Grantee Information

ID	5124
Grantee Name	KDKO-FM
City	Lake Andes
State	SD
Licensee Type	Community

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

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

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

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

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000							0
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-Skilled) - 5300			1				1
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	1	0	0	0	1

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	

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

1.1 Employment of Full-Time Radio Employees

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

1 Native American Male

1.2 Major Programming Decision Makers

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

1.2 Major Programming Decision Makers

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

1.2 Major Programming Decision Makers

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers			1				1
Male Major Programming Decision Makers							0
Total	0	0	1	0	0	0	1

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	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000			0				0
Managers - 2000							0
Professionals - 3000							0
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100			0				0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300			0				0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	0	0	0

1.3 Employment of Part-Time Radio Employees

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							0
Managers - 2000							0
Professionals - 3000							0
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled)							

- 5200							0
Operatives (Semi-skilled) - 5300			0				0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	0	0	0

1.3 Employment of Part-Time Radio Employees

Major Job Category / Job Code	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	0
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	0

1.4 Part-Time Employment

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

1.4 Part-Time Employment

Number working less than 15 hours per week — 0

1.4 Part-Time Employment

Number working 15 or more hours per week — 0

1.5 Full-Time Hiring

Enter the number of full-time employees in each category hired during the fiscal year.
(Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

1.5 Full-Time Hiring

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

1.5 Full-Time Hiring

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0
Managers - 2000					0
Professionals - 3000					0
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500	1		1		2
Total	1	0	1	0	2

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 occured, please enter zero.

1.6 Full-Time and Part-Time Job Openings

Number of full-time and part-time job openings — 0

1.7 Hiring Contractors

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

1.7 Hiring Contractors

Check all that apply

Underwritting solicitation related activities

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

Comments

Question	Comment
No Comments for this section	

2.1 Corporate Management Jump to question: 2.1 ⬍

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer		$	
Chief Executive Officer - Joint		$	
Chief Operations Officer		$	
Chief Operations Officer - Joint		$	
Chief Financial Officer		$	
Chief Financial Officer - Joint		$	
Chief Digital Media Operations		$	
Chief Digital Media Operations - Joint		$	

2.1 Corporate Management Jump to question: 2.1 ⬍

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

2.2 Communication and Promotions Jump to question: 2.2 ⬍

Publicity, Program Promotion Chief		$	
Publicity, Program Promotion Chief - Joint		$	
Communication and Public Relations, Chief		$	
Communication and Public Relations, Chief - Joint		$	

2.2 Communication and Promotions Jump to question: 2.2 ⬍

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

2.3 Programming and Productions Jump to question: 2.3 ⬍

Programming Director		$	
Programming Director - Joint		$	
Production, Chief		$	
Production, Chief - Joint		$	
Executive Producer		$	
Executive Producer - Joint		$	
Producer		$	
Producer - Joint		$	

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		$	
Development, Chief - Joint		$	

Member Services, Chief		$			
Member Services, Chief - Joint		$			
Membership Fundraising, Chief		$			
Membership Fundraising, Chief - Joint		$			
Major Giving Fundraising Chief		$			
Major Giving Fundraising Chief - Joint		$			
On-Air Fundraising, Chief		$			
On-Air Fundraising, Chief - Joint		$			
Auction Fundraising, Chief		$			
Auction Fundraising, Chief - Joint		$			

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 Underwritting and Grant Sollicitation   Jump to question: [2.5 ⬍]

Underwriting, Chief		$			
Underwriting, Chief - Joint		$			
Corporate Underwriting, Chief		$			
Corporate Underwriting, Chief - Joint		$			
Foundation Underwriting, Chief		$			
Foundation Underwriting, Chief - Joint		$			
Government Grants Solicitation, Chief		$			
Government Grants Solicitation, Chief - Joint		$			

2.5 Underwritting and Grant Sollicitation   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		$			
Operations and Engineering, Chief - Joint		$			
Engineering Chief		$			
Engineering Chief - Joint		$			
Broadcast Engineer 1	1.00	$	36,150		4
Broadcast Engineer 1 - Joint		$			
Production Engineer		$			
Production Engineer - Joint		$			
Facilities, Satellite and Tower Maintenance, Chief		$			
Facilities, Satellite and Tower Maintenance, Chief - Joint		$			
Technical Operations, Chief		$			
Technical Operations, Chief - Joint		$			
Information Technology, Director		$			
Information Technology, Director - Joint		$			
Web Administrator/Web Master		$			
Web Administrator/Web Master - Joint		$			

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		$			
News / Current Affairs Director - Joint		$			
Music Director		$			
Music Librarian/Programmer					

		$			

Announcer / On-Air Talent		$	0		0
Announcer / On-Air Talent - Joint		$			
Reporter		$			
Reporter - Joint		$			
Public Information Assistant		$			
Public Information Assistant - Joint		$			
Broadcast Supervisor		$	0		0
Broadcast Supervisor - Joint		$			
Director of Continuity / Traffic		$			
Director of Continuity / Traffic - Joint		$			

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		$			
Education, Chief - Joint		$			
Volunteer Coordinator		$			
Volunteer Coordinator - Joint		$			
Events Coordinator		$			
Events Coordinator - Joint		$			
Section 2. Average Salary Totals	1.00	$	36,150		4

2.8 Education and Community Engagement   Jump to question: 2.8

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

Comments

Question	Comment

No Comments for this section

3.1 Governing Board Method of Selection   Jump to question: 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)   0

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)   0

3.1 Governing Board Method of Selection   Jump to question: 3.1

Elected by community/membership   0

3.1 Governing Board Method of Selection   Jump to question: 3.1

Other (please specify below)   0

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)   6

3.1 Governing Board Method of Selection   Jump to question: 3.1

Total number of board members (Automatic total of the above)   6

3.2 Governing Board Members   Jump to question: 3.2

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

3.2 Governing Board Members   Jump to question: 3.2

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

3.2 Governing Board Members   Jump to question: 3.2

African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total

Female Board Members			5				5
Male Board Members							0
Total	0	0	5	0	0	0	5

3.2 Governing Board Members   Jump to question: 3.2

Number of Vacant Positions — 1

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.) — 6

3.2 Governing Board Members   Jump to question: 3.2

Number of Board Members with disabilities — 0

Comments

Question	Comment

No Comments for this section

4.1 Community Outreach Activities   Jump to question: 4.1

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

4.1 Community Outreach Activities   Jump to question: 4.1

	Yes/No
Produce public service announcemnts?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Produce/distribute informational materials based on local or national programming?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Provide locally created content for your own or another community-based computer network/web site?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Partner with other community agencies or organizations (e.g., local commerical TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

Comments

Question	Comment

No Comments for this section

5.1 Radio Programming and Production   Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production   Jump to question: 5.1

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

5.1 Radio Programming and Production   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)		4,156	4,156
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)	395	619	1,014
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)	0	2,745	2,745
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)	0	0	0

All Other (incl. sports and religious — Do NOT include fundraising)	45	200	245
Total	440	7,720	8,160

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.)

Approx Number of Original Program Hours	8,160

Comments

No Comments for this section

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 occured in Fiscal Year 2021. 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 2021 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.

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.

We are a reservation based rural community station. The station serves as an important source of information for the community. We provide a multiplatform, multicultural approach to information sharing. We engage in in-person on location broadcasting as well as partnership with other agencies on various events. The station is also an important source of information for the community, especially during these years of the pandemic. Providing public health information is very much a part of our work.

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.

The station provides Dakota language lessons on the air and incorporates as much Dakota language announcements as possible for our Dakota speaking audience. We make our air ways open to the Tribal Government, the Indian Health Service and other agencies for announcements and air time in order to keep the community informed of current events. We also make time to work with the local youth so they can get experience in radio production and broadcasting. As part of our Youth Initiative we attend and broadcast school sports and other activities. As part of the Youth Initiative we honor a student at each game with Player of the Game award. The player receives a KDKO T-shirt with the Player of the Game on it. Often the local paper covers the game and will put a photo of the Player of the Game in the paper. In order to play sports a student has to maintain at least a "C" average to stay eligible. Parents have told us that their student works hard to stay eligible for sports and the Player of the Game is an excellent way to help motivate the students.

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.

Community members turn to KDKO for important information concerning COVID, such as location, time, and dates of testing, where they can get their vaccine. This has increased the number of people getting their vaccine and knowing where they can get testing. Often we have students record our PSA's. Through our Youth initiative work teachers have told us that students are more engage in wanting to learn more about the media, some have even gotten involve in volunteering to help with food distribution work as they hear about it on the radio. During 2021 students were involved in food distribution when the Feeding America truck arrived each month. They would help to unload the truck and to put food in cars as they drove up.We made it a point to interview some of these youth so the community would be aware of what they were doing. This brought a sense of pride to the families of these youth. It also was another way to motivate students to get involved in community work and the maintain their grade point average because the students would get out of class to help unload the truck.

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 2021, and any plans you have made to meet the needs of these audiences during Fiscal Year 2022. If you regularly broadcast in a language other than English, please note the language broadcast.

KDKO is a station located on the Yankton Sioux reservation in South Dakota, for many of the Elders English is the second language. We try to broadcast as much programing in the Dakota language. Each year we find ways to increase the amount of Dakota spoken on the radio. This is important for the younger generation because Dakota is spoken mostly by the Elders. We also have Dakota language lessons weekly on the radio. Each year we look at ways we can expand the Dakota language so it can be heard over the air. We develop Public Service Announcements that are in Dakota and English, we engage the that can speak Dakota to announce some of our PSA's to encourage others to learn.

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?

The funding from CPB has allowed us to operate our station. Without that funding we would not be able to support our station. The funding has provided us with a means to be able to purchase mobile equipment so we can go out into the community and broadcast. We can cover Tribal events, school events, and other important community events. The funding has allowed us to work with students and get their involvement in the production and broadcasting of various projects. The station has also helped to bring the community together in ways that have reduced some of the racial tension. By broadcasting the school sports both Indian and non-Indian tune in. The entire community looks forward to the games. in addition the families look forward to the recipients of the Player of the Game award. The award goes to the best player of that game, regardless of the race of the player. That award gives parents and the students something to look forward to and creates so community unity.

Comments

No Comments for this section

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

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic
News Director		0			0			0		
Assistant News Director										
Managing Editor	1	0			1			1		
Senior Editor										
Editor										
Executive Producer		1		1				1		
Senior Producer										
Producer										
Associate Producer										
Reporter/Producer		0		0				0		
Host/Reporter		1		1				1		
Reporter										
Beat Reporter										
Anchor/Reporter										
Anchor/Host										
Videographer										
Video Editor										
Other positions not already accounted for										
Total	1	2	0	2	1	0	0	3	0	0

Comments

Question	Comment

No Comments for this section