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EFFECTIVE PROGRAMMING OF A SCHOOL DISTRICT'S
EDUCATIONAL ACCESS CHANNEL

by
Darren J. Hickman

A Master's Thesis

Submitted in partial fulfillment of the requirement of the
Master of Arts Degree in The Graduate School of
Rowan University
May, 2000

Approved by _____
Professor

Date Approved May 2000

Abstract

Darren J. Hickman

Effective Programming of a School
District's Educational Access Channel
2000
Dr. Ronald L. Capasso
Educational Administration

The purpose of this study is to develop a district policy and practice of collecting and disseminating school information and public service announcements to the public using Atlantic City Public School's educational access channel, ACTV Channel 2. Using a case study research design, the project will result in an evaluation of current usage by parents and families of children who attend Atlantic City Public Schools and what they would like to view.

An upgrade in programming with more educational programs was be a major objective for this study. To assist in programming improvement, a questionnaire survey was developed and was administered to a random sample of family members from Atlantic City Public Schools. 146 surveys were mailed and 100 were returned by the respondents.

The results presented here are based on a survey design, which would be defined as a "cross-sectional" survey design. The results show that educational shows such as nature, science, history, reading, and mathematics are the most requested items to be viewed on ACTV Channel 2. Community and Atlantic City School District information was also highly requested by the respondents.

Mini-Abstract

Darren J. Hickman

Effective Programming of a School
District's Educational Access Channel
2000

Dr. Ronald L. Capasso
Educational Administration

The purpose of this study was to determine what the viewers of Atlantic City would like to see on their educational access channel.

The results show that educational shows and school information are the most requested items to be seen.

Acknowledgements

I am very grateful to all the students, faculty, and administrators in the Atlantic City Public School system who provided me the opportunity to participate in such an interesting project. I am indebted to Mr. Derek Cason whose technological skills in video taping and editing largely contributed to the success of this project. His willingness to dedicate much of his free time enabled Atlantic City residents to view additional programming. I would also like to acknowledge Mr. Frank Campo, my mentor, who guided me in the right direction and included me in many crucial administrative decisions, which I normally would not have been privy to as a classroom teacher. I would also like to thank Mr. Robert Linblad and Mrs. Karen Duffy for their assistance in editing this paper.

Finally I would like to thank my wonderful wife Donna and son D.J. who afforded me the opportunity to continue my education. You stuck by me night after night, year after year traveling back and forth to classes and writing all those papers. How can I thank you enough?

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Chapter 1

Introduction

Focus of the Study

The Atlantic City School District is a very large, diversified school district, which also services the communities of Longport, Margate, Ventnor and Brigantine for secondary education. The school district operates its own television station (ACTV channel 2) and a radio station (88.9 WAJM). At the present time, there is no district policy governing the collection and dissemination of either format. The telecasting of school and community information is very limited, consisting of a few scrolling messages.

The focus of this study is to organize, collect and disseminate effectively all pertinent information to students, faculty, administration, parents, and members of the community regarding Atlantic City High School and other community activities who have access to ACTV Channel 2.

ACTV Channel 2 is an educational access channel, which is supplied to the City of Atlantic City and the Atlantic City Public School system by Suburban Cable Company. This educational access channel is otherwise termed as "PEG"; Public, Educational and Governmental access cable channel. Under Section 611 of the Communications Act, local franchising authorities may require cable operators to set aside channels for public, educational or governmental (PEG) use. PEG channels are not mandated by federal law; rather, they are a right given to the franchising authority (Suburban Cable) which it may choose to exercise. The decision to require the cable operator to carry PEG channels is up to the local franchising authority.

The population of this project will consist of Atlantic City Public School students (grades kindergarten through twelve) and their parents/guardians. Many of the Atlantic City Public Schools are also “community schools.” The City of Atlantic City and its Recreation Department on a continuous basis utilizes these schools for activities for children and adults after school hours. Many of these activities go unnoticed because the lack of acknowledgement. There are often times that parents and community members are not aware of school activities such as “Back to School Night”, “Awards Night”, school play, athletic events, or report card distribution. This organizational format would help in informing every one of the current events.

The importance of this project is to effectively use the technology resources that the Atlantic City School District possesses. At the present time there is no organized or structured way of collecting the information to be placed on the television station or radio station.

Purpose of Study

The purpose of this study is to develop a district policy and practice of collecting and disseminating school information and public service announcements to the public relation formats of the high school’s television station (ACTV channel 2). Using a case study research design, the project will result in an evaluation of current usage by students, faculty, administration, parents, and members of the community. The project will also recommend improved use of the different public relation formats in providing all interested parties with clear, concise, and properly written and verbal communications. It will offer exclusive means of being informed of emergency situations (i.e. school closings, storm warnings etc.), activities in the high school and in the community. An

upgrade in programming with more educational programs will be a major objective for this study. The intention of change is that there become more involvement among students, faculty, administration, parents, and members of the community. At the completion of this study, all members of the Atlantic City community will be informed of emergency announcements and community & school activities through the cable access ACTV Channel 2.

Definitions

Access – The term Access means the availability for noncommercial use by various agencies, institutions, organizations, groups and individuals in the community, including Grantor and its designees, of the Cable System to acquire, create and receive, and distribute video.

Act – The term act means the Communications Act of 1934, including the Cable Communications Policy of 1984 as amended by the Cable Television Consumer Protection and Competition Act of 1992 and the Telecommunications Act of 1996.

Board of Education -- The term Board of Education means Atlantic City Board of Education.

CATV – The term CATV is an acronym for Community Antenna Television, devised in the early 1950's to describe the use of one common antenna placed on high ground as a means to service an entire community located in a fringe reception area.

Cable – The term is used as a short hand way of describing (1) a coaxial cable, or (2) cable television.

Cable Channel or Channel – The term Cable Channel or Channel means a portion of the electromagnetic frequency spectrum which is used in a cable system and which is capable of delivering a television channel.

Cable Service – The term Cable Service the one-way transmission to subscribers of video programming.

Cable Television – The term Cable Television means delivery of programming other than broadcast television, such as satellite networks. The quality of this telecommunication is that it is carried through coaxial or fiber-optic conduit rather than transmitted over-the-air.

City – The City means Atlantic City, New Jersey.

Educational Access – The term Educational Access means access where schools are the primary users of programming and service.

FCC or Commission – The term FCC or Commission means the Federal Communications Commission.

Franchise – The term Franchise means an initial authorization, or renewal thereof (including a renewal of an authorization which has been granted subject to section 626 of the Act (47 U.S.C. section 546), issued by City whether such authorization is designated as a franchise, permit, license, resolution, contract, certificate, agreement, or otherwise, which authorizes the construction and operation of a cable system.

Governmental Access – The term Governmental Access means access where governmental institutions or their designees are the primary users.

Public, Educational, or Governmental Access Facilities (PEG) – The term Public, Educational, or Governmental Access Facilities means channel capacity designated for public, educational, or governmental use.

Public Access – The term Public Access means access where organizations, groups or individual members of the general public, on a nondiscriminatory basis, are the primary users.

School – The term school means any accredited educational institution, public or private, including, but not limited to, primary and secondary schools, and colleges and universities.

Subscriber – The term subscriber means any person or entity who contracts or agrees to purchase the regular subscriber service, pay television, or any other service provided by a cable system, and includes anyone actually using such service with operator's authorization whether or not that person or entity pays for it.

Limitations of the Study

The focus in this study is to organize, collect and disseminate all pertinent information to students, faculty, administration, parents, and members of the community regarding Atlantic City Public Schools and other community activities who have access to ACTV Channel 2 effectively. This project will focus on using Atlantic City High School's technology resources and will include Atlantic City Public School students, faculty members, administration, and parents. Students who attend Atlantic City High School come from communities other than Atlantic City. Although the communities of Longport, Margate, Ventnor, and Brigantine send students to Atlantic City High School,

unfortunately, these surrounding communities PEG access in their cable system does not include ACTV channel 2. They receive the Mainland channel 13.

The findings of this research paper should lend to generalization for other cities the size of Atlantic City. This paper probably will not show substantial findings applicable to smaller communities.

Setting of the Study

The city of Atlantic City is located on Absecon Island in Atlantic County and is 3.9 miles long encompassing 11.94 square miles. Its highest elevation is eight (8) feet above sea level. According to the New Jersey State Census, the population of Atlantic City in the year of 1998 was 37,986. The following chart shows the ethnicity of the residing population in Atlantic City.

White	13,466
African-American	19,491
American Indian or Eskimo	193
Asian or Pacific Islander	1,509
Other Race	3,327

Atlantic City is a resort town that is visited by millions of tourists each year. The economic market thrives around the casino industry employing thousands of residents each year. Currently there are thirteen (13) operating casinos and two (2) which are being developed and built. The casino industry in addition to being a major employer in the city, is a major tax base for Atlantic City. Before gambling became legalized in 1975, many people believed Atlantic City to be a decrepit city and beyond the ability to once again prosper. Much of the upper class residents left the city to reside in other

communities. Remaining behind were many minorities lacking education and therefore unemployable.

Atlantic City is rich in history. Area physician Dr. Jonathan Pitney envisioned a bathing village and health resort on Absecon Island. He joined with a group of businessmen anxious to develop South Jersey and, in 1852, received a railroad charter from Camden to Atlantic City. The first train carried officials and newspapermen on July 1, 1854.

There are many other historic values that make Atlantic City so interesting. The legendary “salt water taffy” was created in Atlantic City. According to legend, a candy vendor had his stock of taffy ruined in August of 1883 when a storm tide splashed it with seawater. The next day he sold his wares as salt water taffy and the name born. The Miss America Pageant was established in 1921 as a way to extend the summer business season into the month of September. Preliminary contests are now held in all fifty states. \$29,000,000 in National Scholarships is available and “Miss America” earns approximately \$300,000 during her year-long reign through personal appearances and endorsements. The “Club Harlem” was a popular hangout for many black entertainers. Ray Charles, Sammy Davis Jr., Pearl Bailey and James Brown are but a few of the electrifying acts that once appeared on Harlem’s stage. Another landmark in Atlantic City is Convention Hall. When completed in 1929, it was the world’s largest and first full-service facility. The structure which crested between the Atlantic Ocean and Pacific Avenue was the largest in the world to be built without roof posts and pillars, and houses a pipe organ with 33,112 pipes, still the largest in the world.

Politically, the city of Atlantic City is divided into six (6) wards. Wards one (1) through four (4) are predominantly African-American citizens, while wards five (5) and six (6) are multicultural but predominantly Caucasian. The form of government is a Mayor and City Council who each serve a four (4) year term. Each ward has a representative on City Council and there are also two (2) at-large Council positions available.

In addition to students living within the city, the surrounding communities of Longport, Margate, Ventnor and Brigantine send their students to Atlantic City High School. Each of the surrounding communities administers their own K-8 educational system. The Atlantic City Board of Education defines these surrounding communities as “sending districts”. Each sending district pays tuition for their students to attend Atlantic City High School which is approximately \$11,000.00 each year.

The economical structure differs greatly for each community which sends students to Atlantic City High School. Longport is an upper class community which has a small population of 1,224. Most of these homeowners use their properties as investments or vacation homes. Margate (population 8,431) is a middle/upper class community with a large Jewish population. Many of the casino executives live in this community. Ventnor City (population 11,005) is a lower/middle class community with many of its homes used as rental units. A large minority population has relocated to Ventnor. Brigantine (population 11,354) is a middle/upper class community also housing many of the casino executives and casino dealers.

As a result of this multicultural community, Atlantic City High School serves a diverse student population. The newly erected school opened in November, 1994. It is a

state-of-the-art four hundred and fifty thousand (450,000) square foot building which houses approximately two thousand and sixteen (2,016) students, and a staff of two hundred and twenty five (225) professionals divided into three academic houses for instruction. The breakdown is as follows for students:

- Grade 9 – 824 students
- Grade 10 – 481 students
- Grade 11 – 371 students
- Grade 12 – 323 students

There are a number of different languages spoken within the community of Atlantic City. Seventy nine percent (79%) of the high school students speak English in their home. Spanish is the next language that is most frequently spoken (19%). Other languages that are spoken at home by high school students are Vietnamese, Gujarati, Bengali, Urdu, Cantonese and Russian.

The average class size at Atlantic City High School is 21.0 students with the student/faculty ratio 13.4 : 1. Unfortunately, Atlantic City High School experiences a high drop out rate ranging from 10.5% in 1987 to 20.0% in 1995.

Atlantic City High School is also experiencing poor test scores on the state mandated H.S.P.T. The results of the 1997 test (October) were as follows:

	<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>	<i>H.S.P.T. (All Sections)</i>
Atlantic City	63.8%	61.1%	62.0%	43.6%
State Average	84.0%	85.9%	87.9%	75.3%

Facilities that contribute to the school's academic mission include a seven hundred and fifty (750) seat theater, fifty thousand (50,000) volume library, a fully

equipped TV and radio studio, a forty-eight seat distance learning lab, a science research lab and greenhouse, a graphics and communications lab, an electronic keyboard lab and eight fully equipped computer labs. The high school currently supports over six hundred and fifty computers for student and staff use. The athletic complex can accommodate all major NJSIAA sports, and includes an Olympic sized swimming pool, ten tennis courts, a two thousand seat gymnasium and a five thousand seat football and track stadium.

Significance of the Study

The intended significance is to expand awareness and involvement among students, faculty, administration, parents, and members of the community in utilizing the educational access channel provided to the City of Atlantic City and Atlantic City High School. A major concern of the city and school district is the lack of utilization between all parties concerning programming of ACTV Channel 2. The City of Atlantic City is presently in negotiations with Surburban Cable Company to renew its contract for ACTV Channel 2. The City of Atlantic City is not satisfied with the programming and utilization of the TV station by the school district and wants to see a change. With an organized and structured format for the collection of data to be aired on ACTV Channel 2, the amount of viewers should grow. At the present time, the television station is not used to its fullest potential.

Students in the television classes will be utilized for data input and copy writing for public service announcements. This experience will help expand on writing skills for students needed to pass high school proficiency tests in order to graduate. This experience will also give students on-the-job training.

Organization of the Study

Chapter 2 of this thesis will present a literature review looking at recent and relevant topics that deal with the focus of this study. Chapter 3 will discuss the design of the study. Such areas will focus on research design, design of research instruments, description of the sample and sampling techniques used in the study and the description of the data analysis plan. Chapter 4 will include presentation of the research findings. What information was found and what did it mean? Chapter 5 will conclude findings of the research and describe the major conclusions and their implications.

Chapter 2

Review of Literature

School systems are now aggressively using instructional television and cable programming as a tool to respond to their individual instructional needs. Initially, use of cable television by the school system was for security monitoring of bus lots from remote locations and data transmission. Today, cable television serves the school system as instructional television for students, parents, administrators and the community over an educational access channel (Schiller, 1991).

Television is acknowledged as the dominant mass medium in the United States by both the public and communication scholars (Neuman, 1982). Underlying much of the research and polls is an assumption that television is used only as a mass medium for communications of an inherently transient nature, produced by bureaucratic media organizations and disseminated quickly to a large heterogeneous audience at little cost to the audience (McQuail, 1983).

The Federal Cable and Telecommunications Acts of 1984, 1992, and 1996 permit and encourage local governments to require local cable operators to provide equipment, facilities, and channel space for public, educational and government access known as “PEG access” on local cable systems. This public service is expected as compensation for the cable companies’ use of local rights-of-way in laying their cable through publicly owned city streets (Cable Communications Policy Act of 1984).

Educational access channels are used by educational institutions for educational programming. Time on these channels is typically allocated by either the franchising authority or the cable operator among local schools, colleges or universities. In

accordance with applicable franchise agreements, local franchising authorities or cable operators may adopt on their own non-content-based rules governing the use of PEG channels. For example,

- Rules may be adopted for allocating time among competing applicants on a reasonable basis other than the content of their programming.
- Minimum production standards may be required.
- Users may be required to undergo training. (Gov TV 1994)

Educational access channels consist of video programming and other electronic information produced, directed, and engineered by students and faculty members from the educational institution. Educational access serves a wide range of individuals and community based non-profit organizations. It serves the entire local community, including children, minorities, the elderly, the homeless, the disabled, immigrants, artists, educators and community events who are otherwise underrepresented or underrepresented in the mainstream commercial media (Public Access Basics, 1999). The goal is to create an electronic town square where everyone can be a recipient of information. Cable companies often argue that access channels do not get the ratings the way ESPN gets ratings. That criticism misses the point of the educational access channels. The educational access channels are meant to allow an electronic educational and community dialogue and an exchange of important local information (Public Access Basics, 1999).

Social movements favoring community channels can be traced to the late 1960's, when "criticism of mass media was reaching a crescendo and cable television was being viewed as a panacea for the ills of the media, and even of society" (LaRose, 1988). These channels were intended to provide access to a telecast medium which is structurally

characterized by a monopolistic ownership for cable city franchises and a scarcity of outlets for broadcast sources. As of the early 1980's, roughly 1,000 of the nation's 6,500 cable systems operated some form of access or local origination channel (Porter, 1987).

There has emerged however, a conflict between the citizen's rights to access and the cable owner's right to own a profit. As Owen (1975) notes, the access channel generally provides:

"...greater competition among stations, a greater range of choices for viewers, a greater forum of local issues and breaks the monopoly local newspapers...It also runs against the profit instinct."

This observation is rooted in the low viewership levels noted during the 1970's. For example, Johnson and Agostino (1975) found that .2% of all viewing in Columbus, Indiana, involved public access. A similar Warner Amex survey found that .7% of all viewing involved public/educational access in its now defunct Columbus, Ohio, Qube system (Advocat, 1984).

Access programmers, of course, take exception with the latter findings, suggesting the Warner and other cable systems have financial interest in underestimating PEG channel use.

Most recently, Porter and Banks (1987) found that 51% of TV viewers in Milwaukee were aware of PEG access; of them, 64% reported that they never watch it. The authors found that this "moderate" level of awareness was accompanied by strong perceptions of the channel's being "...accessible and contributing to the marketplace of ideas."

Given the emphasis on low cost PEG fare, access programmers have faced challenges in promoting specific programs. Johnson and Agostino (1975) found that among those who've watched PEG programming in Columbus, Indiana, 57.8% rely on newspapers or TV guides for their program information. Others happen on to it while changing channels (26.7%) or get information from friends (20%). People who watched such programming felt that its major shortcoming was picture quality. Those thought the sound quality good, the general educational value high and the creativity tended to be heavier viewers.

Chapter 3

Design of the Study

The focus of this research design is to organize, collect and disseminate all pertinent information to students, faculty, administration, parents, and members of the community regarding Atlantic City Public Schools and other community activities who have access to ACTV Channel 2 effectively.

To assist the intern focus on areas of programming improvement, a questionnaire survey was developed and will be administered to a random sample of family members from Atlantic City public schools.

The results presented here are based on a survey design, which would be defined as a “cross-sectional” survey design. A cross-sectional design involves the collection of data at one point in time from a random sample representing some given population at that time (Wiersma, 1995). The format that will be used for the questionnaire survey will be a select-response or forced-choice items for which the respondent selects from two or more options (Wiersma, 1995).

Questions were developed to help determine what viewers would be interested in viewing. A sample question in the survey asks the population what educational programming would be of interest to you and your family? Choices were: Atlantic City School District information, Educational shows (i.e. nature, science, history, reading, mathematics of various grade levels), Atlantic City High School sports, School events (i.e. K-12 school plays, concerts, guest speakers etc.), Atlantic City Board of Education meetings, Atlantic City High School news broadcast, or Community information. To determine optimal viewing periods, the sample population was also asked what time

periods they watch television the most. Four different choices were available; Morning (7:00 a.m. – 12:00 noon), Afternoon (12 noon – 7 p.m.), Evening (7:00 p.m. – 12:00 midnight), and Late Night (12:00 midnight – 7:00 a.m.). Other sample questions included in the survey ask how many adults are in the household, how many children are in the household, how many televisions are in the household, what is the highest level of education of the person completing the survey, and how many hours per day does the sample family watch television.

To develop a sample population, the intern obtained a database of all Atlantic City public school children. Surveys were sent to every fiftieth (50th) student's residence. Each survey was addressed to the attention of the parent or guardian. Originally, the sample population was to be just families from Atlantic City High School. After reviewing the survey with an internal/external communications committee comprised of teaching staff and administrators from the school district, a decision was made to expand the sample population from high school students to the entire Atlantic City Public School population. All Atlantic City residents who have the access to cable television have the capabilities of viewing ACTV Channel 2. There are thirteen schools in the school district with approximately 7,100 students. 142 surveys were sent in total. The surveys were mailed via the United States Post Office to the population during the week of December 18th, 1999. Enclosed with the survey, was a self-addressed stamped envelope provided for the respondent to return the survey. The sample population was asked to return the survey no later than January 10, 2000.

The survey questionnaire is designed to help the Atlantic City School District assess the needs of its viewers along with helping to offer adequate programming for all

Atlantic City residents. The survey should also evaluate the current usage by students, parents, and members of the community.

Chapter 4

Presentation of the Research Findings

The characteristics of the respondents to the survey give an indication of an Educational Access Channel in an urban setting (Appendix A). This sample is probably not fully represented, since only 70% of the sample responded (100 of 142). For this study, the ACTV Channel 2 viewing audience is defined as parents or guardians who have children in the Atlantic City Public School system.

Among the survey respondents, (Appendix A) 100% were aware of ACTV Channel 2. Only one respondent stated that he was not aware that an educational access channel existed in Atlantic City. I believe that this respondent was not aware of the definition of an educational access channel because he noted that he did view AC-TV Channel 2.

The ACTV Channel 2 respondents include people of all ages. 14% are between the ages of 18-30, 46% were between the ages of 31-45, 42% were between the ages of 46-60, and 3% were 61 years or older.

The educational level of the respondents is as follows; 9 did not finish high school and 91 obtained a high school diploma. Of the 91 who received a high school diploma 17 had some college or technical school background and 37 had earned a college degree.

In asking the question "How many hours per day do you or your family watch television?" a fairly predictable response was obtained. 27 families watch 1-3 hours of television, 23 watch 3-5 hours, 7 watch 7-10 hours, and 0 families watched none (0) or more than 10 hours of television per day. The respondents were also questioned in reference to the time period in which the most television is watched in their household.

27% watched television during the afternoon (12:00 noon – 7:00 p.m.), 64% watch during the evening (7:00 p.m. – 12:00 midnight), 9% watch late night (12:00 midnight – 7:00 a.m.), and none (0%) watched in the mornings (7:00 a.m. – 12:00 noon). This concludes that the majority of the families view television during the evening (7:00 p.m. – 12:00 midnight).

A major aspect of operating any type of television station is the programming. If you are not airing programs that the viewers wish to see, then the station will not succeed. The respondents were asked, “what educational program would be of interest to you and your family?” to view on ACTV Channel 2 (Appendix A). They were allowed to choose more than one option. 62% of the respondents wish to view Atlantic City School District information, 71% wish to view educational shows, 21% wish to view Atlantic City High School sporting events, 38% wish to view school events such as school plays, concerts, guest speakers, etc. 49% of the viewers would like to view the Atlantic City Board of Education meetings, 22% wish to view Atlantic City High School news broadcast, and 68% wish to view community information.

The results show that educational shows such as nature, science, history, reading, and mathematics are the most requested items to be viewed on ACTV Channel 2. Community and Atlantic City School District information was also highly requested by the respondents.

At the time of the survey, the television instructor at Atlantic City High School was accomplishing only minimal programming. Programming has increased with the help of the Atlantic City Public School’s public relations director and me. A new satellite dish has been purchased and new satellite feeds are being acquired.

Chapter 5

Conclusions, Implications and Further Study

Is anybody watching ACTV Channel 2? Most Atlantic City families have watched the educational access channel at least once (Appendix A). The focus of this study is to organize, collect and disseminate effectively all pertinent information to students, faculty, administration, parents, and members of the community regarding Atlantic City Public Schools and other community activities who have access to ACTV Channel 2. The importance of this project is to effectively use the technology resources that the Atlantic City School District possesses. Before this project there was no organized or structured way of collecting the information to be placed on the district owned television station.

Programming is a very important aspect of an effective commercial or P.E.G. television station. Results of the survey, which was used, provided the intern with data that would change the programming method previously used at ACTV Channel 2.

The intern met with the Internal / External Communications Committee and reported his findings of the survey (Appendix A) which was approved by the Committee and Superintendent. Explaining the results, I convinced the Committee and Superintendent that a new satellite dish is needed which will provide the district the opportunity to air more educational shows. The “Annenberg Project” and “MCET” (Massachusetts Corporation for Educational and Telecommunications) (Appendix B) are two of the satellite feeds that will be accessible to air on ACTV Channel 2. The Annenberg Project will be free of charge and the MCET feed will cost approximately \$1,200.00 per year. The programming will include subjects such as math, science,

technology, language, social studies, and art for all various grade levels. These programs can be aired live or recorded for future broadcasting. Both satellite feeds also offer staff development workshops for teachers and administrators.

Another finding as a result of the survey was that the public is very interested in local school district and city information. A new “Educational Access Channel Bulletin Board Request Form” (Appendix C) was developed. These forms were sent to every school building principal in the Atlantic City School District. The forms were also sent to the City of Atlantic City’s public information director, churches, Boys and Girls clubs, Boys Scouts, and the Recreation Department. These forms were sent to each of the above organizations with follow up phone calls to answer any questions. To the intern’s surprise, many of the organizations had no previous knowledge that they were able to provide information to be aired on ACTV Channel 2. Now, with their contributions, the amount of information to be aired on the “Bulletin” session of programming on ACTV Channel 2 will increase.

The organizational change that occurred evolved from laissez faire to aggressive programming. Before this study, programming at ACTV Channel 2 was very limited. Satellite programming was also very limited due to the satellite dish that the district had installed when the new high school was built. The majority of the station’s programming consisted of a scrolling bulletin board. To make things worse, the information, which was included on the scrolling bulletin board, was very limited. Information was limited to Atlantic City High School information. The Atlantic City Board of Education is very interested in pursuing and upgrading the technology to continue progressive and educational programming.

The need for future study should be conducted every year. Programming and various educational telecommunications companies are being created every day, which could lead to new programs to be aired on ACTV Channel 2. The Anneberg Project (Appendix C) is a great example. Technology changes so frequently that equipment and supplies must be upgraded to compete with commercial stations.

ACTV Channel 2 content is now much vaster. It is recognized as an important source of information for the schools and community. With continued support, the quality and quantity of programming displayed on ACTV Channel 2 will grow. The success observed already has been positively received and will carry ACTV Channel 2 into the 21st century. For future results, “Tune in” to ACTV Channel 2.

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APPENDIX A
RESEARCH INSTRUMENTS

Atlantic City High School

AC-TV Channel 2

Place a "X" in the boxes that best represent your views or opinions.

1. Are you aware that an educational access channel exists in Atlantic City? Yes No
2. Have you every watched AC-TV Channel 2? Yes No
3. What educational programming would be of interest to you and your family? (mark all that apply)
 - a. Atlantic City School District information
 - b. Educational shows (i.e. nature, science, history, reading, mathematics of various grade levels)
 - c. Atlantic City High School sports
 - d. School events (i.e. K-12 school plays, concerts, guest speakers etc.)
 - e. Atlantic City Board of Education meetings
 - f. Atlantic City High School news broadcast
 - g. Community information
 - h. Other _____
4. When does your family watch the most television?
 - a. Morning 7:00 a.m. – 12:00 noon
 - b. Afternoon 12:00 noon – 7:00 p.m.
 - c. Evening 7:00 p.m. – 12:00 midnight
 - d. Late Night 12:00 midnight – 7:00 a.m.
5. How many T.V's are in your home?
 (0) (1) (2) (3) (4) (5) or more
6. How many adults are in your household? (18 years or older)
 (1) (2) (3) (4) (5) or more
7. How many children are in your household? (17 years or younger)
 (0) (1) (2) (3) (4) (5) or more
8. What is your age?
 18-30 31-45 46-60 61 or older
9. What is your highest level of education?
 - a. Did not finish high school
 - b. High school diploma
 - c. Some college or technical school
 - d. College degree
10. How may hours per day do you or your family watch television?
 none 1-3 hrs. 3-5 hrs. 5-7 hrs. 7-10 hrs. More than 10 hrs.

Thank you for taking time to participate in this Atlantic City Public Schools survey. Please use the self addressed stamped envelope to return this survey no later than **December 30, 1999**.

Atlantic City High School ACTV Channel 2

Survey Results – Appendix

1. Are you aware that an educational access channel exists in Atlantic City? **99** Yes **1** No
2. Have you every watched AC-TV Channel 2? **100** Yes **0** No
3. What educational programming would be of interest to you and your family? (mark all that apply)
 - a. **62** Atlantic City School District information
 - b. **71** Educational shows (i.e. nature, science, history, reading, mathematics of various grade levels)
 - c. **21** Atlantic City High School sports
 - d. **38** School events (i.e. K-12 school plays, concerts, guest speakers etc.)
 - e. **49** Atlantic City Board of Education meetings
 - f. **22** Atlantic City High School news broadcast
 - g. **68** Community information
 - h. **0** Other _____
4. When does your family watch the most television?
 - a. **0** Morning 7:00 a.m. – 12:00 noon
 - b. **27** Afternoon 12:00 noon – 7:00 p.m.
 - c. **64** Evening 7:00 p.m. – 12:00 midnight
 - d. **9** Late Night 12:00 midnight – 7:00 a.m.
5. How many T.V's are in your home?

0 (0)	45 (1)	27 (2)	23 (3)	5 (4)	0 (5) or more
--------------	---------------	---------------	---------------	--------------	----------------------
6. How many adults are in your household? (18 years or older)

36 (1)	61 (2)	1 (3)	1 (4)	1 (5) or more
---------------	---------------	--------------	--------------	----------------------
7. How many children are in your household? (17 years or younger)

0 (0)	30 (1)	37 (2)	23 (3)	8 (4)	2 (5) or more
--------------	---------------	---------------	---------------	--------------	----------------------
8. What is your age?

14 18-30	46 31-45	42 46-60	3 61 or older
-----------------	-----------------	-----------------	----------------------
9. What is your highest level of education?
 - a. **9** Did not finish high school
 - b. **91** High school diploma
 - c. **17** Some college or technical school
 - d. **37** College degree
10. How may hours per day do you or your family watch television?

0 none	27 1-3 hrs.	23 3-5 hrs.	43 5-7 hrs.	7 7-10 hrs.	0 More than 10 hrs.
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APPENDIX B
SATELLITE EDUCATIONAL PROGRAMMING COMPANIES



About the Channel



About the Annenberg/CPB Channel



[What is the Channel?](#)

[Who is the Channel for?](#)

[What Will I Find on the Channel?](#)

[How Can I Get the Channel?](#)

[How Much Does the Channel Cost?](#)

[What are the Programming Hours?](#)

[How Can I Get a Program Schedule?](#)

[How Can I Make My Community Aware of the Channel?](#)



What is the Channel?



The Annenberg/CPB Channel is a new satellite channel of free educational programming for schools, colleges, and communities. The Channel is funded by the [Annenberg/CPB Projects](#) in association with [Harvard University](#) and the [Smithsonian Institution](#).



The Channel carries television programs for [K-12 math and science education](#) such as the [Teaching Math Videos](#), [Science Images](#), and [Minds of Our Own](#), as well as [programs from popular PBS series](#) that teach a range of subjects such as [Art of the Western World](#), [The Mechanical Universe](#), [Discovering Psychology](#), and [Destinos: An Introduction to Spanish](#). This companion web site features [feed schedules](#), [support material for professional development workshops](#), [online activities](#), [video previews](#) of our programs, and much more.



Who is the Channel for?



The Annenberg/CPB Channel is for:

1. educators at all levels
2. parents interested in educational issues;
3. life-long learners studying at home;
4. the general public who loves educational programming on a wide variety of subjects.



The Channel is particularly useful to educators, both for professional development and classroom teaching, including:



1. elementary, middle, and junior high math and science teachers;
2. high school and college teachers of the humanities, social sciences, math, and science;
3. teacher educators and pre-service teachers;
4. administrators and curriculum supervisors at all levels;
5. educational policy-makers at all levels; and
6. informal educators associated with museums, community groups, cultural institutions, hospitals, churches, and libraries.



What Will I Find on the Channel?



For Educators

- A wealth of video interviews, computer graphics, case studies, and historical footage to enhance high school and college classes across the curriculum
- Professional development programs that provide a window into K-12 classrooms where teachers are trying new approaches to math and science through hands-on and inquiry learning



For Public Television or Cable Broadcasters



- More than 500 hours of high-quality programs, with no fees, to enrich the programming lineup for general viewers
- Instructional videos for schools and colleges



- Professional development programs and workshops for teachers

For Home Viewers



- Award-winning programs in art, literature, languages, math, science, and psychology for lifelong learning and educational enrichment
- Intriguing glimpses into classrooms and new information for parents and professionals on how children learn



How Can I Get the Channel?

The Channel is fed from the GE-3 satellite to public television stations, public access cable stations, schools, colleges, and any other noncommercial organizations that have the equipment to receive a DigiCipher II satellite signal. To find out whether the Annenberg/CPB Channel is broadcast in your area, contract your local school, cable station, or PBS station. For more information call 1- 800-228-8030.



Satellite and Signal Information:



GE-3 satellite, located at 87 degrees WL
 Ku-band Transponder 23 (horizontal
 downlink)
 Center Frequency: 12147.5 MHz
 L-band Frequency: 1397.5 MHz
 DigiCipher II IRD, Channel 514

Receiver Equipment:

A Digital Satellite Receiver (DSR)
 4000,4200, 4200B, 4200C, or 4200V from
 General Instruments or NextLevel Systems,
 Inc.

How Much Does the Channel Cost?

The Channel is free. It is fed from the GE-3 satellite through free licenses to public television stations, public access cable stations, schools, colleges, and any other non-commercial organizations that have the equipment. See How To Access the Channel.

What are the Programming Hours?

The Annenberg/CPB Channel is available twenty-four

hours each day, every day. New program schedules for January-June, 2000, have been sent to all agencies licensed or authorized to receive the Channel. Forms for free licenses can be printed from <http://www.learner.org/channel/licenses/licenseoverview.html>.

All times referenced in the User's Guide are Eastern Time, and the twelve-hour schedule from 8 AM to 8 PM, ET, is then repeated, thus 8 AM becomes 8 PM, etc. Our schedule should give you and those you serve many opportunities to watch or record the programs. Schedule information is also available at <http://www.learner.org/channel/schedule>.

If you have any questions about the schedule or our about the User's Guide, please contact Dana Rouse at drouse@cfa.harvard.edu or 1.800.228.8030 x4.

How Can I Get a Program Schedule?

Go to the [GE-3 Feed Schedule](#) for a complete listing of what's being broadcast on the Annenberg/CPB Channel.

You can also [request a copy](#) of our program schedule to be sent to you via postal mail. Our program schedule is updated every three months.

How Can I Make My Community Aware of the Channel?

We have many promotional print pieces about the Channel available. We encourage you to make copies of these materials, edit them with information specific to your community, and distribute them. Please contact us for information about these materials.

Download a press release for announcing the availability of the Channel in your community. Look for more pieces in the near future.

[Press Release \(HTML\)](#) | [Press Release \(PDF\)](#)

Have a question? Need help finding information on our site?
Send us email -- channel@learner.org.

[Back to Channel Home](#)

Copyright 1997 Annenberg/CPB

Friday, May 12, 2000

8:00 pm - 9:00 pm

American Cinema
The Studio System

9:00 pm - 10:00 pm

Literary Visions
Playing the Part: Characters and Actors in Drama
Patterns of Action: Plot and Conflict in Drama

10:00 am - 11:00 am

Art of the Western World
In Our Own Time

11:00 am - 12:00 pm

American Cinema
The Studio System

12:00 pm - 1:00 pm

Literary Visions
Playing the Part: Characters and Actors in Drama
Patterns of Action: Plot and Conflict in Drama

1:00 pm - 2:00 pm

Exploring the World of Music
Composers and Improvisers
Music and Technology

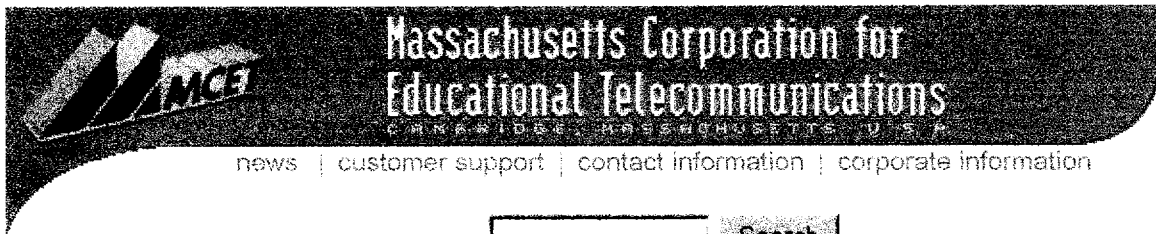
2:00 pm - 3:00 pm

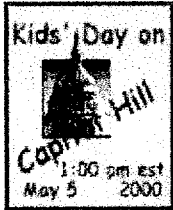
Art of the Western World
In Our Own Time

3:00 pm - 4:00 pm

Exploring the World of Music
Composers and Improvisers
Music and Technology

4:00 pm - 5:00 pm





Educational Broadcasting

- Winter/Spring 2000 Registration
- Curriculum Materials
- Broadcast Schedule
- Current Program Listings
- Program Changes
- Membership Information

Educational Products

- Resources for Educators and Students
- Popular Products
- Ordering Information

Telecommunications Services

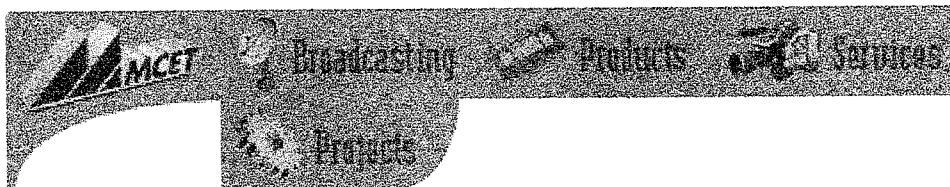
- Mass Community Network
- MCN-RFP
- Satellite Broadcast and Video Production Services
- Videoconferencing Services
- EICS Educational ISDN Service

Special Projects

- Star Schools: TTT
- TEAMS Distance Learning Network
- Indiana Academy Partnership
- Annenberg/CPB Channel
- MEOL Webzine

©1999 MCET

[\[site map\]](#) [\[email webmaster\]](#)

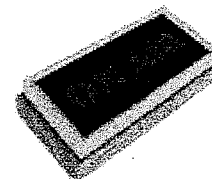


[Program Descriptions] [Broadcast Schedule] [Registration] [Membership Info]



Mass LearnPike Broadcasting

The Mass LearnPike is an interactive educational TV network to supplement your Pre-K through High School curriculum and provide teacher professional development. LearnPike network members can interact live via telephone, fax, or email with a presenter in the MCET studio, as well as other educators and students nationwide.



- » [Home](#)
- » [News](#)
- » [Support](#)
- » [Contact](#)
- » [Corp. Info](#)
- » [Site Map](#)

- » [LearnPike Membership Information](#)
- » [Register for Winter/Spring 2000 Programs!](#)
- » [Winter/Spring 2000 Program Descriptions](#)
- » [Curriculum Materials](#)
- » [Broadcast Schedule](#)
- » [Recent Program Changes](#)
- » [Program Evaluation Form](#)
- » [Interested in developing a show? Please read our Request for Proposals](#)
- » [Cable systems in many Massachusetts cities and towns carry MCET programming - See our current list of cable TV channels](#)

???

**“Live...
Rebroadcast
...Taped”**

explained here...

Page last updated: 02/15/00 | webmaster@mcet.edu

APPENDIX C
ACTV CHANNEL 2 FORMS



**EDUCATIONAL ACCESS CHANNEL
BULLETIN BOARD REQUEST FORM**

Suburban Communications Channel 2



The Viking Channel

PLEASE RETURN **HARDCOPY** TO:

*Ms. La Greta Brown - Principal
Atlantic City High School
1400 N. Albany Ave
Atlantic City, NJ 08401*

Messages must be received two weeks prior to requested air date.

Submitted by:		Date:	
School/Organization:		Phone:	
		Fax:	
Running Time (dates): From:		To:	

Message: (limited to space provided)

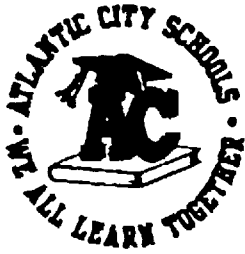
Message may be edited. Atlantic City Public Schools reserves the right to make final decisions regarding the inclusion and content of bulletin board messages.

CONTACT PERSONS: Mr. Derek K. Cason – Atlantic City High School Phone: 343-2243
Mr. Donald J. Howard – Atlantic City High School Phone: 343-2220

Building Principal: _____ Date: _____

Administration Approval: _____ Date _____

Request No.	Additional Information:
--------------------	--------------------------------



AC-TV CHANNEL 2
EDUCATIONAL/GOVERNMENT
ACCESS CHANNEL



The Viking Channel

TELEVISION PRODUCTION
REQUEST FORM

PLEASE RETURN APPROVED REQUEST TO:

*Mr. Donald J. Howard
Television Production
Atlantic City High School
Atlantic City, NJ 08401
(609) 343-2220*

Requested By: _____ **Date:** _____

School/Organization: _____ **Phone:** _____

Address: _____

Title of Production/Event: _____

Type of Production: _____ **Information ()** _____ **Education ()** _____

Sports () _____ **Government ()** _____ **Other ()** _____

Date Required/Event Date: _____

Estimated Length: _____

Videotaping Location(s): _____

Target Audience: _____

Desired Outcomes/Objectives: _____

Administrative Approval: _____ *Title:* _____ *Date:* _____

Government Approval: _____ *Title:* _____ *Date:* _____

Additional Contact Person:

Mr. Derek K. Cason – Atlantic City High School

Phone: 343-2243

Client Consultation Worksheet

CLIENT: _____

Phone # ()

PRODUCER: _____

Phone # ()

Working title :

Target audience :

Suggested program Length :

Desired outcomes / objectives

1.

2.

3.

4.

Resources of client :

1.

2.

3.

Cost of production not to exceed \$ _____

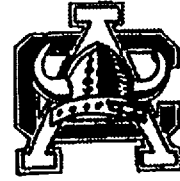
Notes :

Atlantic City Public Schools

CENTER FOR INSTRUCTIONAL MEDIA & TECHNOLOGY



ACTV
The Viking Channel



**EDUCATIONAL RECORDING CONSENT AND
RELEASE FOR VOLUNTEER PARTICIPANTS**

NAME OF PARTICIPANT: _____

TITLE OF SERIES/PROGRAM: _____

DATE/PLACE OF RECORDING: _____

In consideration of the non-profit educational service provided by my assistance to Atlantic City Public Schools in the collection and dissemination of educational and instructional materials, I authorize Atlantic City Public Schools and those acting pursuant to their authority:

- To record on videotape, audiotape, film or any other medium, my likeness and verbal contributions to the above specified
- To exhibit, reproduce and distribute such recording(s), and to make transcripts and distribute the text of my remarks for any purpose which Atlantic City Public Schools deems appropriate, including, without limitation, distribution to educational institutions, public television and cable access (educational access), libraries and museums.

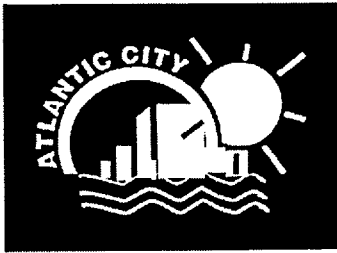
I shall provide Atlantic City Public Schools with all necessary data on copyrighted photographs and/or other materials that I incorporate into my participation or appearance. I personally warrant such materials to be: (1) under my copyright or ownership; (2) in the public domain; (3) released by the owner to me personally for use without limitation. I understand that I may be consulted, review and preview taped materials prior to broadcasting, and that final editorial decisions are the responsibility of the School System's Editorial Board.

I acknowledge that this consent and release is of perpetual duration. I release the Atlantic City Public Schools' Trustees and Atlantic City Public Schools from any claim that I may have by reason of exhibition or utilization of the recording(s). I further consent to the use of my name, likeness, voice and biographic materials in connection with the program publicity as determined by Atlantic City Public Schools.

I indemnify and hold harmless The Atlantic City Public Schools, its Educational Access Channel and Suburban Communications of NJ, Inc., their employees, agents, officers and directors from liability or legal fees and expenses, including, but not limited to, any claims in the nature of libel, slander, invasion of privacy or publicity right, non-compliance with applicable laws and authorized use of copyright material incurred as a result of broadcasting this program.

(Witness)

(Participant's Signature and Date)



PRODUCER AGREEMENT AND INDEMNIFICATION

Suburban Communications



The Viking Channel

I, _____ as producer of the videotape program titled:

accept full responsibility for program content submitted for broadcast on The Atlantic City Public Schools Educational Access Channel, and release its officers, directors, employees and agents from liability or legal fees and expenses incurred as a result of broadcasting this program. I warrant and represent that the program does not contain:

1. Any solicitations of funds or advertising materials designed to promote the sale of commercial products or services, including advertising by and on behalf of candidates for public office.
2. Any material that is obscene, indecent or an invasion of privacy.
3. Any material concerning lottery information, gift enterprise or similar scheme.
4. Any material requiring union residual or other payment including but not limited to talent and crew unless those payments have been executed or waived.
5. Any material that is slanderous, libelous or unlawful.
6. Any material that is copyrighted or subject to ownership or royalty rights without necessary releases, licenses or other permission.
7. Material that requires the viewer to pay a fee to participate or gain full value of the program.

I agree to provide The Atlantic City Public Schools, prior to the broadcast of the program with copies of any releases, licenses or other permissions as set forth in paragraph #6 above obtained by me with respect to the program.

I agree that in the event a recorded program is lost, damaged or stolen, the Atlantic City Public Schools' limit of responsibility will be the cost of new, unused materials.

I agree that any tapes, video or sound which are produced using equipment or facilities owned or operated by The Atlantic City Public Schools will automatically carry a royally free license to The Atlantic City Public Schools so that it may use this material for rebroadcast purposes. It is advised that the producer put the necessary copyright notices on the video and sound tapes. It is responsibility of the producer of such tapes to perfect the legal rights in the copyright.

NOTE: This application is non-transferable.

PRODUCER: _____

ORGANIZATION: _____

ADDRESS: _____

AUTHORIZED _____ ACPS _____ SIGNATURE: _____

DATE: _____

Biographical Data

Name	Darren J. Hickman
High School	Haddon Heights High School Haddon Heights, New Jersey
Undergraduate	Bachelor of Science Technology Education Glassboro State College Glassboro, New Jersey
Graduate	Master of Arts School Administration Rowan University Glassboro, New Jersey
Present Occupation	Industrial Arts Teacher Atlantic City High School Atlantic City High School