

Grantee Information

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.

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text" 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="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="17"/>	<input type="text" value="20"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="5"/>
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="3"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="23"/>	<input type="text" value="29"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text" 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"/>
Managers - 2000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="10"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="11"/>	<input type="text" value="13"/>
Technicians - 4000	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="6"/>
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="2"/>	<input type="text" value="2"/>
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="3"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="32"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="2"/>
Technicians - 4000	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value="0"/>
Total	<input type="text" value="3"/>

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).

3 White, Non-Hispanic female

1.2 Major Programming Decision Makers

Jump to question: [1.2](#)

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#)

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#)

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
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"/>
Male 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="1"/>	<input type="text" value="1"/>
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="1"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text" 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="8"/>	<input type="text" value="8"/>
Technicians - 4000	<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"/>
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="1"/>	<input type="text" value="2"/>
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="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="11"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text" 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="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="7"/>
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"/>
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="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="8"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

1.4 Part-Time Employment Jump to question: [1.4](#)

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

1.4 Part-Time Employment Jump to question: [1.4](#)
 Number working less than 15 hours per week

1.4 Part-Time Employment Jump to question: [1.4](#)
 Number working 15 or more hours per week

1.5 Full-Time Hiring Jump to question: [1.5](#)

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

1.5 Full-Time Hiring Jump to question: [1.5](#)
 No full-time employees were hired (check here if applicable)

1.5 Full-Time Hiring Jump to question: [1.5](#)

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text" 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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="14"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
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"/>
Office / Service Workers - 5100-5500	<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="2"/>	<input type="text" value="6"/>	<input type="text" value="3"/>	<input type="text" value="7"/>	<input type="text" value="18"/>

1.6 Full-Time and Part-Time Job Openings Jump to question: [1.6](#)

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

1.6 Full-Time and Part-Time Job Openings Jump to question: [1.6](#)
 Number of full-time and part-time job openings

1.7 Hiring Contractors Jump to question: [1.7](#)

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

1.7 Hiring Contractors Jump to question: [1.7](#)

Check all that apply

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

Comments
Question **Comment**
 No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY Jump to question: [2.1](#)

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="141,466"/>	<input type="text" value="6"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="104,999"/>	<input type="text" value="37"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Financial Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="66,523"/>	<input type="text" value="6"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Programming Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="117,642"/>	<input type="text" value="4"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Development, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="104,999"/>	<input type="text" value="5"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="73,525"/>	<input type="text" value="5"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="109,374"/>	<input type="text" value="2"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="109,374"/>	<input type="text" value="7"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="98,073"/>	<input type="text" value="4"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="65,604"/>	<input type="text" value="12"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="104,535"/>	<input type="text" value="3"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="66,882"/>	<input type="text" value="2"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="52,361"/>	<input type="text" value="21"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="7.00"/>	\$ <input type="text" value="59,692"/>	<input type="text" value="5"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="12.00"/>	\$ <input type="text" value="46,400"/>	<input type="text" value="5"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,474"/>	<input type="text" value="15"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,578"/>	<input type="text" value="4"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="34.00"/>	\$ <input type="text" value="1,422,501"/>	<input type="text" value="143"/>

Comments

Question **Comment**

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

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.

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Male Board Members	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
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="6"/>	<input type="text" value="7"/>

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question **Comment**

No Comments for this section

4.1 Community Outreach Activities

Jump to question: [4.1](#)

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

4.1 Community Outreach Activities

Jump to question: [4.1](#)

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
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?	No
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?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
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?	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?	No
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?	No
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?	No
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No

Comments

Question **Comment**

No Comments for this section

5.1 Radio Programming and ProductionJump to question: [5.1](#)

Instructions and Definitions:

5.1 Radio Programming and ProductionJump to question: [5.1](#)

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

5.1 Radio Programming and ProductionJump to question: [5.1](#)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="0"/>	<input type="text" value="1,560"/>	<input type="text" value="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)	<input type="text" value="0"/>	<input type="text" value="25"/>	<input type="text" value="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)	<input type="text" value="0"/>	<input type="text" value="492"/>	<input type="text" value="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)	<input type="text" value="0"/>	<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"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="2,077"/>	<input type="text" value="2,077"/>

5.1 Radio Programming and ProductionJump to question: [5.1](#)

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

5.1 Radio Programming and ProductionJump to question: [5.1](#)

Approx Number of Original Program Hours

Comments

Question

No Comments for this section

6.1 Telling Public Radio's StoryJump to question: [6.1](#)

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2015. 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 2015 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 StoryJump 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 multipatform 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 metro Phoenix and the state. This content included in-depth investigative 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 year included 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 successful 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 web space for that Phoenix and Arizona content. We engaged the audience with more events. We hosted a series of community events to gain insights on news events that were important to the attendees. These events were designed to hear from listeners and to expand our visibility in the community. We talked with over 400 people at these events. We have developed a partnership with the Arizona 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 O'Connor Institute, Mesa Arts Center and Phoenix New Times. The O'Connor Institute is the civics-minded, civil-discourse focused group founded by former Supreme Court Justice Sandra Day O'Connor. 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, gentrification and access to services. We continued to engage our audience by asking for feedback and opinions on our programming by recruiting testimonials as part of an enhanced outreach campaign. We also conducted several focus-groups to help us understand and reflect the concerns of our listeners.

6.1 Telling Public Radio's StoryJump 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.

KJZZ 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. KJZZ also strengthened partnerships with several community partners. These partnerships included: -The Arizona Republic by recording and presenting The Arizona Storytellers Project. These are live storytelling 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 on 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; - The Virginia G Piper Foundation to report on early childhood issues, arts and culture issues and the issues of older adults and civic engagement. These topics are important to Arizonans. We also improved 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. KJZZ continues its strong relationship with Arizona State University. We are training and developing new student journalists and producers through an enhanced internship program. We train and prepare interns 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 StoryJump 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 2015 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 newsmakers. In 2015, we created community events to garner feedback from listeners on news topics and relevant issues. We provided live locally produced coverage of the new Governor's State of the State. 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. Here is some direct feedback from our listeners: Thank you for the wonderful story on the subject of hospice this morning. I think that our country needs to introduce more end-of-life related discussions. It helps people die with dignity, helps family & loved ones cope better with the death & dying process, & even saves healthcare

dollars. Maureen Mulligan As a member, I just wanted to say thank you...for your work and quality news! Norell Helfrich Peplinski 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 Year 2015, and any plans you have made to meet the needs of these audiences during Fiscal Year 2016. 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 newscasts and continuity breaks. We have also broadcast documentaries that focus on minority issues. As part of an ongoing reporting project, our Fronteras – The Changing America Desk reporters continue their reporting on immigrants, refugees and the changing demographics in the Southwest. KJZZ highlights these reports in our drive-time programs and in KJZZ Original Productions programs. We maximize our service in the community by using our HD2 broadcast stream to provide jazz music programming. This effort complements our main channel broadcasts of music and our sister station's HD audio stream 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?

KJZZ is strategically engaging with community groups and content producers to provide unique programming. KJZZ 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 KJZZ valuable to the audience. Simply put, CPB support makes this service possible. CPB funding makes possible in-depth news coverage; and it makes possible the commitment of resources to information gathering about our community that is critical to KJZZ. Without CPB funding, KJZZ 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	3	0	0	0	3	1	0	0	0	2	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	2	0	0	1	1	0	0	0	0	2	0
Producer	0	0	0	0	0	0	0	0	0	0	0
Associate Producer	0	4	0	1	3	0	0	0	0	4	0
Reporter/Producer	1	0	0	0	1	0	0	0	0	1	0
Host/Reporter	2	0	0	1	1	0	0	0	0	2	0
Reporter	9	2	0	2	9	0	1	0	0	10	0
Beat Reporter	2	0	0	1	1	0	0	0	0	2	0
Anchor/Reporter	1	0	0	0	1	1	0	0	0	0	0
Anchor/Host	4	1	0	4	1	0	0	0	0	5	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	26	7	0	11	22	2	2	0	0	29	0

Comments

Question **Comment**

No Comments for this section