

Grantee Information

ID	4243
Grantee Name	KGLP-FM
City	Gallup
State	NM
Licensee Type	Community

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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▾

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

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"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="0"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#) ▾

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: [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	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

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

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#)

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>

Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text" value="0"/>

1.4 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"/>
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"/>

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 Corporate Management

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	\$ 70,570	13
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$ 0	0
Chief Operations Officer - Joint		\$	
Chief Financial Officer		\$	
Chief Financial Officer - Joint		\$	
Chief Digital Media Operations		\$	
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question: 2.1

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

2.2 Communication and Promotions

Jump to question: 2.2

Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations, Chief		\$	
Communication and Public Relations, Chief - Joint		\$	
Head of Audience		\$	

Head of Audience - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Social Media Specialist / Manager	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Social Media Specialist / Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.2 Communication and Promotions

Jump to question: [2.2](#) ▾

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

2.3 Programming and Productions

Jump to question: [2.3](#) ▾

Programming Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Project Manager	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Project Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.3 Programming and Productions

Jump to question: [2.3](#) ▾

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

2.4 Development and Fundraising

Jump to question: [2.4](#) ▾

Development, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.4 Development and Fundraising

Jump to question: [2.4](#) ▾

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

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

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

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

Operations and Engineering, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<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"/>
Technical Operations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7

News / Current Affairs Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

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

2.8 Education and Community Engagement

Jump to question:

<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>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>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	<input type="text" value="1.00"/>	\$ <input type="text" value="70,570"/>	<input type="text" value="13"/>

2.8 Education and Community Engagement

Jump to question:

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

Comments

Question	Comment
No Comments for this section	

3.1 Governing Board Method of Selection

Jump to question:

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:

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

3.1 Governing Board Method of Selection

Jump to question:

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:

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question:

3.1 Governing Board Method of Selection

Jump to question:

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	More Than One Race	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>
Male Board Members	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="4"/>
Total	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<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?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Produce/distribute informational materials based on local or national programming?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes

- 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? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the educational community? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Partner with other community agencies or organizations (e.g., local commerical TV station, Red Cross, Urban League, school district)? Yes
- Did the partnership have a specific, formal component designed to be of special service to the educational community? Yes
- Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes

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

5.1 Radio Programming and Production Jump to question:

Instructions and Definitions:

5.1 Radio Programming and Production Jump to question:

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

5.1 Radio Programming and Production Jump to question:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value=""/>	<input type="text" value="702"/>	<input type="text" value="702"/>
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=""/>	<input type="text" value="3"/>	<input type="text" value="3"/>
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=""/>	<input type="text" value="104"/>	<input type="text" value="104"/>
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=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="809"/>	<input type="text" value="809"/>

5.1 Radio Programming and Production Jump to question:

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

5.1 Radio Programming and Production Jump to question:

Approx Number of Original Program Hours

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

6.1 Telling Public Radio's Story Jump to question:

The purpose of this section is to give you an opportunity to tell us and your **Joint licensee Grantees that have filed a 2023 Local**

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 2023. 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.**

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.

In 2023, KGLP's focus shifted from the vestiges of COVID-19 pandemic coverage and support to general health and community service. Our public service announcements, public affairs shows and social media posts covered a breadth of information on such issues. KGLP is constantly engaging with our community to address their needs, issues and interests. It is our priority to include diverse local voices on-air. We frequently invite local organizations and individuals to speak on KGLP, with much more in-person participation in 2023, though more remote options than before the pandemic. We strive to provide a platform where local information can be shared and discussions can occur. KGLP prides itself in the quantity and quality of our local public service announcements (PSAs). In 2023, we produced over 300 original PSAs, repeating in rotation, 24/7, throughout each 24 hour broadcast day. These announcements focused on everything from vaccinations and testing to economic support, local community events, local service outages, school delays and closures, diversity issues, safety issues, weather forecasts, local arts and health. These PSAs are in English, Navajo and Spanish. KGLP prioritizes our online outreach just as much as what we broadcast on-air. Our website features a "PSAs and events" page, where we post information on local events, closures, health and safety announcements and local opportunities. Additionally, we reach our audience through Facebook and other social media sites. We provide multiple ways for people to listen to KGLP. We can be heard on 91.7 fm (locally, in the Gallup listening area), at KGLP.org, on various mobile apps, and through a telephone-based listen line (1-833-KGLP-NOW). We also have a two week archive and podcast page on our website, for on-demand listening. KGLP addresses the diverse interests of our listeners through our national, international and local programming. Each week we air the following nationally-produced shows: - 5 hours of "Native America Calling" (NAC), a national call-in / public affairs program - 3 hours of bilingual Spanish-English classical music programming - 1 hour of AfroPop, an Afro-centric music program - 1 hour of Putumayo World Music Hour, globally focused music - 3 hours of Arabic music, produced out of Nevada - 3 hours of Native American produced music programming - 1 to 2 hours of various syndicated specials, related to indigenous or minority culture and health concerns Each week we air the following locally-produced shows: - 4 hours of Native American music - 2 hours of "World and Indigenous" music (hosted by a Native American man and a white woman) - 3 hours of Soul and Jazz music (hosted by an African-American man) - 1 hour of local public affairs and music (hosted by an African-American woman) Additionally, each week we have up to one or two hours of local public affairs and news programming. Content in 2023 included: - Local events and interviews - Health issues - Education - Community concert recordings - Economic development and employment events - Women's issues - Immigration and human rights along the U.S.-Mexico border - Native traditions and stories - Native arts and crafts - Hunger - Impact of uranium mining on Native communities in the region - Native and area history - New Mexico State legislative updates - Area demographics and educational outreach We also broadcast 9 different short feature programs, with educational and entertainment value. These range from 90 seconds to 2 minutes in length. These include: - Bird Note - Climate Connections - Earth Date - Loh Down on Science - Travelers in the Night - Health in a Heartbeat - The Yonder Report - Innovation Now - Science and the Sea As a result of our extensive outreach and attention to diversity, our station engages with local educators, government workers, health care providers, non-profit organizations, as well as local LGBTQI, Palestinian/Arab, Hispanic, Filipino, Native communities, and others.

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 2023, KGLP partnered with the following organizations: - The Navajo Nation (for broadcasting PSAs and updates of happenings.) - The University of New Mexico, Gallup Branch Campus (for public affairs and education-related content) - GallupARTS (The Gallup / McKinley County area Arts Council, for PSA's and public affairs content) - Gallup Main Street Arts & Cultural District (for several local concert series) - Gallup Public Library (for PSAs and events) - Plateau Sciences Society (for PSAs) - Local churches and miscellaneous non-profits (for a local concert series and occasional PSA's) - Various Chapters of the Navajo Nation (for PSAs and occasional public affairs segments) - Gallup's Community Pantry food bank (for PSAs and occasional public affairs segments) - Gallup's LGBTQ community (for PSAs and public affairs content) - Navajo Nation Special Diabetes Project (for public affairs content) - Gallup-McKinley County Chamber of Commerce (for networking and community involvement) - A variety of other entities who have provided PSAs or public affairs content - Various local businesses that pay KGLP for underwriting announcements, and agency announcements such as for the EPA and the FCC. In our work with each of these organizations, our key initiatives include: - increasing public awareness - providing information and resources on general health concerns - providing information on economic and educational opportunities that may be relevant to our listeners - Representing diverse groups and cultures KGLP prides itself on its diverse staff and volunteers. KGLP broadcasts to a region that lies between the Navajo Nation, the Hopi Nation, The Pueblo of Zuni, the Laguna Pueblo, the Acoma Pueblo and the White Mountain Apache Tribe. Therefore, it is not surprising that many of our student and community voices, and many of our listeners are Native American. In 2023, three of our local show hosts were Native American. Additionally, we have two show hosts of African-American heritage. All of our show hosts bring a fresh and diverse perspective to our organization.

6.1 Telling Public Radio's Story

Jump to question:

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

KGLP made a major effort to publicize information related to public health in 2023, following up on our pandemic coverage and support in previous years. We did this through short and frequent PSAs and long-form interviews, as well as social media posts. Our public service announcements (PSAs) appear to have raised public awareness in our audience. We frequently receive feedback via Facebook, email, phone

and word-of-mouth. We periodically get calls from listeners who heard a PSA but did not remember a phone number or other information, which we can then provide by phone or email. Several organizations have also reported that our PSAs have increased attendance in their events or use of their services. KGLP is one of the most well-respected media organizations in this region. We are often invited to collaborate on local events. We have helped local organizations record and stream audio and video. We hope to encourage cross-cultural understanding through our diverse programming. We broadcast a weekly Arabic music show that has been very popular among our Navajo listenership, acknowledging Gallup's Palestinian community. Navajo listeners have provided positive feedback on this show, drawing comparisons between Arabic rhythms and their own. KGLP strives to promote stronger relationships between Gallup's multi-ethnic 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 2023, and any plans you have made to meet the needs of these audiences during Fiscal Year 2024. If you regularly broadcast in a language other than English, please note the language broadcast.

KGLP broadcasts to a region that lies between the Navajo Nation, Hopi Nation, Zuni Nation, Laguna Pueblo, Acoma Pueblo and the White Mountain Apache Tribe. Native American culture and heritage is one of our top programming priorities. For at least half of FY2023, we broadcasted at least 14 hours of Native American news, music and culture each week. From 2020 through this point in 2024, 3 of our local show hosts have been Native American. Gallup also has both Latin American and Arabic populations. To engage with these populations, we broadcast 5 hours of Spanish-language and Latino-interest programming every week, plus 3 hours of Arabic/Middle-Eastern music. We have two African-American show hosts that engage with African-American culture, music and issues on-air. Indeed, all of our show hosts have different priorities and perspectives that help us engage with a variety of communities and issues. During 2023, we broadcast several PSAs and public affairs shows in Navajo and Spanish. We try to engage with and accommodate the languages spoken by all of our listeners. We occasionally share our Navajo-language PSAs with other area stations. We also added a link on our website, KGLP.org, with details on how to add closed caption to audio streaming on KGLP.org, via the Google Chrome Browser. Eventually, we hope to enhance closed caption service available on KGLP.org, for the hearing impaired. Additionally, we engage with listeners of all ages. We broadcast The Children's Hour, a radio show whose primary audience is children, an audience typically not considered in public radio. The show features topics such as STEM, civic engagement, music, history, and cultural education. We welcome and promote submission of current events and public service announcements by anyone, including the Palestinian immigrant community, the Native community, the LGBTQ-plus community, Latino/a community, and other minority groups, for air on KGLP. We would welcome additional volunteers from our diverse community as public affairs hosts and/or reporters to help expand KGLP's local coverage of events. Looking to the future, we hope to expand our facilities to better accommodate disabled students and community members, as well as more indigenous community members. We plan to incorporate more ADA-compliant accommodations, including online captioning of KGLP's broadcast, as well as braille and haptic labeling in our studios and haptic technology for visually impaired volunteers. Now that the pandemic has subsided, we have started using our second studio more, for training students and volunteers on radio operations. In the future, we hope to train more community members to produce local journalism for air. We eventually plan to renovate our studios with modern equipment that is up-to-date with industry standards. We are currently working on an FCC construction permit for a Zuni-area repeater station, to expand KGLP's program service to more indigenous listeners by the Fall of 2025.

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?

CPB funding has made it possible for us to carry high quality, educational, informative, challenging and entertaining programming for our listeners. We carry APM (BBC et. al.), NPR, Pacifica Radio, Native Voice One (Koahnic), and a wide variety of other syndicated programming. This provides a broad base of news, enlightening cultural affairs and music to our audience - 24 hours a day. CPB funds have given us the opportunity to support state-of-the-art PRSS satellite equipment (installed in 2021). It is through this equipment that we are able to efficiently receive our syndicated programs. CPB funds have also helped us with maintenance costs for our transmitter equipment. Our FT Operations Manager, Emma Farley, hired with help from CPB funds in 2020, trained as a full partner and backup to the Station Manager. While Emma left for other employment in January 2023, and shortly thereafter moved to Oregon, we hired Jonathan Decker in late June of 2023, as Assistant Station Manager, after promoting the position online, on-air, and in print media, to replace the former Operations Manager (while Jon was offered FT employment, his commitment to staying home with his infant son, now 2 years old, led to our offer of a PT job, eventually leading to FT work). This position has brought additional skills to Gallup's public radio service, complementing those of the current Station Manager, and boding well for KGLP's future outreach to area volunteers and communities. With CPB funds, we were able to install 4 new high performance computers at the station by early 2021, along with a Local Area Network (LAN), so that employees can easily share information and documents. These updated systems will ease the creation of multimedia content, including more video and graphic content. We would not be able to offer the wealth of content currently broadcast on KGLP without CPB funding. We could not possibly sustain our current programming with local fundraising efforts alone. In the event we lost CPB funding, we would have to drop most NPR and syndicated programming, and reduce our broadcast hours. We might have to return to our former status in the early years of 1992-2005, as a repeater station for a larger entity, such as KSUT in Ignacio, CO, or KUNM in Albuquerque, NM. These broadcasts are less relevant to the unique audience of our region. It is also quite likely that we would be unable to pay our two full-time positions. The local market is responding well to our mix of national and local programming, with many particularly noting the importance of public service announcements and other local public affairs heard throughout the broadcast day, and KGLP's singular approach to diverse programming.

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	More Than One Race	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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Beat 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"/>	<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"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Videographer	<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"/>	<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"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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="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"/>

Comments

Question	Comment
----------	---------

No Comments for this section

8.1 Which Content Management System (CMS) is your station using?

Jump to question:

CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.

8.1 Which Content Management System (CMS) is your station using?

Jump to question:

Check all that apply

- Grove
- Bento
- WordPress
- Drupal
- None

8.1 Which Content Management System (CMS) is your station using?

Jump to question:

Other

GoDaddy.com is used for our website design and maintenance, and Spintron.com is used for online playlists, plus our 2-week streaming archive. Pacifica Radio Digital Services provides streaming and access to streaming data, for our quarterly music reports. NPR's antiquated Composer 2 is used for the filing of quarterly music reports - KGLP is not an NPR affiliate, simply carrying a number of NPR programs, and so is not eligible or able to afford Grove.

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2 ▾

CRM is a platform for planning and tracking direct marketing and fundraising programs and lead campaigns; managing and tracking communications with prospective and current donors/members; and serves as a database for storing user, donor and/or member data to build profiles.

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2 ▾

Check all that apply

- CDP
- Salesforce
- Blackbaud
- Carl Bloom
- Roi Solutions
- Adobe
- Allegiance
- None

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2 ▾

Other

KGLP does not have a CRM - our membership and client base is small enough that we can effectively utilize office tools such spreadsheets, word processors, email, and Quickbooks for all needs.

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▾

ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▾

Check all that apply

- Mailchimp
- Constant Contact
- GoDaddy
- SendGrid
- None

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▾

Other

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4 ▾

Marketing Automation Platform is a platform to automate marketing actions or tasks, streamline marketing workflows, and measure the outcomes of marketing campaigns. These tools provide a central marketing database for all marketing information and interactions, create segmented, personalized, and timely marketing experiences for donors and members. They also provide automation features across multiple aspects of marketing including email, social media, lead generation, direct mail, digital advertising, and more.

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4 ▾

Check all that apply

- Mailchimp Marketing Platform
- Hubspot Marketing Hub
- Adobe
- None

8.4 Which Marketing Automation Platform is your station using? Jump to question: 8.4 ▾

Other

Comments

Question **Comment**

No Comments for this section

9.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}? Jump to question: 9.1 ▾

Yes

No

9.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}? Jump to question: 9.1 ▾

If no, why not?

9.2 How many CAP messages did your station release in FY{{FY}}? (Available from CAP log from your encoder(s)) Jump to question: 9.2 ▾

9.3 Is your station compliant with the new FCC rules for EAS encoder systems that went into effect December 12, {{FY}}? <https://www.fcc.gov/fcc-sets-dates-improved-emergency-alert-system-messages> Jump to question: 9.3 ▾

Yes

No

9.3 Is your station compliant with the new FCC rules for EAS encoder systems that went into effect December 12, {{FY}}? <https://www.fcc.gov/fcc-sets-dates-improved-emergency-alert-system-messages> Jump to question: 9.3 ▾

If no, why not?

9.4 Please describe your internal policy and threshold for pass-through of EAS messages, including how your system checks for CAP-compliant alerts. Jump to question: 9.4 ▾

KGLP, as a non-participating EAS station, does not initiate EAS alerts that forward to other stations. KGLP does schedule and broadcast weekly EAS tests which do forward to KGLP air, and KGLP does receive and forward monthly EAS tests, alerts, et. al., including iPAWS and CAP messages, as is relevant. We check our logs regularly for compliance.

9.5 Please describe the relationship between your station and local emergency management agency. Jump to question: 9.5 ▾

KGLP is a non-participating EAS station, and so does not initiate local alerts which then forward to other stations, but we do broadcast emergency messages, traffic alerts, school and organization delays and closures, etc., within and outside of EAS, on our 91.7 FM band and streaming online at KGLP.org. We receive messaging via phone and text from several local organizations and agencies.

9.6 Are you currently able to measure the number of individuals with Access and Functional Needs* (AFN) in your broadcast coverage area? Jump to question: 9.6 ▾

Yes

No

9.6 Are you currently able to measure the number of individuals with Access and Functional Needs* (AFN) in your broadcast coverage area? Jump to question:

If Yes Please list the source(s) from which you obtain data on the AFN individuals in your coverage area:

9.7 Are you currently able to reach the AFN community in your coverage area with your emergency alerting broadcast technology(ies)? (Yes -- we can reach most AFN individuals; Somewhat -- we can reach some AFN individuals but not all; No -- we are unable to reach AFN individuals; Unsure -- we do not have enough data to know) Jump to question:

Yes

No

Somewhat

Unsure

9.7 Are you currently able to reach the AFN community in your coverage area with your emergency alerting broadcast technology(ies)? (Yes -- we can reach most AFN individuals; Somewhat -- we can reach some AFN individuals but not all; No -- we are unable to reach AFN individuals; Unsure -- we do not have enough data to know) Jump to question:

(Optional) What barriers are preventing you from better reaching your AFN communities with emergency alerts?

KGLP is limited to the capabilities of our EAS equipment - if AFN is supported by recipients, than we assume that those communities can receive EAS alerts.

9.8 For each transmitter, please list the make, model, current firmware version, location (specify studio, transmitter site, or other location), and internet connectivity of your EAS equipment. If you have more transmitters to add, please press the TAB button while on the last row. Jump to question:

	Call letters	Location	Model	Firmware Version	Make	Connected
1	KGLP	Gibson Peak, :	BEXT XL2000	N/A	N/A	No
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						

20	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
21	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
22	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
23	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
24	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
25	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
26	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
27	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
28	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
29	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
31	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
33	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
34	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
35	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
36	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
37	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
38	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
39	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
40	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
42	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
43	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
45	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
47	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
49	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

Question

Comment

No Comments for this section