

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" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
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="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="6"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>				
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="5"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>				
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<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="9"/>	<input type="text" value="16"/>

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="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
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="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="8"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="5"/>
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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>				
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
Total	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="18"/>	<input type="text" value="22"/>

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" value="1"/>
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	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="2"/>

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

2 White, Non-Hispanic males

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" value="0"/>				
Male Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
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="1"/>	<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" value="0"/>				
Managers - 2000	<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"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>				
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>				
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>				
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>				
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<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="0"/>	<input type="text" value="1"/>

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" value="0"/>				
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>				
Professionals - 3000	<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" value="0"/>				
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>				
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>				
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<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"/>
Craftpersons (Skilled) - 5200	<input type="text"/>

Operatives (Semi-skilled) - 5300

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"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Professionals - 3000	<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="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
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

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="521,000"/>	<input type="text" value="10"/>
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="120,000"/>	<input type="text" value="20"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<u>Communication and Public Relations, Chief</u>	1.00	\$ 148,000	15
Communication and Public Relations, Chief - Joint		\$	
<u>Programming Director</u>	1.00	\$ 154,000	2
Programming Director - Joint		\$	
<u>Production Chief</u>		\$	
Production, Chief - Joint		\$	
<u>Executive Producer</u>	1.00	\$ 85,000	10
Executive Producer - Joint		\$	
<u>Producer</u>		\$ 0	
Producer - Joint		\$	
<u>Development, Chief</u>	1.00	\$ 250,000	1
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>		\$ 0	0
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>	1.00	\$ 187,000	15
Membership Fundraising, Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$ 0	0
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>	1.00	\$ 231,000	2
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>	1.00	\$ 148,000	1
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>	1.00	\$ 150,000	1
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$ 0	0
Government Grants Solicitation, Chief - Joint		\$	
<u>Operations and Engineering, Chief</u>		\$	0
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>	1.00	\$ 125,000	15
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>	1.00	\$ 82,000	20
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$ 0	0
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Education, Chief</u>		\$	
Education, Chief - Joint		\$	
<u>Information Technology, Director</u>		\$	
Information Technology, Director - Joint		\$	
<u>Volunteer Coordinator</u>		\$	
Volunteer Coordinator - Joint		\$	
<u>News / Current Affairs Director</u>		\$	
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>	1.00	\$ 70,000	5
<u>Music Librarian/Programmer</u>		\$ 0	
<u>Announcer / On-Air Talent</u>		\$	
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>		\$	
Reporter - Joint		\$	
<u>Public Information Assistant</u>		\$	
Public Information Assistant - Joint		\$	
<u>Broadcast Supervisor</u>		\$	

Broadcast Supervisor - Joint	<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" value="0"/>	<input type="text" value="0"/>
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="132,000"/>	<input type="text" value="15"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="15.00"/>	\$ <input type="text" value="2,403,000"/>	<input type="text" value="132"/>

Comments

Question Comment

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" value="0"/>	<input type="text" value="0"/>	<input type="text" value="13"/>	<input type="text" value="17"/>
Male Board Members	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<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="43"/>	<input type="text" value="57"/>

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?

	Yes/No
Produce public service announcements?	<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?	<input type="button" value="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? Yes ▾
- 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"/>	8,490	8,490
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)	90	179	269
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	90	8,669	8,759

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 2017. 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 2017 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 27% of the KUSC audience (Nielsen: December 2017) is comprised of minorities and Nielsen Audio does not measure Asian audience which would likely increase this percentage substantially.

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.

CPB 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 2017 to upgrade generators, heating cooling systems and replace control room one console. 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 offer more than \$1 million annually in support and promotion to arts organizations in Southern California. Our Chief Engagement Officer meets regularly with arts leaders individually and in groups to ensure we understand the opportunities and challenges facing each organization and region we serve. In addition, KUSC offers space free of charge to two arts organizations: Arts for LA, an arts advocacy group that increases access to the arts through public school arts education programs and governmental advocacy as well as empowering people in underserved communities to become involved in the arts, and the LA County High School of the Arts Foundation—a public arts high school. 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 hourly, short features on the arts that air every few hours, and concert broadcasts and other special programs. The half-hour arts magazine program, Arts Alive, was replaced this year with the a series of features that air several times during the day each weekday titled KUSC Out and About. More listeners will hear the shorter features than the

magazine program; therefore, we will be more effective in encouraging listeners to make the arts a more important part of their lives. Out and About incorporates some of the most popular features of the arts magazine program 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; 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. 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 Chorale.

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 2017, and any plans you have made to meet the needs of these audiences during Fiscal Year 2018. If you regularly broadcast in a language other than English, please note the language broadcast.

KUSC fully implemented a plan to increase its involvement with the educational community in 2017. Instrument Drives • KUSC and KDFC conducted instrument drives in 2017 that led to more than 750 instruments being placed in schools that serve students in lower socio-economic areas. Kids Discovery Days EVENTS • KUSC and KDFC each hosted a Kids Discovery Day in conjunction with a partner. In the Bay Area the partner was the Tech Museum of Innovation in San Jose. In Los Angeles the Discovery Day was held at the Natural History Museum. • In San Jose 3500 young families attended and in Los Angeles more than 4000 young families of all ethnicities and backgrounds attended. • Both events included an instrument petting zoo to give young people an opportunity to play instruments for the first time, performances by young musicians, crafts and arts activities for kids, and booths featuring arts education groups that provide services at no charge. • At the Los Angeles event we debuted Moodies, a free mobile app available on the Apple AppStore that makes it fun and easy for kids 6-12 to create, record, and share original music with friends. • More Kids Discovery Days will occur in 2018.

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, the USC Radio Group will focus on the following major initiatives: a. Telling our Story: KUSC and KDFC are major arts institution in Southern California and the Bay Area and they are recognized as such. We plan to strengthen our boards, continue to take a leadership role in the arts community, and do a better job of telling the story of the importance and impact of our organizations 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 digital-first classical music services for larger, younger and more diverse audiences. One project is underway. It is an app featuring a new, interactive classical music service for and by young people in their 20s and 30s. The app is in development, two young composers are working with our digital and programming teams to design the service, playlists have been created and the goal is to have a service that can be tested in 2018. 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 three 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:

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"/>								
Assistant News Director	<input type="text"/>								
Managing Editor	<input type="text"/>								
Senior Editor	<input type="text"/>								
Editor	<input type="text"/>								
Executive Producer	<input type="text"/>								
Senior Producer	<input type="text"/>								
Producer	<input type="text"/>								
Associate Producer	<input type="text"/>								
Reporter/Producer	<input type="text"/>								
Host/Reporter	<input type="text"/>								
Reporter	<input type="text"/>								
Beat Reporter	<input type="text"/>								
Anchor/Reporter	<input type="text"/>								
Anchor/Host	<input type="text"/>								
Videographer	<input type="text"/>								
Video Editor	<input type="text"/>								
Other positions not already accounted for	<input type="text"/>								
Total	<input type="text" value="0"/>								

Comments

Question Comment

No Comments for this section