

**Grantee Information**

<b>ID</b>	1627
<b>Grantee Name</b>	KUHF-FM
<b>City</b>	Houston
<b>State</b>	TX
<b>Licensee Type</b>	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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="8"/>	<input type="text" value="9"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="8"/>	<input type="text" value="9"/>

**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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="12"/>

Technicians - 4000	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="5"/>
Sales Workers - 4500	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="13"/>	<input type="text" value="19"/>

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" value="0"/>
Managers - 2000	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>
Technicians - 4000	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value="0"/>
<b>Total</b>	<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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Male Major Programming Decision Makers	<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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<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="1"/>	<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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="7"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
	<input type="text" value="0"/>	<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"/>

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

**Total**

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

**Total**

1.4 Part-Time Employment

Jump to question:

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:

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question:

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question:

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:

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

1.5 Full-Time Hiring

Jump to question:

Major Job Category / Job Code

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<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"/>
Managers - 2000	<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"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
Technicians - 4000					

	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Sales Workers - 4500	<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"/>
Office / Service Workers - 5100-5500	<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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question:

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:

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question:

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

1.7 Hiring Contractors

Jump to question:

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
	Section 1-3 per HR representative Christy Pennington

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	<input type="text" value=""/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>

Chief Executive Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="283,242"/>	<input type="text" value="5"/>
<u>Chief Operations Officer</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Operations Officer - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="128,003"/>	<input type="text" value="3"/>
<u>Chief Financial Officer</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Publicity, Program Promotion Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="76,500"/>	<input type="text" value="3"/>
<u>Communication and Public Relations, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Programming Director</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Production, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Executive Producer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="67,443"/>	<input type="text" value="16"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Producer</u>	<input type="text" value="4.00"/>	\$ <input type="text" value="51,057"/>	<input type="text" value="3"/>
Producer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Development, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Member Services, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Member Services, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="64,800"/>	<input type="text" value="1"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Membership Fundraising, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="98,940"/>	<input type="text" value="2"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
On-Air Fundraising, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="73,542"/>	<input type="text" value="3"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Underwriting, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="84,048"/>	<input type="text" value="4"/>
<u>Corporate Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Government Grants Solicitation, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>

Operations and Engineering, Chief - Joint	1.00	\$ 91,800	2
<u>Engineering Chief</u>	1.00	\$ 81,690	2
Engineering Chief - Joint		\$ 0	0
<u>Broadcast Engineer 1</u>	3.00	\$ 56,697	5
Broadcast Engineer 1 - Joint		\$ 0	0
<u>Production Engineer</u>	1.00	\$ 66,188	13
Production Engineer - Joint		\$ 0	0
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$ 0	0
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$ 0	0
<u>Technical Operations, Chief</u>		\$ 0	0
Technical Operations, Chief - Joint		\$ 0	0
<u>Education, Chief</u>		\$ 0	0
Education, Chief - Joint		\$ 0	0
<u>Information Technology, Director</u>		\$ 0	0
Information Technology, Director - Joint		\$ 0	0
<u>Volunteer Coordinator</u>		\$ 0	0
Volunteer Coordinator - Joint		\$ 0	0
<u>News / Current Affairs Director</u>	2.00	\$ 100,301	2
News / Current Affairs Director - Joint		\$ 0	0
<u>Music Director</u>		\$ 0	0
<u>Music Librarian/Programmer</u>		\$ 0	0
<u>Announcer / On-Air Talent</u>	8.00	\$ 72,185	8
Announcer / On-Air Talent - Joint	2.00	\$ 64,007	7
<u>Reporter</u>	6.00	\$ 63,469	3
Reporter - Joint	1.00	\$ 55,210	4
<u>Public Information Assistant</u>		\$ 0	0
Public Information Assistant - Joint		\$ 0	0
<u>Broadcast Supervisor</u>	1.00	\$ 92,100	1
Broadcast Supervisor - Joint		\$ 0	0
<u>Director of Continuity / Traffic</u>		\$ 0	0
Director of Continuity / Traffic - Joint	1.00	\$ 49,730	6
<u>Events Coordinator</u>		\$ 0	0
Events Coordinator - Joint	1.00	\$ 47,476	3
<u>Web Administrator/Web Master</u>	1.00	\$ 57,530	3
Web Administrator/Web Master - Joint	1.00	\$ 71,043	3

**Total**

\$

Comments

Question Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question:

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:

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

3.1 Governing Board Method of Selection

Jump to question:

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:

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question:

3.1 Governing Board Method of Selection

Jump to question:

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

3.1 Governing Board Method of Selection

Jump to question:

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

3.2 Governing Board Members

Jump to question:

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:

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

3.2 Governing Board Members

Jump to question:

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="8"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="7"/>	<input type="text" value="10"/>

3.2 Governing Board Members

Jump to question:

Number of Vacant Positions

3.2 Governing Board Members

Jump to question:



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

3.2 Governing Board Members Jump to question:

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities Jump to question:

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:

Yes/No

Produce public service announcements? No

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? 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? 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? Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production Jump to question:

Instructions and Definitions:

5.1 Radio Programming and Production Jump to question:

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:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
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" value="0"/>	<input type="text" value="201"/>	<input type="text" value="201"/>
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="0"/>	<input type="text" value="771"/>	<input type="text" value="771"/>
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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="972"/>	<input type="text" value="972"/>

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
	Sections 5 & 6 per Josh Adams email

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 2016. 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 2016 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.

We are a multi-platform organization that serves the entire community with curriculum-based educational content, trusted news and public affairs programs and rich visual and performing arts coverage with a local focus. We continue to strive to develop important relationships and partnerships across Greater Houston and beyond. We offer specialized coverage of Energy & Environment, Education, Arts & Culture, Transportation, Politics & Government, Health & Science and Technology & Business. Our goal continues to be to help our listeners, viewers and houstonpublicmedia.org consumers explore what regional and national current events and stories mean for them. Our content includes data driven stories, expert opinions, and personal stories of everyday people. Additionally, we are extending conversations beyond the life of a story through social media via hashtags. For example, we participated in a statewide social media project called TXDecides with other public media stations that participate in the Texas Station Collaborative. This project encourages listeners and viewers from across Texas to engage in the Presidential Election discussion by submitting questions for reporters.

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.

Texas Standard, a national daily news and public affairs show with a Texas perspective, that is a collaboration effort between KUT Austin, KERA North Texas, Houston Public Media and Texas Public Radio San Antonio Houston Public Media – KHOU-TV Channel 11 2015 Mayoral Race Debate Coverage Houston Public Media and the University of Houston's Hobby Center for Public Policy conducted a statewide Republican Primary Poll which were released in advance of Super Tuesday. Music in the Making weekly sessions produced by Houston Public Media Music Lab interns featuring performances from Rice University's Shepherd School of Music and University of Houston's Moores School Emergency communications and public safety partners included the Department of Homeland Security as well as several local partners: METRO, City of Houston, Houston Police Department, Texas Medical Center, Houston Fire Department, and the University of Houston Police Department Houston Public Media is a service of the University of Houston Briefcase, in partnership with the University of Houston Law Center, is a weekly feature that allows listeners to tune into informative discussions on various legal topics affecting the general public Annual Spelling Bee, the largest qualifying Spelling Bee in the nation involving more than 1,000 schools in over 40 counties with more than 100,000 teachers, parents and students Odd Squad "Be the Change" Camp was hosted at a local YMCA with the United Way of Greater Houston serving as a co-sponsor and volunteers from AmeriCorps Houston Public Media held its annual PBS KIDS Writers Contest at the Children's Museum of Houston Murder in Montrose The Paul Broussard Legacy Documentary and Town Hall with panelists from the City of Houston, Houston Police Department, The Montrose Center, Interfaith Ministries, The Holocaust Museum and Rice University

6.1 Telling Public Radio's Story

Jump to question:

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

130 unique stories on News 88.7 celebrating local artists and Houston's dynamic arts and culture community 45 Classical Classroom podcasts dedicated to exploring classical music in pop culture and bringing classical music to non-traditional audiences by exploring the music from the perspective of an interested novice. Classical Classroom is often found in the top 150 most popular music podcasts on iTunes with nearly 1 million listens 6 Music from the Movies interview programs featuring musical highlights from the latest in film music and interviews with the composers who make the music 20 Skyline Sessions presenting video performances from soloists and ensembles from Greater Houston in our recording studio 51 Music in the Making sessions (description above) More than 20 concerts and interviews featuring small ensembles to arts organizations in Greater Houston Houston Public Media celebrated National Poetry month in April with the Voices & Verses: A Poem-a-Day series. The series curated a diverse selection of poems from local artists to reflect our region's diversity. The Houston Matters Roadshow – Houston Matters, our local daily talk show, took its show on the road to Houston's Museum District to tape a full show in front of a live audience at the Asia Society Texas Center. The roadshow was a fun and unique evening full of conversation, storytelling, music and laughter. Houston Matters host Craig Cohen talked about the culturally rich district. The discussion of current issues in real time by Houston Public Media is excellent, and it really made me appreciate Houston and the diversity and thoughtfulness we have among so many leaders in this city," said Chris Martin, Houston Public media viewer and listener.

6.1 Telling Public Radio's Story

Jump to question:

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2016, and any plans you have made to meet the needs of these audiences during Fiscal Year 2017. If you regularly broadcast in a language other than English, please note the language broadcast.

We began mapping a strategic plan that will take us to the future. With the help of employees who make it happen everyday, the Houston Public Media Foundation Board and community leaders, we're creating the organization's vision for 2020. Houston Public Media is also a participant of PBS LearningMedia. We have more than 15,000 registered users including student accounts. We are currently in the process of PBS LearningMedia CMS training and look forward to being a content contributor in the future. We acted as a station pilot for the new 24/7 PBS KIDS Channel which is dedicated to helping children who don't have access to early education prepare to enter school.

6.1 Telling Public Radio's Story

Jump to question:

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

Houston Public Media has expanded its specialized coverage areas thus increasing the number of unique stories shared. Because of CPB funding, Houston Public Media is able to bring story telling to our communities through initiatives such as our newly introduced Houston Matters Roadshow. Additionally, we were able to introduce town hall style conversations with community leaders as panelists and an open Q&A as seen in the Murder in Montrose: The Paul Broussard Legacy Town Hall.

Comments

Question	Comment
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No Comments for this section

7.1 Journalists

Jump to question:

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

7.1 Journalists

Jump to question: 7.1

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<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="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
Assistant News Director	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<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"/>
Managing Editor	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Senior Editor	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Editor	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Executive Producer	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<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="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
Senior Producer	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<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="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
Producer	<input type="text" value="4"/>	<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"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>
Associate Producer	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Reporter/Producer	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Host/Reporter	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Reporter	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>
Beat Reporter	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<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"/>
Anchor/Reporter	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<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="0"/>
Anchor/Host	<input type="text" value="1"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="0"/>
Videographer	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Video Editor	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Other positions not already accounted for	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="20"/>	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="18"/>	<input type="text" value="9"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="22"/>	<input type="text" value="0"/>

Comments

Question

Comment

Section 7 per HR representative Christy Pennington