

SUE MATTERS

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 1. Employment

Current Grantee View:  
**KWSO-FM**

Change Grantee:

# Employment

[This Page](#) [Entire Survey](#)

Change Section:

Show all data for:

[Instruction Guide](#)

## 1.1 Employment of Full-Time Radio Employees

Jump to question:

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

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="4"/>

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>

Craftspersons (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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

Major Job Category / Job Code / Joint Employee

Persons with Disabilities

Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
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"/>
<b>Total</b>	<input type="text" value="0"/>

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

1.2 Major Programming Decision Makers

Jump to question: 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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>

**Total**

**1.3 Employment of Part-Time Radio Employees**

Jump to question:  ▼

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

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<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" value="1"/>	<input type="text"/>	<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" 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"/>
Craftspersons (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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

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" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>
Craftspersons (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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

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

**1.4 Part-Time Employment**

Jump to question:

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

Number working less than 15 hours per week

Number working 15 or more hours per week

**1.5 Full-Time Hiring**

Jump to question:

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

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

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
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"/>
<b>Total</b>	<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"/>

**1.6 Full-Time and Part-Time Job Openings**

Jump to question:

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

Number of full-time and part-time job openings

**1.7 Hiring Contractors**

Jump to question:

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

Check all that apply

Underwriting solicitation related activities

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

Have you completed this Section?  Yes  No

Back

Cancel

Next

SUE MATTERS

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 2. Salary Report

Current Grantee View:  
**KWSO-FM**

Change Grantee:  ▼

# Salary Report

[This Page](#) [Entire Survey](#)

Change Section:  ▼

Show all data for:  ▼

[Instruction Guide](#)

## 2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:  ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="46,437"/>	<input type="text" value="13"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Operations Officer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Financial Officer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Publicity, Program Promotion Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Communication and Public Relations, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Programming Director</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="31,500"/>	<input type="text" value="11"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Executive Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Producer</a>	<input type="text" value="2.00"/>	\$ <input type="text" value="27,440"/>	<input type="text" value="11"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Development, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="30,000"/>	<input type="text" value="1"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Member Services, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Membership Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Membership Fundraising, Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>		\$	
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$	
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>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>		\$	
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>	1.00	\$	32,600
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>		\$	
<u>Music Librarian/Programmer</u>		\$	
<u>Announcer / On-Air Talent</u>		\$	

Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total</b>	<input type="text" value="6.00"/>	\$ <input type="text" value="167,977"/>	<input type="text" value="52"/>

Have you completed this Section?  Yes  No

Back

Cancel

Next



SUE MATTERS

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 3. Governing Board

Current Grantee View:  
**KWSO-FM**

Change Grantee:  ▼

## Governing Board

[This Page](#) [Entire Survey](#)

Change Section:  ▼

Show all data for:  ▼

[Instruction Guide](#)

### 3.1 Governing Board Method of Selection

Jump to question:  ▼

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

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

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

Elected by community/membership

Other (please specify below)

Tribal Council is the governance body for the Confederated Tribes of Warm Springs Oregon. There are three Chiefs, one for each of the 3 distinct Tribes that make up the Confederation. Their terms are for life. 8 other positions are elected every three years. There are 3 voting districts. 2 districts have 3 representatives and 1 district has 2 representatives.

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

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

### 3.2 Governing Board Members

Jump to question:  ▼

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

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

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="11"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="11"/>

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

Have you completed this Section?  Yes  No

Back

Cancel

Next

SUE MATTERS

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 4. Community Outreach Activities

Current Grantee View:  
**KWSO-FM**

Change Grantee:  ▼

## Community Outreach Activities

[This Page](#) [Entire Survey](#)

Change Section:  ▼

Show all data for:  ▼

[Instruction Guide](#)

### 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?	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)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
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

Have you completed this Section?  Yes  No

Back

Cancel

Next

SUE MATTERS

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 5. Radio Programming and Production

Current Grantee View:  
**KWSO-FM**

Change Grantee:  ▼

## Radio Programming and Production

[This Page](#) [Entire Survey](#)

Change Section:  ▼

Show all data for:  ▼

[Instruction Guide](#)

### 5.1 Radio Programming and Production

Jump to question:  ▼

Instructions and Definitions:

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

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="26"/>	<input type="text" value="5,252"/>	<input type="text" value="5,278"/>
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="142"/>	<input type="text" value="142"/>
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="159"/>	<input type="text" value="159"/>
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="2"/>	<input type="text" value="2"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="55"/>	<input type="text" value="55"/>
<b>Total</b>	<input type="text" value="26"/>	<input type="text" value="5,610"/>	<input type="text" value="5,636"/>

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

Have you completed this Section?  Yes  No

[Back](#)

[Cancel](#)

[Next](#)

SUE MATTERS

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 6. Local Content and Services Report

Current Grantee View:  
**KWSO-FM**

Change Grantee:

# Local Content and Services Report

[This Page](#) [Entire Survey](#)

Change Section:

Show all data for:

[Instruction Guide](#)

## 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 2016. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

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

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

KWSO's goal is to provide high quality radio programming featuring information that listeners find useful and/or entertaining. We share information: with on air live reads; in prerecorded public service announcements; with daily news stories; in weekly news programs; as articles on our website; in social media posts; and occasionally by posting paper flyers. We do live broadcasts: of sports; from pow wows; and at meetings. We routinely are present at community events including: the annual health fair; 4th of July and Christmas Lights parades; the back to school BBQ; and the annual Halloween carnival.

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.

We have partners in our local school district including the reservation's K-8 school to provide local history programming and reminders about happenings at school. A new daily segment was introduced with specific calendar information and reminders for parents of the K-8. Additionally KWSO has produced weekly news magazines featuring information about school attendance and the work of family advocates at the K-8 school. Another program featured the school principal explaining basics of education and expectations.

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.

Our ability to disseminate information in an accurate and timely manner was recognized this past year when KWSO was designated as the lead on sending out emergency messages issued by the Tribal Organization. The Tribes' executive officers, Public Safety General Manager, Emergency Manager and other key officials make decisions regarding emergencies and KWSO is notified when a message is to be sent out. The Emergency Text Message sign up was promoted on our website, social media and on the air. The Tribes also promoted the sign up online. 514 people have signed up for the emergency text messages. The most common

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

Our primary listening audience is Native American. Feedback we receive is almost always with regard to the needs of minorities, in our case, Native Americans. Feedback we get from non-minorities is supportive of our programming as meeting their needs with music, news and information, but also of expanding their understanding of Warm Springs Culture and Language. Our annual survey revealed that the top three programs on KWSO are "Talking Drum", "Native America Calling" and "Native Language" all designed for our local Native American listeners.

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?

Without our CPB funding we would not be able to provide national programming to our community. For those who do not have the capacity to access the internet, radio remains the most viable means of gaining news and being connected. We carry Native Voice One's National Native News and Native America Calling in addition to most all of their other offerings. This expands our Native coverage from outside our reservation boundary. We also offer All Things Considered which is the only long form national news programming available via radio in our community.

Have you completed this Section?  Yes  No

Back

Cancel

Next

SUE MATTERS

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 7. Journalists

Current Grantee View:  
**KWSO-FM**

Change Grantee:

### Journalists

[This Page](#) [Entire Survey](#)

Change Section:

Show all data for:

[Instruction Guide](#)

#### 7.1 Journalists

Jump to question:

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

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
Producer	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text" value="0"/>	<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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>
<b>Total</b>	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>

Have you completed this Section?  Yes  No