

Grantee Information

ID	1335
Grantee Name	WSHU-FM
City	Fairfield
State	CT
Licensee Type	University

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	Total
Officials - 1000	<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="4"/>	<input type="text" value="4"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="6"/>
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="3"/>	<input type="text" value="3"/>
Office and Clerical - 5100	<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" 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"/>	<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" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="11"/>	<input type="text" value="13"/>

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	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

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"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>	<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" value="0"/>
Operatives (Semi-Skilled) - 5300	<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" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="11"/>

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"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
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"/>
Total	<input type="text" value="0"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

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:

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:

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:

African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
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Female Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>
Male Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Total	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="7"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: ▾

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: ▾

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"/>	<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" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
Technicians - 4000	<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" value="0"/>
Office and Clerical - 5100	<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" value="0"/>
Operatives (Semi-skilled) - 5300	<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" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: ▾

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="3"/>	<input type="text" value="3"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<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"/>	<input type="text" value="0"/>
Technicians - 4000	<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" value="0"/>
Office and Clerical - 5100	<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" value="0"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400 0

Service Workers - 5500 0

Total 0 1 0 0 3 4

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total 0

1.4 Part-Time Employment

Jump to question:

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:

Number working less than 15 hours per week 2

1.4 Part-Time Employment

Jump to question:

Number working 15 or more hours per week 7

1.5 Full-Time Hiring

Jump to question:

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:

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

1.5 Full-Time Hiring

Jump to question:

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"/> 0
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 1	<input type="text"/> 1
Professionals - 3000	<input type="text"/> 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 1
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3.2 Governing Board Members Jump to question:

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? | 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? | 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? | 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? | No |
| 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:

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="208"/>	<input type="text" value="3,172"/>	<input type="text" value="3,380"/>
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="156"/>	<input type="text" value="156"/>
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="724"/>	<input type="text" value="724"/>
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="4"/>	<input type="text" value="4"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="3,690"/>	<input type="text" value="3,690"/>
Total	<input type="text" value="208"/>	<input type="text" value="7,746"/>	<input type="text" value="7,954"/>

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 those services. Please report on activities that occurred in Fiscal Year 2016. 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 2016 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:

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.

In FY 2016, WSHU launched our Long Island News Bureau in Stony Brook, NY in partnership with Stony Brook University's School of Journalism. The bureau serves as the base for WSHU's Long Island operations and has allowed us to significantly expand our coverage of important Long Island issues. As part of the Bureau's operation, WSHU provides in-depth, hands-on learning experiences for undergraduate and graduate students. Operating under the guidance of WSHU News Director Dan Katz, interns and graduate assistants will have the opportunity to learn from WSHU's award-winning reporters and from NPR personnel. Senior Reporter Ebong Udoma began Capitol Avenue with Ebong Udoma, a series of thoughtful discussions on local, regional and national politics which is also now available as a podcast. We launched a brand new frequency—96.1 FM—which allows us to reach greater Danbury listeners with our news/talk programming. This fiscal year, we also continued our Local News Initiative: our focus on high quality coverage of local and regional news. Thanks to sufficient funding, we continue to maintain one of the region's largest radio newsrooms, and our talented, award-winning reporters cover the events and issues

that impact our community. A list of some of our local stories is below. Category Story Length Date Program Opioid Crisis CT medical examiner: nearly 900 people will die of overdose deaths this year 1:00 9/11/2016 ATC/ME Politics/Government Fasano criticizes 2017 budget projection 1:00 9/11/2016 ATC/ME Energy Environmentalists worried about natural gas expansion 4:00 9/11/2016 ATC/ME Education LI officials announce school shooter app inspired by Newtown 1:00 9/11/2016 ATC/ME Business NY AG investigating maker of EpiPen 1:00 9/11/2016 ATC/ME Education CT Superior Court Judge rules that education funding sytem is unconditional 1:00 9/11/2016 ATC/ME Health Health insurance company threatens to pull out of CT :45 9/11/2016 ATC/ME Business AARP against UI rate increase proposal :45 9/11/2016 ATC/ME Politics/Government Reaction to education ruling :45 9/11/2016 ATC/ME Education CT judge suggests high school exit tests :45 9/11/2016 ATC/ME Politics/Government Shaban campaign HQ opens in Bridgeport 2:00 9/11/2016 ATC/ME Politics/Government Murphy speaks to the national press club :45 9/11/2016 ATC/ME Opioid Crisis The wait for substance abuse treatment in CT 4:00 9/11/2016 ATC/ME 9/11 aftermath 9/11 compensation report 1:00 9/18/2016 ATC/WESAT 9/11 aftermath CT holds 9/11 remembrance day 1:00 9/18/2016 ATC/WESAT Business Healthcare merger approved in CT :45 9/18/2016 ATC/WESAT 9/11 aftermath 9/11 first responders remembered 4:00 9/18/2016 ATC/WESAT Education Bridgeport math teacher honored by the White House 8:00 9/18/2016 ATC/WESAT Criminal justice Malloy: prison population at lowest level in 20 years :45 9/18/2016 ATC/WESAT Newtown aftermath Sandy Hook memorial rejected due to proximity to hunting site 1:00 9/18/2016 ATC/ME 9/11 aftermath Cuomo extends deadline for 9/11 benefits 1:00 9/18/2016 ATC/ME Crime Flag flap ends in court :45 9/18/2016 ATC/ME Transportation Bar car coming back to Metro-North :45 9/18/2016 ATC/ME Politics/Government CT mother sues over privatization of services for people with disabilities :45 9/18/2016 ATC/ME Politics/Government Municipal leaders: Ditch the property tax :45 9/18/2016 ATC/ME Education Auditors: UConn mis-used funds 1:00 9/18/2016 ATC/ME Environment Salt Marth Sparrow feature 4:00 9/18/2016 ATC/ME Business Insurance company decides to play by the rules :45 9/18/2016 ATC/ME Business CT engine-maker building work force :45 9/25/2016 ATC/ME Politics/Government More money for unemployed :45 9/25/2016 ATC/ME Politics/Government Water ban in CT :45 9/25/2016 ATC/ME Special populations Community groups are key part of Connecticut refugee effort :45 9/25/2016 ATC/ME Special populations CT Island For Sale :45 9/25/2016 ATC/ME Special populations CT Police Brutality Case :55 9/25/2016 ATC/ME Politics/Government Motor voter system revs up pace of registration :45 9/25/2016 ATC/ME Special populations Coyote Sightings in Stamford Surge :45 9/25/2016 ATC/ME Education Education coalition fights back :45 9/25/2016 ATC/ME Politics/Government Himes on NYC bombing :45 9/25/2016 ATC/ME Arts and Culture Art Space New Haven Goes Interactive This Fall 1:30 9/25/2016 ATC/ME Politics/Government CT Dems pitch for votes :45 9/25/2016 ATC/ME Education Jepsen has his day in court :45 9/25/2016 ATC/ME Politics/Government Kagame draws protests at Yale 1:00 9/25/2016 ATC/ME Education College student disciplined for photo depicting black face :45 9/25/2016 ATC/ME Crime Connecticut man sentenced for 1988 criminal acts :45 9/25/2016 ATC/ME Politics/Government Malloy and Lockheed Martin Praise First Step in Deal 1:30 9/25/2016 ATC/ME Politics/Government Jepsen on education appeal 1:00 9/25/2016 ATC/ME Religion CT Mormon temple opens its doors 4:00 10/2/2016 ME/ATC Politics/Government Conn. continues voter outreach :45 10/2/2016 ME/ATC Transportation Budget cuts lead to bus closures on LI :45 10/2/2016 ME/ATC law enforcement LI police to step up patrols around synagogues :45 10/2/2016 ME/ATC Politics/Government Malloy comments on Trump's taxes :45 10/3/2016 ATC/ME Environment Montauk shoreline enhancement proposal 1:00 10/3/2016 ATC/ME Education FEMA announces more money for Sandy Recover at 2 LI school districts :45 10/3/2016 ATC/ME Business RBS enters \$120M settlement in CT :45 10/3/2016 ATC/ME Politics/Government Cuomo fact check 4:00 10/3/2016 ATC/ME Arts and Culture Hamptons Film Lounge :45 10/4/2016 ATC/ME Transportation CT increasing bus and rail fare :45 10/4/2016 ATC/ME Health West Nile Virus update :45 10/4/2016 ATC/ME Business CT Based Relief Groups Get Ready for Hurricane Matthew :45 10/5/2016 ATC/ME Business NYS Economic Development Programs 2:00 10/5/2016 ATC/ME Education The cost of getting rid of toxic PCB's from public schools across the country 2:30 10/5/2016 ATC/ME Transportation CT working to upgrade DMV service :45 10/6/2016 ME criminal justice Armor Jail Settlement 1:00 10/6/2016 ME energy Nuclear plant bailout 4:00 10/6/2016 ME Health SBU, Suffolk team up to get more people to donate organs 1:00 10/6/2016 ATC, ME Transportation Schumer calls for technology to stop big rig trucks from speeding on LIE 1:00 10/6/2016 ATC, ME Business Hank Greenberg trial update 1:00 10/6/2016 ATC, ME criminal justice CT state police say clown threats are no joke :45 10/6/2016 ATC, ME Business OTB continues Islandia casino construction 1:00 10/6/2016 ATC, ME Education Support to reform edu. funding formula :45 10/6/2016 ATC, ME Arts and Culture SYRIAN ARTIST OPENS STUDIO THAT TRANSPORTS VISITORS TO ALEPPO 4:00 10/7/2016 ATC,WESAT Arts and Culture Book Review: Learning from LongHouse 3:00 10/7/2016 ATC, WESAT Politics/Government Bharara Comments on Cuomo :45 10/7/2016 ATC, WESAT Education CT Education Commissioner Releases Math Council Report :45 10/7/2016 ATC, WESAT Politics/Government CT GOP React to Trump's Debate Performance :45 10/10/2016 ATC, ME Health First of its kind DMD Center opens on LI 1:00 10/10/2016 ATC, ME Politics/Government LI Congressional Poll :45 10/10/2016 ATC, ME Politics/Government NY voter registration deadline :45 10/10/2016 ATC, ME Politics/Government Margaret Jay lectures at SBU 1:00 10/12/2016 ME technology CT BBB says billboards are tracking consumers :45 10/12/2016 ME Politics/Government NY Lawmakers React to Trump leaked video 2:15 10/12/2016 ATC, ME transportation Investigation into plane crash in East Hartford :45 10/12/2016 ATC, ME Politics/Government Hempstead Vacancy Registry :45 10/12/2016 ATC, ME Politics/Government Malloy comments on report on strong gun laws :45 10/12/2016 ATC, ME Politics/Government NY 1st district candidates forum 1:00 10/13/2016 ATC, ME Politics/Government CT November ballot set 1:00 10/13/2016 ATC, ME other CT Based Haitian Health Foundation helps country after

6.1 Telling Public Radio's Story

Jump to question:

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.

We are participating in the New England News Collaborative, a partnership of 8 public media stations resulting in dynamic regional stories on climate, energy, and immigration. Our partnership with Stony Brook University's School of Journalism allows us to train a new generation of public radio journalists. Our "First Fridays in Concert" program which airs monthly features the music of many talented area performance groups. We maintain partnerships and "media sponsorships" with a wide range of area non-profit and arts organizations such as Stamford Symphony, Ridgefield Playhouse, Bay Street Theatre, Long Wharf Theatre, Westport Aldrich Museum, Waterbury Palace, and many more. And WSHU partnered with a prestigious arts organization, the Parrish Art Museum in Water Mill, NY, to hold a community event in support of WSHU's new all-classical music station and the Long Island News Bureau. As always WSHU remains accessible and willing to participate in the activities of our community. We conducted tours of our studios for a number of area Scout troops.

6.1 Telling Public Radio's Story

Jump to question:

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.

Our goal with all our initiatives and partnerships is to do the very best work that resonates with, and serves the needs of, the members of our community. Even more than metrics, the reactions of our listeners indicate whether or not we are impacting our community. We issue an weekly electronic newsletter that gives a recap of the week's programs, special features and events, and we continually receive positive, unsolicited responses from listeners who compliment the work we are doing. Our stories and event posts are also shared on social media more than ever. One of our favorite comments is this one from a supporter named Lucy P.: "Without NPR life would be like a jungle without trees monkeys and brilliant colored birds. How dreadful!!!"

6.1 Telling Public Radio's Story

Jump to question:

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 2016, and any plans you have made to meet the needs of these audiences during Fiscal Year 2017. If you regularly broadcast in a language other than English, please note the language broadcast.

We continue to search out and air programs that appeal to a younger generation and a more urban listener: Latino USA, Snap Judgment, BBC World Service, 1A, The TED Radio Hour, and The Moth. In addition, WSHU continued its LMA arrangement with Yale Broadcasting Co. at Yale University in New Haven, CT to operate for WYBC-AM. We have taken the opportunity to program it with offerings that appeal to more international, urban, and younger, audience. We launched Music Respawn, a series of blog posts and online interviews exploring classical music in video games and which aims to expose a new generation of people to classical music. It's grown to the point where it is now a podcast available on iTunes and Google Play. We also reach out to the children and parents in our audience by continuing to air Classics for Kids every Sunday. The 5-minute program has been successful in exposing children to classical music while deepening the appreciation of the older listener. And The Lowdown on Science offers accessible and engaging information on science and research to all our listeners, both young and old.

6.1 Telling Public Radio's Story

Jump to question:

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 WSHU news team won a number of prestigious awards from Public Radio News Directors Incorporated and from the Connecticut Chapter of the Society of Professional Journalists. We believe CPB funds give us the resources and time our reporters need to do award-worthy work. Without sufficient funding, WSHU would simply not be able to provide such a rich tapestry of programming that informs, educates and entertains our community. Listeners depend on national programs like Morning Edition, All Things Considered and Marketplace but they also appreciate that our own news team employs that same kind of insightful, balanced treatment when they cover local and regional issues. Listeners tell us that our classical music programming actually enhances their quality of life, and without CPB funding, it would be more difficult to do the same kind of locally-produced and hosted music programs with their carefully curated music selections. The fact that we now provide such extensive streaming services means that listeners can enjoy the programming they want, no matter where they live or travel. Programs like the "Join the Conversation" author series and "Music in our Schools Outreach" program bring attention to important issues, encourage connection and discussion in our community, bring extraordinary experiences to deserving individuals and provide our community with opportunities to engage in thoughtful discourse. We believe that this is an important aspect of the role that public radio should play, and without CPB funding, we would not be able to share so much with our community.

Comments

Question	Comment
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No Comments for this section

7.1 Journalists

Jump to question:

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:

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Senior Producer	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter/Producer	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>
Host/Reporter	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reporter	<input type="text" value="5"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>
Beat Reporter	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Anchor/Reporter	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Anchor/Host	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>
Total	<input type="text" value="10"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="11"/>	<input type="text" value="0"/>

Comments

Question Comment

No Comments for this section