Welcome!

Thank you for taking part in the Questionnaire of Station Education Work.

This questionnaire asks public media licensees about their education and learning-related work—that which is being accomplished today, and planned for the future. In addition, we want to understand what supports would best facilitate your path to that future.

Your responses will be kept confidential. Questionnaire responses will be aggregated and the final report of findings will not identify any individual or station's questionnaire responses.

This questionnaire has been designed so that it can be completely quickly (30 minutes or less) by someone who is most familiar with the education and learning-related efforts of your station.

Results must be submitted by **Monday, March 23rd** at 5 PM Pacific Standard Time.

Education and Learning-related Work

This questionnaire applies a broad definition to stations' education and learning work, recognizing that stations play a variety of roles that support education and learning in their communities. These roles include:

Awareness Raiser/Knowledge Builder—serving to bring attention to an issue and direct people to solutions;

Community Convener/Catalyst—serving to assemble groups for a common purpose;

Service Provider—serving to disseminate educational content, materials, and educational practices; and

Content Developer—serving to create educational materials.

Your station may play one or more of these roles in your education work.

This questionnaire also asks questions about **content.**

For the purposes of this questionnaire, educational content may include national and local broadcast media on TV and radio, as well as web and mobile media. **We realize stations vary significantly in their content delivery; your station may exclusively use broadcast, or a combination of media.**

Education content is any content that supports your station's education work as described in the roles above. This may include:

- the PBS KIDS schedule;

- General Audience news and public affairs programming;

- General Audience science programming;

- Primetime content that is part of American Graduate; and

- digital instructional resources, or other content your station has produced and/or distributed in service of

education.

You may stop answering questions and return to complete the questionnaire at a later time. However, you must do so using the same computer and web browser from which you initially accessed the questionnaire, and cookies must be enabled.

*1. Please select your station from the list below. (The corresponding number is your CPB Grantee ID.)

[▼]

*2. Name of person submitting this information:

[   ]

Our first questions are designed to help the Corporation for Public Broadcasting (CPB) understand the range of audiences that are being served by public media.

3. Please indicate how often each of these potential audiences is targeted by your education and learning-related efforts.

	Never	Rarely	Sometimes	Very Often	Always
a. Very young (pre-K or younger) children—in general	○	○	○	○	○
b. Very young (pre-K or younger) children—from lower socio-economic status (high poverty)	○	○	○	○	○
c. Parents/guardians of young (pre-K or younger) children—in general	○	○	○	○	○
d. Parents /guardians of young (pre-K or younger) children—high poverty	○	○	○	○	○
e. Pre-K Educators/Childcare providers (early childhood educators)	○	○	○	○	○
f. School-aged children (ages 6-18)—in general	○	○	○	○	○
g. School-aged children (ages 6-18)—from lower socio-economic status (high poverty)	○	○	○	○	○
h. Middle- and/or high school dropouts	○	○	○	○	○
i. Parents/guardians of school-aged (ages 6-18) children	○	○	○	○	○
j. K-12 educators (teachers)	○	○	○	○	○
k. K-12 administrators (principals, district personnel)	○	○	○	○	○
l. After school program providers (4-H, YMCA, etc.)	○	○	○	○	○
m. Undergraduate/graduate (university) students	○	○	○	○	○
n. College/University instructors	○	○	○	○	○
o. Adult learners—general audience	○	○	○	○	○
p. Adults from lower socio-economic status (high poverty) population	○	○	○	○	○
q. Adult ESL (English language) learners	○	○	○	○	○
r. Adult GED (or high school equivalency exam) learners	○	○	○	○	○
s. Adult learners—vocational job training or for a professional certificate or skill program	○	○	○	○	○
t. Adult educators (people who teach GED learners, or do organizational training)	○	○	○	○	○

4. How does your station know it is reaching these audiences? Please select all that apply.

- [ ] Ratings
- [ ] Web analytics (visitors, streams, etc.)
- [ ] Attendance sheets at education events
- [ ] We specifically target these audiences (e.g., invitation)
- [ ] Conversations or informal input from participants or users
- [ ] Responses to written surveys or feedback forms from participants or users
- [ ] Interviews and/or focus groups with participants or users
- [ ] Comments from members/viewers
- [ ] External reviews or evaluations
- [ ] We do not currently measure our reach
- [ ] Other (please describe)

5. Please select each of the following delivery strategies that your station uses to reach education and learning-related audiences. (Select all that apply.)

- [ ] a. Broadcast educational content (e.g., PBS Kids, primetime science, public affairs, other educational content)
- [ ] b. In-person training or instruction
- [ ] c. Online training or instruction
- [ ] d. Web-based resources (e.g., station website, resource portals, online databases, blogs, wikis)
- [ ] e. Streaming media (e.g., video on demand)
- [ ] f. Mobile technologies (e.g., handhelds, cell phones, podcasts)
- [ ] g. Email
- [ ] h. Videoconferencing
- [ ] i. DVDs
- [ ] j. Community screenings

Other (please specify)

Please remember: For the purposes of this questionnaire, educational content may include national and local broadcast media on TV and radio, as well as web and mobile media. **We realize stations vary significantly in their content delivery; your station may exclusively use broadcast, or a combination of media.** Education content is any content that supports your station's education work.

Please read the following statement that describes the changing educational landscape, and an opportunity for public media in that landscape:

Traditionally, public media has defined education work as direct service to schools. Today, educational trends show a move away from sitting at a school desk to an environment where learning can happen anytime and anywhere and will no longer be restricted to a place and a time. In this environment, content is at the center of any learning experience. With this context in mind, public media has an opportunity to be a collaborative partner that provides high quality content with specific learning objectives, raises awareness, builds knowledge, supports student achievement, and increases dialogue at the local level.

6. Thinking about your station's education and learning-related efforts, please indicate how often each of these things occurs.

	Never	Rarely	Sometimes	Very Often	Always
a. The community looks to our station as a source of educational content, as described in the above statement	○	○	○	○	○
b. The community looks to our station as a source of education/learning expertise, as described in the above statement	○	○	○	○	○
c. Our station raises our community's awareness about what makes for successful learning experiences	○	○	○	○	○
d. Our station raises our community's awareness about topics impacting education	○	○	○	○	○
e. Our station serves as a convener in our community by bringing together a diverse range of community members	○	○	○	○	○
f. Our station invites community members to discuss issues of importance in education	○	○	○	○	○
g. Our station's education efforts are keeping pace with changes in methods of digital delivery, as envisioned in the above statement	○	○	○	○	○
h. Our station's education efforts are leading by example, towards a modern definition of learning in our community, as described in the above statement	○	○	○	○	○

7. Please indicate how typical each of these practices is at your station—specific to education and learning-related efforts.

	Never	Rarely	Sometimes	Very Often	Always
a. Community needs drive our station's education and learning-related work	○	○	○	○	○
b. We define measureable outcomes that:	○	○	○	○	○
(i) guide program design					
(ii) inform the implementation of our work in the community	○	○	○	○	○
(iii) demonstrate the impact of our work in tangible ways	○	○	○	○	○
c. Strategic partnerships with community organizations:	○	○	○	○	○
(i) improve our work					
(ii) expand our reach	○	○	○	○	○
d. Our work involves multiple, complementary strategies (e.g., broadcast, online, social media, mobile learning, face-to-face events, trainings, etc.)	○	○	○	○	○
e. Our work uses technology applications and new media to promote participation and then extend and sustain impact	○	○	○	○	○
f. We communicate about our successes in order to raise funds for our education work.	○	○	○	○	○
g. We communicate about our successes to expand the reach and raise awareness of our work	○	○	○	○	○
h. We communicate about our successes to be transparent and accountable to the communities we serve	○	○	○	○	○

The following items represent a continuum between two general descriptions of education and learning-related work. For each, please select the point that best represents your station's current learning-related work.

8. Please select that point that represents your station on the five-point scale.

Education and learning-related work, including distributing educational content, are one distinct branch of our station's work

← — →

Education and learning-related work, including distributing educational content, are the core of our station's work (Education and learning-related work are integrated across efforts throughout the station)

○ ○ ○ ○ ○

9. Please select that point that represents your station on the five-point scale.

Our education work is not keeping up with the changes in the education landscape of our community

← — →

Our education work is leading changes to the education landscape of our community

N/A

○ ○ ○ ○ ○ ○

10. Please select that point that represents your station on the five-point scale.

We have to seek opportunities to partner with organizations in our community on education and learning-related projects

⟵   —   ⟶

Organizations in our community regularly seek our expertise on education and learning-related projects

N/A

○　　　○　　　○　　　○　　　○　　　○

11. Please select that point that represents your station on the five-point scale.

Our station's education work is primarily targeted to the formal school environment

⟵   —   ⟶

Our station's education work supports both formal and informal learning—recognizing that learning regularly occurs outside the classroom

○　　　○　　　○　　　○　　　○

12. Please select that point that represents your station on the five-point scale.

We are not part of an education partnership in our community

⟵   —   ⟶

Our station is deeply embedded in a partnership of community organizations that focus on education and learning-related projects

○　　　○　　　○　　　○　　　○

13. Please select that point that represents your station on the five-point scale.

We do not actively invite the community into the station or host forums for discussion

⟵   —   ⟶

Our station is a trusted frequent community convener and/or hub for ongoing dialogue

○　　　○　　　○　　　○　　　○

14. For each of the efforts described below, please rate in three ways:

Current Effort: How much of this type of effort is a part of your current work?

Current Value: How much value does your station realize when this type of effort is made?

Future Effort: How much of this type of effort does your station plan to do in the future?

	Current Education Work Amount:	Current Education Work Value:	Future Education Work:
a. Collaborating with individuals and departments at our station to improve the quality and reach of our education and learning-related work	▼	▼	▼
b. Collaborating with other stations to enhance the quality and reach of our education and learning-related work	▼	▼	▼
c. Conducting evaluation or research to demonstrate the impact of our education and learning-related work	▼	▼	▼
d. Producing original high quality content that addresses the education needs of our community	▼	▼	▼
e. Providing services that reach the underserved or high need communities	▼	▼	▼
f. Using community partnerships to increase the effectiveness of our work	▼	▼	▼
g. Increasing the community's awareness of the education benefits that public media provides to the community	▼	▼	▼
h. Advising community leaders about effective education, learning and related content	▼	▼	▼
i. Developing/producing content in a variety of platforms for digital education	▼	▼	▼

15. Next, think about the kinds of support that the Corporation for Public Broadcasting (CPB) could provide that would most benefit your station. Please rate each of the following potential supports in two ways:

Current need: How much does your station currently need this type of support from CPB?

Perceived Benefit: How much you believe this type support, if provided, would benefit your station's education and learning-related efforts?

	Your Current Level of Need:	How Much Would this Type of Support Benefit Your Station:
a. Support in collaborating with other public media stations	▼	▼
b. Providing models of best practices in public media education and learning-related efforts that can be implemented by your station	▼	▼
c. Technical assistance to conduct research and evaluation of education and learning-related efforts	▼	▼
d. Plug and play curricula to implement in your community	▼	▼
e. Funding to develop your own curriculum	▼	▼
f. Funding for community partnerships	▼	▼
g. CPB-established national partnerships that stations could leverage locally (e.g., United Way)	▼	▼
h. Help finding funding to support education and learning-related efforts	▼	▼
i. CPB-sponsored research that demonstrates the learning efficacy of programs available to your station	▼	▼
j. Help to increase your station's visibility among education stakeholders in your community	▼	▼
k. Support in connecting with teachers in your community	▼	▼
l. Funding to help train teachers on the use of your station's digital resources and content	▼	▼

16. Thinking back over the past 18 months, which of the following is true for your station's education and learning-related work?

	Decreased Significantly	Decreased Somewhat	Remained the Same	Increased Somewhat	Increased Significantly
a. Our focus on community-based needs	○	○	○	○	○
b. Defining clear outcomes for education and learning-related work	○	○	○	○	○
c. Our use of education/learning technologies and media	○	○	○	○	○
d. Collaboration with departments in our organization by coming together to contribute to education and learning-related work	○	○	○	○	○
e. Collaboration with partners in our community by coming together to contribute to education and learning-related work	○	○	○	○	○

17. Over the past 18 months, how frequently did your station use the following methods to find out whether participants learned something through its education and learning-related work?

	Not at all	Sometimes	Often	Always	Unsure/ Don't Know
a. Conversational or informal feedback from participants or users	○	○	○	○	○
b. Responses to written surveys or feedback forms from participants or users	○	○	○	○	○
c. Interviews and/or focus groups with participants or users	○	○	○	○	○
d. External reviews or independent evaluations	○	○	○	○	○
e. Outcomes-tracking using a formal logic model or research plan	○	○	○	○	○

Other (please specify)

18. Rank the top 3 influences that guide your station's decision to provide its education services.   (Mark 1 beside the most influential factor, 2 beside the second-most influential, and 3 beside the third-most influential factor. Please mark only 3.)

Available funding sources or opportunities

Available internal capacity and/or expertise

Available partners or collaborators

Available materials (e.g., access to copyrighted materials)

Available technology applications (e.g., datacasting through new digital equipment)

Local or regional priorities or needs

National priorities or needs

Input from advisory board

Input from state or local education departments

Input from educators

Input from community members

19. Please rank the top 3 sources of funding for your station's education programs or activities. (Mark 1 beside the leading source of funding, 2 beside the second-most influential, and 3 beside the third-most influential factor. Please mark only 3.)

Member donations

Corporate underwriters

Corporation for Public Broadcasting

U.S. Department of Education

Other federal government agency or agencies

State department of education

Other state government agency or agencies

Foundation(s)

For-profit business or businesses

Fees for access or use

20. Does your station explicitly mention "education" in its mission statement?

○ Yes

○ No

○ Unsure/Don't Know

21. Finally, how many total full-time equivalent station employees are responsible primarily for education services?   Please provide the most exact figure possible.   (Enter a number.)

22. Is there anything else that you would like to share with CPB, specific to your current work, work you plan to pursue in the future, or things that would facilitate that work? If so, please briefly summarize here.

Thank you for taking the time to complete this questionnaire. Please click "Done" below to submit your responses.