

**Grantee Information**

<b>ID</b>	4721
<b>Grantee Name</b>	WDVX-FM
<b>City</b>	Knoxville
<b>State</b>	TN
<b>Licensee Type</b>	Community

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="2"/>	<input type="text" value="2"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="5"/>	<input type="text" value="5"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" 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" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="1"/>	<input type="text" value="1"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>
Technicians - 4000	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>

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	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" 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" 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="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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="1"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="5"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="0"/>	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="5"/>	<input type="text" value="5"/>

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	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>
Technicians - 4000	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value="0"/>
<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"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<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
  - Direct Mail
  - Telemarketing
  - Other development activities
  - Legal services
  - Human Resource services
  - Accounting/Payroll
  - Computer operations
  - Website design
  - Website content
  - Broadcasting engineering
  - Engineering
  - Program director activities
  - None of the above

Comments

Question Comment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	<input type="text" value="1.00"/>	<input type="text" value="\$ 63,000"/>	<input type="text" value="6"/>
Chief Executive Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Chief Financial Officer</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Chief Financial Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Programming Director</u>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Programming Director - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Executive Producer</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Development, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Underwriting, Chief</u>	<input type="text" value="1.00"/>	<input type="text" value="\$ 56,705"/>	<input type="text" value="2"/>
Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Foundation Underwriting, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
<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>Education, Chief</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Education, 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>Volunteer Coordinator</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Volunteer Coordinator - Joint		\$	
<u>News / Current Affairs Director</u>		\$	
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>		\$	
<u>Music Librarian/Programmer</u>		\$	
<u>Announcer / On-Air Talent</u>	2.00	\$	25,348 15
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>		\$	
Reporter - Joint		\$	
<u>Public Information Assistant</u>		\$	
Public Information Assistant - Joint		\$	
<u>Broadcast Supervisor</u>		\$	
Broadcast Supervisor - Joint		\$	
<u>Director of Continuity / Traffic</u>	1.00	\$	24,398 1
Director of Continuity / Traffic - Joint		\$	
<u>Events Coordinator</u>	1.00	\$	23,608 1
Events Coordinator - Joint		\$	
<u>Web Administrator/Web Master</u>		\$	
Web Administrator/Web Master - Joint		\$	
<b>Total</b>	6.00	\$	193,059 25

**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	Total
Female Board Members	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="12"/>	<input type="text" value="12"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="15"/>	<input type="text" value="16"/>

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:

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:

	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?	No
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)?	No
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	No
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?	No
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?	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?	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?	Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production Jump to question:

Instructions and Definitions:

5.1 Radio Programming and Production Jump to question:

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:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value=""/>	<input type="text" value="6,491"/>	<input type="text" value="6,491"/>
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" value="28"/>	<input type="text" value="381"/>	<input type="text" value="409"/>
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter)	<input type="text" value=""/>	<input type="text" value="82"/>	<input type="text" value="82"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="28"/>	<input type="text" value="6,954"/>	<input type="text" value="6,982"/>

5.1 Radio Programming and Production Jump to question:

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:

Approx Number of Original Program Hours

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story Jump to question:

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

**Joint licensee Grantees that have filed a 2015 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have**

those services. Please report on activities that occurred in Fiscal Year 2015. 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.**

**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.

We create and provide content to promote the cultural heritage of East Tennessee and the southern Appalachian region by entertaining and educating audiences globally with original programs showcasing live radio performance, underrepresented arts, and emerging and local talent. This mission statement directs how Cumberland Communities Communications Corp dba WDVX identifies community issues, needs, and interests. WDVX produces programs daily that include traditional Appalachian music, fresh interpretations to the traditions of mountain music, field and live show recordings, rare locally-produced vintage recordings, music of the British Isles, bluegrass, gospel, blues, early jazz recordings, swing, and other music genres, poetry, and storytelling. Our approach is multi-platform: we engage our community through live radio shows, which are broadcast and live streamed, and many of which are free to attend as well as concerts, festivals, and events. All WDVX programming is available on demand for two weeks through archives located on WDVX.com. Radio show content is long form, generally an hour. Selected short-form live show recordings are used throughout WDVX's 24/7 programming. We also reach out to local, emerging, and underrepresented artists to appear on our live radio shows, in-studio performances, and music events. WDVX includes spoken word artists in its programming. Guests appear on our weekly show Tennessee Shines to present poetry, excerpts from novels, columns, and blogs. This has engaged new audiences of writers and fans of writers. Selected readings are recorded and air during WDVX's regular programming, to which listeners have responded favorably. WDVX engages directly with families with small children through Kidstuff, WDVX's weekly children's music show, which features a monthly live stage show. Host Sean McCollough, a musician and University of Tennessee professor, and a variety of guests, educate children about many different types of instruments, styles of music and the cultures from which they spring, participatory singing, and movement. WDVX added an educational service in 2015 with "Kidstuff in the Classroom," at White Oak Elementary School in Campbell County, TN, by supporting host Sean McCollough's classroom work with grades 3-5. The students learned Appalachian culture through songs, dances, and stories and got the opportunity to perform their work at the Louie Blue Festival in Campbell County in September. In-person engagement takes place at the many events WDVX produces, helps program, and participates in. As a service to our community WDVX provides music programming support to partner organizations and media support for the event. WDVX participates at local music festivals which celebrate the cultural heritage of the region and engage audiences interested in traditional and regional music and events with related missions. WDVX addresses issues of particular interest to the well being of our community through on air support – interviews, media partnerships, public service announcements, and programs. Cultural heritage, sustainability, remedying poverty, and education are issues of great interest to our community. Tennessee Farm Table, hosted by Blount County resident and artist Amy Campbell, puts the focus on the people who grow, prepare, and preserve our regional foods and addresses all the above issues in the programming.

### 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.

Key initiatives of WDVX include giving local and regional musicians and spoken word artists a stage – literally and figuratively – in the community, providing a voice for community organizations, and encouraging community participation. With our variety of partners WDVX presents local, emerging, underrepresented artists before a radio and live audience; we bring the community together through free music experiences in easily accessible, centrally located places, and we educate participants about the cultural significance of the region's music and art. An example of a partnership that connects us with the community is the one with the Knoxville Visitor and Convention Bureau, a 501c3 in whose building our studios reside. The Visitor Center contains a stage and audience seating area. WDVX produces live radio shows there nearly every day. From July 1, 2014 to June 30, 2015, more than 28,000 people attended 340 live music shows that were broadcast from our performance area. Funny gal Erin Donovan, the former TV personality who is now Visit Knoxville's Communications Director, joins WDVX's morning host weekly to preview upcoming weekend events and activities of interest to the community. A key initiative to produce live radio programs has led to WDVX partnerships with local venues. In March 2015, WDVX moved its weekly show Tennessee Shines to Boyd's Jig & Reel in Knoxville's Old City and launched in November the WDVX 6 O'clock Swerve at Market Square's Scruffy City Hall, together creating 56 shows for the year. Other collaborations to present the art and culture of the region include those with the City of Knoxville to provide free entertainment at Market Square in the town's center. Three such events occurred in 2015 that featured local and touring artists. With WDVX supporting organization the Knoxville Americana Music Foundation, WDVX produced a series of Bluegrass music shows at the area's top theatres. Recorded segments from the shows are broadcast each Tuesday. WDVX's partnership with Ijams Nature Center, an urban greenspace, in the production of the Meadow Lark Festival, brings our community of listeners to the park for an annual day-long music festival. Another key initiative of WDVX is to engage and instruct young people in the broadcasting industry. Participants in 2015 included students from Pellissippi State Community College and Hardin Valley Academy. Student interns train in music research, marketing, social media, and digital production. WDVX staff members are active with local and regional non-profit organizations to recommend artists for events, as emcees, as participants on committees and planning, and to provide organizations a way to get the word out about their work. Partners include local and regional history/cultural museums, the local arts alliance, the City of Knoxville special events office, City of Pigeon Forge, City of Sevierville, and other regional municipalities, the regional nature center, the opera company, the Council of Americana roots music, Knoxville Americana Music Foundation, Campbell Culture Coalition, Jubilee Community Arts, Beardsley Community Farm, the South Knoxville Arts and Heritage Council and the historic Biju Theatre Center, among others. A significant partnership with the East Tennessee Historical Society and Knox County Library along with the library's Tennessee Archive of Moving Image and Sound was created to plan a festival celebrating the release of The Knoxville Stomp, a CD box set reissue of 1920 – 1930 recording sessions at Knoxville's St. James Hotel, which included a diversity of musicians and music styles. The festival, to be held May 5-8, 2016, will include exhibits, films, record collectors, speakers, and a number of concerts. WDVX is working with a two elementary schools in the area to provide a fun and educational experience using regional music and traditions. In addition to the classroom music project in Campbell County, WDVX Kidstuff host Sean McCollough has completed planning a "Kidstuff in the Classroom" project at South Knoxville Elementary School with the aid of the Greater Schools Partnership. The focus of the project will be the music that was recorded by local musicians in the 1929-1930 Knoxville Sessions that will be remastered and released in May 2016 and which will be the center of the Knoxville Stomp Festival.

### 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.

The station's programming and many community engagement opportunities raises awareness of the historical significance of the region's music and culture within our community and among WDVX's listener communities worldwide. Our initiatives and partnerships have raised awareness of regional culture, increased attendance at events we produce or support on the air, and the station has added a cultural and artistic dimension to the community's identity. People of diverse backgrounds connect at our high profile location in downtown, artists who play a diversity of music interact, and visitors and locals intermingle. A station initiative this past year was to bring Appalachian music and history to students in rural Appalachia through "Kidstuff in the Classroom" project. About 60 students learned "play party" games, songs, and dances which they performed at their school and at a festival in their county. Their teachers say until the project happened the students had little cultural awareness of where they live. An indicator of our initiatives' success indicator is attendance at live shows and events, which continues to increase – more than 28,000 people attended one of WDVX's live radio shows in 2015. Our partnerships with arts and culture organizations have helped raise awareness of the services provided by these organizations. Organizers of the annual East Tennessee History Fair in downtown Knoxville saw its 2015 attendance increase from the previous year and attribute that in part to our assistance in programming music and using our airwaves to announce the event. WDVX provides many community organizations with on air support – All Taxa Biodiversity Index, Ijams Nature Center, Beardsley community farm, Dogwood Arts Festival, the Knoxville Symphony, Office on Aging, Alcoholics Anonymous, and many other organizations benefit from WDVX's on air support, emcee help, and programming assistance. We often get emails and comments about the impact of WDVX: From the Knox County Library Director of Communications Mary Pom Claiborne: Thank you so much for the fabulous support WDVX gave the Dolly Tribute Show (to benefit Knox County Imagination Library). We had a sell out and I believe we may have started an annual tradition! Had a wonderful time! (at the WDVX Blue Plate Special) Took our 12 year old who plays/loves bluegrass and it was a wonderful experience for him! Bill and Jenny Boggs I wanted to take a minute out of the day and thank you and your station for airing the PSA from Alcoholics Anonymous. I hope that the message reached all who desire help. Caitlin F., Public Information Committee The Mobile Meals staff wishes to thank you ...so much during the wintry weather of the last two weeks! We were able to get meals to the 825 seniors that we serve every day...if more bad weather comes our way, you'll hear from us! Kathy Burke, on behalf of the CAC Office on Aging and Mobile Meals

### 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 2015, and any plans you have made to meet the needs of these audiences during Fiscal Year 2016. If you regularly broadcast in a language other than English, please note the language broadcast.

WDVX programming attempts to meet the needs of diverse audiences by providing music of various genres – folk, bluegrass, blues, gospel, early jazz, swing, traditional mountain music, Celtic, and roots music of all kind. Additionally, WDVX showcases the many talented artists from

the region. Our broadcasts reach a traditionally underserved audience in rural Appalachia. WDVX partners with non-profit organization Jubilee Community Arts to present a five hour programming block every Sunday. The programming explores the deep roots and strange turns of Southern mountain music. Raw unaccompanied ballads, timeless early country recordings, radical styles of traditional fiddle and banjo performed by the old masters, rare custom recordings of undiscovered musicians living or passed, as well as the professional output of those who made their mark, obscure recordings from the golden age of old-time music, vinyl, and the rustic lines of traditional music of Ireland, Scotland and England. WDVX connects with diverse audiences in a number of ways. Our hosts reach out to organizers of cultural festivals in order to invite their event performers to talk about the event and perform in the studio or play on the WDVX Blue Plate Special live radio show. WDVX welcomes diverse audiences to the Blue Plate Special, the station's live music radio show. The location is conveniently located and easily accessible. Several special needs organizations bring their clients to the programs each week. International tour groups attend the show as do numerous tour groups of elderly people. WDVX's weekly Kidstuff show often explores themes of diversity and cultural differences. Themes covered in 2015 included the early racial integration in sports, the history of recording, ragtime music, and women heroes. In the coming year WDVX will join with the Knox County Library and the East Tennessee Historical Society to present a weekend festival – and many radio performances – of the Knoxville Sessions music. This collection of music, recorded in 1920 and 1930, has been remastered by Bear Family Records, and will be released in May 2016. WDVX will feature these historic recordings, artists performing the songs of the Sessions, experts on the music and the times, and other programming leading up to the festival and throughout the festival weekend.

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?

CPB funding enables WDVX to provide our community with American roots music on 89.9 FM and on translator 102.9 and 93.9, a live music show everyday but Sunday, a live stream, a two week archive of all programming, and numerous other radio shows and concerts that present the music of Appalachia and regional artists to the community. Without the support of CPB's community service grant, WDVX would be significantly limited in its ability to meet its mission as well as program the many radio shows that the community enjoys, which are often live and open for free. Our community relies on WDVX for a diverse playlist that includes local and regional artists, information about community events, public service announcements, programming guidance for community events, and a place for local artists to present their work live and on the radio.

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

Comments

Question [Comment](#)

No Comments for this section