

Grantee Information

ID	1261
Grantee Name	KIYU-AM
City	Galena
State	AK
Licensee Type	Community

1.1 Employment of Full-Time Radio Employees

Jump to question:

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:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Operatives (Semi- Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>				
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>				

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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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"/>	<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"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>					
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>					
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>					
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>					
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>					
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

1.2 Major Programming Decision Makers

Jump to question:

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager if appropriate. Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees; employees having the responsibility for making major programming decisions should be included in the counts for this item and again, by job category above, in the full-time employee Question 1.1.

1.2 Major Programming Decision Makers

Jump to question:

Of the full-time employees reported in Question 1.1, how many, including the station general manager, have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers

Jump to question:

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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="2"/>	<input type="text"/>	<input type="text" value="2"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▾

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▾

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▾

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▾

1.6 Full-Time and Part-Time Job Openings

Number of full-time and part-time job openings

Jump to question: 1.6 ▾

1.7 Hiring Contractors

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

Jump to question: 1.7 ▾

1.7 Hiring Contractors

Jump to question: 1.7 ▾

Check all that apply

- Underwriting solicitation related activities
- Direct Mail
- Telemarketing
- Other development activities
- Legal services
- Human Resource services
- Accounting/Payroll
- Computer operations
- Website design
- Website content
- Broadcasting engineering
- Engineering
- Program director activities
- None of the above

Comments

Question **Comment**

No Comments for this section

2.1 Corporate Management

Jump to question: 2.1 ▾

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	<input style="width: 50px;" type="text" value="1.00"/>	\$ <input style="width: 50px;" type="text" value="45,000"/>	<input style="width: 50px;" type="text" value="4"/>
Chief Executive Officer - Joint	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
<u>Chief Operations Officer</u>	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text" value="0"/>	<input style="width: 50px;" type="text"/>
Chief Operations Officer - Joint	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
<u>Chief Financial Officer</u>	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Chief Financial Officer - Joint	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
<u>Chief Digital Media Operations</u>	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Chief Digital Media Operations - Joint	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

2.1 Corporate Management

Jump to question: 2.1 ▾

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

We contract with Aleutian Peninsula Broadcasting, Inc. in Sand Point Alaska to offer management services on a contractual basis.

2.2 Communication and Promotions

Jump to question: 2.2 ▾

<u>Publicity, Program Promotion Chief</u>	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
Publicity, Program Promotion Chief - Joint	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>
<u>Communication and Public Relations, Chief</u>	<input style="width: 50px;" type="text"/>	\$ <input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

Communication and Public Relations, Chief - Joint \$

2.2 Communication and Promotions

Jump to question:

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

2.3 Programming and Productions

Jump to question:

Programming Director \$

Programming Director - Joint \$

Production, Chief \$

Production, Chief - Joint \$

Executive Producer \$

Executive Producer - Joint \$

Producer \$

Producer - Joint \$

2.3 Programming and Productions

Jump to question:

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

2.4 Development and Fundraising

Jump to question:

Development, Chief \$

Development, Chief - Joint \$

Member Services, Chief \$

Member Services, Chief - Joint \$

Membership Fundraising, Chief \$

Membership Fundraising, Chief - Joint \$

Major Giving Fundraising Chief \$

Major Giving Fundraising Chief - Joint \$

On-Air Fundraising, Chief \$

On-Air Fundraising, Chief - Joint \$

Auction Fundraising, Chief \$

Auction Fundraising, Chief - Joint \$

2.4 Development and Fundraising

Jump to question:

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

2.5 Underwriting and Grant Solicitation

Jump to question:

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

\$

2.5 Underwriting and Grant Solicitation

Jump to question:

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

2.6 Broadcast Engineering and Information Technology

Jump to question:

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

\$

Information Technology, Director

\$

Information Technology, Director - Joint

\$

Web Administrator/Web Master

\$

Web Administrator/Web Master - Joint

\$

2.6 Broadcast Engineering and Information Technology

Jump to question:

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

News / Current Affairs Director

\$

News / Current Affairs Director - Joint

\$

Music Director

\$

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

\$

2.7 Journalists, Announcers, Broadcast and Traffic

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

Jump to question: 2.7

2.8 Education and Community Engagement

Education, Chief

Education, Chief - Joint

Volunteer Coordinator

Volunteer Coordinator - Joint

Events Coordinator

Events Coordinator - Joint

Section 2. Average Salary Totals

Jump to question: 2.8

2.8 Education and Community Engagement

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

Jump to question: 2.8

Comments

Question Comment

No Comments for this section

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

3.2 Governing Board Members

Jump to question: 3.2

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="4"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="4"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

3.2 Governing Board Members

Number of Vacant Positions

Jump to question:

3.2 Governing Board Members

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

Jump to question:

3.2 Governing Board Members

Number of Board Members with disabilities

Jump to question:

Comments

Question	Comment
No Comments for this section	

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:

	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:

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question:

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

5.1 Radio Programming and Production

Jump to question:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="70"/>	<input type="text" value="70"/>
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="5"/>	<input type="text" value="5"/>
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="52"/>	<input type="text" value="52"/>
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="120"/>	<input type="text" value="120"/>
Total	<input type="text" value="0"/>	<input type="text" value="247"/>	<input type="text" value="247"/>

5.1 Radio Programming and Production

Jump to question:

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

5.1 Radio Programming and Production

Jump to question:

Approx Number of Original Program Hours

Comments

Question **Comment**

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question:

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

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

6.1 Telling Public Radio's Story

Jump to question:

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.

KIYU-FM had a difficult 2020 like most others. Being in the interior of Alaska and serving a large Native Alaskan community we had to stay on top of some unique public service programming. Local tribal communities cut travel off completely and updates to travel restrictions using river, now machine and flight had to be kept updated and running constantly. We worked hard to provide this critical service as the pandemic began and through to today. We have also done some small partnership with local community members to try and see elder storytelling and interviews begin again for what was previously called

Raven Stories. This was challenging considering the restrictions involving COVID-19 but we anticipate this to become more available as restrictions lift. We also partnered with all the regional and local non-profit organizations to provide online and radio broadcasts of critical local content and public service announcements.

6.1 Telling Public Radio's Story

Jump to question:

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 work with the Athabaskan Fiddlers Association on their Fairbanks radio station. We share content and support one another. We also partner with KSDP in Sand Point, a radio station that is in a very different region but offers a lot of support for our management and other related services. We partner with the local schools on educational announcements, the local clinic for medical based public service announcements as well as businesses for important news content. We are also partners with other Alaskans stations through Alaska Public Broadcasting and Alaska Public Media's statewide news service. We have long been a pillar and highly utilized source for information for all community members in our communities across our many regional translators and main feed.

6.1 Telling Public Radio's Story

Jump to question:

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

Our community is very focal in their local giving and community feedback. We receive consistent phone calls from our translator communities and our main community regarding content. If signals are down we have people immediately reach out and local champions provide support to bring services back as soon as possible. Local organizations also continue to reach out for our services and it is known that our multiple media outlets are the place to go for local information, news and entertainment.

6.1 Telling Public Radio's Story

Jump to question:

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2020, and any plans you have made to meet the needs of these audiences during Fiscal Year 2021. If you regularly broadcast in a language other than English, please note the language broadcast.

We run several hours of Alaskan Native programming that is produced on a regional and national level. We also provide content that goes over other regional carriers that are serving largely Native communities as well. We also partner with local clinic and educational services in order to provide educational services that our regional partners request.

6.1 Telling Public Radio's Story

Jump to question:

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?

As with most small rural stations the CPB funding constitutes the majority of our funds and essentially we would be unable to do a large portion what we do without it. We are able to maintain professional staff, up to date equipment and necessary maintenance thanks to this incredible contribution.

Comments

Question	Comment
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No Comments for this section

7.1 Journalists

Jump to question:

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:

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Other
News Director	<input type="text"/>											
Assistant News Director	<input type="text"/>											
Managing Editor	<input type="text"/>											
Senior Editor	<input type="text"/>											
Editor	<input type="text"/>											

Executive Producer												
Senior Producer												
Producer												
Associate Producer												
Reporter/Producer												
Host/Reporter												
Reporter												
Beat Reporter												
Anchor/Reporter												
Anchor/Host												
Videographer												
Video Editor												
Other positions not already accounted for												
Total	0	0	0	0	0	0	0	0	0	0	0	0

Comments

Question

Comment

No Comments for this section