

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: ▾

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

1.1 Employment of Full-Time Radio Employees

Jump to question: ▾

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
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="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: ▾

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>

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"/>	<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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="2"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

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: ▾

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: ▾

Number working less than 15 hours per week

1.4 Part-Time Employment Jump to question: ▾

Number working 15 or more hours per week

1.5 Full-Time Hiring Jump to question: ▾

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: ▾

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

1.5 Full-Time Hiring Jump to question: ▾

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

1.6 Full-Time and Part-Time Job Openings Jump to question: ▾

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

1.6 Full-Time and Part-Time Job Openings Jump to question: ▾

Number of full-time and part-time job openings

1.7 Hiring Contractors Jump to question: ▾

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

1.7 Hiring Contractors Jump to question: ▾

Check all that apply

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

Comments

Question **Comment**

Weather forecasts recorded remotely for KGLP air.

2.1 Corporate Management

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	<input type="text" value="1.00"/>	\$ <input type="text" value="62,000"/>	<input type="text" value="10"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Digital Media Operations	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Digital Media Operations - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.1 Corporate Management

Jump to question:

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

2.2 Communication and Promotions

Jump to question:

Publicity, Program Promotion Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.2 Communication and Promotions

Jump to question:

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

2.3 Programming and Productions

Jump to question: 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"/>

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	1.00	\$	35,000	1
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"/>	0
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"/>
Public Information Assistant	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<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: 2.7

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

2.8 Education and Community Engagement

Jump to question: 2.8

Education, Chief	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Volunteer Coordinator	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Events Coordinator	<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="2.00"/>	\$	<input type="text" value="97,000"/>	<input type="text" value="11"/>

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
	Hire date 10/19/2020 - Tenure is over 3 months.

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: ▾

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

3.2 Governing Board Members

Jump to question: ▾

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: ▾

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

3.2 Governing Board Members

Jump to question: ▾

	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="4"/>	<input type="text"/>	<input type="text" value="4"/>

Male Board Members	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value=""/>	<input type="text" value="2"/>	<input type="text" value=""/>	<input type="text" value="4"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="8"/>

3.2 Governing Board Members

Jump to question: ▾

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: ▾

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

3.2 Governing Board Members

Jump to question: ▾

Number of Board Members with disabilities

Comments

Question **Comment**

No Comments for this section

4.1 Community Outreach Activities

Jump to question: ▾

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

4.1 Community Outreach Activities

Jump to question: ▾

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Produce/distribute informational materials based on local or national programming?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Host community events (e.g. benefit concerts, neighborhood festivals)?	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 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 ProductionJump to question:

Instructions and Definitions:

5.1 Radio Programming and ProductionJump 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 ProductionJump to question:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="1,001"/>	<input type="text" value="1,001"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	<input type="text"/>	<input type="text" value="62"/>	<input type="text" value="62"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1,069"/>	<input type="text" value="1,069"/>

5.1 Radio Programming and ProductionJump 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 ProductionJump to question:

Approx Number of Original Program Hours

Comments

Question **Comment**

No Comments for this section

6.1 Telling Public Radio's StoryJump to question:

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

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

6.1 Telling Public Radio's StoryJump 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 2020, KGLP's focus shifted dramatically as the COVID-19 pandemic became an ongoing concern. Public Service Announcements, Public Affairs Content, and Social Media included a breadth of information on safety protocols, then testing, and late in the year, vaccinations. KGLP routinely performs regular community outreach, inviting community organizations and individuals to appear on the station, although virtually in much of 2020, due to the pandemic, providing public service announcements repeated throughout the week, especially as related to the pandemic, and recording local community events ranging from diversity issues to economic development, health, and the arts. We want residents of Gallup and the surrounding community to be a part of KGLP's programming, even when virtual participation is warranted, providing an on-air or online venue through which a variety of information may be shared and on which discussions may occur. Our website features links to local, current press releases related to health issues, as well as links to a Facebook page and other social media where news and upcoming current events or program information may be conveyed, and podcast archives of our locally produced public affairs programming. We partner with community members to periodically produce public service announcements in English, Navajo, and Spanish,

which then rotate on KGLP's airwaves. For some years we have been broadcasting five hours of "Native America Calling" (NAC) each week, a national call-in / public affairs program focusing on issues of specific interest to Native or Indigenous listeners. We also air a regional podcast, "Toasted Sister", discussing food and health from a Native perspective, and "Unreserved", a CBC hour with Native interviews and culture. We air four locally produced hours of Native music each week, 2-5 hours each week of local "World and Indigenous" programming hosted and produced by two Native American men and one Anglo woman, 3 hours of local music programming weekly, produced and hosted by an African-American man, 1 hour of local public affairs and music programming weekly, produced by an African-American woman who addresses a variety of local issues of interest to the ethnically and culturally diverse Gallup community, and 10 to 12 hours of syndicated Native-produced music programming each week, an increase due to the fact that local show hosts were often on hiatus due to home quarantine or isolation during the pandemic. We air three hours of bilingual Spanish-English classical music programming weekly, as well as AfroPop, a 1-hour Afro-centric syndicated music program, and Putumayo World Music Hour, a 1-hour globally focused music program. We air 3 hours of Arabic music, produced out of Nevada. All local show hosts include public Service Announcements as a form of community engagement for diverse listeners, though we also produce and rotate a variety of public service announcements throughout the broadcast day during syndicated and network programming. As for short-form content, we air 10 different short feature programs (under 2 minutes in length) throughout the week, including Bird Note, Climate Connection and Earth Date. All of these features speak on climate issues. Our other features such as Moment in Time, Loh Down on Science and Health in a Heartbeat provide educational and health-related information. Each week we have up to one or two hours of local public affairs and news programming, often with coverage of local events or interviews at those events. Public Service Announcement and longer segment topics in 2020, as noted, skewed toward health issues and in particular the coverage of the pandemic, prevention, policies, and treatment, in tribal lands such as the Navajo Nation and the States of Arizona, New Mexico, Colorado, and Utah. Periodic segments included education, virtual local community concerts, educational and economic development or employment events, health, women's issues, immigration and human rights along the U.S.-Mexico border, Native traditions and stories, Native arts and crafts, hunger, films, impact of uranium mining on Native communities in the region, Native and area history, New Mexico State legislative updates, area demographics and educational outreach, city council proceedings, recycling and solid waste programs. We believe that we are already reaching educators, government workers, and health care providers, as well as many non-profit organizations, but also believe that we are engaging more with members of the LGBTQI, Palestinian/Arab, Hispanic, and Native communities through our local public affairs and music programming, as well as our community public service announcements.

6.1 Telling Public Radio's Story

Jump to question:

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

We partnered with organizations such as the Johns Hopkins Center for American Indian Health and the New Mexico Broadcasters Association to produce and/or air PSAs in Navajo, Spanish, and English. Given that the Gallup area is predominately Native in composition, it is not surprising that many of our student and community voices are Native. We have three hours of Native music hosted every other week by a woman of Native ancestry, and a world and indigenous music program hosted at least every 2 weeks by Native American men. Additionally, we have a one-hour program hosted by a local woman of African-American heritage who interviews local residents of interest, and three weekly local hours of music hosted by an African-American man. We collaborated with the University of New Mexico, the Gallup arts council, Gallup Main Street Arts & Cultural District, the Gallup public library, alternative energy advocates such as Gallup Solar and the McKinley County Recycling Council, the Plateau Sciences Society, the Navajo Nation Department of Health Command Operations Center (for announcements and programs sharing the latest information about the COVID-19 pandemic), local churches, area chapters of the Navajo Nation, Gallup's Community Pantry food bank, the LGBTQ community, and a variety of other entities who have appeared on KGLP or have provided public service announcements that we broadcast. We have covered a number of non-profit organizations and agencies on KGLP, including the Navajo Nation Special Diabetes Project, the Plateau Sciences Society, the Rainbow Circle, a LGBTQ-plus support group, gallupARTS, the Gallup arts council, area faith organizations, and recycling and solid waste groups, including those from Navajo chapters, and others. Focus during much of 2020 was on health issues, especially the COVID-19 pandemic in the Navajo Nation, the Pueblo of Zuni, and the states of New Mexico, Arizona, Utah, and Colorado.

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.

Sharing of COVID-19 updates from the Navajo Nation, the New Mexico Department of Health, and the Johns Hopkins Center for American Indian Health dominated KGLP's public messaging and public affairs over the course of 2020, as we endeavored to continuously share information about prevention, treatment, policies, and best practices, whether on-air or online. Our regular programming explores African-American music and culture through Blues and Jazz programs hosted by an African-American man, and "Don't Worry, Be Happy", a life-affirming share of public affairs, including health-related announcements, and music hosted by an African-American woman. Public service announcements (PSAs) appear to have raised the level of awareness, witnessed by feedback on Facebook and by phone. Several organizations have told us that response to public service announcements for their services or events was good, and KGLP is often invited to collaborate on local events, such as broadcasting the Downtown Gallup Rocks concerts that the Gallup Main Street Arts & Cultural District offered first online. 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. For example, one caller requested information on Covid-19 vaccinations in New Mexico. We were able to walk her through the process of signing up for the vaccine.

6.1 Telling Public Radio's Story

Jump to question:

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

During 2020, much of our Navajo-language public service announcements and broadcast of the Navajo Nation's COVID-19 forums form their Department of Health Command Operations Center specifically shared COVID-19 prevention information on a regular basis. We also shared these online and via social media. KGLP broadcasts at least 14 hours of Native music and culture each week, and three hours of Spanish-language (Bilingual, with English) classical music programming. 3 hours of an Arabic/Middle-Eastern music program serves the Gallup area's Arabic/Palestinian community, with some of the more vocal fans of the program including several area Navajo listeners. We broadcast The Children's Hour, a radio show who's primary audience is children, an audience typically not considered in public radio. The show features topics related to STEM, civic engagement and cultural education. We periodically air PSAs in both Spanish and Navajo, though mostly in

English. We sometimes shared Navajo-language COVID-19 PSAs with several area stations. We continue to explore collaborations with other public radio stations, with outreach still ongoing. Social media such as FaceBook will continue to help us engage with the residents of Northwestern New Mexico and Northeastern Arizona, noting on-air outages, school delays and closures, local weather, and more. We have performed extensive community outreach through expanded public service announcements, interviews, and networking, including membership in the Gallup McKinley County Chamber of Commerce, and plan to continue on those efforts in 2020, with the second studio used for recording and training, to enable better a return of students into our operation as the pandemic subsides, and bringing in more community volunteers to train for broadcast operations, news, and public affairs. We hope eventually to outfit both studios with newer equipment, eventually qualifying the second studio as a backup broadcast facility, and perhaps build a dedicated sound booth for more pristine voice tracks. 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. Most recently, Navajo speakers recorded COVID-19 safety announcements via ZOOM, which were also shared with other radio stations. 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. We were able to employ a part-time Hispanic assistant in 2020, until he left for Colorado. In October 2020, KGLP added a full-time production / engineering position, after an extensive search that included recruitment of candidates from regional schools as Navajo Technical University, UNM-Gallup, and other institutions in the Southwest. Our hire had worked in 2019 for the Navajo Nation TV & Film Department in Window Rock, Arizona. Looking into 2021, we would like to expand our facilities to accommodate disabled students and community members. This may include haptic technology for visually impaired volunteers to be able to monitor audio levels on the VU or DB meters in our studios.

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 NPR and other syndicated programming and provides a broad base of news, public affairs, and music programming, allowing us to broadcast useful information enlightening cultural affairs and music 24 hours per day. CPB funds also make possible the newest PRSS satellite equipment (received in 2020) which, at this writing, now brings in syndicated programs, as well as helping with maintenance of transmitter equipment. We have been able to employ part time assistants, which have enabled us to better accommodate physically challenged community volunteers and students and to better serve a diverse listenership, and in October, hired a production and engineering specialist for a new full-time position, who will backstop the station manager and better provide sustainability and continuity to KGLP operations. (For budgetary reasons, we justified the new FT position by phasing out our PT assistants.) This year, we have purchased 4 new high performance computers for the station. The goal is to use these computers to create multi-media content, including more video and graphic content. We began installing a Local Area Network (LAN) in the Fall and Winter of 2020/2021, so that employees will be able to share information and documents easily. 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, or 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. It is also quite likely that we would be unable to pay our two full-time positions, in that case. The local market is responding well to the mix of nationally originated and locally produced programming, with many particularly noting the importance of public service announcements heard throughout the broadcast day.

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