

Grantee Information

ID	1404
Grantee Name	KANU-FM
City	Lawrence
State	KS
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	Total
Officials - 1000	<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" value="2"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Technicians - 4000	<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" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<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" value="0"/>
Operatives (Semi-Skilled) - 5300	<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" value="0"/>
Service Workers - 5500	<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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="5"/>

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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
Technicians - 4000	<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" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<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" value="0"/>
Laborers (Unskilled) - 5400	<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" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="11"/>	<input type="text" value="11"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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"/>
Craftpersons (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:

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:

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:

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:

African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
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Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="4"/>

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	Total
Officials - 1000	<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" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Technicians - 4000	<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" value="0"/>
Office and Clerical - 5100	<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" value="0"/>
Operatives (Semi-skilled) - 5300	<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" value="0"/>
Service Workers - 5500	<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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<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" value="0"/>
Craftspersons (Skilled) - 5200	<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" value="0"/>

Laborers (Unskilled) - 5400	<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" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<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"/>
Total	<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

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"/>	<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" 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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

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

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 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: [2.1](#) ▼

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="106,400"/>	<input type="text" value="3"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="87,370"/>	<input type="text" value="19"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<u>Chief Financial Officer</u>	1.00	\$ 60,900	11
Chief Financial Officer - Joint		\$	
<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	
Communication and Public Relations, Chief - Joint		\$	
<u>Programming Director</u>	1.00	\$ 65,697	31
Programming Director - Joint		\$	
<u>Production, Chief</u>		\$	
Production, Chief - Joint		\$	
<u>Executive Producer</u>		\$	
Executive Producer - Joint		\$	
<u>Producer</u>		\$	
Producer - Joint		\$	
<u>Development, Chief</u>	1.00	\$ 56,717	3
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>	1.00	\$ 47,308	4
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>		\$	
Membership Fundraising, Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>	2.00	\$ 42,499	2
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$	
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$	
Government Grants Solicitation, Chief - Joint		\$	
<u>Operations and Engineering, Chief</u>		\$	
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>		\$	

Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="56,470"/>	<input type="text" value="22"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<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"/>
<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>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>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="58,717"/>	<input type="text" value="21"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="45,364"/>	<input type="text" value="3"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="41,863"/>	<input type="text" value="20"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="46,947"/>	<input type="text" value="14"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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" value="1.00"/>	\$ <input type="text" value="37,735"/>	<input type="text" value="10"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,580"/>	<input type="text" value="3"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="16.00"/>	\$ <input type="text" value="804,567"/>	<input type="text" value="166"/>

Comments

Question Comment

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	Total
Female Board Members	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="2"/>
Male Board Members	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="1"/>	<input style="width: 50px;" type="text" value="6"/>	<input style="width: 50px;" type="text" value="7"/>
Total	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text" value="2"/>	<input style="width: 50px;" type="text" value="7"/>	<input style="width: 50px;" type="text" value="9"/>

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?	No
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?	No
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?	No
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?	No
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Provide locally created content for your own or another community-based computer network/web site?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	No
Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	No
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No

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" value="104"/>	<input type="text" value="3,380"/>	<input type="text" value="3,484"/>
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"/>	<input type="text" value="0"/>
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" value="1"/>	<input type="text" value="150"/>	<input type="text" value="151"/>
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" value="52"/>	<input type="text" value="52"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="105"/>	<input type="text" value="3,582"/>	<input type="text" value="3,687"/>

5.1 Radio Programming and Production

Jump to question:

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:

Approx Number of Original Program Hours

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2018. Responses may be shared with Congress or the public. Grantees are required to post a copy 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 2018 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions 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:

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 overall goal of Kansas Public Radio is to provide news, weather, music, information, and entertainment to listeners in a largely commercial-free environment. We provide unique and diverse cultural programming to underserved populations, presenting the kind of radio that commercial radio just doesn't typically provide - whether it's classical and jazz music or an hour-long panel discussion on state policy and politics. We even provide live coverage of the Kansas Governor's State of the State address since no other commercial radio or TV station will do it. The specific goal of the KPR News Department is to reach listeners with quality, in-depth news coverage and information - primarily about issues affecting all Kansans. That's why our news department focuses on Kansas state government as well as statewide health issues. We air ten, local daily newscasts, Monday through Friday, between Kansas Public Radio and KPR-2 (our HD news/talk radio station). KPR also airs a weekly public affairs program, KPR Presents, and we produce numerous, in-depth reports, features, and local commentaries. Most of what we put on the air also appears on our website. Certain elements of programming are also shared on social media platforms; particularly Facebook and Twitter. One of KPR's community partners is the Kansas Audio-Reader Network (a radio reading service for the blind and print disabled). We share a number of resources with Audio-Reader and some of KPR's news content airs on Audio-Reader broadcasts. We partner with student journalists and marketing majors from a variety of universities in our area through internships with our news, programming, and development departments.

6.1 Telling Public Radio's Story

Jump to question:

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.

The KPR news department has long collaborated with other public radio stations and non-profit news media outlets in Kansas and Missouri.

Our collaborations include partnerships with five public radio stations in Kansas and Missouri – KMWU in Wichita, KCUR in Kansas City, High Plains Public Radio in Garden City (Kansas), KRPS in Pittsburg, Radio Kansas in Hutchinson, and two commercial radio stations – KCLY and KFRM in Clay Center. These “KPR news affiliates” have helped KPR increase its Kansas news content. For better branding, we now operate under a collective name – the Kansas News Service, but continue to share news reporting resources just like before. Indeed, more reporters and editors have been hired directly by the new partnership (Kansas News Service). As a result, we are doing a better job covering more issues from more areas of the state. The KPR news department also belongs to the Harvest Public Media network, which is dedicated to covering agriculture and other issues affecting the rural Midwest. KPR provides college students in our listening area with internships in programming, news and development. These internships provide students with professional development opportunities. Most internships are filled with University of Kansas students, but we have worked with students from other universities. KPR partners with non-profits to promote their events and raise awareness. These partnerships include the Kansas Audio-Reader Network, the Lied Center of Kansas, the Folk Alliance International in Kansas City, the Sunflower Music Festival in Topeka, the Topeka Jazz Festival, the Kansas Silent Film Festival, and many others. KPR has other ongoing partnerships with the University of Kansas Dole Institute of Politics, KU’s Hall Center for the Humanities, and the Kansas State University Landon Lecture Series to share featured lectures, panels, and keynote speakers to the KPR audience. KPR routinely profiles musicians on the air from our live performance studio to bring classical, jazz, and Americana/folk music to our listeners. In many cases, KPR is the only broadcast outlet to bring these musicians and this kind of rich and culturally diverse music to the general public. KPR’s on-air personnel, especially its news staffers, have participated in a number of community outreach events. Our staff routinely makes presentations to civic groups, like the Optimists, Rotarians, and Lions clubs. They also participate in more casual and social community events, like KPR’s free ice cream social event in Lawrence’s South Park, which took place on 06/21/18. Here are some specific examples of community events in which KPR participated during FY18: August 2012-Present KPR Assistant News Director, Laura Lorson, regularly emceed at the Annual Kansas Fiddling and Picking Championships held in South Park in Lawrence, Kansas. She introduces contests, concerts, and provides continuity and crowd banter. She also promotes KPR programming at the public event. January 2014-Present KPR Assistant News Director, Laura Lorson, is the host of Quest, a televised game show for high-schoolers. The show is underwritten by the Kansas National Education Association and produced by Washburn University in Topeka. The program focuses on general knowledge and trivia questions. The participants are high-school age, spanning 9-12th grades. Laura’s involvement with the show reinforces KPR’s commitment to K-12 education and support of programs that foster academic excellence. October 2014-Present Production Manager Jason Slot serves on the University of Kansas’ student-run radio station, KJHK’s advisory board. May 2017 – Present KPR General Manager, Dan Skinner, produces a weekly interview program called Conversations, in which he discusses the local arts scene with community members from a variety of places in our area, including the Lawrence Arts Center, the Lied Center, Johnson County Community College’s Carlsen Center, and other venues. This program also includes interviews with various book authors. July 2017 KPR Statehouse Bureau Chief, Stephen Koranda, spoke to the Olathe Rotary Club about Kansas government and politics. August 2017 KPR News Director, J. Schafer, gave a presentation about Kansas and KPR to the 6:30a Ottawa Optimist Club in Ottawa, Kansas. August 2017 KPR News Director, J. Schafer, and Underwriting Sales Rep, Kendra Kuhlman, gave a presentation about KPR and KU to the Manhattan Noon Rotary Club, at the request of KPR Advisory Board member, Betty Stevens. September 2017 KPR Assistant News Director, Laura Lorson, was the guest emcee for a fundraising event for the University of Kansas program UKanTeach, which works to encourage STEM curriculum majors to become certified to teach elementary and secondary school. The deans of several University of Kansas colleges were present. September 2017 KPR Presents host, Kaye McIntyre, represented KPR at the Kansas Book Festival and interviewed the 2017 Kansas Notable Books authors to air on her show. October 2017 – Present KPR News Director, J. Schafer, regularly serves as the Master of Ceremonies for Douglas County CASA’s annual fundraiser, CASAblanca. CASA stands for Court Appointed Special Advocates, a group of highly-trained volunteers who look after abused and neglected children in foster care. October 15, 2017 & December 3, 2017 KPR Music Director, Michael Keelan, conducted concerts of the Ottawa University Orchestra and Choir on the OU campus in Ottawa, Kansas. October-November 2017 KPR News Director, J. Schafer, gave a 3-day class about Kansas and KPR to local community retirees at KU’s Osher Institute of Lifelong Learning. November 2017 KPR Presents host, Kaye McIntyre, moderated “Points of View,” a community conversation about immigration issues and Deferred Action for Childhood Arrivals, at Lawrence Public Library. November 2017 KPR Presents host, Kaye McIntyre, represented KPR at the Kansas Poets Laureate event at the KU Center for Design Research, sponsored by Kansas Area Watershed Council. November 2017 KPR Assistant News Director, Laura Lorson, represented KPR at the interdisciplinary KU conference called “Misinformation in the Age of Social Media.” She was identified as a KPR employee and talked about the challenges facing editors as misinformation has become widespread online and in the common discourse. She was on a panel with Colleen Nelson and Erik Nelson, of the Kansas City Star, along with Lisa McLendon of the William Allen White School of Journalism. December 2017 KPR Statehouse Bureau Chief, Stephen Koranda, participated in a panel discussion about journalism, organized by the KU School of Journalism, at the Lawrence Public Library. December 2017 KPR Statehouse Bureau Chief, Stephen Koranda, spoke to the Shawnee Mission Rotary Club about Kansas government and politics February 10, 2018 KPR Assistant News Director, Laura Lorson, served as a judge for a forensics and public debate competition at Perry-Lecompton High School in Perry, Kansas. This was a sanctioned National Forensics League competition, meaning that winners are eligible to participate in the national championship competition later in 2018. She judged Individual Improvised Acting, Improvised duet Acting, and Oral Interpretation of Drama (Monologue). March – December, 2018 KANU provided underwriting support to the University of Kansas’ Audio-Reader Network, an organization that serves over 7,000 blind, visually-impaired and print-disabled listeners in Kansas, Missouri and across the United States. Underwriting support was provided for Audio-Reader’s two annual fundraisers, For Your Ears Only (FYEO) and their annual golf classic, as well as a general message describing their services. A sizeable portion of Audio-Reader’s general operating budget comes from both FYEO and the golf tournament. March 2018 KPR Music Director, Michael Keelan, represented KPR at a concert of Staatskapelle Weimar at KU’s Lied Center. April 201

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.

It’s always challenging to attempt to measure the impact and overall effect of our various collaborations. However, such efforts invariably increase awareness of KPR and its quality programming. One such endeavor that seems to receive positive feedback around the state is KPR’s live, statewide coverage of the Kansas Legislature and the governor’s annual State of the State address, which is provided for free to all of our radio affiliates and other broadcast partners. Kansas residents seem to appreciate this service a great deal because no other radio or TV station in the state provides it. In addition, KPR and our partners work hard to increase awareness about KPR’s sister organization – the Kansas Audio-Reader Network, a radio reading service for the blind, visually-impaired, and print disabled. KPR’s efforts on Audio-Reader’s behalf undoubtedly help the radio reading service increase public awareness and raise much needed financial support. And finally, KPR’s weekly Kansas Trivia contest, most Fridays at 9a, helps promote the state, its people, and its achievements to the public. And, it usually puts a little lighthearted fun into our Friday programming, as our listeners head into the weekend.

6.1 Telling Public Radio’s Story

Jump to question: [6.1](#) ▼

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

The KPR news department continues to highlight the views of area writers and scholars (both men and women) who express themselves on a number of topics (education, race, politics, etc.) through a series of local commentaries produced by KPR. KPR's sister organization, Audio-Reader, serves an under-served population every hour of every day by providing vital information to blind and visually-impaired listeners – everything from local newspapers (more than 100 of them) to magazines, books, and more. KPR helps make Audio-Reader's programming available in its coverage area via subcarrier. When an African American filmmaker and KU professor, Kevin Willmott, was nominated for an Academy Award for his movie, BlackKkKlansman (2018), we interviewed him on our hour-long public affairs program, KPR Presents. Over the years, Willmott has been a frequent guest on KPR because he has produced or directed a number of movies, particularly movies that examine the black experience in America. This, of course, is just one example of our efforts to engage communities of color and other minorities. Reaching minority audiences in Kansas, including those who speak English as a second language, is particularly challenging because Kansas is not only majority white (84%), it is majority English-speaking. Regardless, KPR strives to serve all people within our broadcast area, through news, music, information, and entertainment.

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

Without the funding from the CPB, KPR would be unable to provide programming from National Public Radio and the BBC. This national and international immediate information is the primary and immediate source of news for thousands of Kansans. Through the efforts of KPR, NPR, and the BBC, we help listeners stay connected with the world. The CPB enables us to provide this vital information to our listeners in our rural – and in some areas "frontier" state. Thank you.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: [7.1](#)

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

7.1 Journalists

Jump to question: [7.1](#)

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	1			1						1	
Assistant News Director	1				1					1	
Managing Editor											
Senior Editor											
Editor											
Executive Producer											
Senior Producer											
Producer											
Associate Producer											
Reporter/Producer	1	1	0	2						2	
Host/Reporter											
Reporter											
Beat Reporter											
Anchor/Reporter											

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"/>
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"/>
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"/>
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"/>
Total	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<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="4"/>	<input type="text" value="0"/>

Comments

Question Comment

No Comments for this section