

Total	0	0	2	0	1	0	3
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							0
Managers - 2000			1				1
Professionals - 3000			2				2
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300			0				0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	3	0	0	0	3

Major Job Category / Job Code / Joint Employee
Officials - 1000
Managers - 2000
Professionals - 3000
Technicians - 4000
Sales Workers - 4500
Office and Clerical - 5100
Craftspersons (Skilled) - 5200
Operatives (Semi-Skilled) - 5300
Laborers (Unskilled) - 5400
Service Workers - 5500

Persons with Disabilities

Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	

Total

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	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
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"/>	<input type="text" value="1"/>
Total	<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"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

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

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>

Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	1	0	0	0	1

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							0
Managers - 2000							0
Professionals - 3000		1	1				2
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	1	1	0	0	0	2

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000	
Managers - 2000	

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?

Number working less than 15 hours per week

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question: [1.5](#) ▾

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

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

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<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" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question: 1.6 ▾

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

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question: 1.7 ▾

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

Check all that apply

Underwriting solicitation related activities

Direct Mail

Telemarketing

Other development activities

Legal services

Human Resource services

Accounting/Payroll

Computer operations

Website design

Website content

Broadcasting engineering

Engineering

Program director activities

None of the above

Have you completed this Section? Yes No

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Average Salary

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2.1 Corporate Management

Jump to question: ▼

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="46,437"/>	<input type="text" value="17"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Digital Media Operations	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Digital Media Operations - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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

Station Manager

2.2 Communication and Promotions

Jump to question: ▼

Publicity, Program Promotion Chief

\$

Publicity, Program Promotion Chief - Joint

\$

Communication and Public Relations, Chief

\$

Communication and Public Relations, Chief - Joint

\$

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

2.3 Programming and Productions

Jump to question:

Programming Director

\$

Programming Director - Joint

\$

Production, Chief

\$

Production, Chief - Joint

\$

Executive Producer

\$

Executive Producer - Joint

\$

Producer

\$

Producer - Joint

\$

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

Operations Manager
Multimedia Journalist

2.4 Development and Fundraising

Jump to question:

Development, Chief

\$

Development, Chief - Joint

\$

<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"/>

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

2.5 Underwriting and Grant Solicitation

Jump to question: ▼

<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"/>

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 ▾

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

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

\$

News / Current Affairs Director - Joint

\$

Music Director

\$

Music Librarian/Programmer

\$

Announcer / On-Air Talent

\$

Announcer / On-Air Talent - Joint

\$

Reporter

\$

Reporter - Joint

\$

Public Information Assistant

\$

Public Information Assistant - Joint

\$

Broadcast Supervisor

\$

Broadcast Supervisor - Joint

\$

Director of Continuity / Traffic

\$

Director of Continuity / Traffic - Joint

\$

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

2.8 Education and Community Engagement

Jump to question: ▾

Education, Chief

\$

Education, Chief - Joint

\$

Volunteer Coordinator

\$

Volunteer Coordinator - Joint

\$

Events Coordinator

\$

Events Coordinator - Joint

\$

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\$

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

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Governing Board

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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)

Hereditary Tribal Chiefs

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: 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.

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

	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" value="3"/>	<input type="text"/>	<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"/>	<input type="text" value="8"/>
Total	<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="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

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Community Outreach Activities

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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

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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"/>	<input type="text" value="4,980"/>	<input type="text" value="4,980"/>
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="243"/>	<input type="text" value="243"/>
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"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="24"/>	<input type="text" value="24"/>
Total	<input type="text" value="0"/>	<input type="text" value="5,406"/>	<input type="text" value="5,406"/>

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

4,055

Have you completed this Section? Yes No

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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 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.

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.

During the COVID-19 pandemic we discovered the basics of what we could do with limited staffing by sharing the workload to ensure our overall goals and work was executed despite the disruption to staffing and the world around us.

Disseminating information across all our available platforms proved possible and effective in delivering education around the COVID-19 outbreak along with other needed content areas identified (mental health, education, etc).

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.

?A critical partnership in 2020 was with our local COVID-19 response team.

The team is made up of Indian Health Service leadership, Tribal Health and Human Services leadership, Tribal Public Relations staff, Tribal Public Safety and Emergency Managers.

The goal of the response team has been to report to the community on a daily best basis regarding the number of cases of COVID-19 and other pertinent information such as prevention strategies, testing information, etc.

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.

Due to the COVID-19 pandemic there was very little opportunity to engage with community members in person. However we were willing and able to take advantage of opportunities to assist with many drive through events including face mask distributions early on in the pandemic,

KWSO's also took the lead on distributing family Easter egg hunt items in a drive-through manner. Items had already been purchased when the pandemic canceled in-person events and so we were asked by our Tribal Health and Human Services branch to do a distribution in our parking lot, following all

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.

Initially families struggled with at home learning when schools shut down. Our Tribes' Culture and Heritage Department Language program was providing language lesson packets to students on a weekly basis. The feedback they got from families was that the lessons were valuable but some struggled with pronunciation. And so they approached KWSO's to record the lessons.

We recorded them, ran them on the air as programs and incorporated them into additional programming. The lessons were also made available online

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

In a year where reliable, timely, information was so critical, KWSO's CPB funding allowed us to continue to offer NPR news services to listeners.

We in fact found NPR news so valuable that we expanded from being a non-affiliate member to you becoming a full NPR member.

We are committed to continue do you provide our community with high-quality national news going forward. In addition to the latest on the COVID-19 pandemic, science, medicine, stories from the pandemic, it was also a huge

Have you completed this Section? Yes No

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1 During the COVID-19 pandemic we discovered the basics of what we could do with limited staffing by sharing the workload to ensure our overall goals and work was executed despite the disruption to staffing and the world around us.

Disseminating information across all our available platforms proved possible and effective in delivering education around the COVID-19 outbreak along with other needed content areas identified (mental health, education, etc).

Daily newscasts, public service campaigns & coronavirus updates each weekday morning were on the air, posted to our website and shared on social media. We consistently offered accurate information in a routine manner.

At the same time we continue to provide a variety of other local programming, features, public affairs, not altering our programming despite staff limitations. Our broadcast work is now also online and often multimedia in nature as a matter of routine. This year our web-based information became just as important as our on-air work and we have found that videos, web articles and social media graphics relay information as effectively as heavy rotation public service announcements, newscasts and public affairs programs.

2 A critical partnership in 2020 was with our local COVID-19 response team.

The team is made up of Indian Health Service leadership, Tribal Health and Human Services leadership, Tribal Public Relations staff, Tribal Public Safety and Emergency Managers.

The goal of the response team has been to report to the community on a daily best basis regarding the number of cases of COVID-19 and other pertinent information such as prevention strategies, testing information etc.

The relationship allowed KWSO's to be the reliable, accurate and timely source of information daily.

The access to the latest information allowed us to offer relevant programming and information, minimizing misinformation within our community and that's what has made this partnership so valuable.

3 Due to the COVID-19 pandemic there was very little opportunity to engage with community members in person. However we were willing and able to take advantage of opportunities to assist with many drive through events including face mask distributions early on in the pandemic,

KWSO's also took the lead on distributing family Easter egg hunt items in a drive-through manner. Items had already been purchased when the pandemic canceled in-person events and so we were asked by our Tribal Health and Human Services branch to do a distribution in our parking lot, following all COVID-19 safety protocols..

Additional drive through health fairs, school supply events and recognitions were events that KWSO participated in with a number of partners.

We were involved in our local K-8th school's teacher appreciation Drive Thru Event, and the 8th grade recognition parade of cars. Our school district's High School Graduation ceremony (a drive through event) was broadcast live on KWSO at the high school's request

4 Initially families struggled with at home learning when schools shut down. Our Tribes' Culture and Heritage Department Language program was providing language lesson packets to students on a weekly basis. The feedback they got from families was that the lessons were valuable but some struggled with pronunciation. And so they approached KWSO's to record the lessons.

We recorded them, ran them on the air as programs and incorporated them into additional programming. The lessons were also made available online.

We did conduct a survey at Drive Through Events in September . We learned that 88% of respondents listen to KWSO (of 130 people surveyed) We also learned that for 75% of those who connect with us online - do so on Facebook. 17% visit our website.

We also got a feel for how people were feeling by getting feedback on the "best thing about living in Warm Springs" and how the "COVID-19 pandemic has been for you." That informed our "community pride" messaging and also helped us implement some mental health content.

5 In a year where reliable, timely, information was so critical, KWSO's CPB funding allowed us to continue to offer NPR news services to listeners.

We in fact found NPR news so valuable that we expanded from being a non-affiliate member to you becoming a full NPR member.

We are committed to continue do you provide our community with high-quality national news going forward. In addition to the latest on the COVID-19 pandemic, science, medicine, stories from the pandemic, it was also a huge year in politics.

With 2020 a presidential election year that included a huge amount of disinformation & misinformation - our ability to provide high-quality news to our community was satisfying.

We could not provide this service without our CPB CSG funding. In addition to the service provided play NPR, we continue to recognize our responsibility to do an equally good professional job with our local news.

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7.1 Journalists

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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	More Than One Race	Other
News Director												
Assistant News Director												
Managing Editor												
Senior Editor												
Editor												
Executive Producer												
Senior Producer												
Producer	5	2		4	3			6	0	1		
Associate Producer					0							
Reporter/Producer												
Host/Reporter												
Reporter												
Beat Reporter												
Anchor/Reporter												
Anchor/Host												
Videographer												
Video Editor												
Other positions not already accounted for												
Total	5	2	0	4	3	0	0	6	0	1	0	0

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