

Grantee Information

ID	1491
Grantee Name	KGVA-FM
City	Harlem
State	MT
Licensee Type	University

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.

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.

KGVA's programming is designed mainly for local Native American issues pertaining to the Fort Belknap Indian Reservation and surrounding communities. The Fort Belknap Indian Reservation consists of members of both the Gros Ventre and Assiniboine Nations. Currently, tribal enrollment of both the Gros Ventre and Assiniboine Nations tally just under ten thousand. As well, several other aboriginal Nations are included: the Crow, Navajo, Sioux, Blackfeet, Chippewa-Cree, Metis, Little Shell, Chippewa, Hidatsa, Nez Perce and Stoney Assiniboine. This population growth has resulted in many goals for KGVA. We strive to keep the public informed of local and national events and information. National and local programs are shared with listeners from resources such as Native Voice One, NPR, Native Public Media, Native America Calling and local programming. Listeners become a part of KGVA's programming simply by dialing the direct call-in number (406-353-2425) and their call is connected with the "station's phone interface". They can also become engaged through our social media outlets. Secondly, recognized community stakeholders such as Tiwahe', Island Mountain Development Group, Harlem Public Library, Warriors for Families, Tribal Incident Command Team and many more rely on KGVA to let listeners know about community events and public information. Local Native American programs are produced by networking with local Tribal Organizations, recognized cultural resource people and departments. School personnel such as Superintendents, Athletic Directors, Coaches and Student Body Leaders and School Board Members have all been utilized to produce programming for the local schools. We broadcast live coverage of Tribal Government meetings that are aired on a prioritized basis for rural tribal members. A Native Language Program airs daily incorporating the aboriginal tongues of the two established Nations on the Fort Belknap Indian Reservation in an effort to educate many of the community. The Nakoda and White Clay "Word of the Day" is a priceless offering. KGVA has witnessed public speaking of both tribal languages on a conversational basis and the response is "I heard

that word on KGVA." "Friends of KGVA" who reside in rural towns of Harlem, Turner, Chinook, Malta, Grass Range, Big Sandy, and Glasgow, have commented on our "word of the day". We would like to have more involvement from the students of the Aaniiih Nakoda College as well as the other students of other local schools in the coming years. Teaching valuable skills in broadcasting and journalism would not only benefit us, but our communities as well. It would also provide incredible career opportunities for them later in life. We have recently upgraded a majority of our studios in 2024. There are still some upgrades that need to be done here at the studio and at the tower. We are currently getting quotes for work that needs to be done.

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.

We have partnered with Aaniiih Nakoda College and its various programs, as well as local schools in Harlem, Hays-Lodgepole, Dodson, and Turner. With their support, we help distribute important information relevant to the local education community. Additionally, we collaborate with many local organizations both on and off the Fort Belknap Reservation. These partnerships have brought numerous local events, traditional classes, and valuable community services to the area. We frequently invite the leaders of these initiatives into our studio for live interviews, where they share insights about their programs and services. We also maintain a strong relationship with emergency and medical service providers in the region, ensuring the timely exchange of critical information with both each other and the public.

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.

With the resources at our disposal, we were able to relay the necessary emergency information provided by the Tribal Incident Command team to the public. This allowed communities to act accordingly and in a timely fashion, to get to safety on numerous occasions in 2024. Our collaboration with local educational institutions ensures that the community relies on our station for important school updates, including snow days, delayed starts, early dismissals, and daily lunch menus. We have received feedback indicating that parents tune in each morning to determine whether their children need to attend school. Attendance at various local programs has increased, with many attributing our radio station as a key factor in boosting community engagement. As a result, numerous Tribal programs can now offer more classes and events to benefit the community. Through our own programs, we have witnessed and heard many community members referencing our "Word of the Day," often mentioning that they heard it on KGVA. Additionally, "Native America Calling" has been widely praised as a vital source of Indigenous news. Our in-house interviews provide listeners with firsthand insights from leaders of various programs, further enriching their understanding of important community initiatives.

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 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.

Our community is primarily composed of Aaniiih and Nakoda peoples, and we regularly broadcast in both languages with English translations. To enhance our educational efforts, one of our employees has completed multiple Nakoda language courses at Aaniiih Nakoda College, contributing to our "Word of the Day" segment. Additionally, we are expanding our music library to feature a broader selection of Native American music.

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?

The Corporation for Public Broadcasting (CPB) is the primary source of funding for KGVA, making our daily operations possible. Without this support, we would be unable to cover essential fees and licensing costs or upgrade our studios to enhance program quality for our listeners. CPB funding allows us to maintain our staff, provide critical maintenance for our studio equipment and transmission tower, and ensure that we remain on the air. Our station relies heavily on this funding to continue serving the community.

Comments

Question

Comment

No Comments for this section

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Grantee Information

ID 1491

Grantee Name KGVA-FM

City Harlem

State MT

Licensee Type University

1.1 Employment of Full-Time Radio Employees

Job Category: 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

Job Category: 1.1 ▼

Major Job Category / Job Code Joint Employer	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

1.1 Employment of Full-Time Radio Employees

Job Category: 1.1 ▼

Major Job Category / Job Code Joint Employer	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					1		1
Professionals - 3000				1			1
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0

Operatives (Semi-Skilled) - 5300	0	0	0	0	0	0	0
Laborers (Unskilled) - 5400	0	0	0	0	0	0	0
Service Workers - 5500	0	0	0	0	0	0	0
Total	0	0	0	1	1	0	2

1.1 Employment of Full-Time Radio Employees

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

4.1 Employment of Full-Time Radio Employees

Please enter the gender and ethnicity of each

person with disabilities listed above (e.g. 1 African American female)

1.2 Major Programming Decision Points

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager (if appropriate). Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees; employees having the responsibility for making major programming decisions should be included in the counts for this item and again, by job category above, in the full-time employee Question 1, 1.

1.2 Major Programming Decision Makers

Of the full-time employees reported in Question 1, 1, how many, including the station general manager, have responsibility for making major programming decisions?

1.2 Major Programming Decision 44: Are

	North American	Hispanic	Native American	Asian/Pacific Islander	White Non-Hispanic	Black Non-Hispanic	Total
Female Major Programming Decision Makers	0	0	1	0	0	0	0
Male Major Programming Decision Makers	0	0	1	0	1	0	2
Total	0	0	1	0	1	0	2

[illegible]

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

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

1.3 Employment of Part-Time Radio Employees

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

1.3 Employment of Part-Time Radio Employees

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

Craftpersons (Skilled) - 5200

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

1.4 Part-Time Employment

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

1.4 Part-Time Employment

Number working less than 15 hours per week

1.4 Part-Time Employment

Number working 15 or more hours per week

1.5 Full-Time Hiring

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

1.5 Full-Time Hiring

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

1.5 Full-Time Hiring

Major Job Category Job Code	Monthly Positions	Year-to-Date Positions	Monthly Rate	Year-to-Date Rate	Total
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Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office / Service Workers - 5100-5500

Total

1.6 Full-Time and Part-Time Job Openings

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

1.6 Full-Time and Part-Time Job Openings

Number of full-time and part-time job openings

1.7 Hiring Contractors

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

1.7 Hiring Contractors

Underwriting solicitation related activities

Direct Mail

Telemarketing

Other development activities

Legal services

☒

Human Resource services

☐

Accounting/Payroll

☐

Computer operations

☐

Website design

☐

Website content

☐

Broadcasting engineering

☒

Engineering

☐

Program director activities

☐

None of the above

☐

Comments

Question	Comment
	She works for us in the Summer from May to August.
	We have had our equipment in our studios upgraded.

2.1 Corporate Management

Jump to question 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 74,000	3
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>		\$	
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>		\$	
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

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

<u>Programming Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="36,000"/>	<input type="text" value="5"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Content Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Project Manager</u>	<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>	<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>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Major Giving Fundraising Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<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>	<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

2.5 Underwriting and Grant Solicitation Jump to question 2.5

<u>Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Government Grants Solicitation, Chief	<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

Operations and Engineering, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<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"/>
Technical Operations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

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

2.8 Education and Community Engagement

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)

1

3.1 Governing Board Method of Selection

Jump to question 3.1

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

3.1 Governing Board Method of Selection

Jump to question 3.1

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question 3.1

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question 3.1

3.1 Governing Board Method of Selection

Jump to question 3.1

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

5

3.1 Governing Board Method of Selection

Jump to question 3.1

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

6

3.2 Governing Board Members

Jump to question 3.2

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

3.2 Governing Board Members

Jump to question 3.2

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

3.2 Governing Board Members

Jump to question 3.2

African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board			3			3

Members									
Male			3						3
Board Members									
Total	0	0	6	0	0	0	0	0	6

3.2 Governing Board Members

Number of Vacant Positions

3.2 Governing Board Members

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

6

3.2 Governing Board Members

Number of Board Members with disabilities

Comments

Question

Comment

Student Body President holds a voting position on the board.

4.1 Community Outreach Activities

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

Yes

No

Produce public service announcemnts?

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?

Yes

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

Yes

Host community events (e.g. benefit concerts, neighborhood festivals)?

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)?

Yes

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

Yes

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

Yes

Comments

Question

Comment

No Comments for this section

5.1

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)	<input type="text"/>	<input type="text" value="1,820"/>	<input type="text" value="1,820"/>
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)	<input type="text"/>	<input type="text" value="260"/>	<input type="text" value="260"/>
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)	<input type="text"/>	<input type="text" value="436"/>	<input type="text" value="436"/>
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)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="72"/>	<input type="text" value="72"/>
Total	<input type="text" value="0"/>	<input type="text" value="2,588"/>	<input type="text" value="2,588"/>

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

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 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.

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.

KGVA's programming is designed mainly for local Native American issues pertaining to the Fort Belknap Indian Reservation and surrounding communities. The Fort Belknap Indian Reservation consists of members of both the Gros Ventre and Assiniboiné Nations. Currently, tribal enrollment of both the Gros Ventre and Assiniboiné Nations tally just under ten thousand. As well, several other aboriginal Nations are included: the Crow, Navajo, Sioux, Blackfeet, Chippewa-Cree, Metis, Little Shell, Chippewa, Hidatsa, Nez Perce and Stoney Assiniboiné. This population growth has resulted in many goals for KGVA. We strive to keep the public informed of local and national events and information. National and local programs are shared with listeners from resources such as Native Voice One, NPR, Native Public Media, Native America Calling and local programming. Listeners become a part of KGVA's programming simply by dialing the direct call-in number (406-353-2425) and their call is connected with the "station's phone interface". They can also become engaged through our social media outlets. Secondly, recognized community stakeholders such as Triwahe', Island Mountain Development Group, Harlem Public Library, Warriors for Families, Tribal Incident Command Team and many more rely on KGVA to let listeners know about community events and public information. Local Native American programs are produced by networking with local Tribal Organizations, recognized cultural resource people and departments. School personnel such as Superintendents, Athletic Directors, Coaches and Student Body Leaders and School Board Members have all been utilized to produce programming for the local schools. We broadcast live coverage of Tribal Government meetings that are aired on a prioritized basis for rural tribal members. A Native Language Program airs daily incorporating the aboriginal tongues of the two established Nations on the Fort Belknap Indian Reservation in an effort to educate many of the community. The Nakoda and White Clay "Word of the Day" is a priceless offering. KGVA has witnessed public speaking of both tribal languages on a conversational basis and the response is "I heard

trial wrote on KGVIA, "Friends of KGVIA, who reside in rural towns of Harelem, Turner, Chinoook, Maita, Grass Range, Big Sandy, and Glasgow, have commented on our 'word of the day'. We would like to have more involvement from the students of the Aeshin Nakoto College as well as the other students of other local schools in the coming years. Teaching valuable skills in broadcasting and Journalism would not only benefit us, but our communities as well. It would also provide incredible career opportunities for them later in life. We have recently upgraded a majority of our studios in 2024. There are still some upgrades that need to be done here at the studio and at the tower. We are currently getting quotes for work that needs to be done.

6.1 Telling Public Radio's Story

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.

We have partnered with Aashli Nakoda College and its various programs, as well as local schools in Hartman, Hays-Lodgepole, Dodson, and Turner. With their support, we help distribute important information relevant to the local education community. Additionally, we collaborate with many local organizations both on and off the Fort Belknap Reservation. These partnerships have brought numerous local events, traditional classes, and valuable community services to the area. We frequently invite the leaders of these initiatives into our studio for live interviews, where they share insights about their programs and services. We also maintain a strong relationship with emergency and medical service providers in the region, ensuring the timely exchange of critical information with both each other and the public.

6.1 Telling Public Radio's Story

6.1 >

3. What impact did your 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.

With the resources at our disposal, we were able to relay the necessary emergency information provided by the Tribal Incident Command team to the public. This allowed communities to act accordingly and in a timely fashion, to go to safety on numerous occasions in 2024. Our collaboration with local educational institutions ensures that the community relies on our station for important school updates, including snow days, delayed starts, early dismissals, and daily lunch means. We have received feedback indicating that parents line up each morning to determine whether their children need to attend school. Attendance at various local programs has increased, with many attributing our radio station as a key factor in boosting community engagement. As a result, numerous Tribal programs can now offer more classes and events to benefit the community. Through our own programs, we have witnessed and heard many community members referencing our "Word of the Day," often mentioning that they heard it on KGVA. Additionally, "Native America Calling" has been widely praised as a vital source of Indigenous news. Our in-house interviews provide listeners with firsthand insights from leaders of various programs, further enriching their understanding of important community initiatives.

6.1 Telling Public Radio's Story

6.1

4. Please describe any topics (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.

Our community is primarily composed of Anishinab and Nakodas peoples, and we regularly broadcast in both languages with English translations. To enhance our educational efforts, one of our employees has completed multiple Nakodas language courses at Anishinab Nakodas Collège, contributing to our "Word of the Day" segment. Additionally, we are expanding our music library to feature a broader selection of Native American music.

6.1 Telling Public Radio's Story

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?

The Corporation for Public Broadcasting (CPB) is the primary source of funding for KGVA, making our daily operations possible. Without this CPB funding, we would be unable to cover essential fees and licensing costs or upgrade our studios to enhance program quality for our listeners. CPB funding allows us to maintain our staff, provide critical maintenance for our studio equipment and transmission tower, and ensure that we remain on the air. Our station relies heavily on this funding to continue serving the community.

Comments

Question

Conclusion

No Comments for this section

7.1 Journalists

7.1 ✓

This section builds on the *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 in the professional journalist in your organization. Please do not count student or volunteer journalists. Please do your best to account for each

7.1 Journalism

Job Title	Full Time	Part Time	Contract	Min	Max	Min	Max	Min	Max	Min	Max
Job Title	Full Time	Part Time	Contract	Min	Max	Min	Max	Min	Max	Min	Max

7.1 ✓

Comments
 Question: _____
 Comment: _____

3.1 Which Content Management System (CMS) is your station using? 8.1 ▼3.1 Which Content Management System (CMS) is your station using? 8.1

Bento

Drupal

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

Other

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

3.2 Which Customer Relationship Management (CRM) System is your station using? 82 ▼

CDP

Salesforce

Blackbaud

Carl Bloom

Roi Solutions

Adobe

Allegiance

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

Constant Contact

GoDaddy

SendGrid

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

Adobe

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

9.1 Did your station have the capability to relay CAPTCHA and EAS alerts during your station's FY(FY)?

Jump to question

9.1

▼

Yes

No

9.1 Did your station have the capability to relay CAPTCHA and EAS alerts during your station's FY(FY)?

Jump to question

9.1

▼

If no, why not?

9.2 Please select all your EAS equipment (and enter the number of alerts during your station's FY{{FY}}). Do not include repeated tests.

Number of alerts received from the Emergency Alert System (EAS): 88
Number of EAS alerts relayed over the air: 60

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

- 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, SPV) Automatic relay
- Weather alerts (BZW, DSW, FRW, FLW, SVR, TOA, TOR, WSW) Automatic relay

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

Further explanation (Optional)

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

The local emergency management agency keeps us in close contact when emergencies arise so we can relay important information to the public. We have had several natural disasters during 2024 and the shared information helped keep our communities safe.

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

- 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 notes: Make: Model:
1 KGVA 3644 Sage Digital I

18

19	<input type="text"/>	<input type="text"/>	<input type="text"/>
20	<input type="text"/>	<input type="text"/>	<input type="text"/>
21	<input type="text"/>	<input type="text"/>	<input type="text"/>
22	<input type="text"/>	<input type="text"/>	<input type="text"/>
23	<input type="text"/>	<input type="text"/>	<input type="text"/>
24	<input type="text"/>	<input type="text"/>	<input type="text"/>
25	<input type="text"/>	<input type="text"/>	<input type="text"/>
26	<input type="text"/>	<input type="text"/>	<input type="text"/>
27	<input type="text"/>	<input type="text"/>	<input type="text"/>
28	<input type="text"/>	<input type="text"/>	<input type="text"/>
29	<input type="text"/>	<input type="text"/>	<input type="text"/>
30	<input type="text"/>	<input type="text"/>	<input type="text"/>
31	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	<input type="text"/>	<input type="text"/>	<input type="text"/>
33	<input type="text"/>	<input type="text"/>	<input type="text"/>
34	<input type="text"/>	<input type="text"/>	<input type="text"/>
35	<input type="text"/>	<input type="text"/>	<input type="text"/>
36	<input type="text"/>	<input type="text"/>	<input type="text"/>
37	<input type="text"/>	<input type="text"/>	<input type="text"/>
38	<input type="text"/>	<input type="text"/>	<input type="text"/>
39	<input type="text"/>	<input type="text"/>	<input type="text"/>
40	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	<input type="text"/>	<input type="text"/>	<input type="text"/>
42	<input type="text"/>	<input type="text"/>	<input type="text"/>
43	<input type="text"/>	<input type="text"/>	<input type="text"/>
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45	<input type="text"/>	<input type="text"/>	<input type="text"/>
46	<input type="text"/>	<input type="text"/>	<input type="text"/>
47	<input type="text"/>	<input type="text"/>	<input type="text"/>
48	<input type="text"/>	<input type="text"/>	<input type="text"/>
49	<input type="text"/>	<input type="text"/>	<input type="text"/>
50	<input type="text"/>	<input type="text"/>	<input type="text"/>

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 {{FY}} calendar year? Jump to question 9.6

Yes

No

N/A

Comments