

**Grantee Information**

<b>ID</b>	1325
<b>Grantee Name</b>	KZET-FM
<b>City</b>	Cortez
<b>State</b>	CO
<b>Licensee Type</b>	Community

**1.1 Employment of Full-Time Radio Employees**

Jump to question: 1.1

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**

Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi- Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

**1.1 Employment of Full-Time Radio Employees**

Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="4"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="4"/>

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

1.1 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).

While male Hispanic male

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, by job category above, in the full-time employee Question 1.1.

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	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>

Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

**1.3 Employment of Part-Time Radio Employees**Jump to question: [1.3](#)

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.

**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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

**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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code

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

1.4 Part-Time Employment

Jump to question: 1.4

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

Jump to question: 1.4

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question: 1.4

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question: 1.5

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.)

1.5 Full-Time Hiring

Jump to question: 1.5

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

☐

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

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

3

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
No Comments for this section	

2.1 Corporate Management

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 58,916	4
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$ 0	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>		\$	
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>		\$	
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question: 2.1

Please list the Other Job titles in this sub-category not listed above

**2.2 Communication and Promotions**

Jump to question: 2.2

<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Head of Audience</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Head of Audience - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Social Media Specialist / Manager</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Social Media Specialist / Manager - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

**2.2 Communication and Promotions**

Jump to question: 2.2

Please list the Other Job titles in this sub-category not listed above

**2.3 Programming and Productions**

Jump to question: 2.3

<u>Programming Director</u>	<input type="text" value="1.00"/>	\$	<input type="text" value="45,750"/>	<input type="text" value="12"/>
Programming Director - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Digital Content Director</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Digital Content Director - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Digital Project Manager</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Digital Project Manager - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Managing Director, Audience Engagement</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

**2.3 Programming and Productions**

Jump to question: 2.3


Please list the Other Job titles in this sub-category not listed above

**2.4 Development and Fundraising**

Jump to question: 2.4

<u>Development, Chief</u>	<input type="text" value="1.00"/>	\$	<input type="text" value="45,000"/>	<input type="text" value="4"/>
Development, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Major Giving Fundraising Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.4 Development and Fundraising**Jump to question:  

Please list the Other Job titles in this sub-category not listed above

**2.5 Underwriting and Grant Solicitation**Jump to question:  

<a href="#">Underwriting, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="46,500"/>	<input type="text" value="6"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Corporate Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.5 Underwriting and Grant Solicitation**Jump to question:  

Please list the Other Job titles in this sub-category not listed above

**2.6 Broadcast Engineering and Information Technology**Jump to question:  

<a href="#">Operations and Engineering, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Engineering Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Engineer 1</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production Engineer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Facilities, Satellite and Tower Maintenance, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Technical Operations, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Information Technology, Director</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Web Administrator/Web Master</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.6 Broadcast Engineering and Information Technology**Jump to question:  

Please list the Other Job titles in this sub-category not listed above

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7

<a href="#">News / Current Affairs Director</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Music Director</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Music Librarian/Programmer</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Announcer / On-Air Talent</a>	<input type="text" value="1.00"/>	\$	<input type="text" value="41,000"/>	<input type="text" value="1"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Reporter</a>	<input type="text" value="1.00"/>	\$	<input type="text" value="40,000"/>	<input type="text" value="1"/>
Reporter - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Public Information Assistant</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Broadcast Supervisor</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Director of Continuity / Traffic</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7

Please list the Other Job titles in this sub-category not listed above

2.8 Education and Community Engagement

Jump to question: 2.8

<a href="#">Education, Chief</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Volunteer Coordinator</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<a href="#">Events Coordinator</a>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	<input type="text" value="6.00"/>	\$	<input type="text" value="277,166"/>	<input type="text" value="28"/>

2.8 Education and Community Engagement

Jump to question: 2.8

Please list the Other Job titles in this sub-category not listed above

Comments

Question	Comment
No Comments for this section	

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

Jump to question: 3.1

Ex-Officio (Automatic membership because of another office held)	<input type="text"/>
------------------------------------------------------------------	----------------------

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

3.1 Governing Board Method of Selection

Elected by community/membership

Jump to question: 3.1

3.1 Governing Board Method of Selection

Other (please specify below)

Jump to question: 3.1

3.1 Governing Board Method of Selection

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

Jump to question: 3.1

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

3.2 Governing Board Members

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

Jump to question: 3.2

3.2 Governing Board Members

Jump to question: 3.2

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text" value="6"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

3.2 Governing Board Members

Number of Vacant Positions

Jump to question: 3.2

3.2 Governing Board Members

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

Jump to question: 3.2

3.2 Governing Board Members

Number of Board Members with disabilities

Jump to question: 3.2

Comments

Question Comment

No Comments for this section

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

	Yes/No
Produce public service announcemnts?	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?	Yes
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?	Yes
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?	Yes
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 commerical 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

**Question** **Comment**

No Comments for this section

5.1 Radio Programming and Production

Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1

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.)

5.1 Radio Programming and Production

Jump to question: 5.1

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="3,000"/>	<input type="text" value="3,000"/>
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)	<input type="text"/>	<input type="text" value="50"/>	<input type="text" value="50"/>
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)	<input type="text"/>	<input type="text" value="21"/>	<input type="text" value="21"/>

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)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="3,071"/>	<input type="text" value="3,071"/>

5.1 Radio Programming and Production

Jump to question: 5.1

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

Jump to question: 5.1

Approx Number of Original Program Hours

Comments

Question	Comment
No Comments for this section	

6.1 Telling Public Radio's Story

Jump to question: 6.1

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 2022. Responses may be shared with Congress or the public. Grantees are required to post a copy 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.**

**Joint licensee Grantees that have filed a 2022 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 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 multiplatform 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.

"KZET's mission is to inform, entertain and empower the people of the Four Corners area region through news, arts, culture, and public media service." The Four Corner region includes Colorado, Arizona, New Mexico, and Utah, including the Ute Mountain Ute Tribe and portions of the Navajo Nation." Our goal is to be a trusted convener of essential conversations in our community via our news department and other community programs. Our approach is to: - Report local news daily. Provide professional, credible local, regional and national news coverage. -Leverage partnerships to source content; -Support local nonprofit and government organizations by sharing their information on the air; -Use our multi-platform assets—including news and music streaming, social media platforms, a satellite studio network, and a 120-seat venue—to develop programming and audience engagement; -Train volunteers to create media, i.e., music and news programming; -Provide high-quality music service; and - Produce digital content to reach different audiences New audiences continue to emerge with the establishment of KZET's news department in 2015.. KZET's news department returned to just one employee due to the increase in salaries across the country and a highly competitive hiring market. We like many other stations our size struggle with attracting and keeping reporters in our rural market. It would have been really great if the Local News Sustainability Act would have been passed by congress as a part of President Bidens infrastructure bill. Our partnerships with other organizations to source content diversify KZET/KSJD's offerings as well. KZET/KSJD utilizes volunteers, and programmers, to share their professional knowledge with the community from a variety of backgrounds, including the agricultural community, natural resources, and the arts. In 2022, KZET/KSJD's news department produced a wide variety of multiplatform news and public affairs content. Local news stories from 1-5 minutes, in-depth interviews on local issues, regional stories, and in-depth interviews from 1-15 minutes, all broadcast as well as adapted for digital content. The news department increased its local news from 2 to 5 days a week. KSJD collaborated with other news-producing ration stations in the region to broaden our content further for the interests of our listeners. Our collaboration with Rocky Mountain Community Radio continues to allow us to both broaden our reach of sending out content and also locally broadcasting stories from around the state to better connect our rural location to the capital. We received a grant from the Colorado Media Project to share a reporter with Four Corners Public Radio - KUTE/KSUT. That reporter's beat to cover underserved voices in our collective regions. The reporter has a particular focus on Indigenous communities, as well as Hispanic and LGBTQ. We received the America Amplified grant to expand our coverage in our listening are in order to reach new listeners with more targeted content.

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.

A. Key initiatives in 2022 included: -Working our America Amplified Grant to expand our audience. Attended events, did public surveys and

outreach to meet and educate folks about KSJD. Listened to them to hear what kinds of news stories they wanted us to do. -Cross-cultural storytelling through our in-house produced podcast, Mesa Verde Voices. We continues Health and Prevention reporting this year to address the continuum of care in the broader health care system. Key issues in our rural community are mental health care, homelessness, the health impacts therein, and access to health care. -Expanding our digital offerings to reach our listeners via multiple platforms and to grow our audience. We continued Lightswitch a program to amplify the voices of our community thru telling their story. We also created Field Work, story telling from scientists front he field. Local News In August 2015, KZET began producing news around issues such as the local government, local school districts, rural issues, economy, health care, public lands, water management, education, agriculture, and arts and culture. Those goals continue to direct the editorial content of the news department. In 2022 we lost both our reporters and spent over 7 months trying to hire a replacement for 1, but were able to get a reporter in about 2 months after the News Director left. Hiring and retaining people to work in rural areas has become increasing difficult with inflation and stagnant salaries. B. Partnerships Vital to advancing KSJD's initiatives is a capacity to leverage partnerships, both locally and across the public media network. For example, partnerships with KUNC, KJZZ, and CPR provide coverage and resources that KZET uses every day that contextualize local and regional offerings. A partnership with 18 stations in Colorado, Utah, New Mexico, and Wyoming. called Rocky Mountain Community Radio provides ongoing State House Reports from Denver, CO, throughout the year and investigative reporting capacity as well. Rocky Mountain Community Radio and Rocky Mountain PBS produced several features about the local arts and music scene in the KZET listening area. KZET continues its involvement in Rocky Mountain Community Radio (RMCR), a partnership with 17 other stations. The RMCR membership also includes monthly calls and training at conferences for journalists as well as other station staff positions, an initiative that is essential in today's anti-media environment. Today, KZET produces a daily local newscast to supplement its public affairs programming-- long-form public affairs interviews covering topics such as education, local government, agriculture, wildfire, economic development, community engagement, public lands, and politics. In 2022 RMCR hired a Managing Editor to help improve statewide coverage from the 11 participating news rooms. Podcasting KZET/KSJD launched the Mesa Verde Voices podcast in 2017 (it continues today). In partnership with the Mesa Verde Museum Association (a local tourism bureau) and Mesa Verde National Park, the goal is to distribute the podcast to benefit the maximum number of visitors with a deeper understanding of the challenges of southwestern Colorado in both the past and the present through stories about people, places, and agriculture in the American Southwest. This project was conceived as a way to convene local assets--the people of the Four Corners Region--and leverage KZET/KSJD's assets to develop a product that advances public service entertainment for a broader audience. To date, there have been two seasons of five episodes each and 20,000 unique downloads. The collaboration is planning on many more seasons and season three is underway. KZET also worked with the local historical society to produce a podcast for a local walking tour in Podcast form. Health and Prevention reporting. Collaborated with the county health department, local hospital, and a regional prevention program to cover relevant, rural health care issues in our listening area. We investigate and report bi-monthly on a variety of health care issues. KZET continues to provide broadcast content to KXWR at Dine College. We are planning to work together to leverage KZET's large broadcast area so that KXWR can reach more people with programming that serves (as its licensee does) the Navajo Nation. This innovative approach will also support KZET's efforts to be relevant to the diverse community it serves. We consider KXWR to be a Satellite Studio when we rebroadcast their live programming.

### 6.1 Telling Public Radio's Story

Jump to question:  

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.

Local news on KSJD is impacting the community. KSJD News connected more deeply with our community for the first 9 months of the year through increased reporting and live in-person events. More features, lots of in-person engagement with our News Director. KZET and KUTE partnered on a grant to share a reporter to cover underserved voices in our collective listening area. In September of 2022, our shared reporter started and began covering the indigenous communities served by both our signals and also covered the LGBTQ community and the LatinX community as well. Our partnership with the local hospital launched a new reporting effort in 2021 and continued into 2022. We produce a bi-weekly Health and Prevention reporting feature that is a partnership with the local hospital, health department, and prevention nonprofit. We partnered with local businesses, art galleries, and cultural organizations to support a monthly downtown business district event. While our support was primarily promotion, we also participated for one month. We partner with nonprofits by sponsoring events and allowing them to use our event space at a reduced cost or for free. Our community calendar continues to be the place for local and regional nonprofits to promote their events all year long. This listener comment is indicative of the impact: "Your local news programming is a very welcome addition to the area. I don't know of any other station that offers any meaningful local news and weather whatsoever... The Journal [the remaining weekly newspaper in Montezuma County] is a mere shadow of what it once was and the Dolores and Mancos "sections" are but a bare page or two which insult the memory of what were once well regarded papers. If you stepped in to fill that void you'd gain a lot of listeners--and respect." This sentiment continues in 2022. KZET has operated a Satellite Studio in Rico for more than seven years. Beginning in 2017, KZET received funds from the Rico Center and the Telluride Foundation, two local granting organizations, to deepen civic engagement and community connections for Rico citizens. KICO, the translator in Rico, can be localized and does so each week broadcasting the town government meetings. In the far south in the KZET listener area, Dine College in rural Tsaile, Arizona, rebroadcasts our signal with an LP-FM radio facility to serve an unserved community in Northeast Arizona. We are working with the administration to develop programming opportunities for cultural preservation.

### 6.1 Telling Public Radio's Story

Jump to question:  

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 2022, and any plans you have made to meet the needs of these audiences during Fiscal Year 2023. If you regularly broadcast in a language other than English, please note the language broadcast.

4. KZET and KUTE received a three-year grant to hire and share a reporter to report on underserved communities in our collective listening area. Primarily the Ute Mountain Ute, Southern Ute, and Navajo Nation. LGBTQ and LatinX communities as well. In September of 2022, the reporter started work and produced a variety of features and shorter news stories. KZET's work to assist Dine College on the Navajo Nation in securing and starting a KXWR-LP station was an engagement effort that began in 2012 and began to impact the community in 2016 when the station went live. Our ability to interact and plan with Dine College has been seriously hampered by Covid 19, but we hope to make some headway in 2023. CRP is an affiliate of Native Voice 1 and carries a variety of nationally distributed National Native News and Undercurrents. KZET's plans to meet the needs of a diverse audience include: -Recruiting minority leadership to the CRP Board of Directors. -Continuing to

seek out program offerings targeted to minority audiences. -Supporting the development of the LP-FM resource in Tsaile, Arizona. - Organizing events in our remote listening areas to better engage with those communities - Develop training programs to Recruit volunteers to create programming content. We have the program content created and are endeavoring to train remotely, but so far its not gained traction.

### 6.1 Telling Public Radio's Story

Jump to question:  

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?

CPB funding in general, makes it possible for KZET to thrive in a rural market with low population density and a modest economic base—the median individual income in large segments of the listener area is just \$26,000 annually. CPB funding gives small rural radio stations such as KZET a foundation of financial stability so that we can focus our energies on providing local, relevant news and cultural programming. Our listening area is poor and rural and tends to support the nonprofits that serve "basic needs." While we know our listeners appreciate our service, they can barely make ends meet. While our donors are few, they are loyal.

Comments

**Question** **Comment**

No Comments for this section

### 7.1 Journalists

Jump to question:  

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.

### 7.1 Journalists

Jump to question:  

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Other
News Director	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beat Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Host	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>

Comments

Question	Comment
No Comments for this section	
<b>8.1 Which Content Management System (CMS) is your station using?</b>	Jump to question: 8.1
CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.	
<b>8.1 Which Content Management System (CMS) is your station using?</b>	Jump to question: 8.1
Check all that apply	
Grove	<input checked="" type="checkbox"/>
Bento	<input type="checkbox"/>
WordPress	<input type="checkbox"/>
Drupal	<input type="checkbox"/>
Arc	<input type="checkbox"/>
None	<input type="checkbox"/>
<b>8.1 Which Content Management System (CMS) is your station using?</b>	Jump to question: 8.1
Other	
<b>8.2 Which Customer Relationship Management (CRM) System is your station using?</b>	Jump to question: 8.2
CRM is a platform for planning and tracking direct marketing and fundraising programs and lead campaigns; managing and tracking communications with prospective and current donors/members; and serves as a database for storing user, donor and/or member data to build profiles.	
<b>8.2 Which Customer Relationship Management (CRM) System is your station using?</b>	Jump to question: 8.2
Check all that apply	
CDP	<input type="checkbox"/>
Salesforce	<input checked="" type="checkbox"/>
Blackbaud	<input type="checkbox"/>
Carl Bloom	<input type="checkbox"/>
Roi Solutions	<input type="checkbox"/>
Hubspot	<input type="checkbox"/>
Adobe	<input type="checkbox"/>
SAP	<input type="checkbox"/>
None	<input type="checkbox"/>
<b>8.2 Which Customer Relationship Management (CRM) System is your station using?</b>	Jump to question: 8.2
Other	
<b>8.3 Which Email Service Provider (ESP) is your station using?</b>	Jump to question: 8.3
ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.	
<b>8.3 Which Email Service Provider (ESP) is your station using?</b>	Jump to question: 8.3
Check all that apply	
Mailchimp	<input checked="" type="checkbox"/>

Hubspot

Constant Contact

GoDaddy

None

☐☐☐☐

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3

Other

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Marketing Automation Platform is a platform to automate marketing actions or tasks, streamline marketing workflows, and measure the outcomes of marketing campaigns. These tools provide a central marketing database for all marketing information and interactions, create segmented, personalized, and timely marketing experiences for donors and members. They also provide automation features across multiple aspects of marketing including email, social media, lead generation, direct mail, digital advertising, and more.

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Check all that apply

Mailchimp Marketing Platform

Hubspot Marketing Hub

Active Campaign

Adobe

Piano.io

None

☐☐☐☐☐☒

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Other

Comments

Question

Comment

No Comments for this section