

**Grantee Information**

<b>ID</b>	1502
<b>Grantee Name</b>	New Hampshire Public Radio, Inc.
<b>City</b>	Concord
<b>State</b>	NH
<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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>	<input type="text" value="8"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="22"/>	<input type="text" value="2"/>	<input type="text" value="26"/>
Technicians - 4000	<input type="text"/>	<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"/>	<input type="text" value="3"/>
Office and Clerical - 5100	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="4"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="37"/>	<input type="text" value="3"/>	<input type="text" value="43"/>

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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="5"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="11"/>	<input type="text"/>	<input type="text" value="11"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="18"/>	<input type="text" value="0"/>	<input type="text" value="18"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Major Job Category /  
Job Code /  
Joint Employee

Persons with Disabilities

Officials - 1000	<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" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>
Service Workers - 5500	<input type="text"/>
<b>Total</b>	<input type="text" value="1"/>

1.1 Employment of Full-Time Radio Employees

Jump to question: [1.1](#)

Please enter the gender and ethnicity of each person with disabilities listed above (e.g. 1 African American female).

1.2 Major Programming Decision Makers

Jump to question: [1.2](#)

Please report by gender and ethnic or racial group the headcount of full-time employees having responsibility for making major programming decisions. Include the station general manager if appropriate. Major programming decisions include decisions about program acquisition and production, program development, on-air program scheduling, etc. This item should result in a double-counting of some full-time employees; employees having the responsibility for making major programming decisions should be included in the counts for this item and again, by job category above, in the full-time employee Question 1.1.

1.2 Major Programming Decision Makers

Jump to question: [1.2](#)

Of the full-time employees reported in Question 1.1, how many, including the station general manager, have responsibility for making major programming decisions?

1.2 Major Programming Decision Makers

Jump to question: [1.2](#)

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

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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="4"/>

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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code

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"/>
<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" value="1"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="6"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text" value="9"/>

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 Corporate Management

Jump to question: 2.1 ▼

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	1.00	\$ 220,000	1
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Operations Officer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Financial Officer</a>	1.00	\$ 115,000	3
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Chief Digital Media Operations</a>	1.00	\$ 96,174	7
Chief Digital Media Operations - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.1 Corporate Management

Jump to question: 2.1 ▼

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

2.2 Communication and Promotions

Jump to question: 2.2 ▼

<a href="#">Publicity, Program Promotion Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Communication and Public Relations, Chief</a>	1.00	\$ 87,867	4
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.2 Communication and Promotions

Jump to question: 2.2 ▼

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

2.3 Programming and Productions

Jump to question:

<u>Programming Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="72,500"/>	<input type="text" value="1"/>
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" value="1.00"/>	\$ <input type="text" value="85,195"/>	<input type="text" value="3"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text" value="14.00"/>	\$ <input type="text" value="53,667"/>	<input type="text" value="4"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.3 Programming and Productions

Jump to question:

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

2.4 Development and Fundraising

Jump to question:

<u>Development, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="125,443"/>	<input type="text" value="4"/>
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" value="1.00"/>	\$ <input type="text" value="78,000"/>	<input type="text" value="1"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Major Giving Fundraising Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="109,242"/>	<input type="text" value="3"/>
Major Giving 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"/>

2.4 Development and Fundraising

Jump to question:

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

2.5 Underwriting and Grant Solicitation

Jump to question:

<u>Underwriting, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="114,541"/>	<input type="text" value="3"/>
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"/>

2.5 Underwriting and Grant Solicitation

Jump to question:

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

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

<u>Operations and Engineering, Chief</u>	1.00	\$ 110,000	1
Operations and Engineering, Chief - Joint		\$	
<u>Engineering Chief</u>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>	1.00	\$ 87,026	9
Broadcast Engineer 1 - Joint		\$	
<u>Production Engineer</u>		\$	
Production Engineer - Joint		\$	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<u>Technical Operations, Chief</u>		\$	
Technical Operations, Chief - Joint		\$	
<u>Information Technology, Director</u>		\$	
Information Technology, Director - Joint		\$	
<u>Web Administrator/Web Master</u>		\$	
Web Administrator/Web Master - Joint		\$	

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7

<u>News / Current Affairs Director</u>	1.00	\$ 95,661	4
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>		\$	
<u>Music Librarian/Programmer</u>		\$	
<u>Announcer / On-Air Talent</u>	3.00	\$ 70,931	14
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>	9.00	\$ 54,418	5
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	\$ 54,683	20
Director of Continuity / Traffic - Joint		\$	

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7

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

2.8 Education and Community Engagement

Jump to question: 2.8

<u>Education, Chief</u>		\$	
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Education, Chief - 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	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="40.00"/>	\$ <input type="text" value="1,630,348"/>	<input type="text" value="87"/>

2.8 Education and Community Engagement Jump to question: [2.8](#) ▼

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

Comments

Question	Comment
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No Comments for this section

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Enter the number of governing board members (including the chairperson and both voting and non-voting ex-officio members) who are selected by the following methods:

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Ex-Officio (Automatic membership because of another office held)

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Elected by community/membership

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Other (please specify below)

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.2 Governing Board Members Jump to question: [3.2](#) ▼

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

3.2 Governing Board Members Jump to question: [3.2](#) ▼

For minority group identification, please refer to "Instructions and Definitions" in the Employment subsection.

3.2 Governing Board Members Jump to question: [3.2](#) ▼

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="8"/>	<input type="text"/>	<input type="text" value="9"/>
Male Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="9"/>	<input type="text"/>	<input type="text" value="10"/>



Total

3.2 Governing Board Members

Jump to question:

Number of Vacant Positions

3.2 Governing Board Members

Jump to question:

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?

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?

Yes

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

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?

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: [5.1](#)

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

5.1 Radio Programming and Production

Jump to question: [5.1](#)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="0"/>	<input type="text" value="160"/>	<input type="text" value="160"/>
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="0"/>	<input type="text" value="50"/>	<input type="text" value="50"/>
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="600"/>	<input type="text" value="600"/>
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="0"/>	<input type="text" value="50"/>	<input type="text" value="50"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value="0"/>	<input type="text" value="75"/>	<input type="text" value="75"/>
Total	<input type="text" value="0"/>	<input type="text" value="935"/>	<input type="text" value="935"/>

5.1 Radio Programming and Production

Jump to question: [5.1](#)

Out of all these hours of station production during the year for about how many was a minority ethnic or racial group member in principal charge of the production? (Minority ethnic or racial groups refer to: African-American, Hispanic, Native American and Asian American/Pacific Islander.)

5.1 Radio Programming and Production

Jump to question: [5.1](#)

Approx Number of Original Program Hours

Comments

Question  Comment   
 No Comments for this section

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2020. 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 2020 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.**

6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

New Hampshire Public Radio shapes the media landscape in New Hampshire and beyond. Through a mission of 'expanding minds, sparking connections and building strong communities,' - NHPR fosters civil discourse by producing and distributing informative, in-depth reporting and engaging content. On-air throughout the state and online at nhpr.org and related social media sites, we are New Hampshire's independent and trusted source for news and information. As New Hampshire's sole statewide radio news service, we continually strive to find ways to better serve local communities, extend our reach and our audience, and expand our reporting and journalism efforts to better serve New Hampshire residents and beyond. Our award-winning local newsroom, with reporters, hosts, editors, producers and digital staff, provides in-depth, ongoing coverage of public policy, health, the environment, arts, politics, the economy and education. Though our nearly 40-year tradition is steeped in radio - we continue to expand our journalistic footprint through the web, social media, podcasts, and live and virtual engagement activities. Highlights, in-depth or special series that NHPR initiated or continued to cover in FY2020 included: • Elections Coverage (NH primary) - New Hampshire Public Radio explored in-depth the candidates and issues that impact voters through continuing coverage of the primary candidates and national election. Primary coverage and related live engagement events on NHPR in February 2020 capped months of comprehensive reporting across NHPR's on-air, digital and podcast properties - bringing Granite State voters unique stories, vital information and live events with the major candidates. Reporters from throughout the NHPR newsroom tracked changing voter

demographics; the impact of money in politics; voter access concerns; election security; and questions of diversity on the campaign trail. NHPR held conversations with thousands of voters during the course of the reporting and through community engagement opportunities like forums with the presidential candidates, online polls and social media interaction. • Stranglehold - a podcast exploring the New Hampshire primary. In time for the 2020 New Hampshire primary and national election, the podcast Stranglehold launched in September 2019, and ultimately involved 17 episodes. Investigating New Hampshire's status as "first in the nation" for the presidential primary, it describes the history, the politics, and the advantages and the disadvantages of this status, as well as how elections in the United States are evolving. • COVID-19 pandemic coverage: As COVID-19 cases started to increase in the U.S. in March of 2020, public health emergencies were declared at both the state and national level. So began a unique time in the life of our state and our citizens, as people isolated at home, businesses, schools and industry largely shut down or went to remote status, and the need for trusted and timely information became even more critical. NHPR staff and our newsroom quickly pivoted to working remotely and structuring our newsgathering in a time of pandemic. As the public health crisis unfolded, our newsroom team strived to cover the coronavirus story from all angles. A central portal on the NHPR website collated stories and updates related to the pandemic, with a FAQ section and a live blog. NHPR added a dedicated COVID-19 e-newsletter to its newsletter lineup, which included the latest maps and statistics on the impact of the virus and information from national and state public health authorities. On-air, local reporting was enhanced by national and global news from partners like NPR and the BBC. Our local efforts included more two-way interviews on-air, increased use of Facebook Live and greater use of remote technologies. • New Hampshire Calling: Connecting to the Community To provide a place for the community to share stories and help people feel less isolated in the early days of the pandemic, NHPR launched New Hampshire Calling. This "pop-up" call-in show hosted by Jack Rodolico aired most weekday evenings, offering listeners a "virtual hearth" to connect with NHPR reporters and each other. Driven by audience participation, listeners were asked to share their answers to such questions as: What are you thinking about? What are you worrying about? Where are you finding joy right now? The program launched in late March 2020 and ended in June 2020. • Que Hay de Nuevo - a daily Spanish language newscast delivered through WhatsApp. In collaboration with the Granite State News Collaborative, NHPR launched what was believed to be the first daily Spanish newscast in New Hampshire, in May 2020. The newscast is reported and presented by Daniela Allee, a bilingual reporter. News items focused on recent developments related to the coronavirus outbreak, its effects on the state's economy, and other relate aspects of political, cultural and social life in New Hampshire relevant to the Spanish-speaking community. The audio newscast also featured on a digital homepage where Spanish speakers could also access the broadcast and read news in Spanish. • Civics 101 Learn at Home - daily civics lessons for teachers, parents, and students to help with pandemic learning • COVID & the Classroom – a new reporting initiative that tells the stories of how Granite Staters are weighing the necessity of employment and school with the realities of the pandemic. • Adequate: How a State Decides the Value of Public Education: An examination of how New Hampshire funds public education. • By Degrees – an environmental reporting project examining the impact of climate change in New Hampshire and regional New England. • The Exchange: In-Depth: New Hampshire's Workforce Shortage The Exchange, New Hampshire Public Radio's daily news talk show, explored how New Hampshire's workforce shortage impacts the economic and social fabric of life in the state, with a special broadcast series. • Patient Zero - a new podcast from the team behind Outside/In that explores one of the enigmatic epidemics of the 21st century, Lyme Disease. First launched in August 2020, a series of additional broadcast episodes aired in May 2020. NHPR continues to make multimedia storytelling a key part of our newsgathering. We regularly enhance our reporting through the use of digital stories, interactive maps, infographics, photography, blogs, audio, video and supplemental program content. The station possesses a Multicam, and we have used it extensively for live productions and for Facebook Live broadcasts. The Exchange/Weekly NH News Roundup - New Hampshire's only live, call-in radio station airs five days a week; Monday through Thursday features a different topic per day, while Friday's edition of the program is a roundup of the week's most pertinent news. Hundreds of newsmakers appear on the program each year – from the Governor and members of our Congressional delegation, to local lawmakers, authors, academics, citizen activists, influencers and the many 'ordinary' citizens who call into the program and interact with or question our hosts and guests. NHPR produces about 20 hours of NH-related programs and specials each week, including through the work of a dedicated podcast unit. Podcast productions include: • Outside/In – a show about the natural world and how we use it. • Civics 101 – a show and podcast that explores questions around legislative terminology, the political process, and the rights and responsibilities of citizenry. In FY 2020, NHPR's broadcast reach encompassed more than 157,000 weekly listeners. With capabilities for broadcast, streaming, podcasts, and online – our reach extends throughout the state and beyond with a service that is available at no charge to citizens who want to be engaged, inspired, and informed on a daily basis.

### 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.

In a small state like New Hampshire, collaboration with like-minded organizations and appropriate partners is critical to expand reach and bolster limited resources. NHPR continues to work with existing, long-term partners, while also seeking out new, mutually productive relationships. Partnerships provide the opportunity to help us bring quality content to listeners and audiences throughout the state, engage with specific communities, and provide access to information on particular topics. Ongoing partnerships include: Something Wild – a twice-monthly show about the outdoors and ecology produced in partnership with NH Audubon and The Society for the Protection of NH Forests. Something Wild has been exploring the wonder of the landscape that surrounds us in New Hampshire for close to 25 years. Writers on a New England Stage: virtual interviews with well-known authors produced in partnership with The Music Hall, a performing arts venue in Portsmouth, and hosted by an NHPR personality. Justice & Journalism – a joint initiative of New Hampshire Public Radio and the Rudman Center for Justice, Leadership, and Public Service at the University of New Hampshire Franklin Pierce School of Law. The series brings nationally-renowned journalists to the Rudman Center for engaging conversations on public affairs and the public servants who create, implement, and influence public policy. Stay Work Play – NHPR is a longtime partner with Stay Work Play, a nonprofit focused on attracting and retaining more young people in the Granite State, while raising awareness of what makes the state a great place to live and work as a young professional. NHPR partners with Stay Work Play on the annual Rising Stars Awards, which recognizes the contributions young professionals and innovative companies and business leaders are undertaking in shaping life in the Granite State, and making it a great place for young professionals and others to Stay, Work and Play. Spotlight Café series – NHPR works with Gibson's, an independently-owned Concord, NH, bookstore and the performing arts venue the Capital Center for the Arts to bring artists/writers to the capital city as part of a periodic speakers' series. In addition, throughout the year, NHPR is a generous supporter through in-kind trade, or through donations and sponsorships – to a number of organizations throughout the state, including the NH Center for Nonprofits, NH Humanities, Concord Choral, various opera houses and performing arts venues, The Palace Theater in Manchester, The Capitol Center for the Arts in Concord, and Symphony NH. With regard to the educational community, our Civics 101 podcast is invested in that market and looking to serve teachers and other educators. Civics 101 is a podcast refresher course from NHPR that explains the basics of how our democracy works – from legislative terminology, to the rights and duties of citizenship. As part of this effort, we are reaching out more and more to teachers and educational advocates to make them aware of this resource as a potential learning module in their classrooms. Under pandemic conditions, Civics 101 boosted its content and produced more educational resources to help educators teaching remotely, parents guiding students at home, and for students themselves in their learnings. A long running community engagement effort is our work with a Community Advisory Board: a volunteer group of 30+ residents and public radio aficionados from throughout the state. The Advisory Board – all volunteers - meets twice a year. NHPR staff briefs the Board on organizational developments, programming changes and pertinent community issues. We solicit their feedback and comments, and have them participate in activities to generate discussion and feedback. The Board is varied in age, backgrounds, and geographic origin – to capture a representation of the state. The meeting is led by a professional facilitator, and detailed

notes are recorded to capture observations and discussion. Finally, NHPR regularly solicits feedback from listeners and readers through e-mail and online surveys; call-in programs that encourage listener questions; an online reporting tool called Hearken that encourages listener and reader submissions, story tips and questions; and through monitoring and responding to social media comments at our many NHPR-related social media sites. We also speak directly with listeners and supporters at events and community gatherings throughout the year, encouraging feedback and conversation. A standard communications in-box, monitored by the Marketing/Communications team, responds to inquiries from the general public.

#### 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.

Impact at NHPR is typically measured through several different markers: Revenue Growth; Audience Growth; Acknowledgement by our Peers; and Community Engagement. REVENUE GROWTH: Revenue results that demonstrate loyalty and impact: - The number of NHPR sustainers increased by 3% from FY19 to FY20, and the revenue from sustaining members grew by \$124,037. - Major Gifts increased by 20 percent from FY19 to FY20; dollar increase was \$176,690. AUDIENCE GROWTH: Listening audience: In FY20, NHPR's reach extended to more than 292,000 weekly listeners (combining broadcast and streaming data) Social and digital media audience: Traffic to NHPR sites as of December 2020: • Websites – 482K monthly visitors. • Social Media – 117K followers across NHPR main platforms, growth of about 20K followers. • Newsletter audience – 44K subscribers to NHPR e-newsletters. • Podcast downloads across NHPR properties – 783K. ACKNOWLEDGEMENT BY PEERS: NHPR earned several prestigious national and local accolades for its newsgathering and programming efforts in FY 2020: Regional Edward R. Murrow Awards: NHPR received multiple regional Edward R. Murrow Awards, which honor achievements in radio, television, and digital outlets from across the country. NHPR competes in the Small Market Radio category in Region 10, encompassing Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont: Best Feature Reporting: "Model Citizen: No. But Exeter Man is at Center of First Amendment Dispute" (Todd Bookman) Best Multimedia: Bear Brook Best News Series: Adequate: How a State Decides the Value of Public Education (Sarah Gibson) Best Sports Reporting: "At Tamworth Sled Dog Race, Dogs & Musers Enjoy a Winter Classic While It Lasts" (Jason Moon) Best Podcast: Stranglehold Public Media Journalists Association (PMJA) Annual awards honoring the best in public radio reporting in a wide variety of categories. NHPR won four first place awards from Public Media Journalists Association, or PMJA: • Best Writing: Poor? Found Not Guilty? N.H. Sends You A Bill, Anyway (Todd Bookman) • Commentary: How to Wish, What to Wish For (Sean Hurley) • Series: Adequate: How a State Decides the Value of Public Education (Sarah Gibson) • Arts Feature: Behind A Stolen Painting, An Artist With A Remarkable Life Story (Todd Bookman) Apple Podcasts – Best Listens of 2019 • Patient Zero: Lyme Disease podcast NH Association of Broadcasters "Granite Mikes" First Place Awards: o Documentary News (Radio) – Patient Zero podcast o Feature Story (Radio) - A Night At Route 4's Rainbow Cottages On Harvey Lake (Sarah Gibson and Annie Ropeik) o Spot News (Radio) – Dozens Arrested At Protest Outside New England's Largest Coal Power Plant (Annie Ropeik) Merit Awards: Feature Story: o Owl's Head: The Best or Worst of N.H.'s 4000 Footers? (Sean Hurley) Documentary News (Radio) o Stranglehold podcast Newscast: o The Day After the NH Primary New Hampshire Magazine "Best of NH" Awards NHPR won one award in the Best of NH survey, chosen by the readers of New Hampshire Magazine on an annual basis: • Best Radio Talk Show – The Exchange with Laura Knoy In addition to formal awards, stories reported by NHPR journalists are sometimes picked up and run by other local public media stations, by NPR, and by the New England News Collaborative, an eight-station consortium of public media newsrooms in the New England region. NHPR reporting is regularly cited by other New Hampshire and New England media, including: New Hampshire Union Leader, Seacoast Online, The Hippo, Concord Monitor, and The Associated Press. NHPR reporting has also been cited in national publications, including Politico, The Washington Post, The New York Times, and Slate. COMMUNITY ENGAGEMENT: NHPR staff and on-air talent are frequently hosts, moderators, judges, guest speakers and panelists at community gatherings and events throughout the state. In FY 2020, NHPR staff participated in more than 30 different community engagements, including: o Rising Stars Award: Annie Ropeik hosted this annual event with Stay Work Play (SWP), highlighting innovative New Hampshire businesses and young professional talent in the state – part of a wider partnership between SWP and NHPR. o Writers on a New England Stage – NHPR serves as a partner on this ongoing series of literary talks, held in partnership with The Music Hall, a performing arts venue in Portsmouth, NH. o The Exchange Candidates Primary Forums: Laura Knoy and Peter Biello hosted numerous political candidates from NHPR's Studio D, including: candidates Bill Weld, Tom Steyer, Elizabeth Warren, Andrew Yang, Pete Buttigieg, Cory Booker, and Sen. Bernie Sanders. o Bank of NH Stage: presentation on Bear Brook podcast and the art of podcasting by NHPR reporter Jason Moon, producer Taylor Quimby and hosted by Rebecca Lavoie. o Paris to Pittsburgh - Somersworth Climate Change Speakers Series: presentation by Annie Ropeik, environmental reporter, on environmental issues in the state. o NH Institute of Art & Design - NHIA Storytelling Festival – Peter Biello talked about storytelling and interviewing practices. o Project Lyme at Core in New York –Taylor Quimby spoke at the conference devoted to Lyme disease. o Hope for NH Recovery – Michael Brindley presented for the audience about journalism and audio reporting. o Public Media Development and Marketing Conference - Tricia McLaughlin presented as part of a panel on best practices around product launches in public media marketing.

#### 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 2020, and any plans you have made to meet the needs of these audiences during Fiscal Year 2021. If you regularly broadcast in a language other than English, please note the language broadcast.

New Hampshire is known for being one of the least diverse states in the nation, with an aging population and a high proportion of retirees. However, NHPR remains firmly committed to reaching out to diverse audiences in many forms, whether it be ethnic background, economic background, age or geographic diversity. Our newsroom strives to include a multitude of perspectives in its reporting, interviews, and source development. NHPR has a Diversity Statement that recognizes regional, economic, gender, generational, culture, ethnicity and diversity of thought as its core tenets. Diversity goals are embedded in our strategic plan. Each year, the newsroom, programming, human resources and the Board of Trustees set and monitor specific diversity goals. We also strive for diversity in the composition of our Community Advisory Board and recruitment efforts include reaching out to diverse communities. A 2020 new recruitment effort expanded geographical, ethnic and economic diversity on the Community Advisory Board. In addition, diverse recruitment efforts extended to the NHPR Board of Trustees. On the engagement front, we continue to reach out to connect with more community organizations and groups to build a wider web of partners. NHPR's Marketing team has established a relationship with the World Affairs Council – a nonprofit, nonpartisan organization fostering learning, discussion and citizen involvement in world affairs since 1954. WAC's visitor program brings journalists and policymakers from throughout the world, including many emerging economies, to the Granite State. The team also coordinates with the International Institute of New England on a storytelling series aimed at sharing stories around immigration and migration. In the weeks after the killing of George Floyd in May 2020, NHPR like many other public media organizations looked inward to its own practices around issues of diversity, equity and inclusion. We recognized the pressing need to become a more diverse and inclusive news organization and a more equitable workplace, and began an organizational-wide effort to establish more concrete steps and goals around this issue. Throughout the months of May and June, our news coverage and regular programming took a deeper dive into issues of racial and social justice, through both our own reporting and

programming and information from other public media partners like NPR, APM, and WNYC. All of these efforts around more diverse programming were promoted through multiple communications channels, and also included extensive outreach to groups and individuals serving communities of color. NHPR's newsroom coverage of diversity issues included: Reporting by Sarah Gibson on Black Lives Matter activists in NH: <https://www.nhpr.org/post/one-month-nh-black-lives-matter-activists-say-we-are-not-going-anywhere#stream/0> Reporting by Mary McIntyre on police accountability and transparency in New Hampshire and discussion of current standards for training on diversity. <https://www.nhpr.org/post/panel-reviews-police-training-new-hampshire#stream/0> Reporting by The Exchange during Black History Month: <https://www.nhpr.org/post/black-history-month-conversation-leaders-color-nh#stream/0> Reporting by Daniela Allee, a bilingual reporter (English and Spanish) on staff: <https://www.nhpr.org/post/noticias-actualizadas-de-new-hampshire-18-de-junio#stream/0> [Daniela also helped to put launch new news services to reach Spanish-speaking community along with Granite State News Collaborative. The project is called "¿Qué Hay de Nuevo" and features additional audio news updates in Spanish]: <https://www.nhpr.org/post/qu-hay-de-nuevo-new-hampshire-new-spanish-language-audio-updates#stream/0> In addition, The Exchange, NHPR's weekday call-in news program, covers topics of interest to diverse or underserved communities. Among the programs produced or topics covered in FY20: August 2019 – Law Requiring N.H. Schools To Implement Suicide Prevention Policy Lacks State Funding September 2019 – N.H.'s New Program For Addiction Treatment Shows Promise — And Major Gaps October 2019 – Teaching Slavery In Schools In N.H. And Nationally December 2019 – Watch Or Listen: 2020 Candidate Forum With Pete Buttigieg February 2020: Ahead of the State of the State, Town Managers On the State of Their Communities March 2020: Watch Or Listen Live: How Is The New Coronavirus Affecting New Hampshire? April 2020: COVID-19 Outbreaks at Nursing Homes Renew Focus on Protecting Elderly & Staff June 2020 – N.H. Conversations on Police Reform and Racial Justice Continue

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?

NHPR enjoys strong local support, with a variety of community partners and business supporters and a sterling reputation throughout the state. With more than 24,000 members and growing, their contributions – big or small – form the backbone for our continued progress and success. CPB funding is essential, complementing our local efforts and inspiring local funding and support. NHPR has sought to build the premier newsroom in New Hampshire – hiring more reporters, building new beats, investing in enterprise and investigative journalism and expanding our production and podcasting capabilities through new staff, new technologies, and new products. CPB funding is essential for NHPR to continue to provide the depth and breadth of quality journalism that New Hampshire residents trust and appreciate; quality journalism that continues to be recognized by our peers in the profession and at the national level. Funding helps us maintain and evolve our locally produced shows: The Exchange – our weekday, daily call-in radio show; Outside/In – a podcast and program about the natural world. Civics 101 - a podcast refresher course about the basics of how our democracy works. A NH-specific version of Civics 101 also launched in January 2019. We continue to assess our podcast offerings and grow new products; CPB funding allows us the freedom to explore and experiment as we create great content. CPB funding also allows us to continue our traditional of providing top-notch political reporting; local politics and races are regularly covered on NHPR, and newsmakers participate in station forums, town halls, and programs. Through our ever-increasing range of community outreach, we are also directly interacting with citizens and listeners through in-person and now virtual events and engagements, many of them tied to our news and programming offerings. Collectively, these efforts help us to continue to provide high-quality journalism and inspired and entertaining programming – serving citizens with the news they trust and the programs they love.

Comments

Question  Comment

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	More Than One Race	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"/>	<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"/>	<input type="text"/>
Managing Editor	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<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"/>	<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"/>	<input type="text"/>
Executive 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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text"/>
Associate Producer	<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"/>	<input type="text"/>
Reporter/Producer	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>
Host/Reporter	<input type="text" value="3"/>	<input type="text"/>	<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"/>	<input type="text"/>

Reporter	9			3	6		1			8		
Beat Reporter												
Anchor/Reporter												
Anchor/Host	1				1					1		
Videographer												
Video Editor												
Other positions not already accounted for												
<b>Total</b>	30	0	0	11	19	0	1	0	0	28	1	0

Comments

Question

Comment

No Comments for this section