

Grantee Information

| | |
|----------------------|----------------|
| ID | 1570 |
| Grantee Name | WYSO-FM |
| City | Yellow Springs |
| State | OH |
| Licensee Type | University |

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

| Major Job Category / Job Code / Joint Employee | African American Females | Hispanic Females | Native American Females | Asian/Pacific Females | White, Non-Hispanic Females | Total |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Officials - 1000 | <input type="text"/> | <input type="text" value="0"/> |
| Managers - 2000 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="6"/> | <input type="text" value="6"/> |
| Professionals - 3000 | <input type="text"/> | <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" value="0"/> |
| Sales Workers - 4500 | <input type="text"/> | <input type="text" value="0"/> |
| Office and Clerical - 5100 | <input type="text"/> | <input type="text" value="0"/> |
| Craftspersons (Skilled) - 5200 | <input type="text"/> | <input type="text" value="0"/> |
| Operatives (Semi-Skilled) - 5300 | <input type="text"/> | <input type="text" value="0"/> |
| Laborers (Unskilled) - 5400 | <input type="text"/> | <input type="text" value="0"/> |
| Service Workers - 5500 | <input type="text"/> | <input type="text" value="0"/> |
| Total | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="8"/> | <input type="text" value="8"/> |

1.1 Employment of Full-Time Radio 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 | <input type="text"/> | <input type="text" value="0"/> |
| Managers - 2000 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="3"/> | <input type="text" value="3"/> |
| Professionals - 3000 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <input type="text" value="1"/> |
| Technicians - 4000 | <input type="text"/> | <input type="text" value="0"/> |
| Sales Workers - 4500 | <input type="text"/> | <input type="text" value="0"/> |
| Office and Clerical - 5100 | <input type="text"/> | <input type="text" value="0"/> |
| Craftspersons (Skilled) - 5200 | <input type="text"/> | <input type="text" value="0"/> |
| Operatives (Semi-Skilled) - 5300 | <input type="text"/> | <input type="text" value="0"/> |
| Laborers (Unskilled) - 5400 | <input type="text"/> | <input type="text" value="0"/> |
| Service Workers - 5500 | <input type="text"/> | <input type="text" value="0"/> |
| Total | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="4"/> | <input type="text" value="4"/> |

1.1 Employment of Full-Time Radio Employees

Jump to question:

| Major Job Category / Job Code / Joint Employee | Persons with Disabilities |
|--|--------------------------------|
| Officials - 1000 | <input type="text"/> |
| Managers - 2000 | <input type="text" value="1"/> |
| Professionals - 3000 | <input type="text"/> |
| Technicians - 4000 | <input type="text"/> |
| Sales Workers - 4500 | <input type="text"/> |
| Office and Clerical - 5100 | <input type="text"/> |
| Craftspersons (Skilled) - 5200 | <input type="text"/> |
| Operatives (Semi-Skilled) - 5300 | <input type="text"/> |
| Laborers (Unskilled) - 5400 | <input type="text"/> |
| Service Workers - 5500 | <input type="text"/> |
| Total | <input type="text" value="1"/> |

1.1 Employment of Full-Time Radio Employees

Jump to question:

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

1 White, non-Hispanic Male

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

| | African American | Hispanic | Native American | Asian/Pacific | White, Non-Hispanic | Total |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Female Major Programming Decision Makers | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="2"/> | <input type="text" value="2"/> |
| Male Major Programming Decision Makers | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text" value="1"/> | <input type="text" value="1"/> |
| Total | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="3"/> | <input type="text" value="3"/> |

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

| Major Job Category / Job Code | Persons with Disabilities |
|----------------------------------|---------------------------|
| Officials - 1000 | <input type="text"/> |
| Managers - 2000 | <input type="text"/> |
| Professionals - 3000 | <input type="text"/> |
| Technicians - 4000 | <input type="text"/> |
| Sales Workers - 4500 | <input type="text"/> |
| Office and Clerical - 5100 | <input type="text"/> |
| Craftspersons (Skilled) - 5200 | <input type="text"/> |
| Operatives (Semi-skilled) - 5300 | <input type="text"/> |
| Laborers (Unskilled) - 5400 | <input type="text"/> |
| Service Workers - 5500 | <input type="text"/> |

Total

1.4 Part-Time Employment Jump to question: 1.4

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week?

1.4 Part-Time Employment Jump to question: 1.4

Number working less than 15 hours per week

1.4 Part-Time Employment Jump to question: 1.4

Number working 15 or more hours per week

1.5 Full-Time Hiring Jump to question: 1.5

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

1.5 Full-Time Hiring Jump to question: 1.5

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

1.5 Full-Time Hiring Jump to question: 1.5

| Major Job Category / Job Code | Minority Female | Non-Minority Female | Minority Male | Non-Minority Male | Total |
|--------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Officials - 1000 | <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"/> | <input type="text" value="0"/> |
| 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"/> |
| Total | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="0"/> | <input type="text" value="1"/> | <input type="text" value="2"/> |

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

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

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

Number of full-time and part-time job openings

1.7 Hiring Contractors Jump to question: 1.7

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

1.7 Hiring Contractors Jump to question: 1.7

Check all that apply

- 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

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</u> | <input type="text" value="1.00"/> | \$ <input type="text" value="69,550"/> | <input type="text" value="10"/> |
| Chief Executive Officer - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Chief Operations Officer</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Chief Operations Officer - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Chief Financial Officer</u> | <input type="text" value="1.00"/> | \$ <input type="text" value="50,000"/> | <input type="text" value="1"/> |
| Chief Financial Officer - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Publicity, Program Promotion Chief</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Publicity, Program Promotion Chief - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| <u>Communication and Public Relations, Chief</u> | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |
| Communication and Public Relations, Chief - Joint | <input type="text"/> | \$ <input type="text"/> | <input type="text"/> |

| | | | | |
|--|--------------|-----------|----------------|-----------|
| <u>Programming Director</u> | | \$ | | |
| Programming Director - Joint | | \$ | | |
| <u>Production, Chief</u> | 1.00 | \$ | 47,528 | 10 |
| Production, Chief - Joint | | \$ | | |
| <u>Executive Producer</u> | | \$ | | |
| Executive Producer - Joint | | \$ | | |
| <u>Producer</u> | | \$ | | |
| Producer - Joint | | \$ | | |
| <u>Development, Chief</u> | 1.00 | \$ | 59,999 | 7 |
| Development, Chief - Joint | | \$ | | |
| <u>Member Services, Chief</u> | 1.00 | \$ | 34,133 | 4 |
| Member Services, Chief - Joint | | \$ | | |
| <u>Membership Fundraising, Chief</u> | | \$ | | |
| Membership Fundraising, Chief - Joint | | \$ | | |
| <u>On-Air Fundraising, Chief</u> | | \$ | | |
| On-Air Fundraising, Chief - Joint | | \$ | | |
| <u>Auction Fundraising, Chief</u> | | \$ | | |
| Auction Fundraising, Chief - Joint | | \$ | | |
| <u>Underwriting, Chief</u> | 1.00 | \$ | 59,000 | 4 |
| Underwriting, Chief - Joint | | \$ | | |
| <u>Corporate Underwriting, Chief</u> | | \$ | | |
| Corporate Underwriting, Chief - Joint | | \$ | | |
| <u>Foundation Underwriting, Chief</u> | | \$ | | |
| Foundation Underwriting, Chief - Joint | | \$ | | |
| <u>Government Grants Solicitation, Chief</u> | | \$ | | |
| Government Grants Solicitation, Chief - Joint | | \$ | | |
| <u>Operations and Engineering, Chief</u> | | \$ | | |
| Operations and Engineering, Chief - Joint | | \$ | | |
| <u>Engineering Chief</u> | | \$ | | |
| Engineering Chief - Joint | | \$ | | |
| <u>Broadcast Engineer 1</u> | | \$ | | |
| Broadcast Engineer 1 - Joint | | \$ | | |
| <u>Production Engineer</u> | | \$ | | |
| Production Engineer - Joint | | \$ | | |
| <u>Facilities, Satellite and Tower Maintenance, Chief</u> | | \$ | | |
| Facilities, Satellite and Tower Maintenance, Chief - Joint | | \$ | | |
| <u>Technical Operations, Chief</u> | | \$ | | |
| Technical Operations, Chief - Joint | | \$ | | |
| <u>Education, Chief</u> | | \$ | | |
| Education, Chief - Joint | | \$ | | |
| <u>Information Technology, Director</u> | | \$ | | |
| Information Technology, Director - Joint | | \$ | | |
| <u>Volunteer Coordinator</u> | | \$ | | |
| Volunteer Coordinator - Joint | | \$ | | |
| <u>News / Current Affairs Director</u> | 1.00 | \$ | 43,992 | 3 |
| News / Current Affairs Director - Joint | | \$ | | |
| <u>Music Director</u> | 1.00 | \$ | 47,528 | 16 |
| <u>Music Librarian/Programmer</u> | | \$ | | |
| <u>Announcer / On-Air Talent</u> | | \$ | | |
| Announcer / On-Air Talent - Joint | | \$ | | |
| <u>Reporter</u> | 2.00 | \$ | 35,048 | 8 |
| Reporter - Joint | | \$ | | |
| <u>Public Information Assistant</u> | | \$ | | |
| Public Information Assistant - Joint | | \$ | | |
| <u>Broadcast Supervisor</u> | | \$ | | |
| Broadcast Supervisor - Joint | | \$ | | |
| <u>Director of Continuity / Traffic</u> | | \$ | | |
| Director of Continuity / Traffic - Joint | | \$ | | |
| <u>Events Coordinator</u> | 1.00 | \$ | 45,000 | 1 |
| Events Coordinator - Joint | | \$ | | |
| <u>Web Administrator/Web Master</u> | 1.00 | \$ | 47,528 | 8 |
| Web Administrator/Web Master - Joint | | \$ | | |
| Total | 12.00 | \$ | 539,306 | 72 |

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)

0

3.1 Governing Board Method of Selection

Jump to question: 3.1

Elected by community/membership

6

3.1 Governing Board Method of Selection

Jump to question: 3.1

Other (please specify below)

0

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)

0

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

7

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 | | | | | 3 | 3 |
| Male Board Members | 1 | 0 | | | 3 | 4 |
| Total | 1 | 0 | 0 | 0 | 6 | 7 |

3.2 Governing Board Members

Jump to question: 3.2

Number of Vacant Positions

0

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.)

7

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 Community Outreach Activities

Jump to question: 4.1

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

4.1 Community Outreach Activities

Jump to question: 4.1

| | Yes/No |
|--|--------|
| Produce public service announcements? | Yes |
| Did the public service announcements have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? | Yes |
| Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | 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)? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |
| Provide locally created content for your own or another community-based computer network/web site? | Yes |
| Did the locally created web content have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | Yes |

Partner with other community agencies or organizations (e.g., local commercial 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 Radio Programming and Production

Jump to question: [5.1](#)

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: [5.1](#)

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

5.1 Radio Programming and Production

Jump to question: [5.1](#)

| | For National Distribution | For Local Distribution/All Other | Total |
|--|--------------------------------|------------------------------------|------------------------------------|
| Music (announcer in studio playing principally a sequence of musical recording) | <input type="text"/> | <input type="text" value="2,082"/> | <input type="text" value="2,082"/> |
| Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devoted to artistic and/or cultural subject matter) | <input type="text" value="0"/> | <input type="text" value="250"/> | <input type="text" value="250"/> |
| 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" value="0"/> | <input type="text" value="2,580"/> | <input type="text" value="2,580"/> |
| 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" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| All Other (incl. sports and religious — Do NOT include fundraising) | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| Total | <input type="text" value="0"/> | <input type="text" value="4,912"/> | <input type="text" value="4,912"/> |

5.1 Radio Programming and Production

Jump to question: [5.1](#)

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

5.1 Radio Programming and Production

Jump to question: [5.1](#)

Approx Number of Original Program Hours

Comments

Question **Comment**

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2018. 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 2018 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.

In 2018 at WYSO we continue to focus on addressing community issues, needs and interests through our on-air programming, both long and short form, on our website, through community engagement events, ongoing training opportunities to citizens of all ages and through social media redistribution. In January 2018 we launched a new series called County Lines that produced 18 on-air stories and, for the first time in recent memory, engaged a reporter to look at issues in the rural discussions after the 2016 presidential election about how we could give voice to a broader range of listeners. We spent much of 2017 in discussion with experts and scholars about issues in rural Ohio and secured funding from Ohio Humanities to hire a producer to focus on these issues. Among the topics covered: rural attitudes toward immigrants, the difficulties of delivering rural health care, the rural/urban edge and the loss of farmland, the disappearance of large animal veterinarians, the tradition of the ice cream social, growing hops for the Ohio craft beer industry and many more. Also, in 2018, we aired 37 stories in our "Dayton Youth Radio" series, which gives voice and radio production training to high school students in our area of service. The students are given the freedom to discuss topics of their choice, and through their eyes, we learn about the world our teenagers are grappling with. Their topics included the impact of divorce on a family, romance and self-esteem, and coping with Ohio's opioid epidemic, among many others. WYSO is committed to the training of these students and in summer 2018 we launched our first radio camp for high school students. During a week at the station, 12 students learned radio production and in one week learned to create a radio feature for air on WYSO. Again, the students are given the freedom to choose their topics and thus we learn again, what issues they are dealing with and how they see their lives. We continued our "Veterans Voices" series, a collaboration with the Veteran and Military Center at Wright State University. In this project, post-9-11 military veterans who are WSU students interview each other using our "peer-to-peer" model. This resulted in 8 stories that aired on WYSO and live on our website. The veterans address such issues as veterans finding community in group motorcycle riding, coping with PTSD and dual-military marriages, inclusivity in an era of "don't ask, don't tell" and race relations in and out of the military. WYSO continues to air WYSO Curious, based on the Curious City/Hearken model and this results in many stories brought to our attention when community members submit questions for our reporters to tackle. In a collaboration with the Dayton Metro Library system and Rebuilding Together Dayton, we aired a 47-part series called Senior Voices: Honoring the Stories of Dayton's Elders. In this series, Dayton seniors, reminisced about Dayton "back in the day." Many of them live on Dayton's predominantly African American west side and their stories emerged over time to create a picture of Dayton when many families migrated here from the south after World War II to find opportunity. Culture Couch continues on WYSO as well, our series about creativity and the arts, covers a wide range of stories in Dayton's diverse communities and neighborhoods. These community-based projects are integral to our mission of "giving voice" in the Dayton region, also known as the Miami Valley. Most of them include an engagement event of some kind during the year, either at WYSO or in Dayton.

6.1 Telling Public Radio's Story

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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.

Working in collaboration with Your Voice Ohio, a consortium of newspaper, television, radio and online news sources, WYSO produced an award-winning series of stories known as Recovery Stories. Among all our other community work, this one deserves special notice. Ohio has been hit hard by the opioid crisis. More than 10,000 people died of opioid overdoses in Ohio in three years. By some measures, Dayton, Ohio is considered the hardest hit American city, seeing thousands of those deaths in Montgomery County alone. We knew the statistics alone couldn't tell the whole story and we engaged local citizens to tell their very personal and often painful stories of addiction and recovery. We produced 6 stories, using our peer-to-peer model, then we held a community listening event in Dayton to bring those community members together, along with their family members, to share the stories in a forum. In addition to Your Voice Ohio, we collaborated on that project with local support organization called Families of Addicts, Montgomery County's Alcohol, Drug Addiction and Mental Health Services and Montgomery County Judge Mary Wiseman's Women's Recovery Court.

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.

In addition to telling the stories on our airwaves, they were widely heard on our website and shared through Facebook and Twitter. Versions of the stories were shared with NPR, West Virginia Public Broadcasting, the Side Effects series at WFYI in Indianapolis, Ohio Public Radio stations and WMMT in Whitesburg, Kentucky, increasing their exposure exponentially. WYSO provided information about recovery resources at our events, in our stories and on our website. Montgomery County and the city of Dayton have seen a drop in opioid deaths in the past year. Dayton has been recognized nationally for extraordinary collaboration between city and county officials and citizens to provide solutions to this pernicious epidemic and provide services to citizens. WYSO has followed this story closely, through our special series called Recovery Stories and also through the daily reporting of our news reporters.

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 2018, and any plans you have made to meet the needs of these audiences during Fiscal Year 2019. If you regularly broadcast in a language other than English, please note the language broadcast.

Most of the students we work with in our Dayton Youth Radio project come from majority minority neighborhoods and high schools. This ongoing series is a window onto the challenges faced in these economically challenged communities. Our Dayton Youth Radio summer camp was attended by mostly students of color this year. To recruit them, we are in close touch with the teachers in those schools that service their neighborhoods. By maintaining these relationships with teachers and parents over the years, we constantly learn about the issues that confront them. We intend to do the same thing in 2019 and expect that our enrollment numbers will go up. Our project called "Senior Voices" was aimed specifically at telling the stories of citizens who live on Dayton's predominantly black west side. By working with Dayton Metro Library staff members who know and serve those neighborhoods, we were able to meet those citizens directly who often are not usually public radio listeners. We have plans underway to work with Sinclair Community College in 2019 to create a series called Re-entry Stories, to tell the stories of women who are re-entering life after prison. Sinclair has a program called Advanced Job Training, that works directly with women in the Dayton Correctional Institution. Many of those women looking to re-start their lives, are black. This project will be led by a former WYSO intern who was herself incarcerated at DCI and wants to now give voice to other black women who find themselves starting over. We have an oral history project on the books for 2019 again on the west side of Dayton. We're in the process now of lining up partners and funding.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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

Our CPB funding has allowed WYSO to spend more time developing strategic initiatives for programming, event planning, and reporting that would have been otherwise focused on fundraising for operational expenses. Without our CPB funding we would have been unable to devote time in developing the Dayton Youth Radio camp or to devote funds to our Recovery Stories series. These two initiatives, among others, have served (and continue to serve) our community. We look forward to launching more compelling initiatives in the upcoming year with the help of funding from CPB.

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: 7.1

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

7.1 Journalists

Jump to question: 7.1

| Job Title | Full Time | Part Time | Contract | Male | Female | African-American | Hispanic | Native-American | Asian/Pacific | White, Non-Hispanic | Other |
|---|-----------|-----------|----------|----------|----------|------------------|----------|-----------------|---------------|---------------------|----------|
| News Director | 1 | | | | 1 | | | | | 1 | |
| Assistant News Director | | | | | | | | | | | |
| Managing Editor | | | | | | | | | | | |
| Senior Editor | | | | | | | | | | | |
| Editor | | | | | | | | | | | |
| Executive Producer | | | | | | | | | | | |
| Senior Producer | | | | | | | | | | | |
| Producer | | | | | | | | | | | |
| Associate Producer | | | | | | | | | | | |
| Reporter/Producer | | | | | | | | | | | |
| Host/Reporter | 2 | | | 1 | 1 | 0 | | | | 2 | |
| Reporter | | | | | | | | | | | |
| Beat Reporter | | | | | | | | | | | |
| Anchor/Reporter | | | | | | | | | | | |
| Anchor/Host | | | | | | | | | | | |
| Videographer | | | | | | | | | | | |
| Video Editor | | | | | | | | | | | |
| Other positions not already accounted for | | | | | | | | | | | |
| Total | 3 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 3 | 0 |

Comments

Question Comment

No Comments for this section