

Grantee Information

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

1.1 Employment of Full-Time Radio EmployeesJump to question: **1.1** ▼

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

1.1 Employment of Full-Time Radio EmployeesJump to question: **1.1** ▼

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000							0
Managers - 2000	1				5		6
Professionals - 3000	5				4	0	9
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	6	0	0	0	9	0	15

1.1 Employment of Full-Time Radio EmployeesJump to question: **1.1** ▼

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000							0
Managers - 2000	1			2			3
Professionals - 3000	1			7			8
Technicians - 4000							0
Sales Workers - 4500				0			0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0

Operatives (Semi-Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	2	0	0	9	0	0	11

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#) ▼Major Job Category /
Job Code /
Joint Employee

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-Skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

Persons with Disabilities

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#) ▼

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#) ▼

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#) ▼

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

1.2 Major Programming Decision Makers

Jump to question: [1.2](#) ▼

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers	1				5		6
Male Major Programming Decision Makers	1				2		3
Total	2	0	0	0	7	0	9

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000	
Managers - 2000	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total**1.4 Part-Time Employment**Jump to question: **1.4** ▼

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

1.4 Part-Time EmploymentJump to question: **1.4** ▼

Number working less than 15 hours per week

1.4 Part-Time EmploymentJump to question: **1.4** ▼

Number working 15 or more hours per week

1.5 Full-Time HiringJump 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 HiringJump to question: **1.5** ▼

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

☐**1.5 Full-Time Hiring**Jump to question: **1.5** ▼

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0
Managers - 2000					0
Professionals - 3000	2	2			4
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	2	2	0	0	4

1.6 Full-Time and Part-Time Job OpeningsJump 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 OpeningsJump to question: **1.6** ▼

Number of full-time and part-time job openings

1.7 Hiring ContractorsJump to question: **1.7** ▼

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

1.7 Hiring ContractorsJump 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 Corporate Management

Jump to question: **2.1** ▼

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	\$ 130,000	12
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	
Chief Financial Officer	1.00	\$ 80,000	6
Chief Financial Officer - Joint		\$	
Chief Digital Media Operations		\$	
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question: **2.1** ▼

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

2.2 Communication and Promotions

Jump to question: **2.2** ▼

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

2.2 Communication and Promotions

Jump to question: **2.2** ▼

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

2.3 Programming and Productions

Jump to question: **2.3** ▼

Programming Director		\$	
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Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer		\$	
Producer - Joint		\$	
Digital Content Director	1.00	\$ 55,000	2
Digital Content Director - Joint		\$	
Digital Project Manager		\$	
Digital Project Manager - Joint		\$	
Managing Director, Audience Engagement		\$	
Managing Director, Audience Engagement - Joint		\$	

2.3 Programming and Productions

Jump to question: [2.3](#) ▼

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

2.4 Development and Fundraising

Jump to question: [2.4](#) ▼

Development, Chief	1.00	\$ 100,000	2
Development, Chief - Joint		\$	
Member Services, Chief		\$	
Member Services, Chief - Joint		\$	
Membership Fundraising, Chief	1.00	\$ 55,000	9
Membership Fundraising, Chief - Joint		\$	
Major Giving Fundraising Chief		\$	
Major Giving Fundraising Chief - Joint		\$	
On-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint		\$	
Auction Fundraising, Chief		\$	
Auction Fundraising, Chief - Joint		\$	

2.4 Development and Fundraising

Jump to question: [2.4](#) ▼

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

2.5 Underwriting and Grant Solicitation

Jump to question: [2.5](#) ▼

Underwriting, Chief	1.00	\$ 78,000	9
Underwriting, Chief - Joint		\$	
Corporate Underwriting, Chief		\$	
Corporate Underwriting, Chief - Joint		\$	
Foundation Underwriting, Chief		\$	
Foundation Underwriting, Chief - Joint		\$	
Government Grants Solicitation, Chief		\$	

Government Grants Solicitation, Chief - Joint

\$ **2.5 Underwriting and Grant Solicitation**Jump to question: **2.5** 

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

2.6 Broadcast Engineering and Information TechnologyJump to question: **2.6** **Operations and Engineering, Chief**\$

Operations and Engineering, Chief - Joint

\$ **Engineering Chief**\$

Engineering Chief - Joint

\$ **Broadcast Engineer 1**\$

Broadcast Engineer 1 - Joint

\$ **Production Engineer**\$

Production Engineer - Joint

\$ **Facilities, Satellite and Tower Maintenance, Chief**\$

Facilities, Satellite and Tower Maintenance, Chief - Joint

\$ **Technical Operations, Chief**\$

Technical Operations, Chief - Joint

\$ **Information Technology, Director**\$

Information Technology, Director - Joint

\$ **Web Administrator/Web Master**\$

Web Administrator/Web Master - Joint

\$ **2.6 Broadcast Engineering and Information Technology**Jump to question: **2.6** 

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

2.7 Journalists, Announcers, Broadcast and TrafficJump to question: **2.7** **News / Current Affairs Director**\$

News / Current Affairs Director - Joint

\$ **Music Director**\$ **Music Librarian/Programmer**\$ **Announcer / On-Air Talent**\$

Announcer / On-Air Talent - Joint

\$ **Reporter**\$

Reporter - Joint

\$ **Public Information Assistant**\$

Public Information Assistant - Joint

\$ **Broadcast Supervisor**\$

Broadcast Supervisor - Joint

\$ **Director of Continuity / Traffic**\$

Director of Continuity / Traffic - Joint

\$ **2.7 Journalists, Announcers, Broadcast and Traffic**Jump to question: **2.7** 

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

2.8 Education and Community Engagement

Jump to question: **2.8** ▼

<u>Education, Chief</u>		\$		
Education, Chief - Joint		\$		
<u>Volunteer Coordinator</u>		\$		
Volunteer Coordinator - Joint		\$		
<u>Events Coordinator</u>		\$		
Events Coordinator - Joint		\$		
Section 2. Average Salary Totals	16.00	\$	861,000	88

2.8 Education and Community Engagement

Jump to question: **2.8** ▼

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

Comments

Question	Comment
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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
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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)	
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3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

Elected by community/membership	2
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3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

Other (please specify below)	
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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)	7
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3.1 Governing Board Method of Selection

Jump to question: **3.1** ▼

Total number of board members (Automatic total of the above)	10
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3.2 Governing Board Members

Jump to question: **3.2** ▼

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

3.2 Governing Board Members

Jump to question: **3.2** ▼

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

3.2 Governing Board Members

Jump to question: **3.2** ▼

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	1	0			2		3

Male Board Members	2				5		7
Total	3	0	0	0	7	0	10

3.2 Governing Board Members

Jump to question: [3.2](#) ▼

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: [3.2](#) ▼

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

3.2 Governing Board Members

Jump to question: [3.2](#) ▼

Number of Board Members with disabilities

Comments

Question	Comment
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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 commerical TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

Comments

Question	Comment
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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)		2,313	2,313
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)		200	200
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)		85	85
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)	4	2	6
All Other (incl. sports and religious — Do NOT include fundraising)			0
Total	4	2,600	2,604

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
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No Comments for this section

6.1 Telling Public Radio's Story

Jump to question: 6.1

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2024. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

Joint licensee Grantees that have filed a 2024 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question: 6.1

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

WYSO exists to create programming that serves our local audience. We constantly seek to understand: What does our community want and need? What will inform, inspire and entertain them? Our editorial teams, spread across three divisions (news, music and community storytelling), tackle these questions in a variety of ways. They develop sources, attend community meetings, and monitor the stories emerging out of traditional media (the Dayton Daily News, local commercial television) and nascent media (within the digital space). They build relationships with community groups. They craft partnerships with other nonprofits. They show up in the community, attending a wide variety of events. Within the newsroom, we have beat reporters who naturally lean toward stories within their areas of expertise, which include politics; education; food insecurity and how it intersects with poverty, class and race; environmental issues; and indigenous affairs. We also have reporters available for general assignments. Operating from a solutions journalism philosophy centered around useful information that enables local citizens to participate in the community, we then pick and choose what we will cover. Gathering intel on community needs doesn't stop with our newsroom. Our most innovative approach to understanding the interests of our local audience happens outside the newsroom, through our "Community Voices" program. Launched in 2011, Community Voices is a robust training program that imparts audio storytelling skills to local citizens, few of whom have studied journalism previously. We train high school students, veterans, the recently incarcerated, immigrants to Greater Dayton, and others. The producers we train live in many neighborhoods and towns across our region. They inform us what's going on in their communities by pitching us stories. For the stories we accept, we assign an editor to work with them to bring their stories to completion. These community producers are the feet on the ground that we need. Finally, we have deep and long standing relationships with musicians from across our community. Many of them have performed on one of our music shows. We continue to develop and strengthen relationships with local creators by sharing our platforms with them. We gain a deeper understanding of the issues that matter to the local music scene in these ways: by inviting them to perform live on WYSO; by interviewing them about their projects; by serving as a media sponsor for important local events; and by having a staff presence at local events. It is through these avenues of music

outreach in particular that we know we are growing and diversifying our audience, particularly when compared with our traditional news audience. Our music department excels at in-person engagement. In the last year WYSO Music organized or supported dozens of local events, including a series of free performances at library branches through an ongoing partnership with Dayton Metro Library and ongoing free performances in downtown Dayton at Levitt Pavilion, including a "WYSO Listener Appreciation Concert." These free performance series tend to reach audiences that are new to WYSO; overall they skew younger and more diverse than our core news audience.

6.1 Telling Public Radio's Story

Jump to question: **6.1**

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

At WYSO, dozens of projects and partnerships occur each year. Here are three initiatives from 2024 that are emblematic of WYSO's community collaboration: "We created a 12-episode podcast series about Ohio's indigenous tribal communities: "The Ohio Country" is a podcast series created in partnership with the Ohio Humanities Council. The two lead producers are WYSO staff members: Neenah Ellis, the former executive director of the Center for Community Voices at WYSO, and Chris Welter, the managing editor of the Center. Here is the blurb: "This 12-episode series provides a perspective on the history of the region we now call Ohio that very few of us learned in school. It puts the experiences of Miami, Shawnee, Wyandotte, and other American Indian people at the center of a refreshed version of the state's complicated past and undecided future. This in-depth podcast from WYSO Public Radio is the result of more than a year of reporting." So far it has reached more than 40,000 listeners. This series is evergreen and will have a long life – we know that tribal communities around the country are listening to it (some have contacted us to say so); and we know that some Ohio schools are interested in integrating this podcast into their history curricula. "We developed a new aviation history series, "Blue Skies and Tailwinds" Dan Patterson is a local aviation historian and photographer. Aviation history is very important to our local community – Dayton is, after all, the home of the Wright brothers! The series is made possible through a partnership with Wright State University's Aviation Science and Technology program. "We launched two new local music shows The first is called "Louisiana Byways" and features all kinds of music from Louisiana. It's hosted by a local volunteer who is a professional fiddle player steeped in that musical tradition. The second is called "Bounce with Me" and is hosted by a local volunteer who is a beloved DJ. It features all kinds of great dance and club music.

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.

We are confident that our key reporting initiatives are cultivating a better informed public. One way to measure this is in pageviews on our website. In FY 24 (July 1 '23-June 30, '24) our website had 1,928,788 pageviews, up 49.6% from the previous fiscal year. The top three stories of FY 24 on our website were: "Ohio medical dispensaries prepare for new customers, rules"; 24,384 pageviews "Take an inside look at Ohio's newest state park, set to open this week"; 23,854 pageviews "Ohio politicians react to Trump's guilty verdict"; 22,235 pageviews Re: connecting people to needed resources, we are confident that our ongoing reporting on environmental and sustainability issues is filling a gap in local news — WYSO has the only full time environmental reporter in the region, Adriana Martinez-Smiley. This includes her months-long investigation into a lithium-ion battery burning site in Piqua, Ohio that is being investigated by the Ohio EPA. Our reporter obtained multiple public records requests and continues to follow this important story that impacts the health of our local audience. Here is direct feedback from a person served: a listener included the following unsolicited letter when she made a donation: "Dear WYSO, Just a note to share with you how much you mean to me in my daily life: I was recently listening to the news on WYSO and I realized that, even when it's BAD news, you deliver it in a way that is complete, respectful, and intelligent...and because of the way you deliver it, you give me hope! You don't sensationalize it, but rather you communicate it as a human problem and, as a result, a problem that we humans will work together to solve. But, solutions BEGIN with a clear understanding of the problem. And, that's what WYSO gives its listeners!"

6.1 Telling Public Radio's Story

Jump to question: **6.1**

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2024, and any plans you have made to meet the needs of these audiences during Fiscal Year 2025. If you regularly broadcast in a language other than English, please note the language broadcast.

One important new initiative that gained momentum during FY24 is our HBCU Radio Preservation Project. Here is the description from our website: "The HBCU Radio Preservation Project is dedicated to honoring and preserving the vibrant history and cultural resource that is HBCU radio. Nearly a third of the 104 Historically Black Colleges and Universities (HBCU) have radio stations, and many have been on the air for more than fifty years. Much of the material created at these stations is at risk of being lost. Magnetic tape and other obsolete formats are deteriorating, and with them the primary source material that documents the rich history and diversity of the Black experience through the Civil Rights era and beyond. Present day digital material is also at risk. The HBCU Radio Preservation Project grew out of a 2019 survey of HBCU radio stations to assess their preservation practices and needs. We collaborated with the Northeast Document Conservation Center (NEDCC) on a follow up pilot project. With the generous support of the Mellon Foundation, we are now in the implementation phase of the project, partnering over the next four years with WYSO, NEDCC, the Margaret Walker Center at Jackson State University and the American Archive of Public Broadcasting. The goals of the project are to foster an ethos of preservation at HBCU radio stations, to preserve the stations' audio collections, and to facilitate capacity-building and sustainability through connecting and supporting the stations and the institutional archives on campus. We will be able to serve all 29 HBCU radio stations through the project. Our replicable model will serve not only HBCUs, but ultimately any college radio station—and tribal stations, rural stations, and other public and community stations. The implementation model has three elements: Training and education—We will provide preservation training and workshops for campus stations, archivists and community members and also hire a fellow and intern each year of the grant cycle. Providing interns and fellows opportunities to learn from experienced professionals will help infuse new energy into the preservation and archives profession and we'll recruit HBCU graduates for these roles Preservation—Field archivists will collaborate with stations and campus archivists on collections assessments and follow-up field services such as inventories, reformatting, rehousing, and other preservation activities. Public history praxis—Oral historians will interview a range of community members with ties to respective stations, including former radio staff, students, alumni and listeners to document the history of the stations. We'll also offer training in gathering oral histories and using historical audio in content creation. We will work with an advisory group to identify opportunities and connections, launch an interactive website, a podcast series, and annual symposia. Project team members will conduct frequent public presentations, as well." As far as working with new immigrants, WYSO began outreach to the Haitian community of Springfield, Ohio during this grant period. This is a community that has been much in the news lately, after vice presidential candidate JD Vance falsely accused them of eating their neighbors' pets. WYSO has been providing training in audio storytelling to members of the Haitian community and we are sharing their stories during this current grant period through a series called "Haitians in the Heartland." We also continued a popular series called "Loud as the Rolling Sea" during this grant period – series description: "The murder of George Floyd created a lot of soul searching around the country and here at WYSO. It made us think harder about the role the station should play in fighting racism in the Miami Valley. And so we will bring the voices of more people of color to the airwaves so we can see racism – past and present – through their eyes and hear their ideas about our shared future. You'll hear stories that began as a community oral history project 12 years ago in Yellow Springs, when citizens came together to gather the stories of the Civil Rights generation of activists, both Black and white,

who were born in the 20s and 30s. Their stories have a lot to teach the activists of today." Finally, re: foreign-language broadcast, our music department programs "Beat Latino," a weekly national show that is hosted in both Spanish and English.

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?

Unrestricted CPB supports our general operations. Our budget is lean: there is no "contingency" built into it. As much as possible, we direct every dollar toward program costs; and if dollars aren't paying for a program directly, they support programs indirectly as they are used to pay for facilities or our efficient administrative team. Here is the breakdown of expenses from a typical annual budget at WYSO: 76% goes to programming and operations 11% goes to facilities and equipment 9% goes to office and administrative costs 4% goes to legal, banking, and other professional services When we incorporate CPB funding into each year's budget, we envision all of it going toward programming. At more than 9% of our total annual operating revenues, CPB funding is a significant piece of the pie chart. We could not serve our community as effectively without it: Not having access to 9% of our budget would result in the elimination of programs; it might even result in the elimination of 1-2 staff positions. Simply put, CPB funding is an essential piece of our operating budget. Thank you, CPB, for providing these funds. Please note: our 2024 NFFS figure is listed as \$8,668,706, which is a significant jump over our 2024 figure of \$2,920,937. None of the difference is due to increases in annual operating support; rather, because we are on an accrual accounting system, we had to recognize nearly \$6M in restricted contributions that arrived during the grant period: \$5M from the Mellon Foundation to support the above mentioned HBCU Radio Preservation Project, and the balance in restricted gifts toward our current facilities project to create new headquarters for WYSO.

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	More Than One Race	Other
News Director	1				1					1		
Assistant News Director												
Managing Editor												
Senior Editor	2			1	1	1				1		
Editor												
Executive Producer												
Senior Producer												
Producer												
Associate Producer												
Reporter/Producer												
Host/Reporter	8			5	3	2				6		
Reporter												
Beat Reporter												
Anchor/Reporter												
Anchor/Host												
Videographer												
Video Editor												
Other positions not already accounted for												
Total	11	0	0	6	5	3	0	0	0	8	0	0

Comments

Question Comment

No Comments for this section

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

Jump to question: 8.1 ▼

CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.

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

Jump to question: 8.1 ▼

Check all that apply

Grove

☒

Bento

☐

WordPress

☐

Drupal

☐

None

☐

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

Jump to question: 8.1 ▼

Other

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

Jump to question: 8.2 ▼

CRM is a platform for planning and tracking direct marketing and fundraising programs and lead campaigns; managing and tracking communications with prospective and current donors/members; and serves as a database for storing user, donor and/or member data to build profiles.

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

Jump to question: 8.2 ▼

Check all that apply

CDP

☐

Salesforce

☐

Blackbaud

☐

Carl Bloom

☐

Roi Solutions

☐

Adobe

☐

Allegiance

☒

None

☐

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

Jump to question: 8.2 ▼

Other

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▼

ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▼

Check all that apply

Mailchimp

☒

Constant Contact

☐

GoDaddy

☐

SendGrid

☐

None

☐

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▼

Other

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Marketing Automation Platform is a platform to automate marketing actions or tasks, streamline marketing workflows, and measure the outcomes of marketing campaigns. These tools provide a central marketing database for all marketing information and interactions, create segmented, personalized, and timely marketing experiences for donors and members. They also provide automation features across multiple aspects of marketing including email, social media, lead generation, direct mail, digital advertising, and more.

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Check all that apply

Mailchimp Marketing Platform

Hubspot Marketing Hub

Adobe

None

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4

Other

Comments	Comment
No Comments for this section	

9.1 Did your station have the capability to relay CAP-compliant EAS alerts during your station's FY{{FY}}?

Jump to question: 9.1

Yes

No

9.1 Did your station have the capability to relay CAP-compliant EAS alerts during your station's FY{{FY}}?

Jump to question: 9.1

If no, why not?

9.2 Please consult your EAS equipment log and enter the number of alerts during your station's FY{{FY}}. Include all required tests.

Jump to question: 9.2

Number of alerts received from the Emergency Alert System (EAS):

595

Number of EAS alerts relayed over the air:

176

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

Jump to question: 9.3

National alerts and tests (EAN, NPT, RMT, RWT)	Automatic relay
Non-Weather civil alerts (CAE, CDW, CEM, LAE, LEW, TOE)	Automatic relay
Non-Weather environment alerts (AVW, EQW, FRW, HMW, NUW, RHW)	Automatic relay
Non-Weather imminent danger alerts (EVI, SPW)	Automatic relay
Weather alerts (BZW, DSW, FFW, FLW, SVR, TOA, TOR, WSW)	Automatic relay

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

Jump to question: 9.3

Further explanation (Optional)

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

Jump to question: 9.4

The WYSO newsroom receives alerts from all area municipal emergency management agencies, from local fire rescue operations to local fire departments. We share out this information as appropriate, either in our newscasts or as breaking news updates. Further, the Yellow Springs fire and police departments have direct access to our general manager and director of operations.

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

Jump to question: [9.5](#) 

- Stations may have to list this info for separate transmitters

- Below is what your station entered last year, please review and make necessary edits

	Call letters	Model	Make
1	WYSO	HT	DMX
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
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36			
37			
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39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			

9.6 (For State Networks, Duopolies, multiple transmitters) Does your station have separate EAS equipment located at each additional transmitter site allowing for geo-targeted, locally-relevant alerts as of the end of {{FY}} calendar year?

Jump to question: 9.6 

Yes

No

N/A

☐
☐
☒

Comments

Question

Comment

No Comments for this section