

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 1. EmploymentCurrent Grantee View:
KABU-FMChange Grantee: [Change Grantee](#) ▼

Employment

[This Page](#)[Entire Survey](#)

Change Section: 1. Employment ▼

Show all data for: 2024 ▼

[Instruction Guide](#)

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.

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				0
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	0	0	0

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			1				1
Managers - 2000							0
Professionals - 3000							0
Technicians - 4000			1				1
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	2	0	0	0	2

Major Job Category /
Job Code /
Joint Employee

- 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

Persons with Disabilities

0

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 ▼

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.

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

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

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

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
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
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	0	0	0

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				0
Professionals - 3000							0
Technicians - 4000			1				1
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi-skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	1	0	0	0	1

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	
Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	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?

Number working less than 15 hours per week	
Number working 15 or more hours per week	1

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.)

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

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					0
Total	0	0	0	0	0

1.6 Full-Time and Part-Time Job Openings

Jump to question: 1.6 ▼

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

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?

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

Have you completed this Section? Yes No

Back

Cancel

Next

JOHN CHASKE

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 2. Average Salary

Current Grantee View:
KABU-FM

Change Grantee: [Change Grantee](#) ▼

Average Salary

[This Page](#) [Entire Survey](#)

Change Section: 2. Average Salary



Show all data for: 2024 ▼

[Instruction Guide](#)

2.1 Corporate Management

Jump to question: [2.1](#) ▼

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	\$ 82,480	20
Chief Executive Officer - Joint		\$	
Chief Operations Officer	1.00	\$ 21,150	23
Chief Operations Officer - Joint		\$	
Chief Financial Officer		\$	
Chief Financial Officer - Joint		\$	
Chief Digital Media Operations		\$	
Chief Digital Media Operations - Joint		\$	

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		\$	
Head of Audience		\$	
Head of Audience - Joint		\$	
Social Media Specialist / Manager		\$	
Social Media Specialist / Manager - Joint		\$	

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

2.3 Programming and Productions

Jump to question: 2.3 ▼

<u>Programming Director</u>		\$	
Programming Director - Joint		\$	
<u>Production, Chief</u>		\$	
Production, Chief - Joint		\$	
<u>Executive Producer</u>		\$	
Executive Producer - Joint		\$	
<u>Producer</u>		\$	
Producer - Joint		\$	
<u>Digital Content Director</u>		\$	
Digital Content Director - Joint		\$	
<u>Digital Project Manager</u>		\$	
Digital Project Manager - Joint		\$	
<u>Managing Director, Audience Engagement</u>		\$	
Managing Director, Audience Engagement - Joint		\$	

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>		\$	
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>		\$	
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>		\$	
Membership Fundraising, Chief - Joint		\$	
<u>Major Giving Fundraising Chief</u>		\$	
Major Giving Fundraising Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	

<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	

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

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5 ▼

<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>		\$	
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$	
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$	
Government Grants Solicitation, Chief - Joint		\$	

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>		\$	
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>		\$	
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$	
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Information Technology, Director</u>		\$	

Information Technology, Director - Joint		\$	
Web Administrator/Web Master		\$	
Web Administrator/Web Master - Joint		\$	

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 ▼

<u>News / Current Affairs Director</u>		\$	
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>		\$	
<u>Music Librarian/Programmer</u>		\$	
<u>Announcer / On-Air Talent</u>		\$	
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>		\$	
Reporter - Joint		\$	
<u>Public Information Assistant</u>		\$	
Public Information Assistant - Joint		\$	
<u>Broadcast Supervisor</u>		\$	
Broadcast Supervisor - Joint		\$	
<u>Director of Continuity / Traffic</u>		\$	
Director of Continuity / Traffic - Joint		\$	

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

2.8 Education and Community Engagement

Jump to question: 2.8 ▼

<u>Education, Chief</u>		\$	
Education, Chief - Joint		\$	
<u>Volunteer Coordinator</u>		\$	
Volunteer Coordinator - Joint		\$	
<u>Events Coordinator</u>		\$	
Events Coordinator - Joint		\$	

Section 2. Average Salary Totals

2.00

\$ 103,630

43

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

Have you completed this Section? ☐ Yes ☐ No

Back

Cancel

Next

JOHN CHASKE

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 3. Governing Board

Current Grantee View:
KABU-FM

Change Grantee: [Change Grantee](#) ▼

Governing Board

[This Page](#) [Entire Survey](#)

Change Section: 3. Governing Board ▼

Show all data for: 2024 ▼

[Instruction Guide](#)

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:

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

Appointed by government legislative body (including school board) or other government official (e.g. governor)

Elected by community/membership

Other (please specify below)

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

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

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.

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

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	0	0	0	0	0	0	0
Male Board Members	0	0	4	0	0	0	4
Total	0	0	4	0	0	0	4

Number of Vacant Positions

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

Number of Board Members with disabilities

Have you completed this Section? Yes No

Back

Cancel

Next

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 4. Community Outreach ActivitiesCurrent Grantee View:
KABU-FMChange Grantee: [Change Grantee](#) ▼

Community Outreach Activities

[This Page](#) [Entire Survey](#)

Change Section: 4. Community Outreach Activities ▼

[Instruction Guide](#)

Show all data for: 2024 ▼

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?

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

Have you completed this Section? Yes No

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 4. Community Outreach Activities

Current Grantee View:

KABU-FMChange Grantee: [Change Grantee](#) ▼

Community Outreach Activities

[This Page](#)[Entire Survey](#)

Change Section: 4. Community Outreach Activities ▼

[Instruction Guide](#)

Show all data for: 2024 ▼

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?

	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?	No
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?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Host community events (e.g. benefit concerts, neighborhood festivals)?	No
Did the community events have a specific, formal component designed to be of special service to the educational community?	No
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Provide locally created content for your own or another community-based computer network/web site?	No
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	No
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?	No
Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?	No
Did the partnership have a specific, formal component designed to be of special service to the educational community?	No
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No

Have you completed this Section?

Yes

No

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 4. Community Outreach ActivitiesCurrent Grantee View:
KABU-FMChange Grantee: [Change Grantee](#) ▼

Community Outreach Activities

[This Page](#) [Entire Survey](#)

Change Section: 4. Community Outreach Activities ▼

[Instruction Guide](#)

Show all data for: 2024 ▼

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?

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

Have you completed this Section? Yes No

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 6. Local Content and Services ReportCurrent Grantee View:
KABU-FMChange Grantee: [Change Grantee](#) ▼

Local Content and Services Report

[This Page](#) [Entire Survey](#)

Change Section: 6. Local Content and Services Report ▼

[Instruction Guide](#)

Show all data for: 2024 ▼

6.1 Telling Public Radio's Story

Jump to question: 6.1 ▼

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2024. 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 2024 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.

KABU continues to negotiate with Spirit Lake reservation entities for financial support for additional radio staff positions. KABU is at an all time low in staffing for announcers, recording/editing equipment and positions and a public relations staff member needed to encourage tribal program participation. The Spirit Lake Tribal Government has agreed to assist KABU financially with a stipulation that the finances for a grant would be processed through the Tribal Finance Office; We look forward to FY 2025 for a productive year for tribal radio.

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 Spirit Lake Tribal Health special diabetes project in addition to their weekly on-air show has been encouraging other Health programs participation in radio, the Four Winds Elementary School adding to their weekly Language Program, a weekly call-in show that promotes the students achievements and sports events. Discussion are taking place with the Spirit Lake Employment Assistance program to recruit their clients for radio.

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.

KABUs main goal is to remain on air broadcasting the availability of services that are in need at the grass roots community level, the Native population relies on this information taking advantage of the critical health, education and employment services and opportunities that are available. Spirit Lake Health Special Diabetes Project weekly air time show presents a variety of topics and health related programs that the community can connect with to help them address and cope with the severe health issues that is caused by alcoholism and drug abuse.

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 2024, and any plans you have made to meet the needs of these audiences during Fiscal Year 2025. If you regularly broadcast in a language other than English, please note the language broadcast.

Four Winds Language Program student participation informing the community that the Elementary School is making efforts to preserve our Dakota Language has created much interest from the elder community population., The School Language Director has on-air discussions on alternatives to preserving Language/Culture. We have had open discussion regarding efforts to reforming our tribe's constitution & bylaws to include a Dakota Sioux traditional social structure.

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?

Spirit Lake communities and surrounding Native population would be at a great communication loss.

Have you completed this Section? Yes No

Back

Cancel

Next

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 5. Radio Programming and ProductionCurrent Grantee View:
KABU-FMChange Grantee: [Change Grantee](#) ▼

Radio Programming and Production

[This Page](#) [Entire Survey](#)

Change Section: 5. Radio Programming and Production ▼

[Instruction Guide](#)

Show all data for: 2024 ▼

5.1 Radio Programming and Production

Jump to question: 5.1 ▼

Instructions and Definitions:

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.)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)		3,405	3,405
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)		750	750
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)		2,100	2,100
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
All Other (incl. sports and religious — Do NOT include fundraising)		315	315
Total	0	6,570	6,570

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

Have you completed this Section?

Yes

No

[Back](#)[Cancel](#)[Next](#)

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 6. Local Content and Services ReportCurrent Grantee View:
KABU-FMChange Grantee: [Change Grantee](#) ▼

Local Content and Services Report

[This Page](#) [Entire Survey](#)

Change Section: 6. Local Content and Services Report ▼

[Instruction Guide](#)

Show all data for: 2024 ▼

6.1 Telling Public Radio's Story

Jump to question: 6.1 ▼

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2024. 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 2024 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.

KABU continues to negotiate with Spirit Lake reservation entities for financial support for additional radio staff positions. KABU is at an all time low in staffing for announcers, recording/editing equipment and positions and a public relations staff member needed to encourage tribal program participation. The Spirit Lake Tribal Government has agreed to assist KABU financially with a stipulation that the finances for a grant would be processed through the Tribal Finance Office; We look forward to FY 2025 for a productive year for tribal radio.

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 Spirit Lake Tribal Health special diabetes project in addition to their weekly on-air show has been encouraging other Health programs participation in radio, the Four Winds Elementary School adding to their weekly Language Program, a weekly call-in show that promotes the students achievements and sports events. Discussion are taking place with the Spirit Lake Employment Assistance program to recruit their clients for radio.

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.

KABUs main goal is to remain on air broadcasting the availability of services that are in need at the grass roots community level, the Native population relies on this information taking advantage of the critical health, education and employment services and opportunities that are available. Spirit Lake Health Special Diabetes Project weekly air time show presents a variety of topics and health related programs that the community can connect with to help them address and cope with the severe health issues that is caused by alcoholism and drug abuse.

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 2024, and any plans you have made to meet the needs of these audiences during Fiscal Year 2025. If you regularly broadcast in a language other than English, please note the language broadcast.

Four Winds Language Program student participation informing the community that the Elementary School is making efforts to preserve our Dakota Language has created much interest from the elder community population., The School Language Director has on-air discussions on alternatives to preserving Language/Culture. We have had open discussion regarding efforts to reforming our tribe's constitution & bylaws to include a Dakota Sioux traditional social structure.

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?

Spirit Lake communities and surrounding Native population would be at a great communication loss.

Have you completed this Section?

Yes

No

Back

Cancel

Next

JOHN CHASKE

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 7. Journalists

Current Grantee View:

KABU-FM

Change Grantee: [Change Grantee](#) ▼

Journalists

[This Page](#)

[Entire Survey](#)

Change Section: 7. Journalists

Show all data for: 2024 ▼

[Instruction Guide](#)

7.1 Journalists

[Jump to question](#) 7.1 ▼

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

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

Have you completed this Section?

Yes

No

[Back](#)

[Cancel](#)

[Next](#)

JOHN CHASKE

[Financial Reporting](#)[Legal Forms](#)[Grant Payments](#)[Grantee Profile](#)[SAS-Radio](#) \ 8. Digital PlatformsCurrent Grantee View:
KABU-FMChange Grantee: [Change Grantee](#) ▼

Digital Platforms

Change Section: 8. Digital Platforms ▼

Show all data for: 2024 ▼

[This Page](#)[Entire Survey](#)[Instruction Guide](#)

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

Jump to question: 8.1 ▼

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

Check all that apply

☐ Grove☐ Bento☐ WordPress☐ Drupal☐ None☐ Other

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

Jump to question: 8.2 ▼

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.

Check all that apply

☐ CDP☐ Salesforce☐ Blackbaud☐ Carl Bloom☐ Roi Solutions☐ Adobe

Allegiance

None

Other

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

Jump to question: 8.3 ▼

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

Check all that apply

Mailchimp

Constant Contact

GoDaddy

SendGrid

None

Other

North Dakota Telephone Company
Devils Lake, North Dakota

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4 ▼

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.

Check all that apply

Mailchimp Marketing Platform

Hubspot Marketing Hub

Adobe

None

Other

JOHN CHASKE

[Financial Reporting](#)

[Legal Forms](#)

[Grant Payments](#)

[Grantee Profile](#)

[SAS-Radio](#) \ 9. Next Generation Warning System

Current Grantee View:
KABU-FM

Change Grantee: [Change Grantee](#) ▼

Next Generation Warning System

[This Page](#) [Entire Survey](#)

Change Section: 9. Next Generation Warning System ▼

Show all data for: 2024 ▼

[Instruction Guide](#)

9.1 Did your station have the capability to relay CAP-compliant EAS alerts during your station's FY2024?

Jump to question: [9.1](#) ▼

Yes

No

If no, why not?

9.2 Please consult your EAS equipment log and enter the number of alerts during your station's FY2024. Include all required tests.

Jump to question: [9.2](#) ▼

Number of alerts received from the Emergency Alert System (EAS):

Number of EAS alerts relayed over the air:

9.3 Please select your internal procedure for relaying the following categories of EAS events that occurred during your station's FY2024 (examples in parentheses). If your policy varies by Event Code, please select "Varies/No policy" and provide further explanation.

Jump to question: [9.3](#) ▼

National alerts and tests (EAN, NPT, RMT, RWT)

[Automatic relay](#)

Non-Weather civil alerts (CAE, CDW, CEM, LAE, LEW, TOE)

[Automatic relay](#)

Non-Weather environment alerts (AVW, EQW, FRW, HMW, NUW, RHW)

[Automatic relay](#)

Non-Weather imminent danger alerts (EVI, SPW)

[Automatic relay](#)

Weather alerts (BZW, DSW, FFW, FLW, SVR, TOA, TOR, WSW)

[Automatic relay](#)

Further explanation (Optional)

9.4 Please describe the relationship between your station and local emergency management agency that occurred during your station's FY2024.

Jump to question: 9.4 ▼

KABU is aware of the local Tribal Government Emergency Management Agency, KABU has not been involved in or invited to participate.

9.5 For your primary transmitter only, please list the make and model of your EAS equipment as of the end of the 2024 calendar year.

Jump to question: 9.5 ▼

- Stations may have to list this info for separate transmitters

- Below is what your station entered last year, please review and make necessary edits

	Call letters	Model	Make
1	KABU	Sage 3644 ENDI	Sage
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			

24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			

9.6 (For State Networks, Duopolies, multiple transmitters) Does your station have separate EAS equipment located at each additional transmitter site allowing for geo-targeted, locally-relevant alerts as of the end of 2024 calendar year?

Jump to question: 9.6 ▼

Yes

No

N/A

Have you completed this Section?

Yes

No

Back

Cancel

Next