

SAS
FM FY16

Grantee Information

ID 1309
Grantee Name KRCB-FM
City Rohmert Park
State CA
Licensee Type Community

1.1 Employment of Full-Time Radio Employees

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

Jump to question 1.1

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

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000						0
Managers - 2000						1
Professionals - 3000						1

Category	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Technicians - 4000	0	0%	0	0%	1	100%	1	100%
Sales Workers - 4500	0	0%	0	0%	0	0%	0	0%
Office and Clerical - 5100	0	0%	0	0%	0	0%	0	0%
Craftspersons (Skilled) - 5200	0	0%	0	0%	0	0%	0	0%
Operatives (Semi-Skilled) - 5300	0	0%	0	0%	0	0%	0	0%
Laborers (Unskilled) - 5400	0	0%	0	0%	0	0%	0	0%
Service Workers - 5500	0	0%	0	0%	0	0%	0	0%
Total	0	0%	1	100%	0	0%	2	100%

1.1 Employment of Full-Time Radio Employees

Major Job Category /

Job Code:

Joint Employee

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 450

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-Skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

1.1 Employment of Full-Time Radio Employees

Please enter the gender and ethnicity of each

person with disabilities listed above (eg. 1 African American female).

1.2 Major Programming Decision Makers

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

1.2 Major Programming Decision Makers

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 **12**

	Total
0	0
0	0
0	0
2	2
2	2

Jump to question: **1.3** ✓

Jump to question: **1.3**

1.3 Employment of Part-Time Radio Employees

Jump to question **13** 0

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

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="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
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1.3 Employment of Part-Time Radio Employees

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

Total

Persons with Disabilities

<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
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1.4 Part-Time Employment

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

Number working less than 15 hours per week

1.4 Part-Time Employment

Number working 15 or more hours per week

1.5 Full-Time Hiring

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

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

1.5 Full-Time Hiring

Major Job Category / Job Code

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	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="0"/>

Chief Executive Officer - Joint				
Chief Operations Officer				
Chief Operations Officer - Joint	1.00	\$ 99,008	20	
Chief Financial Officer				
Chief Financial Officer - Joint				
Chief Financial Officer - Joint				
Publicity, Program Promotion Chief				
Publicity, Program Promotion Chief - Joint				
Publicity, Program Promotion Chief - Joint				
Communication and Public Relations, Chief				
Communication and Public Relations, Chief - Joint				
Communication and Public Relations, Chief - Joint				
Programming Director				
Programming Director - Joint				
Production, Chief				
Production, Chief - Joint				
Executive Producer				
Executive Producer - Joint	1.00	\$ 85,000	2	
Producer				
Producer - Joint	3.00	\$ 40,509	1	
Development, Chief				
Development, Chief - Joint				
Member Services, Chief				
Member Services, Chief - Joint				
Membership Fundraising, Chief				
Membership Fundraising, Chief - Joint	1.00	\$ 55,000	1	
On-Air Fundraising, Chief				
On-Air Fundraising, Chief - Joint				
Auction Fundraising, Chief				
Auction Fundraising, Chief - Joint				
Underwriting, Chief				
Underwriting, Chief - Joint				
Corporate Underwriting, Chief				
Corporate Underwriting, Chief - Joint				
Foundation Underwriting, Chief				
Foundation Underwriting, Chief - Joint				
Government Grants Solicitation, Chief				
Government Grants Solicitation, Chief - Joint				
Operations and Engineering, Chief				

Operations and Engineering, Chief - Joint			
Engineering Chief			
Engineering Chief - Joint			
Broadcast Engineer, 1	1.00	44,637	10
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	1.00	59,370	18
Music Director			
Music Librarian/Programmer			
Announcer / On-Air Talent	1.00	27,560	7
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			
Total			

Comments			9.00	\$	411084	59
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** ▼

5

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** ▼

0

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** ▼

7

3.1 Governing Board Method of Selection

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

Jump to question **3.1** ▼

12

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

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members						3
Male Board Members						9
Total	1	0	0	0	11	12

Jump to question **3.2** ▼

3.2 Governing Board Members

Number of Vacant Positions

Jump to question **3.2** ▼

0

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)

12

3.2 Governing Board Members

Number of Board Members with disabilities

Jump to question **3.2** ▼

1

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?

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?

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)?

Did the community events have a specific, formal component designed to be of special service to the educational community?

Yes

Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Provide locally created content for your own or another community-based computer network/web site?

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 **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 recipients local market.)

5.1 Radio Programming and Production

	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="2,912"/>	<input type="text" value="2,912"/>
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="260"/>	<input type="text" value="260"/>
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="156"/>	<input type="text" value="156"/>
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="3,328"/>	<input type="text" value="3,328"/>

5.1 Radio Programming and Production

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

5.1 Radio Programming and Production

Approx Number of Original Program Hours

Comments

Question

No Comments for this section

Comment

Jump to question

6.1 Telling Public Radio's Story

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 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.

Jump to question

6.1 Telling Public Radio's Story

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.

Joint licensee KRCB will file its 2016 Local Content and Services Report required by CPB on February 15, 2017. The Report addresses all questions in this subsection of the SAS Radio report as they relate to the KRCB radio services and operations. KRCB's TV Grantee ID is 1709.

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.

Joint licensee KRCB will file its 2016 Local Content and Services Report required by CPB on February 15, 2017. The Report addresses all questions in this subsection of the SAS Radio report as they relate to the KRCB radio services and operations. KRCB's TV Grantee ID is 1709.

6.1 Telling Public Radio's Story

Jump to question **6.1** ▾

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

Joint licensee KRCB will file its 2016 Local Content and Services Report required by CPB on February 15, 2017. The Report addresses all questions in this subsection of the SAS Radio report as they relate to the KRCB radio services and operations. KRCB's TV Grantee ID is 1709.

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

Joint licensee KRCB will file its 2016 Local Content and Services Report required by CPB on February 15, 2017. The Report addresses all questions in this subsection of the SAS Radio report as they relate to the KRCB radio services and operations. KRCB's TV Grantee ID is 1709.

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?

Joint licensee KRCB will file its 2016 Local Content and Services Report required by CPB on February 15, 2017. The Report addresses all questions in this subsection of the SAS Radio report as they relate to the KRCB radio services and operations. KRCB's TV Grantee ID is 1709.

Comments

Question

Comment

No Comments for this section

7.1 Journalists

Jump to question **7.1** ▾

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

7.1 Journalists

Jump to question **7.1** ▾

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

Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	<input type="text"/>	1	<input type="text"/>
Beat Reporter	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Host	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Videoographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	1	0	0	1	0	0	1	0
Comments									
Question	Comment								
No Comments for this section									