

**Grantee Information**

<b>ID</b>	1796
<b>Grantee Name</b>	WDSE-TV
<b>City</b>	Duluth
<b>State</b>	MN
<b>Licensee Type</b>	Community

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

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

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

Major Job Category / Job Code / Joint Employees	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Professionals - 3000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Laborers (Unskilled) - 5400 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	8

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	2	3
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	<input type="text"/>	0
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	4	5
Professionals - 3000 - Joint	<input type="text"/>	<input type="text"/>	0	<input type="text"/>	<input type="text"/>	0
Technicians - 4000 - TV Only	1	<input type="text"/>	<input type="text"/>	0	4	5
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Craftpersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1
Craftpersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	1	0	2	0	11	14

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000 - TV Only	<input type="text"/>
Officials - 1000 - Joint	<input type="text"/>
Managers - 2000 - TV Only	<input type="text"/>
Managers - 2000 - Joint	<input type="text"/>

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

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

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:

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:

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="7"/>

1.2 Major Programming Decision Makers

Jump to question:

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

1.3 Employment of Part-Time Television and Joint Employees

Jump to question:

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

1.3 Employment of Part-Time Television and Joint Employees

Jump to question: 1.3 ▼

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	2	2
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	0	0	0	0	3	3

1.3 Employment of Part-Time Television and Joint Employees

Jump to question: 1.3 ▼

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	4	4
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	1
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	0	0	0	0	5	5

1.3 Employment of Part-Time Television and Joint Employees

Jump to question: 1.3 ▼

Major Job Category / Job Code

Officials - 1000

Persons with Disabilities

Managers - 2000

Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>
Craftpersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
<b>Total</b>	<input type="text" value="0"/>

1.4 Part-Time Employment Jump to question:

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:

Number working less than 15 hours per week

1.4 Part-Time Employment Jump to question:

Number working 15 or more hours per week

1.5 Full-Time Hiring Jump to question:

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:

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

1.5 Full-Time Hiring Jump to question:

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

1.6 Full-Time and Part-Time Job Openings Jump to question:

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

1.6 Full-Time and Part-Time Job Openings Jump to question:

Number of full-time and part-time job openings

12

1.7 Hiring Contractors

Jump to question: 1.7

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

1.7 Hiring Contractors

Jump to question: 1.7

Check all that apply

None

Development Activities

Legal Services

Human Resources Services

Accounting/Payroll Services

Computer Operations

Engineering

Comments

Question Comment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer - TV Only</u>	1.00	\$ [REDACTED]	1
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer - TV Only</u>		\$	0
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer - TV Only</u>	1.00	\$ [REDACTED]	1
Chief Financial Officer - Joint		\$	
<u>Publicity, Program Promotion Chief - TV Only</u>	1.00	\$ [REDACTED]	1
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief - TV Only</u>		\$	
Communication and Public Relations, Chief - Joint		\$	
<u>Programming Director - TV Only</u>		\$	
Programming Director - Joint		\$	
<u>Production, Chief - TV Only</u>		\$	
Production, Chief - Joint		\$	
<u>Executive Producer - TV Only</u>		\$	
Executive Producer - Joint		\$	
<u>Producer - TV Only</u>	3.00	\$ [REDACTED]	19
Producer - Joint		\$	
<u>Director - (Television Production ONLY)</u>	1.00	\$ [REDACTED]	2

Development, Chief - TV Only	1.00	\$		1
Development, Chief - Joint		\$		
Member Services, Chief - TV Only	1.00	\$		25
Member Services, Chief - Joint		\$		
Membership Fundraising, Chief - TV Only	1.00	\$		1
Membership Fundraising, Chief - Joint		\$		
On-Air Fundraising, Chief - TV Only		\$		
On-Air Fundraising, Chief - Joint		\$		
Auction Fundraising, Chief - TV Only		\$		
Auction Fundraising, Chief - Joint		\$		
Underwriting, Chief - TV Only		\$		
Underwriting, Chief - Joint		\$		
Corporate Underwriting, Chief - TV Only		\$		
Corporate Underwriting, Chief - Joint		\$		
Foundation Underwriting, Chief - TV Only		\$		
Foundation Underwriting, Chief - Joint		\$		
Government Grants Solicitation, Chief - TV Only		\$		
Government Grants Solicitation, Chief - Joint		\$		
Operations and Engineering, Chief - TV Only		\$		
Operations and Engineering, Chief - Joint		\$		
Engineering Chief - TV Only	1.00	\$		6
Engineering Chief - Joint		\$		
Broadcast Engineer 1 - TV Only	3.00	\$		3
Broadcast Engineer 1 - Joint		\$		
Production Engineer - TV Only		\$		
Production Engineer - Joint		\$		
Facilities, Satellite and Tower Maintenance, Chief - TV Only		\$		
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$		
Technical Operations, Chief - TV Only		\$		
Technical Operations, Chief - Joint		\$		
Education, Chief - TV Only		\$		
Education, Chief - Joint		\$		
Information Technology, Director - TV Only		\$		
Information Technology, Director - Joint		\$		
Instructional Services Director - TV Only		\$		

Parent / Pre-School Coordinator - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - TV Only	1.00	\$ <input type="text"/>	27
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Cinema / Videographer - TV Only	3.00	\$ <input type="text"/>	2
Video Film Editor - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Unit / Studio Supervisor - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - TV Only	<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 - TV Only	1.00	\$ <input type="text"/>	29
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - TV Only	<input type="text"/>	\$ <input type="text"/>	0
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - TV Only	1.00	\$ <input type="text"/>	9
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total</b>	<b>20.00</b>	<b>\$ <input type="text"/></b>	<b>127</b>

Comments

Question  Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question:  ▼

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:  ▼

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

3.1 Governing Board Method of Selection

Jump to question:  ▼

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:  ▼

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question:  ▼



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

23

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 ▼

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

25

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	Total
Female Board Members					14	14
Male Board Members			1	0	7	8
<b>Total</b>	0	0	1	0	21	22

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Vacant Positions

3

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.)

25

3.2 Governing Board Members

Jump to question: 3.2 ▼

Number of Board Members with disabilities

0

## Comments

Question

Comment

No Comments for this section

4.1 Local Community Outreach

Jump to question: 4.1 ▼

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

WDSE.WRPT created more outreach activities for both children and adults than ever before. The top four engagements include the following: 1) Our annual Kid's Carnival had high engagement with well over 600 attendees. Children from the local Boys and Girls Club and the student lunch program recipients were side-by-side with children who are members of WDSE. As in prior years, we engaged children through three modalities of learning: auditory, verbal and kinesthetic. We combined it with tactile experience for well-rounded opportunities to learn, engaging children from ages two to twelve with local authors, musicians, and PBS characters. In partnership with the Children's Museum, we taught children about aero dynamics, gravity and air pressure. We continued our partnership with the Superior Police and Fire Departments. Each partner engaged the children in interactive educational activities with a host of activities including K-9 demonstrations 2) WDSE-WRPT partnered with the local movie theater, Zinema Theatre, to bring community together around the 50th anniversary of our beloved Mr. Rogers documentary Won't You Be My Neighbor. We filled the movie theater to capacity of community members who participated in our fundraiser for the local Second Harvest Food Shelf. Attendees did the neighborly thing and brought canned goods for our local food shelf. In return, they received a free bag of popcorn! Donations added up to over 200 pounds of food to serve area residents. It was a moving experience for these WDSE-WRPT viewers! 3) WDSE broadcast two Duluth Superior Symphony Orchestra and choral concerts. This broadcast goes out to nearly 500,000 people. We have received many, many phone calls and emails about this service to our area viewers. For those who are home bound, elderly and infirm, this gives them a chance to experience this professional arts and cultural experience. One member said, "I am a

caretaker for my mother. She loves the symphony! She isn't able to get out like she used to, so it is a wonderful thing to be able to watch a concert on tv. I appreciate the joy it brings to her. Thanks to the DSSO and WDSE for working together to bring this to our home." 4) The PBS, The Great American Read, series prompted us to engage in a number of ways with our viewing audience including a screening of TGAR followed by five local authors who held a panel discussion to share how their favorite books and authors prompted them to pursue reading and how they were influenced. The Duluth Public Library set up a table at the event, showcasing their upcoming programs including a program directly related to The Great American Read and held a giveaway. The local, independent Zenith Bookstore also had a table at the event and brought in a supply of books to sell that were on the Top 100 list. They provided a discount to the attendees that brought in donations for the local United Way program The Big Red Book Shelf which distributes gently used books to children in need.

#### 4.2 Production Activity

Jump to question: [4.2](#) ▼

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

Each year, WDSE broadcasts five live call-in shows from our studio. The shows include Minnesota Legislative Report, Doctors on Call, Speak Your Mind, Lawyers on the Line and Great Gardening. These public service programs deal with subject matters from legislation, to legal, to mental health and to gardening allowing our viewers the opportunity to get free advice and to ask questions of our legislators on policy and government. These are highly rated with Nielsen ratings (3.5), which tells us of the need and scale of viewer engagement. In addition, we broadcast live with Almanac North on Friday evenings. This half hour program's in-depth look at local news stories affecting our viewing area. WDSE partners with the MPTA group on the Minnesota Channel. Each week day, we broadcast live from the St. Paul capitol from 8 am to 6 pm allowing our viewers the opportunity to learn what policies, bills and legislation our state politicians are working on. Other in-studio events were prerecorded for broadcast including a special series, The End in Mind. This free event and prerecorded broadcast invited people to think about their choices for daily living and end of life issues. With local partner what it means to thrive with a serious disease, disability or when facing death. We'll focus on the choices we can make when it comes to end-of-life planning and the necessary conversations to carry out wishes, make decisions for ourselves and loved ones. WDSE also put a call out for a commission for a painting by a local Native American artist. We worked with Carl Gawboy, a nationally known artist, to create a painting based on Native American story telling. Carl chose the story of The Star Maiden. We created an in-studio event where Carl's work was displayed on video, where he told the story live and unveiled the completed work with the audience. This was recorded for broadcast for both our weekly interstitial program The Slice and our program, Native Report. For the first time, WDSE engaged in an in-depth news series. The topic and name of our inaugural series was Opioids, Crisis in the Northland. This television and digital project addressed many facets of the opioid epidemic in our region. Throughout the six-part miniseries on TV and online, digital-only videos and six-podcast-series, the project highlights stories of those affected by opioids, including those experiencing opioid use disorders, the affects on their families, law enforcement, law makers and the medical community. Through their stories, this project works to de-stigmatize opioid use disorders, inspire communitywide conversation, and encourage discussion around solutions. This series reached approximately half a million people both on-air and online and well beyond the Minnesota borders. Our YouTube Channel statistics show over 1,400 people watched a half hour episode from beginning to end, an unusual number for YouTube viewers for any one 30-minute episode. This series has spurred multiple community discussions including at a local Duluth Chamber leadership meeting to our state legislators. The Minnesota Legislators are referring to this six-part series to further their work in legislation of opioids and other illegal substances. WDSE-WRPT worked with several organizations through interviews, data collection, and a town hall meeting. We worked with the University of Minnesota Medical School; our local hospitals – St. Luke's, Essentia, Cloquet Memorial; area Native American groups including Natives Against Heroin Group; the NAACP; law enforcement including the DEA, Duluth Police Department, and St. Louis County Attorney Mark Ruben; Minnesota Legislators including Representative Liz Olson from Duluth, Representative Dave Baker from Spicer and Senator Amy Klobuchar; and OARS.

#### 4.3 Program Content in Other Languages

Jump to question: [4.3](#) ▼

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

WDSE was the first PBS affiliate to create a program on Native Americans, titled Native Report. This program in its 13th season, last year, provided on-air, online and lesson plans for sixth through eighth grade teachers focusing on the Ojibwa and Dakota languages. Partners throughout Minnesota, in six of the fourteen episode season, included The Center Language School in Minneapolis, the Grand Portage Ojibwa School, Oshki Ogimaagm and Boozhoo Nana Boozhoo in Bemidji, Minnesota. Additional content was created with artists and authors including, Michael Meuers who wrote Road to Ponemah; a book about spiritual leaders from the Red Lake Reservation. One segment highlighted Native American artist Nancy McIntyre who teaches at the Grand Marais folk school and Michael Lyons, a puppeteer who teaches the Boozhoo Nana Boozhoo language. WDSE hired teacher, Sarah Haavisto, who is married to a local Native American to provide the lesson plans with legends, videos, and testing materials.

#### 4.4 Governance Structure

Jump to question: [4.4](#) ▼

Please describe your station's governance structure. Please include information about your station's Board of Directors, Advisory Boards or Panels, Community Boards or Panels, and the Committee Structure under each of these entities. Your response should include but is not limited to:

- What are the direct and indirect reporting relationships?
- What committees are active and what is their function?
- Does your Board have an Audit and Finance Committee?

What are the roles and responsibilities of these Boards, Panels and/or Committees? Etc.

WDSE and WRPT are community licensed stations governed by a self-perpetuating board of community volunteers. Licensee Duluth-Superior Area Educational Television Corporation is organized under the laws governing non-profit organizations in the State of Minnesota and IRS regulations governing §501(c)(3) organizations. The Board consists of not less than 12 nor more than 25 Board-elected directors and three ex-officio positions (the President/General Manager the Chair of the Community Advisory Board and the Chair of the Beck Foundation, the IRS §509 special purpose foundation that serves as the fiduciary for the station's endowment-like funds). Directors are elected for 3 year terms and may serve no more than 9 years in total. Officers of the Corporation are the Chairman Vice Chairman Secretary/Treasurer and President/General Manager; the President/General Manager is the only paid officer. Directors receive no compensation for their service. The Board meets five times a year – quarterly and for an Annual Meeting required by the organization's Bylaws, following public notice including notice broadcast on-air and posted on the station website. Meetings of the Board are open to the public. Much of the work of the Board is accomplished through its committees. Committees are appointed annually by the Chair with concurrence of the Board and include community volunteers other than current Directors. With the exception of the Executive Committee committees are empowered only to recommend actions to the full Board and cannot take action independently. Standing Committees of the Board currently active are: Executive – Consisting of the officers of the Corporation the Executive Committee is empowered to act on behalf of the Board in the event of emergency

**Audit/Finance** – The Audit/Finance Committee is responsible for retaining the external auditor reviewing internal financial controls and establishing the organization’s budget. In the course of setting a budget the Committee establishes personnel policy salary compensation and employee benefits including review of the President/General Manager’s compensation Nominating – responsible for the selection and development of Directors The Executive Committee is required to obtain the assent of the full Board for its actions at the next regularly-scheduled meeting. The Board also receives advice from the WDSE and WRPT Community Advisory Boards. Organized consistent with FCC regulation and CPB guidance the Community Advisory Boards meet on the call of its Chair (but at least twice annually) in open meetings following public notice. The Community Advisory Board Chair is an ex-officio member of the governing Board (without voting rights) and reports out items on the Community Advisory Board’s agenda directly to the governing Board.

4.5 Community Outreach

Jump to question: 4.5 ▼

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

In reflection upon the answers we gave to this question last year, we are pleased to report we accomplished our goals we set for ourselves. From that perspective and due to what we have learned, we are planning the following goals. 1. We are seeking funding to engage an Educational Coordinator. WDSE-WRPT resides in Duluth, Minnesota and is a sister city to Superior, Wisconsin. Through the research of national and local partners, we have learned our communities are in the top eight of most impoverished in the nation (of course based on certain perimeters and criteria). We know 40% of our children, under the age of eighteen, live in poverty. Although not the only factor, we understand it is contributing to and is a correlation to the low high school graduation rate of 76%. We have identified literacy as the area of need. Through the school district, pre-school providers and private schools we know literacy needs attention with children between the ages of four and six. Our goal is to hire a coordinator to work with these partners to develop a program to support and enhance the work they are doing in the classroom and in the preschools. We know we will work with and incorporate the already proven success with the work done through PBS. We will measure success by identifying funding for this role; also, through the measurements as put forth with our identified partners (school district and preschool assessments). Our intention is to begin with the local schools to build a plan and system; then move it out into the more rural areas we serve. 2. WDSE-WRPT will assess our technology capabilities both in terms of equipment and staff. Through this assessment, we will understand what equipment is needed to move further into other platforms for engagement by local community and beyond. We will understand what trainings we will need to provide staff including production, marketing and master control. Our goal is to provide staff members opportunity for growth, create more engaging and attractive content for the purpose of educating, entertaining and growing our already strong audience. We will measure this through feedback on the platforms we distribute the content as well as viewer and listener feedback. In addition, through the technology assessment, we are working toward changing our current public service call in shows. We are approaching them with more intention of identifying more engaging hosts who can provide more engaging content both online and through podcasts. This will be our entry into this realm after what we learned from our opioid series. Again, our goal is to heighten the impact of these shows by creating more engaging content and reaching beyond the television community. 3. A major goal is to be more diverse in our programming and community engagement. In the area of our public service, live, call-in programs, our hosts and guests reflect the level of diversity in our community. However, our intent is to identify more diverse hosts and guests to drive more diverse subject matters. The goals are to provide educational content to our current audience and provide more opportunity for our diverse community to see their faces reflected on our programs. The impact would be higher community engagement on-air and online. We will measure this through feedback and online analytics. Diversity will be reflected in our plans to work on a documentary independently and with our MPTA group. This documentary will be titled Minnesota Journeys. This project will include a digital story wall where Minnesotans can share objects, and the stories behind them, that illuminate Minnesota migrations. In addition to open invitations for sharing, WDSE-WRPT will hold "story collection" days at which community members are encouraged to bring key objects and record the stories they hold. We will work with educators and schools, partnerships with county historical societies and libraries, cross-generational story-sharing opportunities, and more. In addition, we will create documentary content exploring the different people who have sought and found a home in Minnesota, what that has meant to them, and how they have shaped our state. We will work with visual and performing artists from our viewing area to serve to inspire deeper understanding and spark reflection and dialogue about who we are, and where we have come from, as Minnesotans. This initiative will provide important and rich opportunities for Minnesotans of all ages to explore, understand and preserve the history that has shaped who we are today and who we are becoming. Our goal is to connect community on air and online. We will measure success through the number of community member’s engagement and feedback. 4. The success of our opioid series this last year spoke to the need for more in-depth coverage of community issues. Through this first project, we have identified partners to move in a direction of "series reporting." Our intent is to work with area partners to address many facets of mental health. We have a better understanding of how to plan, engage with social media, create on-air and online content that can be consumed in long form, interstitial shorts and podcasts. Our goal is to educate our viewing community about the multifaceted subject including destigmatizing and debunking myths around mental health by sharing individual stories, introducing partners that are available to support all who are touched by mental health in our viewing community, talk about laws both in legislation and with respect to how mental illness participates in and with law enforcement. We will use multiple platforms of engagement including a town hall meeting, on air content, and online. We will measure our success through the number of community member’s engagement and feedback as well as online analytics.

Comments

Question  Comment

No Comments for this section

5.1 Journalists

Jump to question: 5.1 ▼

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

5.1 Journalists

Jump to question: 5.1 ▼

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Assistant News Director											
Managing Editor											
Senior Editor											
Editor											
Executive Producer											
Senior Producer											
Producer	0	0	0	0	0			0	0		
Associate Producer											
Reporter/Producer											
Host/Reporter	0	0		0	0			0		0	
Reporter											
Beat Reporter											
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0

Comments

Question Comment

No Comments for this section