

Grantee Information

ID	1297
Grantee Name	KUSC-FM
City	Los Angeles
State	CA
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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="5"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="7"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="10"/>	<input type="text" value="17"/>

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="9"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="20"/>	<input type="text" value="24"/>

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftpersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="1"/>

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#)

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

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

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

1.4 Part-Time Employment Jump to question: [1.4](#)

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

Number working less than 15 hours per week

Number working 15 or more hours per week

1.5 Full-Time Hiring Jump to question: [1.5](#)

Enter the number of full-time employees in each category hired during the fiscal year. (Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

1.6 Full-Time and Part-Time Job Openings Jump to question: [1.6](#)

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

Number of full-time and part-time job openings

1.7 Hiring Contractors Jump to question: [1.7](#)

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

Check all that apply

Underwriting solicitation related activities

Direct Mail

Telemarketing

Other development activities

Legal services

Human Resource services

Accounting/Payroll

Computer operations

Website design

Website content

Broadcasting engineering

Engineering

Program director activities

None of the above

Comments
Question Comment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY Jump to question: [2.1](#)

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="2.00"/>	<input type="text" value="\$ 495,575"/>	<input type="text" value="19"/>
Chief Executive Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Financial Officer	<input type="text" value="1.00"/>	<input type="text" value="104,430"/>	<input type="text" value="21"/>
Chief Financial Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>

<u>Communication and Public Relations, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Programming Director</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="81,000"/>	<input type="text" value="11"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="144,030"/>	<input type="text" value="12"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Development, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="180,000"/>	<input type="text" value="15"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Underwriting, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="225,000"/>	<input type="text" value="1"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="137,000"/>	<input type="text" value="20"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="156,000"/>	<input type="text" value="6"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="119,323"/>	<input type="text" value="10"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="78,900"/>	<input type="text" value="9"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="67,500"/>	<input type="text" value="2"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="117,000"/>	<input type="text" value="7"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="13.00"/>	\$ <input type="text" value="1,905,758"/>	<input type="text" value="133"/>

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="2"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="15"/>	<input type="text" value="19"/>
Male Board Members	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="9"/>	<input type="text" value="30"/>	<input type="text" value="40"/>
Total	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="45"/>	<input type="text" value="59"/>

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?	Yes/No
	<input type="button" value="Yes"/>
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	<input type="button" value="Yes"/>
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	<input type="button" value="No"/>
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	<input type="button" value="Yes"/>
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	<input type="button" value="Yes"/>
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	<input type="button" value="Yes"/>
Produce/distribute informational materials based on local or national programming?	<input type="button" value="Yes"/>
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	<input type="button" value="Yes"/>
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	<input type="button" value="No"/>
Host community events (e.g. benefit concerts, neighborhood festivals)?	<input type="button" value="Yes"/>
Did the community events have a specific, formal component designed to be of special service to the educational community?	<input type="button" value="Yes"/>
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	<input type="button" value="No"/>
Provide locally created content for your own or another community-based computer network/web site?	<input type="button" value="Yes"/>

- Did the locally created web content have a specific, formal component designed to be of special service to the educational community? Yes ▾
- Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes ▾
- Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)? Yes ▾
- Did the partnership have a specific, formal component designed to be of special service to the educational community? No ▾
- Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No ▾

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: 5.1 ▾

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"/>	8,426	8,426
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)	84	250	334
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"/>	0	0
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text"/>	0
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	0
Total	84	8,676	8,760

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: 6.1 ▾

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2016. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

Joint licensee Grantees that have filed a 2016 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

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.

Approximately 31% (Nielsen Audio: August – Holiday average 2016) of the KUSC audience is comprised of minorities and Nielsen Audio does not measure Asian audience which would likely increase this percentage substantially. This is up from 10% a few years ago.

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.

PB funding is crucial to KUSC. We use the CSG primarily to fund positions held by the creative, talented people who lead the station's programming department. In addition we used CPB funding in 2016 to upgrade our automation system, make signal reliability improvements, and replace obsolete transmitter equipment at KUSC-Mt. Harvard, KUSC-Lookout Mtn., and KUSC's Santa Clarita booster site. The percentage of funding allocated to national programming acquisition and production goes to helping KUSC distribute local programming nationally and acquire national programming. Since Los Angeles is an important arts center with an outstanding orchestra, a gifted young Latino conductor Gustavo Dudamel and many outstanding smaller ensembles, we can enrich public radio arts programming by distributing local offerings nationally. Without the CPB grant, KUSC would be in a weak position to produce and distribute high quality classical programming.

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.

BAY AREA: We convene meetings regularly with arts leaders in various regions of the Bay Area. We have found that arts organizations in different regions are facing different challenges. For example, arts organizations in Silicon Valley have difficulty finding affordable venues, expanding audiences, gaining the capacity to use social media and effectively marketing their performances. There is great wealth in Silicon Valley and it is the hub of social media; however, this money and expertise is not permeating classical music groups. In Wine Country the major challenges are funding, staffing and media awareness. The situation is very different in San Francisco where millions of dollars of government funds are allocated to the arts every year. We are working with our board to determine how best to assist the various arts communities in our listening area given that the situations and challenges are so different. SOUTHERN CALIFORNIA: KUSC continues to follow the organization we helped found in the Coachella Valley Arts Oasis. In 2012 Arts Oasis merged with the Coachella Valley Economic Partnership (CVEP), which is developing an economic blueprint and strategic plan for the region. They issued the first report on the impact of the arts economy in the Coachella Valley in 2013 at a presentation that was attended by almost every arts organization in the region. The Palm Springs Chamber of Commerce is taking a much more active role in the arts agenda as well. Arts organizations now feel that they are receiving the respect and recognition they are due. We have, therefore, achieved the goal that emerged from our community engagement work. KUSC offers space free of charge to two arts organizations: Arts for LA, an arts advocacy group and the LA County High School of the Arts Foundation. In addition, we have continued to host a number of special events called Classic Nights at KUSC. The purpose is to create

opportunities for our listeners to attend arts events and thereby deepen their commitment to classical music and the arts. The three components of the KUSC arts programming strategy remain: short announcements of arts events that occur every few hours, a weekly arts magazine program and concert broadcasts and other special programs. The half-hour arts magazine program, Arts Alive, debuted November 4, 2006 and features the latest in-depth arts news; including "Ask the Dean", which offers listeners the chance to pick the brain of USC Thornton School of Music Dean Rob Cutietta and his faculty; an in-depth events calendar called "Around Town"; interviews with fascinating people in film, dance, classical music, visual arts, theater and architecture; film reviews with the LA Times senior film critic Kenneth Turan, music reviews, and new and unusual recordings. Arts Alive and long-form interviews we conduct with artists and arts leaders are also available online for on-demand listening and as podcasts. KUSC continues to broadcast concerts of the Los Angeles Philharmonic the Los Angeles Opera, the Los Angeles Chamber Orchestra, the Pacific Symphony and the Los Angeles Master Choral.

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

KUSC developed a plan for increasing its involvement with the educational community in 2016 which will be implemented in 2017. Phase I – Immediately Instrument Drives • Year-round musical instrument collection and distribution effort in USCRG primary markets of LA and Bay Area that focuses on our core competency of music exposure • Effort requires partnerships in each market with music education organizations, venues, and arts groups/music schools for collection and distribution as well as event locations and event content/performance – With KUSC/KDFC owning/leading the effort and not merely "promoting" it • Program seeks to impact underserved communities and kids who otherwise might not have the access to music education/instruments • Program and its impact to be measured and documented quarterly/annually on websites, social media and presentations for Telling Our Story and the procurement of major gift and corporate sponsorship funding Kids Discovery Days EVENTS • One (1) – day, weekend scheduled events to be held at partner educational venues that are already a destination for families/children and likely to go with theme title created for initial San Jose event in October 2016 of "Kids Discovery Day" • Events to add significance and immediacy as well as a more tangible dimension to the instrument drive efforts and allow for pictures, video, attendance metrics to document the impact and secure funding • Events to feature but not limited to, musical instrument collection, vocal and musical performances from partner and local youth organizations, interactive and hands on musical activities and workshops from partner arts groups, and a live broadcast Phase II – Summer/Fall 2017 Moodles – Make Beautiful Music • A free mobile app that makes it fun and easy to create, record and share original music with friends – no real instruments or classes required. Kids can record a "musical doodle" on their computer or mobile device while Moodles animates it, turning music into the ultimate form of play while teaching kids about music composition, history, and listening • Target is Kids 6-12, with social/sharing components expanding its reach across social platforms (facebook, snapchat, Instagram) and generations (parents, grandparents, etc.) • App provides unfettered access to music/education regardless of geographic, socio-economic, or educational barriers • Impact easily measured based on (1) downloads and (2) compositions created • Existing USCRG broadcast, digital, and experiential/event assets all used to reach and engage the target and facilitate downloads, with digital's worldwide reach and social media's sharing speeding access and adoption

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?

In the coming year, KUSC will focus on the following major initiatives: a. Telling our Story: KUSC is a major arts institution in Southern California and is recognized as such. We plan to strengthen our board, continue to take a leadership role in the arts community, and do a better job of telling the story of KUSC internally and externally. b. Investing in People: We plan to invest more in training our current talented staff members and ensure that our culture supports adding people of different backgrounds and different types of expertise. c. Expanding Growth and Reach: We are looking to develop new classical music services for larger, younger and more diverse audiences. d. Classical Music Rising: We are taking a lead role in the national initiative led by SRG to advance classical public radio stations across the country. We are in year two of the project which is being funded by participating stations and the Mellon Foundation.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: 7.1

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

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific
News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beat Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Host	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments

Question Comment

No Comments for this section