

CPB Grantward Report FM

Grantee Information

ID	1620
Grantee Name	KEDT-FM
City	Corpus Christi
State	TX
Licensee Type	Community

1.1 Employment of Full-Time Radio Employees

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

1.1 Employment of Full-Time Radio Employees

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	Non-Hispanic Females	White, Non-Hispanic Females	Total
Officials - 1000		1					1
Managers - 2000					2		2
Professionals - 3000		2			1		3
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100					1		1
Craftpersons (Skilled) - 5200							0
Operatives (Semi-Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	3	0	0	4		7

1.1 Employment of Full-Time Radio Employees

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	Non-Hispanic Males	White, Non-Hispanic Males	Total
Officials - 1000						1	1
Managers - 2000					3		3
Professionals - 3000		1					1
Technicians - 4000							0

Sales Workers - 4500										
Office and Clerical - 5100										
Craftspersons (Skilled) - 5200										
Operatives (Semi-Skilled) - 5300										
Laborers (Unskilled) - 5400										
Service Workers - 5500										
Total	8	1	8	8	4	5				

Jump to question:

1.1 Employment of Full-Time Radio Employees

Major Job Category / Job Code / Joint Employee

Persons with Disabilities

Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	8

Jump to question:

1.2 Major Programming Decision Makers

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

Jump to question:

1.2 Major Programming Decision Makers

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

Jump to question:

1.2 Major Programming Decision Makers

Of the full-time employees reported in Question 1.1, how many, including the station general manager, have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers	African American	Hispanic	Native American	Asian/Pacific	White	Total

Jump to question:

Female Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

1.3 Employment of Part-Time Radio Employees

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

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	Non-Hispanic Females	White, Non-Hispanic 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="0"/>	<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"/>	<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" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="3"/>
Craftpersons (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="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="4"/>

1.3 Employment of Part-Time Radio Employees

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	Non-Hispanic Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<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"/>
Craftpersons (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"/>

Labors (Unskilled) - 5400	<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"/>	<input type="text"/>
Service Workers - 5500	<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"/>	<input type="text"/>
Total	<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"/>	<input type="text"/>

Jump to question: 1.3 ▼

1.3 Employment of Part-Time Radio Employees

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"/>
Labors (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
Total	<input type="text"/>

Jump to question: 1.4 ▼

1.4 Part-Time Employment

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

1.4 Part-Time Employment	Jump to question: 1.4 ▼	<input type="text"/>	<input type="text"/>
Number working less than 15 hours per week		<input type="text"/>	<input type="text"/>
1.4 Part-Time Employment	Jump to question: 1.4 ▼	<input type="text"/>	<input type="text"/>
Number working 15 or more hours per week		<input type="text"/>	<input type="text"/>
1.5 Full-Time Hiring	Jump to question: 1.5 ▼	<input type="text"/>	<input type="text"/>

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.)

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"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Office / Service Workers - 5100-5500

Total 1 0 0 0 1

Jump to question: 1.6

1.6 Full-Time and Part-Time Job Openings

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.

Jump to question: 1.5

1.5 Full-Time and Part-Time Job Openings

3

Number of full-time and part-time job openings

Jump to question: 1.7

1.7 Hiring Contractors

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

Jump to question: 1.7

1.7 Hiring Contractors

Check all that apply

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

Comments

Question Comment

No Comments for this section

2.1 Average Salaries FULL-TIME EMPLOYEES ONLY

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer		\$ 0	
Chief Executive Officer - Joint	1.00	\$ 183,662	44
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	

Chief Financial Officer							
Chief Financial Officer - Joint	1.00	\$ 37,934				2	
Publicity, Program Promotion Chief							
Publicity, Program Promotion Chief - Joint							
Communication and Public Relations, Chief							
Communication and Public Relations, Chief - Joint							
Programming Director	1.00	\$ 37,128				18	
Programming Director - Joint							
Production, Chief							
Production, Chief - Joint							
Executive Producer							
Executive Producer - Joint							
Producer							
Producer - Joint							
Development, Chief							
Development, Chief - Joint	1.00	\$ 64,896				44	
Member Services, Chief							
Member Services, Chief - Joint	1.00	\$ 47,788				9	
Membership Fundraising, Chief							
Membership Fundraising, Chief - Joint							
On-Air Fundraising, Chief							
On-Air Fundraising, Chief - Joint							
Auction Fundraising, Chief							
Auction Fundraising, Chief - Joint	1.00	\$ 45,000				1	
Underwriting, Chief							
Underwriting, Chief - Joint							
Corporate Underwriting, Chief							
Corporate Underwriting, Chief - Joint	1.00	\$ 41,000				1	
Foundation Underwriting, Chief							
Foundation Underwriting, Chief - Joint							
Government Grants Solicitation, Chief							
Government Grants Solicitation, Chief - Joint							
Operations and Engineering, Chief							
Operations and Engineering, Chief - Joint	1.00	\$ 82,250				18	
Engineering, Chief							

Engineering Chief - Joint		\$		
Broadcast Engineer 1		\$		
Broadcast Engineer 1 - Joint	1.00	\$	35,388	15
Production Engineer		\$		
Production Engineer - Joint		\$		
Facilities, Satellite and Tower Maintenance, Chief		\$		
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$		
Technical Operations, Chief		\$		
Technical Operations, Chief - Joint		\$		
Education, Chief		\$		
Education, Chief - Joint		\$		
Information Technology, Director		\$		
Information Technology, Director - Joint		\$		
Volunteer Coordinator		\$		
Volunteer Coordinator - Joint		\$		
News / Current Affairs Director	1.00	\$	36,284	1
News / Current Affairs Director - Joint		\$		
Music Director		\$	0	
Music Librarian/Programmer		\$		
Announcer / On-Air Talent	1.00	\$	36,846	9
Announcer / On-Air Talent - Joint		\$		
Reporter		\$		
Reporter - Joint		\$		
Public Information Assistant		\$		
Public Information Assistant - Joint		\$		
Broadcast Supervisor		\$		
Broadcast Supervisor - Joint		\$		
Director of Continuity / Traffic		\$		
Director of Continuity / Traffic - Joint		\$		
Events Coordinator		\$		
Events Coordinator - Joint		\$		
Web Administrator/Web Master		\$		
Web Administrator/Web Master - Joint		\$		
Total	11.00	\$	556,136	154

Comments

Question

Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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: [3.1](#)

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

Elected by board of directors itself (self-perpetuating body)

14

3.1 Governing Board Method of Selection

Jump to question: [3.1](#)

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

14

3.2 Governing Board Members

Jump to question: [3.2](#)

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members					4	4
Male Board Members		3			7	10
Total	6	3	6	6	11	14

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: [3.2](#)

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

3.2 Governing Board Members

Jump to question: [3.2](#)

Number of Board Members with disabilities

Comments

Question

No Comments for this section

Comment

4.1 Community Outreach Activities

Jump to question: **4.1**

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

4.1 Community Outreach Activities

Jump to question: **4.1**

Yes/No

Produce public service announcements?

Yes

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

Yes

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

Yes

Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?

Yes

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

Yes

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

Yes

Produce/distribute informational materials based on local or national programming?

No

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

No Comments for this section

Jump to question: **5.1**

5.1 Radio Programming and Production

Jump to question: **5.1**

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: **5.1**

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

5.1 Radio Programming and Production

Jump to question: **5.1**

For National Distribution

For Local Distribution/All Other

Total

Music (announcer in studio playing principally a sequence of musical recording)

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)

News and Public Affairs (includes regular coverage of news events, such as that produced by a newscast, and public issues-driven listener participation, interview and discussion programs)

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)

All Other (incl. sports and religious — Do NOT include fundraising)

Total

[Jump to question: 5.1](#)

5.1 Radio Programming and Production

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

[Jump to question: 5.1](#)

5.1 Radio Programming and Production

Approx Number of Original Program Hours

[Jump to question: 5.1](#)

5.1 Telling Public Radio's Story

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by defining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2016. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. This section had previously been optional. Responses to this section of the SAS is now mandatory.

[Jump to question: 6.1](#)

6.1 Telling Public Radio's Story

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multipatform 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.

Since moving into our new studios at the end of 2015, the exciting year of 2016 has offered KEDT and KVRT the opportunity to continue expanding our health, community services and educational-related news and information services to our listeners. We continue to focus our programs and services on enhancing our community partnerships with the schools, colleges and universities in our South Texas listening area. We are continuing to air program modules on such subjects as education, music, astronomy, engineering, health and medical research and political science, produced in partnership with several area colleges and universities. Program hosts are staff and/or faculty from the schools themselves. And, the modules are available to the public through our website. 2016 saw the addition of a new module on education and teaching in partnership with the Department of Education and Human Development at Texas A&M University—Corpus Christi. While news and information are important to our mission, Music helps bring us closer to our audience in very tangible ways. Our new Grace Dobson performance studio has given us the opportunity to feature a number of live on-air performances featuring faculty and students from several area high schools, colleges and universities. And, the addition of an outdoor performance stage—which is also broadcast capable—helps us enhance our community footprint, and better engage our audience and visitors. Both are being wholeheartedly embraced by our listeners and supporters.

[Jump to question: 6.1](#)

6.1 Telling Public Radio's Story

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.

KEDT-FM and KVRT-FM strive to continue to enhance the listening experience of our audience in news, information, education, and music. We continue to provide live broadcasts of concert performances by the Corpus Christi Symphony Orchestra from the Performing Arts Center

Local Content &
Service Report
FM