

**Grantee Information**

<b>ID</b>	1562
<b>Grantee Name</b>	WCBE-FM
<b>City</b>	Columbus
<b>State</b>	OH
<b>Licensee Type</b>	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	<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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
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"/>
<b>Total</b>	<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="0"/>	<input type="text" value="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	<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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text" value="4"/>
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" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="6"/>

## 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	<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"/>
<b>Total</b>	<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="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"/>
<b>Total</b>	<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	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"/>
<b>Total</b>	<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

Persons with Disabilities

Officials - 1000

Managers - 2000

Professionals - 3000

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"/>
<b>Total</b>	<input type="text" value="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

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"/>	<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" value="1"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>

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	<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	\$ 77,833	6
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>		\$	
Chief Financial Officer - 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** ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<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** ▼

# of Employees	Avg. Annual Salary	Average Tenure
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<a href="#">Programming Director</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Executive Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 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](#) ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Development, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Member Services, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Membership Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 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](#) ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Underwriting, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="57,075"/>	<input type="text" value="2"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Corporate Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 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](#) ▼

# of Employees	Avg. Annual Salary	Average Tenure
----------------	--------------------	----------------

<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Technical Operations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="34,361"/>	<input type="text" value="1"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 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** ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<u>News / Current Affairs Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,315"/>	<input type="text" value="23"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,315"/>	<input type="text" value="23"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="48,682"/>	<input type="text" value="18"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="50,034"/>	<input type="text" value="22"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

## 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** ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<del>Education Chief</del>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<del>Volunteer Coordinator</del>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<del>Events Coordinator</del>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="8.00"/>	\$ <input type="text" value="368,615"/>	<input type="text" value="95"/>

## 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)

## 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	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="4"/>



Male	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="3"/>
Board Members							
<b>Total</b>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="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)?	Yes
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?	No
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?	No
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?	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)	<input type="text"/>	<input type="text" value="2,340"/>	<input type="text" value="2,340"/>
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)	<input type="text"/>	<input type="text" value="60"/>	<input type="text" value="60"/>
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"/>	<input type="text" value="1,625"/>	<input type="text" value="1,625"/>
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"/>	<input type="text" value="70"/>	<input type="text" value="70"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="4,095"/>	<input type="text" value="4,095"/>

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 2019. 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 2019 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. 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 full-time 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. "Space Radio" is a weekly WCBE-produced program hosted by an astrophysicist which features current astronomy news and addresses listener questions in a

highly listenable and engaging manner. WCBE's partnership with the Columbus Metropolitan Club, a non-profit organization which brings together businesses and other not-for-profit organizations through weekly panel discussions in front of a live audience 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 "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. "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. An extension of WCBE's locally produced programming comes in the form of podcasts, which provides local hosts a voice to address issues in the Central Ohio Community. "Prognosis Ohio," "The Art of Attention," "Music Journeys" and "Please Touch The Art" discuss timely and relevant health concerns and important subject matter for the local art and music communities, for example.

#### 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 continued 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. The WCBE website features podcast collaborations with the 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 Bank, Actors' Theater, Bexley Public Library, DNO Produce, Green Columbus, Central Ohio Folk Music Society, Columbus Blues Alliance, Groove U, Columbus Recreation and Parks Department, Columbus Folk Music Society, Columbus Foundation, Ohio Environmental Council, Columbus Museum of Art, Dublin Arts Council and ProMusica Chamber Orchestra.

#### 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 again teamed up with DNO Produce for the annual "Fresh Cut Food Drive" in December, 2019. For every donation made to WCBE in that month, 3 pounds of fresh produce were donated to the Mid-Ohio Food Bank. A total of 1,158 donations were made during the campaign which resulted in 3,500 pounds of donated produce for the area's needy. During WCBE's Fall 2019 Fund Drive, staff volunteered to conduct "Random Acts of Kindness" throughout the community as incentives for listeners to donate. When certain monetary goals were met, staff members committed themselves to, for example, visit elderly shut-ins, volunteer as a PA announcer at area sporting events, and assist those who required help with everyday activities such as loading groceries into their cars.

#### 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 2019, and any plans you have made to meet the needs of these audiences during Fiscal Year 2020. 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 broad recruitment efforts, professional development training, and continuation of our aggressive intern program. We were 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, including: \* Broadcasts informed listeners about reports of sex abuse by a former OSU team doctor as the number of cases began to grow, and in turn highlighted related deficiencies in procedures and state law. WCBE kept listeners aware of the lawsuits filed and the universities attempt to mediate, and also reported on the state medical board's efforts to clear the backlogged review of cases of abuse cases by doctors, and state lawmakers proposal to limit the statute of limitations on rape reports. \* Agriculture remains one of the largest industries in Ohio, but the pressures on farmers – and that farms put on the environment – create an uncertain future. WCBE reported on the decline of small family farms and the rising popularity of urban farming. WCBE also reported on the state's efforts to help farmers mitigate the impacts of fertilizer runoff, and encouraging setting aside land for conservation. WCBE features music in a variety of languages (Arabic, French, Italian and Spanish, for example) within locally produced programming, such as Ante Meridiem and Global Village. Afropop Worldwide is an award-winning 60-minute world music program which airs each weekend on WCBE. Student interns from diverse backgrounds and nationalities are exposed to writing, idea generation and audio production through on-air promotional announcements. A weeknight news feature, National Native News, is a daily module covering current events in the Native American Community. 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 special months.

#### 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?

Local fundraising has proven to be a challenge and has impacted the success of WCBE's twice-annual fund drives. Competition for donor assistance and loss of underwriters are two reasons which prevent WCBE from maintaining reliable and sustainable funding from year to year. Financial assistance from the Corporation for Public Broadcasting had been a reliable revenue stream for funding programming. The value CPB's support makes 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

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												
Editor												
Executive Producer												
Senior Producer												
Producer												
Associate Producer												
Reporter/Producer												
Host/Reporter	1			1						1		
Reporter	1			1						1		
Beat Reporter												
Anchor/Reporter												
Anchor/Host												
Videographer												
Video Editor												
Other positions not already accounted for												
<b>Total</b>	3	0	0	2	1	0	0	0	0	3	0	0

Comments

Question

Comment

No Comments for this section