

Grantee Information

ID	4502
Grantee Name	KWSO-FM
City	Warm Springs
State	OR
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" value="1"/>	<input type="text"/>	<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"/>	<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"/>	<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" value="1"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>	<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="3"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="4"/>

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"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

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

Service Workers - 5500

Total

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

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.

1.2 Major Programming Decision Makers

Jump to question: 1.2

Of the full-time employees reported in Question 1.1, how many, including the station general manager, have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers

Jump to question: 1.2

	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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<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"/>	<input type="text" value="1"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

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" value="1"/>	<input type="text"/>	<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"/>	<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"/>	<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"/>	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

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" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<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"/>	<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"/>	<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"/>	<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="1"/>	<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"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code

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

Persons with Disabilities

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

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office / Service Workers - 5100-5500

Total

Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>

1.6 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	\$ 46,437	19
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	
Chief Financial Officer		\$	
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](#)

Programming Director	1.00	\$ 34,797	1
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer	3.00	\$ 31,000	15
Producer - Joint		\$	

2.3 Programming and Productions

Jump to question: [2.3](#)

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

Operations Manager = Program Director Multimedia Journalist = Producer

2.4 Development and Fundraising

Jump to question: [2.4](#)

Development, Chief		\$	
Development, Chief - Joint		\$	
Member Services, Chief		\$	
Member Services, Chief - Joint		\$	
Membership Fundraising, Chief		\$	
Membership Fundraising, Chief - Joint		\$	
Major Giving Fundraising Chief		\$	
Major Giving Fundraising Chief - Joint		\$	
On-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint		\$	
Auction Fundraising, Chief		\$	
Auction Fundraising, Chief - Joint		\$	

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

Underwriting, Chief

Underwriting, Chief - Joint

Corporate Underwriting, Chief

Corporate Underwriting, Chief - Joint

Foundation Underwriting, Chief

Foundation Underwriting, Chief - Joint

Government Grants Solicitation, Chief

Government Grants Solicitation, Chief - Joint

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

Operations and Engineering, Chief - Joint

Engineering Chief

Engineering Chief - Joint

Broadcast Engineer 1

Broadcast Engineer 1 - Joint

Production Engineer

Production Engineer - Joint

Facilities, Satellite and Tower Maintenance, Chief

Facilities, Satellite and Tower Maintenance, Chief - Joint

Technical Operations, Chief

Technical Operations, Chief - Joint

Information Technology, Director

Information Technology, Director - Joint

Web Administrator/Web Master

Web Administrator/Web Master - Joint

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

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

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

Education, Chief - Joint

Volunteer Coordinator

Volunteer Coordinator - Joint

Events Coordinator

Events Coordinator - Joint \$
Section 2. Average Salary Totals \$

2.8 Education and Community Engagement Jump to question:

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

Comments

Question Comment

No Comments for this section

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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:

Elected by community/membership

3.1 Governing Board Method of Selection Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection Jump to question:

Hereditary Tribal Chiefs

3.1 Governing Board Method of Selection Jump to question:

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

3.1 Governing Board Method of Selection Jump to question:

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.

3.2 Governing Board Members Jump to question:

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

3.2 Governing Board Members Jump to question:

	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"/>

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)? 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

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: [5.1](#)

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="5,824"/>	<input type="text" value="5,824"/>
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="1,846"/>	<input type="text" value="1,846"/>
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="192"/>	<input type="text" value="192"/>
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="50"/>	<input type="text" value="50"/>
Total	<input type="text" value="0"/>	<input type="text" value="7,912"/>	<input type="text" value="7,912"/>

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 2021. 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 2021 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 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.

At KWSO we work toward offering our community useful information in as many ways as we can. We rely on partnerships with entities for their local expertise and insights. KWSO is part of the Confederated Tribes of Warm Springs Health & Human Services Branch. All department leads meet monthly to share information about initiatives and trends across all the areas within the Branch, including Behavior Health, Prevention Programs, Community Health, Children's Protective Services, Social Services, Commodities Food Program, and more. This helps us identify topics and needs for increased awareness and education. We collaborate with program staff on creating unique, local public awareness campaigns (both on air and online utilizing social media and our website.) That input from front line partners is invaluable in identifying community needs. In addition to our Tribal Health & Human Services programs KWSO has an excellent relationship with our local COVID-19 Response Team in disseminating local information regarding the pandemic, vaccines, COVID-19 protocols, policies and best practices. This has included weekly updates and interviews with health experts, also on the front line. Their insights and expertise help us in better understanding needs. Specific to family needs - KWSO is part of the Warm Springs Child Health Task Force, which includes Health professionals, in addition to: regional and local social service and early childhood providers; plus school staff. The pandemic slowed down our monthly pace to identify strategies for educating families and youth around health needs when it comes to physical activity and eating right but we continued to find ways to deliver the basic messaging throughout and appreciate the perspective this group brings to us along with our better understanding of the resources they deliver.

Managing Editor										
Senior Editor										
Editor										
Executive Producer										
Senior Producer										
Producer	5			2	3			4		
Associate Producer										
Reporter/Producer		0		0			0			
Host/Reporter		1		1			1			
Reporter										
Beat Reporter										
Anchor/Reporter										
Anchor/Host										
Videographer										
Video Editor										
Other positions not already accounted for										
Total	5	1	0	3	3	0	1	4	0	

Comments
 Question Comment
 No Comments for this section

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6.2 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.

This past year our relationship with the local Oregon State University Extension Service grew out of the necessity to be more COVID-19 protocol aware. We had already established a

relationship in sharing routine updates to PSAs and educational material - but with the pandemic, OSU Extension staff took on the additional role of prepping multimedia packages on a monthly basic. They now record their monthly PSAs themselves and prep articles and social media content that KWSO uses for each month's content which includes, healthy cooking tips & recipes, food safety, and first food insights.

The Confederated Tribes of Warm Springs Branch of Natural Resources enlisted KWSO to help share information about their Integrated Resource Management Plan prior to the pandemic. However that was followed by months of wildfire and then COVID-19, delaying the effort. In 2021 we reengaged and conducted multiple interviews with the various disciplines within the Tribes' Natural Resources Branch. We utilized our Talk Show, interviews that were produced into weekly news magazines, podcasts and details about how individuals could participate in the process for commenting on the Plan which was being updated. It was an unprecedented amount of programming on Reservation resources and the work being done in managing them.

KWSO has an ongoing positive relationship with our local school district and school administrators. Through interviews, shared social media, news stories & daily programs, we were able to assist families with navigating the 2nd full year of the COVID-19 pandemic. Access to updated information, often breaking, and availability of the school superintendent for interviews along with school admin and teaching staff allowed us to keep families and students in the loop for what protocols were in place - and what they have needed to know as COVID related impacts shifted frequently.

6.3 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.

Community Talk is KWSO's monthly, hour long, talk show with a focus on Mental Health. In our community, which is predominantly Native American, there are efforts to increase wellness both physically and mentally. Poverty, oppression, and trauma impact life with high levels of depression, anxiety and substance abuse. Open discussions can lead to greater understanding of root causes and effects of negative impacts on lives. Sharing of potential solutions including and understanding of protective factors like: reconnecting to traditional ways, ancestors & relatives plus community support, connections and resources - can lead to increased wellness

Our Community Talk show began prior to the pandemic and continued through it, lending itself to sharing additional information, guests, and interaction. Regardless of the show topics

we always included time for discussion around how to cope with all that has come with coronavirus. We had some great topics and guests to help everyone gain insights. Our co-host is a licensed clinical psychologist who works for our regional hospital group - who also happens to be a Warm Springs Tribal Member. There was an opportunity to expand the show to be a ZOOM call in addition to being live on the radio. The show also ran on Facebook Live in an effort to engage more participants. Two lessons we learned in 2021 were:

1) we need to increase capacity to continue to broadcast this weekly talk show - including prep time for the show outline along with accompanying online postings during the show, plus more promotion of the show before and after.

2) identify how to can continue to expand options for participation and better measure the show's impact.

Jillisa Suppah of the Papalaxsimisha program, who partnered with us to expand the live talk show to also be a ZOOM and Facebook Live event, said "this was a great chance to expand our network to include KWSO listeners and to support these important conversations about current events, coping with life, and local resources."

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Historically, for Confederated Tribes of Warm Springs (CTWS) people - natural resources have provided all that was needed for survival since time immemorial. As with most indigenous communities each year's activities were focused on gathering food and needed supplies. Being good stewards of the land continues to be high value today for Tribal Members. Doing that work, includes adapting to development and climate change while caring for the land, the animals, the culture, & the past.

The Confederated Tribes of Warm Springs (CTWS) Integrated Resource Management Plan (IRMP) is a road map that identifies Tribal values, needs and negative impacts that need correction on the Warm Springs Indian Reservation and in ceded lands. It lays out a 10 year plan of work and includes a considerable amount of input from Tribal and Community Members as well as Branch of Natural Resource professionals. Following delays, due to wildfire & COVID-19, the plan revision got underway in 2021.

KWSO was approached to partner with an interdisciplinary team, including: cultural resources, fish habitat, soil & water, range & ag, wildlife biologists, foresters, wildland fire fighters and technical specialists in updating the community on the work that has been done, current projects, and the kinds of input they are looking for the IRMP revision.

Typically we do several programs each year regarding specific natural resources projects, hunting season, wildlife population, and wildfire - but in 2021 we covered all aspects within our Branch of Natural Resources. It created a template for future programming. An added benefit, in addition to increasing awareness and education - is that the work done in Natural

Resources is also a major segment of employment locally. Potentially - youth can gain greater understanding of career possibilities in areas that they already gravitate toward.

Confederated Tribes of Warm Springs Wildlife, Range & Ag Manager Austin Smith Jr. approached KWSO saying "We just want the public to get info." He collaborated in lining up interviews from the different disciplines and also shared information about how people could learn more about and give input into the IRMP. Following the interviews and program blitz, the relationship continued when Smith shared hunting season information and said "we are getting quite a few requests from the tribal public and leadership to post the tribal hunting season for on and off reservation and KWSO does a great job getting info out to the public and posted."

The takeaway from our two month effort for IRMP was that we now have a strengthened relationship with our Tribes' Branch of Natural Resources and they have a greater understanding of the ways in which KWSO can serve them and the community.

6.4 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 2021, and any plans you have made to meet the needs of these audiences during Fiscal Year 2022. If you regularly broadcast in a language other than English, please note the language broadcast.

Our primary focus is in serving the Warm Springs Community which is located on the Warm Springs Indian Reservation in Oregon. The majority of residents are Native American.

In 2021 we increased the hours of language programming by expanding early morning language and drum music shows. KWSO continues to air short language lessons hourly in the three languages of the Confederated Tribes of Warm Springs (Kiksht (Wasco), Ichishkin (Sahaptin), & Numu (Paiute)).

All but one, of our full time staff, are Native American from this community and with that we are connected to this place and our people and have perspective that includes what life is like here. At KWSO we are focused on providing those who listen and connect with us - useful information that runs the gambit from what's happening today to a focus on history and traditional practices.

Despite technical and financial barriers to connectivity - we recognize that our community is seeking, finding and posting information using their phones and other devices. For 2022 we

look to promote and utilize the new KWSO app to give folks an additional way to both listen and connect.

This is especially good timing to further step into the 21st century with continuing limitations on in-person opportunities due to COVID-19. Utilizing the KWSO phone - and expanding to pairing live broadcasts with online video is an opportunity that we are interested in pursuing in an effort to engage folks in new ways.

We recognize the value in utilizing technology to share our broadcast work through other platforms and at the same time recognized the value in posting a paper flyer at the store and post office. KWSO will continue to remember that we have a broad range of ways people find us - and we want to be at all the places they do so.

6.5 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 CPB funding:

- KWSO would not be able to support our current level of staffing with the CSG funding 2 full time positions.
- We would not be able to offer listeners NPR news in the mornings or All Things Considered in the afternoons.
- We would not be able to support our website, streaming, & app services.
- We could not afford to use PRSS and the great programming offered their especially the content provided by the NV1 network.
- Outside of operational support - our relationship with CPB and the Community Service Grant Program also pushes us to continue to evolve professionally as individuals and to maintain quality as a community institution.