

Grantee Information

ID	1434
Grantee Name	WEAA-FM
City	Baltimore
State	MD
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	1					1
Managers - 2000	1					1
Professionals - 3000	3			0		3
Technicians - 4000	0					0
Sales Workers - 4500						0
Office and Clerical - 5100				1		1
Craftspersons (Skilled) - 5200						0
Operatives (Semi- Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	5	0	0	1	0	6

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						0
Managers - 2000	2					2
Professionals - 3000	1					1
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100	0					0
Craftspersons (Skilled) - 5200						0
Operatives (Semi- Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	3	0	0	0	0	3

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	
Managers - 2000	0
Professionals - 3000	1
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

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 African American female

1.2 Major Programming Decision Makers

Jump to question: 1.2 ▼

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

1.2 Major Programming Decision Makers

Jump to question: 1.2 ▼

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

1.2 Major Programming Decision Makers

Jump to question: 1.2 ▼

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	1					1
Male Major Programming Decision Makers	1					1
Total	2	0	0	0	0	2

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000	4					4
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	4	0	0	0	0	4

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000	9					9
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	9	0	0	0	0	9

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3 ▼

Persons with Disabilities

11

11

114

11

11

Page 10

11

11/11/2019

0

Jump to question: **1.4** ▼

many

Jump to question: **1.4** ▼

5

Jump to question: **1.4** ▼

8

Jump to question: **1.5** ▼

during the fiscal year.)

Jump to question: **1.5** ▼

Jump to question: **1.5** ▾

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	1				1
Managers - 2000	1				1
Professionals - 3000	1				1
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	3	0	0	0	3

Jump to question: **1.6** ▼

cancies in

Jump to question: **1.6** ▼

6

Jump to question: **1.7** ▼

Jump to question: **1.7** ▼

Check all that apply

☒☒

Broadcasting engineering☒

Engineering☐

Program director activities☒

None of the above☐

Comments

QuestionComment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer	1.00	\$ 80,000	1
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	0
Chief Operations Officer - Joint		\$	
Chief Financial Officer	1.00	\$ 40,000	8
Chief Financial Officer - Joint		\$	
Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations, Chief		\$	
Communication and Public Relations, Chief - Joint		\$	
Programming Director		\$	
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer	1.00	\$ 25,000	1
Producer - Joint		\$	
Development, Chief		\$	0
Development, Chief - Joint		\$	
Member Services, Chief		\$	
Member Services, Chief - Joint		\$	
Membership Fundraising, Chief		\$	
Membership Fundraising, Chief - Joint		\$	
On-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint		\$	
Auction Fundraising, Chief		\$	
Auction Fundraising, Chief - Joint		\$	
Underwriting, Chief		\$ 0	0
Underwriting, Chief - Joint		\$	
Corporate Underwriting, Chief	1.00	\$ 50,000	1
Corporate Underwriting, Chief - Joint		\$	
Foundation Underwriting, Chief		\$	
Foundation Underwriting, Chief - Joint		\$	
Government Grants Solicitation, Chief		\$	
Government Grants Solicitation, Chief - Joint		\$	
Operations and Engineering, Chief	1.00	\$ 58,000	14
Operations and Engineering, Chief - Joint		\$	
Engineering Chief		\$	
Engineering Chief - Joint		\$	
Broadcast Engineer 1		\$	
Broadcast Engineer 1 - Joint		\$	
Production Engineer	1.00	\$ 25,000	8
Production Engineer - Joint		\$	
Facilities, Satellite and Tower Maintenance, Chief		\$	0
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	

<u>Technical Operations, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="55,000"/>	<input type="text" value="30"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Announcer / On-Air Talent</u>	<input type="text" value="2.00"/>	\$ <input type="text" value="80,000"/>	<input type="text" value="5"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<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"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Total	<input type="text" value="9.00"/>	\$ <input type="text" value="413,000"/>	<input type="text" value="68"/>

Comments

Question

Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question:

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:

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

3.1 Governing Board Method of Selection

Jump to question:

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:

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question:

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question:

3.1 Governing Board Method of Selection

Jump to question:

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

3.1 Governing Board Method of Selection

Jump to question:

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

3.2 Governing Board Members

Jump to question:

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:

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

3.2 Governing Board Members

Jump to question:

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="7"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="7"/>

Male Board Members	<input type="text" value="7"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="8"/>
Total	<input type="text" value="14"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="15"/>

3.2 Governing Board Members

Jump to question: 3.2

Number of Vacant Positions

3.2 Governing Board Members

Jump to question: 3.2

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

3.2 Governing Board Members

Jump to question: 3.2

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities

Jump to question: 4.1

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

4.1 Community Outreach Activities

Jump to question: 4.1

	Yes/No
Produce public service announcements?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	Yes
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	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?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	No
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Provide locally created content for your own or another community-based computer network/web site?	No
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 commerical 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?	Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1

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

5.1 Radio Programming and Production

Jump to question: 5.1

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="0"/>	<input type="text" value="600"/>	<input type="text" value="600"/>
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="15"/>	<input type="text" value="15"/>
News and Public Affairs (includes regular coverage of news events, such as that produced by a newsroom, and public issues-driven listener participation, interview and discussion programs)	<input type="text"/>	<input type="text" value="1,404"/>	<input type="text" value="1,404"/>
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="30"/>	<input type="text" value="30"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="12"/>	<input type="text" value="12"/>
Total	<input type="text" value="0"/>	<input type="text" value="2,061"/>	<input type="text" value="2,061"/>

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

2,061

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 2018. 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 2018 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.

1. WEAA created a talk block within our programming to address community issues, needs and interest. Our two talk shows are operating as a vehicle for the community to address issues and share thoughts about issues that matter and have an impact on their lives. "The Today with Dr. Kaye Show" and "For the Culture with Faraji". Also serve as a vehicle for folks to cut through red tape and be able to speak with the decision makers of the community. We also have done town halls to discuss policing in the community as well as drugs in the community. That gives us an opportunity to speak and engage new audiences.

6.1 Telling Public Radio's Story

Jump to question: 6.1

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

2. WEAA has had the opportunity to collaborate with a few of the churches in the community such as New Psalmist Baptist Church, Amazing Grace Lutheran Church for our summits and town hall meetings. We have partnered with the Reginald Lewis African American Museum to have discussion on how to police the community, Kaiser Permanente partnered with WEAA to provide a day long health fair community. Be a part of a campus at Morgan State University on a daily basis we provide opportunities to our young communications students with their craft. We also are a part of many college discussions on racism and crime in the community. We have partnered with Maryland Public Television to cover debate and discussion through local campaign season and WDET Detroit in Detroit allowed us to utilize their studio and reporters during the Farewell week of Aretha Franklin. WEAA collaborated with the Baltimore Police Department by allowing their spokesperson to host a show of his own on a day where the community had issues on handling an uptick in crime and The Baltimore Public School system asked that we partner with them to moderate a school board meeting when the parents of the community were extremely unhappy with the upkeep of school buildings.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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

3. WEAA is often called upon when there is a crisis particularly in schools. When school opened in September, there were no water fountains working in some of the schools during warm temperatures which were an issue. Our talks shows went into action immediately and collected 3800 bottles of water and 372 packages of tissue for the WEAA Teacher Depot in two hours. We supplied schools upon request with water and tissue and today have a supply area of goods standing by. The audience response to deliver results has been incredible.

6.1 Telling Public Radio's Story

Jump to question: 6.1

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 2018, and any plans you have made to meet the needs of these audiences during Fiscal Year 2019. If you regularly broadcast in a language other than English, please note the language broadcast.

4. WEAA stumbled upon an issue in 2018 about the violence taking place in our communities. A Mexican listener described how his neighbor and he are being bullied by the people in their community that was 80% African America. We learned as other Mexican residents in predominately African American communities experienced this same type of harassment. Dr. Kaye Wise Whitehead was able to have a week's worth of conversations and discussion about why this is happening and the need for it to discontinue. We were able to have guest to help us take a deep dive into the issue. In 2019 we hope to serve the community more with a restructuring of our Community Cares Project. We hope to build it to add more sound by visiting the organization as oppose to bringing them into the station for two way conversation.

6.1 Telling Public Radio's Story

Jump to question: 6.1

5. Please assess the impact that your CPB funding had on your ability to serve your community. What were you able to do with your grant that you wouldn't be able to do if you didn't receive it?

Our grant has provided us with the opportunity to make sure we can serve a community that was underserved and voiced that concern during the times of Freddie Grey. We have been able to secure host and producers who have been a part of the community for years and allow the station to be the vehicle for so many people who feel know one is listening. We have been able to secure equipment to allow us to go into the community and really peel back difficult conversations.

Comments

Question

Comment

No Comments for this section

7.1 Journalists

Jump to question: 7.1

This section builds on the Census of Journalists conducted by CPB in the summer of 2010. These positions are the primary professional full-time, part-time or contract contributors to local journalism at your organization. The individuals in these positions will have had training in the standards and practices of fact-based news origination, verification, production and presentation. These are generally accepted titles for these positions but may not match position descriptions at your organization exactly. Please do your best to account for each professional journalist in your organization. Please do not count student or volunteer journalists.

7.1 Journalists

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific
News Director	0	1		1		1			
Assistant News Director									
Managing Editor									
Senior Editor									

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="checkbox"/>
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="checkbox"/>
Senior 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="checkbox"/>
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="checkbox"/>
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="checkbox"/>
Reporter/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="checkbox"/>
Host/Reporter	<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="checkbox"/>
Reporter	<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="checkbox"/>
Beat Reporter	<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="checkbox"/>
Anchor/Reporter	<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="checkbox"/>
Anchor/Host	<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="checkbox"/>
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="checkbox"/>
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="checkbox"/>
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="checkbox"/>
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="checkbox"/>

Comments

Question

Comment

No Comments for this section