

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=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<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" value=""/>	<input type="text" value=""/>	<input type="text" value="3"/>	<input type="text" value="5"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="6"/>
Technicians - 4000	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value=""/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="7"/>
Craftspersons (Skilled) - 5200	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Total	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="11"/>	<input type="text" value="19"/>

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=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="5"/>	<input type="text" value="6"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="9"/>	<input type="text" value="10"/>
Technicians - 4000	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="4"/>	<input type="text" value="4"/>
Sales Workers - 4500	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="19"/>	<input type="text" value="22"/>

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	<input type="text" value=""/>
Managers - 2000	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>
Technicians - 4000	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value=""/>
Office and Clerical - 5100	<input type="text" value=""/>
Craftspersons (Skilled) - 5200	<input type="text" value=""/>
Operatives (Semi-Skilled) - 5300	<input type="text" value=""/>
Laborers (Unskilled) - 5400	<input type="text" value=""/>
Service Workers - 5500	<input type="text" value=""/>
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 White Non-Hispanic Male

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="2"/>	<input type="text" value="2"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
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="5"/>	<input type="text" value="5"/>

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

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"/>	<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"/>
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" value="1"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>	<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="1"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="5"/>

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="265,000"/>	<input type="text" value="9"/>
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" value="0"/>
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="125,000"/>	<input type="text" value="24"/>
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" value="0"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<u>Communication and Public Relations, Chief</u>	1.00	\$ 151,322	25
Communication and Public Relations, Chief - Joint		\$	
<u>Programming Director</u>	1.00	\$ 160,000	3
Programming Director - Joint		\$	
<u>Production Chief</u>		\$	0
Production, Chief - Joint		\$	
<u>Executive Producer</u>	1.00	\$ 88,529	13
Executive Producer - Joint		\$	
<u>Producer</u>	1.00	\$ 87,425	7
Producer - Joint		\$	
<u>Development, Chief</u>		\$ 0	0
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>		\$	
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>	1.00	\$ 190,000	17
Membership Fundraising, Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$ 0	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>	1.00	\$ 236,990	3
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>	1.00	\$ 154,350	2
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$ 0	0
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$	
Government Grants Solicitation, Chief - Joint		\$	
<u>Operations and Engineering, Chief</u>		\$	
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>	1.00	\$ 126,525	12
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>	1.00	\$ 85,000	10
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$	
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	\$ 106,350	8
<u>Music Librarian/Programmer</u>		\$	
<u>Announcer / On-Air Talent</u>		\$	
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>		\$	
Reporter - Joint		\$	
<u>Public Information Assistant</u>		\$ 0	
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"/>	<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="136,000"/>	<input type="text" value="12"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="14.00"/>	\$ <input type="text" value="1,912,491"/>	<input type="text" value="145"/>

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)	<input type="text" value="0"/>
Appointed by government legislative body (including school board) or other government official (e.g. governor)	<input type="text" value="0"/>
Elected by community/membership	<input type="text" value="0"/>
Other (please specify below)	<input type="text" value="0"/>
Elected by board of directors itself (self-perpetuating body)	<input type="text" value="60"/>
Total number of board members (Automatic total of the above)	<input type="text" value="60"/>

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="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="15"/>	<input type="text" value="19"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<input type="text" value="28"/>	<input type="text" value="38"/>
Total	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<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="No"/>
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	<input type="button" value="No"/>
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="No"/>
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	<input type="button" value="Yes"/>
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="Yes"/>
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?
- 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)	52	8,497	8,549
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)	41	115	156
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)		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)		15	15
All Other (incl. sports and religious — Do NOT include fundraising)			0
Total	93	8,627	8,720

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 2018. 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 2018 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.

Community service is at the heart of our mission and is outlined in our strategic goals. We aspire to be an essential service in the communities we reach. We actively consider our audience needs when we make our music choices. We strive to be accessible so that we can connect as many people as possible to the power of classical music. We engage with our communities through our on-air broadcasts, via digital platforms such as live streams, website, apps, blogs, podcasts, Facebook, Twitter, live broadcasts, and through community events with partners. We are actively exploring new ways to deepen our roots in our communities as well as welcome in new, younger listeners through testing new digital content and testing educational outreach events with children.

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 2018, we deepened our outreach into the community in several ways. Key initiatives for KUSC and KDFC included Kids Discovery Days. We presented a Discovery Day at the Natural History Museum of LA County which attracted more than 4,300 people. The day involved several partners including the LA Opera singers, LA Chamber Orchestra, the Street Symphony Mariachi band and an American Youth Symphony duo. At KDFC, the Kids Discovery Day was held at the Tech Museum in San Jose and involved several partners including the San Francisco Conservatory and the Friction String Quartet. In addition, KUSC and KDFC deepened community outreach through Playground Pop-ups, an initiative to bring live informal concerts to elementary school playgrounds. Events included curricular materials distributed to teachers or after-school staff in the days leading up to the concerts. In Los Angeles, the partners are LA Best, an after-school program, as well as the LA Unified School District. We also partner with the LA Opera, LA Phil and Street Symphony to provide the music for the events. At KDFC, we partnered with the Oakland Unified School District as well as the Oakland Symphony. In FY18, we conducted an instrument drive at KDFC, partnering with the San Francisco-based Music in Schools Today. In addition to community outreach events, we routinely partner with many arts organizations through our on-air programming, including broadcasts featuring the LA Phil, Pacific Symphony, LA Opera, the LA Chamber Orchestra, the San Francisco Opera, San Francisco Symphony, the Philharmonia Baroque Orchestra, San Francisco Symphony Youth Orchestra and the Berkeley Community Chorus. Additionally, we feature many of these organizations in our regular arts features which air several times per week and are offered as podcasts. In FY 18, we continued our leadership role in Classical Music Rising, the national initiative led by SRG to advance classical public radio stations across the country. This was the final year of the project and important work was achieved including work on how to make the case for funding in our communities as well as strategic digital issues facing public service music media. As the project folded, we continued our system leadership. USC RG's president is a member of the advisory group for the noncomMusic Alliance. USC Radio Group's VP is on the board of directors of the PRPD. Last summer, KUSC, hosted two major roundtables with leaders from arts organizations in Los Angeles and in Orange County. The topic of discussion was community impact and reaching diverse communities. Through these roundtables, arts leaders were able to share best practices and were able to connect with each other to encourage future collaboration. The participants included the chief executives of the Los Angeles Philharmonic, the Los Angeles Master Chorale, the Los Angeles Opera, the Los Angeles Chamber Orchestra, the LA Music Center, LA for the Arts, The LA Street Symphony, The California African American Museum, the Natural History Museum, The City of LA Arts, LA County Arts, The Philharmonic Society of Orange County, the Pacific Symphony, the Pacific Chorale, the Segerstrom Center for the Arts, The Bowers Museum, the Southern

California Repertory Theater, The Art Society of Orange County, the Musco Center for the Arts. These roundtables will become an annual convening event for KUSC. KUSC also provides space free of charge to two non-profit arts organizations, LA for the Arts and the Los Angeles County High School of the Arts.

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.

We are engaging in key community outreach initiatives with the intent of deepening our impact. As a result, we are planning to find ways to demonstrably measure impact and have engaged a consultant to help us think through the most effective outreach efforts for KUSC and KDFC with a view to making the most strategic choices. We've also talked with several local arts organizations about their education efforts to better understand how we can play a meaningful role. All of this will help as we make decisions for expanding and deepening our outreach efforts. In the meantime, we see many instances of impact through direct feedback from individuals and organizations involved. Here are some examples of feedback from our Playground Pop-Ups: • "We are thrilled to be doing KUSC Playground Pop-Ups, excited for this connection with the schools, and grateful for all you do for Los Angeles and the students of LA Unified!", Stacy C. Brightman, Ph.D. Vice President, Education and Community Engagement, Los Angeles Opera • "It's all brand new to me. It just went to my heart. And my heart started beating super-fast because I liked it a lot.", Hector, a fourth-grader at 109th Street Elementary School in South Los Angeles • "Few of our students in Watts have seen these sorts of concerts live. These interactive performances are leaving a lasting and memorable impression with our students and hopefully creating an interest in music and a pathway to future career options that perhaps had not been even been considered previously.", Luis Heckmüller, Instructional Supervisor for the 16 Schools of the LA Unified District's South Los Angeles Division • You are doing amazing work at KUSC and I'm excited to see what you develop through this process. We look forward to future collaborations with the Playground Pop-Ups and KUSC Discovery Days! ", Dr. Nathaniel Zeisler, Dean for Community Initiatives, Colburn School. • "Our unique partnership with KUSC has greatly broadened the artistic experiences of the children we serve and, in many cases, introduced them to the joys of live classical music. Their excitement at every Pop-Up event is palpable.", Mario Davila, Director of the AfterSchool Arts Program (ASAP) for the 200 LA's BEST schools.

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 2018, and any plans you have made to meet the needs of these audiences during Fiscal Year 2019. If you regularly broadcast in a language other than English, please note the language broadcast.

Our community engagement project, Playground Poppups, has been focused at schools in underserved communities. Arts education has been severely diminished throughout the LA Unified School District as well as in the Oakland Unified School District. Educators in both districts have expressed appreciation that we are connecting their students directly to the power of music. In addition, we are undertaking some major strategic work, including work with an external consulting firm, to help us better understand the diverse needs of our audiences so that we can chart a future course that is inclusive of the diversity in our communities. That work is now underway in FY19 and will be ready for action in FY20.

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?

CPB funding is an essential resource for KUSC and KDFC. One key priority for us is to find ways to reach and engage audiences where they are. Increasingly, this means expanding our digital services. In FY 18 we were able to substantially redesign KDFC to be more user-friendly and more interactive. We have also increased our blogs. We redesigned our KUSC app for Android and did several iOS upgrades. Our engineering department worked overtime through wildfires and mudslides in both Southern and Northern California to keep our on-air services going for our listeners, many who were isolated during that time. Our CPB funding also allows us to support the creative people needed to provide high quality content for audiences via the radio, streams, website, apps. These funds have enabled us to expand our content offerings on digital platforms. We also use CPB funding to enable us to distribute KUSC local programming nationally and to enrich our programming with national acquisitions.

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"/>	<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