

**Grantee Information**

ID 1328  
 Grantee Name KUYO-FM  
 City Denver  
 State CO  
 Licensee Type Community

1.1 Employment of Full-Time Radio Employees  
 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.

Jump to question:

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	Non-Hispanic 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"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<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"/>
Technicians - 4000	<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"/>
Sales Workers - 4500	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="6"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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" value="1"/>	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>

Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1
<b>Total</b>	<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"/>	<b>5</b>	<b>5</b>

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 v

Major Job Category / Job Code / Joint Employee	Persons with Disabilities													
Officials - 1000	<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"/>	<input type="text"/>	<input type="text"/>
Managers - 2000	<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"/>	<input type="text"/>	<input type="text"/>
Professionals - 3000	<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"/>	<input type="text"/>	<input type="text"/>
Technicians - 4000	<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"/>	<input type="text"/>	<input type="text"/>
Sales Workers - 4500	<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"/>	<input type="text"/>	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Craftspersons (Skilled) - 5200	<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"/>	<input type="text"/>	<input type="text"/>
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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Laborers (Unskilled) - 5400	<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"/>	<input type="text"/>	<input type="text"/>
Service Workers - 5500	<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"/>	<input type="text"/>	<input type="text"/>
<b>Total</b>	<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"/>	<input type="text"/>	<input type="text"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 v

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

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.

Jump to question: 1.2 v

1.2 Major Programming Decision Makers

Jump to question: 1.2 v

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

African American	<input type="text"/>	Hispanic	<input type="text"/>	Native American	<input type="text"/>	Asian/Pacific	<input type="text"/>	Non-Hispanic White	<input type="text"/>	Total	<input type="text"/>
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Female Major Programming Decision Makers	<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"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Male Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

1.3 Employment of Part-Time Radio Employees

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

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" value="0"/>	<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"/>
Managers - 2000	<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"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000	<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"/>	<input type="text" value="0"/>
Sales Workers - 4500	<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"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<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"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<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"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<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"/>	<input type="text" value="0"/>
Service Workers - 5500	<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"/>	<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="1"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

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" value="0"/>	<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"/>
Managers - 2000	<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"/>	<input type="text" value="0"/>
Professionals - 3000	<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="3"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<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"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<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"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<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"/>	<input type="text" value="0"/>



Sales Workers - 4500	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Office / Service Workers - 5100-5300	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.6 Full-Time and Part-Time Job Openings

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

Number of full-time and part-time job openings  Jump to question:

1.7 Hiring Contractors

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

1.7 Hiring Contractors

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

No Comments for this section

Chief Executive Officer

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

# of Employees  Avg. Annual Salary \$  Average Tenure

Chief Executive Officer - Joint	1.00	\$ 211,140	5
Chief Operations Officer		\$	
Chief Operations Officer - Joint	1.00	\$ 120,564	3
Chief Financial Officer		\$	
Chief Financial Officer - Joint	1.00	\$ 115,000	1
Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations Chief		\$	
Communication and Public Relations Chief - Joint		\$	
Programming Director	1.00	\$ 75,075	3
Programming Director - Joint		\$	
Production Chief		\$	
Production Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer		\$	
Producer - Joint		\$	
Development Chief	1.00	\$ 67,406	13
Development Chief - Joint		\$	
Member Services Chief	1.00	\$ 31,900	5
Member Services Chief - Joint		\$	
Membership Fundraising Chief		\$	
Membership Fundraising Chief - Joint		\$	
On-Air Fundraising Chief		\$	
On-Air Fundraising Chief - Joint		\$	
Auction Fundraising Chief		\$	
Auction Fundraising Chief - Joint		\$	
Underwriting Chief		\$	
Underwriting Chief - Joint		\$	
Corporate Underwriting Chief		\$	
Corporate Underwriting Chief - Joint		\$	
Foundation Underwriting Chief		\$	
Foundation Underwriting Chief - Joint		\$	
Government Grants Solicitation Chief		\$	
Government Grants Solicitation Chief - Joint		\$	
Operations and Engineering Chief		\$	

Operations and Engineering Chief - Joint				
Engineering Chief		\$		
Engineering Chief - Joint		\$		
Broadcast Engineer 1		\$		
Broadcast Engineer 1 - Joint		\$		
Production Engineer		\$		
Production Engineer - Joint		\$		
Facilities, Satellite and Tower Maintenance, Chief		\$		
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$		
Technical Operations, Chief		\$		
Technical Operations, Chief - Joint		\$		
Education, Chief		\$		
Education, Chief - Joint		\$		
Information Technology, Director		\$		
Information Technology, Director - Joint		\$		
Volunteer Coordinator		\$	31,200	1
Volunteer Coordinator - Joint		\$		
News / Current Affairs Director		\$	41,200	2
News / Current Affairs Director - Joint		\$		
Music Director		\$	1,000	9
Music Librarian/Programmer		\$		
Announcer / On-Air Talent		\$		
Announcer / On-Air Talent - Joint		\$		
Reporter		\$		
Reporter - Joint		\$		
Public Information Assistant		\$		
Public Information Assistant - Joint		\$		
Broadcast Supervisor		\$		
Broadcast Supervisor - Joint		\$		
Director of Continuity / Traffic		\$		
Director of Continuity / Traffic - Joint		\$		
Events Coordinator		\$		
Events Coordinator - Joint		\$		
Web Administrator/Web Master		\$	27,040	1
Web Administrator/Web Master - Joint		\$		
Total		\$		

10.00 \$ 760906 49

Comments Question No Comments for this section

Comment

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

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

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	2	1			6	9
Male Board Members	2	4			16	22
Total	4	5	0	0	22	31

3.2 Governing Board Members  
Number of Vacant Positions: 0

3.2 Governing Board Members  
Number of Vacant Positions: 0

3.2 Governing Board Members  
Number of Vacant Positions: 0



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)?

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

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 recipient's local market.)

	5.1 Radio Programming and Production	
	For National Distribution	For Local Distribution/All Other
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="5,824"/>	<input type="text" value="5,824"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devoted to artistic and/or cultural subject matter)	<input type="text" value="312"/>	<input type="text" value="312"/>
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="130"/>	<input type="text" value="130"/>
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="0"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value="0"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="6,266"/>	<input type="text" value="6,266"/>

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

Approx Number of Original Program Hours  [Jump to question: 5.1](#)

Comments  
 Question  Comment   
 No Comments for this section [Jump to question: 6.1](#)

6.1 Telling Public Radio's Story  
 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.

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.

Since 1985, KUVO "jazz89" has been a community-licensed, independent, public radio station dedicated to providing distinctive music, news, and information programming which reflects the values and cultural diversity of its listener community. Jazz music and related genres and information remain at the core of our program philosophy. Other specialty programs with Hispanic, African American and Native American themes are featured weekly. KUVO maintains three signals: 89.3 FM, (HD2 information, music and culture service), and HD3 (The Other Side of KUVO" music service). KUVO programs KVJZ - Vail, CO (88.5 FM) and a translator in Breckenridge (K209ED at 89.7 FM). KUVO also maintains a digital stream of all three channels distributed globally through the internet. KUVO is proud to serve its community of license and beyond with quality music and information programming that is not available elsewhere.

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.

The weekday morning music, news and public affairs show "First Take with Lando and Chavis" features locally-produced information content including many live and recorded interviews with newsmakers from politics, business, culture, education, arts and communities in metro Denver, along the Front Range and I-70 corridor (including Eagle and Summit Counties) and around Colorado. KUVU's roots and commitment to underserved communities and diversity in all its forms remains strong. Partnerships with community organizations keep KUVU involved in local arts, social and health services, educational institutions and more. During the reporting period (Nov. 2012 - June 2013), KUVU again served as media sponsor for the annual, free Five Points Jazz Festival, promoting the legacy of one of Denver's most storied historical districts. As a community radio station powered largely by volunteers, KUVU supported an aggressive schedule of community, arts and culture events, including a free summer jazz series at Denver City Park, The Denver Public Library Used Book Sale, and Juneteenth, and more. KUVU also continued its involvement with the jazz festival in Greeley, CO, as well as year-round support for the Vail Jazz Foundation, which promotes the art form of jazz and music education throughout Eagle County, CO.

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.

KUVU continued its commitment to music education by hosting and broadcasting 13 collegiate, high school and middle school bands live from the Phyllis A. Greer Performance Studio. KUVU continued its commitment to the CPB-funded American Graduate project with weekly education coverage. Through the reporting period, public service announcements aired throughout the broadcast schedule promoted the events and services of an estimated 100 different non-profit organizations across our communities air service. KUVU's flagship program, Cancion Mexicana, on the air since the beginning, remains the most listened to program in its time slot in the Denver metro market. Re-volunteer recruitment: "Without the incredibly generous support of community partners like you, we would not be able to do our important work." - Mary Cary Ward, Denver Asset Building Coalition (12/14/12). Re: high school collegiate series: "The kids, as always, really dug their time there!" Stephen Holley, Kent Denver School (4/24/13)

6.1 Telling Public Radio's Story

Jump to question: 6.1

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 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.

KUVU continues its collaboration with the investigative news unit I-News Network and RMPBS on the series of investigative reports about the growing disparities regarding wealth and educational opportunities in the minority communities. Follow-up reports aired on KUVU and were posted on KUVU.org. KUVU's partnership with Rocky Mountain PBS has expanded the reach of KUVU's original cultural and public affairs coverage of issues affecting the Latino community, by sharing newsworn, website and social media resources. The minority listening audience continues to grow across the broadcast week at KUVU and we remain committed to generations of Latinos and under-represented residents who have made Colorado their home. Weekend programming also includes Latin Soul, Blues, original Rhythm & Blues, Native American and South American music, culture and news (including Spanish language history and current events), Gospel, Latin Rock, African and Caribbean music, Latin Jazz, and Brazilian musical expressions. KUVU public affairs plans to continue its coverage of immigration, voting rights, voter fraud, and the challenges facing undocumented workers.

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?

CPB funding (including the Community Services Grant and other grants) partially fund our news and public affairs department, the output of which has grown dramatically since August of 2012. Funds from CPB were also used to hire a full time web content coordinator. KUVU's growth in web visits and social media content was significant during this period. These community affairs and digital media efforts are central to effectively serving KUVU's minority and underserved listenership in the 21st century.

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

Jump to question: 7.1

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<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"/>
Managing Editor	<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"/>
Senior Editor	<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"/>
Editor	<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"/>
Executive Producer	<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"/>
Senior Producer	<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"/>
Producer	<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"/>
Associate Producer	<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"/>
Reporter/Producer	<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"/>
Host/Reporter	<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"/>
Reporter	<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"/>
Beat Reporter	<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"/>
Anchor/Reporter	<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"/>
Anchor/host	<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"/>
Videoographer	<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"/>
Video Editor	<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"/>
Other positions not already accounted for	<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"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments Question No Comments for this section

Comment