

Grantee Information

ID	1481
Grantee Name	KCUR-FM
City	Kansas City
State	MO
Licensee Type	University

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	0				3		3
Managers - 2000	0	1	0		4	1	6
Professionals - 3000	1	1	0	2	16	2	22
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100					0		0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	1	2	0	2	23	3	31

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	1				2		3
Managers - 2000					3		3
Professionals - 3000	2	2			12	2	18
Technicians - 4000						0	0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300					0		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="3"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="17"/>	<input type="text" value="2"/>	<input type="text" value="24"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▼

Major Job Category /  
Job Code /  
Joint Employee

Persons with Disabilities

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

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).

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" value="0"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="4"/>
Male Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="3"/>
Total	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="7"/>

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
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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" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="6"/>

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" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<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"/>
<b>Total</b>	<input type="text" value="2"/>	<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="4"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
<b>Total</b>	<input type="text" value="0"/>

#### 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

6

#### 1.4 Part-Time Employment

Jump to question: 1.4 ▼

Number working 15 or more hours per week

4

#### 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		2			2
Managers - 2000	1	1			2
Professionals - 3000	3	3	2	3	11
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
<b>Total</b>	4	6	2	3	15

#### 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

17

#### 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

Guerrero

Jones

Steigman, Haddix

Rodriguez

Janovy, Morris

Edgell

more than 1 race

2.1 Corporate Management

Jump to question: 2.1 ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 160,000	2
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>	1.00	\$ 100,000	1
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>	1.00	\$ 69,000	4
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>	1.00	\$ 82,400	9
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

Accountant, Admin Assistant, Human Resources

2.2 Communication and Promotions

Jump to question: 2.2 ▼

<u>Publicity, Program Promotion Chief</u>	1.00	\$ 80,000	1
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>	1.00	\$ 60,000	10
Communication and Public Relations, Chief - Joint		\$	

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>	1.00	\$ 60,000	1
Programming Director - Joint		\$	
<u>Production, Chief</u>		\$	
Production, Chief - Joint		\$	
<u>Executive Producer</u>		\$	
Executive Producer - Joint		\$	
<u>Producer</u>	9.00	\$ 47,196	4

Producer - Joint

\$

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>	<div>1.00</div>	\$	<div>82,954</div>	<div>8</div>
Development, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Member Services, Chief</u>	<div>1.00</div>	\$	<div>61,175</div>	<div>20</div>
Member Services, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Membership Fundraising, Chief</u>	<div>2.00</div>	\$	<div>84,554</div>	<div>5</div>
Membership Fundraising, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Major Giving Fundraising Chief</u>	<div>1.00</div>	\$	<div>70,000</div>	<div>1</div>
Major Giving Fundraising Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>On-Air Fundraising, Chief</u>	<div></div>	\$	<div></div>	<div></div>
On-Air Fundraising, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Auction Fundraising, Chief</u>	<div></div>	\$	<div></div>	<div></div>
Auction Fundraising, Chief - Joint	<div></div>	\$	<div></div>	<div></div>

2.4 Development and Fundraising

Jump to question: 2.4

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

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

<u>Underwriting, Chief</u>	<div></div>	\$	<div></div>	<div></div>
Underwriting, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Corporate Underwriting, Chief</u>	<div>1.00</div>	\$	<div>90,000</div>	<div>20</div>
Corporate Underwriting, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Foundation Underwriting, Chief</u>	<div>1.00</div>	\$	<div>70,350</div>	<div>2</div>
Foundation Underwriting, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Government Grants Solicitation, Chief</u>	<div></div>	\$	<div></div>	<div></div>
Government Grants Solicitation, Chief - Joint	<div></div>	\$	<div></div>	<div></div>

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

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

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

<u>Operations and Engineering, Chief</u>	<div>1.00</div>	\$	<div>76,000</div>	<div>20</div>
Operations and Engineering, Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Engineering Chief</u>	<div></div>	\$	<div></div>	<div></div>
Engineering Chief - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Broadcast Engineer 1</u>	<div></div>	\$	<div></div>	<div></div>
Broadcast Engineer 1 - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Production Engineer</u>	<div></div>	\$	<div></div>	<div></div>
Production Engineer - Joint	<div></div>	\$	<div></div>	<div></div>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<div></div>	\$	<div></div>	<div></div>

Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="80,000"/>	<input type="text" value="8"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<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: 2.6 ▼

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 ▼

<u>News / Current Affairs Director</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="76,900"/>	<input type="text" value="8"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="7.00"/>	\$ <input type="text" value="54,747"/>	<input type="text" value="15"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="21.00"/>	\$ <input type="text" value="58,941"/>	<input type="text" value="2"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<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 ▼

<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,000"/>	<input type="text" value="3"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="56.00"/>	\$ <input type="text" value="1,514,217"/>	<input type="text" value="144"/>

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)

### 3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

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

### 3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

Elected by community/membership

### 3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

Other (please specify below)

### 3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

### 3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

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

### 3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

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

### 3.2 Governing Board Members

Jump to question: **3.2** ▼

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.

### 3.2 Governing Board Members

Jump to question: **3.2** ▼

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

### 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" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>	<input type="text" value="1"/>	<input type="text" value="13"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="8"/>
Total	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="15"/>	<input type="text" value="1"/>	<input type="text" value="21"/>

### 3.2 Governing Board Members

Jump to question: **3.2** ▼

Number of Vacant Positions

### 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.)

### 3.2 Governing Board Members

Jump to question: **3.2** ▼

Number of Board Members with disabilities

### 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 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?	No
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?	No
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)	0	893	893
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)		65	65
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)		540	540
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
All Other (incl. sports and religious — Do NOT include fundraising)			0
Total	0	1,498	1,498

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.)

Approx Number of Original Program Hours

365

## 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 2021. 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 2021 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.

The mission of KCUR is to serve the needs and aspirations of the Greater Kansas City region with an accurate, credible, and unbiased media service that educates, engages, entertains, and enriches both individuals and our diverse community. KCUR strives to bring national issues and stories to Kansas City, and to take Kansas City's issues and stories to the nation. KCUR has a dedicated community engagement team that regularly hosts community listening sessions with various neighborhoods to better understand the kinds of things its residents are interested in. KCUR's Audience Development team helps us understand our audience better through identifying the kinds of stories our readers and listeners are interested in, developing platform-specific tools and guidelines. Through all of this work the Audience Development team is expanding KCUR's reach in the market. We have a daily one-hour talk show, Up To Date, that invites guests who provide expertise, insight, stories, and a wide range of perspectives, while also engaging our audience through call-in segments. Up To Date focuses on pressing issues and topics that have an impact on the Greater Kansas City region. KCUR's young friends' group, Gen Listen KC, seeks to engage and meet younger audiences by hosting an annual series of events and activities. This group is led by a volunteer, leadership council who advises KCUR on the kinds of events and content that are of interest to a younger demographic. In addition to daily reporting, KCUR delivers a daily news email, The Early Bird, that reports on local, regional and national news. KCUR also produces a weekly email, Creative Adventure, giving Kansas City-focused, topically themed exploration tips. Finally, KCUR creates and distributes podcasts on an array of topics of interest to our market, including a new daily news podcast, Kansas City Today. The podcast gets listeners in-the-mix of the day's top stories with conversationally designed audio storytelling. The audience of this podcast are young, local, and diverse. They are people seeking information and ways to engage but perhaps not regular radio listeners. This podcast audience are also loyal listeners and subscribers are growing month over month. Please visit our website [www.kcur.org](http://www.kcur.org) for an overview of the range and depth of KCUR's reporting and community engagement.

## 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.

KCUR has been named the lead station of NPR's new Midwest Newsroom (Hub). The Hub is a partnership between KCUR, St. Louis Public Radio, Iowa Public Radio, Nebraska Public Media News, and NPR to provide investigative journalism and in-depth reporting with a focus on Kansas, Missouri, Iowa and Nebraska. KCUR created and leads Harvest Public Media, a collaborative public media project that reports on important agriculture issues in the Midwest in three major clusters: food, fuel, and field. KCUR manages the work of reporters at three other public radio stations in other states and shares content with seven additional stations. Harvest content is regularly aired on NPR and other public radio and television stations and is picked up by newspapers and digital news sites throughout the region. KCUR also leads the Kansas News Service, a public media reporting collaborative between four stations that covers health, politics and education across the state of Kansas. The scope of this work dramatically enhanced the public media footprint and extended it into local newspapers across the state of Kansas. Additionally, KCUR is a lead station in the new Kansas City Media Collective (KCMC), a collaborative of public media nonprofit organizations. KCMC members include KCUR, Kansas City PBS/FIATland, The Beacon, Startland News and Missouri Business Alert, with American Public Square as a journalism-adjacent member. Trust, access and sustainability are the core values of the KCMC, with all work available as open-source and free to access. The Collective works to proactively identify solutions to address barriers to accessing local news through the creation, curation and distribution of trustworthy news and information. Members frequently co-create content, and all content is shared widely by the partners. KCUR is licensed to the University of Missouri and located on the Kansas City campus (UMKC). Two KCUR employees also serve on UMKC's faculty. The host of Up To Date is an associate teaching professor of journalism, and a frequent guest on KC PBS. The host and producer of Fish Fry is director of the Marr Sound Archives of the UMKC Library, and teaches at the Kansas City Art Institute. Several other KCUR employees are adjunct faculty leading courses in digital editing for radio, writing for the media, and communications studies.

## 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.

KCUR sets goals and measures progress for all aspects of our work. Through services that analyze Arbitron data, Google analytics, and social media analytics, KCUR demonstrates a steady broadcast audience and a growing digital audience. We continue to develop metrics that are appropriate for a public media organization. In addition to the partnerships named in the previous section, KCUR's position as a leader in collaboration has resulted in selection of Harvest Public Media for a Report for America fellow in 2021. Through this fellowship, we will partner with the University of Missouri's Mississippi River Basin Ag & Water Desk to secure our first-ever environmental reporter. Notably, the Ag & Water Desk is modeled on the Harvest Public Media, specifically named on its newsroom FAQ website. (The creation of Harvest Public Media was made possible in part with support from the CPB.) The local library was so pleased with the content of KCUR's local history podcast, A People's History of Kansas City, that it has again repeated its sponsorship of the A People's History podcast for a third season. KCUR hosts an annual fundraising gala, RadioActive, that has regularly seen a sellout of 1000+ friends of KCUR and public media. KCUR's three annual membership drives (Fall, Winter and Spring) regularly surpass their fundraising goals and brings in hundreds of comments from supporters who are grateful for the work KCUR does. We believe that these are strong indicators of KCUR's impact and the willingness of the community to support our continued work.

Jump to question: **6.1** ▼

All of the work, news, programming, and initiatives described above are infused with the desire to reach and communicate with diverse audiences. In addition to those initiatives, KCUR has added a full-time Race and Culture reporter to report on the underreported stories of underrepresented audiences. From the start of our coverage of the pandemic through the vaccine roll-out and related social, economic and health issues, KCUR and the Kansas News Service continue to ensure that underreported communities in Kansas City and in surrounding rural regions are well-represented in our coverage. This year, we have also increased the Spanish-language translations of many of our digital stories across both services. Reporting by KCUR and our Kansas News Service partners provides vital perspectives of those often left out of reporting by other outlets. The team's fact-based, in-depth reporting reflects the voices of the people living those stories and helps inform and engage a broad and diverse listening audience. KCUR is continuing its own Diversity, Equity, Inclusion and Belonging (DEIB) work and identifying ways it can improve its workplace and culture, and ultimately better serve its audience. One DEIB task force is focused exclusively on sourcing in order to better reflect the communities we serve, and one tool they have begun to implement is a source-tracking database. This will help us better understand who currently has a voice on our platforms and how we can better serve audiences that do not. In turn, this information helps guide editorial decisions in daily broadcast and digital content, special projects and wider strategic goals.

Jump to question: **6.1** ▼

CPB funding provides critical support for KCUR's journalism and is a compelling advantage to leverage as we seek to attract new funders to support our work. We know that we have the funding to carry core programming from NPR and to provide local news and stories of importance for our community. With this base of funding, KCUR demonstrates both financial stability and the capacity for innovation. As a result, KCUR receives generous financial support from several major philanthropic foundations in Kansas City. Funding from the CPB provides a steady base for KCUR to grow its community engagement work, enhance partnerships and collaborations, and advance its efforts to serve and support underserved audiences. Without the CPB-CSG, we would have to allocate other revenue streams to the core services, thus limiting our ability to launch initiatives, stay current with technology, and reach other goals as described above.

Question	Comment
No Comments for this section	

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.

Jump to question: **7.1** ▼

[illegible]

37	3	7	20	27	5	4	0	2	35	1	0
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Comment