

Grantee Information

ID	1511
Grantee Name	KENW-FM
City	Portales
State	NM
Licensee Type	University

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" value="0"/>					
Managers - 2000	<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="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>					
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>					
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>				
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>					
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>					
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>					
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>					
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<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" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
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" value="0"/>					
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>					
Professionals - 3000	<input type="text"/>	<input type="text" value="0"/>					
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>					
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>					
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>					
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>					
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>					
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>					
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>					
Total	<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" value="0"/>					
Managers - 2000	<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="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>					
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>					
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>					
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>					
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>					
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>					
Service Workers - 5500	<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"/>				

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
<u>Chief Executive Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Financial Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Digital Media Operations</u>	<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: 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 ▼

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

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

<u>Programming Director</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

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

<u>Development, Chief</u>	<input type="text" value="1.00"/>	\$	<input type="text" value="35,568"/>	<input type="text" value="1"/>
Development, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text" value="1.00"/>	\$	<input type="text" value="27,102"/>	<input type="text" value="15"/>
Member Services, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Major Giving Fundraising Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$	<input type="text"/>	<input type="text"/>

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

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

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:

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" value="1.00"/>	\$ <input type="text" value="35,722"/>	<input type="text" value="17"/>
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:

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

News / Current Affairs Director	<input type="text" value="1.00"/>	\$ <input type="text" value="38,000"/>	<input type="text" value="1"/>
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:

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

2.8 Education and Community Engagement

Jump to question:

Education, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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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="4.00"/>	\$ <input type="text" value="136392"/>	<input type="text" value="34"/>

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
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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:

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" value="0"/>				
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="5"/>

Total

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)?

No

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

No

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

No

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

Yes

Did the locally created web content have a specific, formal component designed to be of special service to the educational community?

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)?

No

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

No

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

No

Comments

Question

Comment

No Comments for this section

5.1 Radio Programming and 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"/>	<input type="text" value="1,739"/>	<input type="text" value="1,739"/>
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="2"/>	<input type="text" value="2"/>
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="299"/>	<input type="text" value="299"/>
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="2,040"/>	<input type="text" value="2,040"/>

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 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 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.

KENW-FM and its staff strive to serve our diverse local communities. We are located in a rural area of eastern New Mexico that is often underrepresented by traditional media outlets. We focus on our underserved area of rural New Mexico and West Texas by researching, investigating, monitoring, and identifying community issues, needs and interests in order to respond to them effectively and engage people in the many communities served by the station's large coverage area. KENW uses multiplatform content through radio and TV (via its companion station KENW-TV), as well as digital engagement through the station's website, podcasts, social media, mobile app and other online digital communication. In order to achieve this KENW-FM consistently emphasizes direct engagement with listeners, news sources and organizations through regular on-air interviews, regional newscasts and features. We are continuously focused on informing and educating listeners about a variety of regional issues, services, community events, news, and information that directly affect their daily lives. KENW-FM has increased its efforts with digital engagement through the addition of live streaming 24/7 on our kenw.org website, as well as offering a free KENWFM mobile app for live 24/7 listening. In addition, the KENW staff has started making appearances in the community, increased its time in the field meeting people, and producing stories from areas that are several hours drive away from the Broadcast Center in a very purposeful effort to meet and cultivate listeners who may feel a geographic separation.

6.1 Telling Public Radio's Story

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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.

As a university licensed NPR affiliate, KENW-FM regularly takes advantage of the wide resources available through Eastern New Mexico University. One of our current programs gets people in the community to read their favorite book to the camera. We let the community member pick the book. We then shoot and edit the video and are distributing it through our collaboration with the ENMU Reads program. This is a digital platform that uses the ENMU education college to help reach school age children who may not have access to in-person learning because of the pandemic. We are also working with several area chambers of commerce to identify industries that are hit hard by the pandemic and make our viewers aware of non-traditional ways they can support those members of the community. We have also partnered with the tourism boards of four communities to help raise regional awareness about issues facing these rural communities. In addition, The KENW-FM News Department creates seven unique and locally-produced regional newscasts specifically addressing regional news and public affairs in a daily effort to connect and engage with the local rural communities the broadcast station serves and to increase public awareness. In addition, we have several public affairs programs that provide an in-depth look at the members and issues in our community. For example, "A Southwest Spotlight" is a twice-weekly, locally-produced news and public affairs program that features 5-minute in-depth interviews with individuals representing regional community nonprofit organizations and other community news and public affairs issues of interest to listeners, in order to engage listeners and keep them informed about ways to become even more involved with local and regional issues, events and community resources, services and outreach programs to improve quality of life for rural regional residents. "A Southwest Spotlight," engages with key community organizations in the area and connects community members with resources and services provided by those organizations. Because we are licensed through the university and have our broadcast center in the same building as the college of mass communications, KENW staff are heavily involved in a variety of educational activities throughout the year. Many ENMU students receive hands-on practical training in the communication field at the KENW station and assist in the operation of the station and its programs and activities. Students produce at least two of the stories per week that air on KENW. At times, area high school and college students also come to KENW-FM to record speeches for regional and national contests. KENW-FM also produces audio material for its companion station KENW-TV.

6.1 Telling Public Radio's Story

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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.

KENW-FM Public Radio Network continues to enhance its weekly community-oriented productions and its emphasis on highlighting local and regional news and public affairs issues, community service opportunities, and partnerships. The locally-produced program "Community Spotlight" offers KENW-FM listeners weekly features on more than a dozen regional rural communities about community events and opportunities from the chambers of commerce and visitor centers in various towns and cities in our large regional coverage area. The 3-5-minute weekly features give each community a unique chance to highlight what is going on in their area and allow KENW-FM to establish and maintain a strong partnership with local communities within our listening audience. KENW-FM has also expanded its community service and outreach through the locally-produced, original public affairs program called "A Southwest Spotlight". "A Southwest Spotlight" emphasizes community outreach to the public by offering listeners a twice-weekly 5-minute public affairs news feature on people and issues unique to the KENW-FM coverage area in order to increase community engagement and involvement. In addition, KENW-FM continues to offer digital and web services such as podcasts for listeners and live-streaming all of KENWFM's programming through the website, and the addition of a new free KENW-FM mobile app that provides free listening 24/7. KENW-FM continues to upgrade its web pages and its online engagement with listeners through NPR Digital services. For example, the Events Calendar on the KENW-FM website continues to be a popular interactive and educational feature and now gives listeners in the community the opportunity to participate by inputting events of interest that then appear on the station's online Events Calendar. This is one of many vital and valuable community services the station provides to the many communities it serves throughout the largely rural areas of Eastern New Mexico and West Texas. The online Events Calendar is supplemented on-air with an original, locally-produced 5-minute daily "KENW-FM Community Calendar" program that airs weekdays during the noon hour and features a variety of local, regional, and statewide events of interest to people of all ages and on-air interviews about those events. KENW-FM receives feedback from many local, community organizations and area residents throughout the station's coverage area in New Mexico and West Texas about the effectiveness of the station's regional news and public affairs coverage. Community organizations such as chambers of commerce and nonprofit organizations featured by the KENW-FM News Department have expressed their appreciation for highlighting their services and outreach to the local communities they serve, as greater awareness of those community resources and services has led to an increase in the number of people in need served throughout the region.

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 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.

KENW strives to include diverse voices on its airwaves and works to attract diverse audiences. In our region, these often-underrepresented groups include people for whom English is a second language and Native American communities. By researching and reporting as much current information as possible about the local and regional issues affecting them and the opportunities available in many communities for assistance with a variety of relevant aspects of life in the station's coverage area, from citizenship and employment to education and cultural events. For example, KENW is initiating a project where we work with various groups in the region to bring awareness to the growing number of missing and murdered Native American women in New Mexico and across the country. Across the United States, about 84 percent of Native American and indigenous women --- or about 4 in 5 Native women --- experience violence at some point in their lives; 1 out of 3 Native women are raped; and in some tribal communities, the murder rate for Native women is more than 10 times the national average.

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 assists KENW in many ways; indeed, were it not for such funding, KENW-FM would not be able to function as a full-service public radio station at all. The CPB CSG award makes it possible for us to purchase the bulk of the news, information, and entertainment

programs that we currently broadcast. In addition, CPB funding helps us make our public radio service available to all parts of the eastern side of the State of New Mexico (and parts of West Texas). In order to do this, KENW-FM has to maintain numerous transmitters and translators scattered around a large geographic area that has relatively small populations, separated by long distances. During the last few years, we have spent a great deal of time and money in order to protect these translator frequencies from being taken by religious non-commercial stations that are located in distant states like California or Florida. We now have six full-service licensed stations in operation. In addition to our two long-established 100,000-watt stations, KENU-FM, Portales, NM, and KMTH-FM, Maljamar, NM, KENE-FM, Raton, NM, KENG-FM, Ruidoso, NM, KENM-FM in Tucumcari, NM and KENU-FM, in Des Moines, NM. Partially with CPB funds, KENW-FM has purchased and operated an NPR PRSS uplink to distribute its programming to some of our translators. Our other translators around Eastern New Mexico are fed off-air or via digital microwave, which is in partnership with our sister station, KENW-TV. CPB funding makes it possible for KENW-FM to have a web page to help promote its programming. The web page has "Now Playing" information that lists song titles, artists, etc. In addition, CPB funding allows us to purchase and broadcast what we consider the best of public radio offerings for our station's format. KENW-FM also has obtained the feature where listeners can download the KENW-FM app on their smartphone to access the live stream KENW Public Radio, see the lineup for upcoming music, regional news, community-calendar events, sports, podcasts, and other entertainment. With the help of CPB funding, KENW-FM has been able to purchase web services from NPR Digital Services. The Events Calendar on the web page continues to be a popular feature. Because the station has such a small staff (4), the Events Calendar could not be supported if it were not for the services of NPR Digital. Now, the public is able to input its own events which then appear on the station's web page Events Calendar. This is a valuable community service the station has been able to provide to the many communities it serves over the rural areas of Eastern New Mexico and West Texas. Without CPB funding, KENW-FM could not sustain its national programming nor be able to support our network of transmitters and translators. It takes such a network to provide public radio service to the rural areas of Eastern New Mexico and parts of West Texas. The station would also not be able to purchase the news services of the Associated Press for its regional newscasts without the help of the CPB Community Service Grant (CSG) and other related small station grants. In addition, without CPB grants, the station could not afford to pay the monthly uplink charges for the PRSS satellite distribution service. This satellite service has saved at least two translators from going dark. KENW-FM has continued to increase its weekly community-oriented productions. "Community Spotlight" is a 3 to 5-minute weekly feature that gives Chambers of Commerce in the various towns and cities of our large coverage area a chance to individually tell what is going on in their communities. Each week we make calls to 12 to 15 different communities. Another weekly feature that has been expanded is our "Southwest Spotlight." This 5-minute feature allows a guest (generally from the listening area) to be interviewed about his/her area of expertise and/or experience. Our 90 Second weather reports preceding the NPR 5-minute news summaries at the top of many of the hours of the broadcast day help keep listeners informed about local weather conditions in their part of the state, including local temperatures and high and lows, both current and next-day forecasts. Since KENW-FM is owned by Eastern New Mexico University, the station and its staff are always heavily involved in educational activities. Students help in the operation of the station. In addition, from time to time high school and college students come to the station to record contest speeches for entry to regional and national contests. KENW-FM also produces audio material for its sister station KENW-TV and for many other departments in the university, such as theatrical productions; recorded messages for time and temperature; and recordings for the university telephone information and answering system. KENW-FM plans to continue developing its web site with additional services. Some podcasts are now being made available and we hope to begin streaming the station's FM broadcast signal in the near future. The station also plans to add more satellite downlinks at some translator sites that are still depending on off-air pickup. This will enhance the technical quality of those translators.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question:

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:

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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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" value="0"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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											
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
Total	1	0	1	2	0	0	0	0	0	2	0

Comments

Question

Comment

No Comments for this section