

Big Media, Little Kids 2

**Examining the Influence of Duopolies
on Children's Television Programming**

Abstract

On July 24, 2006, the Federal Communications Commission (FCC) requested public comments to help inform its review of the nation’s media ownership policies. One of the rules the Commission is considering addresses whether or not a single owner should be allowed to own duopolies or triopolies—two or three broadcast television stations in the same market. Many advocates, including Children Now, are concerned about how the formation of duopolies and triopolies may affect the quantity and quality of programs broadcast for the child audience. However, the National Association of Broadcasters (NAB) contends that duopoly ownership is “necessary to preserve and enhance television broadcasters’ ability to serve their viewers and communities in markets of all sizes.” This study was designed to test the validity of the NAB’s claim with regard to the child audience. More specifically, the study examines how the children’s programming provided by duopoly stations compares with individually owned competitors in a given market.

The number of children’s programs and weekly hours of children’s programming were evaluated for all commercial broadcast television stations in eight U.S. markets, varying in geographic location and market size, for two time periods: 1998, before any duopolies existed, and 2006, after several duopolies were established in the markets. The results indicated that there has been a dramatic decrease in children’s programming over the past eight years in every market in the study. A comparison of duopoly and non-duopoly stations, however, revealed that by 2006 duopoly stations at best performed no better than non-duopoly stations, and at worst

reduced the number of children’s series and weekly hours of children’s programming at significantly greater rates than did non-duopoly stations. There were no markets in which duopoly stations reduced their children’s programming less than did the non-duopoly stations.

Since most duopoly stations offered more children’s programming before they became duopolies, and since the majority of duopoly stations in 2006 offered less children’s programming than did non-duopoly stations, this study clearly shows that the formation of duopolies does not, as the NAB claims, “preserve and enhance” station’s abilities to serve the needs of children.

Introduction

There is no question that television has an extraordinarily powerful influence on children’s lives. Virtually all children watch television before their first exposure to formal education, and once they are in school children spend an average of three hours a day watching television.¹ While there is significant concern about the harmful effects television exposure can have on children, television has also been found to play a constructive role in children’s cognitive development. Research has shown that viewing quality educational television programming can positively affect children’s readiness to start and succeed in school.²

Recognizing television’s potential to support children’s educational development, both Congress and the Federal Communications Commission (FCC) have affirmed that children are a unique audience that merits special consideration

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1. Roberts, D.F., Foehr, U.G. & Rideout, V. (2005). *Generation M: Media in the lives of 8-18 year-olds*. Menlo Park, CA: Kaiser Family Foundation.
 2. Zill, N., Davies, E., & Daly, M. (1994). Viewing of *Sesame Street* by preschool children in the United States and its relationship to school readiness. Report prepared for the Children’s Television Workshop by Westat, Inc. Rockville, MD. Wright, J. & Huston, A. (1995). Effects of educational TV viewing in lower income preschoolers on academic skills, school readiness and school adjustment one to three years later: A report to the Children’s Television Workshop. Lawrence, KS: Center for Research on the Influences of Television on Children.

and protection. In 1990, Congress passed the Children’s Television Act (CTA), which in part requires broadcast television stations to air programming that serves the distinct needs of children in exchange for the use of the public airwaves. In 1996, the FCC adopted guidelines to quantify and clarify broadcasters’ obligations to children, including a standard for broadcasters to air a minimum of three hours of educational or informational programming for children each week.³ **Thus, the programming provided for children, especially the quantity and quality of children’s educational programming, is one of only a handful of ways that citizens can measure broadcasters’ commitment to serve the public interest.**

Children Now has been concerned about the effects of media consolidation on broadcasters’ commitments to children since the FCC’s last review in 2002. At that time, in order to inform the FCC’s rulemaking, Children Now conducted the first-ever study to examine the impact of media consolidation on children’s television programming. The report, *Big Media, Little Kids: Media Consolidation & Children’s Television Programming*, compared the children’s television schedules in Los Angeles from 1998, when no duopolies existed among the market’s seven major commercial television broadcast stations, to 2003, after the formation of two duopolies reduced the number of owners to five.

The findings suggested that media consolidation had a serious negative impact on the availability and diversity of children’s programming. Overall, the study found there were fewer children’s series and fewer broadcast hours in Los Angeles in 2003 than there were five years earlier. The greatest declines in children’s programming were found on stations that were part of duopolies.⁴

The FCC is once again reviewing its media ownership rules and considering relaxing those rules that restrict the creation of duopolies.⁵ As part of that review process, the FCC has asked for comments or evidence that would either justify loosening the rules or give reason to restrict the establishment of duopolies and triopolies. In comments filed with the FCC, the National Association of Broadcasters (NAB) encouraged the FCC to allow duopolies in markets across the country, arguing that they are “necessary to preserve and enhance television broadcasters’ ability to serve their viewers and communities in markets of all sizes.”⁶

Children Now believes that the FCC should not make any changes to existing media ownership rules without first considering how children will be affected. This study, therefore, was designed to test the NAB’s claim that duopolies are necessary for stations to serve the public interest and to help inform the FCC’s decision by providing evidence of the effect of duopolies and triopolies on the quantity of children’s programming.

3. Policies and Rules Concerning Children’s Television Programming, 11 FCC Rcd. 10660 (1996).

4. Children Now. (2003). *Big Media, Little Kids: Media Consolidation and Children’s Television Programming*. Oakland, CA: Author.

5. The Third Circuit Court remanded the limits adopted by the FCC during their 2002-03 review that increased the number of stations that can be commonly owned in one broadcast market. The FCC voted to permit a company to own up to two television stations in markets with 17 or fewer television stations, and up to three television stations in markets with 18 or more television stations. This revision was legally challenged in 2003 and, due to the Third Circuit Court’s remand, has not yet taken effect. Currently, a single company may own two television stations in the same local market if the following conditions are met: (1) the so-called “Grade B” contours of the stations do not overlap; or (2) at least one of the stations in the combination is not ranked among the top four stations in terms of audience share and at least eight independently owned and operating commercial or non-commercial full-power broadcast television stations would remain in the market after the combination.

6. Executive summary of National Association of Broadcasters’ media ownership comments. FCC Docket No. MB-06-121. Filed October 23, 2006. Available: http://www.nab.org/AM/Template.cfm?Section=Legislative_and_Regulatory&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=7064. Last accessed on 12/15/06.

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In the summer of 2006, Children Now expanded *Big Media, Little Kids* to examine the impact of media consolidation on children's programming in eight media markets across the United States: Atlanta, GA; Buffalo, NY; Chicago, IL; El Paso, TX; Indianapolis, IN; Nashville, TN; Portland-Auburn, ME; and Spokane, WA. Markets were selected in order to provide a sampling from different geographic regions (West, Midwest, South and Northeast) and a variety of different market sizes (ranging in size from Chicago, the third largest market in the U.S., to El Paso, the 99th largest market). Of the eight markets in the study, six had at least one pair of commonly-owned stations, or duopolies; one market, Nashville, contained a triopoly; and one market, Atlanta, did not have any commonly-owned stations. In all, 72 stations were included in the study, 21 of which were part of duopolies or triopolies in 2006 (Appendix A).

This study analyzed the children's programming schedules in each of these markets from 1998 (before the creation of duopolies, but after stations were required to broadcast three hours per week of educational children's programming) and 2006 (after duopolies were permitted). Specifically, the analysis compared the children's programming on stations that became part of duopolies after 1998 to stations in the same markets that did not become part of duopolies.

The eight markets in this sample provide good case studies of the way duopolies have operated in those particular markets. Although one must be cautious about generalizing these findings to all duopoly stations or drawing conclusions about the role of duopolies in all U.S. markets, by comparing the changes to children's programming among

the duopoly and non-duopoly stations in the eight markets, we were able to recognize patterns that might emerge in other markets and to identify issues that would benefit from further research.

Results

Children benefit from having a range of diverse television programming options from which to choose. The greater the number of children's programs or series offered in a market, the more likely children from different age groups, with different interests and different learning styles will be able to find programs that are appealing to them and that meet their developmental needs. While some argue that cable and satellite television provide a plethora of choice, such programming is not available to nearly one in five children in this country.⁷ These children rely solely on broadcast service for their television programming. Thus, it is important that broadcast television stations remain committed to their young audiences.

The number of unique television programs or series offered to children on commercial broadcast stations is a useful indicator of how well the broadcasters in a market are serving the public interest. In addition, since broadcasters are obliged to air a minimum of three hours of children's educational or informational programs (E/I) each week, and since some broadcasters schedule the same program multiple times in one week, another valuable gauge is the number of hours of children's programming that are broadcast. Therefore, the following analyses look at both the entire children's program offerings and the educational and informational children's programs (educational programs) in terms of the number of children's program hours broadcast per week (program hours) and the number of children's programs or series (Appendices C & D).

7. Roberts, D.F., Foehr, U.G. & Rideout, V. (2005). *Generation M: Media in the lives of 8-18 year-olds*. Menlo Park, CA: Kaiser Family Foundation.

Figure 1. Children’s Program Hours per Market (Station Averages)

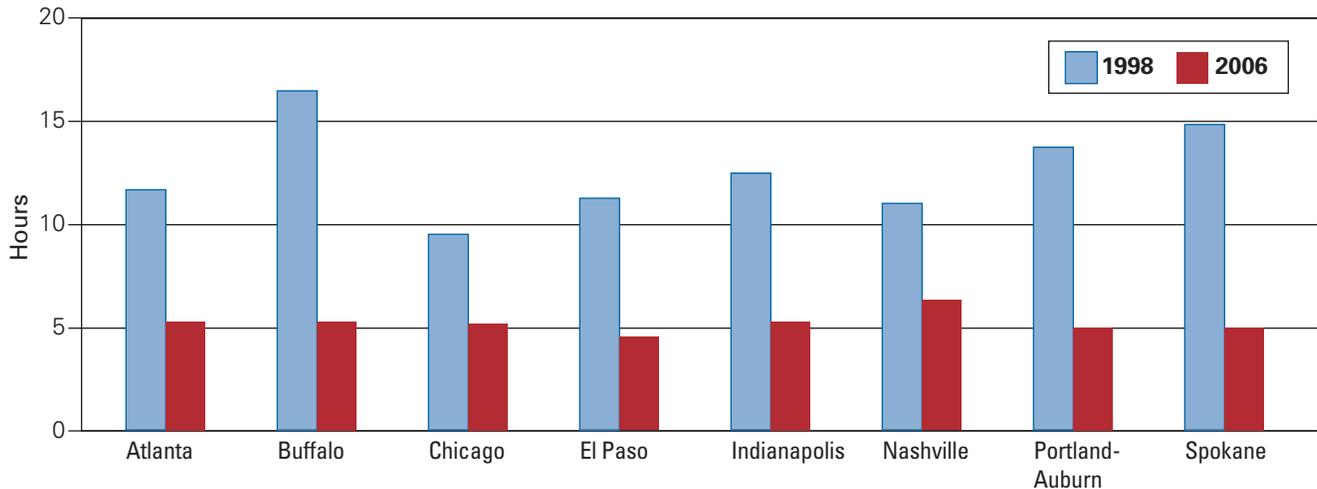
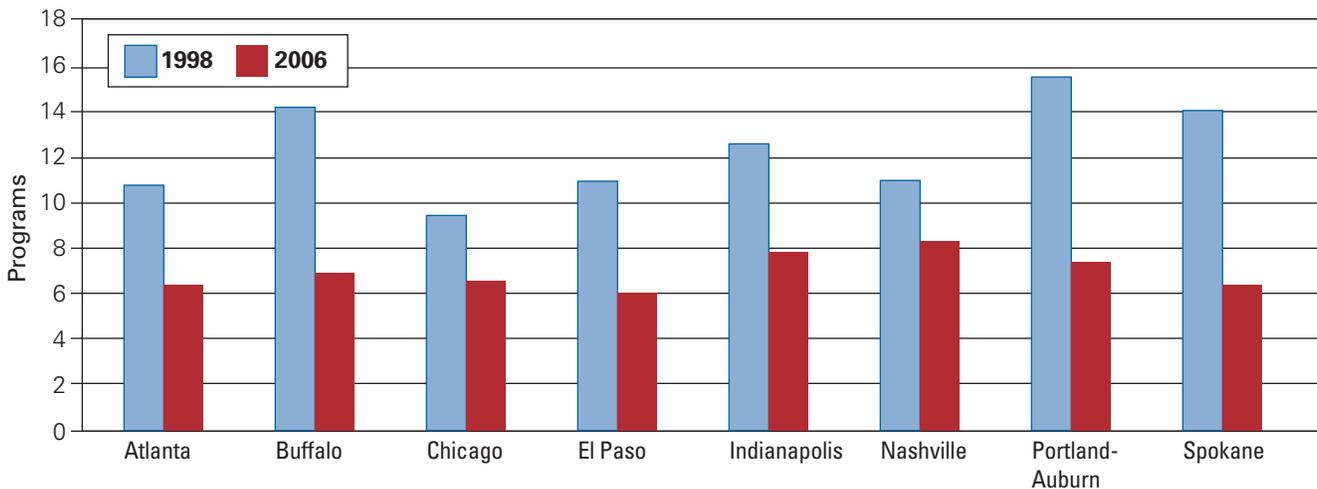


Figure 2. Children’s Series per Market (Station Averages)



There is a very clear pattern of dramatic decreases in children’s programming between 1998 and 2006.

- Each station’s weekly children’s program hours decreased by more than half (55%), on average, across all eight markets.
- The number of children’s series decreased in all eight broadcast markets as well, with an average decline of more than one-third (37%).

Across all eight markets, stations on average are currently doing little more than the minimum three hours of educational programming required by the FCC.

- Stations in this study averaged four hours per week of E/I programming in 2006, a drop of over one hour per week since 1998.
- Stations are also not offering a large diversity of E/I programming, averaging 5.6 educational series on their weekly schedules. Since stations are broadcasting an average of four hours of educational programming per week, they have the opportunity to air eight unique half hour series. Instead, stations are broadcasting episodes from the same series for over 40% of their weekly schedules rather than offering a greater diversity of shows.⁸

8. This is especially noteworthy since 58-80% of children’s E/I programs in each market are broadcast on Saturday mornings rather than in weekday blocks that air five times each week.

Figure 3. Educational Program Hours per Market (Station Averages)

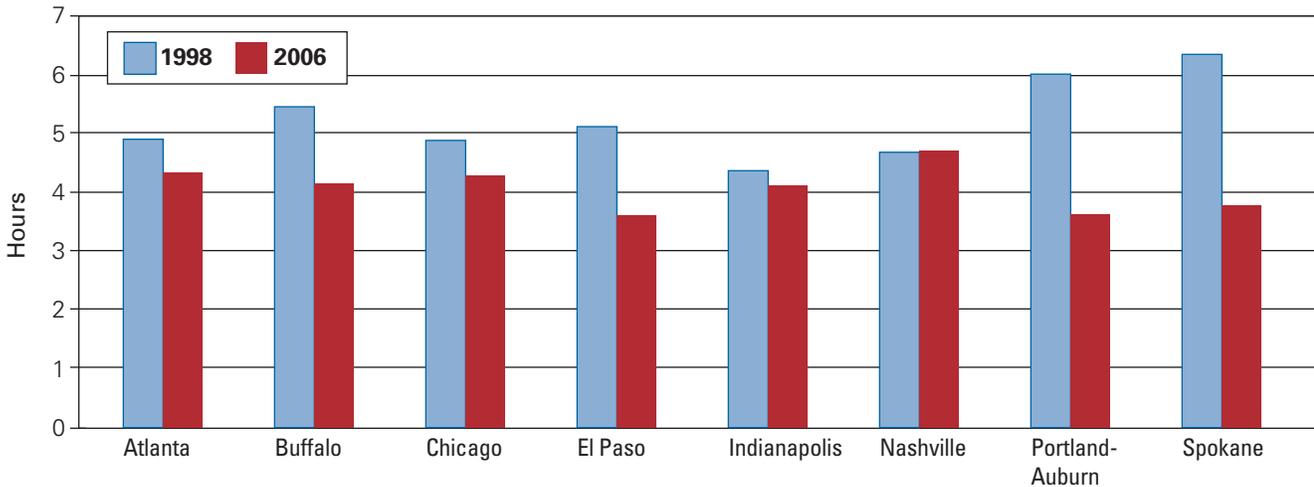
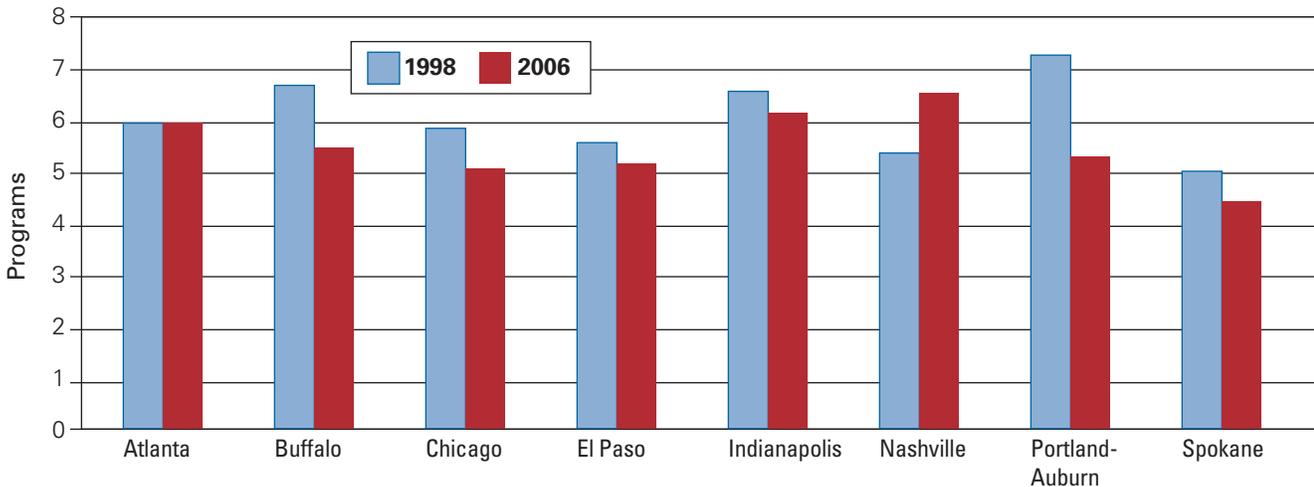


Figure 4. Educational Series per Market (Station Averages)



The Influence of Duopolies

It is clear from looking at the market comparisons from 1998 and 2006 that there is a general trend of reducing children’s programming in every market. Broadcasters attribute these declines to the migration of child viewers from broadcast television to children’s cable channels like Nickelodeon, Cartoon Network and The Disney Channel.

While this justification may be true to an extent, it must be noted that not every station in the study sample reduced their children’s programming as drastically as the market averages might indicate. In fact, some stations actually increased the amount of children’s programs they broadcast between 1998 and 2006. In order to see if the duopoly status of the station was related to the amount of children’s programming a station offered, we compared the changes in the children’s program schedules of the duopoly and non-duopoly stations in our sample.⁹

9. Differences and F tests are based on only those stations for which before and after data are available, therefore the magnitude of differences may differ slightly from that suggested by the total sample average.

Duopoly stations decreased both their weekly hours of children’s programming and number of children’s series at significantly greater rates than did non-duopoly stations.

- Although they were prolific providers of children’s programming before consolidation, by 2006, duopoly stations cut an average of nearly 14 hours of children’s programming per week from their schedules (70%), four times more than the three and a half hours (41%) eliminated from non-duopoly stations’ schedules.
- Duopoly stations eliminated an average of 10 children’s series per week from 1998 to 2006 (61%), five times more than non-duopoly stations, which cut about two shows per week (24%) from their weekly schedules.

Duopoly stations made significantly greater reductions to their educational program offerings than did non-duopoly stations.

- Though by 2006 most stations broadcast very close to the three-hour minimum of educational programming, duopoly stations decreased their weekly hours of educational programming by nearly two hours (32%), two and a half times more than the 45 minutes (18%) cut from non-duopoly stations’ educational offerings.
- Program diversity was lacking in the educational series offered to children on all stations, but duopoly stations reduced the number of educational series they broadcast more than did non-duopoly stations (22% vs. 2%). By 2006, non-duopoly stations averaged two more educational series per week than duopoly stations.

Table 1. Average Weekly Children’s Program Hours per Station¹⁰

	1998	2006	CHANGE (%)*
Non-duopoly	8.60	5.08	-41%
Duopoly	19.88	5.93	-70%

*F = 18.00, p < .001

Table 2. Average Weekly Children’s Series per Station

	1998	2006	CHANGE (%)*
Non-duopoly	9.41	7.12	-24%
Duopoly	16.81	6.59	-61%

*F = 19.83, p < .001

Table 3. Average Weekly Educational Program Hours per Station

	1998	2006	CHANGE (%)*
Non-duopoly	4.76	3.91	-18%
Duopoly	5.88	4.02	-32%

*F = 4.11, p = .049

Table 4. Average Weekly Educational Series per Station

	1998	2006	CHANGE (%)*
Non-duopoly	6.35	6.24	-2%
Duopoly	5.29	4.14	-22%

*F = 3.64, p = .061

10. Although it appears that duopoly stations offered more hours of children’s programming in 2006, there was no statistically significant difference between the hours of children’s programming or the number of children’s series offered on duopoly and non-duopoly stations, except for the number of educational series, in which case duopoly stations offered significantly fewer programs than did non-duopoly stations (see Table 14).

Duopolies in Individual Markets

If the proponents of duopolies are correct that duopolies are “necessary to preserve and enhance television broadcasters’ ability to serve their viewers and communities in markets of all sizes,” we would expect to find that the decreases in children’s programming at duopoly stations would be less than the decreases at non-duopoly stations. However, as the analyses above show, that is not the pattern we found at all. To gain a better understanding of how the formation of duopolies affected children’s programming in individual markets, we conducted a market-by-market comparison of duopoly and non-duopoly stations’ changes in the hours of programming and number of series between 1998 and 2006 (Table 5). Once again, contrary to broadcasters’ claims, there were no instances in which the duopoly stations had smaller decreases to children’s programming than did non-duopoly stations.

In every comparison, duopoly stations either reduced their children’s programming more or performed the same as non-duopoly stations. There were no instances in which duopoly stations performed better than non-duopoly stations.

- Four of the seven sample markets with duopoly stations (El Paso, Indianapolis, Nashville and Portland-Auburn) showed significant negative effects of duopolies. These detrimental results are especially striking in Nashville, and Portland-Auburn, where duopoly stations decreased their children’s programming more than did non-duopoly stations in nearly every category.
- Three of the seven markets with duopoly stations (Buffalo, Chicago and Spokane) showed no significant differences in the performances of duopoly and non-duopoly stations.
- Across all markets, duopoly stations performed significantly worse than did non-duopoly stations in every category.

Table 5. Comparisons of Decreases in Children’s Programming on Duopoly and Non-Duopoly Stations between 1998 and 2006

Market	Hours of Programming		Number of Series	
	All Shows	Educational Only	All Shows	Educational Only
Buffalo				
Chicago				
El Paso				▲
Indianapolis	●		●	
Nashville	●	■	●	▲
Portland-Auburn	■		■	▲
Spokane				
All Markets	●	■	●	▲

▲ p < .10, ■ p < .05, ● p < .01

■ = Duopoly stations had greater decreases in children’s programming than did non-duopoly stations.

□ = Differences between duopoly and non-duopoly stations were not statistically significant.

Nashville, Tennessee¹¹

The triopoly stations in Nashville showed the biggest negative effects of ownership on children's programming of all the markets in the study. While the single-owned stations increased their children's programming in every category, the triopoly stations made decreases in every category.

- Nashville triopoly stations, on average, *decreased* their total program hours by 74% and their number of series by 62%.
- Single-owned stations in Nashville, on average, *increased* their total program hours by 28% and their number of series by 29%.
- In Nashville, the triopoly stations are currently programming 14% fewer educational program hours and 37% fewer educational series, on average, than are single-owned stations.

Table 6. Average Weekly Children's Program Hours per Station

	1998	2006	CHANGE (%)*
Single-owned	4.29	5.50	+28%
Triopoly	26.83	7.00	-74%

*F = 107.71, p < .001

Table 7. Average Weekly Children's Series per Station

	1998	2006	CHANGE (%)*
Single-owned	6.44	8.29	+29%
Triopoly	21.00	8.00	-62%

*F = 30.36, p < .001

Table 8. Average Weekly Educational Program Hours per Station

	1998	2006	CHANGE (%)*
Single-owned	3.57	4.64	+30%
Triopoly	6.67	4.00	-40%

*F = 13.50, p = .006

Table 9. Average Weekly Educational Series per Station

	1998	2006	CHANGE (%)*
Single-owned	5.43	7.43	+37%
Triopoly	5.67	4.67	-18%

*F = 4.20, p = .075

11. Differences and F-tests are based on only those stations for which before and after data is available, therefore the magnitude of differences may differ slightly from that suggested by the total sample average.

Portland-Auburn, Maine¹²

Between 1998 and 2006, there were significant differences in the changes made to children’s program offerings by duopoly and non-duopoly stations. Duopolies decreased their hours and number of children’s series by nearly 80%, while non-duopoly stations increased their hours and number of children’s series.

- Portland-Auburn duopoly stations, on average, *decreased* their hours of children’s programming and number of children’s series by 79% each, reducing the hours of programming from nearly 28 hours to 5:45 per week and the number of children’s series from nearly 27 to five and a half series per week.
- Portland-Auburn non-duopoly stations *increased* their programming hours by 4% and the number of children series they broadcast by 3%.
- Although duopoly stations are, on average, broadcasting more program hours than are non-duopoly stations, the difference between them is not statistically significant.

Duopoly stations in Portland-Auburn are currently offering significantly fewer educational series than are non-duopoly stations.

- Portland-Auburn duopolies are offering significantly fewer educational programs than are non-duopoly stations—broadcasting an average of only two and a half educational shows per week—leaving children with little program diversity for educational programming.
- Portland-Auburn duopoly stations are, on average, offering children only fifteen minutes more of educational programming per week than the minimum three hours necessitated by FCC guidelines. This is the one instance where non-duopolies are not performing any better, offering only 45 minutes more than the three-hour weekly minimum.

Table 10. Average Weekly Children’s Program Hours per Station

	1998	2006	CHANGE (%)*
Non-duopoly	4.33	4.50	+4%
Duopoly	27.75	5.75	-79%

*F = 41.56, p = .008

Table 11. Average Weekly Children’s Series per Station

	1998	2006	CHANGE (%)*
Non-duopoly	8.00	8.25	+3%
Duopoly	26.50	5.50	-79%

*F = 88.2, p = .003

Table 12. Average Weekly Educational Program Hours per Station

	1998	2006	CHANGE (%)*
Non-duopoly	4.00	3.75	-7%
Duopoly	9.00	3.25	-64%

*F = 2.87, p = 1.89

Table 13. Average Weekly Educational Series per Station

	1998	2006	CHANGE (%)*
Non-duopoly	7.33	6.75	-8%
Duopoly	7.00	2.50	-64%

*F = 11.22, p = .044

12. Differences and F-tests are based on only those stations for which before and after data is available, therefore the magnitude of differences may differ slightly from that suggested by the total sample average.

Current Levels of Programming

The focus of this analysis so far has been on investigating broadcasters' claim that the formation of duopoly stations allows owners to better serve their audiences by looking at the changes in children's programming from 1998 to 2006. The analyses have made it clear that, where there are differences between duopoly and non-duopoly stations, it is the duopoly stations that have decreased their programming the most over time. But what about differences in the actual amount of children's programming that is being offered on duopoly and non-duopoly stations? Do duopoly

stations enhance broadcasters' ability to serve their communities with more programming for children, as the NAB claims?

As Table 14 illustrates, in 1998, the stations that would later be drawn into duopolies were broadcasting much more children's programming than were the stations that did not become duopolies. As our previous analyses have shown, the duopoly stations then suffered much larger decreases in children's programming over the following eight years. Those cuts to children's programming resulted in there being little difference between the children's program offerings of duopoly and non-duopoly stations in 2006.

Table 14. Comparisons of Children's Program Offerings between Duopolies and Non-Duopolies

Market	1998				2006			
	Hours		Series		Hours		Series	
	All	E/I	All	E/I	All	E/I	All	E/I
Buffalo	■	▲	■		▲		▲	
Chicago				■				
El Paso								■
Indianapolis	●		■	▲				
Nashville	●	■	■					
Portland-Auburn	■		▲					■
Spokane								
All Markets	●	▲	●					■

▲ $p < .10$, ■ $p < .05$, ● $p < .01$

□ = Duopoly stations offered less children's programming than did non-duopoly stations.

■ = Duopoly stations offered more children's programming than did non-duopoly stations.

□ = Differences between duopoly and non-duopoly stations were not statistically significant.

After the severe cuts to children’s programming that resulted when high-performing stations became part of duopolies, there was virtually no difference in the children’s program offerings of duopoly and non-duopoly stations in 2006.

In 1998, 10 of the 28 individual market comparisons revealed that stations that would become part of duopolies had more children’s programming than the other stations in the same market. There were only two cases in which the soon-to-be duopoly stations broadcast less children’s programming than the other stations in the same market; in Chicago and Indianapolis, soon-to-be-duopoly stations broadcast fewer educational series than did the non-duopoly stations.

By 2006, due to the sharp decreases in children’s programming on duopoly stations, the picture changed dramatically. Instead, Buffalo was the only market in which duopolies offered more children’s programming than non-duopoly stations. Furthermore, duopolies were found to broadcast fewer children’s programming than the non-duopoly stations in only two comparisons—the number of educational series in El Paso and Portland-Auburn.

Thus, by 2006 there was virtually no difference in the quantity of children’s programming on duopoly and non-duopoly stations. This finding, together with the previous results showing greater declines in children’s programming on duopoly stations, once again disproves the NAB’s claim that the formation of duopolies is necessary to preserve and enhance broadcasters’ abilities to serve their communities.

Local Children’s Shows

One of the charges of the FCC is to protect localism in broadcast media, and in the case of children’s programming, localism means locally-produced children’s series. Children benefit from experiencing media that originates from their local community. It shows them that they and their community are important and valuable. Local programming can teach them about local civic affairs and help them to become more engaged in their community life. For these reasons, Children Now felt it was important to identify the local children’s programs that were offered in our sample markets in both 1998 and 2006 (Appendix B).

Unfortunately, we found that there were very few local children’s programs in any of our markets. Chicago, which has a rich history of producing local children’s television shows, broadcast the most with a total of five programs in 1998 and two in 2006. Atlanta followed, offering two programs in each year. In all, only seven out of the 786 children’s programs in our sample for 1998 were locally-produced, less than one percent of all programs. In 2006, only five of the 506 programs were locally-produced, also amounting to less than one percent of all children’s programs in the sample.

Conclusion

Television broadcasters have argued to the Federal Communications Commission that the formation of duopolies is in the public interest as it enables broadcasters to better serve the communities in which they operate.

If this were true, then we could expect that after a station becomes part of a duopoly the decreases in children's programming on that station would be less than the decreases found on non-duopoly stations. We found the opposite to be the case. In fact, we found that the duopoly stations in our sample, on average, reduced the number of children's programs five times more than did non-duopoly stations and reduced their hours of children's programming four times more than did non-duopoly stations. Furthermore, we found that Nashville, the one market with a triopoly, showed the greatest differences in programming decreases between the commonly-owned and single-owned stations.

Alternately, if the broadcasters' claims were true, we could expect that duopoly stations would offer more children's programs and more hours of children's programming than would non-duopoly stations. Instead, we found that the quantity of children's programming on duopoly stations was, on the whole, statistically the same as that offered on non-duopoly stations. The formation of duopolies did not enhance broadcasters' abilities to serve their child audiences.

This study clearly demonstrates that the child audience is not better-served by duopoly stations. Contrary to the NAB's claims, concentration of television station ownership within markets does not improve a station's public service to the children in that market. Instead, this analysis suggests such concentration of ownership has a clear, negative impact on programming for children.

This study also pointed to areas that require further investigation. We found that across the board, the vast majority of stations are not broadcasting much, if any, more educational programming than the three hours required by the FCC. One must therefore wonder, if not for the FCC's three-hour guidelines, would children find any programming created expressly for them on broadcast television?

Another issue that arose from this analysis involved the quality of the program offerings, especially the educational programs. Though the scope of this research did not allow for an investigation into the quality of the educational programs, we were startled to find that shows such as "Missing," a program about lost or missing children, and "Cold Turkey," which offered tips on smoking cessation, were claimed to be educational by some stations. As a result of these concerns, Children Now will conduct a study to evaluate the quantity and quality of children's educational programming, to be released in fall 2008.

In conclusion, the FCC must consider the impact that media consolidation will have on our youngest consumers of media and prioritize the developmental needs of children above the financial needs of media corporations. In its current review of media ownership rules, Children Now asks the FCC to protect children's interests by maintaining the existing media ownership rules and not allowing further media consolidation, specifically the formation of duopolies and triopolies.

Methodology

This study examined the children's programming schedules for each of the commercial broadcast stations in eight markets in the U.S. for the first full week of March in 1998 and 2006. The markets were randomly chosen to represent different size television markets and geographic locations in the U.S. Seven of the markets (Buffalo, NY; Chicago, IL; El Paso, TX; Indianapolis, IN; Nashville, TN; Portland-Auburn, ME; and Spokane, WA) contained at least one ownership duopoly; the eighth market, Atlanta, GA, contained no duopolies and was chosen as a control.

Although this is a case study and does not purport to be representative of all U.S. markets, the sample includes over one-quarter of all the broadcast TV station duopolies in the nation. It also captured about one-fifteenth of the non-duopolies in duopoly markets (duopolies are restricted to a subset of larger markets, so duopolies are not allowed in all markets).

The week in March was chosen to represent *typical* (non-sweeps, non-holiday, non-major sporting event) scheduling. In both years, early rounds of the NCAA basketball play-offs were held during the sample week, so it is likely that the timing of the children's programs on CBS affiliate stations were impacted by the basketball schedule, although most of these stations aired a full complement of their children's offerings.

Children's programs were defined as shows meeting at least one of the following criteria:

- They were listed in *TV Guide* with a TV-Y or TV-Y7 rating;
- They were listed in *TV Guide* with an E/I designation;
- They were listed in a station's *Federal Communications Commission Children's Television Programming Report* (Form 398).

Each program episode that met the selection criteria was included in the analysis.

Repurposing information was collected by checking each market's *TV Guide* for the appropriate week. Programs that aired on more than one channel widely available in the markets (broadcast or cable) during the sample week were determined to be repurposed.

All data were collected and coded by Katharine Heintz, Ph.D. To ensure reliability, all of the programs for one market (Indianapolis, IN) were coded by one other trained coder. The percent of agreement between coders was calculated. All of the variables included in this analysis received a level of agreement of at least 95%.

All data were analyzed by Katharine Heintz, Ph.D. and Mark Cooper, Ph.D. to determine whether changes in the number of children's programs, hours of children's programs, available program hours, and amount of repurposing were significant. Using chi-square tests, ANOVA, and t-tests, data were analyzed on a macro level to assess changes in programming across all markets and on a micro level to assess changes in programming within individual markets. All significant differences are identified in the report.

Appendices:

Appendix A: Commercial Broadcast Stations in Sample Markets; DMA Rank; Number of Duopolies; Duopolies/Triopoly Indicated

Atlanta Rank: 9 No Duopolies	Buffalo Rank: 49 2 Duopolies	Chicago Rank: 3 3 Duopolies	El Paso Rank: 99 1 Duopoly	Indianapolis Rank: 25 2 Duopolies	Nashville Rank: 30 1 Triopoly	Portland- Auburn Rank: 74 1 Duopoly	Spokane Rank: 78 1 Duopoly
WSB-2	WGRZ-2	WBBM-2	KDBC-4	■ WTTV-4	WKRN-2	WCSH-6	● KREM-2
WAGA-5	● WIVB-4	● WMAQ-5	KVIA-7	WRTV-6	WSMV-4	WMTW-8	KXLY-4
WXIA-11	WKBW-7	WLS-7	KTSM-9	● WISH-8	WTVF-5	WGME-13	KHQ-6
WPXA-14	● WNLO-23	WGN-9	KFOX-14	WTHR-13	● WZTV-17	WPFO-23	● KSKN-22
WTBS-17	WNYB-26	WCIU-26	● KINT-26	● WNDY-23	WNPX-28	● WPME-35	KOUP-28
WUVG-34	■ WUTV-29	■ WFLD-32	KTDO-48	WHMB-40	● WUXP-30	● WPXT-51	KAYU-28
WATL-36	■ WNYO-49	WWTO-35	● KTFN-65	WCLJ-43	WHTN-39		KGPM-34
WGCL-46	WPXJ-51	WCPX-38		■ WXIN-59	WPGD-50		KVBI-42
WHSG-63	WNGS-67	● WSNS-44		WIPX-63	● WNAB-58		
WUPA-69		■ WPWR-50			WJFB-66		
		▲ WXFT-60					
		WJYS-62					

Note: Duopolies/triopolies are indicated by matching symbols (●, ■, ▲) that accompany station names.

Appendix B: Locally-Produced Programs in Sample Markets; 1998 and 2006

1998		2006	
Title of Local Program	Market	Title of Local Program	Market
Feed Your Mind	Atlanta	Feed Your Mind	Atlanta
High Q	Atlanta	High Q	Atlanta
Bozo Super Sunday Show	Chicago	Homework Show	Chicago
Different Drummers	Chicago	Know Your Heritage	Chicago
GANG Life	Chicago	The Brain Game	Indianapolis
Lift Jesus Higher	Chicago		
Up N Running	Chicago		

Appendix C: 1998 Program List

(Note: Programs in bold are identified as E/I by at least one station)

1. **101 Dalmations**
2. **Adventures of Oliver Twist**
3. Adventures of Sonic the Hedgehog
4. **Algo's Factory**
5. **All Dogs Go to Heaven**
6. **All New Captain Kangaroo**
7. Animal Rescue
8. Animaniacs
9. Animated Classics
10. **At the Zoo**
11. **Bananas in Pajamas/Crayon Box**
12. **Beakman's World**
13. Beast Wars
14. Beetleborgs Metallix
15. **Best of At the Zoo**
16. **Bill Nye the Science Guy**
17. **Bobby's World**
18. **Bookmice**
19. **Bozo Super Sunday Show**
20. Bugs and Tweety Show
21. Bugs N Daffy Show
22. **Camp Cariboo**
23. Captain Simian and the Space Monkeys
24. Casper
25. **C-Bear and Jamal**
26. **Channel Umptee-3**
27. **Circle Square**
28. **City Guys**
29. **Click**
30. **Colby's Clubhouse**
31. Dennis the Menace
32. Dino Babies
33. **Doug**
34. Dragon Ball Z
35. Duck Tales
36. Eerie, Indiana
37. **El Club de los Trigritos**
38. **Enchanted Tales**
39. Extreme Dinosaurs
40. Extreme Ghostbusters
41. **Faithville**
42. Fantastic Four
43. **Field Trip**
44. **Flying House**
45. **G.A.N.G. Life**
46. Garfield and Friends
47. **Giorgiomania**
48. Goosebumps
49. **Gospel Bill**
50. **Hang Time**
51. **High Q**
52. Imagineland
53. Incredible Hulk
54. Iron Man
55. **Jack Houston's Imagineland**
56. **Joy Junction**
57. Jumanji
58. **Jungle Cubs**
59. **Just Imagine**
60. **Just the Facts**
61. **Kid's Café**
62. **Kids Against Crime**
63. **Kids Like You**
64. Kids Worship
65. **Kolitas**
66. **Kristi's Manor**
67. **La Pinata Loca**
68. **Life with Louie**
69. **Lift Jesus Higher**
70. **Lift Off**
71. **Mark's Web World**
72. Men in Black: The Series
73. Mighty Ducks
74. Mowgli: Adventures of the Jungle Book
75. **Mr. Men**
76. Mummies Alive!
77. **NBA Inside Stuff**
78. Ned's Newt
79. **New Adventures of Captain Planet**
80. New Adventures of Voltron
81. **New Adventures of Winnie the Pooh**
82. New Batman/Spiderman Adventures
83. **New Ghostwriter Mysteries**
84. **New Zoo Revue**
85. **Nick News**
86. **Ninja Turtles: Next Mutation**
87. **Oscar's Orchestra**
88. **Pam and Buffy**
89. **Peer Pressure**
90. **Pepper Ann**
91. **Pet Playhouse**
92. Pinky and the Brain
93. **Popular Mechanics for Kids**
94. Power Rangers in Space
95. Power Ranges Turbo
96. Quack Pack
97. **Quigley's Village**
98. Real Adventures of Johnny Quest
99. **Recess**
100. Sailor Moon
101. Sam and Max
102. **Saved by the Bell: The New Class**
103. **Science Court**
104. Secret Place
105. Silver Surfer
106. **Sing Me A Story**
107. **Sonshiney Day**
108. Space Goofs
109. Spiderman
110. **Sports Illustrated for Kids**

- 111. Storybreak
- 112. Student Bodies
- 113. Sunshine Factory
- 114. Superbook
- 115. Superman
- 116. Sylvester and Tweety Mysteries
- 117. Teen Challenge
- 118. The Mask
- 119. Tiny Toon Adventures
- 120. Toon Town Kids
- 121. Toonsylvania
- 122. Ultimate Goosebumps
- 123. Up N Running
- 124. Vanpires
- 125. Wacky World of Tex Avery
- 126. Weird Al
- 127. Wheel of Fortune 2000
- 128. Wild Wild Web
- 129. X-Men
- 130. Young America Outdoors
- 131. Zorro
- 132. Just Kids
- 133. Worship for Kids
- 134. Becky's Barn
- 135. Jack Hanna's Animal Adventures
- 136. The Brain Game
- 137. Wild About Animals
- 138. Janice's Attic
- 139. Kids Club
- 140. Cyboars
- 141. Davey & Goliath
- 142. Gerbert
- 143. Get Real!
- 144. Computer Kids
- 145. Talk Box
- 146. Adventures in Dry Gulch
- 147. Plaza Sesamo
- 148. Different Drummers
- 149. Breaker High
- 150. Sweet Valley High

- 151. Scooby Doo
- 152. Flinstones
- 153. Super Looney Tunes
- 154. California Dreams
- 155. Feed Your Mind!
- 156. Jetsons

Appendix D: 2006 Program List

(Note: Programs in bold are identified as E/I by at least one station)

1. **Adventures in Dry Gulch**
2. **Adventures of Captain Planet**
3. **America's Most Talented Kids**
4. **Animal Action with Eddie and Greg**
5. **Animal Adventures**
6. **Animal Atlas**
7. **Animal Rescue**
8. **Animal Tails**
9. **Archie's Weird Mysteries**
10. **Awesome Adventures**
11. **B In Tune TV**
12. **Backyardigans**
13. **Becky's Barn**
14. Bedbug Bible Gang
15. **Bibleman**
16. **BJ's Teddy Bear Club**
17. **Blue's Clues**
18. Bratz
19. **Cherub Wings**
20. **Circle Square**
21. **CMJ Club Zone**
22. **Colby's Clubhouse**
23. **Cold Turkey**
24. **Coolfuel Roadtrip**
25. **Crash! Bang! Splat!**
26. **Critter Gitters**
27. **Darcy's Wild Life**
28. **Davey and Goliath**
29. **Different Drummers**
30. **Discovery Jones**
31. **Dooley and Pals**
32. **Dora, La Exploradora**
33. **Dora the Explorer**
34. **Earl the Emu**

35. Ecuadron del Aire
36. El Pequeno Elvis
37. Emperor's New School
38. Endurance
39. Exploration with Richard Wiese
40. Eyewitness Kids News
41. Faithville
42. Feed Your Mind!
43. Flight 29 Down
44. Flying House
45. G.I. Joe Sigma 6
46. Gerbert
47. Gina D's Kids Club
48. Go, Diego, Go
49. Gospel Bill
50. Greatest Heroes and Legends of the Bible
51. High Q
52. Homework Show
53. Inspector Gadget's Field Trip
54. Jacobo Dos Dos
55. Janice's Attic
56. Johnny Test
57. Joy Junction
58. Just Kids
59. Kicks Club
60. Kid's Center
61. Kids 10 Commandments
62. Kids Against Crime
63. Kids Like You
64. Kim Possible
65. Kingsley's Meadow
66. Knock Knock Show
67. Know Your Heritage
68. Lazy Town
69. Liberty's Kids
70. Lilo and Stitch
71. Little Bill
72. Loonatics Unleashed
73. LOVE 2 Talk
74. Magical DoReMi
75. Marilee Dawn and Friends
76. McGee and Me
77. Miss Charity's Diner
78. Mr. Henry's Wild and Wacky World
79. Mummies Alive!
80. NBA Access with Ahmad Rashad
81. Nino Problema
82. Outdoorsmen with Buck McNeely
83. Pahappahooey Island
84. Patrullo de Sapitos
85. Pet Keeping with Marc Morrone
86. Phil of the Future
87. Plaza Sesamo
88. Pokemon
89. Power Rangers Mystic Force
90. Proud Family
91. Real Life
92. Reino Animal
93. Rugrats
94. Sabrina, the Animated Series
95. Safari Tracks
96. Saved by the Bell
97. Missing
98. Sherlock Holmes in the 22nd Century
99. Sonic Underground
100. Sonic X
101. Strawberry Shortcake
102. Suite Life of Zack and Cody
103. Teen Kids News
104. Teenage Mutant Ninja Turtles
105. That's So Raven
106. The Batman
107. The Brain Game
108. The Littles
109. The Reppies
110. The Tribe
111. Time Warp Trio
112. Trading Spaces: Boys vs. Girls
113. Trollz
114. Tutenstein
115. Ultimate Choice
116. Viewtiful Joe
117. Vivan Los Ninos
118. Whaddyado?
119. Wild About Animals
120. Wild America
121. Winx
122. Worship for Kids
123. Xiolin Showdown
124. Zipi Zape

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Children Now is a nonpartisan, nonprofit organization dedicated to giving all children the opportunity to reach their full potential. Our work on children and media issues has made Children Now a leading national public policy organization working to ensure children have a healthy and diverse media environment.

1212 Broadway, 5th Floor
Oakland, CA 94612
childrennow.org
Phone: 510.763.2444
Email: info@childrennow.org

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Research conducted by: Katharine Heintz, Ph.D. and Mark Cooper, Ph.D.

Report written by: Christy Glaubke, M.A. and Eileen Espejo.

Editorial assistance: Patti Miller, Brian Kennedy, Kristi Schutjer-Mance and Kristin Gottschalk.

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