Grantee	Informa	tion

ID	1280
Grantee Name	KJZZ-FM
City	Tempe
State	AZ
Licensee Type	University

# 1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

Please enter the number of FULL-TIME RADIO employees in the grids below.

The first grid includes all female employees, the second grid includes all male employees, and the last grid includes all persons with disabilities.

Jump to question: 1.1

1.1 Employment or 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	0	0	0	0	0	0				
Managers - 2000	0	0	0	1	2	3				
Professionals - 3000	2	1	0	0	19	22				
Technicians - 4000	0	1	0	0	1	2				
Sales Workers - 4500	0	0	0	0	0	0				
Office and Clerical - 5100	1	0	1	0	4	6				
Craftspersons (Skilled) - 5200	0	0	0	0	0	0				
Operatives (Semi- Skilled) - 5300	0	0	0	0	0	0				
Laborers (Unskilled) - 5400	0	0	0	0	0	0				
Service Workers - 5500	0	0	0	0	0	0				
Total	3	2	1	1	26	33				

## 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	0	0	0	0	1	1
Managers - 2000	1	0	0	0	7	8
Professionals - 3000	1	6	0	0	15	22
Technicians - 4000	1	2	0	0	4	7
Sales Workers - 4500	0	0	0	0	0	0
Office and Clerical - 5100	0	0	0	0	0	0
Craftspersons (Skilled) - 5200	0	0	0	0	0	0
Operatives (Semi- Skilled) - 5300	0	0	0	0	0	0
Laborers (Unskilled) - 5400	0	0	0	0	0	0
Service Workers - 5500	0	0	0	0	0	0
Total	3	8	0	0	27	38

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

## 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).

2 White Non Hispanic Female

1.2 Major Pro	ogrammi	ng Decision	Maker	s					Jum	p to question:	1.2		
major program decisions abou	ming deci ut program ble-countii	sions. Include to a acquisition and ag of some full-	he stat d produ time er	ion general uction, progr nployees; er	manage am deve nployee	r if appropria elopment, on- s having the	te. Major air progr responsi	s having respon- programming or ram scheduling, ibility for making	decisions etc. This	include			
by job categor	y above, ir	n the full-time e	mploye	ee Question	1.1.	in and again	,						
1.2 Major Pro	ogrammi	ng Decision	Maker	s					Jum	p to question:	1.2		
Of the full-time have responsit						cluding the st	ation ger	neral manager,					
		ng Decision								Jump to ques	tion: 1.1	2	
1.2 major i i	ogrammi	African	Makei	•		Native				White,	uon. 1.2	2	
	А	merican	-	Hispanic		American	As	sian/Pacific	Non	-Hispanic		Total	
Female Major Programming Decision Makers		0		0		0		0		0		0	
Male Major Programming Decision Makers		0		0		0		0		1		1	
Total		0		0		0		0		1		1	
1.3 Employm	nent of P	art-Time Rad	io Em	plovees					Jum	p to question:	1.3		
Please enter the includes all fer and the last gri	male emploid includes	oyees, the seco	ond grid th disa	d includes all bilities.			grid			Jum	p to ques	tion: 1.3	
Major Joh Ca	togon, /	Afric Americ		Uio	nania	A.	Native nerican	Asian/P	acific	V Non-His	Vhite,		
Major Job Ca Job Code	кедогу /	Fema			panic males		emales		nales		nales		Total
Officials - 1000	0		0		0		0		0		0		0
Managers - 20	000		0		0		0		0		0		0
Professionals -	- 3000		0		0		0		1		8		9
Technicians - 4	4000		1		0		0		0		0		1
Sales Workers	s - 4500		0		0		0		0		0		0
Office and Cle			0		1		0		0		1		2
5100 Craftspersons	(Skilled)		0		0		0		0		0		0
- 5200 Operatives (Se skilled) - 5300			0		0		0		0		0		0
Laborers (Unsi			0		0		0		0		0		0
Service Worke	ers -		0		0		0		0		0		0
Total			1		1		0		1		9		12
1.3 Employm	nent of P	art-Time Rad	io Em	ployees						Jum	p to ques	tion: 1.3	
		Afric					Native				Vhite,		
Major Job Ca Job Code	ategory /	Amerio Ma		His	panic Males	An	nerican Males	Asian/P	acific Males	Non-His I	panic Males		Total
Officials - 1000	0		0		0		0		0		0		0
Managers - 20	000		0		0		0		0		0		0
Professionals -	- 3000		1		0		0		0		6		7
Technicians - 4	4000		0		0		0		0		2		2
Sales Workers	s - 4500		0		0		0		0		0		0
Office and Cle	rical -		0		0		0		0		0		0
Craftspersons - 5200	(Skilled)		0		0		0		0		0		0
Operatives (Se skilled) - 5300			0		0		0		0		0		0
Laborers (Unsi 5400			0		0		0		0		0		0
Service Worke	ers -		0		0		0		0		0		0
Total			1		0		0		0		8		9
1.3 Employn	nent of P	art-Time Rad	io Em	plovees					Jum	p to question:	1.3		
Major Job Ca Job Code Officials - 1000	ategory /									ersons with C		es 0	
Managers - 20	000											0	
Professionals -	- 3000											0	
Technicians - 4	4000											0	
Sales Workers	s - 4500											0	
Office and Cle	rical - 510	0										0	
Craftspersons												0	
Operatives (Se												0	
										<u> </u>		_	
Laborers (Uns		100										0	
Service Worke	ers - 5500											0	
Total												0	

1.4 Part-Time Employ	yment				Jump to qu	estion:	1.4
Of all the part-time empl worked 15 or more hour	oyees listed in Questic s per week, but not full	n 1.3, how many wor time?	rked less than 15 h	ours per week	and how many		
1.4 Part-Time Employ	yment				Jump to qu	estion:	1.4
Number working less that							5
1.4 Part-Time Employ	umont				luman da mu		1.4
Number working 15 or m					Jump to qu	estion.	1.4
-	,						
1.5 Full-Time Hiring  Enter the number of full-	time employees in ear	h category hired duri	ng the fieral year		Jump to qu	estion:	1.5
(Do not include internal				time to full-time	e status during the	e fiscal y	ear.)
1.5 Full-Time Hiring					Jump to qu	estion:	1.5
No full-time employees v	were hired (check here	if applicable)					
1.5 Full-Time Hiring					Jump to qu	estion:	1.5
Major Job Category /							
Job Code Officials - 1000	Minority Female	Non-Minority Fem	ale Minorit	y Male No	n-Minority Male		Tota
Managers - 2000	0		1	0	0		1
Professionals - 3000	1		8	2	6		17
echnicians - 4000	1		0	1	1		3
Sales Workers - 4500	0		0	0	0		(
Office / Service	0		0	0	0		(
Vorkers - 5100-5500							
otal	2		9	3	7		21
inter the total number of reviously filled positions egardless of whether the whether it was filled by a ne promotion of an emp ewly created position to	s and newly created po ey were filled during than internal or an extern bloyee who stays in ess	ositions. Include all positions. Include all positions are year. If a job openial candidate. Do not sentially the same job	ositions that becam ng was filled during include as job oper b but has a different	e available dur the year, inclu nings any positi title (i.e. where	ing the fiscal year de it regardless o ons created throu e there was no va	; f igh	г
1.6 Full-Time and Pa	rt-Time Job Openin	gs			Jump to qu	estion:	1.6
Number of full-time and	part-time job openings						25
1.7 Hiring Contractor	rs				Jump to qu	estion:	1.7
During the fiscal year, di	d you hire independen	t contractors to provi	de any of the follow	ing services?			
1.7 Hiring Contractor	rs				Jump to qu	estion:	1.7
Underwritting solicitation	related activities				Ch	eck all t	that apply
Direct Mail							
Telemarketing							
Other development activ	rities						
_egal services							
Human Resource servic	es						
Accounting/Payroll							
Computer operations							
Website design							
Vebsite content							
Broadcasting engineerin	ia.						
Engineering	9						
Program director activitie	ne.						
None of the above							
comments							
Question		Comment					
No Comments for this se	ection						
2.1 Average Salaries	FULL TIME EMPLO	YEES ONLY	# of Employees	Avg. A	Jump to qu		2.1 rage Tenur
Chief Executive Officer			1.00	\$	148,663		7
Chief Executive Officer -				\$			
Chief Operations Officer			1.00	\$	109,374		38
Chief Operations Officer	- Joint			\$		F	
Chief Financial Officer			1.00	\$	67,035	L	7
Chief Financial Officer -				\$		L	
Publicity, Program Prom	otion Chief			\$			
Publicity, Program Prom							
				\$			
	olic Relations, Chief			\$			
Communication and Pub	olic Relations, Chief	oint		\$ \$			
Communication and Pub Programming Director	olic Relations, Chief olic Relations, Chief - J	oint	1.00	\$ \$ \$	118,807		5
Communication and Put Communication and Put Programming Director Programming Director - Production, Chief	olic Relations, Chief olic Relations, Chief - J	ioint	1.00	\$ \$ \$ \$ \$	118,807		5

3 of 7

Production, Chief - Joint  Executive Producer  Executive Producer - Joint  Producer  Producer - Joint  Development, Chief  Development, Chief - Joint  Member Services, Chief  Member Services, Chief - Joint  Member Services	5.00	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	2
executive Producer - Joint  Producer  Producer - Joint  Development, Chief  Development, Chief - Joint  Member Services, Chief  Member Services, Chief - Joint	1.00	\$ 42,359	
Producer Producer - Joint Development, Chief Development, Chief - Joint Adember Services, Chief Adember Services, Chief - Joint	1.00	\$ 42,359	
Producer - Joint  Development, Chief  Development, Chief - Joint  Member Services, Chief  Member Services, Chief - Joint	1.00	\$	
Development, Chief Development, Chief - Joint Member Services, Chief Member Services, Chief - Joint			
Development, Chief - Joint  Member Services, Chief  Member Services, Chief - Joint		\$ 109,374	
Member Services, Chief Member Services, Chief - Joint			6
Member Services, Chief - Joint		\$	
	1.00	\$ 57,327	1
Appharable Fundraining Chief		\$	
Membership Fundraising, Chief		\$	
Membership Fundraising, Chief - Joint		\$	
Dn-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint		\$	
suction Fundraising, Chief		s	
suction Fundraising, Chief - Joint		s	
Underwriting, Chief		\$	
Juderwriting, Chief - Joint		\$	
Corporate Underwriting, Chief		\$	
Corporate Underwriting, Chief - Joint		\$	
oundation Underwriting, Chief		\$	
oundation Underwriting, Chief - Joint		\$	
Sovernment Grants Solicitation, Chief	1.00	\$ 57,637	1
Government Grants Solicitation, Chief - Joint		\$	
Operations and Engineering, Chief	1.00	\$ 111,562	8
Operations and Engineering, Chief - Joint		\$	
ngineering Chief	1.00	\$ 98,073	1
Engineering Chief - Joint		\$	
Broadcast Engineer 1	1.00	\$ 68,064	13
Broadcast Engineer 1 - Joint		\$	
Production Engineer		\$	
Production Engineer - Joint		\$	
acilities, Satellite and Tower Maintenance, Chief		\$	
acilities, Satellite and Tower Maintenance, Chief - Joint		s	
echnical Operations, Chief	1.00	\$ 57,637	1
echnical Operations, Chief - Joint	1.00	\$ 37,037	
ducation, Chief		\$	
Education, Chief - Joint		\$	
nformation Technology, Director	1.00	\$ 110,037	4
nformation Technology, Director - Joint		\$	
folunteer Coordinator		\$	
/olunteer Coordinator - Joint		\$	
lews / Current Affairs Director	1.00	\$ 70,067	3
News / Current Affairs Director - Joint		\$	
Music Director	1.00	\$ 53,408	22
Ausic Librarian/Programmer		\$	
Announcer / On-Air Talent	7.00	\$ 63,969	5
nnouncer / On-Air Talent - Joint		\$	
Reporter	12.00	\$ 51,171	2
Reporter - Joint		\$	
Public Information Assistant		\$	
Public Information Assistant - Joint		\$	
Broadcast Supervisor		\$	
Broadcast Supervisor - Joint		\$	
Director of Continuity / Traffic	1.00	\$ 55,286	1
Director of Continuity / Traffic - Joint	1.00		
		\$	
wents Coordinator	1.00	\$ 52,483	5
vents Coordinator			
Events Coordinator - Joint		\$	
events Coordinator - Joint  Veb Administrator/Web Master	1.00	\$ 91,874	2
Events Coordinator - Joint			134

Comment

No Comments for this section

	rning Board Method				Jump to question:	3.1	
CX-OIIICIO I	number of governing bonnembers) who are select			both voting and non-	voting		
			metrous.				
	rning Board Method				Jump to question:	3.1	1
Ex-Officio	(Automatic membership	because of another	office held)			0	
3.1 Gove	rning Board Method	of Selection			Jump to question:	3.1	
	by government legislati overnment official (e.g. g		chool board)			0	]
						0.4	
	rning Board Method				Jump to question:	3.1	
Liected by	community/membershi	Þ				7	
	rning Board Method	of Selection			Jump to question:	3.1	
Other (plea	ase specify below)						
3.1 Gove	rning Board Method	of Selection			Jump to question:	3.1	
3.1 Gove	rning Board Method	of Selection			Jump to question:	3.1	
Elected by	board of directors itself	f (self-perpetuating be	ody)			0	
3.1 Gove	rning Board Method	of Selection			Jump to question:	3.1	
Total numb	per of board members (A	Automatic total of the	above)			7	
3.2 Gove	rning Board Member	rs			Jump to question:	3.2	
	oort the racial or ethnic g		s of your governing boa	rd by gender. Please		5.2	
	governing board memb		3	, 3			
3.2 Gove	rning Board Member	rs			Jump to question:	3.2	
For minorit	ty group identification, p	lease refer to "Instru	ctions and Definitions" i	n the Employment su	osection.		
3.2 Gove	rning Board Member	rs			Jump to ques	stion: 3.2	
	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic		Total
Female Board	0	0	0	0	4		4
Members							
Male Board	0	1	0	0	2		3
Members Total	0	1	0	0	6		7
					0		
	rning Board Member	rs			Jump to question:	3.2	
Number of	Vacant Positions					0	
3.2 Gove	rning Board Member	rs			Jump to question:	3.2	
Total Num	ber of Board Members (	Total should equal th	ne total reported in Ques	stion 3.1.)			7
3.2 Gove	rning Board Member	rs			lump to question:		
Number of					Jump to question:	3.2	
140111001 01	Board Members with d	isabilities			Jump to question.	3.2	
Comments	Board Members with d		· · · · · · · · · · · · · · · · · · ·		sump to question.		
Comments	Board Members with d		Comment		Jump to question.		
Comments Question No Comme	f Board Members with d	·	Comment			1	
Question No Commo	F Board Members with d s ents for this section	ivities		vices, and, if so, did th	Jump to question:	4.1	
Question No Commo	F Board Members with d s ents for this section nunity Outreach Act ant recipient engage in a	ivities any of the following c	ommunity outreach ser			4.1 specific,	
Question No Commo  4.1 Commo  Did the graformal commo	F Board Members with d s ents for this section nunity Outreach Act ant recipient engage in a	ivities  any of the following coof special service to	ommunity outreach ser		Jump to question: se outreach activity have a	4.1 specific, nces?	
Question No Commo  4.1 Commo  Did the graformal com  4.1 Commo	Floard Members with discents for this section  nunity Outreach Act ant recipient engage in a  nponent designed to be  nunity Outreach Act	ivities any of the following c of special service to ivities	ommunity outreach ser		Jump to question: ie outreach activity have a and/or other diverse audier	4.1 specific, nces?	ło
Question No Commo  4.1 Commo Did the graformal com  4.1 Commo  Produce p	Floard Members with discontrol of Saments for this section  munity Outreach Act ant recipient engage in a proponent designed to be  munity Outreach Act  ublic service announcer	ivities any of the following c of special service to ivities mnts?	ommunity outreach ser either the educational o	ommunity or minority	Jump to question: se outreach activity have a s and/or other diverse audier Jump to question:	4.1 specific, nces? 4.1 Yes/N	ło
Question No Commo  4.1 Commo Did the graformal com  4.1 Commo  Produce p	Board Members with d s ents for this section munity Outreach Act ant recipient engage in a nponent designed to be munity Outreach Act ublic service announcer blic service announcer	ivities any of the following c of special service to ivities mnts?	ommunity outreach ser either the educational o	ommunity or minority	Jump to question: ie outreach activity have a and/or other diverse audier	4.1 specific, nces?	No
Comments Question No Comme 4.1 Comments Did the graformal com 4.1 Comments Produce p Did the pu community Did the pu	Board Members with d s ents for this section munity Outreach Act ant recipient engage in a nponent designed to be munity Outreach Act ublic service announcer blic service announcer	ivities any of the following c of special service to ivities mnts? ents have a specific, ents have a specific,	ommunity outreach ser either the educational of formal component desi	ommunity or minority	Jump to question: se outreach activity have a and/or other diverse audiest Jump to question: service to the educational	4.1 specific, nces? 4.1 Yes/N	ło
Comments Question No Comm 4.1 Comr Did the graformal con 4.1 Comr Produce p Did the pu community Did the pu community	Board Members with d s ents for this section nunity Outreach Act ant recipient engage in a nponent designed to be nunity Outreach Act ublic service announcer blic service announcem c blic service announcem	ivities any of the following c of special service to ivities mnts? ents have a specific, ents have a specific, zes?	ommunity outreach serieither the educational of formal component designment d	ommunity or minority gned to be of special	Jump to question: te outreach activity have a and/or other diverse audier Jump to question: service to the educational	4.1 specific, nces? 4.1 Yes/N	No
Comments Question No Comments A.1 Comments Did the grand con A.1 Comments Produce p Did the pu community Did the pu community Broadcast Did the con	Board Members with d s ents for this section munity Outreach Act ant recipient engage in a nponent designed to be munity Outreach Act ublic service announcer blic service announcem /? blic service announcem /? and/or diverse audienc community activities inform mmunity activities inform	ivities any of the following c of special service to ivities mnts? ents have a specific, ents have a specific, zes? formation (e.g., comm	ommunity outreach ser either the educational of formal component desi formal component desi nunity bulletin board, se	ommunity or minority gned to be of special gned to be of special ries highlighting local	Jump to question: te outreach activity have a and/or other diverse audier Jump to question: service to the educational	4.1  Yes/N  Yes  No	ło
Comments Question No Comments A.1 Comments Did the graterial con A.1 Comments Produce p Did the pucommunity Broadcast Did the comments Did the comments Did the comments	Board Members with discontrol of the section munity Outreach Act and recipient engage in a reponent designed to be munity Outreach Act white service announcem bilic service announcem and/or diverse audienc community activities information and community activities informatic community activities informatic community?	ivities any of the following c of special service to ivities mnts? ents have a specific, ents have a specific, ents have a specific, mation (e.g., comm mation broadcast hav	ommunity outreach sen either the educational of formal component desi formal component desinuity bulletin board, se a specific, formal com	ommunity or minority gned to be of special gned to be of special ries highlighting local	Jump to question: se outreach activity have a and/or other diverse audier Jump to question: service to the educational service to the minority nonprofit agencies)? e of special service to the	4.1 specific,nces? 4.1 Yes/N Yes No Yes	No
Comments Question No Comments A.1 Comments Did the gradient of the purcommunity Did the purcommunity Broadcast Did the coordinates	Board Members with d s ents for this section munity Outreach Act ant recipient engage in a nponent designed to be munity Outreach Act ublic service announcer blic service announcem y and/or diverse audient community activities inform all community; mmunity activities inform all community and/or diverse	ivities any of the following c of special service to ivities mnts? ents have a specific, eents have a specific, ese? formation (e.g., comm nation broadcast hav e audiences?	ommunity outreach ser- either the educational of formal component desi formal component desi nunity bulletin board, se re a specific, formal con re a specific, formal con	ommunity or minority gned to be of special gned to be of special ries highlighting local ponent designed to b	Jump to question: ee outreach activity have a and/or other diverse audier Jump to question: service to the educational service to the minority nonprofit agencies)?	4.1 specific, nces? 4.1 Yes/N Yes Yes No Yes Yes No No	ło
Comments Question No Comme  4.1 Comments Did the grade of the purcommunity Did the purcommunity Broadcast Did the conductions Did the conductions Did the conductions Did the conductions Comments Did the conductions Comments	Board Members with d s ents for this section munity Outreach Act ant recipient engage in a nponent designed to be munity Outreach Act ublic service announcer blic service announcem y and/or diverse audient community activities inform and community activities inform munity and/or diverse istribute informational m	ivities any of the following c of special service to ivities mnts? ents have a specific, eets have a specific, eets have a specific, ses? formation (e.g., comm nation broadcast have audiences? naterials based on loc	formal component desi formal component desi nunity bulletin board, se re a specific, formal con re a specific, formal con cal or national programs	ommunity or minority gned to be of special gned to be of special ries highlighting local ponent designed to b ponent designed to b	Jump to question: ee outreach activity have a land/or other diverse audier Jump to question: service to the educational service to the minority nonprofit agencies)? e of special service to the	4.1 specific, nces? 4.1 Yes/N Yes Yes No Yes Yes No Yes	do
Comments Question No Comments A.1 Comments Did the gratematic on the gratematic on the gratematic of t	Board Members with disconnections of the section munity Outreach Act and recipient engage in a poponent designed to be munity Outreach Act ublic service announcer blic service announcem and/or diverse audient community activities informational programming activities informational mormational programming al community?	ivities any of the following c of special service to tivities mnts? eents have a specific, eents have a specific, ses? formation (e.g., comm nation broadcast hav nation broadcast hav a audiences? nation audiences? and audiences? g materials have a sp	formal component desi nunity bulletin board, se re a specific, formal con cal or national programs cecific, formal component	gned to be of special gned to be of special ries highlighting local apponent designed to be apponent designed to be apponent designed to be apponent designed to be of s	Jump to question: ee outreach activity have a and/or other diverse audier Jump to question: service to the educational service to the minority nonprofit agencies)? e of special service to the e of special service to the	4.1 specific, nces? 4.1 Yes/N Yes Yes No Yes No Yes No	do
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Comments			
Question	Comment		
No Comments for this section			
5.1 Radio Programming and Production		Jump to qu	estion: 5.1
Instructions and Definitions:			
5.1 Radio Programming and Production		Jump to qu	estion: 5.1
About how many original hours of station program (For purposes of this survey, programming intende distribution to at least one station outside the grant	d for national distribution is d		
5.1 Radio Programming and Production		Jump to qu	estion: 5.1
	For National Distribution	For Local Distribution/All Other	Tota
Music (announcer in studio playing principally a sequence of musical recording)	0	1,560	1,560
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)	0	25	25
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)	0	492	492
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)	0	0	0
All Other (incl. sports and religious — Do NOT include fundraising)	0	0	0
Total	0	2,077	2,077
5.1 Radio Programming and Production		Jump to qu	estion: 5.1
Out of all these hours of station production during t charge of the production? (Minority ethnic or racial American/Pacific Islander.)			
5.1 Radio Programming and Production		Jump to qu	estion: 5.1
Approx Number of Original Program Hours			320
Comments			
Question	Comment		
No Comments for this section			
6.1 Telling Public Radio's Story		Jump to qu	estion: 6.1
The purpose of this section is to give you an oppor community about the activities you have engaged in needs by outlining key services provided, and the I those services. Please report on activities that occ Responses may be shared with Congress or the pto post a copy of this report (Section 6 only 10 to their (10) days after the submission of the report to CPE the report in an "About" or similar section on your verviously been optional. Response to this section mandatory.	in to address community local value and impact of ured in Fiscal Year 2016. ublic. Grantees are required ir website no later than ten 3. CPB recommends placing website. This section had	Joint licensee Grantees that have fit Content and Services Report as par requirement for TV CSG funding madone so in the corresponding questong as all of the questions below withey relate to radio operations in sumust include the date the report was CPB along with the TV Grantee ID usubmitted.	led a 2016 Local rt of meeting the ay state they have tions below, so were addressed as ich report. You is submitted to
6.1 Telling Public Radio's Story		Jump to qu	estion: 6.1
Describe your overall goals and approach to add	dress identified community is:	sues, needs, and interests through your	station's vital local

 Describe your overail yoars and approach to access identified continuinty issues, needs, and interests introggin your station's vital rocal 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.

In the past year, KJZZ sought out and reflected the needs of the community by providing news and information content on a wide variety of local topics. Our news team reported on breaking news events, and we used community feedback to create and disseminate long- and short-form content that highlighted issues in meter Phoenix and the state. This content included in-depth investive reporting, long-form feature reporting, and music performances as well as on subjects and sources that represented a diverse cross section of constituents. We proactively sought out new voices to continue to provide a broad range of ideas and viewpoints. Goals for the vinciluded continued diversity of sources and expanding our local and state content. We trained our staff to seek out new sources; we regularly researched and evaluated the abundance of new voices and use of new subject matter experts. This approach was additionally excessful as we have expanded the number of reporters and producers, who then contributed their own expertise in finding diverse voices. The goal of providing more community content was achieved by adding additional local producers who focused exclusively on the city and state. This includes more on-air time and additional west space for that Phoenix and Air; orac content. We engaged the audience with station events to gather feedback, and through more social media stories and requests for comments/feedback. We have developed a partnership with the Airzona Republic, the state's largest newspaper to share content and provide a platform for local voices. For example, we record the voices of Valley-based storytellers at live monthly events. Other partners include the Mesa Arts Center and Phoenix New Times. The additional local content include topics geared toward younger listeners, including topic areas of local music, media use, generational care and social issues including religion, gentification and access to services. We continued to engage our audience by asking for feedback and opinions on our programming b

### 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.

K.IZZ worked to build relationships with community groups this year. We worked closely with public media outlets: WNYC in New York, the BBC and American Public Media, to share content and broaden our services. We are also forming new partnerships with KUT in Austin, Texas and the Canadian Broadcasting Company. KaIZZ also strengthened partnerships with several community partners. These partnerships included: —The Arizona Republic by recording and presenting The Arizona Stoytelliers Project. These are live stoytelling events hosted at local venues every month. The community voices are then shared across metro-Phoenix and southern Arizona via on-air broadcast.—The Arizona Republic in community content sharing op political issues, and lifestyle and social commentary. The Phoenix New Times, the community alternative newspaper, in sharing community content on arts and culture issues across metro-Phoenix through interviews and commentary. We have also continued our partnership with the Mayo Clinic. We regularly feature medical commentary in association with the Neurology Department at one of the Valley's leading healthcare providers, KuZZ continues its strong relationship with Arizona State University. We are training and developing new student journalists and producers through an enhanced internship program terms to work in media careers every semester. The majority of our interns are students from the ASU Walter Cronkite School of Journalism

### 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.

KJZZ provided more local content and community information than last year because of our commitment to produce more for our communities and region. KJZZ expanded its reporting and producing team in 2016 to meet our goal of more local content. Along with our partners, we worked to provide more timely news and topical information. This information included political news and legislative coverage; coverage of elected officials; water rights and future water resource issues as well as long form conversation about metro Phoenix designed to inform and educate KJZZ users. KJZZ provided community engagement opportunities with reporters and enws makers. We de several listener events to encourage listener feedback. We engaged listeners and users on our digital platforms specifically around the morning news program; and we offered in-depth news reporting and breaking news coverage from across the state. One listener commented on our local efforts to produce more original programming: Thanks for the update. I was pleasantly surprised to find The Show in the 9:00 slot this month. I'm much

6 of 7

more likely to catch The Show in the morning than its old time slot. It's nice to have well produced coverage of regional stories. Keep up the great work. Frieda Pollack KJZZ's content sharing partnership with other media outlets provided a foundation for additional community news reporting. It made possible the expansion of a local program and provided another outlet for short- and long-form reports about Phoenix and the surrounding communities.

#### 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 Vear 2016, and any plans you have made to meet the needs of these audiences during Fiscal Year 2017. If you regularly broadcast in a language other than English, please note the language broadcast.

KJZZ is embracing the needs of our community. We provide programming to our users that include social- and diversity-focused documentaries and we continue to provide a weekly minority hosted program. The national program, Snap Judgment, continues to be a strong program on our schedule. We have a local host who is African American. She anchors newcasts and continuity breaks. We have also broadcast documentaries that focus on minority issues. As part of an ongoing reporting project, our Fronteras Desk reporters continue their reporting on immigrants, refugees and the changing demographics in the Southwest. KJZZ holliplights these reports in our drive-time programs and in KJZZ Original Productions programs. We maximize our service in the community by using our HIZ2 broadcast stream to provide jazz music programming. This effort complements our main channel broadcasts of music and our sister station's HD audios tream which provides Latino programming and spoken word programming for the visually impaired. As a community service, we provide jazz programming on our Jazz PHX service. This service is offered on KJZZ HD2 and on its own digital platform. This service is also available through the KJZZ mobile app. In addition, we maintain a music events calendar and a venues directory with this service.

#### 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?

K.JZZ is strategically engaging with community groups and content producers to provide unique programming. K.JZZ is focused on our city and state as well as providing the very best national and international information. It is a balance of local, regional, national and global that makes K.JZZ valuable to the audience. Simply put, CPB support makes this service possible. CPB funding makes possible in-depth news coverage; and it makes possible through the news coverage; and it makes possible through the own coverage to information gathering about our community that is critical to K.JZZ. Without CPB funding, K.JZZ would not be able to produce unique community programming or make investments in news reporting. This news reporting is critical to exploring the issues of diverse community groups throughout our city and region and to revealing new voices.

#### 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	1	0	0	1	0	0	1	0	0	0	0
Assistant News Director	0	0	0	0	0	0	0	0	0	0	0
Managing Editor	1	0	0	0	1	0	0	0	0	1	0
Senior Editor	4	1	0	3	2	0	2	0	0	3	0
Editor	0	0	0	0	0	0	0	0	0	0	0
Executive Producer	0	0	0	0	0	0	0	0	0	0	0
Senior Producer	1	0	0	0	1	0	0	0	0	1	0
Producer	4	2	0	0	6	1	0	0	1	4	0
Associate Producer	0	2	0	2	0	0	0	0	0	2	0
Reporter/Producer	0	0	0	0	0	0	0	0	0	0	0
Host/Reporter	0	0	0	0	0	0	0	0	0	0	0
Reporter	10	2	0	4	8	0	2	0	0	10	0
Beat Reporter	2	0	0	1	1	0	0	0	0	2	0
Anchor/Reporter	6	0	0	3	3	0	0	0	0	6	0
Anchor/Host	1	1	0	1	1	0	0	0	0	2	0
Videographer	0	0	0	0	0	0	0	0	0	0	0
Video Editor	0	0	0	0	0	0	0	0	0	0	0
Other positions not already accounted for	0	0	0	0	0	0	0	0	0	0	0
Total	30	8	0	15	23	1	5	0	1	31	0

Comments

Comment

No Comments for this section