

Grantee Information

ID	1276
Grantee Name	KCHU-AM
City	Valdez
State	AK
Licensee Type	Community

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▾

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

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▾

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<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"/>	<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"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>	<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="0"/>	<input type="text" value="1"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▾

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<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"/>	<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"/>	<input type="text" value="0"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<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"/>	<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"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<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"/>	<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"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<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"/>	<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="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<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"/>	<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"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<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"/>	<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"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<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" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<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"/>	<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="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (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="0"/>

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?

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

Number working less than 15 hours per week

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

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.)

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

No full-time employees were hired (check here if applicable)

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

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

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.

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

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?

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

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 Corporate Management

Jump to question: 2.1 ▾

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	\$ 68,000	7
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	
Chief Financial Officer	1.00	\$ 44,000	6
Chief Financial Officer - Joint		\$	
Chief Digital Media Operations		\$	
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question: 2.1 ▾

Please list the Other Job titles in this sub-category not listed above

2.2 Communication and Promotions

Jump to question: 2.2 ▾

Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations, Chief		\$	
Communication and Public Relations, Chief - Joint		\$	

2.2 Communication and Promotions

Jump to question: 2.2 ▾

Please list the Other Job titles in this sub-category not listed above

2.3 Programming and Productions

Jump to question: **2.3** ▾

<u>Programming Director</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	-\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Producer - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>

2.3 Programming and Productions

Jump to question: **2.3** ▾

Please list the Other Job titles in this sub-category not listed above

2.4 Development and Fundraising

Jump to question: **2.4** ▾

<u>Development, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Major Giving Fundraising Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
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"/>

2.4 Development and Fundraising

Jump to question: **2.4** ▾

Please list the Other Job titles in this sub-category not listed above

2.5 Underwriting and Grant Solicitation

Jump to question: **2.5** ▾

<u>Underwriting, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	-\$ <input type="text"/>	<input type="text"/>
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"/>

2.5 Underwriting and Grant Solicitation

Jump to question: **2.5** ▾

Please list the Other Job titles in this sub-category not listed above

2.6 Broadcast Engineering and Information Technology

Jump to question: **2.6** ▾

Operations and Engineering, Chief	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Production Engineer	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Technical Operations, Chief	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Information Technology, Director	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

2.6 Broadcast Engineering and Information Technology

Jump to question: [2.6](#) ▾

Please list the Other Job titles in this sub-category not listed above

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#) ▾

News / Current Affairs Director	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	<input type="text"/>	\$	<input type="text" value="0"/>	<input type="text" value="0"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Public Information Assistant	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#) ▾

Please list the Other Job titles in this sub-category not listed above

2.8 Education and Community Engagement

Jump to question: [2.8](#) ▾

Education, Chief	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Education, Chief - 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>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	<input type="text" value="2.00"/>	\$ <input type="text" value="112,000"/>	<input type="text" value="13"/>

2.8 Education and Community Engagement

Jump to question: [2.8](#)

Please list the Other Job titles in this sub-category not listed above

Comments

Question	Comment
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No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Ex-Officio (Automatic membership because of another office held)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Appointed by government legislative body (including school board) or other government official (e.g. governor)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

One member was appointed by the board to fill the vacant seat of a member who passed away. Appointed members fill the unexpired term of the person they are replacing and, if they choose to continue to serve, placed on the ballot when that term expires.

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Elected by board of directors itself (self-perpetuating body)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Total number of board members (Automatic total of the above)

3.2 Governing Board Members

Jump to question: [3.2](#)

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

3.2 Governing Board Members

Jump to question: [3.2](#)

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

3.2 Governing Board Members

Jump to question: [3.2](#)

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="6"/>

Total

3.2 Governing Board Members

Jump to question:

Number of Vacant Positions

3.2 Governing Board Members

Jump to question:

Total Number of Board Members (Total should equal the total reported in Question 3.1.)

3.2 Governing Board Members

Jump to question:

Number of Board Members with disabilities

Comments

Question **Comment**

No Comments for this section

4.1 Community Outreach Activities

Jump to question:

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

4.1 Community Outreach Activities

Jump to question:

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

Comments

Question **Comment**

No Comments for this section

5.1 Radio Programming and Production

Jump to question:

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

5.1 Radio Programming and Production

Jump to question: 5.1

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="260"/>	<input type="text" value="260"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text"/>	<input type="text" value="12"/>	<input type="text" value="12"/>
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"/>	<input type="text" value="25"/>	<input type="text" value="25"/>
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" value="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="16"/>	<input type="text" value="16"/>
Total	<input type="text" value="0"/>	<input type="text" value="313"/>	<input type="text" value="313"/>

5.1 Radio Programming and Production

Jump to question: 5.1

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/Pacific Islander.)

5.1 Radio Programming and Production

Jump to question: 5.1

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 2020. 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 2020 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question: 6.1

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multipplatform 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.

Our goal is to reach as many members of our community as possible through the most efficient means at our disposal with our programming. Our locally produced material is focused on the diverse community in our large broadcast area; it's interests and needs. We partner regularly with local schools, including Prince William Sound College, city governments and non-profits of all sorts to provide information to the community. KCHU devotes its weekly, one-hour call-in program to providing an opportunity for our community to interact with representatives of local government, educators and non-profit agencies to discuss current issues, events and concerns live on the air. We also provide a community bulletin board that is aired seventeen times per week and available on our news web site. We produce local news when events of concern to our community take place. These stories as well as certain Coffee Break programs of especial interest are also made available on our news site and linked to our social media. In addition to our main site, kchu.org, and our news site, soundandvalleynews.com, we also operate a Community Resource Page, valdezresourcepage.com/, in partnership with Valdez United Way to provide people with information on how to get needed services, both emergency and daily needs, contact government representatives, locate addresses, and share articles of interest or in the interest of public safety. This site is currently focused on Valdez, because it's the hub of the area for many of these things, but may expand in the future. Our on-air staff host meetings with community members regularly and the public is always welcome to contact our CAB and attend both their meetings and those of our board of directors or just visit the station. We provide free access to our streaming service which also hosts podcasts of our local music programs. We plan on broadening available podcasts in the future. Our

updated, expanded streaming service has made us available to people all over the state and the country and our demographics show interest and listeners that would otherwise be out of our reach. It also keeps seasonal residents of the area engaged while they're away. We provide a limited number of locally produced public service announcements for local non-profits, education and government entities at no cost. Our daily Buy, Swap and Sell segment includes help wanted and board recruitment notices from local government, education and non-profit entities.

6.1 Telling Public Radio's Story

Jump to question:

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

As a member of Alaska Public Broadcasting, despite it being de-funded by our state government and no longer able to provide grant funds, we are eligible for group buys of national programming and services as well as engineering assistance. We also share content with stations throughout the state. Our long-time partnership with Valdez United Way includes hosting them when local events are imminent or changes are made so that they can get the word out, participating in their events and co-hosting the Valdez Community Resource Page web site to provide people with important information that may be difficult to access elsewhere. We also have an ongoing relationship with Prince William Sound College, inviting staff to discuss upcoming classes and events on the air, including the annual Last Frontier Theatre Conference, and one of their staff sometimes hosting our Coffee Break program. We have a similar relationship with Valdez Museum and Historical Archive, with whom we actually share a staff member who hosts our Morning Edition programming from 6:00-9:00 am one day a week and also sometimes hosts Coffee Break. The cities of Valdez and Cordova, the Alaska Department of Transportation and non-profits like local avalanche centers inform KCHU of immediate issues, such as flooding, avalanche activity, road closures, which we will break into programming to announce and add to our Billboard for future broadcast and updates. We partner with the Valdez Consortium Library annually to air Poetry Month activities, including locally produced poetry readings with volunteer readers and a Coffee Break call-in, and continue to host our Valdez Big Read Facebook page, despite the fact that we have not had a Big Read event in recent years, to keep up the conversation regarding literature and reading which includes our Big Read partners; Valdez Consortium Library, Valdez Museum and Historical Archives, Prince William Sound College, Valdez Schools, Chugach Extension School and libraries throughout the area in Tatitlek, Kenny Lake, Copper Basin. We are in the planning stages of a somewhat similar event, without the NEA support and participation, focusing on books by one author, which would include an author interview, broadcast of at least one of the books and possibly community events including providing books to the public. We would partner with some or all of the entities who joined us for The Big Read. Content and information would be available through our social media and web sites as well as on air and the broadcast could be made into a podcast with the publisher's permission. If this is a success, we may make it an annual event. We have an ongoing relationship with the Alzheimer's Resource Center of Alaska, hosting a local representative once a month to discuss issues and provide information about available trainings. We also post training materials on our Sound and Valley News web site. Area schools, Valdez Senior Citizens and non-profits interact with KCHU on a regular basis to share information with our listeners, including daily broadcast of menus and activity schedules. Local schools and other sports organizations provide information which we post on Sound and Valley News about sporting events and schedules. We provide a venue for local Native Associations, utility providers and other entities with important information to share with the community. Connecting Ties, an agency providing services for persons with disabilities throughout our listening area, provides janitorial services for our office in trade for psas and has collaborated with us on fundraising activities. Due to our very minimal staff, we do not often have the opportunity to participate in the many events of other non-profits in the area other than helping get the word out, except through member volunteers, including our board of directors. We do participate in Valdez Goldrush Days events annually and partner with local service organizations and businesses for fundraising events. Local businesses in both Valdez and Cordova have volunteered to promote the station and held events from which they donated all or part of the proceeds. The City of Whittier hosts our antenna and equipment at no charge and is covering the cost of our DSL connection for that site

6.1 Telling Public Radio's Story

Jump to question:

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

Most of the feedback we get on our partnerships and initiatives comes from the partners and community members via word of mouth, including callers to our Coffee Break show and comments on our membership forms, and statistics on our social media and web sites. The non-profits, educational and government entities we partner with are very generous with their support and their comments indicate that our assistance is appreciated and helpful. Most of these responses are not measurable unless those entities consent to poll their users about our impact on their participation, which is a big ask. Below are some responses to a request for feedback from some of them. To whom it may Print Survey <https://isis.cpb.org/Survey/Printing.aspx?sabssas=2&secnum=23> of 4 2/3/2021, 2:13 PM Jump to question: Jump to question: I am the avalanche forecaster for Cordova, Alaska. I also serve as the forecast director for the Alaska Avalanche Information Center (AAIC), which is a non-profit promoting avalanche safety around Alaska. For most if not all aspects of life, communication plays a vital role. As far as avalanche safety, timely communication is a must. KCHU helps provide this communication for Cordova, Valdez, and the greater listening area. Also KCHU gets the message out quickly when the avalanche hazards, as well as other hazards, increase abruptly. Thank you for your time, Steve "hoots" Witsoe Cordova Avalanche Forecaster AAIC Forecast Director CHU provides a valuable and needed informational resource for the community of Valdez. With the closing of the community's only print newspaper in 2019, many Valdez residents now rely exclusively on our local public radio station for news and information. Many local residents also do not have access to internet or web-based informational tools, so the radio is their primary resource. KCHU routinely provides our residents' information about City of Valdez events, programs, resources and services. The station also broadcasts emergency public safety announcements and allows government agencies to rapidly disseminate critical safety information to our community. Take Care, Allie Ferko, CMC Deputy City Clerk & Public Information Officer City of Valdez | Office of the City Clerk | PO BOX 307, Valdez, AK 99686 O: (907) 834-3468 | C: (907) 202-0711 | aferko@valdezak.gov KCHU is a constant and important part of my daily life. It keeps me in touch with what is happening in the world, and with local news and weather. In a large state, public radio is vital to keep us connected. Mollie Good, Listener since 1984 Here is a quote from the VMHA on the robust partnership we have with KCHU. We value you. Thanks for all that you do for us and the community. Faith (Revell educator, Valdez Museum & Historical Archives) KCHU Radio is an integral part of the Valdez community, giving voice to a diverse group of people on important issues and supporting not only the Valdez Museum, but city-wide organizations and initiatives. In the absence of a local newspaper and with the Museum's limited funds, the partnership the Museum has borne out over the years with KCHU to spread the news via Coffee Break and free billboard announcements, has proven invaluable. Thank you KCHU for all that you do for the Museum and Valdez! KCHU is my primary source for news and educational information. Car talk always makes my weekend. Scott Pegau, Cordova AK My name is Gay Wellman. I am an RN and the Education Specialist for Alzheimer's Resource of Alaska for the Copper Basin, Valdez and surrounding areas. For several years now I have been a regular guest on KCHU's talk show Coffee Break. This has provided an invaluable way for us to share much needed education for those caring for someone with some form of Dementia who live in their catchment area. All forms of dementia are becoming an epidemic all over the world. Without education and encouragement it can be a devastating experience for families and communities. I have found the various hosts to be personable, professional as well as enthusiastic hosts. I have also taken advantage of the billboard to let people know about upcoming webinar and other events that I do from my home in Kenny Lake. I am often approached by people in the area who say they hear and appreciate the information I am able to provide. Our area of Alaska would be much poorer without

the various programs KCHU provides. Thank you KCHU for all you do. Gay Wellman

6.1 Telling Public Radio's Story

Jump to question: 6.1

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 2020, and any plans you have made to meet the needs of these audiences during Fiscal Year 2021. If you regularly broadcast in a language other than English, please note the language broadcast.

KCHU is in regular contact with local entities. Copper River Native Association promotes their services and events. Prince William Sound College participates in Coffee Break at the beginning of each semester to discuss course offerings, including ABE and ESL courses as well as whenever there are events or special programs to share with the community. This includes the Last Frontier Theatre Conference each year in June. We also partner with Valdez Senior Citizens and Alzheimer's Resource Center of Alaska to promote programs, training, activities and Senior Center menus.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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?

Alaska public radio stations lost all of their funding through the Alaska Public Broadcasting Commission, eliminating our final 78,000 in state funding, which had been reduced incrementally from 139,000 in our fiscal 2015, when the entire public broadcasting budget was removed from our state budget at the beginning of our Fiscal Year 2020. Without the funds from CPB, we would not be able to pay our network affiliations or program acquisition fees, nor could we afford the electricity, dsl and phone services required for broadcast or the rent for one transmitter site. Because of our CPB funding, we are able to continue to broadcast throughout our large listening area 24/7/365. Without it we would be totally dependent on local fundraising, from memberships, underwriting and donations. Most granting agencies in the state grant projects, rather than operations, and have a large demand and less funds to disperse due to cuts in the state budget, eliminating options. We have already cut our staff drastically and are still managing to expand some of our services and create local programming. But the loss of CPB funds would probably limit us to either a bare bones station, which would not serve areas in which we are now sole service provider, or re-broadcasting content from one of the large stations in the state, eliminating all local programming and probably reducing our underwriting and membership

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.

7.1 Journalists

Jump to question: 7.1

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Other
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments

Question

Comment

No Comments for this section