

# 2018 SAS Survey

**Grantee Information**

<b>ID</b>	1483
<b>Grantee Name</b>	KXCV-FM
<b>City</b>	Maryville
<b>State</b>	MO
<b>Licensee Type</b>	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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	0	0	0	0	2	2

**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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1

Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<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

Persons with Disabilities

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

**1.1 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	Total
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Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

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

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	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="2"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="6"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="8"/>

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	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="3"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="9"/>	<input type="text" value="11"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="12"/>	<input type="text" value="14"/>	

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

Jump to question: | 3

Major Job Category / Job Code

Persons with Disabilities

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

**1.4 Part-Time Employment**

Jump to question: 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

	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"/>	0
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

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

Jump to question: 1.6

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

**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 Average Salaries FULL TIME EMPLOYEES ONLY**

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer - CEO	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total Full-Time Employees</b>	<b>1.00</b>	<b>\$ 67,844</b>	<b>11</b>

Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<b>1.00</b>	\$ <b>52,589</b>	<b>29</b>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<b>1.00</b>	\$ <b>43,702</b>	<b>1</b>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<b>1.00</b>	\$ <b>48,213</b>	<b>2</b>
Corporate Underwriting, Chief - Joint	<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 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<b>1.00</b>	\$ <b>56,649</b>	<b>13</b>



3.1 Governing Board Method of Selection

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:

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

Jump to question: 3.1

3.1 Governing Board Method of Selection

Elected by community/membership

Jump to question: 3.1

3.1 Governing Board Method of Selection

Other (please specify below)

Jump to question: 3.1

3.1 Governing Board Method of Selection

Student Regent non-voting member yet to be appointed by the Governor of Missouri.

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

Jump to question: 3.1

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

3.2 Governing Board Members

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

Jump to question: 3.2

3.2 Governing Board Members

Jump to question: 3.2

	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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
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"/>

3.2 Governing Board Members

Number of Vacant Positions

Jump to question: 3.2

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

3.2 Governing Board Members

Number of Board Members with disabilities

Jump to question: 3.2

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: 4.1

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: 4.1

	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)?	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="2,340"/>	<input type="text" value="2,340"/>
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="26"/>	<input type="text" value="26"/>
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="323"/>	<input type="text" value="323"/>
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="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="225"/>	<input type="text" value="225"/>
Total	<input type="text" value="0"/>	<input type="text" value="2,914"/>	<input type="text" value="2,914"/>

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 2018. 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.

Joint licensee Grantees that have filed a 2018 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.

Our primary goals for 2019 are to inform and serve the community, provide instruction, education, information and entertainment using all resources of the community, University, state, national and international sources. to provide alternative programming to our stakeholders while strengthening the interest and understanding of the programs and services of the University and offering a valuable training experience for students. We offer up to 24 student job opportunities each trimester (72 per year) to students in the School of Communication and Mass Media to be job ready upon graduation in the area of on-air and news staff positions. We are the only source of alternative or public radio programming to our 32 county coverage area on a consistent basis. That coverage area comprises parts of four states. We continue to identify community issues in the areas of education, healthcare, agriculture, economic development, senior/elderly and government as issues that we are addressing through our vital local services and programming. we are heavily involved in our communities providing 19 full service newscasts each day, weather and severe weather reporting when weather deems necessary 24/7, 365 days a year. We provide local programming through news, weather and sportscasts, long and short form interviews, website and social media platforms such as Facebook and twitter. Some of the local programs we offer include Rhythm N Roots, a local Americana music show, All Things Northwest, a program hosted by the President of the University that brings a high quality program to discuss the issues, collaborations and partnerships with communities and people all across our coverage area and educational opportunities for the region. New this year is our Kindness Moments feature on the importance of being kind to one another. Other examples include a healthcare show called Sound Medicine and a Morning

Conversation show with John Coffey that explores all our identified community issues. We have many local collaborations including providing lower space at no charge to Nodaway County Public Safety, Fire and Rescue for reliable communication over the entire county, an Audio Reader Service on one of our sub-carrier channels that provides a reading service for the visually impaired and is a joint venture with the District Lions Clubs in NW Missouri and NE Kansas. Many collaborations with the University including a network of seven commercial radio stations forming the Bearcat Radio Network where we serve as the flagship station and offer streaming of all football and basketball games serving over 33,000 households. We also host a weekly Bearcat Coaches Show at a local business during September through March with over 2400 people attending. KXCV-KRNW has paying members in 113 of the 151 communities we serve.

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.

We partner with the Protect Our Public Media organization and NPR utilizing on-air promos, social media platforms as well as other Missouri Public Radio and TV stations to promote the continued need for federal funding. We have sent letters to our Senators and plan on continue to meet in local face to face meetings with them. We continue to collaborate with Missouri Public Radio stations working to benefit public radio and our listeners statewide pooling our resources to better deliver to our audiences. We are working with state representatives and senators on the drastic cuts to higher education in Missouri which will affect our budgets. We also have collaborated and submitted stories to Harvest Public Media which deals with agricultural issues and concerns. We continue our partnership with Greater Public Media to assist primarily with fundraising and member development. Included below is a list of community and area partnerships and collaborations and a brief description of each of KXCV-KRNW is involved. 1) List of Formal Business Partnerships; Second Harvest Food Bank, Bluegrass Battles Hunger, St. Joseph Performing Arts Association, St. Joseph Symphony, St. Joseph Rubidoux Resident Theater all in St. Joseph; Northwest and Missouri Western Music Departments; Wilson Performing Arts Center, Red Oak Iowa; Aramark Food Service; Campus Activities; Northwest Crisis Team, KXCL Radio in Liberty Missouri, 102.9 FM in Kansas City, KKWK in Cameron, KAAN in Bethany, KMA in Shenandoah Iowa; KFEQ in St. Joseph, Real Country AM 1030 in Blue Springs, District 26F Lions Clubs of NW Missouri and NE Kansas; Missouri Broadcasters Association in Jefferson City Missouri; Missouri Arts Council; Joni & Michael Walker Landowner Chillicothe Missouri; Associated Press in New York; Northwest Missouri State IT Department; Corporation of Public Broadcasting in Washington D.C.; Nodaway County Economic Development; Northwest Alumni Association with 17 chapters across the nation; Edward Jones Investment-JR Kurtz in Maryville; over 120 business underwriters. 2) Purpose of Partnerships; Second Harvest Food Bank and Bluegrass Battles Hunger is an ongoing partnership to provide food for the hungry across all of North Missouri and Northeast Kansas. We help with promotions, events and provide underwriting to promote them; Partnerships with St. Joseph Performing Arts Association, St. Joseph Symphony, Rubidoux Resident Theater, Northwest and Missouri Western Music and Art Departments allow us to help promote arts and entertainment in Northwest Missouri; Partners with Aramark and Campus Activities and the Encore Performing Arts series allows us to hold Northwest Nites to our public radio members allowing them of a night of fine dining and entertainment; Partnership with the Northwest Crisis and Disaster Prevention team to communicate in the event of a severe weather or disaster. We also have entered into a partnership with Maryville Public Safety, fire and Rescue where we give them lower space for their communication equipment allowing them the ability to communicate throughout Nodaway County and beyond. For that service we receive a back-up generator system that provides us the ability to stay on the air when electrical service has been interrupted. We are the only station in the entire area of North and North Central Missouri to have that ability and service; Partners with seven commercial radio stations that are members of KXCV's Bearcat Radio Network broadcasting all Northwest football, men's and women's basketball games; Partners with KAAN, KKWK to share and provide extensive election coverage during every major election; Partners with KMA in Shenandoah and KFEQ in St. Joseph in a news sharing collaboration 365 days a year; A partnership and collaboration with the District 26F Lions Clubs and the University of Kansas allows those in our area that are visually impaired to receive a audio reading service via a special radio that receives it's signal from the KXCV and KRNW sub-carrier channels. Local newspapers, regional papers, magazines and even individual prescriptions are read on a daily basis; Missouri Broadcasters Association offers help with many aspects of the broadcast industry and has named our program at Northwest as their best source for job ready broadcasters for placement in Missouri radio stations; Partnership and lease agreement with Joni & Michael Walker for lower space in Chillicothe that allows additional coverage of alternative programming to North Central Missouri; Partnership with the Associated Press in New York to provide additional state wide and national news to our area; Ongoing partnership that moved all of the radio station audio streaming to the University IT department from an outside vendor and saves nearly \$8,000 dollars per year; Partnership with the Corporation of Public Broadcasting and is instrumental in helping fund this service to the people of this area. KXCV-KRNW is a non-commercial educational public radio facility and can not sell regular advertising as commercial stations do to finance their operations; The other 120 plus business partnerships are underwriters who help support our mission to provide alternative programming that cannot be received through commercial radio stations, helps to provide our students the hands-on training so important to make them job ready upon graduation as well as broadcasts of the Bearcat Radio Network.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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.

We continue to be called upon to provide news, information, and become partners to help promote, educate and inform the public on issues, events, needs and issues which in our opinion means we are on the correct path. We offer a free on-air community news service and also the opportunity for those partners and events placed on Maryville cable channel 9. Service clubs, organizations, communities have all continued to use this service. Additional specific examples include our continuing efforts to increased food and monetary donations for the Second Harvest Community Food Bank across their 19 county area and they also were able to increase the number of corporate support for their Backpack Buddies program. Our news, long form programming and feature reporting has allowed them to gain national attention to the child hunger issue in our area. Partnerships with St. Joseph Performing Arts Association, St. Joseph Symphony, Rubidoux Resident Theater, Northwest and Missouri Western Music and Art departments have seen gains in attendance and have allowed us to continue to promote the arts in our 32 county area. We are partners with Aramark and Campus Activities and the Encore Performing Arts Series and has seen nearly sell-outs for many of these shows. KXCV-KRNW has partnered with the Northwest Crisis and Disaster Prevention team to help communicate in the event of a severe weather or disaster event. We have an ongoing collaboration with Maryville Public Safety, Fire and Rescue where we

give them tower space allowing them communication capabilities county wide and beyond in return we received a back-up generator system allowing us to stay on the air in the event of an electrical outage. We are the only station in the North and North Central Missouri area that has that ability. A partnership with the District 26F Lions Clubs and the University of Kansas allows those in our area that are visually impaired to receive a audio reader service via a special radio that receives it's signal from the KXCV-KRNW sub-carrier channels. Local newspapers, regional papers, magazines and even prescriptions are read on a daily basis. Many visually impaired residents in our 32 county area benefit directly from the service. Our partnership with University IT has allowed us to reach over 33,000 households when streaming our Bearcat Radio Network broadcasts and we've added a radio station app. Our Bearcat Coaches Show held September through March has seen over 2400 people in attendance.

6.1 Telling Public Radio's Story

Jump to question: 5.1

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 2018, and any plans you have made to meet the needs of these audiences during Fiscal Year 2019. If you regularly broadcast in a language other than English, please note the language broadcast.

KXCV-KRNW is licensed to the Board of Regents of Northwest Missouri State University and enjoys a diverse student and faculty population and has grown our international student population dramatically in the past three years. Still efforts need to be made and we work closely with the department of Equity, Diversity and Inclusion to help meet their goals. We meet the needs of our diverse audience through our programming efforts and involvement in community and university activities. This past three years we joined with the University in addressing diversity issues after problems on some Missouri University campuses. To be pro active we aired a special forum sponsored by our University titled, "Northwest Social Justice Forum". The University also added a cabinet level department for Equity, Diversity and Inclusion which we have partnered with to help promote and have had department personnel on our local shows and news programming. We are actively involved in Martin Luther King Jr. celebration and educational activities, Black History Month each February. We are involved through news, long form interviews and other areas with our international student organization. We participate in their events and provide promotion and education services over all our platforms. We do so through on-air, public service announcements, cable channel 9, website and through social media platforms. We sponsor annually the Heart of America Tractor Cruise to raise money for Children's Charities of Northwest Missouri. We partnered with the international student organization to help students experience the American Farm Culture. We continue to provide the audio reader service for the visually impaired and helped sponsor a summer reading program for children now in it's ninth year that has served from 150 students in it's first year to over 450 last summer. We are also actively involved with the University's Distinguished Lecture Series that brings very diverse guests to the area through news, long form interviews with those guests and promotion for their events.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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?

We continue to struggle financially and we've been hard hit over the past ten years since we are so strongly tied to agriculture the years of drought then a 500 year flood combined with the loss of state public radio funding, our states yearly cutting of the higher education budget and a poor national and regional economy has made CPB's federal funding more important than ever. Only now has the economy started to improve but because we are tied so strongly to agriculture we are seeing the negative effects of Climate Change on the ability to maintain crop yields. Our survival is based on our continued federal funding!! At one time only 10-12 percent of our budget came from federal funds now 22-23 percent of our budget is reliant on those federal funds and that those percentages will only increase as higher education monies have been cut approximately 300 million dollars in FY17, FY18 and FY 19. Over the past ten years our operations budget has been cut by nearly 52 percent. State funding has been zero to only 12,600 dollars planned this year. Our State of Missouri Public Radio Pass Through Grant is at the mercy of the Governor and can be withheld at any time. We can not afford to lose anymore of our state and federal funding. In this time span, we have lost two full time professional staff members due to the University's reduction in force. Our federal funding is used to purchase national programming and pay for one full time professional staff member and a portion of another employee. We are the only alternative programming option for the residents of most of our listening area. We have members in 113 of 151 communities we serve and they do all they can to support us but we are in a very, very rural area and sparsely populated portion of North Missouri. With the small population also means few businesses to choose from for underwriting opportunities. If we were to lose our CPB funding there is no way the University could add those additional dollars to fully fund us. In fact, we're asked each year to take on more and more of the financial burden, CPB funding allows us to carry alternative and national programming programs that speak to diverse populations, offer diverse options, music, culture and education which is critical in an area comprised of 98% white population. It also allows us to provide hands-on training to students in the School of Communication and Mass Media to become job ready upon their graduation. We have cut everything to be cut, have sought out and created additional revenue streams but we have few people and businesses to grow significantly however we serve an area that needs the cultural, diverse thinking and non-bias reporting that we provide our residents needs. For all these reasons and more our mere survival is incumbent on the continuation of our federal funding!

Comments

Question	Comment
No Comments for this section	

7.1 Journalists

Jump to question: 7.1

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	White, Non-Hispanic	Other
News Director	1			1						1	
Assistant News Director											
Managing Editor	1			1						1	
Senior Editor											
Editor											
Executive Producer	1				1					1	
Senior Producer											
Producer											
Associate Producer											
Reporter/Producer		10		6	4	2	1			7	
Host/Reporter		12		8	4	2	0			10	
Reporter											1
Beat Reporter											
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
<b>Total</b>	<b>3</b>	<b>22</b>	<b>0</b>	<b>16</b>	<b>9</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>
Comments											
Question	Comment										
No Comments for this section											