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Research Design for the Multi-Market Study of
Critical Information Needs:

Final Research Design

Prepared by:

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For:

Federal Communications Commission

Overview

Social Solutions International (Social Solutions) is pleased to present this research design to the Federal Communications Commission (FCC). Social Solutions has been tasked with the development of a research design that can be used to identify and understand the critical information needs (CINs) of the American public (with special emphasis on vulnerable/disadvantaged populations).

To inform the research design, Social Solutions held a subject matter expert conference on September 13-14, 2012. The meeting included a review of a comprehensive literature scan of available research, and discussion of methodology, protocols, and procedures best suited to implementation of both a Media Market Census and a Community Ecology Study. Based on the discussion and insights garnered from the 20 participants, as well as feedback from key stakeholders at FCC, Social Solutions has developed this research design. The design is based on the assumption that the period of performance for this project will be approximately one year.

Overall Project Goals and Objectives

We understand that the purpose of this Study of Critical Information Needs (CINs) is to provide a comprehensive analysis of access/barriers to CINs in diverse American communities.

The objectives of the study are to:

- collect data to inform:
 - the access (or potential barriers) to CINs as identified by the FCC;
 - the media that makes up media ecologies (i.e., what media is actually included in that ecology; ownership of that market; what specific type of content dominates those media ecologies; what is the flow of information within the ecology, etc);
 - the use of and interaction between media that makes media ecologies (i.e., how do different layers of the ecology interact to provide for CINs; how do individuals of diverse neighborhoods/communities differ in terms of access to CINs);
- validate data collection tools/templates and protocols;
- demonstrate high internal validity and reliability of measured constructs

Study Goals and Objectives

The objectives of the study are to help FCC answer the following questions:

- How does this study inform the acquisition and/or barriers to CINs in American communities?

- What barriers to entry exist in the FCC regulated markets and to what extent do those barriers to entry have a negative impact?
- Do the tools/templates demonstrate a high degree of internal validity? Do the tools/templates demonstrate a high degree of reliability across diverse target markets?

Research Design Plan

We will (1) develop and finalize the study research design; (2) develop research protocols and survey instruments for CINs data collection; (3) obtain IRB and OMB Clearance; (4) develop facilitator recruitment materials; (5) provide relevant materials and/or training to assist the facilitators in applying the research protocols; (6) code, analyze and interpret the individual data; and, (7) prepare a study findings report.

I. Proposed Study Design Overview

MEDIA MARKET CENSUS

Content Analysis of Media Content

- Broadcast News Content:** Utilizing a one constructed week sample of local broadcast television news, we will perform a content analysis of CINs and how they are presented within that content (with emphasis on descriptive, content, and production elements within each broadcast) (n=minimum of 504 TV broadcasts).
- Newspaper Content:** Utilizing a one constructed week sample of daily newspaper content, as well as weekly newspaper content, we will perform a content analysis of CINs and how they are presented within that content (n=maximum of 252 newspaper issues).
- Radio News Content:** Utilizing a one constructed week sample of local radio news, we will perform a content analysis of CINs and how they are presented in that content (n=maximum 504 radio broadcasts).
- Internet Content:** Utilizing a list of websites to be crawled for each category of CINs, we will perform a content analysis of CINs within a constructed week of Internet content.
- Qualitative Analysis of Media Providers:** Utilizing a sample of media providers (n= maximum of 280), we will conduct a qualitative analysis of local media services providing for CINs via in-depth interviewing, with particular emphasis on ownership characteristics, employment data, demographics on decision makers and barriers to entry.

Note: The constructed week for television, newspaper, radio, and Internet are anticipated to all be the same in order to control for actual news events (i.e., the null hypothesis states that the same news coverage would occur equally across different media types).

COMMUNITY ECOLOGY STUDY

- General Population Survey:** Utilizing a multi-level sampling method, this survey will measure community members' actual and perceived critical information needs (n=4392).

- b. In-depth Neighborhood Interviews:** In order to tap into not only individual level effects, but also neighborhood effects, we will conduct in-depth interviews with individuals in diverse neighborhoods (determined utilizing census tract data) (n=504).

These two studies (the Media Market Census and the Community Ecology Study) within the overall study will not be conducted independently of each other. Instead, they will each inform the other to provide a deeper analysis of the overall media ecology, specifically how media providers and user both interact with CINs.

a. Media Market Census

i. Understanding of Media Market Census goals

The core goal of the media market census is to determine whether and how FCC-regulated and related media construct news and public affairs to provide for CINs across different communities. This includes a thorough study of local media ecologies, with special emphasis on performance and access/barriers to CINs. This census will consist of two primary components:

- 1) Constructed databases of local content¹ (including services/media providing alternative languages, media description, closed captioning, etc.) for a constructed 1-week period that tap into CINs (i.e., accessibility or lack thereof), coded per research design.
- 2) A qualitative analysis of local media services providing for CINs, with particular emphasis on media ownership/management characteristics, employment data, demographics of decision makers, and barriers to entry.

Specific research questions of interest concerning the Media Market Census include the following:

- What media is actually included in the media ecology being studied?
- What specific type of content dominates the media ecologies?
- How is the ownership of that market characterized?
- What is the flow of information within the ecology?

ii. Methodological considerations

During the FCC expert panel meeting, there was considerable debate regarding the methodological approach to the two aforementioned components of the Media Market Census. Regarding the former, much of this discussion centered upon the use of constructed versus consecutive week samples of media content (newspapers, TV newscasts, and Internet content). Due to the cyclic nature of news content, recent research indicates that drawing a random block of news content may not be representative of a larger time frame (e.g., randomly selecting two

¹ This study will not include all local content. For example, it does not include scanning cable PEG channels.

consecutive weeks of content to generalize to a year's events). One solution that has taken into account systematic variation in daily newspaper content, as well as broadcast television news, is a stratified sampling procedure that leads to constructed weeks. This ensures that each source of cyclic variation (i.e., days of the week) is represented equally in the sample. Given the vast research on newspaper content analysis (for both single and multi-year studies), as well as broadcast television news content analysis, in the past 20 years, we have identified the use of constructed samples as one methodological consideration that would demonstrate empirical rigor to the final study design.

With respect to qualitative analysis of local media services, FCC stakeholders (Research Design meeting participants) noted the difficulties inherent in both interview- and survey-based research of media owners, managers and employees, particularly with respect to: 1) establishing contact with those entities; and, 2) the challenge of obtaining socially desirable responses to potentially sensitive questions. With respect to the former issue, contact with media providers (particularly those at the management level) can often be very difficult in light of busy schedules and reluctance to speak to "outsiders" about potentially sensitive issues. This feeds into the latter issue of media owners may choose to supply inaccurate answers, which cast their companies and practices in a more positive light than is accurate. In order to avoid relying solely on potentially biased responses from media owners, it is critical to examine providers at multiple levels. Therefore it is critical to develop valid instruments that accurately tap into the provision of CINs across multiple contexts, ecologies, and markets.

iii. Sampling and research protocols

Broadcast television news

For broadcast television news, a constructed week consisting of newscasts of a particular day of the week will be gathered over an extended period. A constructed week sample involves identifying all Mondays in a given month (i.e. January), and randomly selecting one Monday, then identifying all Tuesdays in the subsequent month (i.e. February), and randomly selecting one Tuesday, etc., to 'construct' a week that ensures that each source of cyclic variation-each day of the week-is represented equally. This procedure of constructing the week over a period of time greatly reduces the danger of a particular story dominating the data set, thereby biasing the sample. Past research has limited the broadcast week to the Monday through Friday newscasts to eliminate the potential impact of weekend sporting events that might preempt news broadcasts (see Yanich, 2001). However, given the FCC mission to study CINs specifically, we propose to include all seven days of the week in the constructed sample. Although the empirical literature customarily recommends a minimum of two constructed weeks of broadcast content in order to yield a reliable sample (see generally: Riffe, Lacy, Nagovan, & Burkum, 2000), more recent research by Yanich (2011) illustrates the utility of a one constructed week sample, provided this constructed week passes methodological muster. The selection of a starting date that extends across both sweeps and non-sweeps periods is important to the construction of this week. Nielsen has announced its sweeps dates for 2013. For November 2012, they are Oct 25 -Nov 21; for February 2013 they are January 31-Feb 27; for May 2013 they are April 25-May 22 and for July 2013, they are June 27-July 24. For 2014, we expect the sweeps dates to fall roughly within the

same period. Presuming that the contract period for this project will be one year, an example of a reasonable constructed week, therefore, would include the following dates: Sunday, July 7 ; Monday, August 7 ; Tuesday, September 17 ; Wednesday, October 30 ; Thursday, November 14; Friday, December 20 ; and Saturday, February 1 . Once the content of this constructed week is acquired, we will randomly sample content from each day.

Looking at the content universe available for television, we have noted a number of resources that may potentially provide for CINs. These include: local TV news, locally produced morning talk/news shows, newscasts produced by networks, news magazine shows produced by networks, cable news programs, and entertainment programs. Provided that station owners make the legitimate claim that their decisions regarding *what* content to present is dictated largely by the forces that exist in the local market, we must concentrate our efforts on examining first content that is controlled *within* the market. To that end, only local television sources are to be included in this sample.

Data will be acquired from DateLine Media, a media monitoring corporation based in Honolulu, Hawaii. Data will be delivered via DVD and will include content from four stations in each of the six markets. The unit of analysis will be the individual story that was presented on the newscasts, excluding sports. Sports will not be included in this mix because those segments are structural features of the newscast as a matter of policy and do not address CINs. However, we will code for the amount of time per broadcast spent covering sports material. A minimum of 504 broadcasts (including 30-minute and 60-minute broadcasts) will be coded and analyzed across the six markets. A coding schematic will be developed for a team of coders to assess CINs in television newscasts. Coders will receive content analysis training and appropriate precautions will be taken to ensure inter-rater reliability, including Cohen's Kappa scores for 10 percent of all newscast codings.

The issue of sampling parts of the day will be guided first by what content the triage model says we should examine. On the presumption that we restrict our study to locally-produced content, parts of the day during which they appear will present the universe of time. For example, if those periods are between 5am-9am; 12pm-1pm; 5pm-7pm; 9pm-11pm, we would choose a stratified random sample of that content (stratified by time slot).

We propose sampling three broadcasts, per channel, per day. This sample would consist of the largest news block, plus two randomly selected blocks, for each channel, each day (including weekends). Where available, non-English broadcasts will be captured; we propose sampling no more than 10 percent of such broadcasts across all markets. To ensure that stations broadcasting in languages other than English are included, the first ranked foreign language station will be ranked ahead of the fourth ranked English language station. As noted above, a minimum of 504 broadcasts are recommended for inclusion and analysis. 504 is derived from the collection of three broadcasts per channel, per day, assuming the minimum inclusion of network affiliated broadcasts):

$$3 \text{ broadcasts} \times 4^2 \text{ channels} \times 7 \text{ days} = 84 \text{ broadcasts/market} \quad (84 \times 6 = 504)$$

² In the event that a market has fewer than 4 local channels, we will reconcile this with an oversampling of channels in another market that has more than 4 local channels.

Three broad categories of variables will be examined for each newscast. The first of these categories is identification variables, which describe the descriptive/demographic features of the newscast. These include the broadcast number, the station, the network, the time of broadcast, and the duration of the broadcast. The second category of variables concerns the content of individual news stories. These include the topic of the story and the story type (for the current project, we would craft the coding of story type to reflect CINs). Finally, the third category of variables focuses on the production of the news stories. These variables include the mode of presentation, place of the story (i.e. chronological position in the entire broadcast), live vs. remote, block/segment of the story, as well as the beginning and end time of individual stories within each broadcast.

Given that content is a particularly crucial element of this coding procedure (this is where CINs are evoked), more detail on that component follows here. We propose a 3-stage coding scheme in order to fully capture content related to CINs. The first part would specify a 0/1 dichotomous variable for each of the eight categories for each of the stories/segments that are part of the analysis. A zero would indicate that information pertaining to that particular CIN was not part of the story; a one would indicate that it was part of the story. The second stage would develop a summary variable in which we could specify the extent to which any individual story/segment provided information across a set of CIN categories. The third stage of the coding scheme would be to understand the frame of the coverage of the CIN. At the most basic level we would determine if the coverage is framed to suggest who/what was responsible for the condition and who/what might be responsible for any action. For example, a story/segment that presents health information about prescription drugs might frame the story as one of personal responsibility in which individuals (not physicians or pharmacists) are responsible for making sure that there are no contra-indications across the drugs they are taking. Another story looking at the same issue might frame such oversight as the responsibility of health professionals. Each has very different implications for how citizens might react to the story.

Newspapers

A stratified sampling procedure will be implemented for the identification, acquisition and analysis of local content that will be included in the compiled database. Specifically, we will sample from local daily newspaper sources, obtained either through microfiche or digital download formats. We will utilize a constructed week sample in order to maximize both validity and reliability of collected data sources. For newspapers, we propose a one week constructed sample, which will represent roughly six months' worth of material (Hester & Dougall, 2007; Riffe, Lacy, Nagovan, & Burkum, 1996). This will correspond to the same constructed week for broadcast television (Sunday, July 7; Monday, August 7; Tuesday, September 17; Wednesday, October 30; Thursday, November 14; Friday, December 20; and Saturday, Feb 1.). Concurrently, we will also sample from weekly newspapers. Selection of weekly newspapers will not be randomly stratified by month, but rather will correspond to the daily newspaper selected for each month. We propose a cap to the number of newspapers sampled, dependent on market size. For small markets, we propose a maximum of three newspapers per day in the constructed week, in addition to seven weekly newspapers that coincide with each day in the constructed week. Therefore, in two small markets, we would sample 56 newspapers. For medium markets, we propose a maximum of five newspapers per day in the constructed week, in addition to seven

weekly newspapers that coincide with each day in the constructed week. Therefore, in two medium markets, we would sample 84 newspapers. For large markets, we propose a maximum of seven newspapers per day in the constructed week, in addition to seven weekly newspapers that coincide with each day in the constructed week. Therefore, in two large markets, we would 112 newspapers. The maximum number of newspapers to be coded, therefore, is 252.

Small Market:	$3 \text{ newspapers} \times 7 \text{ days} = 21 + 7 \text{ issues of weekly papers} = 28 \times 2 = 56$
Medium Market:	$5 \text{ newspapers} \times 7 \text{ days} = 35 + 7 \text{ issues of weekly papers} = 42 \times 2 = 84$
Large Market:	$7^3 \text{ newspapers} \times 7 \text{ days} = 49 + 7 \text{ issues of weekly papers} = 56 \times 2 = 112$
	Total: 252

In the event that each small, medium, and large market have more than three, five, or seven daily or weekly newspapers, respectively, we will utilize choice criterion for selecting which newspapers to include in the sample. For instance, we may choose to sample newspapers with the highest circulation (i.e. newspapers with the greatest “reach”).

Where and when possible, non-English newspapers will be sampled. However, no more than 10% of sampled issues will be non-English. This breaks down to sampling roughly one non-English newspaper per day in the constructed week of medium and large markets, and no non-English newspapers in small markets. Coding categories will mirror those for broadcast television, in that we will follow a 3-stage coding process to fully explore content related to CINs. Additional production coding will include news source, article length (in column inches), whether the story was a news source’s top story, and presence of photographs. We will also remain mindful of the potential impact for content variance on our sampling procedures. Specifically, once we have collected, coded and entered all data for our relevant variables, we will statistically analyze these variables to determine the representativeness of samples from that content. A coefficient of variance will be calculated for each variable. Following the convention of Riffe, Lacy and Fico (1998) if the coefficient of variance exceeds .5, this indicates that we may consider increasing the size of the sample of newspaper content. Similar to broadcast news, stories will be coded by a minimum of two coders, who will receive a content analysis training and appropriate precautions will be taken to ensure inter-rater reliability, including Cohen’s Kappa scores for 10 percent of all newspaper codings.

Radio

Given that the vast majority of radio content is music, we plan to only sample from radio stations that potentially provide for CINs (i.e. news content). This includes news and talk radio stations. We may consider obtaining this media at cost from DateLine Media (same as television). As mentioned previously, the constructed week for radio content will be identical to that of television and newspaper content. A maximum of 1.5 hours of content will be captured per station, per day. Similar to television broadcast news, the largest radio block⁴, plus two randomly selected blocks will be captured per station, per day. Similar to TV broadcast, we suggest a minimum of 504 broadcasts. When possible, we will capture non-English radio broadcasts (no

³ In the event that a large market has fewer than 7 daily or weekly papers, we will reconcile this with an oversampling of newspapers in another large market which has more than 7 daily or weekly papers.

⁴ The Arbitron daypart with greatest listening.

more than 10 percent of all radio broadcasts across all markets). Coding categories will mirror those for broadcast television, in that we will follow a 3-stage coding process to fully explore content related to CINs. A coding schematic will be developed for a team of coders to assess CINs in radio newscasts. Coders will receive content analysis training and appropriate precautions will be taken to ensure inter-rater reliability, including Cohen's Kappa scores for 10 percent of all radio newscast codings.

3 broadcasts X 4 stations X 7 days = 84 broadcasts/market (**84 X 6 = 504**)

Internet

Web archiving will be used to pull content from websites, which will then be analyzed to see how online content addresses the CINs of Americans. In 2006, the Internet Archive [a 501(c)(3) non-profit digital library] launched Archive-It, a web archiving service that allows organizations to capture web content to build, manage and preserve collections of digital information. Archive-It creates a thematic or topical collection of web content from many sources including html, video, audio, social networking, images, PDF and online newspapers. Organizations set up crawls, to harvest web data to create a collection, which are customizable by scope and frequency. Crawls capture content, by subject or event, indexed for full text searches and catalogued with metadata. Content is stored by the Internet Archive and accessible with 24 hours of a completed crawl. Reports and a quality assurance tool are available for organizations to use.

We will generate a list of websites (called seeds) to be crawled for each category of CIN, to include TV station websites, university websites, local school system websites, blogs, local radio station websites, and state/local government websites. Overlap between certain website content (state/local governments; universities) and other media (PEG channels) is likely. Therefore it is anticipated that the research team will be able to capture some of the information through this process that might be missed by not being able to scan all local television content. A sample list of seeds can be found in Appendix E. The final list will be reviewed and approved by FCC and Archive-It. Seeds may include URLs, social media and specific news stories. Customizing the frequency and scope of the crawl will allow us to generate a collection of content to be analyzed for CINs.

As with the aforementioned media outlets, Internet content will be crawled on the same constructed weekdays that TV, radio, and newspaper are sampled. Archive-It provides the opportunity to follow the cyclic nature of news content development by selecting the frequency of crawling.

We will select thematic topics as well as metadata (data about data used in describing a resource) to focus the results of each crawl. The Dublin Core Standard Element set of 15 metadata fields is included (creator, description, title and so forth); along with customizable fields. Customized fields will include language specific to each CIN. Each crawl will harvest all available content from the seeds that fit within the scope we have specified. The seed is the starting point; every URL associated with that seed will be culled for content.

After each crawl, a set of reports are automatically generated to run analysis on the content that was collected. These reports will provide us with overview data (how many files were

generated), seed status (which seeds produced the most URLs), hosts (information about the host, including embedded content), file types (which file type collected the most data), PDFs (ability to view PDFs directly and add metadata), videos (file type, direct view and add metadata) and a QA report to visualize specifically what was not captured and why it was not captured. The tool provides a mechanism to run a “patch crawl” to collect content that was not captured the first time around.

Results of each crawl are provided in WARC (Web ARChive) files. The WARC file provides information on all of the communication between the crawler and the source, as well as the associated metadata and the payload, or actual content. Each WARC record includes a heading, record ID, content length, date, content type, whether the content has changed since the last crawl, relationship to other records (records created as part of the same capture event), the IP address and associated metadata.

Once the content is captured, we will use Archive-It reports as well as the search function to analyze content. WARC files index the captured content for full text search, and attaching metadata before crawling allows targeted searches. A report will provide information about how content is being disseminated, the relationship between webpages, and which URLs each seed is linking to. Another report will provide a page count against a particular CIN category or other metadata. For further analysis, we will search the WARC files for specific themes or simple phrases. Archive-It analysis techniques have the ability to examine the relationship between, as well as the flow of, content.

Qualitative Analysis of Media Providers

In order to establish a dialogue between the findings of the content analysis of media sources and what is actually reported by news providers, we propose an exploration of three levels of employment: corporate management, local management, and lower level employees (reporters, editors, etc). This exploration needs to determine who is actually concerned with CINS and at what level this concern exists in markets. The qualitative component is designed to answer the question of WHY the content analysis says what it says (i.e. we don't want our content analysis to be random, arbitrary noise).

In order to accomplish this task, we first must identify ownership characteristics of target markets. The first step is to determine who owns the broadcast stations (television and radio, (henceforth collectively referred to as ‘news media property or properties’), which of the broadcast stations are duopolies, which of the stations provide news and information, whether they originate local news and whether they employ news staff. For owners of multiple stations, do they simulcast news on all their stations, do they employ separate news staffs, or do they air syndicated news programming?

Some of the information on the news media properties can be obtained by examining the respective websites. For instance, it is possible to determine the owner and, for the television stations, the identities of the on-air staff members. Using this method, we can learn the names of the top managers at the television stations and newspapers. Finding radio station news managers

is not always successful using the Internet. The most reliable way to collect this information is through personal contact with news media property staff or someone familiar with the staff. However this also presents challenges. It is important to identify and talk with people who are willing to provide demographic information about their respective property's work force. Official inquiries of this type are normally directed to the Human Resources office, which often refers such questions to the corporate office.

Consequently two strategies must be employed:

1. Locating someone in the station who can provide demographic information; and
2. Making a formal request for the demographic information from Human Resources and/or corporate headquarters.

Strategy #1 could be accomplished by reaching out to acquaintances at news media properties. Strategy #2 usually requires sending a formal, written request to HR and/or corporate headquarters, which could delay results significantly.

The final component of this qualitative piece involves the execution of in-depth interviews with corporate management, local management, and support staff. We suggest a maximum of 56 media provider sites (radio and television stations) be surveyed. Within that maximum, interviews will be conducted within each market, stratified by market size. We propose that interviews be conducted at six sites in each of the selected small markets, ten sites in the selected medium markets, and 12 sites in large markets. Five interviews will be conducted at each media site. The selection of the type of staff to interview within each market shall be largely dependent on the number of properties within each market. The maximum number of interviews will be capped at 280⁵.

Small Market:	6 sites X 5 interviews = 30 X 2 = 60
Medium Market:	10 sites X 5 interviews = 50 X 2 = 100
Large Market:	12 sites X 5 interviews = 60 X 2 = 120
	Total: 280

In order to maximize productivity, we propose that qualitative analysis of media providers occurs in conjunction with the construction of the media census. Given that these activities may mutual inform one another, it is crucial that consistent progress updates on both media market census components are furnished. These will be used, for example, to determine whether appropriate variables and measures are captured for the market census of inventories (e.g. interviews with providers may allude to important data elements worth capturing).

⁵ In the event that one market calls for interviews at fewer sites than we budgeted for, we may be able to conduct interviews at an additional site in a different market as applicable.

The purpose of these interviews is to ascertain the process by which stories are selected, station priorities (for content, production quality, and populations served), perceived station bias, perceived percent of news dedicated to each of the eight CINs, and perceived responsiveness to underserved populations. Due to the highly sensitive nature of information collected (particularly among reporters and anchors of television news stations), demographic information will not be reported. Additionally, confidentiality will be assured among all participants interviewed.

iv. Instrumentation

- Interview protocols for providers (Appendix A)
- Coding schematics for content analysis of TV broadcasts, radio broadcasts and newspapers (Appendices B, C, D)
- Coding schematics for content analysis of Internet inventories (Dublin Core Elements) (Appendices F, G)

v. Data analysis

The final constructed database will contain data for all media outlets at multiple units of analysis. We anticipate that the most granular unit of analysis will be individual news stories, while higher order variables will tap into higher units of analysis. For example, for broadcast television and radio, we also will include station demographics. Likewise, for newspaper content, we will also include newspaper-specific variables. Such data formatting will allow for potential hierarchical analysis of the data, including multi-level modeling (e.g. analysis of news stories that are clustered within particular stations within markets).

We anticipate employing a number of statistical methodologies for the analysis of the constructed census of media content. These methods include univariate and descriptive statistics of variables of interest, as well as bivariate analyses (including t-tests and chi-square analyses) in order to illustrate relationships between key variables of interest. For example, we may wish to examine the relationship between presentation mode of story and station (in other words, is there a difference across station types in the mode in which stories are presented?). Chi-square analysis is well suited to questions such as these, while t-tests can answer questions concerning continuous, non-categorical variables. Should the need arise for multi-variate techniques (i.e. exploring the relationship among several independent variables and one dependent variable), we are also equipped with the skill set to handle this type of analysis, including multiple regression, logistic regression, and factor analysis. It may also be possible to employ a multi-level modeling approach, which takes into account differences among individual news stories, nested within broadcasts, nested within stations. The final analysis utilized will be largely dependent on the variables selected for inclusion on data collection templates. These analyses will be executed using Stata 12.0, a robust statistical package that can perform complex analysis techniques. Table 1 below presents a battery of quantitative analyses techniques with associated descriptions of how each can be employed.

Table 1

Analysis Plan Element	Description
<i>Detailing the key variables</i>	A codebook will be acquired/developed identifying each variable utilized in the

	analysis, including variable code name, level of measurement (i.e., nominal, ordinal, interval), and descriptive statistics (i.e., mean, median, mode, standard deviation, and range).
Data cleaning/reformatting	Often, it is necessary to reformat data sources and variables so that they are readily transferrable between multiple data software/analysis programs. At Social Solutions, we utilize StatTransfer [®] for quick transfer of data between several data entry/analysis programs, including Microsoft Excel, SPSS, Stata, SAS, and 1-2-3. As well, we also understand that it is often necessary to recode/transform variables (e.g. continuous → categorical level of measurement). To this end, we have developed extensive code/syntax so that this process is time- and cost-efficient.
Model specification	Model specification refers to the construction of statistical models that explore the relationships between multiple independent variables and a single (sometimes multiple) dependent variable. Specification of an appropriate model is multi-faceted, requiring interaction analysis, residual analysis, and goodness-of-fit analysis.
Robustness checks/sensitivity analyses	Successful model specification is largely verified by robustness checks. Essentially, this refers to the statistical ability to validate an existing model through the empirical testing of alternative models. For example, models can often be verified by executing a 10% random sample elimination and re-running that model to determine if covariates still retain the same direction and magnitude (known as sensitivity analyses).
Bi-variate statistics	One example of how bi-variate statistics can be utilized in our analysis involves the examination of how various media ecologies provide for each of the 8 CINs. For example, if provision of CINs is quantified as a continuous measure (e.g. a raw score), we may choose to employ ANOVA to examine differences among various media ecologies (newspaper, radio, television, Internet). Conversely, if provision is categorized (e.g. yes/no response), we would employ a chi-square analysis to detect differences among various groups.
Multi-variate statistics	One aspect of each media ecology we may choose to analyze is how certain factors explain the variance of provision for CINs. Depending on how provision is operationalized (continuously or categorically), we may opt to employ multiple regression or logistic regression to examine how certain factors (e.g. demographics of media outlet) explain/predict provision of certain CINs.

For qualitative analysis of interviews with media providers, we propose the use of Dedoose software, a web-based application for analyzing textual data. This software is unique in that it allows users and teams to analyze qualitative and mixed methods research data when conducting surveys and interviews in market research, psychology research, ethnographic research, and anthropology research. Users are able to work on projects simultaneously, while enjoying a high degree of security which is compliant with NIST, HIPAA, SOX, and GLBA. We propose using this software for a textual analysis of detailed interview notes and short answer survey responses from media providers. This analysis will enable us to identify patterns, themes, and connections in the data that might not otherwise be detected from multiple readings of text and surveys. The ability to tap into latent material from these interviews will allow us to establish whether a dialogue exists between what the media providers report, and what is found from the census of acquired media content. Further, this analysis will allow us to explore potential barriers to entry into select media markets, with particular emphasis on elements/characteristics that factor into such a barrier to entry.

b. Community Ecology Study

i. Understanding of Community Ecology Study goals

The Community Ecology Study seeks to determine the CINs of a broad and demographically diverse population of a metropolitan area, as they are perceived and demanded by individuals nested in neighborhoods within those areas.

This research is subject to two very important constraints. The first is that the CINs identified represent concrete *needs* of diverse communities. That means that demand for many of them will be both *contextual* and *latent*. Peoples' CINs vary by context: emergency information is relevant only during a tiny portion of the time, but extremely relevant during a period of emergency or threat. It is also latent, in that it is neither needed nor necessarily perceived to be needed until that threat is activated. A major challenge is to create valid instruments that measure needs across multiple contexts, some of which are latent.

The second constraint is that interpersonal social networks (both on and offline) are both a structure that provides media content as well as a conduit in the flow of information. . Networks provide and circulate information, including CINs. Health information is as likely to come via kin or friends as it is via the media, and, increasingly, via social media. Therefore, the Community Ecology Study will need to capture demand that is both contextual and latent and to capture the social network structure of respondents as both provider and conduit of information.

The Community Ecology Study will also have to be multi-level and embedded. In any standard metropolitan statistical area (SMSA) there are metro-wide media—newspapers and television news—that still provide an overwhelming share of local news and information. The content and structure of these media form the macro-environment in which news is most likely to originate, and from which it circulates. But because neighborhoods in America remain significantly stratified by race and ethnicity, as well as income, the meso-layer of community and neighborhood also matters. For example, while some CINs may be met via the open Internet, or provided at the macro-level, this information may not flow through channels of communication at the neighborhood level. Whether and how this varies is a key research goal of these studies. Finally, the micro-layer of reception is simultaneously both an individual *and* network layer. Individuals have been shown to receive significant information through their social networks (kin, friends, neighbors, co-workers). To some extent these networks are online, but as researchers have shown, neither online access nor skills are distributed equally in the local SMSA. Simply, whether one goes online or has access to broadband or mobile broadband varies greatly by race, ethnicity and income, and these effects are clustered in the metropolitan environment. This research question is directly linked (embedded) in the problem of neighborhood-level effects.

ii. Methodological considerations

Conducting the Community Ecology Study will require a set of methods that take the above into account: the instruments measuring individual needs will need to incorporate context and latency; they will need to measure individuals' social networks in a form that can be used as

aggregate data; and they will need to gather data about individuals' information use at multiple levels of the media/community environment.

The first task is to build a validated instrument for measuring individuals' actual and perceived CINs. The foundation for that instrument was laid in the literature review, but no extant instrument that measures response to the group of eight CINs exists. The Critical Review of the Literature established a set of necessary thresholds in each of the eight categories, many of which have both an objective and individual component. For example, in a given community, are there channels for emergency communication that can reach the entire population? If not, who is excluded, for what reasons, under what conditions? Is there a sufficiently robust market in employment information, in print, online or other? After these parameters have been established, the next task is to conduct individual level research (surveys and in-depth interviews) to determine whether individuals in varied communities perceive these needs and, if so, how they meet them, and whether they believe adequate information exists to meet them.

In addition to survey instruments, in-depth interviews should also be conducted with multiple individuals in pre-determined diverse neighborhoods nested within each market. These interviews are the most efficient means to both obtain the data that will allow us to arrive at a deeper, higher-order level of analysis of the perception and demand side of CINs, as well as provide additional insights to potential revisions of the survey instrument. This will include a maximum of 504 interviews with trained researchers, depending on the size and diversity of the chosen SMSAs. In order to capture diverse neighborhoods (not only marginalized neighborhoods, but also middle-class, and upper establishments), we will rely on Census tract data, including data concerning racial heterogeneity, socio-economic status, and economic inequality. Sociological research indicates these variables are often indicative of concentrated disadvantage within a community or neighborhood.

iii. Sampling and research protocols

In the six communities of interest, we propose a multistage sampling strategy for both targeted interviews and a general population survey. Because we are interested in neighborhood effects, we will then draw up a purposive sampling frame of neighborhoods that include principal demographic categories of interest: race and ethnicity, and income.

We will begin first by developing a sampling strategy for targeting individuals from diverse neighborhoods for in-depth interviews. The sampling frame would use Census data to establish geographic neighborhood boundaries. By utilizing Census tracts as a unit of analysis, we will establish thresholds of poverty/income levels and racial compositions to construct diverse neighborhoods (including disadvantaged neighborhoods). Utilizing Geolytics, a software program that allows for capturing Census data at granulated levels, including census tract levels, we will develop a comprehensive list of all census tracts in each market. From there we will analyze the distribution of income levels, poverty levels, and racial groups present in those tracts for the most current year available. In consultation with FCC, we will select census tracts that represent diverse neighborhoods in each market. We will then collaborate with Prospectus Influential, Inc. (described below) to obtain contact information for a random sample of individuals from each neighborhood (i.e. Census tract). We propose a sample of nine

neighborhood residents, within each Census tract (six Census tracts within each small market, 10 within each medium market, and 12 Census within each large market respectively). This will yield a total of 504 interviews. We will conduct in-depth, one-on-one interviews with recruited respondents concerning: general demographics; CINs; forms of media use; and social network environment.

We will then turn our attention to the general population survey. This survey will be informed by the in-depth interviews described above. In order to derive a representative, reliable sample in each of the six markets, a power analysis must be conducted. The following analysis was conducted for a hypothetical, multilevel modeling of studies in six cities. We assume that the cities will be selected through a purposive sampling process, with cities selected on substantive criteria including size and ethnic diversity. Because the cities have not yet been selected, we suggest the following *framework* for sample size and power calculation. We have assumed three metropolitan population parameters: areas of 1 million or above, areas from 500,000 to 999,999 and areas of 150,000 or below. Within each region, the calculations are for a multilevel or hierarchical model. For such models there are a number of important constraints. True power calculations can only be performed where the instrument is known and has been validated. Therefore, the calculations for metropolitan areas given here will remain estimates until the instrument has been validated and the actual cities selected.

Neighborhoods for targeted interviews and surveying will be selected by a stratified design. For the Community Ecology Study we propose a design that includes racial and ethnically diverse neighborhoods crossed with three-tiers of income: lower, middle, and upper. Most cities of concern will contain a majority white population, with significant African-American and Latino populations, clustered in neighborhoods. In addition, for some of the medium and the largest cities, there will likely be at least one additional population group (most likely Asian). So, for example, in the largest cities, we would have the following table for neighborhood sampling.

Ethnicity/Income	Lower	Middle	Upper-Middle
White	X	X	X
African-American	X	X	?
Latino	X	X	?
Asian	X	X	?

All cells will not necessarily be filled in all cities. In the largest cities, for example (Los Angeles or New York) we *would* see all cells filled, but in cities of 1 million we may see missing cells. Again, we are illustrating a possible distribution for a large city of 1 million, assuming there will not be clustered minority neighborhoods in the upper-middle category, but that minority members of this income group *will* be distributed randomly through majority white upper-middle class neighborhoods.

Further, we note that balanced sampling in each cluster will not likely hold, as neighborhoods vary substantially in size. Adjustments will have to be made as the design proceeds. We note that calculation of sample size and power in neighborhoods uses an *intra-class correlation coefficient*, a measure of neighborhood homogeneity, which will vary. For power calculations, the “relationship between variance and power is nonlinear so determining the variance or sample size that will yield a particular power (for a fixed significance level) can be difficult (Cohen 2005, p. 282). This is further complicated because of the addition of multiple parameters. The estimation of power changes significantly with the choice of effect size. For our estimates, we are using small effect sizes of .15. The choice is driven by the substantive nature of CINs, which are both contextual and latent, as discussed above. Finally, we have chosen a power level of .80; below this level the risk of Type II error is too great, above it requires significantly higher sample size (Cohen, 1992, p.156).

For the hypothetical city of 1 million, assuming 12 neighborhoods sampled (allowing for all cells or an additional clustered group) and a small effect size of .15, an alpha of .05 and power of .80, the required sample size would be 732. For the hypothetical city of 500,000, assuming ten neighborhoods, a small effect size of .15, an alpha of .05 and power of .80, the required sample size would also be 732. For the hypothetical city of 100,000, assuming six neighborhoods, a small effect size of .15, an alpha of .05 and power of .80, the required sample size would also be 732.

It will be important for this survey to use a combination of mail and cellphone methodologies in order to maximize response rate. Therefore, we will begin by mailing the surveys, sending them out to the required number of individuals in each market (as determined by the power analyses). One to two weeks later a reminder post-card will be sent. One week following the post-card reminder, we will attempt telephone interviews with non-respondents. Using a multi-method data collection approach will not only increase response rates but can also produce less biased samples than mail-only protocols. Non-returns to mail surveys are likely to be related to survey content and hence are potentially biased. That is to say, individuals who do not complete surveys may do so because of negative feelings or opinions related to the survey content or questions. Completed surveys, consequentially, may be skewed in certain directions on certain measures. Non-response to phone surveys, conversely, is less directly related to survey content. Therefore, we propose conducting an initial mass mailing of surveys, and following up with non-respondents via telephone or cell phone.

We will work with Prospects Influential, Inc to pull a multi-channel list of consumers in each of the target markets from which to draw our sample (for both the in-depth interviews and the larger-scale survey). Prospectus Influential, Inc is a direct marketing list broker with access to more than 70,000 direct marketing lists worldwide. We will work with Prospectus Influential to set the specifications for the list, including geography down to neighborhood level. The list will provide name, address, and phone number. Once the list has been created, we will select a random sample, guided by the power analysis, of community citizens. After our sample is selected, we will send the survey via mail and then follow up by telephone. Prospectus Influential also provides information to ensure compliance with “Do-Not-Call” list regulations.

iv. Instrumentation

- Survey (Appendices H)
- Reminder post-card (Appendix I)
- In-depth interview questions (Appendix J)
- Demographics form for interviews (Appendix K)

v. Data analysis

We anticipate employing a number of statistical methodologies for the analysis of the quantitative portion of the Community Ecology Study. These methods include univariate and descriptive statistics of variables of interest, as well as bivariate analyses (including t-tests and chi-square analyses) in order to illustrate relationships between key variables of interest. Chi-square analysis is well suited to questions that address relationship between categorical variables, while t-tests can answer questions concerning continuous, non-categorical variables. Should the need arise for multi-variate techniques (i.e. exploring the relationship among several independent variables and one dependent variable), we are also equipped with the skill set to handle this type of analysis, including multiple regression, logistic regression, and factor analysis.

Due to the multi-level sampling methodology of individuals for the general population survey, we are convinced that it may be necessary to employ a multi-level random coefficient model to illustrate the relationship between individual-level characteristics, neighborhood-level characteristics, and CINs. When we come to the analysis stage of the survey data, a multi-level modeling strategy (e.g. two stage least square regression or some variant) would be the most appropriate way to model the relationship between individual characteristics, neighborhood characteristics, and CINs. We would begin by running an intra-class correlation coefficient (described above), which we can also utilize to assess whether or not the "clustering" of individuals in each neighborhood is meaningful. We must pay attention to the clustering of individuals into neighborhoods. Otherwise, running an analysis as if all observations are independent may result in standard errors that are too small and test statistics that are too big (i.e. probability of making Type I error becomes inflated). The final analysis utilized will be largely dependent on the variables selected for inclusion on data collection templates. These analyses will be executed using Stata 12.0, a robust statistical package that can perform complex analysis techniques.

For qualitative analysis of interviews with community citizens, we propose the use of Dedoose software, a web-based application for analyzing textual data. This software is unique in that it allows users and teams to analyze qualitative and mixed methods research data when conducting surveys and interviews in market research, psychology research, ethnographic research, and anthropology research. Users are able to work on projects simultaneously, while enjoying a high degree of security which is compliant with NIST, HIPAA, SOX, and GLBA. We propose using this software for a textual analysis of detailed interview notes and short answer survey responses from community citizens. This analysis will enable us to identify patterns, themes, and connections in the data that might not otherwise be detected from multiple readings of each transcript.

II. Preparation for IRB and OMB Clearance

In an effort to maintain the highest levels of research integrity, all of our research is conducted in accordance with the standards for involvement of human subjects. As such, when the evaluation design and protocol has been finalized, our team will prepare and submit an Institutional Review Board and an Office of Management and Budget (OMB) Clearance Package.

We have established an Institutional Review Board (IRB No. 00004885, FWA No. 00008632). As necessary with all research involving human subjects, project staff will present the research protocol, consent and assent forms to the IRB for review. Because our IRB meets quarterly, or more frequently as needed, expeditious review of the project is ensured.

As a condition of employment, all Social Solutions staff and consultants involved in research must complete the required NIH Internet training course on the protection of human subjects. The OMB Clearance package will be developed at the same time as the IRB Clearance Package. It will include all of the data collection instruments as well as the evaluation protocol approved by FCC. The OMB clearance function is designed to ensure that studies undertaken by government agencies are safe, efficient, and useful. The Social Solutions process for OMB Clearance consists of the following steps:

1. Posting a notice in the *Federal Register* announcing the intention to initiate a new data collection study and to solicit comments from the public
2. Allowing 60 days to receive and respond to any comments from the public
3. Producing and submitting a draft OMB clearance package that includes a Supporting Statement and complete set of exhibits, including the material to be used for respondent recruitment, to the FCC Project Officer
4. Posting a second notice in the *Federal Register* allowing 30 days for public comment
5. After receiving FCC and public feedback, revise the OMB clearance package and resubmit it to the PO for approval
6. Once the PO provides approval of the clearance package, we will forward an electronic version of the Supporting Statement and five complete sets of the clearance package to the OMB Reports Clearance Officer
7. An OMB clearance package consists of a cover memorandum; standard forms; the supporting statement (generally no more than 20 pages); a copy of the *Federal Register* notice; legal authority to conduct the study; copies of data collection instruments, including cover letters and instructions; institutional review board information and approval letter (IRB); and statement of Privacy Act non-applicability or appropriate System of Records Notice from the *Federal Register*.

We have experience drafting and submitting documents for each of these clearances. Our staff will submit all drafts of notices and supporting statements and document to the FCC Project Officer for internal review and will revise the packages as needed. When the packages are submitted to IRB and OMB, the submission components (e.g., data collection instruments, data collection protocol, etc.) will not be further changed except in response to OMB or IRB comments. Based on previous experience, the Team will plan for and allow one month for IRB approval and five to six months for OMB review and approval.

III. Selecting Markets

a. Defining Markets

Six markets will be included in the planned study: 2 large, 2 medium, and 2 small markets. Market sizes were defined using the Nielsen TV Designated Market Area (DMA)⁶ Estimates and Ranks. Markets 1-62 are defined as large (any market with over 500,000 TV homes); market 63-150 as medium (markets with 150,000-500,000 TV homes); markets 151-210 as small (markets with less than 150,000 TV homes).

b. Primary Criteria

The primary criteria used to select markets will be size and racial/ethnic diversity (including the availability of news in multiple languages). Given the multi-national, racial and ethnic composition of the United States, it is important that markets selected are representative of our increasing diversity. Further, given the focus of the study and FCC's particular interest in access to CINs by minority and underserved populations, diversity of the selected markets is integral.

c. Additional Criteria

Additional criteria considered are geographic diversity, urban vs. rural, and the percentage of the elderly and poor populations. Practicality will also be a concern, which is why availability of partners, as determined through participants at the expert meeting, or the presence of a local School of Journalism/Communications, etc., is being considered.

IV. Data Plans

Training.

We will provide training for all researchers who will be conducting interviews. The training will help ensure researcher commitment to the methodology, as well as encourage consistency

⁶ DMA's are defined by Nielsen Media Research Company as a group of counties that make up a particular television market. These counties comprise the major viewing audience for the television stations located in their particular metropolitan area. For the most part, the metropolitan areas correspond to the standard metropolitan statistical areas defined by the U.S. Office of Management and Budget (OPM). Therefore the counties included in each DMA are defined by OPM to include the county which contains the urban core, as well as any adjacent counties that have a high degree of social and economic integration with the urban core. The areas do not overlap, and each county belongs to only one DMA.

between interviews and therefore make data more reliable. Training will consist of the following components:

- Setting up the interview (using recording equipment, explaining the context and format to the participant, how long it will take, asking participants if they have questions, etc.)
- Interview questions (researcher familiarity with the tool, clarification of terms)
- Techniques for strong interviewing (asking one question at a time, avoiding strong emotional reactions to responses, maintaining control of the interview, transitioning between major topics)

We will also provide training for researchers who will be coding both interview data and media content. This training will ensure inter-rater reliability, without which data validity is impossible. Coder training can also be used as an informal test of the instrument and coding instructions, which can then be refined as needed. Coder training will consist of guided practice sessions, starting with coders working together and discussing categories, and then progressing to working independently. There will also be training on the database that will be used and an annotated coding manual will be provided. Coders will learn operational definitions of terms and specific interpretations of the indicators to be rated. They will also learn techniques for avoiding fatigue.

Data Collection.

Data scoring, entry, and analysis will be conducted by our research team. The data analysis will potentially include examination of the frequencies, demographic comparisons, multi-variate modeling, and in-depth interview analysis

Database Development.

We will construct a user-friendly and intuitively designed database. Construction of the database will be a collaborative effort between FCC staff and Social Solutions to ensure feasibility of use and acceptability of final analysis and reporting outcomes.

We have used a number of statistical programs (including SPSS, SAS and Stata) to develop databases for purposes of data collection, handling, analysis, and reporting. We recommend use of Stata. Stata is a highly regarded statistical package, which can handle all of the projected bivariate and multivariate analyses planned for this study, including scale reliability analyses. We can export the final database in a format compatible with other formats, including SPSS and SAS, should FCC so desire.

Data Storage.

All study data will be collected and then housed at our office. Data will be kept in a locked filing cabinet in a locked office. Data will be stored in this office for seven years after the completion of the study and destroyed in accordance with the American Psychological Association standards.

V. Study Report

Upon receipt of FCC’s comments, edits, and suggested changes, we will finalize the project findings report. Although the content and format of the final report will be determined during the project period, we anticipate the report will include the following:

- Executive Summary
- Evaluation Protocol
- Methodology
- Participant Characteristics
- Measures
- Data Analyses
- Findings
- Recommendations for Fine Tuning Research Design (based on field experience)

Projected Timeline

The proposed 6 market design described above assumes a 1 year project timeline. We will finalize the study design collaboration with FCC. Following approval of the design, the protocols will be refined and submitted with the design for OMB review and clearance. Assuming submission to OMB on January 31, 2013, we anticipate that we will be able to start collecting data by April 2013. We expect to finalize data collection by mid-September, 2013, and to be able to provide a report to FCC by December 31, 2013.

PROJECTED STUDY TIMELINE			
<i>(Contingent on OMB approval, Assumes Expedited Approval)</i>			
PROPOSED TASK	ANTICIPATED PROJECT TIMELINE	PROJECTED COMPLETION DATE	DELIVERABLE(S)
Meeting Report and Draft Study Design	September 17-October 31, 2012	October 31, 2012	1) Research Design Meeting Summary Report 2) Draft Research Design
Final Study Design	October 12, 2012 to December 17, 2012	December 31, 2012	Approved Research Design
OMB and IRB Approval	January 2, 2013 to January 31, 2013	Submit January 31, 2012 Approval by March 31, 2013*	OMB and IRB Approval
Code Data, Develop Database, Conduct Data Training	February 1, 2013 to March 31, 2013	March 31, 2013	Database Developed All Collectors Trained
Collect and Enter Data	April 1, 2013 to September 15, 2013	September 15, 2013	Data Collected and Entered
Analyze Data	September 16, 2013- October 31, 2013	October 31, 2013	Preliminary Analysis Report
Write Final Report	November 1, 2013 to December 15, 2013	December 15, 2013	Final Report

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Appendix A: Media Market Census, Qualitative Analysis of Media Providers In-depth Interview Questions, Stratified by Employment Level

Station Owners, Managers or HR

- What is the news philosophy of the station?
- Who is your target audience?
- How do you define critical information that the community needs?
- How do you ensure the community gets this critical information?
- How much does community input influence news coverage decisions?
- What are the demographics of the news management staff (HR)?
- What are the demographics of the on air staff (HR)?
- What are the demographics of the news production staff (HR)?

Corporate, General Managers, News Directors, Editors, etc

- What is the news philosophy of the station?
- Who else in your market provides news?
- Who are your main competitors?
- How much news does your station (stations) air every day?
- Is the news produced in-house or is it provided by an outside source?
- Do you employ news people?
- How many reporters and editors do you employ?
- Do you have any reporters or editors assigned to topic “beats”? If so how many and what are the beats?
- Who decides which stories are covered?
- How much influence do reporters and anchors have in deciding which stories to cover?
- How much does community input influence news coverage decisions?
- How do you define critical information that the community needs?
- How do you ensure the community gets this critical information?

On-Air Staff (Reporters, Anchors)

- What is the news philosophy of the station?
- How much news does your station air every day?
- Who decides which stories are covered?
- How much influence do you have in deciding which stories to cover?
- Have you ever suggested coverage of what you consider a story with critical information for your customers (viewers, listeners, readers) that was rejected by management?
 - If so, can you give an example?
 - What was the reason given for the decision?
 - Why do you disagree?

Appendix B: Coding Schematic for Broadcast Television

Variables	Instructions	
CoderID	Enter your unique coder identification number for <u>every</u> news story that you coded	
ID#	Continuous	ID variables
Broadcast number	Each <u>news broadcast</u> must have its own unique <u>continuous</u> number	
Station	Channel call letters	
Network	Network affiliation; For example, Fox, NBC, CBS, ABC, CW, MyNetworkTV	
Station owner	categorical variable	
Station part of SSA/JSA/LMA/LNS	0=No; 1=Yes	
Time of broadcast	5=5pm; 5:30pm= 530; 6=6pm; 6:30pm = 630; 7=7pm; 9=9pm; 10=10pm (or whatever time is specified)	
Broadcast duration	1= 30 minutes; 2= 60 minutes	
Date of broadcast	categorical variable	
Begin Min	Minute in the time counter in which story begins	
Begin Sec	Second of the minute in the time counter in which story begins	
Begin Time	Enter Formula: =BeginMin*60+BeginSec	
End Min	Minute in the time counter in which story ends	
End Sec	Second of the minute in the time counter in which story ends	
End Time	Enter Formula: =EndMin*60+EndSec	
Duration	Length of story in seconds - Enter formula: =EndTime-BeginTime	
Sports Duration	Length of Sports coverage in Second – Enter formula: = EndTimeSports-BeginTimeSports	Production Variables
Topic		Content

	Narrative indicating subject	variables																										
Type (story type)⁷	<table border="1"> <thead> <tr> <th>Story Type</th> </tr> </thead> <tbody> <tr><td>1. Crime: any crime story, crime event, police, courts, corrections, CJ policy, administration, etc.</td></tr> <tr><td>2. Health issues</td></tr> <tr><td>3. Business & Economy/Stocks</td></tr> <tr><td>4. Environment</td></tr> <tr><td>5. Education</td></tr> <tr><td>6. Public issues (all public issues such as housing, etc. other than crime, health, education or environment)</td></tr> <tr><td>7. Soft News/Human Interest</td></tr> <tr><td>8. City govt (story in which action is taken by city govt)</td></tr> <tr><td>9. County/State govt</td></tr> <tr><td>10. Federal govt</td></tr> <tr><td>11. Political campaigns/Politics</td></tr> <tr><td>12. Consumer news</td></tr> <tr><td>13. Fires/Accidents/Disasters</td></tr> <tr><td>14. International stories</td></tr> <tr><td>15. Entertainment</td></tr> <tr><td>16. Afghanistan/Iraq hard News</td></tr> <tr><td>17. Afghanistan/Iraq soft news</td></tr> <tr><td>18. War on terror hard news</td></tr> <tr><td>19. War on terror soft news</td></tr> <tr><td>20. Traffic</td></tr> <tr><td>21. Other</td></tr> <tr><td>22. Promos for news/station/network</td></tr> <tr><td>23. Weather segment</td></tr> <tr><td>24. Sports segment</td></tr> <tr><td>25. Commercial</td></tr> </tbody> </table>	Story Type	1. Crime: any crime story, crime event, police, courts, corrections, CJ policy, administration, etc.	2. Health issues	3. Business & Economy/Stocks	4. Environment	5. Education	6. Public issues (all public issues such as housing, etc. other than crime, health, education or environment)	7. Soft News/Human Interest	8. City govt (story in which action is taken by city govt)	9. County/State govt	10. Federal govt	11. Political campaigns/Politics	12. Consumer news	13. Fires/Accidents/Disasters	14. International stories	15. Entertainment	16. Afghanistan/Iraq hard News	17. Afghanistan/Iraq soft news	18. War on terror hard news	19. War on terror soft news	20. Traffic	21. Other	22. Promos for news/station/network	23. Weather segment	24. Sports segment	25. Commercial	
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24. Sports segment																												
25. Commercial																												
City/Place	Name of city/town, etc. in which action takes place. (If a city/town is not mentioned but a place, building, etc. is provided search the Internet for the city/town where it is located. If no city/town/building/place is provided a code of "9" is to be used for city)																											
County	Name of county in which action takes place <u>if no city is mentioned</u>. (If a city was provided a code of "9" is to be used for county.)																											
State/Country	Name of US state (use abbreviation) or foreign country in which action takes place																											

⁷ These categories will be mapped to each CIN following the data collection stage.

In/Out DMA	Location of story: 0=outside DMA; 1=inside DMA	
Place	Chronological position of story within total broadcast	Production variables
Block	Enter the block (segment) # in which story appears; Blocks are separated by commercial breaks	
Mode (Primary mode of presentation)	Mode	
	1. Anchor read (Anchor presents story <u>without</u> the presentation of video footage)	
	2. VO/Anchor (Anchor presents story with the presentation of video footage)	
	3. Package (Anchor introduces story then tosses it to <u>reporter</u> who then presents on pre-recorded story)	
	4. Live location (Reporter is live on location of the action of the story)	
	5. Panel/Speech/Editorial	
	6. Reporter live in newsroom	
	7. Other	
Authorities/Sources Cited	Number of Authorities/Sources Cited	Content Variable
CIN emergency	0=No; 1=Yes	Content variables
CIN health	0=No; 1=Yes	
CIN education	0=No; 1=Yes	
CIN transportation	0=No; 1=Yes	
CIN economic opportunities	0=No; 1=Yes	
CIN environment	0=No; 1=Yes	
CIN civic info	0=No; 1=Yes	
CIN political info	0=No; 1=Yes	
ApprCIN emergency	CIN emergency * 10000000	These are constructed variables that are added to the database after it was entered into SPSS to accommodate
ApprCIN health	CIN health * 1000000	
ApprCIN education	CIN education * 100000	
ApprCIN transportation	CIN transportation * 10000	
ApprCIN economic opportunities	CIN economic opps * 1000	
ApprCIN environment	CIN environment * 100	

ApprCIN civic info	CIN civic info * 10	e various RQs.
ApprCIN political info	CIN political info * 1	
ApprCINSum	ApprCIN emergency + ApprCIN health + ApprCIN education + ApprCIN transportation + ApprCIN econ opps + ApprCIN environment + ApprCIN civic info + ApprCIN political info	
CIN frame responsibility appear	0=No; 1=Yes	
CIN frame responsibility who?	1= individual; 2=govt institution; 3=3rd sector (non-profit/NGO); 4=private firm; 5=other	
CIN frame accountability	0=No; 1=Yes	
CIN frame accountability who?	1= individual; 2=govt institution; 3=3rd sector (non-profit/NGO); 4=private firm; 5=other	
BlockR	1=1st block; 2=2nd block; 3=3+ blocks	
ModeRec	1=Vo anchor; 2=Package; 3=Other (anchor read, etc.)	
Station Status (StnStatus)	1=SSA; 2=LMA; 3=Independent	

Appendix C: Coding Schematic for Radio

Variables	Instructions	
CoderID	Enter your unique coder identification number for <u>every</u> news story that you coded	
ID#	Continuous	ID variables
Broadcast number	Each news broadcast must have its own unique continuous number	
Station	Radio call letters/numbers	
Network	Network affiliation	
Station owner	categorical variable	
Time of broadcast	5=5pm; 5:30pm= 530; 6=6pm; 6:30pm = 630; 7=7pm; 9=9pm; 10=10pm (or whatever time is specified)	
Broadcast duration	1= 30 minutes; 2= 60 minutes	
Date of broadcast	categorical variable	
Begin Min	Minute in the time counter in which story begins	
Begin Sec	Second of the minute in the time counter in which story begins	
Begin Time	Enter Formula: =BeginMin*60+BeginSec	
End Min	Minute in the time counter in which story ends	
End Sec	Second of the minute in the time counter in which story ends	
End Time	Enter Formula: =EndMin*60+EndSec	
Duration	Length of story in seconds - Enter formula: =EndTime-BeginTime	
Topic	Narrative indicating subject	Content variables

Type (story type)	Story Type	
	<ol style="list-style-type: none"> 1. Crime: any crime story, crime event, police, courts, corrections, CJ policy, administration, etc. 2. Health issues 3. Business & Economy/Stocks 4. Environment 5. Education 6. Public issues (all public issues such as housing, etc. other than crime, health, education or environment) 7. Soft News/Human Interest 8. City govt (story in which action is taken by city govt) 9. County/State govt 10. Federal govt 11. Political campaigns/Politics 12. Consumer news 13. Fires/Accidents/Disasters 14. International stories 15. Entertainment 16. Afghanistan/Iraq hard News 17. Afghanistan/Iraq soft news 18. War on terror hard news 19. War on terror soft news 20. Traffic 21. Other 22. Promos for news/station/network 23. Weather segment 24. Sports segment 25. Commercial 	
City/Place	Name of city/town, etc. in which action takes place. (If a city/town is not mentioned but a place, building, etc. is provided search the Internet for the city/town where it is located. If no city/town/building/place is provided a code of "9" is to be used for city)	
County	Name of county in which action takes place <u>if no city is mentioned</u> . (If a city was provided a code of "9" is to be used for county.)	
State/Country	Name of US state (use abbreviation) or foreign country in which action takes place	
In/Out DMA	Location of story: 0=outside DMA; 1=inside DMA	
Place	Chronological position of story within total broadcast	Production variables

CIN emergency	0=No; 1=Yes	Content variables
CIN health	0=No; 1=Yes	
CIN education	0=No; 1=Yes	
CIN transportation	0=No; 1=Yes	
CIN economic opportunities	0=No; 1=Yes	
CIN environment	0=No; 1=Yes	
CIN civic info	0=No; 1=Yes	
CIN political info	0=No; 1=Yes	
ApprCIN emergency	CIN emergency * 10000000	
ApprCIN health	CIN health * 1000000	
ApprCIN education	CIN education * 100000	
ApprCIN transportation	CIN transportation * 10000	
ApprCIN economic opportunities	CIN economic opps * 1000	
ApprCIN environment	CIN environment * 100	
ApprCIN civic info	CIN civic info * 10	
ApprCIN political info	CIN political info * 1	
ApprCINSum	ApprCIN emergency + ApprCIN health + ApprCIN education + ApprCIN transportation + ApprCIN econ opps + ApprCIN environment + ApprCIN civic info + ApprCIN political info	
CIN frame responsibility appear	0=No; 1=Yes	
CIN frame responsibility who?	1= individual; 2=govt institution; 3=3rd sector (non-profit/NGO); 4=private firm; 5=other	
CIN frame accountability	0=No; 1=Yes	
CIN frame accountability who?	1= individual; 2=govt institution; 3=3rd sector (non-profit/NGO); 4=private firm; 5=other	
BlockR	1=1st block; 2=2nd block; 3=3+ blocks	

ModeRec	1=Vo anchor; 2=Package; 3=Other (anchor read, etc.)	
Station Status (StnStatus)	1=SSA; 2=LMA; 3=Independent	

Appendix D: Coding Schematic for Newspapers

Variables	Instructions	
CoderID	Enter your unique coder identification number for <u>every</u> news story that you coded	
ID#	Continuous	ID variables
News	Each <u>news broadcast</u> must have its own unique <u>continuous</u> number	
Newspaper	Name of Newspaper	
Section	Section story appears in	
Page	1 = front page; 2 = front page of section	
Story length	number of words	
Placement	1 = above the fold; 2 = below the fold	
Pictures	Pictures accompany the story (yes/no)	
Story dimension	area of story in square inches	
Topic	Narrative indicating subject	Content variables

Type (story type)	Story Type 1. Crime: any crime story, crime event, police, courts, corrections, CJ policy, administration, etc. 2. Health issues 3. Business & Economy/Stocks 4. Environment 5. Education 6. Public issues (all public issues such as housing, etc. other than crime, health, education or environment) 7. Soft News/Human Interest 8. City govt (story in which action is taken by city govt) 9. County/State govt 10. Federal govt 11. Political campaigns/Politics 12. Consumer news 13. Fires/Accidents/Disasters 14. International stories 15. Entertainment 16. Afghanistan/Iraq hard News 17. Afghanistan/Iraq soft news 18. War on terror hard news 19. War on terror soft news 20. Traffic 21. Other 22. Promos for news/station/network 23. Weather segment 24. Sports segment 25. Commercial	
City/Place	Name of city/town, etc. in which action takes place. (If a city/town is not mentioned but a place, building, etc. is provided search the Internet for the city/town where it is located. If no city/town/building/place is provided a code of "9" is to be used for city)	
County	Name of county in which action takes place <u>if no city is mentioned</u> . (If a city was provided a code of "9" is to be used for county.)	
State/Country	Name of US state (use abbreviation) or foreign country in which action takes place	
In/Out DMA	Location of story: 0=outside DMA; 1=inside DMA	
CIN emergency	0=No; 1=Yes	Content

CIN health	0=No; 1=Yes	variables
CIN education	0=No; 1=Yes	
CIN transportation	0=No; 1=Yes	
CIN economic opportunities	0=No; 1=Yes	
CIN environment	0=No; 1=Yes	
CIN civic info	0=No; 1=Yes	
CIN political info	0=No; 1=Yes	
ApprCIN emergency	CIN emergency * 10000000	
ApprCIN health	CIN health * 1000000	
ApprCIN education	CIN education * 100000	
ApprCIN transportation	CIN transportation * 10000	
ApprCIN economic opportunities	CIN economic opps * 1000	
ApprCIN environment	CIN environment * 100	
ApprCIN civic info	CIN civic info * 10	
ApprCIN political info	CIN political info * 1	
ApprCINSum	ApprCIN emergency + ApprCIN health + ApprCIN education + ApprCIN transportation + ApprCIN econ opps + ApprCIN environment + ApprCIN civic info + ApprCIN political info	
CIN frame responsibility appear	0=No; 1=Yes	
CIN frame responsibility who?	1= individual; 2=govt institution; 3=3rd sector (non-profit/NGO); 4=private firm; 5=other	
CIN frame accountability	0=No; 1=Yes	
CIN frame accountability who?	1= individual; 2=govt institution; 3=3rd sector (non-profit/NGO); 4=private firm; 5=other	

Appendix E: Sample Internet Crawl Seed List⁸

For each DMA, Patch.com will be included in the seed list. Patch is a community-specific news, information and engagement platform. Patch is available in many, but not all communities.

TUSCON

PRIVATE	
Arizona Daily Star	Pages
Private, Newspaper	http://azstarnet.com/
Tucson Area Paper with local and national news, sports, opinion, food, lifestyles, real estate, classifieds, jobs, home, entertainment and travel. Includes blogs	http://azstarnet.com/news/
	http://azstarnet.com/news/blogs/
	http://azstarnet.com/news/local/border/
	http://azstarnet.com/business/
	http://azstarnet.com/news/local/crime/
	http://azstarnet.com/news/local/education/
	http://azstarnet.com/elections/
	http://azstarnet.com/news/science/environment/
	http://azstarnet.com/news/local/
	http://azstarnet.com/online/multimedia/
	http://azstarnet.com/real-estate/
	http://azstarnet.com/news/science/
	http://azstarnet.com/news/weather/
	http://azstarnet.com/news/opinion/
	http://dynamic.azstarnet.com/adpay/
http://azstarnet.com/rentals/	
http://azstarnet.com/jobs/	
Tucson Weekly	Pages

⁸ As previously described, the areas included in each DMA are defined by Nielsen and OPM.

Private, Newspaper	http://www.tucsonweekly.com/
	http://www.tucsonweekly.com/tucson/opinion/Section?oid=1063711
	http://www.tucsonweekly.com/tucson/currents/Section?oid=1063709
	http://www.tucsonweekly.com/tucson/cityweek/Section?oid=1063710
Topix Tucson	Pages
Private, News Community	http://www.topix.com/
Recent news, discussions and forums	http://www.topix.com/forum/tucson
	http://www.topix.com/localbusiness/tucson
	http://www.topix.com/tucson
Inside Tucson Business	Pages
Private, Newspaper	http://www.insidetucsonbusiness.com/
Associated with the Daily Territorial. Financial, business focus	http://www.insidetucsonbusiness.com/news/
	http://www.insidetucsonbusiness.com/opinion/
	http://www.insidetucsonbusiness.com/sales_marketing/
	http://www.insidetucsonbusiness.com/daily_territorial/
Daily Wildcat	Pages
Private, Newspaper	http://www.wildcat.arizona.edu/
Student newspaper, Tucson news section	http://www.wildcat.arizona.edu/section/tucson
KVOA	Pages
Private, Television	http://www.kvoa.com/home/
NBC Affiliate	http://www.kvoa.com/local/
	http://www.kvoa.com/category/news-links/
	http://www.kvoa.com/weather/
	http://www.tucsonhealth101.com/home/
	http://www.kvoa.com/crime-trackers1/

	http://www.kvoa.com/investigators/
Tucson News Now	Pages
Private, Television	http://www.tucsonnewsnow.com/
KOLD (CBS Affiliate/ KMSB (Fox Affiliate))	http://www.tucsonnewsnow.com/category/5168/local
	http://www.tucsonnewsnow.com/weather
	http://www.tucsonnewsnow.com/category/233482/local-business-announcements
KGUN-TV	Pages
Private, Television	http://www.kgun9.com/
ABC Affiliate	http://www.kgun9.com/news/local/
	http://www.kgun9.com/features/healthwatch/
	http://www.kgun9.com/news/regional/
	http://www.kgun9.com/news/business/
	http://www.kgun9.com/gmt/
	http://www.kgun9.com/hottopics/
	http://www.kgun9.com/features/
KNST	Pages
Private, Radio Station	http://www.knst.com
97.1FM/ AM790 News, sports and talk	http://www.knst.com/cc-common/news/sections/
	http://www.knst.com/cc-common/onair/
	http://www.knst.com/event_portal/view/calendar/calendar.html
	http://www.knst.com/cc-common/news/sections/newsarticle.html
	http://www.knst.com/cc-common/weather/
	http://www.knst.com/cc-common/seasonal/economy/
	http://www.knst.com/cc-common/seasonal/health/

GOVERNMENT

Tucson City Government	Pages
Local Government	http://cms3.tucsonaz.gov
City government site, includes department information and calendar of mayor and council meeting schedule. Includes Police Department, neighborhood newsletters	http://cms3.tucsonaz.gov/information?t1=87&t2=93
	http://cms3.tucsonaz.gov/information?t1=87&t2=94
	http://cms3.tucsonaz.gov/information?t1=87&t2=95
	http://cms3.tucsonaz.gov/information?t1=87&t2=96
	http://cms3.tucsonaz.gov/information?t1=87&t2=97
	http://cms3.tucsonaz.gov/information?t1=87&t2=98
	http://cms3.tucsonaz.gov/information?t1=87&t2=99
	http://cms3.tucsonaz.gov/information?t1=87&t2=100
	http://cms3.tucsonaz.gov/citygov
	http://cms3.tucsonaz.gov/citymgr
	http://cms3.tucsonaz.gov/clerks
	http://cms3.tucsonaz.gov/neighborhoods
	http://cms3.tucsonaz.gov/business
	http://cms3.tucsonaz.gov/info/press
	http://cms3.tucsonaz.gov/info/news
	http://cms3.tucsonaz.gov/info/newsletter
	http://cms3.tucsonaz.gov/police
	http://cms3.tucsonaz.gov/police/crime-prevention
	http://cms3.tucsonaz.gov/police/services-resources
	http://cms3.tucsonaz.gov/police/media-releases
http://cms3.tucsonaz.gov/police/emergency-preparedness	
http://cms3.tucsonaz.gov/police/alarm-education	
http://cms3.tucsonaz.gov/police/stats	
	http://cms3.tucsonaz.gov/hcd/neighborhood-newsletters

Tucson Unified School District	Pages
Local Government	http://www.tusd.k12.az.us/index.htm
Information on enrolling, directory, information for parents, students, educators and alumni	http://www.tusd.k12.az.us/contents/distinfo/superletter/index.asp
	http://www.tusd.k12.az.us/parents.html
	http://www.tusd.k12.az.us/educators.html
	http://www.tusd.k12.az.us/community.html
	http://www.tusd1.org/contents/distinfo/enroll.html
Pima County Public Library	Pages
Local Government	http://www.library.pima.gov/
Provides information as well as access to information	http://www.library.pima.gov/about/news/media-releases.php
	http://www.library.pima.gov/about/news/
Arizona State Government	Pages
State Government	http://az.gov/
Links to state agency directory, cities and counties, bills laws/ legislations, courts, elected officials, voting & election and tribal government, AZ Department of Public Safety Press Releases and Governor's Office Press Releases	http://az.gov/news.html
	http://azgovernor.gov/Newsroom/Gov_PR.asp
	http://www.azsos.gov/releases/
	http://aset.azdoa.gov/
	http://www.azdoa.gov/news/default.asp
	http://www.azcommerce.com/about-us/news
	http://www.azcorrections.gov/Minh_news_gov.asp
	https://www.azed.gov/public-relations/category/press-releases/
	http://www.azdeq.gov/function/news/releases.html
	http://www.azdps.gov/Media/News/
	http://azdhs.gov/diro/pio/news/
	http://www.arizonaguide.com/press-room
	http://www.azdot.gov/ccpartnerships/News/

	http://az.gov/services.html
	http://az.gov/government.html
	http://az.gov/licensing.html
	http://az.gov/education.html
	http://az.gov/business.html
Arizona State Legislature	Pages
State Government	http://www.azleg.gov/
	http://www.azleg.gov/PressReleases.asp?Body=1
	http://www.azleg.gov/PressReleases.asp?Body=4
	http://www.azleg.gov/PressReleases.asp?Body=2
	http://www.azleg.gov/AlisToday.asp
	http://www.azleg.gov/aspwebcalendar/calendar.asp

BLOGS	
Tucson Citizen.com	Pages
Blog	http://tucsoncitizen.com/
Compendium of blogs that provide news, information, opinion, commentary and perspective on the issues, interests and events that affect daily life	http://tucsoncitizen.com/about-tucsoncitizencom/

NONPROFIT	
Tucson Sentinel.com	Pages
Nonprofit	http://www.tucsonsentinel.com/
Independent nonprofit online news and civic dialogue	http://www.tucsonsentinel.com/category/breaking/
	http://www.tucsonsentinel.com/local/

	http://www.tucsonsentinel.com/category/border/
	http://www.tucsonsentinel.com/opinion/
	http://www.tucsonsentinel.com/category/arizona/
	http://www.tucsonsentinel.com/category/downtown/
	http://www.tucsonsentinel.com/category/politics/
	http://www.tucsonsentinel.com/category/education/
	http://www.tucsonsentinel.com/category/environment/
	http://www.tucsonsentinel.com/category/media/
	http://www.tucsonsentinel.com/category/health/
	http://www.tucsonsentinel.com/category/sci_tech/
Downtown Tucson Partnership	Pages
Nonprofit	http://www.downtowntucson.org/
Info on transportation, schools, neighborhoods, etc within the downtown area	http://www.downtowntucson.org/news/
Armory Park Neighborhood Association	Pages
Nonprofit, Neighborhood	http://armoryparktucson.org/
	http://armoryparktucson.net/category/upcoming-events/
	http://armoryparktucson.net/category/about/
Barrio Centro Neighborhood	Pages
Nonprofit, Neighborhood	https://sites.google.com/site/barriocentroneighborhood/
	https://sites.google.com/site/barriocentroneighborhood/Home/current_information
	https://sites.google.com/site/barriocentroneighborhood/Home/tucson-announcements-for-you
Dunbar Spring Neighborhood Association	Pages
Nonprofit, Neighborhood	http://www.wp.dunbarspring.org/
	http://www.wp.dunbarspring.org/current-issues/

	http://www.wp.dunbarspring.org/dunbar-school/
	http://www.wp.dunbarspring.org/90/
Elvira Neighborhood Association	Pages
Nonprofit, Neighborhood	http://www.neighborhoodlink.com/Elvira
	http://www.neighborhoodlink.com/Elvira/info
	http://www.neighborhoodlink.com/Elvira/events
	http://www.neighborhoodlink.com/Elvira/topics
	http://www.neighborhoodlink.com/Elvira/pages
Feldmans Neighborhood Association	Pages
Nonprofit, Neighborhood	http://www.neighborhoodlink.com/Feldmans
	http://www.neighborhoodlink.com/Feldmans/events
	http://www.neighborhoodlink.com/Feldmans/pages
Flowing Wells Neighborhood Association and Community Coalition	Pages
Nonprofit, Neighborhood	http://www.floatingwellsnacc.org/
	http://www.floatingwellsnacc.org/info
	http://www.floatingwellsnacc.org/events
Garden District Neighborhood Association	Pages
Nonprofit, Neighborhood	http://gdna.weebly.com/index.html
	http://gdna.weebly.com/80-most-recent-police-incidents.html
	http://gdna.weebly.com/agi-crime-forum-with-tpd.html
	http://gdna.weebly.com/calendar.html
	http://gdna.weebly.com/minutes-gdna.html
Hendrick Acres Neighborhood Association	Pages
Nonprofit, Neighborhood	http://www.hedrickacres.org/index.php
	http://www.hedrickacres.org/news.php

	http://www.hedrickacres.org/issues.php
	http://www.hedrickacres.org/calendar.php
	http://www.hedrickacres.org/safety.php
The Highland Vista Neighborhood Association	Pages
Nonprofit, Neighborhood	http://www.gografx.com/hvna/index.html
Jefferson Park Neighborhood	Pages
Nonprofit, Neighborhood	http://jeffersonpark.info/
	http://jeffersonpark.info/information/schools
	http://jeffersonpark.info/information/news
	http://jeffersonpark.info/information/garbage-and-recycling
	http://jeffersonpark.info/newsletters
Miramonte Neighborhood Association	Pages
Nonprofit, Neighborhood	http://miramontena.wordpress.com/
	http://miramontena.wordpress.com/organization/
	http://miramontena.wordpress.com/happenings/
Oracle Foothills Neighborhood Association	Pages
Nonprofit, Neighborhood	http://ofna.org/
	http://www.ofna.org/meetings.html
	http://www.ofna.org/newsletter.html
	http://www.ofna.org/issues.html
	http://www.ofna.org/crime.html
Richland Heights East Neighborhood Association	Pages
Nonprofit, Neighborhood	http://www.rhenatucson.org/
	http://www.rhenatucson.org/announcements
	http://www.rhenatucson.org/calendar-of-events

	http://www.rhenatucson.org/newsletters
	http://www.rhenatucson.org/neighborhood-watch
	http://www.rhenatucson.org/neighborhood-business-partnership
Sam Hughes Neighborhood Association	Pages
Nonprofit, Neighborhood	http://samhughes.org/index.php
	http://samhughes.org/BoardBus.html
	http://samhughes.org/News-letters.html
	http://samhughes.org/newcomers.html
	http://samhughes.org/documents/neighborhood-watch.htm
	http://samhughes.org/upcoming-events.html
West University Neighborhood Association	Pages
Nonprofit, Neighborhood	http://www.westuniversityneighborhood.org/home
	http://www.westuniversityneighborhood.org/meetings
	http://www.westuniversityneighborhood.org/calendar
	http://www.westuniversityneighborhood.org/newsletter

NOT INCLUDING	
Here in Tucson	Pages
Private	http://www.hereintucson.com/homepage.htm
Collection of links to sites and information that is mostly included elsewhere. Nothing in the current headlines section	http://www.hereintucson.com/news.htm
	http://www.hereintucson.com/newscurrent.htm
Tucson 12 TV	Pages
Public, Television	http://www.tucson12.tv/

Division of the City's Information Technology Department. Provides programming includes government and community meetings, series, and special features highlighting the diverse civic and cultural landscape. Videos, no text	
Arizona Bilingual	Pages
Blog, newsletter	http://www.newsazb.com/TheAZB/
Spanish	
Tucson Jewish Post	Pages
Private, Newspaper	http://azjewishpost.com/
Religious Focus	http://azjewishpost.com/category/news/local/
Tucson Observer	Pages
Private, Newspaper	http://www.observerweekly.com/
GLBTQ Focus. Website under construction, currently available in print only.	
FootHills News	Pages
Private	http://www.thefoothillsnews.com/v2_main_page.php
Online newsletter, some features require log in. Nothing in the news section	http://www.thefoothillsnews.com/v2_e_edition.php?heading=8&page_id=e-edition
	http://www.thefoothillsnews.com/v2_news_articles.php?heading=0
New Vision	Pages
Private, Newspaper	http://www.newvisiononline.org/
Catholic paper, Religious Content	

SYRACUSE

PRIVATE	
Syracuse.com	Pages
Private, Newspaper	www.syracuse.com
Affiliated with the Post-Standard newspaper, includes content from the Post-Standard as well as original content. Serves Central New York. "news, information and social interaction network". Most searches for news in Syracuse bring up this site, includes blogs.	http://www.syracuse.com/news/
	http://www.syracuse.com/business/
	http://www.syracuse.com/living/
	http://www.syracuse.com/schools/
	http://www.syracuse.com/health/
	http://www.syracuse.com/jobs/
	http://businessfinder.syracuse.com/NY-Syracuse
	http://realestate.syracuse.com/
	http://realestate.syracuse.com/for-rent/
	http://classifieds.syracuse.com/
http://www.syracuse.com/community-blogs/	
Eagle News Online	Pages
Private, Newspaper	http://www.eaglenewsonline.com/
Content from Syracuse City Eagle newspaper. Local content only, includes blogs	http://www.eaglenewsonline.com/news/
	http://www.eaglenewsonline.com/weather/
	http://www.eaglenewsonline.com/news/opinion/
	http://www.eaglenewsonline.com/news/excellence/
	http://www.eaglenewsonline.com/weblogs/
	http://www.eaglenewsonline.com/events/
The Stand – South Side News Online	Pages
Private, Neighborhood, Newspaper	http://mysouthsidestand.com/
Product of the South Side Newspaper Project. Collaboration between community residents and SU students. Includes directors blog, current and past	

issues	
The Constitution (Urban CNY Online)	Pages
Private, Newspaper	http://www.urbancny.com/
Content from CNY Central, may already be included from that source?	http://urbancny.com/news/index.php
	http://urbancny.com/events/index.php
	http://urbancny.com/business/index.php
	http://urbancny.com/health/index.php
	http://urbancny.com/opinion/index.php
Central New York Business Journal	Pages
Private, Newspaper	http://www.cnybj.com/
Written for business owners and managers, provides news information about businesses (e.g. Verizon’s local service offerings), includes news on a wide range of business types (health care, small businesses, nonprofits, etc.)	http://www.cnybj.com/News/BreakingNews.aspx
	http://www.cnybj.com/Research.aspx
Scotsman Online - Syracuse	Pages
Private, Newspaper	http://scotsmanonline.com/category/syracuse/
Provides community news and shopping information. Printed editions can be read online	
CNY Central (WSTM, WTVH)	Pages
Private, TV Station	http://www.cnycentral.com/
NBC, CBS, CW. Lots of local content	http://www.cnycentral.com/news/#.UKwpsocmfng
	http://www.cnycentral.com/weather/#.UKwpcwocmfng
	http://www.cnycentral.com/neighborhood/#.UKwplcmfng
News Channel 9 (WYSR)	Pages
Private, TV station	http://www.9wsyr.com
Local news channel, ABC Affiliate station.	http://www.9wsyr.com/news/default.aspx

	http://www.9wsyr.com/weather/default.aspx
	http://www.9wsyr.com/mediacenter/local.aspx
	http://www.9wsyr.com/content/family_healthcast/default.aspx
	http://www.9wsyr.com/business/default.aspx
	http://www.9wsyr.com/traffic/default.aspx
YNN	Pages
Private, TV Station	http://centralny.ynn.com/
Owned by Time Warner, largest local TV news team	http://centralny.ynn.com/content/all_news/
	http://centralny.ynn.com/content/sandy/
	http://centralny.ynn.com/content/weather/
	http://centralny.ynn.com/content/traffic/506980/central-ny-road-report/
	http://centralny.ynn.com/content/decision_2012/
	http://centralny.ynn.com/content/capital_tonight/
	http://centralny.ynn.com/content/health/
	http://centralny.ynn.com/content/features/
	http://centralny.ynn.com/content/special_coverage/
	http://centralny.ynn.com/content/business/
http://centralny.ynn.com/content/calendar/	
http://centralny.ynn.com/content/community/	
Fox Syracuse (WSYT)	Pages
Private, Television Station	http://www.foxsyracuse.com/
Not much local news. Include because of the “Big List of Local Links” which is an extensive list of links to sites that may provide news and information.	http://www.foxsyracuse.com/shared/sections/community/features/big-list/
NCC News Online	Pages
Private	https://nccnews.expressions.syr.edu/

Produced by students at the Broadcast and Digital Journalism Department at the S.I. Newhouse School of Communications at Syracuse University. Sections on News, Politics, Consumer, Health. Some content is particularly relevant to students.	
	https://nccnews.expressions.syr.edu/?cat=9
	https://nccnews.expressions.syr.edu/?cat=37
	https://nccnews.expressions.syr.edu/?cat=237
	https://nccnews.expressions.syr.edu/?cat=91
	https://nccnews.expressions.syr.edu/?cat=1005

LOCAL GOVERNMENT	
Syracuse City Government	Pages
Local Government	http://www.syracuse.ny.us
City government site, includes news page (press releases) and calendar of public meetings	http://www.syracuse.ny.us/Mayor_Press_Releases.aspx
	http://www.syracuse.ny.us/Public_Meetings.aspx
Syracuse City School District	Pages
Local Government	http://www.syracusecityschools.com/
Information on schools, school closings, resources for parents	http://www.syracusecityschools.com/news
	http://www.syracusecityschools.com/schools
	http://www.syracusecityschools.com/parents-and-students
	http://www.syracusecityschools.com/parents/ppn/news
	http://www.syracusecityschools.com/node/24290
Syracuse Police Department	Pages
Local Government	http://www.syracusepolice.org/
	http://www.syracusepolice.org/listing.asp?orgId=140&parent=166
Information and news on crime, etc.	
Onadaga County Public Library	Pages
Local Government	http://www.onlib.org/web/news_cal/index.htm
Provides information as well as access	

to information	
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STATE GOVERNMENT	
New York State Government	Pages
Links to news and press rooms for each government agency	http://www.ny.gov/
	http://www.nysegov.com/citGuide.cfm?superCat=28
	http://www.nysegov.com/citGuide.cfm?superCat=64
	http://www.nysegov.com/citGuide.cfm?superCat=82
	http://www.nysegov.com/citGuide.cfm?superCat=106
	http://www.nysegov.com/citGuide.cfm?superCat=129
	http://www.nysegov.com/citGuide.cfm?superCat=245
	http://www.nysegov.com/citGuide.cfm?superCat=396
	http://www.nysegov.com/citGuide.cfm?superCat=102
	http://www.nysegov.com/citGuide.cfm?superCat=119
	http://www.nysegov.com/citGuide.cfm?superCat=219
	http://www.nysegov.com/citGuide.cfm?superCat=36
	http://www.nysegov.com/citGuide.cfm?superCat=142
http://www.nysegov.com/citGuide.cfm?superCat=212	

BLOG	
Syracuse City Living	Pages
Blog, Local, Government	http://citylivingsyracuse.wordpress.com/author/lindsayspeicher/
Blog from the Mayor’s Director of Constituent Services. Information, news and tips on quality of life in Syracuse. Everyday topics	

NONPROFIT	
Tomorrow's Neighborhoods Today	Pages
Nonprofit	http://www.syracuse.ny.us/TNT_Home.aspx
Links to resources and news for each neighborhood, calendar of events. Covers all neighborhoods, should encompass each of the neighborhood association webpages, etc.	http://www.syracuse.ny.us/Calendar_City.aspx

NOT INCLUDING	
CNY Latino	Pages
Private Spanish	http://www.cnylatino.com/
Info about the newspaper, no news content	
The Catholic Sun	Pages
Private Religious	http://thecatholicsun.com/
Limited to religious news	
The Salt District of the Near Westside	Pages
Neighborhood, Nonprofit	http://www.saltdistrict.com/
Limited news, more information on entrepreneurship	
Westcot East Neighborhood Association	Pages
Neighborhood, Nonprofit	http://www.wenation.org/
Meeting Minutes, Newsletters, etc. Last newsletter was in 2006, not a lot of current information.	http://www.wenation.org/#2
	http://www.wenation.org/#5
	http://www.wenation.org/#7
Greater Strathmore Neighborhood Association	Pages
Neighborhood, Nonprofit	http://www.strathmoreneighborhood.com/

Website is in development	
South East University Neighborhood Association (SEUNA)	Pages
Neighborhood, Nonprofit	http://www.seuna.org/default.html
Newsletter are posted online. Not much info provided in news section.	http://www.seuna.org/news/default.html
	http://www.seuna.org/Newsletters/default.html
Greater Sedgwich Neighborhood Watch	Pages
Neighborhood, Private	https://sites.google.com/site/greatersedgwicknw/
Informs residents of problems in their neighborhoods. Monthly newsletters are not posted online. Last updated in September, may not provide much information within the time period we look at.	https://sites.google.com/site/greatersedgwicknw/special-announcements
	https://sites.google.com/site/greatersedgwicknw/community-info-resources-2
Lincoln Hill Neighborhood Association	Pages
Neighborhood, Private	http://lincolnhillsyr.org/
News and calendar of events, resources for the neighborhood, links to other city resources	http://lincolnhillsyr.org/lhna_events.asp
	http://lincolnhillsyr.org/lhna_communityresources.asp
	http://lincolnhillsyr.org/lhna_resources.asp
Syracuse New Times	Pages
Private	http://www.syracusenewtimes.com/newyork/
Locally owned, alternative newsweekly. Directed toward an “educated, affluent readership to discover options for their disposable time and income”.	
Family Times: The Parenting Guide of Central New York	Pages
Private, Newspaper	http://www.familytimes.biz/index.php
Mostly events that are taking place	

Appendix F: Dublin Core Elements for Internet Content Analysis

Term Name: contributor

Definition: An entity responsible for making contributions to the resource.

Comment: Examples of a Contributor include a person, an organization, or a service. Typically, the name of a Contributor should be used to indicate the entity.

Term Name: coverage

Definition: The spatial or temporal topic of the resource, the spatial applicability of the resource, or the jurisdiction under which the resource is relevant.

Comment: Spatial topic and spatial applicability may be a named place or a location specified by its geographic coordinates. Temporal topic may be a named period, date, or date range. A jurisdiction may be a named administrative entity or a geographic place to which the resource applies. Recommended best practice is to use a controlled vocabulary such as the Thesaurus of Geographic Names [TGN]. Where appropriate, named places or time periods can be used in preference to numeric identifiers such as sets of coordinates or date ranges.

Term Name: creator

Definition: An entity primarily responsible for making the resource.

Comment: Examples of a Creator include a person, an organization, or a service. Typically, the name of a Creator should be used to indicate the entity.

Term Name: date

Definition: A point or period of time associated with an event in the lifecycle of the resource.

Comment: Date may be used to express temporal information at any level of granularity. Recommended best practice is to use an encoding scheme, such as the W3CDTF profile of ISO 8601 [W3CDTF].

Term Name: description

Definition: An account of the resource.

Comment: Description may include but is not limited to: an abstract, a table of contents, a graphical representation, or a free-text account of the resource.

Term Name: format

Definition: The file format, physical medium, or dimensions of the resource.

Comment: Examples of dimensions include size and duration. Recommended best practice is to use a controlled vocabulary such as the list of Internet Media Types [MIME].

Term Name: identifier

Definition: An unambiguous reference to the resource within a given context.

Comment: Recommended best practice is to identify the resource by means of a string conforming to a formal identification system.

Term Name: language

Definition: A language of the resource.

Comment: Recommended best practice is to use a controlled vocabulary such as RFC 4646 [RFC4646].

Term Name: publisher

Definition: An entity responsible for making the resource available.

Comment: Examples of a Publisher include a person, an organization, or a service. Typically, the name of a Publisher should be used to indicate the entity.

Term Name: relation

Definition: A related resource.

Comment: Recommended best practice is to identify the related resource by means of a string conforming to a formal identification system.

Term Name: rights

Definition: Information about rights held in and over the resource.

Comment: Typically, rights information includes a statement about various property rights associated with the resource, including intellectual property rights.

Term Name: source

Definition: A related resource from which the described resource is derived.

Comment: The described resource may be derived from the related resource in whole or in part. Recommended best practice is to identify the related resource by means of a string conforming to a formal identification system.

Term Name: subject

Definition: The topic of the resource.

Comment: Typically, the subject will be represented using keywords, key phrases, or classification codes. Recommended best practice is to use a controlled vocabulary.

Term Name: title

Definition: A name given to the resource.

Comment: Typically, a Title will be a name by which the resource is formally known.

Term Name: type

Definition: The nature or genre of the resource.

Comment: Recommended best practice is to use a controlled vocabulary such as the DCMI Type Vocabulary [DCMITYPE]. To describe the file format, physical medium, or dimensions of the resource, use the Format element.

Appendix G: Coding Schematic for Internet

Variables	Instructions	
CoderID	Enter your unique coder identification number for <u>every</u> news story that you coded	
ID#	Continuous	ID variables
Publisher	Person, organization or service	
Coverage	Location/ time period	
Date	Date content was created	
Format	Text, video, image	
Title	Title of piece	
Story Length	Word count	
Relation	Related resources. 1 = none; 2 = private; 3 = government; 4 = blog; 5 = non-profit	
Source	Related resource from which it was derived. 1 = original content; 2 = private; 3 = government; 4 = blog; 5 = non-profit	
Topic	Narrative indicating subject	Content variables

Type (story type) ⁹	Story Type	
City/Place	<ol style="list-style-type: none"> 1. Crime: any crime story, crime event, police, courts, corrections, CJ policy, administration, etc. 2. Health issues 3. Business & Economy/Stocks 4. Environment 5. Education 6. Public issues (all public issues such as housing, etc. other than crime, health, education or environment) 7. Soft News/Human Interest 8. City govt (story in which action is taken by city govt) 9. County/State govt 10. Federal govt 11. Political campaigns/Politics 12. Consumer news 13. Fires/Accidents/Disasters 14. International stories 15. Entertainment 16. Afghanistan/Iraq hard News 17. Afghanistan/Iraq soft news 18. War on terror hard news 19. War on terror soft news 20. Traffic 21. Other 22. Promos for news/station/network 23. Weather segment 24. Sports segment 25. Commercial 	
County	Name of county in which action takes place <u>if no city is mentioned</u> . (If a city was provided a code of "9" is to be used for county.)	
State/Country	Name of US state (use abbreviation) or foreign country in which action takes place	
In/Out DMA	Location of story: 0=outside DMA; 1=inside DMA	

⁹ These 25 categories will be mapped to each CIN prior to the data collection stage.

Place	Clicks from the home page	Production variables
CIN emergency	0=No; 1=Yes	Content variables
CIN health	0=No; 1=Yes	
CIN education	0=No; 1=Yes	
CIN transportation	0=No; 1=Yes	
CIN economic opportunities	0=No; 1=Yes	
CIN environment	0=No; 1=Yes	
CIN civic info	0=No; 1=Yes	
CIN political info	0=No; 1=Yes	

Appendix H: Community Ecology Study Individual In-depth Interview Questions

1. Tell us about how you find information when you need it? (Provide examples if necessary: politics, emergencies, traffic, weather, etc)
 - a. Do you use newspapers, television, radio, the internet?
 - b. Which source do you use the most?
 - c. Do you use different sources to find different kinds of information?
 - d. Please name all of the local news/public affairs sources you rely upon.
 - e. Please name all of the local news/public affairs sources you trust.
 - f. Please name all of the local news/public affairs sources you think are biased.
 - g. Please name all of the local news/public affairs sources you think are fair.
 - h. Please name all of the local news/public affairs sources you think best understands/represents you?
 - i. Please name all of the local news/public affairs sources you share with family/friends?
 - j. Please name all of the local news/public affairs sources you give information to/call in/blog for/contribute comments on-line to?
 - k. Please name all of the local news/public affairs sources you think offer you a chance to share your views?
 - l. Which is the easiest to use? Which gives you the best information?
2. Where do you get information about emergencies and risks, both immediate and long term? How important is this information to you? Why? Do you feel the information you get is adequate?
 - a. Probe for all remaining CINs: health and welfare; education - including information about schools; transportation – including available options, schedules and costs; economic opportunities, including job openings, job training and information and small business assistance; environment, including air and water quality, and access to parks and other recreation; civic information, including what civic institutions and opportunities to associate with other people are available; political information, including information about candidates at all levels, information about public policy initiatives affecting your community and neighborhood
3. Are there particular people or community groups/institutions that help you find the information you need? (Provide examples if necessary: PTA, house of worship, neighbors, etc)
 - a. Who/what are they, what kinds of information do they give you?
 - b. How do they provide that information?
4. What are the barriers you encounter when trying to obtain information?
 - a. What would make it easier for you to get the information you need?

- b. With what frequency are you able to obtain information in your native language?
- c. What culturally specific resources do you reference, if any? (Provide examples, if necessary: culture-specific community centers. Listservs, websites, etc.)

Appendix I: Community Ecology Study Individual In-depth Interview

Demographics Form

Thank you for taking the time to complete this survey. The information you provide will help us to understand how individuals obtain information up-to-date news and other critical information. Please answer each question as honestly as possible. Your name will not be linked to the answers you provide. The information you provide will be completely confidential. Do not include your name on this survey.

Background Information

Please provide the following information about yourself:

Sex: ___ Female ___ Male

Age: ___

Race/Ethnicity:

- ___ African American/Black
- ___ American Indian/Alaskan Native
- ___ Asian American
- ___ Caucasian/White
- ___ Latino/Hispanic
- ___ Native Hawaiian/Pacific Islander
- ___ Multi-racial
- ___ Other, please describe _____

In what country were you born?: _____

Length of time in the U.S.: _____ years

Are you an immigrant ___ Yes ___ No

If yes, are you ___ 1st Generation ___ 2nd Generation

First language spoken: ___ English ___ Spanish _____ Other (please specify)

Level of Spoken English Fluency: ___ Fluent/Proficient ___ Good/Moderate ___ Limited

Currently living with a disability?: ___ Yes (please describe _____) ___ No

Highest degree of education:

- ___ Some High School
- ___ Completed High School/GED
- ___ Some College
- ___ Completed College
- ___ Some Graduate School
- ___ Completed Graduate School
- ___ Other (Please describe _____)

Marital status:

- Married Widowed
 Divorced Separated
 Never Married

Children: _____ (total number you care for, birth, adopted, step, foster, etc.)

Current living situation (check all that apply) :

- With parents/family With friends With partner
 Own a home Rent a home/apartment
 Homeless

Annual Household Income:

- 0-\$9,999**
 \$10,000-\$19,999
 \$20,000-\$29,999
 \$30,000-\$39,999
 \$40,000-\$49,999
 \$50,000-\$59,999
 \$60,000-\$69,999
 \$70,000-\$79,999
 \$80,000-\$89,999
 \$90,000-\$99,999
 \$100,000 and above

Currently employed: Yes No

If employed, field of employment:

- IT/Technology
 Retail
 Education
 Government
 Student
 Healthcare
 Community
 Advocate
 Communications
 Construction
 Financial
 Other (Please describe _____)

If employed, current title: _____

Do you have access to a computer at work?: Yes No

Own a personal computer: ___ Yes ___ No

Own a mobile phone: ___ Yes ___ No

Have internet access at home?: ___ Yes ___ No

Have internet access at work?: ___ Yes ___ No

Use the following social marketing/new media applications (Check all that apply):

- MySpace Facebook
 Twitter YouTube
 Personal blog Other (Please describe _____).

Media Use

Please provide the following information about your use of different types of media

On a scale from 1 to 5 (1 indicating “Not at all informed and 5 indicating “always/almost always informed”), please rate how much you are informed by the following resources on a daily basis (think about the past month):

(1=Not at all informed; 2= Slightly informed; 3= Somewhat informed; 4= Frequently informed; 5= Always informed)

RADIO	1	2	3	4	5
LOCAL TELEVISION NEWS	1	2	3	4	5
NATIONAL TELEVISION NEWS	1	2	3	4	5
LOCAL NEWSPAPERS	1	2	3	4	5
NATIONAL NEWSPAPERS	1	2	3	4	5
INTERNET (EXCLUDING SOCIAL MEDIA)	1	2	3	4	5
SOCIAL CIRCLE (FRIENDS, CO-WORKERS, ETC)	1	2	3	4	5
SOCIAL MEDIA (FACEBOOK, TWITTER, ETC)	1	2	3	4	5

On a scale from 1 to 5 (1 indicating “not at all likely” and 5 indicating “extremely likely”), please rate how likely you are to follow advice regarding warnings when provided by the follow resources:

(1=Not at all likely; 2=Slightly likely; 3=Somewhat likely; 4=Very Likely; 5= Extremely likely)

RADIO	1	2	3	4	5
LOCAL TELEVISION NEWS	1	2	3	4	5
NATIONAL TELEVISION NEWS	1	2	3	4	5

LOCAL NEWSPAPERS	1	2	3	4	5
NATIONAL NEWSPAPERS	1	2	3	4	5
INTERNET (EXCLUDING SOCIAL MEDIA)	1	2	3	4	5
SOCIAL NETWORK (FRIENDS, CO-WORKERS, ETC)	1	2	3	4	5
SOCIAL MEDIA (FACEBOOK, TWITTER, ETC)	1	2	3	4	5

How many days per week do you reference or seek out news? (Circle one)

1 2 3 4 5 6 7

If you seek out news less than three times a week, why is that (Circle all that apply)?

a) LACK OF TIME

b) LACK OF INTEREST

c) LACK OF RELEVANCE TO MY LIFE

d) LACK OF NEWS SOURCES IN MY LANGUAGE OF CHOICE (preferred language: _____)

e) OTHER: _____

How many days per week do you look for or obtain news from the following sources: (Circle one)

	# of Days						
	1	2	3	4	5	6	7
RADIO	1	2	3	4	5	6	7
LOCAL TELEVISION NEWS	1	2	3	4	5	6	7
NATIONAL TELEVISION NEWS	1	2	3	4	5	6	7
LOCAL NEWSPAPERS	1	2	3	4	5	6	7
NATIONAL NEWSPAPERS	1	2	3	4	5	6	7
INTERNET (EXCLUDING SOCIAL MEDIA)	1	2	3	4	5	6	7
SOCIAL NETWORK (FRIENDS, CO-WORKERS, ETC)	1	2	3	4	5	6	7
SOCIAL MEDIA (FACEBOOK, TWITTER, ETC)	1	2	3	4	5	6	7

Appendix J: Community Ecology Study Survey

Thank you for taking the time to complete this survey. The information you provide will help us to understand how individuals obtain information up-to-date news and other critical information. Please answer each question as honestly as possible. Your name will not be linked to the answers you provide. The information you provide will be completely confidential. Do not include your name on this survey.

Background Information

Please provide the following information about yourself:

Sex: ___ Female ___ Male

Age: ___

Race/Ethnicity:

- ___ African American/Black
- ___ American Indian/Alaskan Native
- ___ Asian American
- ___ Caucasian/White
- ___ Latino/Hispanic
- ___ Native Hawaiian/Pacific Islander
- ___ Multi-racial
- ___ Other, please describe _____

In what country were you born?: _____

Length of time in the U.S.: _____ years

Are you an immigrant ___ Yes ___ No

If yes, are you ___ 1st Generation ___ 2nd Generation

First language spoken: ___ English ___ Spanish _____ Other (please specify)

Level of Spoken English Fluency: ___ Fluent/Proficient ___ Good/Moderate ___ Limited

Currently living with a disability?: ___ Yes (please describe _____) ___ No

Highest degree of education:

- ___ Some High School ___ Completed High School/GED
- ___ Some College ___ Completed College
- ___ Some Graduate School ___ Completed Graduate School
- ___ Other (Please describe _____)

Marital status:

- Married Widowed
 Divorced Separated
 Never Married

Children: ____ (total number you care for, birth, adopted, step, foster, etc.)

Current living situation (check all that apply) :

- With parents/family With friends With partner
 Own a home Rent a home/apartment
 Homeless

Annual Household Income:

- 0-\$9,999
 \$10,000-\$19,999
 \$20,000-\$29,999
 \$30,000-\$39,999
 \$40,000-\$49,999
 \$50,000-\$59,999
 \$60,000-\$69,999
 \$70,000-\$79,999
 \$80,000-\$89,999
 \$90,000-\$99,999
 \$100,000 and above

Currently employed: Yes No

If employed, field of employment:

- IT/Technology
 Retail
 Education
 Government
 Student
 Healthcare
 Community
 Advocate
 Communications
 Construction
 Financial
 Other (Please describe _____)

If employed, current title: _____

Do you have access to a computer at work?: Yes No

Own a personal computer: Yes No

Own a mobile phone: Yes No

Have internet access at home?: Yes No

Have internet access at work?: Yes No

Use the following social marketing/new media applications (Check all that apply):

- MySpace Facebook
 Twitter YouTube
 Personal blog Other (Please describe _____).

Media Use

Please provide the following information about your use of different types of media

On a scale from 1 to 5 (1 indicating “Not at all informed and 5 indicating “always/almost always informed”), please rate how much you are informed by the following resources on a daily basis (think about the past month):

(1=Not at all informed; 2= Slightly informed; 3= Somewhat informed; 4= Frequently informed; 5= Always informed)

RADIO	1	2	3	4	5
LOCAL TELEVISION NEWS	1	2	3	4	5
NATIONAL TELEVISION NEWS	1	2	3	4	5
LOCAL NEWSPAPERS	1	2	3	4	5
NATIONAL NEWSPAPERS	1	2	3	4	5
INTERNET (EXCLUDING SOCIAL MEDIA)	1	2	3	4	5
SOCIAL CIRCLE (FRIENDS, CO-WORKERS, ETC)	1	2	3	4	5
SOCIAL MEDIA (FACEBOOK, TWITTER, ETC)	1	2	3	4	5

On a scale from 1 to 5 (1 indicating “not at all likely” and 5 indicating “extremely likely”), please rate how likely you are to follow advice regarding warnings when provided by the follow resources:

(1=Not at all likely; 2=Slightly likely; 3=Somewhat likely; 4=Very Likely; 5= Extremely likely)

RADIO	1	2	3	4	5
LOCAL TELEVISION NEWS	1	2	3	4	5
NATIONAL TELEVISION NEWS	1	2	3	4	5
LOCAL NEWSPAPERS	1	2	3	4	5
NATIONAL NEWSPAPERS	1	2	3	4	5
INTERNET (EXCLUDING SOCIAL MEDIA)	1	2	3	4	5
SOCIAL NETWORK (FRIENDS, CO-WORKERS, ETC)	1	2	3	4	5
SOCIAL MEDIA (FACEBOOK, TWITTER, ETC)	1	2	3	4	5

How many days per week do you reference or seek out news? (Circle one)

1 2 3 4 5 6 7

If you seek out news less than three times a week, why is that (Circle all that apply)?

- a) LACK OF TIME**
- b) LACK OF INTEREST**
- c) LACK OF RELEVANCE TO MY LIFE**
- d) LACK OF NEWS SOURCES IN MY LANGUAGE OF CHOICE (preferred language: _____)**
- e) OTHER: _____**

How many days per week do you look for or obtain news from the following sources: (Circle one)

	# of Days						
RADIO	1	2	3	4	5	6	7
LOCAL TELEVISION NEWS	1	2	3	4	5	6	7
NATIONAL TELEVISION NEWS	1	2	3	4	5	6	7

LOCAL NEWSPAPERS	1	2	3	4	5	6	7
NATIONAL NEWSPAPERS	1	2	3	4	5	6	7
INTERNET (EXCLUDING SOCIAL MEDIA)	1	2	3	4	5	6	7
SOCIAL NETWORK (FRIENDS, CO-WORKERS, ETC)	1	2	3	4	5	6	7
SOCIAL MEDIA (FACEBOOK, TWITTER, ETC)	1	2	3	4	5	6	7

Please read the following scenarios and identify which of the following media outlets would provide the best information in that specific scenario. Please select the ONE option that is BEST suited to obtaining information for that scenario. If there is no source that would provide the information, please select option ‘g) None of the above’

When you select the resource that best meets your needs, please provide the exact information. For example: if you would obtain information from the Internet, please indicate the site you would search. If you would rely on the TV, please indicate the station, etc.

You wake up to find several inches of snow on the ground. You need to know whether your child’s school has been cancelled or delayed, and whether the roads are clear enough for you to get to work. Where would you find this information?

- a) *Internet, Site/s:* _____
- b) *Radio, Station/s:* _____
- c) *TV, Station/s:* _____
- d) *Local newspaper/s, Name/s:* _____
- e) *Social Circle/Individual/s:* _____
- f) *Another Resource:* _____
- g) *None of the above*

While riding the bus home from downtown, you noticed that there were many law enforcement personnel at your stop. They had guns drawn and the dogs were looking around sniffing the trash cans. How would you go about finding out what was going on and what they may have been looking for?

- a) Internet, Site/s: _____
- b) Radio, Station/s: _____
- c) TV, Station/s: _____
- d) Local newspaper/s, Name/s: _____
- e) Social Circle/Individual/s: _____
- f) Another Resource: _____
- g) None of the above

You noticed a strange leak at the gas station. After watching it for a while, you tell the gas attendant. The attendant only speaks Spanish and you do not but you do not think that the building is safe. What resources will you use to find out if there is a safety issue?

- a) Internet, Site/s: _____
- b) Radio, Station/s: _____
- c) TV, Station/s: _____
- d) Local newspaper/s, Name/s: _____
- e) Social Circle/Individual/s: _____
- f) Another Resource: _____
- g) None of the above

Your friend has chronic migraine headaches, is unemployed and has no health insurance. She has had flair up in her condition and refuses to go to the hospital. She needs insurance but doesn't know where to start. What resources do you suggest she reference to assist with obtaining insurance?

- a) Internet, Site/s: _____
- b) Radio, Station/s: _____
- c) TV, Station/s: _____
- d) Local newspaper/s, Name/s: _____
- e) Social Circle/Individual/s: _____
- f) Another Resource: _____
- g) None of the above

You live in your apartment - a single parent with three children. Your cousin passes away and you take on the responsibility of caring for her four children. Now you have seven children that you need help to clothe and feed. You want to apply for Food Stamps but do not know where to begin. Which of the following resources would you turn to in order to find out how to apply for food stamps?

- a) *Internet, Site/s:* _____
- b) *Radio, Station/s:* _____
- c) *TV, Station/s:* _____
- d) *Local newspaper/s, Name/s:* _____
- e) *Social Circle/Individual/s:* _____
- f) *Another Resource:* _____
- g) *None of the above*

You are a parent of a gifted & talented student who has skipped several grades. Your child needs an environment that will help him thrive and his current school is not equipped to assist with this growth. How do you find out what more can be done to assist your child?

- a) *Internet, Site/s:* _____
- b) *Radio, Station/s:* _____
- c) *TV, Station/s:* _____
- d) *Local newspaper/s, Name/s:* _____
- e) *Social Circle/Individual/s:* _____
- f) *Another Resource:* _____
- g) *None of the above*

You are planning to move for work and are looking for a school for your child. You need to find information on the school systems in Tucson to determine to where you should look for a home. What resources would you use to begin your search?

- a) *Internet, Site/s:* _____
- b) *Radio, Station/s:* _____
- c) *TV, Station/s:* _____
- d) *Local newspaper/s, Name/s:* _____

e) *Social Circle/Individual/s:* _____

f) *Another Resource:* _____

g) *None of the above*

You usually drive everywhere and have not used public transportation since you were a child. You need to know how to get across the city; your car is in the shop; and you have no other options. You tried asking some friends but they too drive everywhere. How do you go about figuring out the bus schedule in your area?

a) *Internet, Site/s:* _____

b) *Radio, Station/s:* _____

c) *TV, Station/s:* _____

d) *Local newspaper/s, Name/s:* _____

e) *Social Circle/Individual/s:* _____

f) *Another Resource:* _____

g) *None of the above*

It is Inauguration time and you have many family members that want to go to downtown to see the actual ceremony live. You want to know how much it will cost everyone and make sure that you all arrive downtown on time. Which of the following resources will you use in order to figure out scheduling and cost?

a) *Internet, Site/s:* _____

b) *Radio, Station/s:* _____

c) *TV, Station/s:* _____

d) *Local newspaper/s, Name/s:* _____

e) *Social Circle/Individual/s:* _____

f) *Another Resource:* _____

g) *None of the above*

You dislike your current employment, boss and colleagues. You want to apply for other positions but need some more training to add to your resume. What resources will you use to determine where you can access training opportunities?

a) *Internet, Site/s:* _____

- b) Radio, Station/s: _____
- c) TV, Station/s: _____
- d) Local newspaper/s, Name/s: _____
- e) Social Circle/Individual/s: _____
- f) Another Resource: _____
- g) None of the above

You want to leave the corporate world and create a business where you help at-risk youth. You know that creating a non-profit is a much different world than what you are accustomed to. What resources will you use to create your non-profit?

- a) Internet, Site/s: _____
- b) Radio, Station/s: _____
- c) TV, Station/s: _____
- d) Local newspaper/s, Name/s: _____
- e) Social Circle/Individual/s: _____
- f) Another Resource: _____
- g) None of the above

Your neighbor is concerned his water may have bacteria in it based on the color and smell. He wants to know how he can test it for sure. Where would you suggest your neighbor turn to in order to test their water?

- a) Internet, Site/s: _____
- b) Radio, Station/s: _____
- c) TV, Station/s: _____
- d) Local newspaper/s, Name/s: _____
- e) Social Circle/Individual/s: _____
- f) Another Resource: _____
- g) None of the above

Every morning on your way to work, you notice heavy smoke clouding the school bus stop. Car and bus emissions seem very high. One parent asks you who to contact in reference to this problem.

Where would you suggest the she look in order to successfully find someone to test the air quality in the neighborhood?

- a) *Internet, Site/s:* _____
- b) *Radio, Station/s:* _____
- c) *TV, Station/s:* _____
- d) *Local newspaper/s, Name/s:* _____
- e) *Social Circle/Individual/s:* _____
- f) *Another Resource:* _____
- g) *None of the above*

You move into a new neighborhood and it is almost voting time. You have not received information of your polling place. Where do you go to get this information?

- a) *Internet, Site/s:* _____
- b) *Radio, Station/s:* _____
- c) *TV, Station/s:* _____
- d) *Local newspaper/s, Name/s:* _____
- e) *Social Circle/Individual/s:* _____
- f) *Another Resource:* _____
- g) *None of the above*

You see that children have no way of crossing the major intersection by your house to get to their bus stop. A few other parents have complained as well because you can foresee an accident occurring. You have recommended a crosswalk be added to the street. Which of the following resources would you use to find out more about how to get a crosswalk implemented on this major road?

- a) *Internet, Site/s:* _____
- b) *Radio, Station/s:* _____
- c) *TV, Station/s:* _____
- d) *Local newspaper/s, Name/s:* _____
- e) *Social Circle/Individual/s:* _____

f) *Another Resource:* _____

g) *None of the above*

You hear that your childhood friend has been nominated for delegate of his district. You want to see if this information is true. Which of the following resources would you turn to in order to confirm his nomination?

a) *Internet, Site/s:* _____

b) *Radio, Station/s:* _____

c) *TV, Station/s:* _____

d) *Local newspaper/s, Name/s:* _____

e) *Social Circle/Individual/s:* _____

f) *Another Resource:* _____

g) *None of the above*

You want to find out more information about the candidates who are running for the primary election. You hear that both candidates' views are moderate and you want to know more. Which of the following resources would you turn to in order to find out each party's political views?

a) *Internet, Site/s:* _____

b) *Radio, Station/s:* _____

c) *TV, Station/s:* _____

d) *Local newspaper/s, Name/s:* _____

e) *Social Circle/Individual/s:* _____

f) *Another Resource:* _____

g) *None of the above*

Appendix K: Follow-up Reminder Postcard

You should have received our FCC Survey of Critical Information Needs in the mail 1-2 weeks ago.

We are conducting research on how Americans access news and information, and your input is very important.

If you have not already done so, please complete the survey by **January 1, 2013** and return it to:

Social Solutions International, Inc.
8070 Georgia Avenue, Suite 201
Silver Spring, MD 20910

Thank you for your time!

Social Solutions International, Inc.