

PBS Education Updates

Round Robin Meetings, October – November 2006

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1. PBS Teachers PreK-12 Web Launch Update, Including Localization Opportunities
2. PBS Foundation Early Childhood Education Initiative
3. Final Report from Local Station Education Needs Assessment, Spring 2006 (Site Visit Summary; Survey Findings; Initial Recommendations to PBS Management)

1. PBS Teachers PreK-12 Web Launch Update, Including Localization Opportunities

This winter, PBS will relaunch and rebrand its TeacherSource K-12 Web site on PBS.org. The relaunch and rebranding will fulfill a number of goals, including improved usability, advanced personalization, and competitiveness with other leading K-12 online services.

One *very* important aspect of the PBS Teachers launch is expanded local-national content sharing and functionality. The enhanced local-national aspects of the service will include:

- Increased visibility for local content, events and initiatives on the national site: **dedicated local real estate on the Teachers homepage and other top-level pages**, for interested stations to update automatically through a back-end, Web based form. Will also include the opportunity for interested stations to “**private label**” **the site with their own K-12 service name**, for localized users.
- An expanded number of **content offerings and tools (e.g., “modules”)** for stations **to use to expand their local Web sites**.
- A new, robust search engine which includes **standards-correlated audio, video, and interactive assets tied to the NPS**, as well as **local content available across the system** on local Web sites.

Related to the last point, above: there is an abundance of multimedia across the PBS.org site that can be useful to teachers and learners: for example, NOVA ScienceNOW segments, Curious George video clips (see <http://pbskids.org/curiousgeorge/video/>), and “Empires” series video segments (see <http://www.pbs.org/empires/egypt/resources/video.html>).

PBS is cataloguing and correlating a significant number of these multimedia assets, and working with NPS producers on projects in development to encourage the delivery of additional multimedia resources, particularly video segments.

PBS also wants to expand its K-12 search functionality to promote *locally-hosted educational resources on station sites*. This would enable educators to search across the public broadcasting system for relevant educational resources—and drive traffic to local sites. All that is required of interested stations is that they supply PBS with a spreadsheet of local content, listing the title and URL (web address) of the local asset(s). PBS will take care of cataloguing the educational metadata and doing the state standards correlations. Then, your local content will show up in the national site search, for all site users; additionally, PBS will provide stations with a plug-and-play search module to enable the same system-wide, multimedia K-12 search functionality for their own local Web sites.

Interested stations should contact Donelle Blubaugh at djblubaugh@pbs.org or at 703.739.8630 to participate. PBS is requesting local resource listings from interested stations by November 30, 2006.

2. PBS Foundation Early Childhood Education Initiative

The PBS Foundation has been very interested in early childhood education and is formulating a comprehensive fundraising strategy to support an expansion of what we do in early childhood, at the local and national levels. Growing out of the Digital Future Initiative, this plan is being developed with input from producers, stations, and outside early childhood advisors, and is designed to draw upon our track record in quality content, trust from parents and educators, strong local outreach, and community partnerships. The initiative includes the following:

High-quality on-air and online content.

- Existing and newly-conceived innovative on-air and online content for preschoolers.
- Builds from the work already underway as part of the PBS KIDS Re-invention.
- Complements the Ready To Learn project—which has a specific literacy focus—by providing support for content addressing other curriculum areas and topics.
- Expands the PBS Parents Web site to deliver a rich media archive of parenting and child development resources—including, potentially, video from programs like *Mister Rogers* and *Dragon Tales*—while connecting parents with experts and to each other for online support.

Comprehensive preschool curricula.

- Research--based, comprehensive curricula in literacy, numeracy, science, music, and more, leveraging popular PBS programming assets and characters. This is especially critical in areas adopting statewide preschool programs, where the need to “scale up” quickly is great.
- Correlated to emerging national and state standards for early childhood education programs—an expansion of PBS’s current K-12 curriculum standards correlation offerings.

Comprehensive professional development for early childhood educators.

- PBS will become *the* “go-to” provider for early childhood educator professional development, offering approaches that combine on-air, online, and face-to-face and lead to state certification, a degree, and/or continuing education.
- Leverages existing face-to-face training that many stations provide for early childhood educators, often in partnership with state licensing agencies.
- Leverages the infrastructure of PBS TeacherLine, a K-12 online professional development service offered by PBS and 70 stations.

Sustained local outreach with community partners.

- Supports current community partnerships that local PBS stations have created, in the service of parents, caregivers, educators and children.
- Provides parents, caregivers and educators with vital information about child development and school readiness, also offering everyday, media-rich activities kids and adults can do together to build skills and foster a deep love of learning.

A strong research and testing approach.

- The “Early Childhood Institute” will provide an academic environment in which to develop and assess the preschool curricula and professional development described above.
- The Institute will bring together university-based early childhood “lab school” practitioners, early childhood experts and researchers, content producers and others to rigorously test and refine the content and services PBS will provide, before they are rolled out nationally.
- As PBS further develops the Institute concept, PBS will be coordinating with CPB in order to ensure that this early childhood work complements and supports CPB’s work with Ready To Learn and in children’s content more generally.

For questions please contact Rachael Hofmann (rahofmann@pbs.org) or Mary Kadera (mkadera@pbs.org).

3. PBS Education and Local Stations: Analysis and Assessment, Spring 2006: Full Report

In 2006, PBS undertook an extensive assessment of station needs in the formal education arena, with a targeted effort to understand the role PBS could play vis a vis other public broadcasting organizations and how PBS could offer more value to stations. This assessment involved site visits to several stations and a system-wide survey of the heads of education at local stations. Through this research, PBS was able to identify a number of areas of shared opportunity across the system, and identify the common core priorities that local stations have for PBS in education.

This report contains Findings & Recommendations; the summary of feedback collected during the site visits; and the data compiled through the survey effort.

Findings & Recommendations

- **Stations want to see PBS take a leadership role in education.** During the site visits, while the stations conceded that other entities in the system could provide education services, all confirmed that they wanted to see PBS do so. One general manager told me, "I want *my national membership organization* to do this." This is borne out by the survey data in stations' consistently negative reaction to the "PBS should get out of the way..." options. Stations are not asking for PBS to offer a full suite of services, preK through higher ed, but desire **a few focused, highly effective efforts.**
- Stations have specific ideas about the **complementary roles they perceive for PBS, NETA, CPB and APTS.** During the station visits, consistent feedback included the following: NETA--the organization skilled in convening meetings, facilitating discussion of system-wide issues, and enabling station professional development. CPB--the organization that should provide strategic leadership on system issues and government relations (with APTS), facilitate research and planning efforts, and channel funding to support local station services. PBS--the organization that should provide local-national education services.
- Stations need to see a **sustained commitment to education** from PBS. It often takes stations 2-3 years to cultivate local partners, funding and exposure for education and outreach initiatives—and more than once, PBS has pulled the plug before local efforts gathered full steam. Feedback from stations indicates that PBS's present org structure and long-range planning for specific services are areas requiring attention.
- Stations aren't clear about the **mechanisms for providing input** to PBS or all the ways that PBS is trying to **communicate out to the system.**

General Recommendations:

1. PBS should implement a staffing/org plan that includes a **senior-level leader** for education. This person should be advised by a **standing station advisory group**—different from the Education Committee of the PBS Board, or any of the service-specific advisory groups in existence today—comprised of general managers participating together with their education directors. PBS needs dedicated education staff resource in each of the key areas identified by stations in the survey: acquiring the NPS in a manner that extends educational use; aggregating the NPS for stations and users; and communicating the value of

education services inside/outside the system. PBS should determine whether it can secure the resources to support a "standing staff" who would be responsible for leadership and strategic planning, NPS acquisition/aggregation for education, and communication (likely 8-10 FTE's). More on each of these areas in sections that follow.

2. PBS can **focus on early childhood and K-12** to develop a few highly effective offerings. These are near-universal areas of interest within the system. Project staff would be required to support 1-2 "packaged" early childhood services and 1-2 "packaged" K-12 services for the system.
3. PBS should build **five-year plans** for its education services, ensuring availability and sustainability for *at least that period of time* and building in contingency scenarios to help mitigate risks (e.g., an elimination of the federal appropriation for Ready To Teach, etc.). When services must be discontinued, PBS should offer interested stations the opportunity to take over administration of those services (e.g., LiteracyLink at KET) as a right-of-first refusal before they are completely discontinued or assets licensed to third parties.
4. As much as possible, PBS must work with APTS, CPB, and NETA to **develop focused, complementary efforts that contribute to an overall support system for stations**. The national organizations must then **regularly communicate to the system** about their work together. Regular, senior-level coordination meetings can help clarify the roles that each organization will play. (In the past, an "E5" group of CPB, NETA, APTS, NCO and PBS met via conference call to share updates on our individual efforts, and it contributed positively to stations' perception that the national organizations moved in concert on the system's behalf. However, the collaborators were middle-management staff from each organization and thus were not in a position to exert the needed influence within their own organizations, re: setting shared priorities, strategies, etc.)
5. PBS should provide **regular, strategic briefings** with stations via teleconference, WebEx and/or conference call. Stations have appreciated the monthly e-mail newsletter but they are looking for opportunities to learn more about specific initiatives and provide feedback to PBS.

Communicating the Value of Education: Recommendations

1. PBS should **lead a PR effort, strongly supported by APTS and CPB**, to communicate our educational value and relevance to policymakers, decisionmakers and strategic partner organizations. This must be a **standing commitment**, not a one-time push, and should be resourced/staffed accordingly.
2. In particular, given the influence and importance of state agencies, attention should be given to those **strategies and partners that can raise public broadcasting's profile at the state level** (e.g., CCSSO, SETDA, etc.). This would build upon existing efforts at the local level (especially for state licensees) and at the national level (state standards correlation, TeacherLine state adoptions/endorsements).
3. Events, campaigns, and other resources deployed at the national level should be **localizable** for those stations wishing to use them in their own communities. PBS should consider **targeted grants to stations** in key markets (e.g., important

Congressional districts) for local, complementary PR initiatives. The local and national efforts should be **tied to specific annual performance metrics.**

4. Today in education, various PR, promotion, and station communications functions are carried out by different departments at PBS (pieces of existing staff, and/or fully grant-funded project staff). PBS should consider **an org structure which includes dedicated staff, organized as a team**, working on internal and external education communication/PR. And/or: PBS should regularly work with outside, **professional PR consulting firms** to help refine its messaging and approach.

The NPS: Recommendations

1. In kids and primetime greenlighting, PBS should more clearly articulate the **types of programming/content most likely to be used in educational settings** (particular genres, topics, formats, etc.). Not all programming acquired by PBS will be well-suited for educational use—but for those titles that are a good match, PBS should provide producers with a clear set of **education-related rights and deliverables**. Most notably, this would include short-form video program derivatives/segments for classroom use, and longer-lead information (whenever possible) for stations and educators about classroom extension materials. PBS should **clearly communicate to stations** its processes and expectations in this area.
2. Dedicated staff members who focus on *acquiring* the NPS for educational use would **participate more fully in the greenlighting process**, work with producers to **refine plans and align them to end-user and industry research**, and **quality-check deliverables**.
3. Dedicated staff members who focus on *aggregating* the NPS would **attach educational metadata and correlate to state standards, manage a portal** providing aggregated access for end users in formal education, and **distribute NPS educational extensions to stations**, in a variety of formats to complement existing local efforts and infrastructure.
4. Dedicated staff members who focus on *communicating* about the NPS to member stations would build upon the existing monthly education newsletter to **provide long-lead, targeted advance information to member stations**. This would include longer-lead pipeline information, electronic customizable collateral, and specialized promotional tools (e.g., inservice workshop kits about particular multi-program initiatives, like elections) all in keeping with individual stations' interests and priorities (e.g., a special interest in health content, or literacy content, etc.).

Early Childhood: Recommendations

1. Early childhood is a near-universal service area for stations, and PBS should **fundraise for and implement strong offerings** in this area. Natural partners in this effort would be **stations in states launching universal preK programs** and/or **stations in areas with extremely high rates of NCLB-failing schools**.
2. PBS efforts in early childhood should be **broader than literacy** (health, in particular, is an area of activity at many stations).
3. PBS efforts should **strengthen and support the existing community partnerships** established through the previous Ready To Learn grant and should **leverage the**

impact results achieved through RTL. Stations believe that Ready To Learn in its former, broader context (or some differently-named service building upon RTL's basic components) is "very fundable" at the local and national levels.

4. Services should include **multi-platform support to parents** (to include face-to-face in local communities), robust **professional development for early childhood educators**, and **comprehensive preschool curricula** (e.g., a pre-reading curriculum) building off of the NPS.

Funding and Sustainability: Recommendations

1. Given the variety of funding sources and models within the system, PBS needs to develop **flexible definitions of sustainability**. "All free" won't work for stations who need to generate positive net revenues from their education services, and sale-based structures don't work for stations who offer ed services through a regular state appropriation.
2. PBS should recalibrate existing services (e.g., TeacherLine) so it is clearer to stations how they may participate, through a **variety of financial scenarios**:
 - Station secures state-level appropriation to subsidize the service in its market.
 - Station builds TeacherLine into its preexisting annual school membership model.
 - Station secures local grant or local corporate underwriter to subsidize the service.
 - Station is making sales to individual schools and districts.
3. PBS should research and test models where the **total cost of service ownership may be jointly borne by PBS and interested stations** (over a five-year minimum). For certain services, PBS may be able to bear 90% of the total service cost (e.g., through a significant federal or philanthropic grant). For other services, PBS may bear 50% of the total cost. Stations interested in participating would come up with their share of the funding, through any local mechanism that makes sense to them (e.g., corporate underwriting; state appropriation; fee-for-service; etc.). This is a variation on the packaged service theme outside of formal education (e.g., multichannel offerings).
4. Given stations' concern over their own sustainability in education, PBS should *research* the advisability of **creating and offering system professional development**, together with NETA and/or CPB, and marketing this to education directors, development professionals, and GM's. (In the survey, state networks were most interested in PBS providing professional development to system personnel, but this was not highly rated by other types of stations.)

Aggregating and Distributing Local Content: Recommendations

There is ongoing interest in a system portal providing access to a wide array of locally-produced content assets, particularly for K-12 education. However, the survey data and site visits don't point to this as stations' most pressing directive for PBS.

PBS should **implement a pilot to test a system-wide aggregation/search mechanism**, beginning with those stations for whom this is a higher priority (in particular, several of the OSBE stations). PBS should make this system-wide search functionality available on its national site as well as on local station Web portals. [Note: this is happening as part of the PBS Teachers launch (a.k.a. TeacherSource site relaunch).]

Station Site Visits: Feedback Summary (March 2006)

Last month, I visited several member stations to learn more about their local education services. I also gathered feedback about the localization of PBS's existing services and PBS's role in formal education. The stations I visited were:

- Kentucky Educational Television (state network)
- Iowa Public Television (state network)
- KLRU, Austin, TX (community licensee)
- WSIU, Carbondale, IL (university licensee)
- WNED, Buffalo, NY (community licensee)
- New Hampshire Public Television (university licensee, also a state network)
- KETC, St. Louis, MO (community licensee)

This summary includes

- Site Visit Take-Aways: elements of local service that are held in common by all/most stations, and elements that differ place to place
- Site Visit Take-Aways: feedback for PBS provided by all/most stations, and perspectives about PBS's national role that differ place to place
- Notes on next steps
- Context: Overview of education across the system: what we know from CPB's annual SABS survey
- Appendix: Questions sent to participating stations in advance of the site visits

1. Site Visits: Take-Aways about Local Education Services

Common Themes-

Long-Term Commitment to Specific Services: Stations persevere in offering locally-valued education services—even when these services are terminated or significantly altered at the national level.

- Each station I visited will be running a local version of the "Reading Rainbow Young Writers & Illustrators" contest, even though the national contest has been cancelled.
- Each station I visited is still operating its Ready To Learn service. To some extent, the stations are relying on the CPB "Ready To Lead in Literacy" grant, and thus will focus on literacy—but in every place I visited, stations are defining "Ready To Learn" in its original, broader sense, and will continue to conduct workshops and distribute materials on a wide range of early childhood topics. In each market, the station is augmenting the CPB funding with local grants and underwriting; at one station, work is underway to create an endowment for the local Ready To Learn service. Through Ready To Learn, stations have cultivated an impressive array of local partnerships (in some places I visited, upwards of 30 recognized local partner agencies) and thus RTL has become a central part of the station's value in the community. As one station noted, "We are still a Ready To Learn station—regardless of what the Department of Education does. We still own it."

Funding: Stations embrace diversified approaches and leverage expertise within their own organizations.

As the SABS data demonstrates, stations across licensee types depend upon competitive grants to fund a significant share of local education service. In addition, each station I visited was conducting at least one fee-for-service initiative.

- Many stations I visited have developed cross-departmental fundraising working groups in order to vet and prioritize the funding asks going out to local grantmaking agencies. All are of the opinion that a close relationship with the station's Development group is critical to their success in Education & Outreach—though in some cases, the education staff members prepare their own grant proposals.
- Each station generates some fee-for-service revenue, though in every case this represents the minority of the station's education efforts and in most cases is priced to cover basic costs (e.g., materials, travel, etc.). Among those who are offering telecourses, all are collecting contract fees from consortia of local community colleges. Additionally in K-12, some stations charge schools and districts for inservice workshop professional development and for instructional media (ITV broadcast, video-on-demand, etc.).

Other Entities in the Station Market: The "Go Direct" Issue.

Across the board, stations confirmed the sensitivity of "going direct" to the educators and learners in their local markets. Examples I heard include:

- PBS sends marketing materials to The Mills mall staff (related to a nationally-developed partnership) without informing the station or providing advance copies to local station personnel.
- Producers direct-mail promotional materials to educators—and the station finds out after-the-fact, through a posting on PBS Connect Forums.
- Organizers of events like "Sesame Street Live" book events in a community, but make no attempt to coordinate with the local station, re: providing additional on-air promotion, offering event tickets to key station stakeholders, etc.

In my visits, I also heard concern from the stations about Discovery's presence in their local market. Three of the seven stations I visited are the exclusive distributors of unitedstreaming to their local schools and districts. Three other stations confirm that their schools and districts are subscribing to unitedstreaming, but are doing so through other intermediate service agencies that engaged directly with Discovery. In one market, the station has adopted a provider-neutral position and is providing inservice utilization training for all the major K-12 VOD providers, Discovery included. Concerns I heard during my visits include:

- Discovery is pushing add-on product sales through its field sales force, sometimes aggressively, prompting schools and districts to call the local station to complain.
- Discovery agreed to notify the local station when its field staff makes sales or training calls to local districts—but the station is not always notified, and it doesn't have the staff to actively monitor.
- Discovery is discounting the service, on occasion without station input, negatively affecting the station's revenue generation. In one area, Discovery announced a "two-for-one" promotional special (two schools can subscribe for the price of one), cutting the station's revenue almost in half and forcing the station to subsidize the wholesale license fee out of its general operating budget.

To be fair, I also heard some of the same concerns about Library Video and its new Safari Montage service. For example, one station I visited had just exhibited at a statewide educator conference; down the row from the station in the exhibit hall was the Library Video booth—with prominent PBS branding and mention of NPS program titles—but with no relationship to the local station.

Shared Needs/Priorities: A common core of activities.

Common interests and activities I heard about during my station visits include:

- Professional development for early childhood educators, and the station's role as credentialed provider of this type of PD, for state licensure/certification.

- Professional development for K-12 educators, particularly inservice workshops focused on media literacy and technology integration. Most had participated in NTTI and felt it had worked well for them; some are continuing to offer NTTI training even though they may not be supported by the same national funding and infrastructure.
- Parenting support—including broadcast programming, face-to-face training, and materials development—continues to be a strong focus at many stations, particularly as it relates to literacy and health.
- At many of the stations I visited, health is going to be a major, station-wide, sustained focus. Stations told me that health is a topic that lends itself to local partnerships and fundraising.

Differences –

I also learned quite a bit about the variation that exists across the system—variation even *within* licensee types that can be masked when simply looking at aggregated SABS information or other topline data. For example, among the seven stations I visited:

- The three state networks had 4, 20, and 70 FTE's working in Education & Outreach.
- The three state networks received 25%, 45%, and 58% of their overall station funding from the state government—which affects the importance of membership, underwriting, and other fundraising activities in each place.
- Two of the three community licensees coordinate and deliver statewide education services (like a state network would), facilitating the involvement of other stations and state/regional education agencies.
- Two university licensees were among the group of stations I visited. One of these is housed on the university campus and is pretty tightly integrated with several departments at the university (communications, education, etc.). There is significant back-and-forth with personnel, as students perform work/study at the station and station personnel teach classes on campus. The other university licensee is not housed on the university campus, does not receive university-provided overhead and facilities maintenance, and the day-to-day working relationship depends upon securing commitments from interested faculty, and jointly fundraising for specific projects.
- Across licensee types, the stations' position relative to other state and regional education agencies in terms of the educational funding flow—and local agreement about dedicated roles that particular organizations will play—are two other significant variables affecting stations' provision of education services. In some areas, the station is the “go-to” source for particular services (e.g., videoconferencing, instructional media, virtual high schools, etc.) and contends with relatively little competition. In other areas, the station has formalized arrangements with state agencies and intermediate service agencies (BOCES, AEA's, etc.) to play specific, well-defined roles that complement the work of these other organizations. In other markets, however, the station and other agencies compete for funding that flows directly to school districts, and that districts may elect to funnel to stations, regional education centers, for-profit providers, or others. A station's position in the overall mix has a strong influence on what kinds of services it can successfully and uniquely provide, as well as how it will fund its work.

Other differences I noted include the following—and these are not neatly mapped to licensee type or other discernible factors:

- The organization of education within the station: whether education is embedded across the organization (within Development, Production, Marketing, etc.) or functions as a self-contained unit, doing its own work in fundraising, web development, communications, etc.
- How education is positioned in the station's overall digital conversion strategy
- Whether the Internet is central to the station's educational service delivery (in general, it's just harder for stations with smaller staff size)
- Whether broadcast is central to the station's educational service delivery (e.g., analog ITV block feeds; telecourse broadcast; multichannel operation; etc.)
- The degree to which adult education is a part of the station's mix of education services (an important focus at 3 stations, not as central at 4 other stations)
- The extent to which the station coordinates activities with other PTV stations in its state/region
- How/if the station plays the role of convener within the community, to foster discussion and debate about local education issues and policy.

2. Site Visits: Take-Away Feedback for PBS

Common Themes-

The national organizations: Common ideas about the distinctive and complementary roles of NETA, CPB, and PBS.

- NETA: the organization skilled in convening meetings, facilitating discussion of system-wide issues, and enabling station professional development.
- CPB: the organization that should provide strategic leadership on system issues and government relations (with APTS), facilitate research and planning efforts, and channel funding to support local station services.
- PBS: the organization that should provide localizable education services.

I pressed on this last point, questioning whether education services would be more efficiently and effectively provided by CPB, NETA, groups of stations working together, and/or individual program producers engaging with stations directly. While the stations conceded that these other entities could provide education services, all confirmed that they wanted to see PBS do so. One general manager told me, "I want *my national membership organization* to do this." This same GM voiced his belief that it is time for the various elements in our system to come together in support of one or two common services: "We all need to pull on the same rope." Several noted the importance of having some number of common, system-wide services in order to demonstrate collective impact. The specific elements of the service(s) PBS might provide varied in my conversations, but all encompassed a core collection of content that might be localized (though delivered on different platforms), collateral materials, and utilization training and support from PBS as part of the bargain.

PBS's commitment to education services: Not Self-Evident.

These paraphrased comments are representative of most stations I visited:

- PBS has not articulated any compelling vision of the future--in education or other areas of operation--with stations in mind. PBS's activities don't seem to be driven by local needs--it can't all be about making PBS successful and sustainable at the national level.
- PBS is not taking the long view of education and providing any sustained, constant leadership and support. Some initiatives take a long time to bear fruit and it appears that PBS is quick to abandon things that prove challenging. For

instance, several stations questioned why PBS abandoned Ready To Learn (particularly when stations, at the local level, have been resourceful in finding ways to continue the service). They felt that PBS could have signaled leadership by retaining key RTL staffers and working with other entities--notably the PBS Foundation--to find ways to sustain a successful service. At one station, the GM noted that rather than have a DFI working group "invent" a new early childhood service, it seemed more prudent to ask the PBS Foundation to fundraise for Ready To Learn--particularly given its popularity within the system, research-based impact data, and appeal to potential funders re: identified national needs and at-risk populations.

- PBS should hire a vice president of education to demonstrate its long-term commitment to education services. This VP should engage with a standing advisory council, comprised of heads of education within the system and outside education leaders, whose work would fall somewhere between the PBS Board's education committee and the existing service-specific advisory groups.

Funding for PBS's education services: A broader notion of sustainability, and greater local flexibility.

- PBS should develop funding models for its national education services that allow stations to "bundle" these services with others that the station may offer through existing, familiar funding mechanisms. For instance: some stations offer services that are aggregated under an annual school membership fee. If that station elects to offer a PBS national service such as TeacherLine, its funding model in that market might be based on some incremental adjustment to the existing local subscription fee. In another market, the same service might be supported by underwriting from a state agency, if other local services are supported that way.
- PBS needs to think more creatively about how it defines sustainability. More than one GM noted that there are many ways to make services sustainable--through foundation fundraising, local corporate underwriting, subsidizing through the station operating budget, etc. Stations agree that it's important to diversify funding sources. They also note that "revenue" is not always the bottom line for them in the provision of local education services--and nor should it be for PBS. Stations appreciate the financial constraints that PBS is experiencing but note that some services--though not profitable--may be strategically important for other reasons, and before those services are eliminated there should be frank discussion within the system and the opportunity for stations to propose possible alternative scenarios to continue operation of that service.
- Most of the stations I visited noted that they believe education is very "fundable" and they've enjoyed some good success securing local grants to support their efforts: "The money will come." They expect that PBS and the PBS Foundation should take a similar course. They wonder if, at the national level, PBS is working closely across departments (with Development, Sponsorship, the Foundation, etc.) in the same manner as stations are locally, in order to support education services.
- When PBS generates revenue at the national level, stations would like to see a local revenue share, too. For example, one station staff member commented that his station should receive a revenue share from Shop PBS product sales generated by localized PBS.org traffic--arguing that the station is driving the purchaser to PBS.org in the first place, through local on-air promotion prompting people to log on to the PBS Web site in order to buy. Simply put, many stations I spoke with were not satisfied with the "indirect" benefit that national PBS revenues provide by offsetting the cost of the NPS and/or PBS overhead: "It can't be *all* about making money for PBS," one head of education told me.

Communication:

- Stations value the PBS Education News monthly e-mail newsletter. One station staffer commented that she wished she got similar communication from other departments at PBS.
- Stations value communication from PBS staffers who share research data (research conducted by PBS with educators, and industry research that can be passed along).
- Nobody at any of the stations I visited uses the PBS Connect Forums.
- Stations miss the peer-to-peer sharing that used to occur on PBS Express. They note that while there have been other attempts to facilitate this exchange (CPB's EdShare listserv, discussion of a NETA-sponsored listserv, the NETA CIC calls, etc.) nothing has filled the gap. The stations I spoke with would like to see PBS take this on.
- Stations require longer lead time, in order to plan for and fully utilize the content and materials coming from PBS. This includes longer-lead notification about new Web modules that PBS Interactive will roll out; more lead time on PBS's K-12 monthly themes (knowing what the theme will be, before it automatically rolls over at the first of the month); and having longer-lead access to NPS pipeline information. They note that in the past, PBS used to provide more advance information about new programming—including Back-to-School information that profiled key programs coming out during the entire upcoming school year. This long lead time is necessary if the stations want to secure local underwriting, integrate new content into existing initiatives, or develop and fundraise for new initiatives leveraging the new property.
- Stations would appreciate periodic teleconferences, web conferences, and/or telephone conference calls with PBS staff to share long-lead info and share information about PBS's education strategy and plans.

Promotional support:

- Stations appreciate the collateral material that PBS provides (flyers, bookmarks, printable activity sheets, postcards, etc.) though they would like it easily available in PDF as well as print, so that they can customize it with the station logo, local air dates and times, and some text that describes the station's local education services.
- Nearly every station I spoke with asked that PBS *not* include national air dates and times in print materials or in the weekly email newsletter for educators (boilerplate version that PBS provides to stations). Overlap issues, rebroadcast on secondary channels, etc. mean that in many places, the national air date isn't accurate and it limits the shelf life of the particular collateral piece.

Specific deliverables and areas of focus for PBS: Aggregate the NPS—and not just on-air. Offer digital video segments. Support Ready To Learn.

- The stations I spoke with value the fact that PBS provides aggregated access to NPS content. They do not want to engage in one-on-one negotiations with individual program producers: "That's PBS's job." PBS's role in aggregating and extending the educational value of NPS content "saves stations time."
- The program-companion content on PBS.org, and its aggregation within PBS Kids, PBS Parents, and PBS TeacherSource, are valued by many of the stations I spoke with. In particular, stations praised the games on pbskids.org as well as the printables on PBS Parents and in the early childhood area of TeacherSource. Some stations indicated that they have reduced the amount of staff time devoted to creating lesson plans and classroom project ideas, instead leveraging

- the existing content on PBS.org so that station staff members can spend more time in the field at schools and other local agencies. Stations' requested improvements to PBS.org include (1) earlier launch of PBS.org Web sites to build audience for tune-in and enable the station to integrate the program and Web site into local education services, and (2) more video segments included on the sites and integrated into the site's classroom content offerings.
- Stations would also like for PBS to negotiate program contracts so that the same video segments offered on PBS.org can be leveraged by station staff members in local workshops (i.e., in the agreements that PBS negotiates with program producers, stations would have the right to press some agreed-upon number of CD-ROM's or DVD's containing a series of clips, as an extension of program promotion and directing people back to the program companion site for additional resources).
 - Stations want to see PBS renew its commitment to Ready To Learn (in the original, broader sense of the program). One head of education noted, "Ready To Learn was the most perfect service you ever had." At another station, a staff member described the support and training provided by PBS: "PBS babied us, pampered us... it took it to the level of a profession. We [station RTL coordinators] are now early childhood *professionals*." In particular, stations value the staff development PBS provided; the workshop materials; the Ready To Learn methodology of View-Read-Do, which has proven extensible in their local outreach efforts; the free books provided through FirstBook; and the PBS Families magazine. Several station staffers noted that the books and the magazine were particularly helpful in local fundraising efforts, because they seemed so tangible and practical: "it's a free book for every child... easy to understand and see in action."
 - Other Ready To Learn-related suggestions for PBS: more Spanish-language content; more media literacy content (helping parents and teachers make smart media choices and be critical consumers of media); more parenting content (a fresh, engaging parenting series would be a welcome addition to many stations' broadcast schedules); and a more intensive approach to early childhood educator professional development--particularly in those areas where statewide preschool initiatives are being implemented.

Differences-

Range of Education Audiences PBS Should Serve: The Arc of Learning, and Depth vs. Breadth.

- Some stations felt it was very important for PBS to offer a wide range of education services, and others felt that they would be happy if PBS concentrated its efforts on 1-2 highly effective services that worked across the system.
- There was some disagreement about whether PBS should offer formal education services preK-adult, or concentrate on 1-2 of these education audiences—and in particular, whether PBS should offer formal services for adult education. Some of the stations I spoke with feel it is really important for PBS to do this, noting that it is a critical component of PBS's "lifelong learning" mission; noting the national need for GED initiatives, in particular; and praising PBS for past efforts like its "We're America's Classroom" brochure and advertisement, which articulated a breadth of service to all age groups. Others I spoke with feel that other providers may already competently provide for certain educational needs and audiences, and thus the system would be better served by PBS concentrating its efforts on a few learner and educator groups and niche roles.

PBS's Relationship with Local Content: Is PBS the Portal?

I asked the stations I visited whether they felt PBS should take a more active role in promoting and distributing locally-produced education content.

- Some responded enthusiastically to this possibility (though they noted that there are many practical and logistical issues to be worked through—like who would handle the metadata cataloguing and standards correlations involved). In particular, we talked about a local-national search on the PBS TeacherSource site as a relatively straightforward first step down this path; many liked the idea of “opening it up” and the possibility of the national site driving more traffic to their locally-hosted educational content.
- Others questioned whether NETA or others would take the lead in this area (one person I spoke with noted that NETA is contemplating an alliance with Open Media Network to aggregate and distribute locally-produced educational programming). Some station staffers I spoke with felt that it would be a “nice-to-have” if PBS took on this role, but it should not be PBS’s primary area of focus. One person commented, “PBS’s main job is program [NPS] content. Delivering it and letting us know when to expect it.” Another advised, “Put your energies into something that is *only* available from PBS [NPS content].” This same person questioned why PBS would develop content like PBS TeacherLine—courses that might as easily come from any number of providers—instead of developing NTTI-like online courses that leveraged NPS assets to enhance content knowledge and effective media integration. Another station staffer expressed concern that a system-wide search engine might overwhelm educators with the volume of results returned and might vary considerably in its national relevance.

Centrality of the NPS to Local Formal Education Efforts: Is It “Big E”?

All the stations I visited recognize educators’ affinity for NPS content, and believe it is a “no-brainer” for PBS to aggregate and extend NPS content for classroom use. However, there is considerable disagreement about whether this constitutes a nice add-on to the station’s formal, “Big-E” education services or whether it is an essential local education offering.

- One state network I visited has a sizeable education staff and a strong working relationship with its state department of education—which exerts considerable influence (e.g., *three* sets of K-12 state curriculum standards). For this station, local origination of content (and correlation to all three sets of curriculum standards) are really important—and thus the NPS is used in a “related resources” fashion. At another station, the GM noted that the NPS is “beautiful” and its “power is significant” but it is not produced with the same educational rigor and attention to educational research as are other instructional media.
- Others disagree. One of the GM’s I spoke with claimed that “PBS shouldn’t do anything that’s not NPS-related”—and he’s not sure if it’s wise for stations to do so, either. Some education teams I spent time with showed me how they “build from the broadcast” by producing local extensions of primetime NPS programming, including education-oriented videoconferences with local subject matter experts, call-in shows, and local documentaries. They believe that the NPS program promotion and brand recognition builds audience engagement in their local efforts.

PBS’s Role in Advocacy, Public Relations for Education:

- Disagreement about whether PBS should be cultivating partnerships with other national education organizations (in particular, some stations were interested in PBS developing relationships with organizations that have a broader sense of education than does the current administration at USDOE)—or whether it is stations who should take the lead, on the state and local level. Some of the sensitivity I detected had to

do with a perception that PBS creates national alliances where the heavy lifting then falls to the stations, or where the national initiative is in conflict with a preexisting station partnership or initiative.

- Some stations want PBS to take the lead in coordinating public relations efforts that would help stations make the case for education—inside and outside their own organizations. This would include on-air spots, collateral materials, and data demonstrating that educators are a core constituency for public broadcasting (not the “side act”) and that our educational programs and services do have impact. Other stations felt these activities were better conducted by another national organization, by individual producers, or by individual stations (so the messages and data could be very local).
- There was some disagreement about how actively PBS should be involved in government relations. Some felt it was very important for PBS to be visible on the Hill and with the U.S. Department of Education—one person noted that those PBS staffers who have prior education experience might be particularly appropriate and effective points of contact for USDOE personnel. Other stations wanted CPB and APTS to take the lead on government relations, arguing that PBS should be “the workhorse” delivering content and services.

Particular Services and Areas of Opportunity for PBS:

In addition to what's been presented above, particular stations shared some other ideas for PBS. Although these were not universally raised, they're worth noting here:

- A multicast education channel offering, packaged and distributed by PBS: this station feels that it's important to avoid creating channels that are overly-niche, and that a channel devoted to lifelong learning—perhaps with particular genres and content areas highlighted on particular days and day-parts—will attract an audience *and* is a good reflection of who we are as a system.
- A higher education multicast channel offering, working with the University Licensee Association and funded by CPB.
- A K-12 video-on-demand service that the system owns and operates. “Still a valuable idea, just needs to be competitively priced.” Disagreement about whether PBS's involvement would focus on exploitation of the NPS, or whether PBS should provide a neutral platform and facilitate the group buy with a variety of digital providers (including NPS) so that stations and their local districts can pick and choose what's right for them.
- Services in adult education and other areas that PBS can incubate, then pass to a local station for ongoing national operation (e.g., GED Connection). PBS brings brand cachet, ability to secure commitments from high-profile partner organizations and advisors, ability to conduct background research and develop funding proposals.
- Civics and democracy content—perhaps with a particular focus on teens, and for utilization in high schools.
- Themed initiatives, like PBS's current K-12 monthly themes, but with more lead time, both school and home components, opportunity for localization, and a longer life span.
- Afterschool service(s)

Station Education Survey (May 2006)

PBS commissioned this research to assist in its efforts to provide the best possible service to member stations. Heads of education at local stations were surveyed regarding:

- The services they currently provide
- How those services are funded
- What staffing and partnerships are involved
- Satisfaction with relevant PBS services
- Needs PBS might help address
- Relationships among these dimensions and station characteristics such as size and service area

This research was conducted via the Internet by The Response Center, an independent research firm. Approximately 173 heads of education were targeted, and 77 responded (45%). Respondents included 43 community licensees; 9 state network licensees; 3 school district licensees; and 19 higher ed licensee stations.

This is fairly representative of the PBS membership overall: community stations are slightly overrepresented in the survey (56% of respondents vs 51.4% of the general membership) and university licensees are slightly underrepresented (25% of respondents vs. 33% of the membership).

The research was conducted from March 28 to April 11, 2006.

General Demographics

- On average, stations have 5.8 FTE's working in Education. The largest percent report staff size is the same as 5 yrs ago (39%), with others increasing (29%) or decreasing (29%).
- Education is a stand-alone unit in 61% of stations, integrated w/ other depts at 39%. It's more likely to be stand-alone at state networks and community licensees than university or school district licensees.
- Most often grouped with Production (43%), Marketing (37%), Internet (33%), Outreach (27%), Development (23%) or Programming (20%).

Influences on Stations' Decision Making

- State level agencies are the most likely to have influence on the stations' decision-making process. Intermediate agencies exert the least influence.

Influence of Agencies on Decision-Making Process*

(Base: Total Respondents)	(n=77)
State level agencies such as State Department of Education, State Child Care Resource and Referral Network, etc.	39% 3.1
Local school boards/school districts	30% 2.8
Other community partners, such as museums, libraries	28% 3.0
Intermediate agencies, such as organizations providing services to multiple school districts or municipalities	21% 2.5

*Ratings of 4 and 5 on a scale of 1 ("not at all influential") to 5 ("extremely influential"), plus mean ratings. The question asked, "For each of the agencies listed below, please indicate the level of influence each has on your stations' decision-making process when it comes to prioritizing activities and allocating resources in your education services."

Variation across stations:

- 1) As one might expect, state networks and university licensees indicate that state agencies exert the most influence over their work, and school district licensees pick their local school district(s) as the most influential entity.
- 2) Across the board, intermediate service agencies are lowest-ranked in terms of influence.
- 3) Community licensees are most even in their scoring, with community partners, state agencies and local school districts all viewed as more-or-less equally influential.

Important Considerations in Station Work*

(Base: Total Respondents)	(n=77)
Communicating the value of education services within the local area to key stakeholders	82% 4.2
Sustainability of our education services	81% 4.4
Remaining a relevant, leading, essential provider of education services in the community (competition, mindshare)	78% 4.2
Keeping up with new technologies used in education	71% 3.9
Reaching as many people as possible	66% 3.9
Providing a broad range of content and services (early childhood – adult learning)	60% 3.6
Communicating the value of education services within the station	58% 3.7
Demonstrating the impact of our services on teaching and learning, through rigorous research	57% 3.6

*Ratings of 4 and 5 on a scale of 1 (“not a concern/worry at all”) to 5 (“one of our most important concerns/worries”), plus mean ratings. The question asked, “How much of a concern is each of the following to you? Please use a 10-point scale, where 1 means not at all a concern and 5 means one of our most important concerns.”

Variations among stations:

1. All types of stations name “Communicating the value of education services within the local area to key stakeholders” as one of their top three priorities—regardless of size of station or licensee type.
2. Sustainability is one of the top three concerns for community licensees, university licensees and state networks.
3. Relevance is a top-three priority for community and university licensees.
4. State networks identify “keeping up with new technologies” and “communicating the value of education services within the station” as more critical concerns than do other licensee types.
5. School district licensees name “providing a broad range of content and services” and “reaching as many people as possible” as more critical concerns than do other licensee types.

What “Sustainability” Means*

(Base: Total Respondents)	(n=77)
Through a combination of sources, I must cover some costs for our education division at the station.	29%
Through a combination of sources, I must cover all costs for our education division at the station.	23%
Through some revenue-generating activities including fee-for-service initiatives, I am expected to generate positive net revenues.	16%
Education is part of the station operative budget, and while it's good to bring in some revenue, there are no formal expectations by station leadership that we will do so.	16%
Formal education is largely covered by one or two major funding sources.	9%

*Percent responding to this question: “Describe what “sustainability” means to you in the arena of formal education services.”

Variations among stations:

1. Community licensees are more likely to be expected to generate positive net revenues than are other types of licensees.
2. State networks are more likely to list “no formal expectations by station leadership” than are other types of stations.
3. Community licensees are more likely to have education covered by 1-2 major funding sources than are state networks or school district licensees.

Funding

The educational services managers are most likely to report that funding for their stations comes from state and federal grants, followed by private philanthropy grants.

**It is important to note that a sizable proportion do not really know if the various sources mentioned contribute to their funding.

Sources of Funding

(Base: Total Respondents=77)	Average % Reporting Source	% Not Sure
State	24%	24%
Federal (direct grants to the station)	23%	27%
Foundation/corporate philanthropy grants	19%	21%
Fee-for-service contracts	13%	22%
Sales/subscriptions	6%	25%
Local corporate underwriting	9%	27%
Other	16%	30%

Percent responding in answer to the question "Typically, Education and Outreach Services rely on funding from a variety of sources. In percentage terms, approximately how much does each of the following sources contribute to your educational services budget?"

Variation across Stations:

1. Fee-for-service comprises a higher percentage of funding for community licensees than it does for other types of stations.
2. Local underwriting is more important to community and university licensees than it is to state networks or school district licensees.
3. State funding—as one might expect—is significantly more important to state networks than other types of stations.
4. Stations with a small education staff (3 FTE's or less) are more likely to rely on local underwriting to support education activities.
5. Stations with a mid-size education staff (3-9 FTE's) are more likely to depend on foundation/philanthropic grants and fee-for-service for a larger share of their operating budget than are stations with smaller or larger staff sizes.

Current Content Offerings

Origin of content offered in education services:

- Almost entirely national/third party, with more minimal customization — 55%
- Some national/third party, with local customization — 26%
- Almost entirely locally produced – 19%

Percent responding, in answer to the question "In percentage terms, which of the following best describes the origin of content you offer in your education services?"

Variation across stations:

1. Interestingly, community licensees list "almost entirely locally-produced" as the most significant percentage of their content offering. "Some national/third party" follows closely (two percentage points behind) and "almost entirely national" trails.
2. State networks list "some national/third party" as the greatest percentage of their offerings (43.3%, on average) followed by "almost entirely national/third party" at 37.5% average. Locally-produced content accounts for a minority 22% of the content mix.

Overall, more than half (55%) of the educational services managers use National Program Service (NPS) content in their educational services (20% unsure). Among those who do (n=42), the most-used children's programs include Between the Lions, Reading Rainbow, Arthur, Sesame Street, Cyberchase, Mister Rogers, Postcards from Buster, and Dragonfly TV (in that order). Primetime favorites include Frontline, NOVA, American Experience, Nature, Ken Burns, POV, Scientific American Frontiers, and NewsHour (in that order).

Stations most commonly get NPS-related materials, information, and/or support from PBS:

- PBS 83%
- Producer 67%
- National Center for Outreach and/or program outreach partners 62%

Percent response to the question "In using NPS content as part of your formal education services, where do you get NPS-related materials, information, and/or support? Check all that apply."

Variation across stations:

1. All school district licensees surveyed (n=3) use NPS in their education services.
2. State networks are more likely to use the NPS than are community or university licensees.
3. Community and university licensees are more likely to say "not sure" in answer to this question.

State Portals

Is there a designated statewide online portal(s) for K-12 teachers and learners in your state?

- 25% Yes
- 33% No
- 42% Not Sure

Which of the following role or roles do you play in your online portal for K-12 services?
(n=19)

- 53% Content Contributor
- 42% Utilization Trainer
- 32% Administrator/Host
- 32% Technical Contributor
- 32% None—a portal exists but my station is not involved.

Variation across Stations:

- 1) State networks are more likely to be content contributors, administrators, and/or utilization trainers than are community or university licensees.
- 2) University licensees were more likely than other licensee types to indicate that a portal exists, but the station is not involved.

Importance of Communication Media*

(Base: Total Respondents)	(n=77)
Face-to-face	74% 4.1
Local partner organizations	73% 4.2
E-mail	71% 4.0
Station Website	70% 4.0
On-air interstitials	57% 3.6
Print/Direct Mail	52% 3.4

*Ratings of 4 and 5 on a scale of 1 ("not at all important") to 5 ("extremely important"), plus mean ratings.

Variation across Stations:

1. State networks list face-to-face and the Web as their most important communication mechanisms.
2. University licensees name partner organizations as their most important mechanism.
3. For school district licensees, Web and email communications are ranked considerably higher than are other communication methods.
4. Community licensees name face-to-face as their most important method, followed closely by partner organizations.
5. On-air is low across the board.

Perceptions about PBS's Role in Education

PBS Role/Support	Top-2-Box Rating	% Who Ranked (1-4)
(Base: Total Respondents n=77)		
PBS should lead a local-national effort to elevate the visibility/importance of our education efforts outside of the system (e.g., with politicians, potential funders).	87% 4.4	42%
PBS should acquire NPS content in a manner that extends educational use.	80% 4.4	49%
PBS should aggregate and add value to NPS content.	79% 4.4	42%
PBS should conduct research and disseminate information about the "return on investment" from education services locally and nationally, and the relevance of the educator audience to core system strategies.	77% 4.2	23%
PBS should commission/conduct/disseminate education research on behalf of the system.	75% 4.0	30%
PBS should lead a PR campaign/effort to elevate the visibility/ importance of education within the system and to help stations advocate for education within their own organizations.	74% 4.1	38%
PBS should coordinate/offer professional development for station education staff.	71% 3.9	23%
PBS should lead national initiatives that stations may participate in that are funded with federal or foundation dollars.	68% 3.9	38%
PBS should establish partnerships/relationships with other national education organizations who have chapters/affiliates in my area.	64% 3.8	21%
PBS should design local-national initiatives around particular upcoming programming.	62% 4.0	21%
PBS should design local-national education initiatives around special events (e.g., elections).	61% 3.8	17%
PBS should aggregate and distribute locally produced content and services(e.g., manage a portal that links out to locally-produced content assets).	53% 3.7	23%
PBS should start new businesses in education that stations may participate in, in order to generate local and national revenues.	43% 3.5	14%
PBS should "get out of the way" and let individual producers and stations handle education.	8% 1.9	4%

PBS should “get out of the way” and let other national organizations handle education (e.g., NETA, CPB).	7% 1.9	4%
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*Ratings of 4 and 5 on a scale of 1 (“strongly disagree”) to 5 (“strongly agree”), plus mean ratings. The question asked was, “PBS is interested in identifying the particular roles you think it should play, vis a vis individual stations, producers, consortia of stations and/or the other national organizations. Please read each statement below and rank them. Use a 5 point scale where 1 means strongly disagree and 5 means strongly agree.” A second question asked, “Please rank your top four priorities among these statements, where one is your top priority and four is your fourth priority.”

Variation across Stations:

1. ALL station groups give these items their highest scores (e.g., in first, second or third place for overall mean score):
 - PBS should lead a local-national effort to elevate the visibility/importance of our education efforts outside of the system (e.g., with politicians, potential funders).
 - PBS should acquire NPS content in a manner that extends educational use (e.g., off-air taping, delivery from producers of video segments in addition to on-air broadcast, delivery from producers of related multimedia – lesson plans, interactives, etc.).
 - PBS should aggregate and add value to NPS content (e.g., state standards correlations; compiling and distributing program info; creating plug-and-play web modules for local station sites; organizing online resources so they are searchable by curriculum topic; etc.).

This is true for stations across licensee types; across those who say they currently DO use the NPS in ed services, and those who do not; and across stations who currently produce their own content for local/regional/national distribution, and those who are not content producers.

2. State networks: Acquiring the NPS in an education-friendly manner and aggregating/ packaging the NPS both received a 4.4 mean score (highest for state networks)—as did professional development for station staff. Leading PR campaigns to increase the awareness/appreciation of education services both inside and outside the system received 4.3's from state networks.
3. University licensees were most interested in PBS aggregating and adding value to the NPS (4.4), followed by acquiring the NPS in an education-friendly format (4.3), and then conducting a PR/awareness campaign for the value of education services, outside our system (4.2).
4. School district licensees (n=3) gave acquiring and aggregating the NPS 5.0's, and they also gave professional development for station staff a 5.0 in importance as well. PR outside the system got a 4.7, which tied with the idea that PBS would lead local-national efforts around special events like elections (4.7).
5. Most important to those who currently use the NPS in ed services (n=42): Acquiring the NPS in education-friendly format (4.6), followed in second place by aggregating the NPS (4.4) and PR outside the system (4.4). PR for education within the system came in third (4.1).

6. Most important to those who don't currently use the NPS in their ed services (n=20): PR outside the system (4.5), followed by research on the ROI from education services (4.4). In third place are acquiring and aggregating the NPS (4.3's).
7. Among those who produce local content, for regional/national distribution (n=42): PR within the system was most important (4.6), followed by acquiring the NPS in an education-friendly fashion (4.5) and aggregating and adding value to the NPS (4.4).
8. Among those who do not do significant educational production (n=30), acquiring the NPS in an education-friendly format is most important (4.4), followed by aggregating and adding value to the NPS (4.3), and PR outside the system (4.2).
9. Least attractive, across the board: PBS should "get out of the way" and leave education to individual stations, producers, and/or other national organizations. Also not very attractive: launching new education businesses that generate local/national revenues, and aggregating locally-produced content for a system-wide portal. The system-wide portal organized by PBS was only slightly more popular with those stations who produce local content (3.9).