

Grantee Information

ID	1478
Grantee Name	KBIA-FM
City	Columbia
State	MO
Licensee Type	University

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

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

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Craftpersons (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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="4"/>
Technicians - 4000	<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"/>
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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Craftpersons (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="7"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

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"/>
Craftpersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

0

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							0
Male Major Programming Decision Makers					2		2
Total	0	0	0	0	2	0	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.

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							0
Managers - 2000					1		1
Professionals - 3000					1		1
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100		2			1	1	4
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	2	0	0	3	1	6

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							0
Managers - 2000					1		1
Professionals - 3000					2		2
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100					1	1	2
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	4	1	5

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

0

1.4 Part-Time Employment

Jump to question: 1.4

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

1.4 Part-Time Employment

Jump to question: 1.4

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question: 1.4

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question: 1.5

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

1.5 Full-Time Hiring

Jump to question: 1.5

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

1.5 Full-Time Hiring

Jump to question: 1.5

Major Job Category / Job Code

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

1.6 Full-Time and Part-Time Job Openings

Jump to question: 1.6

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

1.6 Full-Time and Part-Time Job Openings

Jump to question: 1.6

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question: 1.7

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

1.7 Hiring Contractors

Jump to question: 1.7

Check all that apply

Underwriting solicitation related activities

Direct Mail

Telemarketing

Other development activities

Legal services

Human Resource services

Accounting/Payroll

Computer operations

Website design

Website content

- Broadcasting engineering
- Engineering
- Program director activities
- None of the above

Comments

Question Comment

No Comments for this section

2.1 Corporate Management

Jump to question: [2.1](#)

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	\$ 110,735	35
Chief Executive Officer - Joint		\$	
Chief Operations Officer	1.00	\$ 48,426	10
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		\$	
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer	3.00	\$ 37,946	13
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

2.4 Development and Fundraising

Jump to question: [2.4](#)

Development, Chief		\$	
Development, Chief - Joint		\$	
Member Services, Chief	1.00	\$ 41,600	2
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	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.5 Underwriting and Grant Solicitation

Jump to question: [2.5](#) ▼

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

2.6 Broadcast Engineering and Information Technology

Jump to question: [2.6](#) ▼

Operations and Engineering, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text" value="1.00"/>	\$ <input type="text" value="48,720"/>	<input type="text" value="3"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.6 Broadcast Engineering and Information Technology

Jump to question: [2.6](#) ▼

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#) ▼

News / Current Affairs Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter	<input type="text" value="3.00"/>	\$ <input type="text" value="37,541"/>	<input type="text" value="5"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text" value="1.00"/>	\$ <input type="text" value="32,302"/>	<input type="text" value="5"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#) ▼

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

2.8 Education and Community Engagement

Jump to question: [2.8](#) ▼

Education, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Section 2. Average Salary Totals \$

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:

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"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Male Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="6"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

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:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Produce public service announcements? | Yes/No |
| Did the public service announcements have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? | Yes |
| Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Produce/distribute informational materials based on local or national programming? | Yes |

- Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Yes
- Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Host community events (e.g. benefit concerts, neighborhood festivals)? No
- Did the community events have a specific, formal component designed to be of special service to the educational community? No
- Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No
- Provide locally created content for your own or another community-based computer network/web site? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the educational community? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)? Yes
- Did the partnership have a specific, formal component designed to be of special service to the educational community? Yes
- Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: [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="416"/>	<input type="text" value="416"/>
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="49"/>	<input type="text" value="49"/>
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="127"/>	<input type="text" value="127"/>
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="3"/>	<input type="text" value="3"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="595"/>	<input type="text" value="595"/>

5.1 Radio Programming and Production

Jump to question: [5.1](#) ▼

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

5.1 Radio Programming and Production

Jump to question: [5.1](#) ▼

Approx Number of Original Program Hours

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question: [6.1](#) ▼

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2020. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

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

6.1 Telling Public Radio's Story

Jump to question: [6.1](#) ▼

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

KBIA News covers a wide variety of community issues on a regular basis in its daily reporting operations. In 2020 this was best demonstrated by "The Check-In." We launched the live, half-hour call-in talk show shortly after the COVID-19 pandemic reached the U.S. in March. Each day, we engaged directly with our community to help them understand the key issues related to the pandemic, and also shifted to cover issues related to social justice after the killing of George Floyd. KBIA's Health and Wealth Desk is another exceptional example of a regular contribution of in-depth content and engagement around vital issues for our community. The desk intentionally covers issues that are not reported by other news outlets, most often by reporting from rural areas of Missouri where there is a drought of in-depth journalism. In fiscal year 2020 KBIA also continued its project, Missouri Health Talks. Modeled after StoryCorps, it allows people to tell their own stories through conversations with friends, family or their health care providers. The stories, centered around access to health care, allow KBIA to engage directly with real people in our communities about these pivotal issues be responsive in the rest of our coverage to the issues we learn about in this process. This also creates an exceptional opportunity for listeners, and community members who do not listen to KBIA, to engage with our reporters and editors.

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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.

KBIA works with the School of Journalism at the University of Missouri. During each semester about 40 students spend time reporting, anchoring and producing programming for the station. KBIA News staff teaches the students how to write for broadcast, how to collect audio, how to use editing software, and how to employ public-radio ethics and standards into newscasts and produced programs. News staff producers also edit students' stories and coach them on how to voice for radio, and how to find story ideas. Students are part of the news room every day, from 6am-6pm. A majority of the material generated for KBIA core programs, daily newscasts and special reports is generated by journalism students. About 60% of the students report at least three hours per week as a scheduled four-hour shift. The shifts are part of the entry-level broadcast sequence at the school. Broadcast students then have an option of continuing with radio reporting, and may elect to take upper level broadcast classes. The growing numbers of students choosing to specialize in radio spend at least eight hours per week at the station reporting long-form stories. Students also have the opportunity to work as assistant producers on KBIA talk programming, and anchor daily newscasts. The station also works with students in the convergence journalism sequence. Those students work as reporters, producers and editors, and spend at least eight hours per week at the station. The remaining students at the station are part of independent study courses. The News Director oversees about 15-20 independent study students per semester. Those students report long-form stories, host local shows, produce talk shows and anchor newscasts. In fiscal year 2020 KBIA continued its relationship as an Associate partner with the LJC Harvest Public Media, of which KBIA has been a partner since the creation of the project in 2010. KBIA continued to air stories from other reporters in the project from different stations. Reporters on KBIA's Health and Wealth Desk also continued their work in another LJC in 2020, which is called Side Effects Public Media. It is a reporting collaboration focusing on public health, based out of WFYI in Indianapolis. KBIA has been integral in the creation and management of the foundation of that LJC. KBIA also continued a partnership with the True/False Film Fest in 2020 on its collaborative podcast, focusing on the art and craft of documentary filmmaking. And lastly, in 2019, KBIA's General Manager taught "Issues in Media Management" for the School of Journalism averaging 25 students in the class. Members of the newsroom also regularly teach lecture and lab courses for the journalism program.

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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.

KBIA's newsroom reports on diversity issues, actively seeking out sources and reporting stories that reflect the needs and voices of a diverse representation of groups in our community. In 2020, the work continued in covering these issues through a new project called "You Don't Say," a oral history project gathering the stories of black Columbia residents. We partnered directly with community members to have gather and produce the stories, which aired in the summer of 2020. KBIA's talk program "Global Journalist" also draws perspective from a wide range of international and multicultural journalists from across the globe, who converge each week to discuss issues in the news. The conversations take listeners to Asia, Africa and Europe on a regular basis to explore the issues emerging in those countries, and to hear from journalists on the ground about how those issues are impacting their communities. The aforementioned Health & Wealth Desk also covers the economy and health of rural and underserved communities in Missouri and beyond. The project continued in fiscal year 2020 thanks to grant funding from the Missouri Foundation for Health and through the new partnership with Side Effects Public Media.

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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.

There are many examples of KBIA airing in-depth reporting in fiscal year 2020 related to minorities and diverse audiences mentioned in the previous section. Additionally, Many programs in 2020 looked at poverty, jobs, healthcare accesses and rural issues, all of which focus on underrepresented communities in Mid-Missouri. In 2021 the Health & Wealth desk will continue to produce in-depth reporting on issues relating to rural health and rural life communities. KBIA's talk-show producing team will continue to build conversations on air and in the community on topics such as education, healthcare, crime and the economy, featuring a regular roster of diverse panelists, citizens and experts on these topics on Intersection and on global issues through Global Journalist.. KBIA will continue to build partnerships with our key collaborators such as the Reynolds Journalism Institute, the Global Journalist network, our Health & Wealth collaborators such as the Association of Health Care Journalists, CAFNR and MU's rural sociology program. Success for all of these various "desk" initiatives on air will be tracked through engagement activity on social media, which we are continuously working to build, and through measures of online participation and engagement.

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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?

The grant funding pays for national programming. Our community demands quality programs such as National Public Radio's Morning Edition and All Things Considered. KBIA reaches into 16 rural counties in Mid-Missouri, without grant funding we would not be able to provide high quality and diverse programming to our rural communities we serve. KBIA depends on CPB grant funding to keep the mid-Missouri rural community informed about news events from the national and international communities. CPB funding allows KBIA to connect more closely with our community by investing other resources into community outreach and education services as well as producing a high quality local news product and an ongoing series of conversations with local newsmakers and personalities. If KBIA did not receive CPB funding, we might not have any other option but to divert other scarce resources to providing the programming our audience expects and that may potentially impact employment.

Comments

Question Comment

No Comments for this section

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.

7.1 Journalists

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific
News Director		1		1					
Assistant News Director		1			1				
Managing Editor									
Senior Editor									
Editor									
Executive Producer									
Senior Producer									
Producer									
Associate Producer									
Reporter/Producer	1			1					
Host/Reporter									
Reporter									
Beat Reporter	2			1	1		1		

Anchor/Reporter										
Anchor/Host										
Videographer										
Video Editor										
Other positions not already accounted for										
Total	3	2	0	3	2	0	1	0	0	

Comments

Question

Comment

No Comments for this section