

Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="8"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

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:

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:

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:

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Male Major Programming	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>

Decision Makers

Total

1.3 Employment of Part-Time Radio Employees

Jump to question:

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

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="6"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="9"/>	<input type="text" value="11"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<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"/>	<input type="text" value="4"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="8"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="0"/>

1.4 Part-Time Employment

Jump to question:

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:

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question:

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question:

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

1.5 Full-Time Hiring

Jump to question:

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

1.5 Full-Time Hiring

Jump to question:

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question:

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

Number of full-time and part-time job openings

Jump to question: 1.6 ▾

1.7 Hiring Contractors

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

Jump to question: 1.7 ▾

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 Average Salaries

Jump to question: 2.1 ▾

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 104,335	28
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>		\$	
Chief Financial Officer - Joint		\$	
<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	
Communication and Public Relations, Chief - Joint		\$	
<u>Programming Director</u>	1.00	\$ 34,595	3
Programming Director - Joint		\$	

<u>Production, Chief</u>		\$	
Production, Chief - Joint		\$	
<u>Executive Producer</u>		\$	
Executive Producer - Joint		\$	
<u>Producer</u>	3.00	\$	33,615 17
Producer - Joint		\$	
<u>Development, Chief</u>		\$	
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>		\$	
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>	1.00	\$	28,600 1
Membership Fundraising, Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>		\$	
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$	
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$	
Government Grants Solicitation, Chief - Joint		\$	
<u>Operations and Engineering, Chief</u>	1.00	\$	80,642 42
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>		\$	
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$	
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Education, Chief</u>		\$	
Education, Chief - Joint		\$	

<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="36,775"/>	<input type="text" value="2"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="9.00"/>	\$ <input type="text" value="318,562"/>	<input type="text" value="93"/>

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

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

Jump to question:

3.1 Governing Board Method of Selection

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

Jump to question:

3.2 Governing Board Members

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.

Jump to question:

3.2 Governing Board Members

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

Jump to question:

3.2 Governing Board Members

Jump to question:

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="7"/>
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="8"/>	<input type="text" value="9"/>

3.2 Governing Board Members

Number of Vacant Positions

Jump to question:

3.2 Governing Board Members

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

Jump to question:

3.2 Governing Board Members

Number of Board Members with disabilities

Jump to question:

Comments

Question	Comment
No Comments for this section	

4.1 Community Outreach Activities

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?

Jump to question:

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:

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question:

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:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value=""/>	<input type="text" value="1,508"/>	<input type="text" value="1,508"/>
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" value=""/>	<input type="text" value="92"/>	<input type="text" value="92"/>
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" value=""/>	<input type="text" value="154"/>	<input type="text" value="154"/>
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" value=""/>	<input type="text" value="14"/>	<input type="text" value="14"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value=""/>	<input type="text" value="55"/>	<input type="text" value="55"/>
Total	<input type="text" value="0"/>	<input type="text" value="1,823"/>	<input type="text" value="1,823"/>

5.1 Radio Programming and Production

Jump to question:

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:

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 2013. 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 2013 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 consistently seeks opportunities to take our studios out into the communities to help foster discussion on important topics. Some examples in 2013 include: A July forum on "faith & violence" featuring representatives from various faith groups discussing possible solutions to recent high-profile shootings in the community; a September Downtown Worship Walking Tour featuring places of worship in the community, sponsored by the Faith & Values desk and open to the public; a January live broadcast from the State of the State address by Missouri Governor Jay Nixon, followed by a panel discussion, all broadcast from the Capitol rotunda on KBIA; and a special Spring screening and panel discussion of the "My Life, My Town" multimedia portraits featuring rural youth and their families.

6.1 Telling Public Radio's Story

Jump to question: 6.1 ▼

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 the semester about 100 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 three 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 to 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. KBIA also produces "Exam", a special eight-minute program every Monday afternoon, and rebroadcast on Tuesday mornings. The show highlights education news at the K-12 level, as well as higher education issues. Of the five daily 8-minute programs broadcast (and podcast) on KBIA, three are hosted by undergraduate students. In addition to "Exam" broadcast each Monday, "Business Beat," "Talking Politics," and "Under the Microscope" are regularly hosted and produced on Wednesday and Thursday by students, and all the daily shows feature long-form reporting largely produced by students. In addition, "Intersection" is a weekly talk program and live webcast produced by KBIA staff, Reynolds Journalism Institute staff, and KBIA students. Students work closely with KBIA producers and RJI faculty to produce the show, as well as conducting market research and building an audience for this unique experiment in public radio talk programming. And lastly, both the General Manager and Assistant GM teach courses for the School of Journalism and the Communications Department. The "Management" class the GM teaches for the School of Journalism averages 25 students each semester. The assistant GM teaches "Basic Audio Production" in the fall and spring semesters for the Communications Department with an average of 12 students in the classes each semester. Members of the newsroom also regularly teach lecture courses for the journalism program. In Fiscal Year 2013, KBIA worked with over 114 For Profit Businesses and over 70 Not For Profit Organizations on underwriting messages. In an effort to reach the citizens of our communities, KBIA made a concerted effort to sponsor new events for us in the community. New Community Sponsorships this year: Artrageous Fridays – a quarterly event, free and open to the community. Artrageous Fridays unites & celebrates those organizations focused on the experience & prosperity of the arts. Central Missouri Returned Peace Corps Volunteers International Film Festival – a three day film festival. The free event spans the globe through award-winning films, food and cultural activities. Each event involves discussions with returned Peace Corps Volunteers on their experiences. Missouri Contemporary Ballet - Missouri Contemporary Ballet (MCB) is a professional dance company committed to creating and presenting high-quality productions and educational opportunities through the art of contemporary ballet Missouri Symphony Society - The Society is dedicated to enhancing and increasing the cultural awareness of classical music in the mid-Missouri area by presenting high-caliber performances by professional musicians and encouraging and educating young performing artists. North Village Farmers and Artisan's Market - The North Village Arts District Farmers and Artisans Market is downtown Columbia's destination for farm fresh produce, hand crafted art, informational workshops and great entertainment. From April to October the market's goal is to create a gathering place for Columbia's community of local food and art supporters Odyssey Chamber Music Series - The Odyssey Chamber Music Series is committed to presenting masterpieces of chamber music repertoire that span over four centuries, in mixed ensembles of all instruments. Odyssey hopes to cultivate interest in quality classical music performances through innovative programming involving professional local performers as well as guest artists from outside the community. The organization also hopes to educate audiences and the next generation of performers through program

notes, pre-concert lectures, and student performances. Renew Missouri – Renew Missouri was formed in 2006 to advance energy efficiency and renewable energy policy in Missouri. Renew Missouri's mission is to transform Missouri into a leading state in both efficiency and renewable energy by the year 2016. As in years past, KBIA continued to be a major sponsor of the following community events this year: Art in the Park – an annual event to celebrate the arts in mid-Missouri. Artists from around the country display their artwork, musicians and dance groups perform throughout the weekend. Nearly 22,000 people attend the weekend event. Stuart B. Eiken Foundation – an organization dedicated to suicide prevention. A fundraising walk/run to provide funds to provide counseling and services for at-risk youth. Vincent B. Gurrachari Foundation – in a fundraising capacity to help Cancer patients and their families. Museum of Art and Archeology Paintbrush Ball – a fundraiser to acquire new works for our local art museum which is free and open to the public. Arrow Rock Lyceum Theatre – a professional Repertory Theatre set in a rural village of mid-Missouri. The entire village of Arrow Rock has been designated a National Historic Landmark recognizing its association with Westward Expansion, the Santa Fe Trail and artist George Caleb Bingham. Earthdance Columbia – Columbia's chapter of an annual worldwide music, dance and peace festival. Mid-Missouri Tourism Council – a fundraiser to help promote tourism throughout the mid-Missouri area. KBIA promotes many civic organizations by offering discounted rates or donating air time and/or ticket give-a-ways for organizations' events. Some of the civic groups that enjoyed discounts or donated airtime include: Friends of Historic Boonville Boonslick Chordbusters Boone County Farmers Market Windsor St. Montessori School Columbia Art League Columbia Chorale Columbia Weavers & Spinners True/False Film Festival Harvest Public Media Ellis Fischel Cancer Center Columbia's Ragtime Festival City of Columbia Office of Cultural Affairs Little Theatre of Jefferson City Delta Gamma Foundation MU Summer Rep Theatre Missouri River Festival of the Arts HigdayMozart Trust Show-Me Opera TRYPS

6.1 Telling Public Radio's Story

Jump to question: 

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

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 the year 2013, KBIA's "Intersection" community talk show program hosted several issues that brought together a diverse group of panelists to provide a range of perspectives on key topics. Some examples include a February program on "Increased Funding for Childhood Education," featuring Steve Calloway, head of the Men's Minority Network in Columbia; an April 9 program featuring a range of diverse panelists on childhood obesity, including Dr. Aneesh Tosh, Director, Adolescent Diabetic Obesity Program, MU Children's Hospital, and Laina Fullum, Director, Nutrition Services for Columbia Public Schools; an April 15 program on "Reducing High School Dropout Numbers," with Eryca Neville, principal, Douglass High School and Lorenzo Lawson, executive director, Youth Empowerment Zone; an April 29 program on "Immigration Reform in Mid-Missouri," featuring the voices of Domingo Martínez Castilla, Director, Cambio Center, and Eduardo Crespi, founder, Centro Latino de Salud; a program on "What the Voting Rights Act Means for Central Missouri" featuring Missouri NAACP President Mary Ratliff; local community leader and talk show host Tyree Byndom joined us for an August 5 discussion about reducing violent crime in the city; an Oct. 21st discussion explored the issue of how sexual assaults are handled on by the university, featuring the perspectives of victims advocate Zachary Wilso, development director of the Missouri Coalition Against Domestic and Sexual Violence, also Mary Beck, director of the MU Domestic Violence Clinic and a law professor at the University of Missouri, and Samantha Sunne, a former reporter for the Columbia Missourian; and an October 7 program explored reducing poverty in Missouri with a range of researchers. 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. Topics in the year 2013 included human rights, women's issues, press freedom, poverty and racism, immigration and freedom protests, covering the continents. In August 2011, after securing funding from Mizzou Advantage, a new Health & Wealth Desk was created. The beat covers the economy and health of rural and underserved communities in Missouri and beyond. It consists of short weekly radio segments, as well as in-depth features and regular blog posts. KBIA's Faith & Values (FAVS) reporting desk seeks diverse perspectives and voices on issues regarding faith, values and ethics. The FAVS desk reports on updates from Islamic, Buddhist, Middle Eastern, African and Asian communities, as well as Western faith traditions. Story highlights have included features on the Columbia Values Diversity annual celebration, a look at how faith groups are helping the homeless in the winter months, a series on rural church congregations, a feature on Hanukkah, prayer in public schools, an expansion of the community's Islamic center, continued coverage on the burning of a mosque in Joplin, Missouri, a feature profiling the traditional goat slaughter for the commemoration of Eid, a profile of a Buddhist monk, and many other stories exploring the diversity in faiths in our mid-Missouri communities. KBIA partnered with the Central Missouri Returned Peace Corps Volunteers in February 2013 to promote the Third Goal International Film Festival at the University of Missouri Student Center. The Third Goal International Film Festival features films made by or about the work of Peace Corps volunteers in an effort to share their experiences overseas with fellow Americans. Feedback from Michael Burden, Film Fest Chair, included: ". . . according to our survey, more people found out through KBIA than any other source. Thanks for collaborating to make it a great event. "

6.1 Telling Public Radio's Story

Jump to question: 

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 2013, and any plans you have made to meet the needs of these audiences during Fiscal Year 2014. If you regularly broadcast in a language other than English, please note the language broadcast.

KBIA will continue efforts in programming, production and outreach activities in 2014 to meet the needs of a diverse audience. It is anticipated that many programs will be looking at poverty, jobs, healthcare accesses and rural issues, all of which focus on under-represented communities in Mid-Missouri. Also, KBIA is partnering with 8 other mid-west stations as part of Harvest Public Media and we anticipate for 2014, to continue providing diverse programming and outreach. A newly funded Health & Wealth desk will continue to produce in-depth reporting on issues relating to rural health and rural life communities, with a special part-time post focused on building engagement and dialogue on these issues in the community, through in-person events and discussions, and through social media engagement. Rural issues, business and agriculture topics will be the focus of KBIA's Harvest reporting desk and its collaboration with the Midwestern Harvest Public Media network. In the coming year, KBIA teams will work with Harvest to coordinate public forums/discussions, as well as multiplatform content such as series, videos and documentaries for radio and video. 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. The Faith & Values (FAVS) reporting desk will continue to highlight diverse perspectives and voices on issues regarding faith, values and ethics. The FAVS desk reports on updates from Islamic, Buddhist, Middle Eastern, African and Asian communities, as well as Western faith traditions. The FAVS desk also has a series of community events and dialogues planned to help raise awareness and foster discussion on the role of faith in society. KBIA will continue to

Other positions
not already
accounted for

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Comments

Question	Comment
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No Comments for this section