

Grantee Information

ID 5264
 Grantee Name KNHC-FM
 City Seattle
 State WA
 Licensee Type Local Authority

1.1 Employment of Full-Time Radio Employees

Please enter the number of FULL-TIME RADIO employees in the grids below. The first grid includes all female employees, the second grid includes all male employees, and the last grid includes all persons with disabilities.

1.1 Employment of Full-Time Radio Employees

| Major Job Category / Job Code / Joint Employee | African American Females | | Hispanic Females | | Native American Females | | Asian/Pacific Females | | White, Non-Hispanic Females | | Total |
|--|--------------------------|----------|------------------|----------|-------------------------|----------|-----------------------|----------|-----------------------------|----------|----------|
| | | | | | | | | | | | |
| Officials - 1000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Managers - 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionals - 3000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Clerical - 5100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Craftspersons (Skilled) - 5200 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Operatives (Semi-Skilled) - 5300 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laborers (Unskilled) - 5400 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service Workers - 5500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |

1.1 Employment of Full-Time Radio Employees

| Major Job Category / Job Code / Joint Employee | African American Males | | Hispanic Males | | Native American Males | | Asian/Pacific Males | | White, Non-Hispanic Males | | Total |
|--|------------------------|---|----------------|---|-----------------------|---|---------------------|---|---------------------------|---|-------|
| | | | | | | | | | | | |
| Officials - 1000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Managers - 2000 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| Professionals - 3000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|----------------------------------|----------|----------|----------|----------|----------|
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 |
| Office and Clerical - 5100 | 0 | 0 | 0 | 0 | 0 |
| Craftspersons (Skilled) - 5200 | 0 | 0 | 0 | 0 | 0 |
| Operatives (Semi-Skilled) - 5300 | 0 | 0 | 0 | 0 | 0 |
| Laborers (Unskilled) - 5400 | 0 | 0 | 0 | 0 | 0 |
| Service Workers - 5500 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 1 | 2 |

1.1 Employment of Full-Time Radio Employees

Jump to question **1.1**

Major Job Category /

Job Code /

Joint Employee

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-Skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

Persons with Disabilities

1

0

0

0

0

0

0

0

0

0

1

1.1 Employment of Full-Time Radio Employees

Jump to question **1.1**

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

White, Non-Hispanic female

1.2 Major Programming Decision Makers

Jump to question **1.2**

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager if appropriate. Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees; employees having the responsibility for making major programming decisions should be included in the counts for this item and again.

1.2 Major Programming Decision Makers

Jump to question **1.2**

Of the full-time employees reported in Question 1.1, how many, including the station general manager, have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers

Jump to question **1.2**

African American

Hispanic

Native American

Asian/Pacific

White, Non-Hispanic

Total

| | | | | | | |
|--|----------|----------|----------|----------|----------|----------|
| Female Major Programming Decision Makers | 0 | 0 | 0 | 0 | 1 | 1 |
| Male Major Programming Decision Makers | 0 | 0 | 0 | 0 | 2 | 2 |
| Total | 0 | 0 | 0 | 0 | 3 | 3 |

1.3 Employment of Part-Time Radio Employees

Please enter the number of PART-TIME employees in the grids below. The first grid includes all female employees, the second grid includes all male employees, and the last grid includes all persons with disabilities.

Jump to question **1.3** ▼

1.3 Employment of Part-Time Radio Employees

Jump to question **1.3** ▼

| Major Job Category / Job Code | African American Females | Hispanic Females | Native American Females | Asian/Pacific Females | White, Non-Hispanic Females | Total |
|----------------------------------|--------------------------|------------------|-------------------------|-----------------------|-----------------------------|----------|
| Managers - 2000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionals - 3000 | 0 | 1 | 0 | 0 | 1 | 2 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Clerical - 5100 | 0 | 0 | 0 | 0 | 1 | 1 |
| Craftspersons (Skilled) - 5200 | 0 | 0 | 0 | 0 | 0 | 0 |
| Operatives (Semi-skilled) - 5300 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laborers (Unskilled) - 5400 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service Workers - 5500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 1 | 0 | 0 | 2 | 3 |

1.3 Employment of Part-Time Radio Employees

Jump to question **1.3** ▼

| Major Job Category / Job Code | African American Males | Hispanic Males | Native American Males | Asian/Pacific Males | White, Non-Hispanic Males | Total |
|----------------------------------|------------------------|----------------|-----------------------|---------------------|---------------------------|-------|
| Officials - 1000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Managers - 2000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionals - 3000 | 0 | 0 | 0 | 0 | 2 | 2 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 1 | 1 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Clerical - 5100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Craftspersons (Skilled) - 5200 | 0 | 0 | 0 | 0 | 0 | 0 |
| Operatives (Semi-skilled) - 5300 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | |
|---------------------------|----------|----------|----------|----------|----------|
| Labors (Unskilled) - 5400 | 0 | 0 | 0 | 0 | 0 |
| Service Workers - 5500 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 3 | 3 |

1.3 Employment of Part-Time Radio Employees

Major Job Category / Job Code

Persons with Disabilities

| | |
|----------------------------------|----------|
| Officials - 1000 | 0 |
| Managers - 2000 | 0 |
| Professionals - 3000 | 0 |
| Technicians - 4000 | 0 |
| Sales Workers - 4500 | 0 |
| Office and Clerical - 5100 | 0 |
| Craftspersons (Skilled) - 5200 | 0 |
| Operatives (Semi-skilled) - 5300 | 0 |
| Labors (Unskilled) - 5400 | 0 |
| Service Workers - 5500 | 0 |
| Total | 0 |

1.4 Part-Time Employment

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

1.4 Part-Time Employment

Number working less than 15 hours per week

Jump to question 1.4 ▼ 3

1.4 Part-Time Employment

Number working 15 or more hours per week

Jump to question 1.4 ▼ 3

1.5 Full-Time Hiring

Enter the number of full-time employees in each category hired during the fiscal year. (Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

Jump to question 1.5 ▼

1.5 Full-Time Hiring

No full-time employees were hired (check here if applicable)

Jump to question 1.5 ▼

1.5 Full-Time Hiring

Jump to question 1.5 ▼

| Major Job Category / Job Code | Minority Female | Non-Minority Female | Minority Male | Non-Minority Male | Total |
|-------------------------------|-----------------|---------------------|---------------|-------------------|-------|
| Officials - 1000 | 0 | 0 | 0 | 0 | 0 |
| Managers - 2000 | 0 | 0 | 0 | 0 | 0 |
| Professionals - 3000 | 0 | 0 | 0 | 1 | 1 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | |
|--------------------------------------|----------|----------|----------|----------|----------|----------|
| Office / Service Workers - 5100-5500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 1 | 1 |

1.6 Full-Time and Part-Time Job Openings

Jump to question 1.6

Enter the total number of full-time and part-time openings that occurred during the fiscal year. Include both vacancies in previously filled positions and newly created positions. Include all positions that became available during the fiscal year, regardless of whether they were filled during the year. If a job opening was filled during the year, include it regardless of whether it was filled by an internal or an external candidate. Do not include as job openings any positions created through the promotion of an employee who stays in essentially the same job but has a different title (i.e. where there was no vacancy or newly created position to be filled). If no full-time or part-time job openings occurred, please enter zero.

1.6 Full-Time and Part-Time Job Openings

Jump to question 1.6

Number of full-time and part-time job openings

Jump to question 1.6

1.7 Hiring Contractors

Jump to question 1.7

During the fiscal year, did you hire independent contractors to provide any of the following services?

1.7 Hiring Contractors

Jump to question 1.7

Check all that apply

Underwriting solicitation related activities



Direct Mail

Telemarketing

Other development activities

Legal services



Human Resource services

Accounting/Payroll

Computer operations

Website design

Website content

Broadcasting engineering



Engineering

Program director activities

None of the above

Comments

Question

Comment

June

Emily

Jon

Bruce

Drew

June

June

Jon and Drew

Question Comment
 Ody
 Harmony
 Lane
 Hans & Richard
 Matt
 Bruce

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: **2.1**

| | # of Employees | Avg. Annual Salary | Average Tenure |
|---|----------------|--------------------|----------------|
| Chief Executive Officer | 1,00 | \$ 111,325 | 3 |
| Chief Executive Officer - Joint | | | |
| Chief Operations Officer | | | |
| Chief Operations Officer - Joint | | | |
| Chief Financial Officer | 1,00 | \$ 64,200 | 18 |
| Chief Financial Officer - Joint | | | |
| Publicity, Program Promotion Chief | | | |
| Publicity, Program Promotion Chief - Joint | | | |
| Communication and Public Relations, Chief | | | |
| Communication and Public Relations, Chief - Joint | | | |
| Programming Director | 1,00 | \$ 60,000 | 18 |
| Programming Director - Joint | | | |
| Production, Chief | | | |
| Production, Chief - Joint | | | |
| Executive Producer | | | |
| Executive Producer - Joint | | | |
| Producer | | | |
| Producer - Joint | | | |
| Development, Chief | 1,00 | \$ 64,200 | 1 |
| Development, Chief - Joint | | | |
| Member Services, Chief | | | |
| Member Services, Chief - Joint | | | |
| Membership Fundraising, Chief | | | |
| Membership Fundraising, Chief - Joint | | | |
| On-Air Fundraising, Chief | | | |
| On-Air Fundraising, Chief - Joint | | | |
| Auction Fundraising, Chief | | | |

| | | | |
|--|-------|--------|---|
| Auction Fundraising, Chief - Joint | | | |
| Underwriting, Chief | | | |
| Underwriting, Chief - Joint | | | |
| Corporate Underwriting, Chief | | | |
| Corporate Underwriting, Chief - Joint | | | |
| Foundation, Underwriting, Chief | | | |
| Foundation Underwriting, Chief - Joint | | | |
| Government Grants Solicitation, Chief | | | |
| Government Grants Solicitation, Chief - Joint | | | |
| Operations and Engineering, Chief | | | |
| Operations and Engineering, Chief - Joint | | | |
| Engineering, Chief | | | |
| Engineering Chief - Joint | | | |
| Broadcast Engineer 1 | | | |
| Broadcast Engineer 1 - Joint | | | |
| Production Engineer | | | |
| Production Engineer - Joint | | | |
| Facilities, Satellite and Tower Maintenance, Chief | | | |
| Facilities, Satellite and Tower Maintenance, Chief - Joint | | | |
| Technical Operations, Chief | | | |
| Technical Operations, Chief - Joint | | | |
| Education, Chief | | | |
| Education, Chief - Joint | | | |
| Information Technology, Director | | | |
| Information Technology, Director - Joint | | | |
| Volunteer Coordinator | | | |
| Volunteer Coordinator - Joint | | | |
| News / Current Affairs Director | | | |
| News / Current Affairs Director - Joint | | | |
| Music Director | | | |
| Music Librarian/Programmer | | | |
| Announcer / On-Air Talent | 1,000 | 46,800 | 3 |
| Announcer / On-Air Talent - Joint | | | |
| Reporter | | | |
| Reporter - Joint | | | |

| | | | |
|--|--|-----------------|-----------|
| Public Information Assistant | | \$ | |
| Public Information Assistant - Joint | | \$ | |
| Broadcast Supervisor | | \$ | |
| Broadcast Supervisor - Joint | | \$ | |
| Director of Continuity / Traffic | | \$ | |
| Director of Continuity / Traffic - Joint | | \$ | |
| Events Coordinator | | \$ | |
| Events Coordinator - Joint | | \$ | |
| Web Administrator/Web Master | | \$ | |
| Web Administrator/Web Master - Joint | | \$ | |
| Total | | \$ 5,000 | 43 |

Comments

Question

Comments

No Comments for this section

3.1 Governing Board Method of Selection

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection

Ex-Officio (Automatic membership because of another office held)

Jump to question ▼

3.1 Governing Board Method of Selection

Appointed by government legislative body (including school board) or other government official (e.g. governor)

Jump to question ▼

3.1 Governing Board Method of Selection

Elected by community/membership

Jump to question ▼

3.1 Governing Board Method of Selection

Other (please specify below)

Jump to question ▼

3.1 Governing Board Method of Selection

Jump to question ▼

3.1 Governing Board Method of Selection

Elected by board of directors itself (self-perpetuating body)

Jump to question ▼

3.1 Governing Board Method of Selection

Total number of board members (Automatic total of the above)

Jump to question ▼

3.2 Governing Board Members

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

Jump to question ▼

3.2 Governing Board Members

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

Jump to question ▼

3.2 Governing Board Members

Jump to question 3.2

| | African American | Hispanic | Native American | Asian / Pacific | White, Non-Hispanic | Total |
|----------------------|------------------|----------|-----------------|-----------------|---------------------|----------|
| Female Board Members | 0 | 0 | 0 | 1 | 3 | 4 |
| Male Board Members | 0 | 0 | 2 | 0 | 1 | 3 |
| Total | 0 | 0 | 2 | 1 | 4 | 7 |

3.2 Governing Board Members

Jump to question 3.2

Number of Vacant Positions

0

3.2 Governing Board Members

Jump to question 3.2

Total Number of Board Members (Total should equal the total reported in Question 3.1.)

7

3.2 Governing Board Members

Jump to question 3.2

Number of Board Members with disabilities

0

Comments

Question

Comment

Zack DeWolff, Scott Pinkham

Betty Patu

Leslie Harris, Jill Geary, Eden Mack

Rick Burke

4.1 Community Outreach Activities

Jump to question 4.1

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

4.1 Community Outreach Activities

Jump to question 4.1

Produce public service announcements?

Yes

Did the public service announcements have a specific, formal component designed to be of special service to the educational community?

Yes

Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?

Yes

Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?

Yes

Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Produce/distribute informational materials based on local or national programming?

Yes

Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?

No

Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Host community events (e.g. benefit concerts, neighborhood festivals)?

Yes

Did the community events have a specific, formal component designed to be of special service to the educational community?

No

Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Provide locally created content for your own or another community-based computer network/web site?

Yes

Did the locally created web content have a specific, formal component designed to be of special service to the educational community? No

Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes

Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)? Yes

Did the partnership have a specific, formal component designed to be of special service to the educational community? Yes

Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes

Comments

Comments

No Comments for this section

5.1 Radio Programming and Production

Instructions and Definitions:

5.1 Radio Programming and Production

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

| | For National Distribution | For Local Distribution/All Other | Total |
|--|---------------------------|----------------------------------|--------------|
| Music (announcer in studio playing principally a sequence of musical recording) | 54 | 8,164 | 8,218 |
| Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter) | 0 | 5 | 5 |
| News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs) | 0 | 0 | 0 |
| Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter) | 0 | 0 | 0 |
| All Other (incl. sports and religious — Do NOT include fundraising) | 0 | 0 | 0 |
| Total | 54 | 8,169 | 8,223 |

5.1 Radio Programming and Production

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/Pacific Islander.)

5.1 Radio Programming and Production

Approx Number of Original Program Hours Jump to question 5.1 ▼

268

Comments

Comments

No Comments for this section

6.1 Telling Public Radio's Story

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2018. Responses may be shared with Congress or the public. Grantees are required to post a copy

Joint licensee Grantees that have filed a 2018 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions

of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. This section had previously been optional. Response to this section of the SAS is now mandatory.

below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

[Jump to question 6.1](#)

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multipatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

Throughout the year, we participate in community ascertainment meetings with other area broadcasters. At these meetings, we are introduced to a wide variety of organizations working to meet the needs of our community. Many of them are not the challenges that get a lot of press or recognition but that are still of great importance to the health and well-being of our citizens. In 2018, we renewed our partnership with the Office of Civil Rights to support the needs of, and bring awareness to the LGBTQIA community. During PRIDE month, we aired interstitial messages from a broad range of community voices in support of the community. Our community is facing a housing crisis with a growing population, rising prices, and limited options for low- and some middle-income residents. We devoted a significant number of hours of public affairs programs to explore this topic.

6.1 Telling Public Radio's Story

[Jump to question 6.1](#)

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

In an effort to engage a youthful generation with broadcast and social media communications, we provided hands-on instruction to more than 100 high-school aged students. They honed on-air skills, produced content, and wrote social media for the station. We partnered with the Seattle Office of Civil Rights to produce pronoun awareness buttons, distributed them to public schools throughout the region and to community members through more than a dozen area business and at Seattle PRIDE. We partnered with Seattle PRIDE to promote their annual festival and hosted a booth engage participants. At that event, we distributed more than 6,000 temporary tattoos and hundreds of pronoun buttons.

6.1 Telling Public Radio's Story

[Jump to question 6.1](#)

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

One of our key initiatives was transgender awareness. At Seattle PRIDE, we distributed more than 500 pronoun awareness buttons to attendees. Health educators within Seattle Public Schools requested 1,500 pronoun awareness buttons to use in conjunction with transgender curriculum. In addition, PRIDE clubs at all 17 Seattle Public High Schools received hundreds of pronoun awareness buttons to distribute to club members and supporters.

6.1 Telling Public Radio's Story

[Jump to question 6.1](#)

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2018, and any plans you have made to meet the needs of these audiences during Fiscal Year 2019. If you regularly broadcast in a language other than English, please note the language broadcast.

Our Latin Dance program, Carnaval Mix, broadcast with a mixture of English and Spanish language conversation. The host includes information of interest to Spanish-speaking and non-Spanish-speaking listeners.

6.1 Telling Public Radio's Story

[Jump to question 6.1](#)

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

This year, we were able to interact with our audience and non-listeners on a regular basis through increased participation in community events. Regular contact with the community, in person, gave us the opportunity to learn more about their needs and talk about potential program enhancements. In addition, we were able to increase the number of potential listeners to our Calle Chill program. As of December 31st, 36 stations – serving 42 communities – in 17 states, were carrying the show.

Comments

Question

Comment

No Comments for this section

7.1 Journalists

[Jump to question 7.1](#)

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

| Job Title | Full Time | Part Time | Contract | Native | Frontline | African-American | Hispanic | Native American | Asian Pacific | White Non-Hispanic | Other |
|---|-----------|-----------|----------|----------|-----------|------------------|----------|-----------------|---------------|--------------------|----------|
| News Director | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assistant News Director | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Managing Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Executive Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Associate Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reporter/Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Host/Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Beat Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Anchor/Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Anchor/host | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Videographer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Video Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other positions not already accounted for | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Comments

No Comments for this section