Grantee Information

ID	1401
Grantee Name	KWIT-FM
City	Sioux City
State	IA
Licensee Type	University

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ⌄

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

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ⌄

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000					2		2
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	2	0	2

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ⌄

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000							0
Managers - 2000					2		2
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	2	0	2

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1 ⌄

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	
Managers - 2000	2
Professionals - 3000	2
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	

Laborers (Unskilled) - 5400	
Service Workers - 5500	
Total	4

1.1 Employment of Full-Time Radio 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 ▾

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

1.2 Major Programming Decision Makers   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							0
Male Major Programming Decision Makers					2		2
Total	0	0	0	0	2	0	2

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ▾

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

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ▾

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

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ▾

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000							0
Managers - 2000							0
Professionals - 3000		1		1	2		4
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	1	0	1	2	0	4

1.3 Employment of Part-Time Radio Employees   Jump to question: 1.3 ▾

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?

1.4 Part-Time Employment   Jump to question: 1.4 ⌄

Number working less than 15 hours per week   6

1.4 Part-Time Employment   Jump to question: 1.4 ⌄

Number working 15 or more hours per week   2

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					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 occured, 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
Underwritting solicitation related activities	☐
Direct Mail	☐
Telemarketing	☐
Other development activities	☐
Legal services	☐
Human Resource services	☐
Accounting/Payroll	☐
Computer operations	☐
Website design	☐
Website content	☐

Broadcasting engineering	☐
Engineering	☑
Program director activities	☐
None of the above	☐

Comments

Question	Comment
No Comments for this section	

2.1 Corporate Management   Jump to question: [2.1 ▾]

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	$ 90,106	7
Chief Executive Officer - Joint		$	
Chief Operations Officer	1.00	$ 75,995	25
Chief Operations Officer - Joint		$	
Chief Financial Officer		$	
Chief Financial Officer - Joint		$	
Chief Digital Media Operations		$	
Chief Digital Media Operations - Joint		$	

2.1 Corporate Management   Jump to question: [2.1 ▾]

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

2.2 Communication and Promotions   Jump to question: [2.2 ▾]

Publicity, Program Promotion Chief		$	
Publicity, Program Promotion Chief - Joint		$	
Communication and Public Relations, Chief		$	
Communication and Public Relations, Chief - Joint		$	
Head of Audience		$	
Head of Audience - Joint		$	
Social Media Specialist / Manager		$	
Social Media Specialist / Manager - Joint		$	

2.2 Communication and Promotions   Jump to question: [2.2 ▾]

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

2.3 Programming and Productions   Jump to question: [2.3 ▾]

Programming Director		$	
Programming Director - Joint		$	
Production, Chief		$	
Production, Chief - Joint		$	
Executive Producer		$	
Executive Producer - Joint		$	
Producer		$	
Producer - Joint		$	
Digital Content Director		$	
Digital Content Director - Joint		$	
Digital Project Manager		$	
Digital Project Manager - Joint		$	
Managing Director, Audience Engagement		$	
Managing Director, Audience Engagement - Joint		$	

2.3 Programming and Productions   Jump to question: [2.3 ▾]

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

2.4 Development and Fundraising   Jump to question: [2.4 ▾]

Development, Chief		$	
Development, Chief - Joint		$	
Member Services, Chief		$	
Member Services, Chief - Joint		$	
Membership Fundraising, Chief		$	

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

2.4 Development and Fundraising   Jump to question: 2.4 ⌄

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

2.5 Underwritting and Grant Sollicitation   Jump to question: 2.5 ⌄

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

2.5 Underwritting and Grant Sollicitation   Jump to question: 2.5 ⌄

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

2.6 Broadcast Engineering and Information Technology   Jump to question: 2.6 ⌄

Operations and Engineering, Chief		$	
Operations and Engineering, Chief - Joint		$	
Engineering Chief		$	
Engineering Chief - Joint		$	
Broadcast Engineer 1		$	
Broadcast Engineer 1 - Joint		$	
Production Engineer		$	
Production Engineer - Joint		$	
Facilities, Satellite and Tower Maintenance, Chief		$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		$	
Technical Operations, Chief		$	
Technical Operations, Chief - Joint		$	
Information Technology, Director		$	
Information Technology, Director - Joint		$	
Web Administrator/Web Master		$	
Web Administrator/Web Master - Joint		$	

2.6 Broadcast Engineering and Information Technology   Jump to question: 2.6 ⌄

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

2.7 Journalists, Announcers, Broadcast and Traffic   Jump to question: 2.7 ⌄

News / Current Affairs Director		$	
News / Current Affairs Director - Joint		$	
Music Director		$	
Music Librarian/Programmer		$	
Announcer / On-Air Talent		$	
Announcer / On-Air Talent - Joint		$	
Reporter	2.00	$ 48,476	6
Reporter - Joint		$	
Public Information Assistant		$	
Public Information Assistant - Joint		$	
Broadcast Supervisor		$	
Broadcast Supervisor - Joint		$	
Director of Continuity / Traffic		$	

| Director of Continuity / Traffic - Joint | | $ | | | |

2.7 Journalists, Announcers, Broadcast and Traffic   Jump to question: 2.7 ⌄

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

2.8 Education and Community Engagement   Jump to question: 2.8 ⌄

Education, Chief		$			
Education, Chief - Joint		$			
Volunteer Coordinator		$			
Volunteer Coordinator - Joint		$			
Events Coordinator		$			
Events Coordinator - Joint		$			
Section 2. Average Salary Totals	4.00	$	214,577		38

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)   2

3.1 Governing Board Method of Selection   Jump to question: 3.1 ⌄

Appointed by government legislative body (including school board)
or other government official (e.g. governor)   0

3.1 Governing Board Method of Selection   Jump to question: 3.1 ⌄

Elected by community/membership   9

3.1 Governing Board Method of Selection   Jump to question: 3.1 ⌄

Other (please specify below)

3.1 Governing Board Method of Selection   Jump to question: 3.1 ⌄

3.1 Governing Board Method of Selection   Jump to question: 3.1 ⌄

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

3.1 Governing Board Method of Selection   Jump to question: 3.1 ⌄

Total number of board members (Automatic total of the above)   11

3.2 Governing Board Members   Jump to question: 3.2 ⌄

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

3.2 Governing Board Members   Jump to question: 3.2 ⌄

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

3.2 Governing Board Members   Jump to question: 3.2 ⌄

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	1	1			2		4
Male Board Members					7		7
Total	1	1	0	0	9	0	11

3.2 Governing Board Members   Jump to question: 3.2 ⌄

Number of Vacant Positions

3.2 Governing Board Members   Jump to question: 3.2 ⌄

Total Number of Board Members (Total should equal the total reported in Question 3.1.)   11

3.2 Governing Board Members   Jump to question: 3.2 ⌄

Number of Board Members with disabilities

Comments

Question	Comment

No Comments for this section

4.1 Community Outreach Activities   Jump to question: 4.1 ⌄

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

4.1 Community Outreach Activities

Jump to question: 4.1 ▾

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

Comments

Question	Comment
No Comments for this section	

5.1 Radio Programming and Production

Jump to question: 5.1 ▾

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1 ▾

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

5.1 Radio Programming and Production

Jump to question: 5.1 ▾

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)		1,092	1,092
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)		15	15
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)		88	88
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)			0
Total	0	1,195	1,195

5.1 Radio Programming and Production

Jump to question: 5.1 ▾

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

5.1 Radio Programming and Production

Jump to question: 5.1 ▾

Approx Number of Original Program Hours

Comments

Question	Comment
No Comments for this section	

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 occured in Fiscal Year 2022. 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

Joint licensee Grantees that have filed a 2022 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.

previously been optional. Response to this section of the SAS is now mandatory.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ⌄]

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.

In 2022, Siouxland Public Media took into consideration listener feedback gathered from surveys and online data to select new programming that would better serve our audience. The feedback and data pointed toward a need for more news, local and national. We heard that, especially with the decline of our local newspaper, which has reduced the number of issues per week as well as the number of reporters at work, there was a growing lack of local coverage. We are emphasizing coverage of local government to help meet the growing need, and we are continuing to find ways to bring our broadcasts into the community through remotes and events. We have also taken into consideration the population of our service area and taken notice of the lack of coverage designed for non-dominant people and cultures. Having provided services in non-English languages, we also know that there is a demand for such services. With the Friends of Siouxland Public Media, we are developing programming that will serve these audiences on the air and online, through podcasting and blog posts. It is our goal to build audiences for this programming that feel empowered by the content and more engaged in our community. The station has also identified media literacy as an important educational component of our outreach. To help us reach young people and encourage them to think critically of media, we have developed a working relationship with the Sioux City Community School District. This partnership has resulted in the production of a weekly series called Weather Boss, where two elementary students per week write, voice, and record a weather spot that includes a factual presentation of climate. The children, by participating in this program, learn to research and report fact-based information, and when they hear the broadcast, they hear their own reporting in the context of national and local news that is held to the same reporting standards. Additionally, this year we have been working with a bilingual school, so the reports are coming in English and Spanish, helping us to move toward our goals of reaching non-dominant audiences.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ⌄]

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.

First Fifty Pages and Check It Out: Check It Out began as an initiative to highlight and cultivate reading culture, featuring short reviews by librarians from the Sioux City Public Library. Following the success of CIO, we developed the First Fifty Pages, a podcast that digs deeper into the world of reading and libraries, hosted by two librarians from the Sioux City Public Library. Weather Boss: this initiative resulted from a partnership between Siouxland Public Media and the Sioux City Community School District. Each week we students at Irving Dual Language Elementary write and record a weather report in both English and Spanish, which includes a presentation on the sciences they are learning in school. The children have loved the opportunity to be on the radio, as well as featured online, but, more importantly, are learning to build their reports around facts. The AWE Podcast: working with our colleagues in the counseling and DEI departments at Western Iowa Tech Community College, we are producing and distributing a podcast focused on mental health and well-being.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ⌄]

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.

Our partnership with the library continues to have a positive impact on literacy in our community. When we focus on a particular book, Circulation sees an immediate increase in demand for that book. Over fifty children have participated in Weather Boss, giving them all the opportunity to write and voice a report that the community relies upon. From their programs, we hear how much this means to the kids, how it is empowering and confidence building. We are especially pleased to highlight the bilingual programming at Irving Dual Language Elementary. Programming both Spanish and English in the same time period has brought a positive response from listeners, even those listeners who do not speak one of the languages. They frequently point to the happiness they feel when hearing the Bosses.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ⌄]

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2022, and any plans you have made to meet the needs of these audiences during Fiscal Year 2023. If you regularly broadcast in a language other than English, please note the language broadcast.

Our News for All initiative, sadly, lost funding in 2022. This initiative, which led to the production of news in Oromo, Amharic, Vietnamese, Somali, and Spanish, was reaching diverse audiences and providing essential service. Our CAB is hoping to help find paths that would bring this service back. We do continue to produce a Spanish language music program on Sunday nights, and our Weather Boss feature includes a weather forecast in Spanish. We are developing a project under the name of AMPLIFY, designed to amplify the BIPOC voices in our community. The intention is to have both an on-air and online service.

6.1 Telling Public Radio's Story   Jump to question: [6.1 ⌄]

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

Our work, our existence as a station, would be impossible without the funding of the CPB. Like many similarly situated stations, the Community Service Grant makes up a significant amount of our budget. But what we do with it is remarkable. We are able to dedicate what few resources we do have to employing full-time reporters who produce hundreds of hours of content each year. We can carry NPR programming, which thousands of people rely upon and trust. The mix of the two, our local news and NPR's programming, is remarkable. And as we see our peers in news-gathering losing ground, firing reporters, what we offer becomes ever more important, ever more needed. If we can highlight one lesson learned from the pandemic, it is the absolute need for good information.

Comments

Question	Comment

No Comments for this section

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.

7.1 Journalists

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/ Pacific	
News Director	1				1					
Assistant News Director										
Managing Editor										
Senior Editor										
Editor										
Executive Producer										
Senior Producer										
Producer										
Associate Producer										

Reporter/Producer									
Host/Reporter									
Reporter	1				1				
Beat Reporter									
Anchor/Reporter									
Anchor/Host									
Videographer									
Video Editor									
Other positions not already accounted for									
Total	2	0	0	0	2	0	0	0	0

Comments

Question	Comment

No Comments for this section

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.

8.1 Which Content Management System (CMS) is your station using?   Jump to question: 8.1 ⌄

Check all that apply

Grove	☑
Bento	☐
WordPress	☐
Drupal	☐
Arc	☐
None	☐

8.1 Which Content Management System (CMS) is your station using?   Jump to question: 8.1 ⌄

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.

8.2 Which Customer Relationship Management (CRM) System is your station using?   Jump to question: 8.2 ⌄

Check all that apply

CDP	☐
Salesforce	☑
Blackbaud	☐
Carl Bloom	☐
Roi Solutions	☐
Hubspot	☐
Adobe	☐
SAP	☐
None	☐

8.2 Which Customer Relationship Management (CRM) System is your station using?   Jump to question: 8.2 ⌄

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.

8.3 Which Email Service Provider (ESP) is your station using?   Jump to question: 8.3 ⌄

Check all that apply

Mailchimp	☑
Hubspot	☐
Constant Contact	☐
GoDaddy	☐
None	☐

8.3 Which Email Service Provider (ESP) is your station using?   Jump to question: 8.3 ⌄

Other

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.

8.4 Which Marketing Automation Platform is your station using?   Jump to question: [8.4 ⌄]

                                                                            Check all that apply

Mailchimp Marketing Platform   ☐

Hubspot Marketing Hub   ☐

Active Campaign   ☐

Adobe   ☐

Piano.io   ☐

None   ☑

8.4 Which Marketing Automation Platform is your station using?   Jump to question: [8.4 ⌄]

Other

Comments

Question   **Comment**

No Comments for this section

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.