

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:

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:

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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="14"/>	<input type="text" value="15"/>
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" value="0"/>	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="16"/>	<input type="text" value="17"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>	<input type="text" value="10"/>

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" value="0"/>	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="15"/>	<input type="text" value="16"/>

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"/>
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:

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" value="1"/>	<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="3"/>	<input type="text" value="3"/>
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:

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:

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" value="0"/>	<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" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="7"/>
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="2"/>	<input type="text" value="2"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
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="2"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="12"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

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"/>	<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="7"/>	<input type="text" value="7"/>
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="8"/>	<input type="text" value="8"/>

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" value="1"/>	<input type="text" value="1"/>

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="1"/>	<input type="text" value="1"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#)

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

1.6 Full-Time and Part-Time Job Openings

Jump to question: [1.6](#)

Number of full-time and part-time job openings

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="\$ 108,675"/>	<input type="text" value="4"/>

Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="76,650"/>	<input type="text" value="2"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="71,575"/>	<input type="text" value="3"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director	<input type="text" value="1.00"/>	\$ <input type="text" value="67,399"/>	<input type="text" value="21"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer	<input type="text" value="3.00"/>	\$ <input type="text" value="43,525"/>	<input type="text" value="5"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief	<input type="text" value="2.00"/>	\$ <input type="text" value="83,532"/>	<input type="text" value="4"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="51,805"/>	<input type="text" value="14"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="56,100"/>	<input type="text" value="21"/>

Operations and Engineering, Chief - Joint		\$		
Engineering Chief		\$		
Engineering Chief - Joint		\$		
Broadcast Engineer 1		\$		
Broadcast Engineer 1 - Joint		\$		
Production Engineer		\$		
Production Engineer - Joint		\$		
Facilities, Satellite and Tower Maintenance, Chief		\$		
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$		
Technical Operations, Chief		\$		
Technical Operations, Chief - Joint		\$		
Education, Chief		\$		
Education, Chief - Joint		\$		
Information Technology, Director		\$		
Information Technology, Director - Joint		\$		
Volunteer Coordinator	1.00	\$	32,677	4
Volunteer Coordinator - Joint		\$		
News / Current Affairs Director	4.00	\$	59,671	10
News / Current Affairs Director - Joint		\$		
Music Director		\$		
Music Librarian/Programmer		\$		
Announcer / On-Air Talent	4.00	\$	39,867	8
Announcer / On-Air Talent - Joint		\$		
Reporter	10.00	\$	49,444	6
Reporter - Joint		\$		
Public Information Assistant	1.00	\$	42,630	3
Public Information Assistant - Joint		\$		
Broadcast Supervisor		\$		
Broadcast Supervisor - Joint		\$		
Director of Continuity / Traffic		\$		
Director of Continuity / Traffic - Joint		\$		
Events Coordinator		\$		
Events Coordinator - Joint		\$		
Web Administrator/Web Master	1.00	\$	42,945	3
Web Administrator/Web Master - Joint		\$		
Total	32.00	\$	826,495	108

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	Total
Female Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="9"/>	<input type="text" value="12"/>
Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="7"/>
Total	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="15"/>	<input type="text" value="19"/>

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 MembersJump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question **Comment**

No Comments for this section

4.1 Community Outreach ActivitiesJump 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 ActivitiesJump 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 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?	Yes

Comments

Question **Comment**

No Comments for this section

5.1 Radio Programming and ProductionJump to question: [5.1](#)

Instructions and Definitions:

5.1 Radio Programming and ProductionJump 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="676"/>	<input type="text" value="676"/>
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="65"/>	<input type="text" value="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)	<input type="text"/>	<input type="text" value="650"/>	<input type="text" value="650"/>
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="0"/>	<input type="text" value="0"/>
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="0"/>	<input type="text" value="1,391"/>	<input type="text" value="1,391"/>

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 2015. 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 2015 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. During the last several years, KCUR has overhauled our approach to content in order to better address community issues, needs, and interests through our news and programming. We have developed a clear, consistent editorial voice, which is based upon our core values, and guides our decision-making, setting of priorities, and resource allocation. This approach to content guides us across all of our platforms: broadcast; digital, including website, podcasts, Facebook, Twitter, and other social media; and engaging audiences in person. Since 2010, both the size of the KCUR newsroom and the amount of

original reporting produced have doubled. Other news organization are now often building on KCUR's original work. Both Harvest Public Media, a collaboration led by KCUR, and Beyond Our Borders, a series of in-depth reporting about social issues linked to location, have inspired other media outlets, both public and commercial, to continue looking into the subjects. We are bringing new voices to the air, and introducing new ideas into the conversation. In 2013, KCUR hired a three-person community engagement team. The team led the infusion of community engagement into the workflow of our entire content team, including newsroom and talk shows. To-date, we have seen significant changes in how our newsroom and talk shows engage the community, and in the frequency and depth with which our audience engages us. We have improved our ability to engage the community through daily use of social media as a tool in developing content; crowd-sourcing story ideas; and hosting conversation beyond our broadcasts. Community engagement has provided new ways to expand our integrated content and multi-platform delivery to include two-way conversations with our audience about priorities and coverage. We have done this through several initiatives: • Public Insight Network (PIN) in partnership with KCPT public television. PIN is a database of listeners and community members who provide knowledge and insight to us, so that we can cover the news in greater depth and uncover stories that we might not otherwise find. • Tell KCUR is our weekly audience query via social and broadcast media that prompts discussion about key issues concerning the region. • Beyond Our Borders is a longitudinal reporting effort to explore the lines that unite and divide our region through a series of news stories, talk shows, social media, and community meetings. • Generation Listen KC, a young friends group intended to engage a younger audience in public radio. This was one of five pilot programs in the country launched in partnership with NPR.

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 is licensed to the University of Missouri and located on the Kansas City campus. Two KCUR employees also serve on UMKC's faculty. The host of Up To Date is also an associate teaching professor of journalism, a political columnist for The Kansas City Star, and a frequent guest on KCPT public television. The host and producer of Fish Fry is also the director of the Marr Sound Archives housed in the Miller Nichols Library, and he teaches Kansas City jazz history at the Kansas City Art Institute. A third KCUR employee, who contributes to Central Standard, also serves as Vice Chancellor of Diversity and Inclusion. As other local media have shifted from, often struggled with, and sometimes abandoned in-depth coverage of local and regional news, issues, and stories, KCUR has expanded to meet many of the needs and wants of individuals and organizations to be well-informed. KCUR has built several areas of expertise in news and programming, and has led the building of several collaborations with public media and nonprofits. KCUR produces two daily one-hour talk shows that address community interests, issues and aspirations: Central Standard and Up To Date. Both shows invite guests who provide expertise, insight, stories, and a wide range of perspectives. Both shows engage our audiences through call-in segments. Central Standard is a program of conversations and stories that deepen and challenge our understanding of people, places, and issues that matter to us. Through the radio show, podcast, and community events, it's a gathering place for people from all walks of life to come together to be stimulated, entertained, and moved. Central Standard produces recorded segments in the community for integration into the daily show. Up To Date focuses on pressing issues, both local and national, including politics, economics, planning and design, history, and entertainment - topics that have an impact on the lives of the Greater Kansas City region. When corporate and government leaders, authors, and entertainers visit Kansas city, Up To Date is often on their list of places that they want to be while here. KCUR 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. Originally funded by the Corporation for Public Broadcasting (CPB) through a Local Journalism Center grant, Harvest Public Media is now self-sustaining. KCUR manages the work of reporters at five other public radio and three public television stations. Currently, with funding from another CPB grant, KCUR is working with three public television stations to launch a video unit. 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. In 2014, KCUR launched Heartland Health Monitor, a bi-state reporting collaboration focused on health issues and their impact in Missouri and Kansas. KCUR is managing the work of health reporters at KCPT public television, Kansas Health Institute News Service, and Kansas Public Radio. In 2014, KCUR expanded its in-depth and multi-media coverage of the arts in order to broaden and deepen the community's understanding and awareness of Kansas City artists, arts organizations, and arts offerings. KCUR has several special projects that connect with the community. For example: • Aging in Place is an occasional series in which KCUR explores the community and individual challenges of serving a multi-generational community. • Innovation KC is a series of interviews that introduces the audience to Kansas City's innovators and how innovation works in the region. The conversations illuminate the thinking and work of corporate legends and startup hopefuls, nonprofit pioneers, and visionary inventors. • Teaching It Forward is KCUR's deep look at the changing nature of the teaching profession in Kansas City. For example, how are schools in the Kansas City preparing teachers for the future? What effect will this have on our kids?

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 can see that we have a steady broadcast audience and a growing digital audience. With NPR and a local advertising agency, KCUR has been studying the market that we both serve and could be serving. In grant reports, we provide information requested by our funders. In the Beyond Our Borders program, we have good attendance at community events, and strong interest by those whom we interview. For all of the Generation Listen KC activities, we have good attendance and many volunteers. KCUR will continue to establish goals and measure progress. We will continue to develop metrics that are appropriate for a public media organization.

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 2015, and any plans you have made to meet the needs of these audiences during Fiscal Year 2016. If you regularly broadcast in a language other than English, please note the language broadcast.

All of the work, news, programming, and initiatives described above are infused with the desire to reach and communicate with diverse audiences. For example, Central Standard provides a daily venue for convening representatives of Kansas City's diverse communities. Beyond Our Borders has engaged communities that have too often been defined by a street, a county line, or a state line. KCUR uses the Public Insight Network and our Tell KCUR queries to develop sources and ideas that turn into broadcast stories, talk show segments, and digital content. In collaboration with Kansas Public Radio, we operate a reading service for the visually impaired on our subcarrier channel. We plan to continue all of this work and to identify additional ways to serve diverse audiences.

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?

KCUR is fortunate to receive a CPB Community Service Grant, because it provides a base upon which we can build our other revenue streams. We know that we have the funding to carry core programming from NPR and to provide basic, local, general news. With this base of funding, KCUR demonstrates both financial stability and the capacity for innovation. As a result, KCUR has received generous financial support from several major philanthropic foundations in Kansas City. 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.

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	2	0		1	1					2	
Assistant News Director	1	0		1						1	
Managing Editor	1				1					1	
Senior Editor											
Editor	3			2	1					3	
Executive Producer											
Senior Producer	2			1	1		1			1	
Producer	2	1	0	1	2		1			2	
Associate Producer											
Reporter/Producer											
Host/Reporter											
Reporter	2	5	2	4	5	1	1			7	
Beat Reporter	7		4	5	6	0				11	
Anchor/Reporter			0								
Anchor/Host	1	3		2	2	1				3	

Videographer											
Video Editor											
Other positions not already accounted for											
Total	21	9	6	17	19	2	3	0	0	31	0

Comments

Question **Comment**

No Comments for this section