

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.

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="0"/>	<input type="text" value="3"/>
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="2"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="15"/>	<input type="text" value="22"/>
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="4"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="14"/>
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"/>
Total	<input type="text" value="8"/>	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="26"/>	<input type="text" value="44"/>

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="2"/>	<input type="text" value="2"/>
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="5"/>	<input type="text" value="6"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="16"/>	<input type="text" value="18"/>
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="3"/>	<input type="text" value="4"/>
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="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

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"/>
Total	<input type="text" value="1"/>	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="27"/>	<input type="text" value="34"/>

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"/>

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.

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	<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="2"/>
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="0"/>	<input type="text" value="0"/>
Total	<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="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

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

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="0"/>	<input type="text" value="1"/>
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="2"/>	<input type="text" value="2"/>
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="2"/>	<input type="text" value="2"/>
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="1"/>	<input type="text" value="1"/>
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"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="6"/>

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="3"/>	<input type="text" value="4"/>
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="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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
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"/>
Total	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="9"/>

Major Job Category / Job Code	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"/>

1.4 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?

Number working less than 15 hours per week

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.)

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	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="8"/>
Technicians - 4000	<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"/>
Sales Workers - 4500	<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"/>
Office / Service Workers - 5100-5500	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="7"/>
Total	<input type="text" value="6"/>	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="19"/>

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.

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?

Check all that apply

Underwriting solicitation related activities	<input type="checkbox"/>
Direct Mail	<input checked="" type="checkbox"/>
Telemarketing	<input checked="" type="checkbox"/>
Other development activities	<input type="checkbox"/>

- Legal services
- Human Resource services
- Accounting/Payroll
- Computer operations
- Website design
- Website content
- Broadcasting engineering
- Engineering
- Program director activities
- None of the above

Comments

Question Comment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: 2.1 ▼

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Executive Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="269,600"/>	<input type="text" value="3"/>
Chief Operations Officer	<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="110,000"/>	<input type="text" value="1"/>
Chief Financial Officer	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Financial Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="115,000"/>	<input type="text" value="2"/>
Publicity, Program Promotion Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="48,282"/>	<input type="text" value="4"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Communication and Public Relations, Chief	<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"/>
Programming Director	<input type="text" value="1.00"/>	\$ <input type="text" value="91,300"/>	<input type="text" value="3"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Production, Chief	<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"/>
Executive Producer	<input type="text" value="1.00"/>	\$ <input type="text" value="64,194"/>	<input type="text" value="13"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Producer	<input type="text" value="5.00"/>	\$ <input type="text" value="48,189"/>	<input type="text" value="2"/>
Producer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Development, Chief	<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"/>
Member Services, Chief	<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="60,000"/>	<input type="text" value="1"/>
Membership Fundraising, Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>

Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
On-Air Fundraising, Chief	<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="70,000"/>	<input type="text" value="1"/>
Auction Fundraising, Chief	<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"/>
Underwriting, Chief	<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="80,000"/>	<input type="text" value="1"/>
Corporate Underwriting, Chief	<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"/>
Foundation Underwriting, Chief	<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"/>
Government Grants Solicitation, Chief	<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"/>
Operations and Engineering, Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Engineering Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Broadcast Engineer 1	<input type="text" value="1.00"/>	\$ <input type="text" value="50,980"/>	<input type="text" value="11"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Production Engineer	<input type="text" value="1.00"/>	\$ <input type="text" value="63,000"/>	<input type="text" value="1"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Facilities, Satellite and Tower Maintenance, Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Technical Operations, Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Education, Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Information Technology, Director	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Volunteer Coordinator	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
News / Current Affairs Director	<input type="text" value="2.00"/>	\$ <input type="text" value="88,500"/>	<input type="text" value="2"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Music Director	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Music Librarian/Programmer	<input type="text" value="1.00"/>	\$ <input type="text" value="50,000"/>	<input type="text" value="1"/>
Announcer / On-Air Talent	<input type="text" value="5.00"/>	\$ <input type="text" value="73,496"/>	<input type="text" value="2"/>
Announcer / On-Air Talent - Joint	<input type="text" value="4.00"/>	\$ <input type="text" value="62,905"/>	<input type="text" value="4"/>
Reporter	<input type="text" value="10.00"/>	\$ <input type="text" value="56,942"/>	<input type="text" value="2"/>

Reporter - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="51,126"/>	<input type="text" value="2"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Broadcast Supervisor</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="77,750"/>	<input type="text" value="1"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Events Coordinator - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="45,653"/>	<input type="text" value="1"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Web Administrator/Web Master - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="67,620"/>	<input type="text" value="1"/>
Total	<input type="text" value="44.00"/>	\$ <input type="text" value="1644537"/>	<input type="text" value="59"/>

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:

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="2"/>	<input type="text" value="5"/>	<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="2"/>	<input type="text" value="6"/>	<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

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?

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:

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=""/>	<input type="text" value="56"/>	<input type="text" value="56"/>
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="613"/>	<input type="text" value="613"/>
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=""/>	<input type="text" value="6"/>	<input type="text" value="6"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="675"/>	<input type="text" value="675"/>

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

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question: ▼

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2014. 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 2014 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 2014, 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 third largest Spelling Bee impacting over 100,000 students, we have five dedicated news desks and daily local affairs radio show with political coverage on elections, two televised debates and a weekly TV talk show. Houston Public Media launched special series explaining the Affordable Healthcare Act, how to apply and how it will affect the region. 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 also raised money to pay for 2367 Trees planted 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 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. Our goals for next year are to continue expanding our cross-platform content offerings. For example, in 2014, 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 three major television markets- New York, Los Angeles and Houston. 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, 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.

In 2014, Houston Public Media partnered with the Houston Chronicle to cover job fatalities related to oil rigs, fracking and even truck-driving. State officials have taken notice and are actively discussing solutions. Houston Public Media educates the community with innovative locally produced radio series and podcasts such as Texas Originals, Classical Classroom, Opera Cheat Sheet and Engines of Our Ingenuity. These programs are available to educators for classroom use. Houston Public Media partnered with the League of Women Voters for a live Mayoral Debate in October of 2013. This was the only televised debate that Mayor Parker agreed to. In partnership with The Texas Association for Broadcasters (TAB) and The Houston Chronicle, Houston Public Media hosted Texas Votes, a live debate between the Republican candidates for Lt Governor: David Dewhurst and Dan Patrick. 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. In the on-going series Inside the Classroom, Laura Isensee captures diverse perspectives surrounding the many challenges in education today. In the same honest, candid conversational style as StoryCorps, Houstonians share their experiences – ranging from a mother and daughter attending college together to a school counselor mentoring a student with illegal resident status through the college application process. For more information, please see Houston Public Media's Local Content and Service Report.

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 August 2014, News 88.7 launched a special back-to-school series Reinventing Texas Education that took an in-depth look at the changes brought on by House Bill 5 (HB5). With compelling interviews from students, parents, law makers and school administrators- Laura Isensee shed light on some of the biggest changes to education in decades: new high school graduation plans, endorsements, less standardized testing and more vocational classes. This series ran in markets across Texas, educating parents and students about these important changes. 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. 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 thing 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, please see Houston Public Media's Local Content and Service Report.

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 2014, and any plans you have made to meet the needs of these audiences during Fiscal Year 2015. 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. 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. Edel 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.

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. 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.

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	6	0	0	1	5	0	0	0	1	5	0
Associate Producer	1	0	0	0	1	0	0	0	0	1	0
Reporter/Producer	1	0	0	0	1	0	0	0	0	1	0
Host/Reporter	0	0	0	0	0	0	0	0	0	0	0
Reporter	4	0	0	3	1	0	1	0	1	2	0
Beat Reporter	5	0	0	2	3	0	0	0	0	5	0
Anchor/Reporter	3	0	0	2	1	1	0	0	0	2	0
Anchor/Host	3	5	0	7	1	2	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	28	5	0	20	13	3	2	0	2	26	0

Comments

Question

Comment

No Comments for this section