



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"/>				
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category /  
Job Code /  
Joint Employee

- Officials - 1000
- Managers - 2000
- Professionals - 3000
- Technicians - 4000
- Sales Workers - 4500
- Office and Clerical - 5100
- Craftspersons (Skilled) - 5200
- Operatives (Semi-Skilled) - 5300
- Laborers (Unskilled) - 5400
- Service Workers - 5500

Persons with Disabilities

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text" value="0"/>				
Managers - 2000	<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"/>	<input type="text" value="0"/>	<input type="text"/>	<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" value="1"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>

Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

### 1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code

- Officials - 1000
- Managers - 2000
- Professionals - 3000
- Technicians - 4000
- Sales Workers - 4500
- Office and Clerical - 5100
- Craftspersons (Skilled) - 5200
- Operatives (Semi-skilled) - 5300
- Laborers (Unskilled) - 5400
- Service Workers - 5500

Persons with Disabilities

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

**Total**

### 1.4 Part-Time Employment

Jump to question: [1.4](#)

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

#### 1.4 Part-Time Employment

Jump to question: [1.4](#)

Number working less than 15 hours per week

#### 1.4 Part-Time Employment

Jump to question: [1.4](#)

Number working 15 or more hours per week

### 1.5 Full-Time Hiring

Jump to question: [1.5](#)

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

#### 1.5 Full-Time Hiring

Jump to question: [1.5](#)

No full-time employees were hired (check here if applicable)

#### 1.5 Full-Time Hiring

Jump to question: [1.5](#)

Major Job Category / Job Code

	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

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

1.6 Full-Time and Part-Time Job Openings

Jump to question:  ▾

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:  ▾

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question:  ▾

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

1.7 Hiring Contractors

Jump to question:  ▾

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:  ▾

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="59,000"/>	<input type="text" value="4"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Chief Financial Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief	<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"/>	\$ <input type="text"/>	<input type="text"/>
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"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Broadcast Engineer 1		\$	
Broadcast Engineer 1 - Joint		\$	
Production Engineer		\$	
Production Engineer - Joint		\$	
Facilities, Satellite and Tower Maintenance, Chief		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
Technical Operations, Chief		\$	
Technical Operations, Chief - Joint		\$	
Education, Chief		\$	
Education, Chief - Joint		\$	
Information Technology, Director		\$	
Information Technology, Director - Joint		\$	
Volunteer Coordinator		\$	
Volunteer Coordinator - Joint		\$	
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		\$	
Events Coordinator		\$	
Events Coordinator - Joint		\$	
Web Administrator/Web Master		\$	
Web Administrator/Web Master - Joint		\$	
<b>Total</b>	1.00	\$	59,000 4

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

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	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

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?	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?	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?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	No
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Provide locally created content for your own or another community-based computer network/web site?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	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?	Yes
Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

#### Comments

Question Comment

No Comments for this section

#### 5.1 Radio Programming and Production

Jump to question: 5.1

Instructions and Definitions:

#### 5.1 Radio Programming and Production

Jump to question: 5.1

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

#### 5.1 Radio Programming and Production

Jump to question: 5.1

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="960"/>	<input type="text" value="960"/>

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="20"/>	<input type="text" value="20"/>
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="50"/>	<input type="text" value="50"/>
Total	<input type="text" value="0"/>	<input type="text" value="1,035"/>	<input type="text" value="1,035"/>

### 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
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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 2016. 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 2016 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.

Probably the most significant way we are trying to approach community needs is through youth engagement. We are creating a partnership with the school district to begin a radio station focused on students that will play modern music and have production housed within the school itself. Students will be vital in the operations of the station both from a technical aspect and a production. This should be starting early in 2017 and we have hopes to expand to other schools within the school district. In line with student engagement we are also trying to start a program that promotes journalism within the school curriculum. We have had teachers add journalism components into the teaching of English, some of it involving radio. The next stage is to hopefully bring out some people from the Alaska Youth Media group to do some teaching and perhaps a special workshop for students to engage in journalism and media. We have the hope this will grow interest in Public Media in our community but even more continue our mission of spreading education and information throughout our villages.

### 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.

In the realm of public media we have partnered with a neighboring radio station about 500 miles west of us in Unalaska to create a news collaboration. We now pay them for their weekly news cast script and training to help us host a Monday through Thursday local/regional news program. We also work with their news department to help pass on stories and train our on-air host to become more geared towards journalism. We are hoping to have our host go to their news department this summer for several weeks to do an intensive training session. We are also working with our local borough and municipalities to broadcast all public meetings and as previously stated have created a very exciting partnership with the school district to expand services and journalism in the schools. One other exciting collaboration was with Public Safety in our village. We partnered to do a road safety course and PSA campaign. We made PSA's that spoke on summer and fall road safety topics and helped put on a bicycle safety course with the students in the elementary school. This was a big success with the students who



Associate Producer											
Reporter/Producer		0	0	0	0	0	0	0	0		
Host/Reporter		1			1			1			
Reporter											
Beat Reporter											
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
<b>Total</b>		0	1	0	0	1	0	0	1	0	0

**Comments**

Question

Comment

No Comments for this section