

KUHF 2013 SAS

Grantee Information

ID 1627
 Grantee Name KUHF-FM
 City Houston
 State TX
 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" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="7"/>
Managers - 2000	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="7"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="12"/>	<input type="text" value="17"/>
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="3"/>	<input type="text" value="3"/>
Office and Clerical - 5100	<input type="text" value="6"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="7"/>	<input type="text" value="16"/>
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="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Laborers (Unskilled) - 5400	<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="1"/>
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"/>
Total	<input type="text" value="8"/>	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="32"/>	<input type="text" value="53"/>

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" 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="1"/>
Managers - 2000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="20"/>	<input type="text" value="22"/>

Technicians - 4000	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
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="1"/>	<input type="text" value="1"/>
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="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="1"/>
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"/>
Total	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="31"/>	<input type="text" value="36"/>

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"/>
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
------------------	----------	-----------------	---------------	---------------------	-------

Female Major Programming Decision Makers	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="7"/>
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="1"/>	<input type="text" value="1"/>
Total	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="8"/>

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="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"/>
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="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="5"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="6"/>
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="1"/>	<input type="text" value="1"/>
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"/>
Total	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="10"/>	<input type="text" value="14"/>

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="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"/>
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="3"/>	<input type="text" value="3"/>
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="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="12"/>	<input type="text" value="14"/>

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	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<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"/>
Managers - 2000	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="6"/>
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"/>
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="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Total	<input type="text" value="3"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="12"/>

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

No Comments for this section

2.1 Average Salaries

Jump to question:

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

Chief Executive Officer - Joint	1.00	\$ 269,600	2
Chief Operations Officer		\$ 0	0
Chief Operations Officer - Joint	1.00	\$ 158,214	1
Chief Financial Officer		\$ 0	0
Chief Financial Officer - Joint	1.00	\$ 90,000	1
Publicity, Program Promotion Chief		\$ 0	0
Publicity, Program Promotion Chief - Joint	1.00	\$ 46,536	3
Communication and Public Relations, Chief		\$ 0	0
Communication and Public Relations, Chief - Joint	2.00	\$ 73,468	4
Programming Director		\$ 0	0
Programming Director - Joint	2.00	\$ 93,989	5
Production, Chief		\$ 0	0
Production, Chief - Joint		\$ 0	0
Executive Producer	4.00	\$ 64,445	10
Executive Producer - Joint	1.00	\$ 50,000	1
Producer	4.00	\$ 38,384	5
Producer - Joint	2.00	\$ 49,670	16
Development, Chief		\$ 0	0
Development, Chief - Joint	3.00	\$ 76,133	1
Member Services, Chief		\$ 0	0
Member Services, Chief - Joint	1.00	\$ 80,103	3
Membership Fundraising, Chief		\$ 0	0
Membership Fundraising, Chief - Joint	1.00	\$ 56,000	1
On-Air Fundraising, Chief		\$ 0	0
On-Air Fundraising, Chief - Joint	1.00	\$ 60,000	2
Auction Fundraising, Chief		\$ 0	0
Auction Fundraising, Chief - Joint		\$ 0	0
Underwriting, Chief		\$ 0	0
Underwriting, Chief - Joint	4.00	\$ 65,025	4
Corporate Underwriting, Chief		\$ 0	0
Corporate Underwriting, Chief - Joint		\$ 0	0
Foundation Underwriting, Chief		\$ 0	0
Foundation Underwriting, Chief - Joint		\$ 0	0
Government Grants Solicitation, Chief		\$ 0	0
Government Grants Solicitation, Chief - Joint		\$ 0	0
Operations and Engineering, Chief		\$ 0	0

Operations and Engineering, Chief - Joint		\$ 0	0
<u>Engineering Chief</u>		\$ 0	0
Engineering Chief - Joint		\$ 0	0
<u>Broadcast Engineer 1</u>		\$ 0	0
Broadcast Engineer 1 - Joint		\$ 0	0
<u>Production Engineer</u>		\$ 0	0
Production Engineer - Joint		\$ 0	0
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$ 0	0
Facilities, Satellite and Tower Maintenance, Chief - Joint	2.00	\$ 54,423	13
<u>Technical Operations, Chief</u>		\$ 0	0
Technical Operations, Chief - Joint	1.00	\$ 90,000	1
<u>Education, Chief</u>		\$ 0	0
Education, Chief - Joint	1.00	\$ 77,449	9
<u>Information Technology, Director</u>		\$ 0	0
Information Technology, Director - Joint		\$ 0	0
<u>Volunteer Coordinator</u>		\$ 0	0
Volunteer Coordinator - Joint	1.00	\$ 32,073	12
<u>News / Current Affairs Director</u>	1.00	\$ 84,000	3
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>	19.00	\$ 61,886	3
Announcer / On-Air Talent - Joint	1.00	\$ 56,597	5
<u>Reporter</u>	1.00	\$ 55,167	5
Reporter - Joint		\$ 0	0
<u>Public Information Assistant</u>		\$ 0	0
Public Information Assistant - Joint		\$ 0	0
<u>Broadcast Supervisor</u>		\$ 0	0
Broadcast Supervisor - Joint		\$ 0	0
<u>Director of Continuity / Traffic</u>		\$ 0	0
Director of Continuity / Traffic - Joint	1.00	\$ 36,912	2
<u>Events Coordinator</u>		\$ 0	0
Events Coordinator - Joint	3.00	\$ 56,547	2
<u>Web Administrator/Web Master</u>		\$ 0	0
Web Administrator/Web Master - Joint	2.00	\$ 48,900	2

Total

62.00 \$ 1,925,521 116

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="0"/>	<input type="text" value="1"/>
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="6"/>	<input type="text" value="9"/>

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?
- Did the public service announcements have a specific, formal component designed to be of special service to the educational community?
- Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?
- Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?
- Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?
- 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?
- Produce/distribute informational materials based on local or national programming?
- Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?
- Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?
- Host community events (e.g. benefit concerts, neighborhood festivals)?
- Did the community events have a specific, formal component designed to be of special service to the educational community?
- Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?
- Provide locally created content for your own or another community-based computer network/web site?
- Did the locally created web content have a specific, formal component designed to be of special service to the educational community?
- 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?
- Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?
- Did the partnership have a specific, formal component designed to be of special service to the educational community?
- Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

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="3,376"/>	<input type="text" value="3,376"/>
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="4"/>	<input type="text" value="260"/>	<input type="text" value="264"/>
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="150"/>	<input type="text" value="415"/>	<input type="text" value="565"/>
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="18"/>	<input type="text" value="0"/>	<input type="text" value="18"/>
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="172"/>	<input type="text" value="4,051"/>	<input type="text" value="4,223"/>

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

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2013. 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 2013 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.

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 2013, we expanded local content and news coverage on television, radio and online. We added a new beat reporter to our Newsroom: the Education Desk as well as Houston Matters, our daily public affairs talk show and Classical Classroom, a weekly arts and culture web-exclusive. Our locally produced radio programs include: Music From the Movies, Music in the Making, Opera Broadcast, Opera Cheat Sheet, Engines of Our Ingenuity, Texas Originals and UH Moment. 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. In 2013, our award-winning newsroom had 17 feature stories on national networks, airing on

programs such as Morning Edition, Hear & Now, Fresh Air, and All Things Considered. 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 and Transportation. 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. For the second year in a row, Houston Public Media, in partnership with American Public Media produced a four-part series of comprehensive coverage of one of the world's most spectacular music events. Recorded in Mozart's hometown of Salzburg, Austria, The Mozart Festival includes performances by some of the world's leading soloists and orchestras. Classical 91.7's production of The Mozart Festival is an extraordinary radio experience: artists introduce their performances in backstage clips, short location-recorded features tour the Mozarteum Foundation's priceless collections, and most of all, Mozart's genius is heard in world-class performances of his music. Our goals for next year are to continue expanding our cross-platform content offerings. For example, Houston Public Media produced an intimate portrait of artist James Turrell with exclusive an interview and tour of his Houston installations and exhibition at The Museum of Fine Arts, Houston. The special, produced by Houston Public Media, aired in all three major television markets. Audio from the television special was featured on Classical 91.7. 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-pace, ever-changing age of information. For more information on our Local Content and Service to the community in FY 2013, please see the full report on our website at HoustonPublicMedia.org

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.

In 2013, Houston Public Media organized, hosted or participated in over 120 events- more than one event every three days- connecting with over 30,000 people from Beaumont to Conroe, Downtown to Bayou Bend. We took our mission beyond the airwaves and into the diverse and vibrant neighborhoods that make this city great. Our list of community partners is extensive and varied- from the Museum of Fine Arts Houston to the Houston Symphony, from local parks to Tier One Universities like Rice and the University of Houston. Even during our campaign fundraisers, Houston Public Media values community partnerships. We have partnered with Trees for Houston and Meals on Wheels as a way to encourage our donors to help multiple causes at once. Instead of the regular thank you gift, members can choose to instead plant a tree or donate a meal to seniors during specific days of the campaign. In 2013, our radio campaign drives resulted in 3,917 trees planted and 10,619 meals delivered. In 2013, we partnered with the MIT Enterprise Forum Houston Chapter for two events that were streamed digitally. The first "Fracking in America" was a moderated panel discussion with industry experts on the controversial process of "fracking" for oil. The second event, "A Discussion on Social Entrepreneurship" was streamed and then later repackaged into a broadcast special. Both of these subjects are important to Houstonians and also demonstrate how Houston Public Media is expanding web exclusive content. At Houston Public Media, We are home to the University of Houston's Office of Emergency Management and in the process of expanding our collaboration with the Harris County EOM office, Houston OEM office and regional OEM offices in surrounding areas. This partnership would include a communication capacity with local police, fire and Sheriff's departments. We have taken a lead role in Texas, encouraging other public broadcasters to explore ways they can collaborate with local public safety officials and hosted the first planning stages of a state-wide initiative. News 88.7 is one of two Local Primary stations for FEMA's Emergency Alert System in the Houston area. Public safety and security are areas of service where Houston Public Media can expand its community impact. For more information on our Local Content and Service to the community in FY 2013, please see the full report on our website at HoustonPublicMedia.org

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.

In 2013, we were thrilled to work with Qukku, a Houston-based social video start-up on two engaging video contests. For the "This is Houston" contest, we asked Houstonians to capture the essence of the Bayou City with all the grit and gloss that make this place home. For Public Radio Music Month, we also held an online "Air Conducting" contest. As part of a national initiative, Houston Public Media participated in Public Radio Music Month. We held an online "Air Conducting" contest where classical aficionados waved their batons to two works from Wagner and Strauss. The "Air Conducting" contest was a success with 17 videos submitted, 1,547 votes cast, 1,051 social posts via Shares, Likes, Tweets, 35,884 video views, 357,583 social impressions (on Facebook, Twitter, etc) and viewers from all 50 states and 38 countries. In addition to the "Air Conducting" Contest, we also collected great classical music "testimonials" from the likes of Mayor Parker and Gary Knell, previous President of NPR as well as "Desert Island" Top 10 Favorite classical music lists from our local on-air announcers. Our website numbers and AQH increased, as did most of our social media numbers. Given the overall increase in listeners, followers, and fans, in addition to the success of our Air Conducting Contest, our work during Public Radio Music Month had an impact – primarily in the digital sphere. Our extra effort resulted in the growth of our audience, and in their engagement with Classical 91.7. Texans are famous for their state pride and Houston Public Media is no exception. In addition to our radio program Texas Originals which produced in partnership with Humanities Texas, our sister station TV 8 aired The Sam Houston Project- a documentary film that brings a variety of points of view from biographers, professors, authors, descendants, Native Americans, and governmental leaders who have held offices once occupied by Houston to help understand this monumental figure of history. For more than 25 years, we have also produced Engines of Our Ingenuity, in partnership with Dr. John Lienhardt at the University of Houston. Engines is a Houston classic and is also broadcast nationally. Texas Originals and Engines are used as educational resources for teachers and parents in our area. We receive strong, positive feedback from our listeners on these programs that are uniquely local, educational and enriching. One listener wrote to us last year, "As a regular listener, I appreciate the way Texas Originals and Engines offer an opportunity to briefly meditate on a story that is inspiring or enlightening. By the time the show wraps up, I carry on through my day with a new respect for those on whose shoulders I stand. I hope you continue to support Texas Originals just as you have supported Engines. I have learned so much from Texas Original's short little history pieces. They remind me to be thoughtful and deliberate as I introduce history to my eight year-old twins. And because we're homeschooling, I am grateful for the story references published online so we can always go back and read more about the subject later. As a last comment, I would like to thank you for making sure that Texas Originals is both accessible and compelling for a wide range of audiences, even--or more especially--to a couple of kids listening to the radio

with their mom. Shows like TO help my children feel like KUHF is their station, too." Houston Public Media is committed to developing the next generation of journalists and broadcasters. Through our internship programs, students gain the necessary tools, guidance and opportunities to further their careers in radio. We have internship programs in the following areas: Newslab News Digital Lab, TV Lab and MusicLab. The TV Lab is in partnership with professors of Broadcast Media at the University of Houston. Not only does Houston Public Media go out into the community, we also open our doors and bring the community into our station to witness the magic of television and radio behind the scenes. In 2013, we conducted over 120 tours with approximately 2000 visitors. These tours can range from students, to Boy and Girl Scout troops, to local nonprofits that mentor and nurture underserved communities. We are proud of the impact we can have with children through these visits. A community outreach specialist from the Boys and Girls Country, a local nonprofit for children, wrote, "What child doesn't think it is the coolest thing to see the inner workers of a TV (and radio) station? All the technology is amazing to them, and they are able to learn so much from that experience. I'm sure it was quite a surprise for them to see all the things that go on behind the scenes....thank you!". For more information on our Local Content and Service to the community in FY 2013, please see the full report on our website at HoustonPublicMedia.org

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 2013, and any plans you have made to meet the needs of these audiences during Fiscal Year 2014. If you regularly broadcast in a language other than English, please note the language broadcast.

Houston Public Media is committed to diversity and meeting the needs of our diverse community- whether it is in the stories we cover, the sources we interview, the programming we air or the place we work. In 2013, we invited Keith Woods and Luis Clemens, part of NPR's Diversity in News & Operations initiative, for a two day workshop that involved every member of the Houston Public Media team. Sessions focused on content, leadership and strategies for better serving diverse audiences. A full listing of our news stories that treated the subject of Diversity can be found in our quarterly ascertainment reports, filed with the FCC. Beyond our regular reporting, we also sought out unique and under-represented perspectives through our Public Insight Network digital query system. By using PIN, we were able to organize Destination Houston: Storytelling Sessions to capture the personal stories of immigrants who call the Bayou City home. As the national conversation around immigration concentrates on policy and reform, we wanted to hear the personal stories about departure, arrival and documentation. As we celebrated Independence Day, our weekly talk show, Houston Matters explored these stories and the varied journeys Houstonians take to come to America. In collaboration with Arte Publico Press, Houston Public Media produces an online "Author of the Month" series spotlighting Spanish-language authors. Another highlight from last year included Andrew Schneider's trip to Afghanistan. News 88.7's Business reporter Andrew Schneider traveled to Afghanistan as an embedded journalist focusing on the experience of a Texas-based infantry unit. Houston has one of the largest and fastest-growing communities of veterans in the country; we have reported extensively on the obstacles they face as they make the transition to civilian life. Andrew produced a series of four features recounting the challenges, both great and small, of American soldiers and the Afghan forces he encountered. Edell Howlin, News 88.7 reporter and producer for Houston Matters was honored last year by the Veterans Affairs Commission for her excellence in covering veterans issues. For more information on our Local Content and Service to the community in FY 2013, please see the full report on our website at HoustonPublicMedia.org

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?

The grants we received for FY13, \$613,415.00, are crucial for Houston Public Media to continue its mission of content expansion and community service. In FY13, we were able to fund our Education Desk without seeking any underwriting or foundation support. We would not have been able to expand our content in this way without CPB's funding. 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.

Comments

Question	Comment
----------	---------

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:

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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<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	0	0	0	0	0	0	0	0	0	0	0
Executive Producer	2	0	0	2	0	0	0	0	0	2	0
Senior Producer	1	0	0	1	0	0	0	0	0	1	0
Producer	2	0	0	2	0	0	0	0	0	2	0
Associate Producer	0	0	0	0	0	0	0	0	0	0	0
Reporter/Producer	2	0	0	2	0	0	1	0	0	1	0
Host/Reporter	0	0	0	0	0	0	0	0	0	0	0
Reporter	0	0	0	0	0	0	0	0	0	0	0
Beat Reporter	0	0	0	0	0	0	0	0	0	0	0
Anchor/Reporter	0	0	0	0	0	0	0	0	0	0	0
Anchor/Host	20	0	0	12	8	0	0	0	2	18	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	29	0	0	21	8	0	1	0	2	26	0

Comments

Question

Comment

No Comments for this section