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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.

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	0	0	0	0	0	0
Managers - 2000	0	0	0	0	0	0
Professionals - 3000	1	0	0	1	9	11
Technicians - 4000	0	0	0	0	0	0
Sales Workers - 4500	0	0	0	0	0	0
Office and Clerical - 5100	0	0	0	0	0	0
Craftspersons (Skilled) - 5200	0	0	0	0	0	0
Operatives (Semi- Skilled) - 5300	0	0	0	0	0	0
Laborers (Unskilled) - 5400	0	0	0	0	0	0
Service Workers - 5500	0	0	0	0	0	0

Total	1	0	0	1	9	11
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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	0	0	0	0	0	0
Managers - 2000	0	1	0	0	2	3
Professionals - 3000	1	2	0	0	11	14
Technicians - 4000	0	2	1	0	2	5
Sales Workers - 4500	0	0	0	0	0	0
Office and Clerical - 5100	0	0	0	0	0	0
Craftspersons (Skilled) - 5200	0	0	0	0	0	0
Operatives (Semi-Skilled) - 5300	0	0	0	0	0	0
Laborers (Unskilled) - 5400	0	0	0	0	0	0
Service Workers - 5500	0	0	0	0	0	0
Total	1	5	1	0	15	22

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	0
Managers - 2000	0
Professionals - 3000	0
Technicians - 4000	0
Sales Workers - 4500	0
Office and Clerical - 5100	0
Craftspersons (Skilled) - 5200	0
Operatives (Semi-Skilled) - 5300	0
Laborers (Unskilled) - 5400	0
Service Workers - 5500	0

Total

0

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

1.2 Major Programming Decision Makers

Jump to question: 1.2 ▼

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager if appropriate. Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees; employees having the responsibility for making major programming decisions should be included in the counts for this item and again, by job category above, in the full-time employee Question 1.1.

Of the full-time employees reported in Question 1.1, how many, including the station general manager, have responsibility for making major programming decisions?

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	0	0	0	0	0	0
Male Major Programming Decision Makers	0	0	0	0	0	0
Total	0	0	0	0	0	0

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.

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	0	0	0	0	0	0
Managers - 2000	0	0	0	0	0	0
Professionals - 3000	0	0	0	0	0	0

Technicians - 4000	0	0	0	0	0	0
Sales Workers - 4500	0	0	0	0	0	0
Office and Clerical - 5100	0	0	0	0	0	0
Craftspersons (Skilled) - 5200	0	0	0	0	0	0
Operatives (Semi-skilled) - 5300	0	0	0	0	1	1
Laborers (Unskilled) - 5400	0	0	0	0	0	0
Service Workers - 5500	0	0	0	0	0	0
Total	0	0	0	0	1	1

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

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	0
Managers - 2000	0

Managers - 2000	0
Professionals - 3000	0
Technicians - 4000	0
Sales Workers - 4500	0
Office and Clerical - 5100	0
Craftspersons (Skilled) - 5200	0
Operatives (Semi-skilled) - 5300	0
Laborers (Unskilled) - 5400	0
Service Workers - 5500	0
Total	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?

Number working less than 15 hours per week	0
Number working 15 or more hours per week	8

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.)

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

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	0	0	0	0	0
Managers - 2000	0	0	0	0	0
Professionals - 3000	1	0	2	0	3
Technicians - 4000	0	0	2	1	3
Sales Workers - 4500	0	0	0	0	0
Office / Service Workers - 5100-5500	0	0	0	0	0
Total	1	0	4	1	6

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.

Number of full-time and part-time job openings

8

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?

Check all that apply

- | | |
|--|-------------------------------------|
| Underwriting solicitation related activities | <input checked="" type="checkbox"/> |
| Direct Mail | <input checked="" type="checkbox"/> |
| Telemarketing | <input checked="" type="checkbox"/> |
| Other development activities | <input checked="" type="checkbox"/> |
| Legal services | <input checked="" type="checkbox"/> |
| Human Resource services | <input type="checkbox"/> |
| Accounting/Payroll | <input checked="" type="checkbox"/> |
| Computer operations | <input checked="" type="checkbox"/> |
| Website design | <input checked="" type="checkbox"/> |
| Website content | <input type="checkbox"/> |
| Broadcasting engineering | <input checked="" type="checkbox"/> |
| Engineering | <input checked="" type="checkbox"/> |
| Program director activities | <input type="checkbox"/> |
| None of the above | <input type="checkbox"/> |

Have you completed this Section? Yes No

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2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: ▾

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer		\$	
Chief Executive Officer - Joint	1.00	\$ 277,688	4
Chief Operations Officer		\$	
Chief Operations Officer - Joint	2.00	\$ 113,300	4
Chief Financial Officer		\$	
Chief Financial Officer - Joint	1.00	\$ 92,000	1
Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations, Chief		\$	
Communication and Public Relations, Chief - Joint		\$	
Programming Director	1.00	\$ 94,040	4
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer	1.00	\$ 66,121	15
Executive Producer - Joint		\$	
Producer	5.00	\$ 54,125	3
Producer - Joint		\$	
Development, Chief		\$	
Development, Chief - Joint		\$	
Member Services, Chief		\$	
Member Services, Chief - Joint	1.00	\$ 61,800	2
Membership Fundraising, Chief		\$	

Membership Fundraising, Chief - Joint	1.00	\$ 97,000	1
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint	1.00	\$ 72,100	2
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint	1.00	\$ 82,400	2
<u>Corporate Underwriting, Chief</u>		\$	
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	1.00	\$ 90,000	1
<u>Engineering Chief</u>	1.00	\$ 80,088	1
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>	2.00	\$ 52,023	6
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>	1.00	\$ 64,890	2
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Education, Chief</u>		\$	
Education, Chief - Joint		\$	
<u>Information Technology, Director</u>		\$	
Information Technology, Director - Joint		\$	
<u>Volunteer Coordinator</u>		\$	
Volunteer Coordinator - Joint		\$	
<u>News / Current Affairs Director</u>	2.00	\$ 91,793	4
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>		\$	
Music Librarian/Programmer		\$	
<u>Announcer / On-Air Talent</u>	6.00	\$ 70,000	2

<u>Announcer / On-Air Talent</u>	8.00	\$ 70,855	2
Announcer / On-Air Talent - Joint	3.00	\$ 63,174	6
<u>Reporter</u>	9.00	\$ 63,108	2
Reporter - Joint	1.00	\$ 54,128	3
<u>Public Information Assistant</u>		\$	
Public Information Assistant - Joint		\$	
<u>Broadcast Supervisor</u>	1.00	\$ 80,084	2
Broadcast Supervisor - Joint		\$	
<u>Director of Continuity / Traffic</u>		\$	
Director of Continuity / Traffic - Joint	1.00	\$ 49,730	5
<u>Events Coordinator</u>		\$	
Events Coordinator - Joint	1.00	\$ 45,192	2
<u>Web Administrator/Web Master</u>	3.00	\$ 54,812	2
Web Administrator/Web Master - Joint	1.00	\$ 69,650	2
Total	48.00	\$ 1,940,139	78

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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:

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

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

Elected by community/membership

Other (please specify below)

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

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.

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

	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"/>
Total	<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"/>

Number of Vacant Positions

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

Number of Board Members with disabilities

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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?

	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

Have you completed this Section? Yes No

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5.1 Radio Programming and Production

Jump to question: ▼

Instructions and Definitions:

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.)

	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="2"/>	<input type="text" value="65"/>	<input type="text" value="67"/>
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="6"/>	<input type="text" value="615"/>	<input type="text" value="621"/>
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="1"/>	<input type="text" value="10"/>	<input type="text" value="11"/>
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="9"/>	<input type="text" value="690"/>	<input type="text" value="699"/>

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/Pacific Islander.)

Approx Number of Original Program Hours

Have you completed this Section? Yes No

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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 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.

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.

Houston Public Media is a public, community supported media outlet, a trusted voice on television, radio and web. With coverage that reaches 19 counties and an audience of 1.5 million people, we are the leading source for commercial free quality programming in the area. In 2015, Houston Public Media provided the following key community services: we are the city's only 24/7 Classical music radio station, we execute the nation's second largest Spelling Bee impacting over 100,000 students, we have six dedicated news desks and daily local affairs radio show with political coverage on elections, one televised and radio broadcast debate.

Houston Public Media launched an on-going series Inside the Classroom that captures diverse perspectives surrounding the many challenges in education today. HPM continues to expand digital elements to on-going programs such as Backstage with Andres Orozco-Estrada, the Colombian-born music director of the Houston Symphony.

We work with the University of Houston for Emergency Communications and Management year round. More than 150 station tours to student groups, boy & girl scouts, teachers and parents. As part of Houston Public Media's fundraising efforts, we partnered to plant 2,140 trees and 12,357 meals delivered in partnership with Trees for Houston and Interfaith Ministries.

Houstonians come to News 88.7 for information and analysis to help them understand the complex issues of our day. With in-depth coverage and thoughtful discussion, Houston Public Media facilitates a civic dialogue that creates a more informed, more connected community. Whether it is events of global impact or breaking local stories, we are here to inform and explain complex issues of the day. News 88.7 has designated news desks for continuous coverage on the following issues that matter most to our city: Business, Education, Energy & Environment, Health & Science, Transportation, and Arts&Culture. Many of the stories generated by the reporters are featured on national news programs such as Morning Edition and Here & Now.

Houston is a true center for the arts and culture in America and at Houston Public Media, we celebrate that creative spirit on air and online. We deliver a bounty of enriching classical music on Classical 91.7, spotlight a variety of artists and performers on Arts Insight and engage our audience with video contests and open conversations on Houston Matters.

We are committed to delivering more content across all three of our stations (KUHF, KUHA and KUHT) with a heavy emphasis on web delivery. By looking to the future, Houston Public Media will ensure that we can continue to serve our city – even in the fast-paced, ever-changing age of information.

For more information, please see Houston Public Media's Local Content and Service Report.

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.

Houston Public Media also focuses on delivering news coverage on the topics affecting primary, secondary and higher education in the region. News 88.7 airs on average more than three stories a week that focus solely on education. The News 88.7 Education Desk covers a range of issues from standardized testing scandals to campus safety, from textbooks to student diversity. Houston Public Media collaborates with Rice University, University of Houston and KHOU-11 for public opinion surveys on topics critical to the Houston area. We also have key partnerships with arts&culture organizations including the Houston Symphony.

In May of 2015, News 88.7 launched a special investigative series Funding Texas Schools: Fair or Falling Short: an in-depth look at the Texas school finance system. The five-part series starts with the past and how one dad's fight for better funding went all the way to the U.S. Supreme Court. It also examines what the current system means for families, educators and the future of Texas. The series used multimedia features such as seven step explanation of the Texas school finance system and a database for listeners to look up school districts funding and tax rates. This series was funded in part by "The Equity Reporting Project: Restoring the Promise of Education," a national initiative from Renaissance Journalism with funding from the Ford Foundation.

The on-going series Inside the Classroom captures diverse perspectives surrounding the many challenges in education today. Houston Public Media serves the community with free educational outreach programs that extend beyond our airwaves and into the heart of the community.

Over the years we have had some national winners from our area.

Music in the Making, in collaboration with the Shepherd School of Music at Rice University and the Moores School of Music at the University of Houston, is a weekly show produced by students in the MusicLab Paid Internship Program which gives pre-professional music students the opportunity to write, record, and produce for Classical 91.7. Through this enriching and unique learning opportunity, Houston Public Media is shaping the next generation of arts leaders and radio professionals.

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.

The on-going series Inside the Classroom captures diverse perspectives surrounding the many challenges in education today. HPM hosted a documentary screening and panel discussion with community partners and experts on The Homestretch- a film that sheds light on the experiences of being a homeless youth in high school. At the community event, one of the guests stood up and shared her story about being homeless in high school. She was featured in an installment of Inside the Classroom where she described how the compassion of others motivated her to keep going. This young woman is Covenant House Texas alum and as of May 2015, a graduate from the University of Houston. Houston Public Media sheds light on remarkable community stories like these each and every day.

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.

Immigration and diversity topics are regularly covered on the daily public affairs program Houston Matters. Some topics of the past year include Sanctuary Cities, marriage fraud and changes consular IDs, diversity on law schools and series of extended discussions on race and racism in Houston.

Houston Public Media partnered with the Houston Chronicle for the occasional series called "The Million," looking at the lives of the more than one million residents in Harris County who were born outside of the United States. It started with an ambitious, sound rich story capturing a group of high school girls—literally—from around the world that eat lunch together every day. It ended with the voices of some of these residents talking about the places they call home. Besides exploring a growing population that's increasingly becoming integrated in the fabric of daily life in Greater Houston, it also brought rich and diverse voices to our audience.

Beyond our regular reporting, we also sought out unique and under-represented perspectives through our Public Insight Network digital query system.

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?

The grants we received are crucial for Houston Public Media to continue its mission of content expansion and community service. In FY15, we secured partial funding through a local grant to expand our content production on the digital platform. This position will also expand our outreach efforts specifically to the arts&culture community in the greater Houston region. The CPB grant completed the support for the expansion. Once these services are established, we can go out to our community and ask for additional support to ensure financial sustainability and the future of public broadcasting in Houston.

Have you completed this Section? Yes No

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7.1 Journalists

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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.

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	1	0	0	1	0	0	0	0	0	1	0
Assistant News Director	1	0	0	1	0	0	1	0	0	0	0
Managing Editor	0	0	0	0	0	0	0	0	0	0	0
Senior Editor	0	0	0	0	0	0	0	0	0	0	0
Editor	0	0	0	0	0	0	0	0	0	0	0
Executive Producer	1	0	0	1	0	0	0	0	0	1	0
Senior Producer	2	0	0	2	0	0	0	0	0	2	0
Producer	4	0	0	0	4	0	0	0	0	4	0
Associate Producer	0	0	0	0	0	0	0	0	0	0	0
Reporter/Producer	0	0	0	0	0	0	0	0	0	0	0
Host/Reporter	0	0	0	0	0	0	0	0	0	0	0
Reporter	3	0	0	2	1	0	1	0	1	1	0
Beat Reporter	6	0	0	2	4	0	0	0	0	6	0
Anchor/Reporter	4	0	0	3	1	1	0	0	0	3	0
Anchor/Host	0	7	0	7	0	1	0	0	0	6	0
Videographer	0	0	0	0	0	0	0	0	0	0	0
Video Editor	0	0	0	0	0	0	0	0	0	0	0

Other positions

not already accounted for	0	0	0	0	0	0	0	0	0	0	0
Total	22	7	0	19	10	2	2	0	1	24	0

Have you completed this Section? Yes No

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