

## Grantee Information

ID	1857
Grantee Name	South Dakota Public Television
City	Vermillion
State	SD
Licensee Type	State

## 1.1 Employment of Full-Time Television and Joint Employees

Jump to question: 1.1 ▼

Please enter the number of FULL-TIME TELEVISION and JOINT 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 Television and Joint 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 - TV Only							0
Officials - 1000 - Joint					6		6
Managers - 2000 - TV Only							0
Managers - 2000 - Joint					1		1
Professionals - 3000 - TV Only							0
Professionals - 3000 - Joint					20		20
Technicians - 4000 - TV Only							0
Technicians - 4000 - Joint					2		2
Sales Workers - 4500 - TV Only							0
Sales Workers - 4500 - Joint							0
Office and Clerical - 5100 - TV Only							0
Office and Clerical - 5100 - Joint					1		1
Craftpersons (Skilled) - 5200 - TV Only							0
Craftpersons (Skilled) - 5200 - Joint							0
Operatives (Semi-Skilled) - 5300 - TV Only							0
Operatives (Semi-Skilled) - 5300 - Joint							0
Laborers (Unskilled) - 5400 - TV Only							0
Laborers (Unskilled) - 5400 - Joint							0
Service Workers - 5500 - TV Only							0
Service Workers - 5500 - Joint							0
<b>Total</b>	0	0	0	0	30	0	30

## 1.1 Employment of Full-Time Television and Joint 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 - TV Only							0
Officials - 1000 - Joint					4		4
Managers - 2000 - TV Only							0
Managers - 2000 - Joint					4		4
Professionals - 3000 - TV Only							0
Professionals - 3000 - Joint	0	1	1	0	20	1	23
Technicians - 4000 - TV Only					1		1
Technicians - 4000 - Joint					13		13
Sales Workers - 4500 - TV Only							0
Sales Workers - 4500 - Joint							0
Office and Clerical - 5100 - TV Only							0
Office and Clerical - 5100 - Joint							0

Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - Joint	<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 - TV Only	<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 - Joint	<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 - TV Only	<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 - Joint	<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 - TV Only	<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 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="42"/>	<input type="text" value="1"/>	<input type="text" value="45"/>

## 1.1 Employment of Full-Time Television and Joint Employees

Jump to question: **1.1** ▼

## Major Job Category / Job Code

## Persons with Disabilities

Officials - 1000 - TV Only	<input type="text"/>
Officials - 1000 - Joint	<input type="text"/>
Managers - 2000 - TV Only	<input type="text"/>
Managers - 2000 - Joint	<input type="text"/>
Professionals - 3000 - TV Only	<input type="text"/>
Professionals - 3000 - Joint	<input type="text"/>
Technicians - 4000 - TV Only	<input type="text"/>
Technicians - 4000 - Joint	<input type="text"/>
Sales Workers - 4500 - TV Only	<input type="text"/>
Sales Workers - 4500 - Joint	<input type="text"/>
Office and Clerical - 5100 - TV Only	<input type="text"/>
Office and Clerical - 5100 - Joint	<input type="text"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>
Service Workers - 5500 - TV Only	<input type="text"/>
Service Workers - 5500 - Joint	<input type="text"/>
<b>Total</b>	<input type="text" value="0"/>

## 1.1 Employment of Full-Time Television and Joint Employees

Jump to question: **1.1** ▼

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

## 1.2 Major Programming Decision Makers

Jump to question: **1.2** ▼

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

## 1.2 Major Programming Decision Makers

Jump to question: **1.2** ▼

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="4"/>
Male Major Programming Decision Makers	<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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="6"/>

## 1.2 Major Programming Decision Makers

Jump to question: **1.2** ▼

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

## 1.3 Employment of Part-Time Television and Joint Employees

Jump to question: **1.3** ▼

Please enter the number of PART-TIME employees, both TV-only and Joint, 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 Television and Joint Employees

Jump to question: **1.3** ▼

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="5"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="5"/>

1.3 Employment of Part-Time Television and Joint Employees

Jump to question: 1.3

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" 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" value="4"/>	<input type="text"/>	<input type="text" value="4"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="5"/>

1.3 Employment of Part-Time Television and Joint 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" value="1"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<input type="text" value="9"/>
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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="11"/>

## 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

- None ☐
- Development Activities ☒
- Legal Services ☒
- Human Resources Services ☒
- Accounting/Payroll Services ☒
- Computer Operations ☒
- Engineering ☒

## Comments

Question Comment

No Comments for this section

## 2.1 Corporate Management

Jump to question: [2.1](#)

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a> - TV Only	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Executive Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="146,708"/>	<input type="text" value="24"/>
<a href="#">Chief Operations Officer</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="91,133"/>	<input type="text" value="5"/>
<a href="#">Chief Financial Officer</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="115,500"/>	<input type="text" value="2"/>
<a href="#">Chief Digital Media Operations</a> - TV Only	<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](#)

<a href="#">Publicity, Program Promotion Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Communication and Public Relations, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="88,707"/>	<input type="text" value="19"/>
<a href="#">Head of Audience</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Head of Audience - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Social Media Specialist / Manager</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Social Media Specialist / Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 2.2 Communication and Promotions

Jump to question: [2.2](#)

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

Marketing Manager, Creative Design Manager, &amp; Public Relations Manager

## 2.3 Programming and Productions

Jump to question: [2.3](#)

<a href="#">Programming Director</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u> - TV Only	<input type="text" value="2.00"/>	\$ <input type="text" value="82,727"/>	<input type="text" value="24"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text" value="23.00"/>	\$ <input type="text" value="53,907"/>	<input type="text" value="7"/>
<u>Director -(Television Production ONLY)</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="61,512"/>	<input type="text" value="40"/>
<u>Digital Content Director</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="57,806"/>	<input type="text" value="5"/>
<u>Digital Project Manager</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Project Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Managing Director, Audience Engagement</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 2.3 Programming and Productions

Jump to question: **2.3** ▼

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

## 2.4 Development and Fundraising

Jump to question: **2.4** ▼

<u>Development, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="123,871"/>	<input type="text" value="12"/>
<u>Member Services, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="67,095"/>	<input type="text" value="5"/>
<u>Membership Fundraising, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="72,592"/>	<input type="text" value="3"/>
<u>Major Giving Fundraising Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="76,960"/>	<input type="text" value="4"/>
<u>On-Air Fundraising, Chief</u> - TV Only	<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> - TV Only	<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

Major Giving Support

## 2.5 Underwriting and Grant Solicitation

Jump to question: **2.5** ▼

<u>Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="135,304"/>	<input type="text" value="4"/>
<u>Corporate Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="62,772"/>	<input type="text" value="3"/>
<u>Foundation Underwriting, Chief</u> - TV Only	<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> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 2.5 Underwriting and Grant Solicitation

Jump to question: **2.5** ▼

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

## 2.6 Broadcast Engineering and Information Technology

Jump to question: **2.6** ▼

<u>Operations and Engineering, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="122,309"/>	<input type="text" value="26"/>
<u>Engineering Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="103,318"/>	<input type="text" value="47"/>
<u>Broadcast Engineer 1</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text" value="5.00"/>	\$ <input type="text" value="80,706"/>	<input type="text" value="14"/>
<u>Production Engineer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text" value="6.00"/>	\$ <input type="text" value="79,755"/>	<input type="text" value="16"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u> - TV Only	<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"/>
<a href="#">Technical Operations, Chief</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="86,368"/>	<input type="text" value="8"/>
<a href="#">Information Technology, Director</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Web Administrator/Web Master</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="82,752"/>	<input type="text" value="31"/>

## 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

Broadcast Operators

## 2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#) ▼

<a href="#">News / Current Affairs Director</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Announcer / On-Air Talent</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Reporter</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Cinema / Videographer</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Video Film Editor</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Unit / Studio Supervisor</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Public Information Assistant</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Supervisor</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Director of Continuity / Traffic</a> - TV Only	<input type="text" value="1.00"/>	\$ <input type="text" value="53,829"/>	<input type="text" value="29"/>
Director of Continuity / Traffic - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="57,524"/>	<input type="text" value="18"/>

## 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](#) ▼

<a href="#">Education, Chief</a> - TV Only	<input type="text" value="1.00"/>	\$ <input type="text" value="75,627"/>	<input type="text" value="20"/>
Education, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="75,991"/>	<input type="text" value="3"/>
<a href="#">Instructional Services Director</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Parent / Pre-School Coordinator</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Volunteer Coordinator</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Events Coordinator</a> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="59,844"/>	<input type="text" value="2"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="64.00"/>	<input type="text" value="2,114,617"/>	<input type="text" value="371"/>

## 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)

## 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](#) ▼

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

3.1 Governing Board Method of Selection

Other (please specify below)

Jump to question: 3.1

3.1 Governing Board Method of Selection

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

Jump to question: 3.1

3.2 Governing Board Members

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.

Jump to question: 3.2

3.2 Governing Board Members

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

Jump to question: 3.2

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					4		4
Male Board Members					4		4
Total	0	0	0	0	8	0	8

3.2 Governing Board Members

Number of Vacant Positions

Jump to question: 3.2

3.2 Governing Board Members

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

Jump to question: 3.2

3.2 Governing Board Members

Number of Board Members with disabilities

Jump to question: 3.2

Comments

Question

Comment

No Comments for this section

4.1 Local Community Outreach

Jump to question: 4.1

In what local community outreach or educational activities has your station been involved this year that supports unserved or underserved audiences? Please describe in detail: outcomes, audience served, community response.

Presentations and Education Booths: SDPB's Education Department presented many professional development workshops at education conferences, in-services and family events across South Dakota to reach families, childcare providers, and PreK-12 educators. Education Specialists shared free resources and activities with families at a number of back-to-school, kindergarten transition, and family nights at schools. Children participated in activities and families and teachers learned about educational programs, games, and resources available at no cost. SDPB was invited back to the same schools several times and contacted by new schools that heard from their colleagues that teachers, families, and children benefitted from the learning activities and resources. One way SDPB engaged with professionals working with children was to give workshop presentations and host exhibitor booths at conferences across the state. Some examples include the SD Library Association Annual Conference, Avera Child Care Professionals Conference, Community Response to Child Abuse Conference, Lakota Nations Education Conference, STEM Education Conference, Statewide Homeschool Conference, Kindergarten Academy, and the SD Early Childhood Education Annual Conference. SDPB was invited to be a keynote speaker at the SD Early Childhood Education Annual Conference, which is co-sponsored by the SD Head Start Association and the SD Association for the Education of Young Children and has around 250 attendees. SDPB Education Specialists also gave three breakout workshops to share details of resources available for use with young children and hosted an exhibitor table with even more examples of lessons and activities available to the participants. As a special treat, several PBS Kids and SDPB characters visited and took photos with attendees. SDPB provided training for staff and families in the SD foster care system, sharing specialized resources on South Dakota Native American culture and history and a series from Sesame Street for addressing difficult topics such as handling trauma and violence, understanding parental addiction and incarceration, building family bonds, and others. The presentations were recorded and will be offered to future foster families and workers as needed. Science Demonstrations: SDPB offered many "Science Steve" events across South Dakota for families/children/educators to get them excited about science. Education Specialist Steven Rokusek (AKA Science Steve) uses humor, watermelons, and flying toilet paper to bring dry theorems and scientific laws to life. Demonstrations were held at conferences, events, and schools across the state. Throughout the year, thousands of South Dakota children, parents, and educators renew their wonder and interest in science by attending a Science Steve demonstration, and he continues to receive requests for his shows at new venues and for repeat appearances. Family and Community Events: SDPB provided children's activities and shared educational information at family-oriented events throughout the year. In a long-standing tradition, we partnered with the public library and parks and recreation department in Aberdeen, SD, at the Storybook Land Festival, which celebrates reading, play, and family. SDPB provided a children's activity and information to parents as around 700 people enjoyed a day at the park together. SDPB acted as a media sponsor and provided an activity and information table at the annual Youth and Family Services Kids Fair, which benefits services to children in the Black Hills region. Free tickets are provided to Head Start families and others in need, and the public can attend for a small fee. Over 8000 people attended the event, with about 30% being children. At the SDPB booth, children made animal tracks and learned about South Dakota animals while parents collected ideas for playing and learning with their children. Poetry Out Loud Contest: Each year during February, we assist the SD Arts Council with the Poetry Out Loud Contest, a poetry memorization and recitation contest for high school students. We receive the entries and aggregate them onto one website for the judges. Digital Educational Resources: Teachers and parents from across South Dakota have registered for two free electronic newsletters from SDPB education staff, which give them information about what is coming to SDPB in the next week that may be of use in the classroom or at home. Program descriptions, online activities, interactives, and other resources are provided. All resources are aligned with appropriate content standards and early learning guidelines. We have about 3000 subscribers to the Learn PreK-12 Newsletter, which is distributed via the State K12 Network to ensure teachers have easy access. The Links Early Learning Newsletter, focused on activities for children ages 2-5, has 1300 subscribers. PBS LearningMedia has over 8000 users subscribed through SDPB. SDPB creates and houses many educational resources, including videos, lesson plans, and activities for school and home use. The resources were placed on the SDPB website, YouTube, and on the national PBS LearningMedia website. Current updates include a series called "Create Your Own Dance Studio" which walks children through the process of safely creating a choreographed dance sequence in their own living room, child care site, or wherever they are. An addition to the popular "Dissection 101" collection on how to dissect flowers has been shared and utilized across the state and nation. Both resources aim to provide opportunities to rural and underserved populations who might have difficulty accessing these types of experiences in person.

4.2 Production Activity

Jump to question: 4.2

In what production activity has you station been involved that supports unserved or underserved audiences?

According to the most recent census data, South Dakota's population includes higher number of persons aged 65+, as well as a higher number of persons under 18 years of age compared to the national state averages. South Dakota is also home to nine American Indian Reservations, with Native American ethnicity making up 8.9% of our overall population. While these are our most obvious underserved audiences, the media landscape continues to evolve into more national commercial content, and away from local content, and the definition of unserved and underserved audiences in South Dakota continues to expand. With our population spread across a large geographic area, with very few urban centers, access to local arts and cultural experiences is limited for the majority of our residents. Our primary underserved audiences are our elderly and Native American populations. In FY23, SDPB Television served these specific demographics in several ways. SDPB provides live production and distribution services for our State's annual Tribal Relations Day at the State Capitol, including recording and distribution of ceremonies and recording of a day-long listening session involving state officials and tribal leaders. We also provide live broadcast of the annual State of the Tribes Address to the South Dakota Legislature. SDPB Television dedicates time to regular weekly series that directly address Native American issues. Native Report and Indian Country Today are Native-produced programs, with a Native host and native guests who discuss timely issues to the Native American community on and off our nine reservations. Additionally, we broadcast a

https://isis.cpb.org/Survey/Printing.aspx?sabssas=1&secnum=1000

7/12

news program produced by and for Native Americans – Indian Country Newscast with Aliyah Chavez. This program airs every weeknight on our main SDPB channel. SDPB provides assistance and live streaming services for the annual Lakota Nation Invitational, the largest Native American Basketball, Sports and Educational event in the nation. SDPB provided assistance and live streaming services for the annual All-Nations Football Championships, which highlights class 9A and 9B teams from reservation schools in South Dakota, North Dakota, and Nebraska. Our local weekly prime time medical call-in program, On Call, featured topics directly related to aging in most of its live episodes. The program regularly features topics on aging and the health-related issues. Questions are answered live on the air by a team of doctors with a variety of specialties. The program also regularly features individual topics which address the particular health issues of the Native American population. The program airs 144 times per year statewide in South Dakota and in parts of 5 border states. SDPB's monthly magazine program, Dakota Life, has featured many Native American-themed topics, along with a robust social media effort which includes the sharing of all stories through social media platforms. SDPB is the only broadcast outlet to provide complete coverage of the South Dakota Legislature, including broadcasts and webcasts of each House and Senate general session, live webcast of all press briefings, live broadcast of our Governor's Budget and State of the State Addresses, broadcast and live webcast of the Supreme Court Chief Justice's State of the Judiciary Address and the State of the Tribes Address by the State's Tribal Relations Secretary. Each spring, SDPB partners with the South Dakota Symphony Orchestra to produce and broadcast their annual Concert for Young People, their premiere educational program targeted to elementary students across the state. SDPB is the only broadcast outlet in the state to provide distribution of high school athletic competitions and Arts concerts, including complete live broadcasts of the South Dakota State High School Chorus & Orchestra Grand Concert, the State All-State Band and All-State Jazz band competitions, Football, Basketball, Volleyball, Wrestling, Track and Field, Soccer, Softball, Competitive Cheer & Dance and Gymnastics tournaments. Via our website we provide live tournament coverage of all SHHSAA-sanctioned sports and arts events, including the Fine Arts awards, Journalism, Debate, individual speech events, golf, tennis, and cross country. We also provide unique content with the State High School Rodeo competition broadcasts.

4.3 Program Content in Other Languages

Jump to question: 4.3

Do you provide program content in languages other than English? If so, please list your services in this area

Yes. We air locally produced episodes of Berenstain Bears in Lakota language. The 15-minute episodes air one Saturday morning a month and were produced in cooperation with the authors and producers of Berenstain Bears. In the 2022 election cycle, we provided live simulcast Spanish language translation of the candidate forums (debates) for those running for U.S. Senate, U.S. House, Attorney General, and Public Utilities Commission.

4.4 Governance Structure

Jump to question: 4.4

Please describe your station's governance structure. Please include information about your station's Board of Directors, Advisory Boards or Panels, Community Boards or Panels, and the Committee Structure under each of these entities. Your response should include but is not limited to:  
What are the direct and indirect reporting relationships?  
What committees are active and what is their function?  
Does your Board have an Audit and Finance Committee?  
What are the roles and responsibilities of these Boards, Panels and/or Committees? Etc.

SDPB is a State Network and resides in the Executive Branch of State government within the Bureau of Information and Telecommunications. Administrative oversight of SDPB is provided by the Commissioner of BIT. The Network's non-commercial radio and television licenses are held by the Educational Telecommunications Board which is also responsible for programming and policy oversight. The ET Board is comprised of 9 members: The Executive Director of SDPB, the Commissioner of BIT, the head of the Board of Regents and a representative from one of the private colleges. The remaining 5 seats are nominated by the Governor and approved by the legislature. No more than three of the 5 at-large seats may be from the same political party. Friends of SDPB is a separate 501c3 organization supporting the work of SDPB. Friends of SDPB is governed by a 21-member Board of Directors. The Friends Board provides oversight of membership, underwriting, grant, foundation gifts, bequests and other donated monies. The Friends Board has several committees including Development, Governance, Corporate Support and Finance.

4.5 Community Outreach

Jump to question: 4.5

CPB is interested in learning more about stations' significant activities planned for the upcoming year - both broadcast and beyond broadcast. What types of on-air programs and off-air activities are you planning in the upcoming year that will connect your station more closely with your community? What goals are you setting in conjunction with these initiatives, and how will you measure your success?

For the Fiscal Year ending in June 2024, South Dakota Public Broadcasting is organizing and/or participating in following activities: South Dakota is mostly rural. In small towns and communities, high school sports are the linchpin of community pride and a major source of community entertainment. SDPB covers some 30 championship events each year, in partnership with the South Dakota High School Activities Association, via Television and/or Online. In the 2023-2024 school year we broadcast events that take place in Spearfish, Mitchell, Aberdeen, Brookings, Rapid City, Sioux Falls, Brandon, Harrisburg, Vermillion, Watertown, and Yankton. SDPB TV's signature magazine lifestyle program "Dakota Life" highlights 9 communities each season with features on people and places throughout South Dakota. Staff meets with community members and leaders to discuss the community's strengths and how they are addressing weaknesses. The program is produced, and prior to broadcast a local screening is held at the featured community. Success is measured by attendance at screenings, program viewership-both on-air and online. New episodes are broadcast multiple times per month, and typically premiere on the second Thursday of the month. The communities featured in the season airing 2023-2024 are Hill City, Onida, Union Center, Madison, Wagner, Fort Thompson, Timber Lake, Beresford, and Webster. South Dakota is a very large state, and our capital city, Pierre, is distant from population centers. We make the South Dakota Legislature accessible statewide despite, citizens' location, economic status and weather challenges. SDPB is the only statewide media on hand throughout the session (January-March). Our coverage includes daily podcasts about legislative activities. SDPB's app called SDnet, the South Dakota Network, offers live coverage (audio & video) of legislative committees during the 3-month legislative session, and year-round coverage of boards and commissions. Our coverage through this variety of media allows citizens across the state access to state government that they would not otherwise have without attending in person. Impact is determined by number of app downloads, number of minutes listened to, and the number of files accessed. SDPB offers dozens of musical performances to viewers around the state in partnership with Levitt Shell, which offers over 50 free concerts in Sioux Falls. SDPB hosts many performers on In The Moment prior to their show the day of concert, and we live stream the majority of concerts. Audience impact is measured by ratings and online viewership. SDPB in conjunction with the Friends of SDPB will also double down on music across the state through our Prairie Songs concerts. This three-concert series will feature local South Dakota musicians live on stage, further sharing some of the unique people, sounds, and experiences that makes South Dakota special. SDPB live streams concerts performed by the South Dakota Symphony Orchestra. A number of those concerts are later offered on SDPB-TV, and segments on In The Moment. SDPB continues to bring in audiences for live performances on our featured show, Jazz Nightly. These happen in communities all over South Dakota, providing opportunities for all to experience the show and the musical talents of local jazz musicians statewide. As we have done for 19 years, SDPB sponsored the South Dakota Festival of Books. In September 2023, SDPB teamed with the SD Humanities Council to present top authors on our local radio program In The Moment. SDPB sets up a booth and interacts with attendees offering information about programs and resources available. Attendance for the festival is approximately 5,500. SDPB is one of the recipients of The American Buffalo documentary grant and will connect with Native American communities throughout the state through a series of events and locally produced content on the buffalo in South Dakota. Our goal will be to work with tribal entities and local organizations, such as Mahpiya Luta School to create an overarching experience that involves screenings, community involvement, panel discussions, and more around this topic over the course of the rest of the 2023 calendar year. For Education, our overall goal for the education department is to be known as a trusted source of educational resources for parents, caregivers, and educators in South Dakota. Our efforts in FY 24 include creating and utilizing educational resources based on content standards and early learning guidelines and of interest to South Dakotans, curating those resources for use with children and students, and doing outreach so that folks know how to access and deliver those activities and lessons. The education team has a full schedule of outreach, resource dissemination, and professional development for FY 2024. We do this digitally via a robust and carefully designed education website with sections for early learning and K12 learning and two weekly e-newsletters. Both newsletters are full of easily accessed, timely, developmentally appropriate activities, lessons, and information. Learn, the PreK-12 newsletter, focuses on resources for teachers but includes information that can be used by parents and childcare providers. The Early Learning Links newsletter focuses on learning activities for children before kindergarten and includes many ideas appropriate for the home. Our team uses these digital tools to maintain contact with the people we meet at in-person events and to help expand their access and usage of our educational resources. We track the number of subscribers, open rates, and click-through rates to measure success. South Dakota is one of a few states that does not have a publicly funded preschool program, which is why our Early Learning Initiative has remained an important focus and a major contributor to the early childhood field in SD. SDPB early learning specialists spread the word about high-quality, free resources for childcare providers and parents who are often left on their own to provide learning experiences for the youngest learners. One major project is our Early Learning Spaces pilot in Belle Fourche, SD. This town in the Black Hills is in a childcare desert, where there is very little access to quality care and education for young children. SDPB is working with organizations and businesses to create learning opportunities where busy families spend their time, such as laundromats, grocery stores, clinics, etc. If these spaces are successful, SDPB will work with other communities in SD to create learning spaces for their children. I In FY23 SDPB's core social media platforms (Facebook, X/Twitter, Instagram) reached over 18 million total users which in turn generated over 1.3-million engagements and 6.8 million video views of SDPB's digital shorts in that time period. Additionally, a renewed focus on SDPB's YouTube platform saw that site generate 38 million impressions which led to just under 3.2 million views of SDPB's live, long and short-form content on that platform, an increase of 16% over FY22. Through SDPB's Dakota Life programming, staff carefully selects nine communities from distinct regions of South Dakota to ensure that we represent our diverse communities, landscapes, traditions, and industries. Community Conversations take place in each town at a popular gathering spot, and we invite SDPB members and the entirety of the area to attend to enjoy a refreshment, learn more about SDPB, and pitch their story ideas. Conversations lead to story development and additional visits to hold interviews, capture video and further engage. While the stories could go directly to air, the Dakota Life team goes one step further and premieres the episode in the selected community first. Premieres are hosted in movie theaters to community centers throughout the state, and the featured communities get to see their stories played out before anyone else. On av

Comments

Question Comment

No Comments for this section



5.1 Journalists

Jump to question: 5.1

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

5.1 Journalists

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	
News Director	3		0	2	1					
Assistant News Director										
Managing Editor										
Senior Editor										
Editor	1		2	2	1					
Executive Producer	2		3	5						
Senior Producer	2			0	2					
Producer	10	2		8	4			1		
Associate Producer										
Reporter/Producer			1		1					
Host/Reporter	2	2	3	4	3	1	1			
Reporter			1	1						
Beat Reporter	3	0		3						
Anchor/Reporter										
Anchor/Host										
Videographer	2		1	2	1					
Video Editor										
Other positions not already accounted for	1		3	1	3					
Total	26	4	14	28	16	1	1	1	0	

Comments

Question Comment

No Comments for this section

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

Jump to question: 6.1

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

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

Jump to question: 6.1

- Check all that apply
- Grove ☒
  - Bento ☒
  - WordPress ☐
  - Drupal ☐
  - None ☐

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

Jump to question: 6.1

Other

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

Jump to question: 6.2

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

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

Jump to question: 6.2

- Check all that apply
- CDP ☐
  - Salesforce ☐
  - Blackbaud ☐
  - Carl Bloom ☒
  - Roi Solutions ☐
  - Adobe ☐
  - Allegiance ☒
  - None ☐

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

Jump to question: 6.2

Other

Hubspot

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

Jump to question: 6.3

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

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

Jump to question: 6.3

Check all that apply

Mailchimp

☐

Constant Contact

☒

GoDaddy

☐

SendGrid

☐

None

☐

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

Jump to question: 6.3

Other

6.4 Which Marketing Automation Platform is your station using?

Jump to question: 6.4

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

6.4 Which Marketing Automation Platform is your station using?

Jump to question: 6.4

Check all that apply

Mailchimp Marketing Platform

☐

Hubspot Marketing Hub

☐

Adobe

☐

None

☒

6.4 Which Marketing Automation Platform is your station using?

Jump to question: 6.4

Other

Comments

Question Comment

No Comments for this section

7.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}?

Jump to question: 7.1

Yes

☒

No

☐

7.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}?

Jump to question: 7.1

If no, why not?

7.2 How many CAP messages did your station release in FY{{FY}}? (Available from CAP log from your encoder(s))

Jump to question: 7.2

4

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

Jump to question: 7.3

Yes

☐

No

☒

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

Jump to question: 7.3

If no, why not?

SDPB only has a single encoder in the master control alerting all National and Statewide alerts all 9 TV Broadcast Stations. There are different barriers to becoming compliant including dependable internet at each Broadcast transmitter site and funding for IT-Based Microwave STL.

7.4 Please describe your internal policy and threshold for pass-through of EAS messages, including how your system checks for CAP-compliant alerts.

Jump to question: 7.4

SDPB's one-to-many architecture best supports statewide alerts without the ability to transmit localized alerts to specific TV markets. SDPB-TV 1 DASDEC DAS3 installed in our 24/7/365 staffed master control. Originate state-level Amber, Blue Silver, and Civil. & pass through National Alerts. Triggered CAP polling values are set to 10-Sec.

7.5 Please describe the relationship between your station and local emergency management agency.

Jump to question: 7.5

SDPB is active in the State's Emergency Continuity of Operations plan. SDPB is the designated EAS State Relay and LP1 for all state regions. SDPB is the authorized EAS originator of Amber, Blue, and Civil Alerts issued by the SD. Governor's Office, Emergency Operations Center, and DCI.

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

Jump to question: **7.6** ▼

Yes

☐

No

☒

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

Jump to question: **7.6** ▼

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

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

Jump to question: **7.7** ▼

Yes

☐

No

☐

Somewhat

☒

Unsure

☐

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

Jump to question: **7.7** ▼

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

Barriers include dependable internet at each broadcast transmitter site and funding for IP based Microwave STL.

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

Jump to question: **7.8** ▼

	Call letters	Location	Model	Firmware Version	Make	Connected
1	Master Contro	Studio	DAS3	5	DASDEC	Yes
2	KUSD					
3	KCSD					
4	KESD					
5	KDSD					
6	KTSD					
7	KQSD					
8	KZSD					
9	KBHE					
10	KPSD					
11						
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33	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
34	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
35	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
36	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
37	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
38	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
39	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
40	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
42	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
43	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
45	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
47	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
49	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

Question    Comment

Currently, SDPB's architecture best supports statewide alerts, without the ability to transmit localized alerts into specific markets.

SDPB has a single DASDEC 3 encoder in the Master control that alerts the National and Statewide alerts to all 11 FM Broadcast Stations.