Grantee Information

African American Males M								
City Boston State MA Licensee Type University 1.1 Employment of Full-Time Radio Employees 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 Major Job Category / African John Employee American Hispanic American Asian/Pacific Non-Hispanic Females Females Females Females Total Officials - 1000 1	ID		1441					
State MA Licensee Type University 1.1 Employment of Full-Time Radio Employees Please enter the number of Full-LTIME RADIO employees in the grids below. The first grid notables all female employees, and the last grid includes all persons with disabilities. 1.1 Employment of Full-Time Radio Employees 1.2 Employment of Full-Time Radio Employees 1.3 Employment of Full-Time Radio Employees 1.4 Employment of Full-Time Radio Employees 1.5 Employment of Full-Time Radio Employees 1.6 Employment of Full-Time Radio Employees 1.7 Employment of Full-Time Radio Employees 1.8 Employment of Full-Time Radio Employees 1.9 Jump to question: 11 V White, Non-Hispanic Females Females 1.0 In Time Radio Employee Total Officials - 1000 1.0 In Technicians - 4000 1.0 In Time Radio Employees 1.1 Employment of Full-Time Radio Employees 1.2 Employment of Full-Time Radio Employees 1.3 Employment of Full-Time Radio Employees 1.4 Employment of Full-Time Radio Employees 1.5 Employment of Full-Time Radio Employees 1.5 Employment of Full-Time Radio Employees 1.6 Employment of Full-Time Radio Employees 1.7 Employment of Full-Time Radio Employees 1.8 Employment of Full-Time Radio Employees 1.9 Jump to question: 11 V White, Non-Hispanic Males Males Males Males Non-Hispanic Non-Hispanic Non-Hispanic Non-Hispanic Non-Hispanic Non-Hispanic	Grantee Name		WUMB-FM					
Licensee Type University 1.1 Employment of Full-Time Radio Employees Please enter the number of Full-Time Radio Employees in the grids below. The first grid includes all remaite employees, the second grid includes all male employees, and the last grid includes all grows with disability includes all process with disability includes all process. 1.1 Employment of Full-Time Radio Employees Jump to question: 11 V White, Non-Hispanic, Non-Hispanic Remails Females	City		Boston					
1.1 Employment of Full-Time Radio Employees 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 presents with disabilities. 1.1 Employment of Full-Time Radio Employees Major Job Category / African Hispanic American John Employee Major Job Category / African Hispanic Females Females Females Females Females Females Females Females	State		MA					
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 Major Job Category / African Joint Employee Major Job Category / American Joint Employee Females Famales Females Females Females Females Females Females Total Officials - 1000 11	Licensee Type		University					
Please enter the number of FUIL-TIME RADIO employees ain 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 FuII-Time Radio Employees 1.2 Major Job Category / African Hispanic American Joint Employee Major Job Category / American Females Females Females Females Females Total Managers - 2000 Managers - 2000 Professionals - 3000 Sales Workers - 4500 Office and Clerical - 100 Craftspersons (Skilled) - 2500 Craftspersons (Skilled) - 300 Craftspersons (Unskilled) - 400 Sales Workers - 500 American Hispanic Females Total Malor Job Category / African Hispanic Males Males Males Males Males Males Total Native White, Non-Hispanic Non-Hispa	1.1 Employment of Fu	ull-Time Radio Emp	oloyees			Jump to question:	1 🗸	
Major Job Category / Job Code / Job Code / John Code / Job Code / Job Code / Job Code / John Code / Jo	rie first grid includes all	female employees, the	e second grid includes	ls below. all male employees				
Major Job Category	1.1 Employment of Fu	ıll-Time Radio Emp	loyees			Jump to	question: 11 V	
Officials - 1000 1 Managars - 2000 0 Professionals - 3000 1 Technicians - 4000 0 Sales Workers - 4500 0 Office and Clerical - 5100 0 Craftspersons (Skilled) - 5200 0 Operatives (Semi-Skilled) - 5300 0 Laborers (Unskilled) - 5300 0 Service Workers - 5500 0 Total 1 0 1 0 2 I.1 Employment of Full-Time Radio Employees Jump to question: 11 ▼ Major Job Category / Job Code / John American Males Males Males Males Native Asian/Pacific Males Males Males Males Total Malor Job Category / Job Code / John American Males M	Job Code /	American		American		White, Non-Hispanic	International	
Professionals - 3000	Officials - 1000	The state of the s	1	ANTE CONTACT				
Professionals - 3000	Managers - 2000	To the total of the statement and the statement		*			0	
Technicians - 4000	Professionals - 3000	WA			1		Address on the property of the same of the	
Sales Workers - 4500	Technicians - 4000			The second way added to the second	According to account	As a	Exercise to the operation and the control of	
Office and Clerical - 5100 Craftspersons (Skilled) - 5200 Operatives (Semi- Skilled) - 5300 Laborers (Unskilled) - 5400 Service Workers - 5500 Fotal 0 1 0 1 0 2 I.1 Employment of Full-Time Radio Employees Major Job Category / African American Males Males Males Males Major Job Category / African Males Males Males Males Non-Hispanic Males Total Officials - 1000 Managers - 2000 Professionals - 3000	Sales Workers - 4500							
Craftspersons (Skilled) 5200 Operatives (Semi-Skilled) - 5300 aborers (Unskilled) - 5400 Service Workers - 0 Fotal 0 1 0 2 I.1 Employment of Full-Time Radio Employees Major Job Category / African American Males Males Males Males Males Males Males Total Managers - 2000 Anagers - 2000 Interpretation of Males M								
Operatives (Semi-Skilled) - 5300 Service Workers - 5500 Fotal 0 1 0 2 A Employment of Full-Time Radio Employees Major Job Category / African Operation Males M	Craftspersons (Skilled)							
Asian/Pacific Males Managers - 2000 Laborers (Unskilled) -	Operatives (Semi-							
Service Workers	BAR FOODERA SHEETEN						V	
I.1 Employment of Full-Time Radio Employees Major Job Category / African American Males Males Males Males Males Males Males Males Males Total Managers - 2000	5400						O	
Major Job Category / African American Males Male	Service Workers - 5500	- I					0	
African American Hispanic American Males Males Males Males Males Total Managers - 2000 Jump to question: 1.1 V White, Non-Hispanic Males Total	Total	0	1	0	1	0	2	
Major Job Category / African American Hispanic American Males Males Males Males Males Males Males Males Total Officials - 1000 Wanagers - 2000	1.1 Employment of Fu	II-Time Radio Empl	oyees					
Job Code / American Hispanic American Asian/Pacific Non-Hispanic Males Total Officials - 1000 Managers - 2000 1 1	Major Job Category /	African		Native			quodion.	
Officials - 1000 Managers - 2000 1 1	Job Code / Joint Employee	American		American		Non-Hispanic	Total	
Professionals - 3000	Officials - 1000						I manufactured	
Professionals - 3000	Managers - 2000					1	1	
	Professionals - 3000					2	2	

Technicians - 4000						0			
Sales Workers - 4500						0			
Office and Clerical - 5100						0			
Craftspersons (Skilled) - 5200						0			
Operatives (Semi- Skilled) - 5300					Saw c	At As Aslandar			
Laborers (Unskilled) - 5400						O			
Service Workers - 5500						0			
Total	0	0	0	0	3	3			
1.1 Employment of Full	I-Time Radio Employ	/ees		Succession of the Control of the Con					
Major Job Category /		,000		Jump to questio	on: [1.1 V]				
Job Code / Joint Employee				Persons with Dis	e a la tetata de				
Officials - 1000				Persons with Dis	sabiities				
Managers - 2000									
Professionals - 3000									
Technicians - 4000									
Sales Workers - 4500									
Office and Clerical - 5100									
Craftspersons (Skilled) - 520	200								
Operatives (Semi-Skilled) -	5300								
Laborers (Unskilled) - 5400									
Service Workers - 5500									
Total					0				
1.1 Employment of Full-	Time Pedio Employe								
Please enter the gender and		965		Jump to question	n. 1.1 V				
person with disabilities listed	d above (e.g. 1 African /	American female)							
1.2 Major Programming	Decision Makers								
Please report by gender and	d ethnic or racial oroun t	the headcount of full time or	mplayon baying respective	Jump to question	n: 1.2 V				
major programming decision decisions about program acc result in a double-counting o programming decisions shou by job category above, in the	is. Include the station gi quisition and production of some full-time employ uld be included in the co	eneral manager if appropria	ate. Major programming d n-air program scheduling, presponsibility for making	ecisions include					
1.2 Major Programming I				Jump to question	1.2 🗸				
Of the full-time employees re have responsibility for making	eported in Question 1.1, ng major programming d	, how many, including the st lecisions?	tation general manager,						
1.2 Major Programming [Decision Makers			Jump to ques	stion: 12 V				
Afri Ameri	ican Ican Hispa	Native nlc American	Asian/Pacific	White, Non-Hispanic	Total				

Female		1					
Major Programming Decision Makers		1				1	
Male Major Programming Decision Makers					1	1	
Total	0	1	0	7		The second second second	
			<u> </u>	0	1	2	
1.3 Employment of Please enter the numb includes all female emp and the last grid include	er of PART-TIME employees, the second of	ployees in the grids below	v. The first grid lloyees,		Jump to question: 1.	3 🗸	
1.3 Employment of	Part-Time Radio Er	mployees			Jump to	question: 1.3 V	
Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Aslan/Pacific Females	White, Non-Hispanic		
Officials - 1000			· VIII4163	remates	Females	Total	
Managers - 2000						0	
						0	
Professionals - 3000	1	0	0	0	-4	. 5	
Technicians - 4000						0	
Sales Workers - 4500						0	
Office and Clerical - 5100	0	2	0	and the second	2	5	
Craftspersons (Skilled) - 5200						0	
Operatives (Semi- skilled) - 5300	a substance accept a reg					0	
Laborers (Unskilled) - 5400	Market and the first-terroring					0	
Service Workers - 5500						0	
Total	.1.	2	0	1	6	10	
1.3 Employment of Pa	art-Time Radio Fm	plovees					
	African					uestion: 1.3 V	
Major Job Category / Job Code	American Males	Hispanic Males	Native American Males	Aslan/Pacific Males	White, Non-Hispanic Males	Total	
Officials - 1000						0	
Managers - 2000						0)	
Professionals - 3000					4		
Technicians - 4000						4	
Sales Workers - 4500					1	1	
Office and Clerical -						0	
5100						0	
Craftspersons (Skilled) [- 5200	POPPER AND ADDRESS ASSESSED.	AN Indonesia tanà and antika pagi 1948-1954 and antika ang ang ang ang ang ang ang ang ang an				0	
						0	

Operatives (Semi- skilled) - 5300						
Laborers (Unskilled) - 5400						
Service Workers - 5500						
Total	0	0	01	ő	5	
1.3 Employment of	Part-Time Radio E	mployees		lug	np to question: 1.3 V	1
Major Job Category						J
Officials - 1000				Pers	ons with Disabilities	
Managers - 2000						
Professionals - 3000						
Technicians - 4000						
Sales Workers - 4500						
Office and Clerical - 51	00					
Craftspersons (Skilled)	- 5200					
Operatives (Semi-skille	d) - 5300					
Laborers (Unskilled) - 5	400					
Service Workers - 5500						
Total					0	
1.4 Part-Time Emplo	yment			Jum	p to question: 1.4 V	
Of all the part-time empi worked 15 or more hour	oyees listed in Quest s per week, but not fu	ion 1.3, how many worker all time?	liess than 15 hours pe	er week and how many		
1.4 Part-Time Employ	yment			Jum	p to question: 1.4 V	
Number working less tha	an 15 hours per week			54	11	
1.4 Part-Time Employ	ment					
Number working 15 or m	ore hours per week			Jum	to question: 1.4 V	
1.5 Full-Time Hiring					4	
Enter the number of full-	ime employees in ea promotions, but do inc	ch category hired during t clude employees who cha	he fiscal year. nged from part-time to		the fiscal year.)	
1.5 Full-Time Hiring					to question: 1.5 V	
lo full-time employees w	ere hired (check here	e if applicable)		Som	to question.	
l.5 Full-Time Hiring				Juma	to question: 1.5 V	
Major Job Category / lob Code	Milworld Power					
Officials - 1000	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male		
Managers - 2000					0	
Professionals - 3000					0	
ochniciona 4000						

Sales Workers - 4500				0
Office / Service Workers - 5100-5500				0
Total	0	0	0	0
1.6 Full-Time and Part-Time	e Job Openings		lume	to question: 1.6 V
Enter the total number of full-tin previously filled positions and n regardless of whether they went whether it was filled by an inten- the promotion of an employee was newly created position to be filled.	e filled during the year. If a joinal or an external candidate, who stays in essentially the second	ob opening was filled during Do not include as job opening	l year. Include both vacancies a available during the fiscal ye the year, include it regardless ings any positions created thr	in ar, of
1.6 Full-Time and Part-Time	Job Openings		Jump	to question: 1.6 V
Number of full-time and part-time	e job openings			3
1.7 Hiring Contractors			Jump	to question: 1.7 V
During the fiscal year, did you h	ire independent contractors	to provide any of the following		To decour.
1.7 Hiring Contractors			Jump	to question: 1.7 V
				heck all that apply
Underwritting solicitation related	activities			
Direct Mail				
Telemarketing				(3)
Other development activities				()
Legal services				
Human Resource services				Andrews
Accounting/Payroll				
Computer operations				K 3
Website design				hl
Website content				⊠
Broadcasting engineering				Ø
Engineering				Ø
Program director activities				
times all the market of the same and the sam				generally and and a
None of the above Comments				According to
Question	Comme	ent		
No Comments for this section				
2.1 Average Salaries FULL T	ME EMPLOYEES ONLY		Jump to	question: 2.1 V
		# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer		1.00	\$ 116,803	4

Chief Executive Officer - Joint		ş		
Chief Operations Officer		\$		
Chief Operations Officer - Joint		\$		
Chief Financial Officer	A second decided to the last of the second s	ş		
Chief Financial Officer - Joint		ş		
Publicity, Program Promotion Chief		\$		
Publicity, Program Promotion Chief - Joint		\$:		
Communication and Public Relations, Chief		\$ <u></u>		
Communication and Public Relations, Chief - Joint		ş		
Programming Director	1.00	\$ ^{f''} 88,165		
Programming Director - Joint	21.00	\$ 88,165	5	
Production, Chief		s		
Production, Chief - Joint				
Executive Producer		\$		
Executive Producer - Joint		ş		
Producer		\$		
Producer - Joint		\$		
Development, Chief		Ş		
Development, Chief - Joint		3		
Member Services, Chief		\$		
Member Services, Chief - Joint	1.00	\$ 56,762	5	
Membership Fundraising, Chief	ACRES COMME	ş		
Membership Fundraising, Chief - Joint		\$		
-		\$		
On-Air Fundraising, Chief On-Air Fundraising, Chief - Joint		\$		
		\$		
Audion Fundation Chief		S		
Auction Fundraising, Chief - Joint		\$		
Underwriting, Chief		\$		
Underwriting, Chief - Joint		Ş		
Corporate Underwriting, Chief		ş		
Corporate Underwriting, Chief - Joint		\$		
Foundation Underwriting, Chief		\$		
Foundation Underwriting, Chief - Joint	1 m. 1	\$		
Government Grants Solicitation, Chief	To the American	\$		
Government Grants Solicitation, Chief - Joint		\$		
Operations and Engineering, Chief		\$		

Operations and Engineering, Chief - Joint		ş			
Engineering Chief		\$			
Engineering Chief - Joint		\$			
Broadcast Engineer 1		\$	Francisco de Constitución de C		
Broadcast Engineer 1 - Joint		\$			
Production Engineer		\$	A CAN COMMON MARKAGE COMMON CO		
Production Engineer - Joint		s			
Facilities, Satellite and Tower Maintenance, Chief		\$			
Facilities, Satellite and Tower Maintenance, Chief - Joint	The state of the s	\$			
Technical Operations, Chief		ş			
Technical Operations, Chief - Joint	Ext. 14 cost				
Education, Chief		\$			
Education, Chief - Joint		\$			
Information Technology, Director	S. St. March	Ş			
Information Technology, Director - Joint	Sant State on	ş			
Volunteer Coordinator		\$			
Volunteer Coordinator - Joint		\$			
News / Current Affairs Director		\$			
News / Current Affairs Director - Joint		\$			
		\$			
Music Director Music Librarian/Programmer		\$			
		S			
Announcer / On-Air Talent	2.00	\$ 47,538	5		
Announcer / On-Air Talent - Joint		\$			
Reporter		\$			
Reporter - Joint		9			
Public Information Assistant		\$			
Public Information Assistant - Joint		ş			
Broadcast Supervisor		S			
Broadcast Supervisor - Joint		\$			
Director of Continuity / Traffic		\$			
Director of Continuity / Traffic - Joint		\$			
Events Coordinator	MACHINE CONTROL OF A SAME OF THE SAME OF T	\$			
Events Coordinator - Joint		\$			
Neb Administrator/Web Master		\$			
Neb Administrator/Web Master - Joint		\$			
otal					

			,			
Commen	ts			5.00	309,268	19
Question	1		Comment			
No Comr	ments for this section					
3.1 Gov	erning Board Method	of Selection			Jump to que	stion: 3.1 V
Enter the ex-officio	number of governing boa members) who are selec	ard members (included by the following	iding the chairperson ar g methods:	nd both voting and no	on-voting	Name and a second
3.1 Gove	erning Board Method	of Selection			Jump to que:	stion: 3.1 V
Ex-Officio	(Automatic membership	because of anothe	er office held)		1	0
3.1 Gove	erning Board Method	of Selection			Jump to ques	stion: 3.1 V
Appointed or other g	d by government legislativ overnment official (e.g. g	re body (including overnor)	school board)		C. St. Off. 19.	17
3.1 Gove	rning Board Method	of Selection			Jump to ques	stion: 31 V
Elected by	y community/membership				1	5)
3.1 Gove	erning Board Method	of Selection			Jump to ques	stion: 31 V
Other (ple	ase specify below)					
3.1 Gove	rning Board Method o	of Selection			Jump to ques	tion: 3.1 V
3.1 Gove	ming Board Method o	of Selection			Jump to ques	tion: 3.1 V
Elected by	board of directors itself (self-perpetuating b	oody)			
3.1 Gove	rning Board Method o	f Selection			Jump to ques	tion: 3.1 V
Total numi	ber of board members (A	utomatic total of the	e above)		(22
	rning Board Members				Jump to quesi	tion: 3.2 V
Please rep number of	ort the racial or ethnic gro governing board member	oup of the member s with a disability.	s of your governing boa	ard by gender. Please	also report the	
3.2 Gover	rning Board Members				Jump to guesi	ion 32 V
For minorit	y group identification, ple	ase refer to "Instru	ctions and Definitions"	in the Employment su		
3.2 Gover	ming Board Members				Jump to	question: 3.2 V
	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members		EMOCIFY & STATES OF STATES	CONTROL OF THE CONTRO	1)	5	6
Male	4	commo paper produce concentra y tor examinativo en	gm + 1 % months are 1 % % at 1 %			
Board Members	41	Section Comply (M. spin Costs Processor)	Section of the section of the section of	1	11	16
Total	4	0	0	2	16	22
3.2 Gover	ning Board Members				Jump to questi	on: [32 V]
Number of	Vacant Positions				camp to questi	0
3.2 Gover	ning Board Members				Jump to questi	on: 3.2 V

Total Number of Board Members (Total should equal the total reported in Question 3.1.)	22
3.2 Governing Board Members Jump to question	n: 3.2 🗸
Number of Board Members with disabilities	0:
Comments	0
Question Comment	
No Comments for this section	
4.1 Community Outreach Activities Jump to questio	n: [4 1 82]
Did the grant recipient engage in any of the following community outreach continue and if an did the automatical transfer and if an alternative and if alternative	
formal component designed to be of special service to either the educational community or minority and/or other diverse audien	ces?
4.1 Community Outreach Activities Jump to question	n: 4.1 🗸
	Yes/No
Produce public service announcemnts?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Produce/distribute informational materials based on local or national programming?	Vaa
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Provide locally created content for your own or another community-based computer network/web site?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	
Comments	
Question Comment	
No Comments for this section	
5.1 Radio Programming and Production Jump to question:	51 🗸
Instructions and Definitions:	~ 1
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 q	uestion: 5.1 V
	For National Distributio	n For Local Distr	ibution/All Other	Tot
Music (announcer in studio playing principally a sequence of musical recording)			7,660	7,66
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)	52	2	230	28
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)			90	9
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)			24	2
All Other (incl. sports and religious — Do NOT include fundraising)				
Total	52		8,004	8,05
5.1 Radio Programming and Production			home to co	e fea od
Out of all these hours of station production during the charge of the production? (Minority ethnic or racial gamerican/Pacific Islander.)	e year for about how many roups refer lo: African-Ame	was a minority ethnic erican, Hispanic, Nativ	Jump to qu or racial group memb e American and Asian	The state of the s
5.1 Radio Programming and Production			Jump to a	estion: 5.1 V
Approx Number of Original Program Hours			bump to qu	172
Comments				172
Question	Comment			
No Comments for this section				
6.1 Telling Public Radio's Story			lump to au	estion: 6.1 V
The purpose of this section is to give you an opportu community about the activities you have engaged in needs by outlining key services provided, and the loc those services. Please report on activities that occur. Responses may be shared with Congress or the pub to post a copy of this report (Section 6 only) to their v (10) days after the submission of the report to CPB. (the report in an "About" or similar section on your we previously been optional. Response to this section of mandatory	to address community cal value and impact of ed in Fiscal Year 2017. lic. Grantees are required vebsite no later than ten CPB recommends placing histe. This section had	Joint licensee Gran Content and Servic requirement for TV done so in the corn long as all of the qu they relate to radio must include the da CPB along with the submitted.	tees that have filed es Report as part of CSG funding may s esponding question testions below were operations in such te the report was si	a 2017 Local meeting the tate they have s below, so addressed as report. You ubmitted to

6.1 Telling Public Radio's Story

Jump to question: 6.1 🗸

 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.

Diversity not only reflects the community of our listener base, but also a dynamic workspace that fosters creativity and excellence. WUMB provides programming that reflects our listener base, from urban to rural and multi-continental, but also the diversity of the staff we employee. Our announcers are encouraged to engage the listener with their thoughts and stories on the air and to share information about themselves via their bio pages on our website, as well as through our online program guide. During Fiscal Year 2017 WUMB continued to devote time to shows reflecting our diverse audience. Public Affairs programs: "Commonwealth Journal" is a weekly WUMB-produced program that makes a point of covering topics and inviting guests that do not get much attention from the mainstream media. In addition to airing on WUMB the program is syndicated to 28 other radio stations in Massachusetts and Rhode Island. The program is produced and hosted by a female.

Music-based cultural programs: The weekly music and cultural programs produced at WUMB include several music and informational shows of interest both to immigrant communities as well as the public at-large. Boston has a large Celtic music fan base that includes immigrants

from the British Isles (particularly Ireland) and immigrant communities from Cape Breton and other areas of Canada populated by decedents of Irish immigrants. There is also a strong U.S.-born Cettic music fan base. "Cettic Twilight" a three-hour weekly show features music of Ireland and Britain and a calendar of local community events. "Odyssey" is a world music program that presents music of Africa Latin America Asia and the Caribbean as part of its mix. "Odyssey" airs 2 hours per week and has a calendar of local live music events. WUMB also produces "Spirnning The Blues" a 3-hour weekly program that mainly centers on the music of African-American blues musicians. Outreach: In July 2017 and August 2017 WUMB sponsored the Summer Acoustic Music Week (SAMW) a weeklong music camp for adults. SAMW included classes in traditionally black music genre: African-American Blues musician Guy Davis was one of the instructors at SAMW in 2017. Also joining the SAMW faculty was African-American vocal coach Charles Williams who is vocal consultant to Sweet Honey in the Rock. In February 2017, and May 2017 a WUMB sponsored weekend music camps for adults. These weekends are a shortened version of the summer weeklong series.

6.1 Telling Public Radio's Story

Jump to question: 6.1 V

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.

In partnership with the Berklee College of Music and the Department of Conservation and Preservation we produced a month long live music series on Carson Beach in South Boston. The series runs 4-weeks each August. In 2016 we made it a split series featuring students from UMass Boston as well as Berklee students performing in a live show each week allowing us to bring music into the local community. In partnership with the University of Massachusetts Boston we created a series of 3 minute vignettes that air 5 times per day and cover a variety of educational topics.

6.1 Telling Public Radio's Story

Jump to question 6.1 V

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related resources? Please include direct feedback from a partner(s) or from a person(s) served.

We have continued to partner with Berklee College of Music on their summer concert series, and have also continued working with local music venues on events. These events bring local musicians the opportunity to play to audiences they might not have the chance to, and for community members to experience music free of charge or at a discounted rate, that they might not have had the opportunity to hear before. Through these events we have also partnered with the Department of Conservation and Recreation, as some of the events are held at their locations (local beaches and parks). The Burren in Somerville MA, and various venues on Martha's Vineyard.

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 2017, and any plans you have made to meet the needs of these audiences during Fiscal Year 2018. If you regularly broadcast in a language other than English, please note the language broadcast.

In 2016 we created a vignette series called Folk Tales to curate the music as well as educate our listeners on groundbreaking and influential musicians. In 2017 this was expanded to a weekly one-hour program. This show has expanded our partnership with the UMass Boston OLLI program to create a music history class for elders. The Folktales class is now offered free to adult learning students 3 times per year and is the highest enrollment class in the program. We have also continued to produce our public affairs show, The Commonwealth Journal, in partnership with UMass Boston, to bring awareness to the community about local opportunities for education and business as well as local public affairs. We also continue to expand our community calendar to include events at local libraries, including trainings' and free educational opportunities for the community.

6.1 Telling Public Radio's Story

Jump to question: 6.1 V

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?

The grant money we receive allows us to produce Folk Tales and make it available to other stations across the country. It also helps funds our Black History Month and International Women's month specials. Without this funding we would not have the opportunity to explore new ideas to connect & serve the ever changing and expanding community in Boston and its surrounding areas. Again this past year we were able to make improvements to our signal strength, enabling us to reach a broader audience, which in turn has provided opportunities for us to be involved in additional communities that we previously didn't reach. CPB funds make it possible for us to continue broadcasting nationally syndicated programs such as Etown, Mountain Stage, American Roots, Beale Street Caravan, American Roots and Music City Roots

Comments

Question

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No Comments for this section

7.1 Journalists

Jump to question 7.1 V

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.

	Full	Part								Jump to que	estion: 7.1 V
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