

Grantee Information

ID	1562
Grantee Name	WCBE-FM
City	Columbus
State	OH
Licensee Type	Local Authority

1.1 Employment of Full-Time Radio Employees

Jump 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 Employees

Jump 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							0
Professionals - 3000					2		2
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100					1		1
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	0	0	0	0	3	0	3

1.1 Employment of Full-Time Radio Employees

Jump 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		1
Professionals - 3000					3		3
Technicians - 4000					0		0
Sales Workers - 4500					1		1
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	5	0	5

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

Major Job Category /
Job Code /
Joint Employee

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

1.1 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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
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"/>	<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="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

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	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="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	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: [1.3](#) ▼

Major Job Category /
Job Code

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

0

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 Employment

Jump to question: 1.4 ▼

Number working less than 15 hours per week

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1.4 Part-Time Employment

Jump to question: 1.4 ▼

Number working 15 or more hours per week

3

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)

<input checked="" type="checkbox"/>

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

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0

Managers - 2000

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0

Professionals - 3000

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0

Technicians - 4000

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0

Sales Workers - 4500

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0

Office / Service
Workers - 5100-5500

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0

Total

0

0

0

0

0

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

0

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

<input type="checkbox"/>

Direct Mail

<input type="checkbox"/>

Telemarketing

<input type="checkbox"/>

Other development activities

<input checked="" type="checkbox"/>

Legal services

<input checked="" type="checkbox"/>

Human Resource services

<input type="checkbox"/>

Accounting/Payroll

<input type="checkbox"/>

Computer operations

<input type="checkbox"/>

Website design

<input type="checkbox"/>

Website content

<input type="checkbox"/>

Broadcasting engineering	<input checked="" type="checkbox"/>
Engineering	<input type="checkbox"/>
Program director activities	<input type="checkbox"/>
None of the above	<input type="checkbox"/>

Comments

Question

Comment

No Comments for this section

2.1 Corporate Management

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 80,167	8
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>		\$	
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>		\$	
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question: 2.1

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

2.2 Communication and Promotions

Jump to question: 2.2

<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	
Communication and Public Relations, Chief - Joint		\$	

2.2 Communication and Promotions

Jump to question: 2.2

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

2.3 Programming and Productions

Jump to question: 2.3

<u>Programming Director</u>		\$	
Programming Director - Joint		\$	
<u>Production, Chief</u>		\$	
Production, Chief - Joint		\$	
<u>Executive Producer</u>		\$	
Executive Producer - Joint		\$	
<u>Producer</u>		\$	
Producer - 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

<u>Development, Chief</u>		\$	
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>		\$ 0	
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>		\$	
Membership Fundraising, Chief - Joint		\$	
<u>Major Giving Fundraising Chief</u>		\$	
Major Giving Fundraising Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
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

<u>Underwriting, Chief</u>	1.00	\$ 58,787	6
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		\$	

2.5 Underwriting and Grant Solicitation

Jump to question: **2.5** ▼

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

2.6 Broadcast Engineering and Information Technology

Jump to question: **2.6** ▼

<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>Information Technology, Director</u>		\$	
Information Technology, Director - Joint		\$	
<u>Web Administrator/Web Master</u>		\$	
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 Traffic

Jump to question: **2.7** ▼

<u>News / Current Affairs Director</u>	1.00	\$ 51,825	25
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>	1.00	\$ 51,825	25
<u>Music Librarian/Programmer</u>		\$	
<u>Announcer / On-Air Talent</u>	1.00	\$ 50,142	20
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>	2.00	\$ 51,535	24
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		\$	

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

7.00

\$ 344,281

108

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

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)

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

3.1 Governing Board Method of Selection

Jump to question: 3.1

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question: 3.1

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question: 3.1

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

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	2	1			1		4
Male Board Members	2				1		3
Total	4	1	0	0	2	0	7

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

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?

No

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?

No

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?

No

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

No

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

No

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

No

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

No

Provide locally created content for your own or another community-based computer network/web site?

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?

No

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)		2,350	2,350
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)		65	65
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)		1,620	1,620
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)		75	75
All Other (incl. sports and religious — Do NOT include fundraising)		0	0
Total	0	4,110	4,110

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

140

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 2021. 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 2021 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.

WCBE is the broadcast service licensed to Columbus City Schools in Columbus, OH. Our mission is to produce and distribute trusted content that informs, educates, entertains and engages people who care about local, national and international programming. WCBE broadcasts terrestrially on 90.5FM and is available everywhere via wcbe.org, Apple Music, apps and social media sites. Daily news programming is supplemented by regional national and international public radio outlets, such as National Public Radio, American Public Media, British Broadcasting Corporation, Ohio Public Radio and the Ohio Statehouse News Bureau. WCBE employs 3 fulltime staff dedicated to writing, producing and reporting local, national and international content. Local and statewide news is presented multiple times per hour during morning and afternoon drive times and in-depth reporting is produces as feature stories, web-accessible content, long-form interviews and podcasts. WCBE staff regularly engages with the Central Ohio community and provides programming to inform the public of local and state issues, contributes to assisting and serving students, and produces local content in an effort to expand its listenership. WCBE's partnership with the Columbus Metropolitan Club, a non-profit organization which brings together businesses and other not for profit organizations through weekly discussions which are then produced for broadcast weekly on WCBE. Interaction with CMC events provides WCBE staff the opportunity to associate with other Central Ohio organizations which often result in the creation of new mutually beneficial partnerships. The Columbus Blues Alliance, a non-profit organization dedicated to support and promote the musical genre's activities in Central Ohio, receives regular publicity during WCBE's weekly, locally-produced "Sean Carney's Inside Blues" program. "We Amplify Voices" is a prime example of how WCBE serves Columbus City School students. Regular workshops partner CCS middle school students and professional musicians to produce original music and the stories behind the songs, which is then played on the air. (Due to the pandemic this program has been suspended.) "The Paragon Project" is another way CCS students are provided a "real world" experience. The PP provides an opportunity for

student musicians to write, produce, perform and record songs and musical passages. Concerts give those students the opportunity to perform their music for a live audience and WCBE has featured the Paragon Project during "Live From Studio A" broadcasts. (Due to the pandemic this program has been suspended.) An extension of WCBE's locally produced programming comes in the form of its constantly expanding "WCBE Podcast Experience" website feature, which provides local hosts a voice to address issues in Central Ohio. "Craft," "Back Talk," "Double Take," "Prognosis Ohio," "The Art of Attention," "Innovating Leadership: Co-creating Our Future," "Shhh Productions Vintage Radio Hour" and "Music Journeys" discuss timely and relevant leadership and health concerns, plus subject matter supporting local art, theater and music communities.

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.

WCBE takes pride in being a valuable, contributing member in the Central Ohio community. One important way we do this is to engage in productive partnerships with community organizations and other news outlets. WCBE continues its longstanding internship program with Columbus City Schools, The Ohio State University and others. Ohio Public Radio and The Statehouse News Bureau provide WCBE with expanded state wide news coverage. As previously stated, the WCBE website features podcast collaborations with community members. As listener habits evolve, the accessibility of these podcasts and the information discussed, such as medical, art and music news and issues, is easily accessible on any mobile electronic device. Partnerships within the community include, but are not limited to: Columbus City Schools, Mid-Ohio Food Collective, Columbus Metropolitan Club, DNO Produce, Columbus Music Commission, Central Ohio Folk Music Society, Columbus Blues Alliance, Columbus Foundation and Columbus Museum of Art.

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.

As a result of their association with WCBE, promotional partners and underwriters received increased awareness and attendance for community activities. WCBE partnered with the Columbus Music Commission for the Gift of Music Instrument Drive Listeners were encouraged to donated gently used musical instruments and equipment, all of which were donated to the students of Columbus City Schools. WCBE again teamed up with DNO Produce for the annual "Fresh Cut Food Drive" in December 2021. For every donation made to WCBE in that month, 3 pounds of fresh produce was donated to the Mid-Ohio Food Collective. A total of 258 donations were made during the campaign which resulted in 774 pounds of donated produce for the area's needy. WCBE's news coverage followed the continued impact the COVID-19 pandemic on the Columbus region and kept listeners and those who visited wcbe.org up to date on area developments, including available testing, vaccine availability and event cancellations and postponements.

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 2021, and any plans you have made to meet the needs of these audiences during Fiscal Year 2022. If you regularly broadcast in a language other than English, please note the language broadcast.

A strategic goal of WCBE is to be reflective of Central Ohio and strive to better relate to more diverse audiences. We are striving to accomplish this by professional development training and the continuation of our intern program. We have historically been able to provide unique learning opportunities for young people of all backgrounds. WCBE's news team provides a regular on-air and online presentation on important local issues: Reported on racial disparities highlighted by COVID-19. From social/economic pressures that created more hardships and led to more exposure, to unequal access to testing and vaccines, to city/county/state efforts to provide equity. Strong housing sales and rising prices in Central Ohio have created even tougher conditions for people at the lower end. Reported on rising prices and displacement, city efforts to protect renters' rights and create more affordable housing units, as well as investing more aid for homeless people. WCBE's weekend line-up includes "Trip The Groove Fantastic," a weekly, locally-produced exploration of urban, funk, reggae, soul, jazz, blues and hip-hop music. WCBE features music in a variety of languages (Arabic, French, Italian and Spanish, for example) within locally produced programming, such as Ante Meridiam and Global Village. Afropop Worldwide is an award-winning 60 minute world music program which airs each Sunday on WCBE. WCBE provided coverage during Black History Month in February and Women's History Month in March with special news and music programming. Jazz Sunday, in particular, celebrated the artistry of African-American and female musicians and singers every weekend throughout those months. Additionally, Trip The Groove Fantastic spotlights musicians of African-American heritage from a different geographic area each week. And World Café, a syndicated music program heard on WCBE weekday evenings, featured an extensive spotlight on influential African American artists during each installment throughout the month of February.

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?

WCBE's typical revenue sources - fundraising, underwriting and grants - continue to under-perform, impacted by the lingering effects of the COVID-19 pandemic. WCBE staff is striving to redefine our fundraising efforts with creative new ways to generate revenue, and as pandemic-related restrictions expire, businesses are slowly returning to operations and, consequently, underwriting revenue for WCBE is beginning to show growth. CPB's continued financial assistance to and support for WCBE is most critical during this uncertain time. Financial assistance from the Corporation for Public Broadcasting had been a critical revenue stream for station continuity, including investment in programming and overall station goals. The CPB Grant enabled WCBE to broadcast local and national news, for instance, and provided a diverse programming of music to reflect the community. The value and impact of CPB support make CPB participation in WCBE's operations critical to our success.

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

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	
News Director	1				1					
Assistant News Director										
Managing Editor										
Senior Editor										
Editor										
Executive Producer										
Senior Producer										
Producer										
Associate Producer										
Reporter/Producer										
Host/Reporter	2			2						

Reporter	<div><div>0</div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Beat Reporter	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Anchor/Reporter	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Anchor/Host	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Videographer	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Video Editor	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Other positions not already accounted for	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
Total	<div><div>3</div></div>	<div><div>0</div></div>	<div><div>0</div></div>	<div><div>2</div></div>	<div><div>1</div></div>	<div><div>0</div></div>	<div><div>0</div></div>	<div><div>0</div></div>	<div><div>0</div></div>	<div></div>

Comments

Question

Comment

No Comments for this section