received training

Either depending upon position, person

There are advantages to hiring someone who is already trained and
 making use of their skills, but sometimes it is preferable to train
 a person specifically to your station operation. Depending on the
 individual, previous training is slightly preferable.

Our small staff prohibits the time needed for proper training.

The network would find either one acceptable.

Due to red tape and low starting salary not able to obtain experienced
 people thus we end up having to train ourselves.

Actually, it doesn't matter if the training covers the required funda-
 mentals.

It would depend on the ability of the person to do the job.

Would hire any qualified Native American

Would not make that much difference to us

I would hope basic training would be completed. We could participate
 in training grants for specific positions.

Small staff, 53 full-time employees. Budget restrictions make station
 funding for training difficult.

Doesn't matter

Training is very time consuming and costly

No real choice

Without Native American Population

No difference

Again, qualification is the criterion, regardless of where training took
 place.

Most positions require college level training--but actual on-the-job work
 experience is acceptable from anywhere

33) Do you have the resources necessary to train a Native American to work in your station?

	With NA Population		Without NA Population		Total	
	Y	N	Y	N	Y	N
Yes	25	56	10	67	35	58
No	14	31	3	20	17	28
Other	2	4	0	0	2	3
NR	4	9	2	13	6	10

Note: Some comments were with "No," NR, and other responses

If not, what resources do you need?

With Native American Population

We are training one now on a CPB grant
 Inadequate but getting better--(need) training grants for personnel and materials
 Yes and no--depends upon type of position. Don't have the staff time to provide much formal training in complex positions such as engineering
 The resources are training money
 Training grants for personnel and materials
 Depends upon type of position. Don't have the staff time to provide much formal training in complex positions such as engineering
 Money. It costs money to train people and it costs money to pay them while they are being trained. We do not have any excess funds.
 We are already understaffed, so staff time available for training up-comers is, for all practical purposes, non-existent
 Do Native Americans require special resources? (with NR)
 More and better trained personnel
 At this point, money and space are the two resources we lack for training Native Americans or anyone else.
 With limited payroll funds of small station, need to spend money on individuals who can carry full responsibilities. Will attempt other training programs in future, but for only one individual at a time.
 Funding/staff time
 Personnel for replacing time consumed. Workload here is such that we don't have time to release a person for training
 Adequate staff
 Outside agency or shared assistance
 Larger staff to absorb additional supervisory and training functions.
 We have no training programs at this time.
 Marginal at best. Need larger full-time staff
 Possibly
 [Station name] will soon be considering broadcast trainee positions.
 Again we don't have enough money and training personnel.

33) (continued)

Without Native American Population

As part of regular training

Financial

CPS grants--not any local funds

Training personnel separate from staff

We would need a fully-funded training grant

We already run an intensive training program for students at [name] university desiring to work at the telecommunications center

34) What obstacles do you see to hiring or training Native Americans by your station?

With Native American Population

Hiring. No obstacles if they are best qualified applicant. Training-- lack of staff time; lack of funds to pay trainees during the training period.

(1) financing, (2) gambling on inexperience, (3) effective recruiting

Availability of qualified applicants:

Availability. Limited entry level in production positions due to close affiliation with telecommunications and film department at [university name]. Higher priority for other minorities

Time

No problem in hiring, but the same problem we have with everyone in training. we don't have the funds available to train

Funding

Qualification

Size of population

No obstacles to hiring highly trained people. No resources to accomplish training. (I assume you are not interested in unskilled or semi-skilled jobs--white are, of course, open to all.)

None other than as noted above (need larger staff to absorb additional supervisory/training functions)

Lack of qualified personnel, lack of motivated personnel, lack of funds

None

None

Lack of an open position (at present) and qualified applicants

The personnel requirements for each position that requires education level

and prior experience and the various federal guidelines on grant employment

None--given qualifications for the job and willingness to do the work assigned. We would not "make work" to their (or anyone else's) special interest.

None

None

None

They must have FCC license prior to start of employment for tech. positions

34) (continued)

With Native American Population (continued)

None to hiring except to find qualified Native American applicants
 None
 Do not know of any
 Lack of training grants and applicants living in the area
 Obstacle to hiring--lack of qualified applicants, Obstacle to training--
 lack of staff time and funding
 Having to use already over-extended staff to take time to train No problem
 to hire--if qualified
 Not any to mention
 Low salaries; no applicants
 Training--personal for replacing time consumed. Workload there is such
 that we don't have time to release a person for training. None for
 hiring--provided we have vacancies
 New positions not authorized
 Limited funds
 Availability of trained person; receiving approval for adding a defined
 position to organization
 None--we have had good experience
 School district hiring/financial situation--Proposition 13
 None
 None to hiring except to find qualified Native American applicants

Without Native American Population

None
 None other than very little turnover in personnel
 Time and manpower--not presently training
 Lack of any full-time positions--extremely small turnover of employees--
 we "upgrade" our part-timers and fellowship personnel into the full-
 time jobs when and if they are available
 None
 Same as hiring or training any others
 None other than getting applications from qualified candidates
 None
 None other than budget
 Absence of Native Americans in our coverage area
 We need to hire only highly qualified personnel because our small staff
 and inability to expand it at this time because of financial restraints
 and lack of facilities and equipment

Tribal Media Questionnaire

Respondents

Kaibab - Paiute
Arizona, Fredonia

Hualapai
Arizona, Peach Springs

San Carlos Apache Tribe
Arizona, San Carlos

Salt River Pima - Maricopa Indian Community
Arizona, Scottsdale

Havasupai
Arizona, Supai

White Mountain Apache Tribe
Arizona, Whiteriver

Navajo
Arizona, Window Rock

Morongo Band of Mission Indians
California, Banning

Big Pine Band of Paiute/Shoshone Indians
California, Big Pine

Utu Utu Gwaitu Paiute Tribe
California, Bishop

Fort Bidwell Paiutes (Gidutikad)
California, Fort Bidwell

San Manuel Band of Mission Indians
California, Highland

Hoopa
California, Hoopa

Cabazon Band of Chemehuevi/Cahuilla Indians
California, Indio

Cuyapaipe
California, Jacumba

Yurok, Karok and Tolowa Tribes (Humboldt and Del Norte Co. Indians)
California, Klamath

Respondents (continued)

Lake Mewok
 California, Middletown

Pauma Band of Mission Indians - Luiseno
 California, Pauma Valley

Cortina Band of Indians
 California, Sac

Susanville (Patute)
 California, Susanville

Seminole Tribe of Florida, Inc.
 Florida, Hollywood

Miccosukee Tribe of Indians of Florida
 Florida, Miami

Shoshone - Bannock
 Idaho, Fort Hall

Chitimacha Tribe of Louisiana
 Louisiana, Charenton

Association of Arrostook Indians - Malecite-Micmac Tribes
 Maine, Houlton

Bay Mills Chippewa Indians
 Michigan, Sault Ste. Marie

Sault Ste. Marie Tribe of Chippewa Indians
 Michigan, Sault Ste. Marie

Potawatami
 Michigan, Wilson

Prairie Island Community Council
 Minnesota, Bemidji

Minnesota Chippewa Tribe - Leech Lake Reservation
 Minnesota, Cass Lake

Fond du Lac Reservation, Minnesota Chippewa Tribe
 Minnesota, Cloquet

Minnesota Chippewa Tribe - White Earth Reservation
 Minnesota, White Earth

Mississippi Band of Choctaw Indians
 Mississippi, Philadelphia

Respondents (continued)

Chippewa - Cree
Montana, Box Elder

Fort Belknap Indian Community - Gros Ventre and Assiniboine Tribes
Montana, Harlem

Confederated Salish and Kootenai Tribes of the Flathead Reservation, Montana
Montana, Pablo

Santee Sioux Tribe of Nebraska
Nebraska, Niobrara

Duckwater Shoshone Tribe
Nevada, Duckwater

Te-Moak Bands Western Shoshone
Nevada, Elko

Pyramid Lake Paiute
Nevada, Nixon

Santa Clara Pueblo (Tewa)
New Mexico, Espanola

Mescalero Apache Tribe
New Mexico, Mescalero

Picuris
New Mexico, Penasco

Pueblo of Zia
New Mexico, San Usidro

Zuni Tribe
New Mexico, Zuni

Tonawanda Band of Senecas
New York, Basom

Ft. Sill Apache
Oklahoma, Anadarko

Wichita Tribe and Affiliates (Waco - Keechi, Tawakoni)
Oklahoma, Andarko

Caddo
Oklahoma, Binger

Cheyenne - Arapaho Tribes of Oklahoma
Oklahoma, Concho

Respondents (continued)

Choctaw
Oklahoma, Hugo

Eastern Shawnee
Oklahoma, Miami

Creek (Muskogee)
Oklahoma, Okmulgee

Seminole
Oklahoma, Newoka

Unatilla
Oregon, Pendleton

Sisseton, Wahpeton S
South Dakota, Sisseton

Yankton Sioux Tribe
South Dakota, Wagner

Muckleshoot
Washington, Auburn

Port Gamble Klallam
Washington, Kingston

Skagit System Cooper
Washington, La Conner

Colville Confederate Tribes
Washington, Nespelem

Skokomish
Washington, Shelton

Suquamish Tribe
Washington, Suquamis

Shoalwater Bay Indian Tribe
Washington, Tokeland

Spokane Tribe of Indians
Washington, Wellpoin

Oneida
Wisconsin, Depere

Lac Courte Oreilles
Wisconsin, Hayward

Respondents (continued)

Wisconsin Winnebago
Wisconsin, Nekoosa

St. Croix
Wisconsin, Webster

Shoshone
Wyoming, Ft. Washakie

Number of Responses by State

California	13	Banning, Big Pine, Bishop, Fort Bidwell, Highland Hoopa, Indio, Jacumba, Klamath, Middletown, Pauma Valley, Sac, Susanville
Oklahoma	8	Anadarko (2), Binger, Concho, Hugo, Miami, Okmulge Wewoka
Washington	8	Auburn, Kingston, La Conner, Nespalem, Shelton, Sugamish, Tokeland, Wellpoint
Arizona	7	Fredonia, Peach Spring, San Carlos, Scottsdale, Supai, Whiteriver, Window Rock
New Mexico	5	Espanola, Mescalero, Penasco, San Usidro, Zuni
Minnesota	4	Benidji, Cass Lake, Cloquet, White Earth
Wisconsin	4	Depere, Hayward, Nekoosa, Webster
Michigan	3	Sault Ste. Marie (2), Wilson
Montana	3	Box Elder, Harlem, Pablo
Nevada	3	Duckwater, Elko, Nixon
Florida	2	Hollywood, Miami
South Dakota	2	Sisseton, Wagner
Idaho	1	Fort Hall
Louisiana	1	Charenton
Maine	1	Houlton
Mississippi	1	Philadelphia
Nebraska	1	Niobrara
New York	1	Basom
Oregon	1	Pendleton
Wyoming	1	Ft. Washakie

Urban Center Media Questionnaire

Respondents

Mauneluk Association
Alaska, Kotzebue

Native Americans for Community Action
Arizona, Flagstaff

Phoenix Indian Center
Arizona, Phoenix

California, Los Angeles

San Bernardino Indian Center
California, San Bernardino

California (Questionnaire not signed. Address from postmark)

Native American Committee
Illinois, Chicago

Maryland, Baltimore

Boston Indian Council
Massachusetts, Jamaica Plains

A Bridge Between Two Worlds
Michigan, Lansing

Michigan Indian Benefit Assn.
Michigan, Lansing

Minneapolis Regional Native American Center
Minnesota, Minneapolis

Heart of American Indian Center
Missouri, Kansas City

American Indian Cultural Center
Missouri, St. Louis

Buffalo North American Indian Culture Center
New York, Buffalo

American Indian Community House
New York, New York

North American Indian Center
New York, Syracuse

B-1

Respondents (continued)

North Dakota, Bismarck

Oklahoma, Holdenville

Oklahoma, Lawton

Native American Coalition of Tulsa
Oklahoma, TulsaCleveland American Indian Center (CAUC)
Ohio, ClevelandTacoma Indian Center
Washington, TacomaUnited Indian Assn. of Central Washington
Washington, YakimaIndian Urban Affairs Council
Wisconsin, Milwaukee

Number of Responses by State

California	3	Los Angeles, San Bernardino, (? city)
New York	3	Buffalo, New York, Syracuse
Oklahoma	3	Holdenville, Lawton, Tulsa
Arizona	2	Flagstaff, Phoenix
Michigan	2	Lansing, Michigan Assn.
Missouri	2	Kansas City, St. Louis
Washington	2	Tacoma, Yakima
Alaska	1	Kotzebue
Illinois	1	Chicago
Maryland	1	Baltimore
Massachusetts	1	Boston
Minnesota	1	Minneapolis
North Dakota	1	Bismarck
Ohio	1	Cleveland
Wisconsin	1	Milwaukee

Public Television Questionnaire

Respondents

Alabama Public TV Network
Alabama, Birmingham

KAKM-TV
Alaska, Anchorage

KAET-TV
Arizona, Tempe

KUAT-TV
Arizona, Tucson

KEET-TV
California, Eureka

KOCE-TV
California, Huntington Beach

KLCS-TV
California, Los Angeles

KVIE-TV
California, Sacramento

KPBS-TV
California, San Diego

KQED-TV
California, San Francisco

KTEH-TV
California, San Jose

KTSC/Ch. 8
Colorado, Pueblo

WJCT-TV
Florida, Jacksonville

WLRN-TV
Florida, Miami

KHET-TV
Hawaii, Honolulu

KAID-TV
Idaho, Boise

C-1

KBGL-TV
Idaho, Pocatello

WTIU-TV
Indiana, Bloomington

WFYI-TV
Indiana, Indianapolis

WIPB-TV
Indiana, Muncie

Iowa Public Broadcasting
Iowa, Des Moines

KTMU/Ch. 11
Kansas, Topeka

Louisiana Public Broadcasting
Louisiana, Baton Rouge

WCBB-TV
Maine, Lewiston

WMEB-TV (Maine Public Broadcasting Network)
Maine, Orono

WGBY-TV
Massachusetts, Springfield

KTCB-TV
Minnesota, St. Paul

Mississippi ETV
Mississippi, Jackson

KCPT-TV
Missouri, Kansas City

KETC-TV
Missouri, St. Louis

NETV-TV
Nebraska, Lincoln

WCNY-TV
New York, Liverpool

WXXI-TV
New York, Rochester

KLXN-TV
Nevada, Las Vegas

C-3

WOUB-TV
Ohio, Athens

WCET-TV
Ohio, Cincinnati

WOSU-TV
Ohio, Columbus

WPTD/NPTV
Ohio, Dayton

WNEO-TV
Ohio, Kent

WGTE-TV
Ohio, Toledo

KSYS-TV
Oregon, Medford

OEPBS
Oregon, Portland

MLVT-TV
Pennsylvania, Bethlehem

WQLN-TV
Pennsylvania, Erie

WJHJ-TV
South Carolina, Beaufort

SCETV Network
South Carolina, Columbia

KUSD-TV
South Dakota, Vermillion

WTCI-TV
Tennessee, Chattanooga

WSJK-TV
Tennessee, Knoxville

WKNO-TV
Tennessee, Memphis

WDCN-TV
Tennessee, Nashville

KLRN-TV
Texas, Austin

KAMU-TV
Texas, College Station

KUHT-TV,
Texas, Houston

KBYU-TV
Utah, Provo

WVRA-TV
Virginia, Roanoke

KSPS-TV
Washington, Spokane

WSWP-TV
West Virginia, Beckley

Wisconsin Network
Wisconsin, Madison

WMVS-TV
Wisconsin, Milwaukee

Respondents by State

California	7	Eureka, Huntington Beach, Los Angeles, Sacramento, San Diego, San Francisco, San Jose
Ohio	6	Athens, Cincinnati, Columbus, Dayton, Kent, Toledo
Tennessee	4	Chattanooga, Knoxville, Memphis, Nashville
Indiana	3	Bloomington, Indianapolis, Muncie
Texas	3	Austin, College Station, Houston
Arizona	2	Tempe, Tucson
Florida	2	Jacksonville, Miami
Idaho	2	Boise, Pocatello
Maine	2	Lewiston, Orono
Missouri	2	Kansas City, St. Louis
New York	2	Liverpool, Rochester
Oregon	2	Medford, Portland
Pennsylvania	2	Bethlehem, Erie
South Carolina	2	Beaufort, Columbia
Wisconsin	2	Madison, Milwaukee
Alabama	1	Birmingham
Alaska	1	Anchorage
Colorado	1	Pueblo
Hawaii	1	Honolulu
Iowa	1	Des Moines
Kansas	1	Topeka
Louisiana	1	Baton Rouge

Respondents by State (continued)

Massachusetts	1	Springfield
Minnesota	1	St. Paul
Mississippi	1	Jackson
Nebraska	1	Lincoln
Nevada	1	Las Vegas
South Dakota	1	Vermillion
Utah	1	Provo
Virginia	1	Roanoke
Washington	1	Spokane
West Virginia	1	Beckley

QUESTIONNAIRES

NATIVE AMERICAN PUBLIC BROADCASTING CONSORTIUM
TRIBAL MEDIA QUESTIONNAIRE

What is the name of your tribe? _____

How many tribal members do you have? _____

How many are urban or city residents? _____

How many are reservation or rural residents? _____

Is your tribal land area: _____ a reservation
_____ a federal trust
_____ other (Please specify) _____

What percent (X) of the homes in your tribal land area have electricity?
_____ 100% _____ 75% _____ 50% _____ 25% _____ Other (Please Specify)

What percent (X) of the homes have television sets?
_____ 100% _____ 75% _____ 50% _____ 25% _____ Other (Please specify)

Do you receive programs from a public educational television (PBS) station?
_____ Yes _____ No

If yes, how is the reception?
_____ Good most of the time
_____ Good some of the time
_____ Bad most of the time

What percent (X) of homes have radios? -
_____ 100% _____ 75% _____ 50% _____ 25% _____ Other (Please specify)

Do you receive programs from a public educational radio (NPR) station?
_____ Yes _____ No

If yes, how is the reception?
_____ Good most of the time
_____ Good some of the time
_____ Bad most of the time

Do you have cable television service?
_____ Yes _____ No

What percent (X) of homes have cars or trucks equipped with CB radios?
_____ 100% _____ 75% _____ 50% _____ 25% _____ % (Please estimate)

List the type of media equipment available in your tribal land area:

a) Tape recorders
_____ Cassette
_____ Reel-to-Reel
_____ 8-Track cartridge

b) Videocassettes _____ Color _____ 3/4" _____ 1/2" _____ BLACK/WHITE _____ 3/4" _____ 1/2"

_____ Camera
_____ Monitor (T.V. set)
_____ Record/Playback unit

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c) 35mm Slide

- Camera
- Carousel slide projector
- Hand operated slide projector

d) Super 8 Film

- Camera - Sound Silent
- Projector - Sound Silent
- Film editor

e) 16 mm Film

- Camera
- Projector
- Film editor

f) Other

- Closed-circuit television
- Overhead projector
- Filmstrip projector
- Other (Please specify) _____

15) What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment?
Position: _____

16) Are there plans to purchase more equipment?
 Yes No Don't know

If yes, what kind? (Please specify) _____

17) Is there a media specialist available to help run the equipment?
 Yes No Don't know

18) Is there a media specialist to help with your productions?
 Yes No Don't know

19) Are there funds available to pay a media specialist?
 Yes NO Don't know

20) Would you like to see someone from your tribe trained to operate media equipment or to produce or assist with productions?
 Yes No Maybe

If yes, who would that person most likely be?

- Teacher Member of tribal council
- College or Jr. College student Other (Please specify) _____

21) Are there people in your tribal land area who would like to work in media?
 Yes No

If yes, how many and in what areas?

<u>Area</u>	<u>Number with Training</u>	<u>Number without Training</u>
<input type="checkbox"/> Public Educational TV	_____	_____
<input type="checkbox"/> Public Radio	_____	_____
<input type="checkbox"/> Media Specialist	_____	_____
<input type="checkbox"/> Other (Please specify)	_____	_____

22) How could we contact people in your tribal land area who would like to train in media?

23) How could we contact people in your tribal land area who are already trained and are looking for work?

24) What percent of the children in your tribal land area attend the following types of schools?

<input checked="" type="checkbox"/> BIA	<input checked="" type="checkbox"/> Contract
<input checked="" type="checkbox"/> Mission	<input checked="" type="checkbox"/> BIA/Public
<input checked="" type="checkbox"/> Public	<input checked="" type="checkbox"/> Other (Please specify) _____

25) Do you use programs about Native Americans with school children?
 Yes No

a) If yes, with Elementary children
 Secondary children

b) If yes, what type of media are used?

<u>Video</u>	<u>Audio</u>
<input checked="" type="checkbox"/> 16 mm film	<input checked="" type="checkbox"/> Audiocassette
<input checked="" type="checkbox"/> 1/2" videocassette	<input checked="" type="checkbox"/> Reel-to-reel
<input checked="" type="checkbox"/> 3/4" videocassette	<input checked="" type="checkbox"/> Cartridge
<input checked="" type="checkbox"/> 35 mm slide	
<input checked="" type="checkbox"/> Filmstrip	

26) Would you like to see more programs about Native Americans developed for school children?
 Yes No

If yes, in what media? Indicate "1" most preferred; "2" second most preferred.

<u>Video</u>	<u>Audio</u>
<input checked="" type="checkbox"/> 16 mm film	<input checked="" type="checkbox"/> Audiocassette
<input checked="" type="checkbox"/> 1/2" videocassette	<input checked="" type="checkbox"/> Reel-to-reel tape recorder
<input checked="" type="checkbox"/> 3/4" videocassette	<input checked="" type="checkbox"/> Cartridge tape recorder
<input checked="" type="checkbox"/> 35 mm slide	
<input checked="" type="checkbox"/> Filmstrip	

27) Are there funds to rent programs for school use?
 Yes No

28) a. What do you feel is the most important program topic to be developed for Native American children?

b. What is the second most important program topic?

29) a. What is the most important program topic to be developed for Native American adults?

b. What is the second most important program topic?

30) a. What is the most important program topic to be developed for elderly Native Americans?

b. What is the second most important program topic?

31) How do most people in your tribal land area get information about Native American issues?

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Public educational television
<input type="checkbox"/> Tribal bulletin board or newsletter	<input type="checkbox"/> Public educational radio
<input type="checkbox"/> Commercial television	<input type="checkbox"/> Commercial radio
	<input type="checkbox"/> Other (Please specify) _____

32) Do you receive programs in your native tongue?

Yes No

If yes, is it on:

<input type="checkbox"/> Local commercial television	<input type="checkbox"/> Local public educational television
<input type="checkbox"/> Local commercial radio	<input type="checkbox"/> Local public radio
<input type="checkbox"/> Other (Please specify) _____	

33) Does your tribe have an office or staff working in media?

Yes, very active Yes, but not very active No

If yes, what services does it provide?

<input type="checkbox"/> Tribal promotion	<input type="checkbox"/> Production
<input type="checkbox"/> News dissemination	<input type="checkbox"/> Clearing house for outside media
<input type="checkbox"/> Other (Please specify) _____	

34) Which of the following would be the most preferred way to receive a regional/national Native American news program: (Check one)

<input type="checkbox"/> Public educational television
<input type="checkbox"/> Public radio
<input type="checkbox"/> CB radio

35) If there are media services you need that we have not asked about, please describe:



36) Would your tribe like to receive the Native American Public Broadcasting Consortium newsletter?

_____ Yes _____ No

If yes, please tell us where we can mail it:

Name (Person/Title)
Tribe
Address
City/State/Zip Code
Phone Number

Thank you for your assistance in completing this questionnaire. We will mail the results of this survey to the above address by November 30, 1978.

Return this questionnaire by October 10, 1978 to:

Native American Public Broadcasting Consortium
P.O. Box 83111
Lincoln, NE 68501
Phone (402) 472-3522

**NATIVE AMERICAN PUBLIC BROADCASTING CONSORTIUM
URBAN CENTER MEDIA QUESTIONNAIRE**

1) What primary urban tribal populations do you serve?

<u>Name of Tribe</u>	<u>Approximate Number</u>
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

(Please Specify)

2) How large is the urban area you serve?

- Under 10,000
 10,000 - 50,000
 50,000 and over

3) What percent (%) of the homes in your community service area have electricity?

100% 75% 50% 25% Other (Please Specify)

4) What percent (%) of the homes have television sets?

100% 75% 50% 25% Other (Please Specify)

5) Do you receive programs from a public educational television (PBS) station?

Yes No

6) If yes, how is the reception?

- Good most of the time
 Good some of the time
 Bad most of the time

7) What percent (%) of homes have radios?

100% 75% 50% 25% Other (Please Specify)

8) Do you receive programs from a public educational radio (NPR) station?

Yes No

9) If yes, how is the reception?

- Good most of the time
 Good some of the time
 Bad most of the time

10) Do you have cable television service?

Yes No

11) What percent (%) of homes have cars or trucks equipped with CB radios?

100% 75% 50% 25% Other (Please Specify)

12) List the type of media equipment available in your tribal land area:

- a) Tape recorders
- Cassette
 Reel-to-Reel
 8-Track Cartridge

b) Videocassette Color Black/White
 3/4" 3/4"
 1/2" 1/2"

 Camera
 Monitor (T.V. set)
 Record/Playback unit

c) 35mm Slide
 Camera
 Carousel slide projector
 Hand operated slide projector

d) Super 8 Film
 Camera Sound Silent
 Projector Sound Silent
 Film editor

e) 16mm Film
 Camera
 Projector
 Film editor

f) Other
 Closed-circuit television
 Overhead projector
 Filmstrip projector
 Other (Please specify) _____

13) What is the position of the person who is responsible (storage, ordering, check-out, maintenance) for the equipment?
Position: _____

14) Are there plans to purchase more equipment?
 Yes No Don't know

If yes, what kind? (Please specify)

15) Is there a media specialist available to help run the equipment?
 Yes No Don't know

16) Is there a media specialist to help with your productions?
 Yes No Don't know

17) Are there funds available to pay a media specialist?
 Yes No Don't know

18) Would you like to see someone from your community center trained to operate media equipment or to produce or assist with productions?
 Yes No Maybe

If yes, who would that person most likely be?
 Teacher Member of urban center staff
 College or Jr. College student Other (Please specify)

19) Are there people in your community center who would like to work in media?
 Yes No

If yes, how many and in what areas?

<u>Area</u>	<u>Number with Training</u>	<u>Number without Training</u>
<input type="checkbox"/> Public Educational TV	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Public Radio	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Media Specialist	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other (Please specify)	<input type="checkbox"/>	<input type="checkbox"/>

20) How could we contact people in your community center area who would like to train in media?

21) How could we contact people in your community center area who are already trained and are looking for work?

22) What percent of the children in your community center area attend the following types of schools?

<input type="checkbox"/> BIA	<input type="checkbox"/> Contract
<input type="checkbox"/> Mission	<input type="checkbox"/> BIA/Public
<input type="checkbox"/> Public	<input type="checkbox"/> Other (Please specify) _____

23) Do you use programs about Native Americans with school children?
 Yes No

a) If yes, with Elementary children
 Secondary children

b) If yes, what type of media are used?

<u>Video</u>	<u>Audio</u>
<input type="checkbox"/> 16mm film	<input type="checkbox"/> Audiocassette
<input type="checkbox"/> 1/2" videocassette	<input type="checkbox"/> Reel-to-reel
<input type="checkbox"/> 3/4" videocassette	<input type="checkbox"/> Cartridge
<input type="checkbox"/> 35mm slide	
<input type="checkbox"/> Filmstrip	

24) Would you like to see more programs about Native Americans developed for school children?
 Yes No

If yes, in what media? Indicate "1" most preferred; "2" second most preferred.

<u>Video</u>	<u>Audio</u>
<input type="checkbox"/> 16mm film	<input type="checkbox"/> Audiocassette
<input type="checkbox"/> 1/2" videocassette	<input type="checkbox"/> Reel-to-reel tape recorder
<input type="checkbox"/> 3/4" videocassette	<input type="checkbox"/> Cartridge tape recorder
<input type="checkbox"/> 35mm slide	
<input type="checkbox"/> Filmstrip	

25) Are there funds to rent programs for school use?
 Yes No

26) a) What do you feel is the most important program topic to be developed for Native American children?

b) What is the second most important program topic?

27) a) What is the most important program topic to be developed for Native American adults?

b) What is the second most important program topic?

28) a) What is the most important program topic to be developed for elderly Native Americans?

b) What is the second most important program topic?

29) How do most people in your community center area get information about Native American issues?

<input type="checkbox"/> Newspaper	<input type="checkbox"/> Public educational television
<input type="checkbox"/> Tribal bulletin board or newsletter	<input type="checkbox"/> Public educational radio
<input type="checkbox"/> Commercial television	<input type="checkbox"/> Commercial radio
	<input type="checkbox"/> Other (Please specify) _____

30) Do you receive programs broadcast in the Native American tongue?

Yes No

If yes, is it on:

<input type="checkbox"/> Local commercial television	<input type="checkbox"/> Local public educational television
<input type="checkbox"/> Local commercial radio	<input type="checkbox"/> Local public radio
<input type="checkbox"/> Other (Please specify) _____	

31) Does your center have a staff working in media?

Yes, very active Yes, but not very active No

If yes, what services does it provide?

<input type="checkbox"/> Tribal promotion	<input type="checkbox"/> Production
<input type="checkbox"/> News dissemination	<input type="checkbox"/> Clearing house for outside media
<input type="checkbox"/> Other (Please specify) _____	

32) Which of the following would be the most preferred way to receive a regional/national Native American news program: (Check one)

- Public educational television
 Public radio
 CB radio

33) If there are media services you need that we have not asked about, please describe:

34) Would your center like to receive the Native American Public Broadcasting Consortium newsletter?

Yes No

If yes, please tell us where we can mail it:

Name (Person/Title)
Tribe
Address
City/State/Zip Code
Phone Number

Thank you for your assistance in completing this questionnaire. We will mail the results of this survey to the above address by November 30, 1978.

Please, return this questionnaire by November 3, 1978 to:

Native American Public Broadcasting Consortium
P.O. Box 83111
Lincoln, NE 68501

Phone (402) 472-3522

**NATIVE AMERICAN PUBLIC BROADCASTING CONSORTIUM
PUBLIC TELEVISION QUESTIONNAIRE**

Programming

1) Is there a Native American population within your licensee broadcast signal coverage area?
 _____ Yes _____ No

If yes,

a) What is (are) the name (s) of the tribe (s)? _____

b) How large is this Native American population? (Please estimate.)
 _____ 1 - 999
 _____ 1,000 - 4,999
 _____ 5,000 - 19,999
 _____ 20,000 and over

c) Is this Native American population
 _____ Predominantly urban?
 _____ Predominantly rural?

d) What percentage (%) of your viewership is Native American? (Please estimate.)
 _____ 100% _____ 75% _____ 50% _____ 25%
 _____ % (Other)

2) When did you broadcast your most recent program of special interest to Native Americans?

	<u>Time of Day</u>	<u>Day of Week</u>
_____ Past week	_____	_____
_____ Past month	_____	_____
_____ Past six months	_____	_____
_____ Past year	_____	_____
_____ Other (Please specify:)	_____	_____

3) What was the source?
 _____ PBS
 _____ NAPEC
 _____ Regional network
 _____ Local production
 _____ Other (Please specify:)

4) Approximately how many hours of programming of special interest to Native Americans do you normally schedule?
 _____ hours per _____ (week, month, year)

5) How do you decide whether or not to book programs of special interest to Native Americans? (Please indicate your first choice with a "1"; your second choice with a "2".)
 _____ Overall quality
 _____ General viewership interest
 _____ Native American audience potential
 _____ Other (Please specify:)

Comments: _____



6) What is your station's criteria for determining the quality of programming of special interest to Native Americans? Please comment.

- a) Documentary _____

- b) Public affairs _____

- b) Realistic drama/docu-drama _____

- d) Arts and culture _____

- e) Sporting events _____

7) If you have previously broadcast Native American programming, what was the audience response?

Very Positive	Somewhat Positive	No Response	Somewhat Negative	Very Negative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

8) What form of ascertainment do you use to determine a need for Native American programming in your broadcast area? _____

9) What Native American program topics are of greatest interest to your viewership? Please indicate with a "1" your first choice and with a "2" your second choice.

- Indian culture/heritage
- Indian arts (i.e. music, dance)
- Indian social issues (i.e. health, education)
- Indian political issues (i.e. water, land rights)
- Skills (i.e. job seeking)
- Consumer interests
- Current Indian news program
- Other (Please specify:)

10) How has your station been most successful in promoting Native American or other minority programming?

11) Have you received the NAPBC catalog?

Yes No Please check if you would like to receive one.

If yes,

a) If yes, who has access to--or uses it?

_____ Department _____ Person's name

b) Please rate the ease of use:

Very easy to use	Moderately easy to use	Somewhat easy to use	Not easy to use
---------------------	---------------------------	-------------------------	--------------------

Comments: _____

c) Does the catalog provide sufficient information?

Yes No

Comments: _____

d) How could the catalog be improved? _____

12) Have you used the NAPBC library?

Yes No

a) If yes, please rate the NAPBC service:

Excellent Good Average Below Average Poor

b) If yes, please rate the NAPBC programming quality:

Excellent Good Average Below Average Poor

Comments: _____

13) What improved library services could the NAPBC provide to encourage you to increase Native American program bookings? (Please indicate your first choice with a "1", your second choice with a "2".

- _____ Increased awareness of available programming
- _____ Greater booking ease
- _____ Greater number of available programs
- _____ Provide program promotional materials
- _____ Other (Please specify:)

14) Has your station recently (within the past three years) produced or does it plan to produce any programs of special interest to Native Americans?

_____ Yes _____ No

If yes, please provide the following information:

Program #1:

a) Title _____
Producer/Director _____
Completion Date _____ (month, year)
Topic (history, art, etc.) _____
Type (drama, documentary, etc.) _____

Length _____ 15 minute _____ 30 minute _____ 60 minute _____ Other minutes
(Please specify)

Production Format
_____ Live
_____ Film
_____ 2" Quad
_____ 1" VT
_____ 3/4" VT
_____ Other
(Please Specify)

Program Format
_____ Continuing
_____ Daily
_____ Weekly
_____ Monthly
_____ Other
(Please Specify)
_____ One time
_____ Single program
_____ Series (Please Specify)
_____ # programs

b) What is its broadcast audience potential? (Check one only.)

Local Regional National

c) Does it meet FCC broadcast "blanking" standards?

Yes No Don't know

Comments: _____

d) Is it available for NAPEBC distribution?

Yes Maybe No

If yes or maybe, who holds the rights to it? _____

Program #2:

a) Title _____

Producer/Director _____

Completion Date _____

(month, year)

Topic (history, art, etc.) _____

Type (drama, documentary, etc.) _____

Length 15 minute 30 minute 60 Minute Other minutes

(Please Specify)

Production

Format

Live

Film

2" Quad

1" VT

3/4" VT

Other

(Please Specify)

Program

Format

Continuing

Daily

Weekly

Monthly

Other

(Please Specify)

One time

Single program

Series (Please Specify)

programs

b) What is its broadcast audience potential? (Check one only.)

Local Regional National

c) Does it meet FCC broadcast "blanking" standards?

Yes No Don't know

Comments: _____

d) Is it available for NAPEBC distribution?

Yes Maybe No

If yes or maybe, who holds the rights to it? _____

NOTE: If your station has produced or will produce more than two programs of special interest to Native Americans, please attach a sheet noting the above information.

15) If your station has not produced any programs of special interest to Native Americans, please tell us why not, noting the problems you have experienced:

16) What would encourage your station to produce programs of special interest to Native Americans?

17) What are your production capabilities?

_____ Studio _____ Remote
_____ Film
_____ Tape
_____ Mini-camera

18) What is your primary broadcast format?

_____ 2" Quad
_____ 1" VT
_____ 3/4" VT
_____ Other (Please Specify:)

19) What other broadcast formats do you use?

20) Are you considering changing your primary broadcast format?

_____ Yes _____ Maybe _____ No

If yes or maybe please indicate:

<u>Format</u>	<u>Anticipated date of change</u>
_____ Film	_____
_____ Quad	_____
_____ 1" VT	_____
_____ 3/4" VT	_____
_____ 1/2" VT	_____
_____ Videodisc	_____
_____ Other (Please Specify:)	_____

Comments: _____

21) Is your station interested in contract production?
 Yes No

Comments: _____

22) Who provides production staffs?
 Your station Outside Contractor Negotiable

Comments: _____

23) Who maintains administrative control of production grants?
 Your station Outside Contractor Negotiable

Comments: _____

24) Who controls distribution rights?
 Your station Outside Contractor Negotiable

Comments: _____

25) What production assistance services could the NAPBC provide your station?

	Great Need	Some Need	Little Need	None
Locating funding sources	_____	_____	_____	_____
Writing/developing proposals	_____	_____	_____	_____
NAPBC administering grants				
NAPBC--Co-grants	_____	_____	_____	_____
NAPBC--Sub-grants	_____	_____	_____	_____
Native American production personnel	_____	_____	_____	_____
Native American consultants	_____	_____	_____	_____

Thank you for your assistance in completing this questionnaire. We will mail the results to the below address by December 15, 1978.

_____ Name/Position of person completing questionnaire
 _____ Station
 _____ Address
 _____ City/State/Zip Code _____ Phone number



Personnel

26) Do you now have or have you ever had any Native American employees or trainees on your staff?
 _____ Yes _____ No

If yes, please provide the following information:

<u>POSITION</u>	<u>DATES ON STAFF</u>	<u>FUNDING SOURCE</u>	<u>SEX</u>	<u>PERFORMANCE</u>				
				<u>Excel- lent</u>	<u>Very Good</u>	<u>Aver- age</u>	<u>Below Avg.</u>	<u>Poor</u>
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____

27) Do you currently have positions that could be filled by qualified Native Americans?
 _____ Yes _____ No

If yes, please provide the following information:

	<u>Position</u>	<u>No.</u>	<u>Training/ Experience</u>	<u>Type of Position</u>	
				<u>Full-time</u>	<u>Part-time</u>
Management	_____	_____	_____	_____	_____
Production	_____	_____	_____	_____	_____
Technical	_____	_____	_____	_____	_____
Journalism	_____	_____	_____	_____	_____
Programming	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____

28) Who does the hiring for each type of position?

- Management _____
- Production _____
- Technical _____
- Journalism _____
- Programming _____
- Other (Please Specify:) _____

29) Please check the most effective method for recruiting people to fill available positions?

- _____ In-house posting
- _____ Word-of-mouth
- _____ Professional meetings
- _____ Professional publications (PACT)
- _____ Other (Please specify:) _____

30) If the NAPBC developed a training program for Native Americans in the media, which location would be best? (Check one, only)

- _____ At a central national facility
- _____ At regional facilities
- _____ At individual PTV stations (and/or transmitters) located near Native American populations
- _____ Other (Please Specify:) _____

31) Please indicate below for each employment category how likely it is that you would offer a permanent position to a qualified Native American?

<u>Employment Category</u>	<u>Very Likely</u>	<u>Likely</u>	<u>Unlikely</u>
Management	_____	_____	_____
Production	_____	_____	_____
Technical	_____	_____	_____
Journalism	_____	_____	_____
Programming	_____	_____	_____
Other (Please Specify: _____)	_____	_____	_____

32) Would you prefer to hire a Native American who has completed training elsewhere or one who has been trained in your own station? (Please check only one.)

_____ Completed qualified training elsewhere
 _____ Trained at own station

Comments: _____

33) Do you have the resources necessary to train a Native American to work in your station?
 _____ Yes _____ No

If not, what resources do you need?

34) What obstacles do you see to hiring or training Native Americans by your station?

Thank you for your assistance in completing this questionnaire. We will mail the results to the below address by December 15, 1978.

_____ Name/Position of person completing questionnaire
 _____ Station
 _____ Address
 _____ City/State/Zip Code
 _____ Phone number

Please return this questionnaire by November 3, 1978 to:

Native American Public Broadcasting Consortium
 P. O. Box 83111
 Lincoln, Ne. 68501
 Phone (402) 472-3522