Grantee Information

Laborers (Unskilled) - 5400 Service Workers - 5500

ID	5127
Grantee Name	KKWE-FM
City	Callaway
State	MN
Licensee Type	Community

1.1 Employment of Full-Time Radio Employees

lump to questi	on: 1	144	

Please enter the number The first grid includes all and the last grid includes	female employees, the	second grid includes all r	elow. male employees,				
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			1				1
Professionals - 3000		1	0				1
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			1				1
Total	0	1	2	0	0	0	3
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	Maios	Maios	Maios	maios	Maios	Maios	0
Managers - 2000							0
Professionals - 3000							0
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300			1				1
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	1	0	0	0	1
Major Job Category / Job Code / Joint Employee				Perso	ns with Disabilities		
Officials - 1000							
Managers - 2000					1		
Professionals - 3000							
Technicians - 4000							
Sales Workers - 4500							
Office and Clerical - 5100	0						
Craftspersons (Skilled) -	5200						
Operatives (Semi-Skilled	1) - 5300				0		

Total													1				
Please enter the person with dis					merican f	emale).											
Female, native	American																
1.2 Major Pro	grammir	ng Decisio	on Mak	ers						Jur	mp to d	question:	1.2 🕶				
major program decisions abou	ming decis it program ole-countin decisions s	sions. Includ acquisition g of some the hould be in	de the s and pro full-time cluded	tation ge oduction employ in the co	eneral ma , program rees; empl ounts for th	nager if develo loyees h his item	full-time employ f appropriate. M pment, on-air p having the resp and again,	lajor prog program s	gramming d scheduling,	ecisions in etc. This it	clude	ould					
Of the full-time have responsib	oility for ma	iking major					ding the station	n general	manager,								
		African nerican		His	panic		Native American	A	sian/Pacific		Non-Hi	White, spanic		More Than One Race		Total	
Female Major Programming Decision Makers					1		1									2	
Male Major Programming Decision Makers																0	
Total		0			1		1		0			0		0		2	
1.3 Employm	ent of Pa	ırt-Time R	adio E	mploye	ees					Jur	mp to o	question:	1.3 🕶				
	ne number nale emplo	of PART-TI yees, the s all persons	IME em second of with di	ployees grid inclu	in the grid												
Major Job Ca Job Code Officials - 1000		Am	African erican emales			panic nales	Am	Native erican males	Asia	an/Pacific Females		Non-His	White, panic males		ore Than One Race Females		Total 0
Managers - 20																	0
Professionals -	3000																0
Technicians - 4	000																0
Sales Workers	- 4500																0
Office and Cler 5100	rical -																0
Craftspersons - 5200	(Skilled)																0
Operatives (Se skilled) - 5300	emi-																0
Laborers (Unsl	killed) -																0
Service Worke 5500	rs -																0
Total			0			0		0		0			0		0		0
Major Job Ca Job Code		Am	African erican Males			oanic //ales	Am	Native erican Males	Asia	an/Pacific Males		Non-His	White, panic Males		ore Than One Race Males		Total
Officials - 1000											L						0
Managers - 20 Professionals -											L						0
Technicians - 4											L						0
Sales Workers											L						0
Office and Cler 5100																	0
Craftspersons - 5200	(Skilled)																0
Operatives (Se skilled) - 5300	emi-							1									1
Laborers (Unsl 5400	killed) -																0
Service Worke 5500	rs -																0
Total			0			0		1		0			0		0		1
Major Job Ca Job Code Officials - 1000)									Per	sons	with Disab	ilities				
Managers - 20											Ļ						
Professionals -																	
Technicians - 4 Sales Workers											[_						

Office and Clerical - 510	0				
Craftspersons (Skilled) -	5200				
Operatives (Semi-skilled) - 5300				1
Laborers (Unskilled) - 54	100				
Service Workers - 5500					
Total					1
1.4 Part-Time Employ	ment			Jump to qu	estion: 1.4 🕶
Of all the part-time employers worked 15 or more hours		on 1.3, how many worked less I time?	s than 15 hours per wee		
Number working less that	n 15 hours per week				
Number working 15 or m	ore hours per week				1
1.5 Full-Time Hiring				Jump to gu	estion: 1.5 🕶
		ch category hired during the fi			
(Do not include internal purposes when the control include includ		lude employees who changed if applicable)	I from part-time to full-ti	me status during the fis	cal year.)
Major Joh Catagory /					
Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Tota
Officials - 1000					(
Managers - 2000					6
Professionals - 3000					6
Technicians - 4000					(
Sales Workers - 4500					
Office / Service					6
Workers - 5100-5500					
Total	0	0	0	0	(
previously filled positions regardless of whether the whether it was filled by a the promotion of an emp	f full-time and part-tim s and newly created po ey were filled during the in internal or an exterr loyee who stays in es	e openings that occurred duri ositions. Include all positions in the year. If a job opening was in the candidate. Do not include a sentially the same job but has the or part-time job openings of	that became available of filled during the year, inc as job openings any pos a different title (i.e. wh	de both vacancies in during the fiscal year, clude it regardless of sitions created through ere there was no vacan	cy or
Number of full-time and	part-time job openings	3			
1.7 Hiring Contractor	'S			Jump to au	estion: 1.7 🕶
_		nt contractors to provide any o	f the following services		
				Observa	II 4b - 4 b -
Underwritting solicitation	related activities			Checi	call that apply
Direct Mail					
Telemarketing					
Other development activ	ities				
·					
Legal services					
Human Resource service	es				
Accounting/Payroll					
Computer operations					~
Website design					
Website content					
Broadcasting engineerin	g				✓
Engineering					
Program director activities	es				
None of the above					
Comments					
Question No Comments for this se	action	Comment			
2.1 Corporate Manag	ement		_		estion: 2.1 🕶
Chief Executive Officer		# of Employees	Avg. Annua \$	15,000 A	verage Tenure
Chief Executive Officer -	Joint	1.00	\$		10
Chief Operations Officer			\$		
T Operations Cilical			₽		

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		J	ump 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		Ji	ump to question: 2.3 🕶
Programming Director Programming Director - Joint	1.00	\$ 52,000	6
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		\$	
Please list the Other Job titles in this sub-category not	listed above		
2.4 Development and Fundraising		J	ump to question: 2.4 🗸
Development, Chief		\$ 0	
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		\$	
Please list the Other Job titles in this sub-category not	iisieu adove		
2.5 Underwritting and Grant Sollicitation			ump to question: 2.5 ♥
Underwriting, Chief Underwriting, Chief - Joint		\$	
Corporate Underwriting, Chief		\$	
Corporate Underwriting, Chief - Joint			
So. porato origor writing, Orifor - JUILI		\$	

Foundation Underwriting, Chief			\$						
Foundation Underwriting, Chief - Joint			\$]					
Government Grants Solicitation, Chief			\$]					
Government Grants Solicitation, Chief - Joint			\$]					
Please list the Other Job titles in this sub-category not list	sted above								
2.6 Broadcast Engineering and Information Tech	nnology			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			\$						
Please list the Other Job titles in this sub-category not listed above									
2.7 Journalists, Announcers, Broadcast and Tra	ffic			Jump to	question: 2.7 🗸				
News / Current Affairs Director		\$							
News / Current Affairs Director - Joint		\$							
Music Director		\$							
Music Librarian/Programmer		\$							
Announcer / On-Air Talent	1.00	\$			9				
Announcer / On-Air Talent - Joint		\$							
Reporter		\$							
Reporter - Joint		\$							
Public Information Assistant		\$							
Public Information Assistant - Joint		\$							
Broadcast Supervisor		\$							
Broadcast Supervisor - Joint		\$							
Director of Continuity / Traffic		\$							
Director of Continuity / Traffic - Joint Please list the Other Job titles in this sub-category not lis	sted above	\$							
-									
2.8 Education and Community Engagement		\$		Jump to	question: 2.8 🗸				
Education, Chief Education, Chief - Joint		\$							
Volunteer Coordinator		\$							
Volunteer Coordinator - Joint		\$							
Events Coordinator	1.00	\$	37,024		2				
Events Coordinator - Joint		\$							
Section 2. Average Salary Totals	4.00	\$	122,536		27				
Please list the Other Job titles in this sub-category not list	sted above								
Comments									
Question Construction No Comments for this section	omment								

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)	0									
Self										
Elected by board of directors itself (self-perpetuating body)	5									
Total number of board members (Automatic total of the above)	5									
3.2 Governing Board Members Jump to ques	tion: 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.										
Africa Associaca Historia Matte Associaca Astro (Pariffer Miste Nos Historia		More Than One Race	T-4-1							
African American Hispanic Native American Asian / Pacific White, Non-Hisp Female 2	1 I	One Race	Total 3							
Board Members										
Male Board Members	1		2							
Total 0 0 3 0	2	0	5							
Number of Vacant Positions	0									
Total Number of Board Members (Total should equal the total reported in Question 3.1.)	5									
Number of Board Members with disabilities	0									
Comments										
Question Comment										
No Comments for this section										
4.1 Community Outreach Activities Jump to ques	tion: 4.1 🗸									
Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a formal component designed to be of special service to either the educational community or minority and/or other diverse audi										
formal component designed to be of special service to entire the educational community of millionty and/of other diverse additional community of millionty and/of other diverse additional component designed to be of special service to entire the educational community of millionty and/of other diverse additional community of millionty and/of other diverse.										
Produce public service announcemnts?										
Produce public service announcemnts? Did the public service announcements have a specific, formal component designed to be of special service to the educational	Yes/No Yes Yes/No									
Produce public service announcements? Did the public service announcements have a specific, formal component designed to be of special service to the educationa community? Did the public service announcements have a specific, formal component designed to be of special service to the minority	Yes/No Yes V									
Produce public service announcemnts? Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes/No Yes V No V									
Produce public service announcemnts? Did the public service announcements have a specific, formal component designed to be of special service to the educationa community? 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/No Yes V No V No V									
Produce public service announcemnts? Did the public service announcements have a specific, formal component designed to be of special service to the educationa community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the	Yes/No Yes V No V No V No V									
Produce public service announcemnts? Did the public service announcements have a specific, formal component designed to be of special service to the educationa community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? Did the community activities information broadcast have a specific, formal component designed to be of special service to the	Yes/No Yes V No V No V No V									
Produce public service announcemnts? Did the public service announcements have a specific, formal component designed to be of special service to the educational community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes/No Yes V No V No V No V									
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Produce public service announcements? Did the public service announcements have a specific, formal component designed to be of special service to the educational community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? 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? Produce/distribute informational materials based on local or national programming? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes/No Yes V No V No V No V No V No V									
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Produce public service announcements? Did the public service announcements have a specific, formal component designed to be of special service to the educational community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? 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? Produce/distribute informational materials based on local or national programming? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes/No Yes v No v No v No v No v No v No v Yes v									
Produce public service announcements have a specific, formal component designed to be of special service to the educational community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? 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? Produce/distribute informational materials based on local or national programming? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Host community events (e.g. benefit concerts, neighborhood festivals)? Did the community events have a specific, formal component designed to be of special service to the minority community.	Yes/No Yes V No									
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Produce public service announcements have a specific, formal component designed to be of special service to the educational community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? 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? Produce/distribute informational materials based on local or national programming? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Host community events (e.g. benefit concerts, neighborhood festivals)? Did the community events have a specific, formal component designed to be of special service to the educational community. Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Provide locally created content for your own or another community-based computer network/web site? Did the locally created web content have a specific, formal component designed to be of special service to the educational community? Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	Yes/No Yes V No									
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Produce public service announcements have a specific, formal component designed to be of special service to the educational community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Produce/distribute informational materials based on local or national programming? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Host community events (e.g. benefit concerts, neighborhood festivals)? Did the community events have a specific, formal component designed to be of special service to the educational community and/or diverse audiences? Provide locally created content for your own or another community-based computer network/web site? Did the locally created content for your own or another community-based computer network/web site? Did the locally created web content have a specific, formal component designed to be of special service to the educational community? 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? Partner with other community agencies or organizations (e.g., local commerical TV station, Red Cross, Urban League, schood district)? Did the partnership have a specific, formal component designed to be of special servic	Yes/No Yes V No									
Produce public service announcements have a specific, formal component designed to be of special service to the educational community? Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? 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? Produce/distribute informational materials based on local or national programming? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Host community events (e.g. benefit concerts, neighborhood festivals)? Did the community events have a specific, formal component designed to be of special service to the educational community and/or diverse audiences? Provide locally created content for your own or another community-based computer network/web site? Did the locally created web content have a specific, formal component designed to be of special service to the educational community? 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? Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, schoodistrict)? Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes/No Yes V No									

Enter the number of governing board members (including the chairperson and both voting and non-voting

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	Tota
Music (announcer in studio playing principally a sequence of musical recording)	0	1,200	1,200
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)	0	350	350
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issuesdriven listener participation, interview and discussion programs)	0	560	560
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	0	0	0
All Other (incl. sports and religious — Do NOT include fundraising)	0	240	240
Total	0	2,350	2,350

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 2,000

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story

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

Jump to question: 6.1 ▼

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

The purpose of this section is to give you an opportunity to tell us and your

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.

KKWE holds an annual Community Advisory Board meeting where we are able to take feedback and ideas to move the station forward. We also take feedback through phone calls and an annual survey. We attend various dinner community meetings open to the public where out constituents can give us feedback. Our goal to preserve and to control our wellbeing for the future of our community by using social media platforms as well as in person community meeting to identify community issue and needs.

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 continue to Collaborate with our umbrella organization White Earth Lad recovery project, the city of Nevis, NY Mills Cultural center(no-Profit), Sahkahtay (non-profit), AMMPERS, Minnesota Chippawa Tribe(MCT) and the State of Minnesota ACHF, and the White Earth Indian Reservation.

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.

Education of listeners of the Ojibwe culture & language. We continue to revitalize and restore the traditional practices of the Anishinaabe. We have worked to increase the positive relationships between the tribal community and nonnative communities.

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.

Broadcasting MCT TEC meeting and White Earth Reservation monthly meetings. Ojibwe arts rising project Immerses culture and tradition into the community. Trunk or treat/ Holiday blitz providing family event to nurture relationships between the Tribal community and surrounding areas.

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?

Ongoing community outreach and engagement and bring in nationally syndicated programming

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.

Job Title	Full Time	Part Time	Contract	Male	Female	African- American	Hispanic	Native- American	Asiar Pacifi
News Director									

Assistant News Director										
Managing Editor										
Senior Editor										
Editor										
Executive Producer										
Senior Producer										
Producer										
Associate										
Producer										
Reporter/Producer										
Host/Reporter										
Reporter				1		1			1	
Beat Reporter										
Anchor/Reporter										
Anchor/Host										
Videographer										
Video Editor										
Other positions not already										
accounted for Total				•						
Comments	0	0		1	0	1	0	0	1	0
Question		Commer	nt							
No Comments for the	nis section									
8.1 Which Conte	nt Management Sys	stem (CMS) is you	r station using?		Jump to	question: 8.1 🗸				
CMS is a platform the	hat facilitates creating,	editing, organizing, p	publishing web and m	obile content.						
					Che	ck all that apply	,			
Grove										
Bento										
WordPress										
						~				
Drupal										
Arc										
None										
Other										
0.0.14/1-1-1-0		(ODIII)		-41						
	mer Relationship M or planning and trackin					question: 8.2 🕶				
communications wit build profiles.	th prospective and curr	rent donors/members	s; and serves as a da	abase for storing	g user, donor and/or	member data to				
F										
000					Che	ck all that apply	1			
CDP										
Salesforce										
Blackbaud										
Carl Bloom										
Roi Solutions										
Hubspot										
Adobe										
SAP										
None						▽				
Other										
8.3 Which Email	Service Provider (E	SP) is your station	n using?		Jump to	question: 8.3 🕶				
ESP is a platform th	nat provides services a	nd templates for deve	reloping, launching, tra	acking email can	npaigns and email m	arketing activities	S.			
					Che	ck all that apply	1			
Mailchimp						✓				
Hubspot										
Constant Contact										
JUNISIANI GUNIAUI										

GoDaddy		✓
None		
Other		
8.4 Which Marketing Automation Platform is	your station using?	Jump to question: 8.4 ✔
Marketing Automation Platform is a platform to autor outcomes of marketing campaigns. These tools prov segmented, personalized, and timely marketing exp- multiple aspects of marketing including email, social	vide a central marketing database for all ma eriences for donors and members. They als	arketing information and interactions, create so provide automation features across
		Check all that apply
Mailchimp Marketing Platform		
Hubspot Marketing Hub		
Active Campaign		
Adobe		
Piano.io		
None		✓
Other		
Comments		
Question	Comment	
No Comments for this section		