

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						0
Managers - 2000	3					3
Professionals - 3000	0					0
Technicians - 4000						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	4	0	0	0	0	4

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	2					2
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

1.1 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	
Professionals - 3000	
Technicians - 4000	
Sales Workers - 4500	
Office and Clerical - 5100	
Craftspersons (Skilled) - 5200	
Operatives (Semi-Skilled) - 5300	

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

0

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	1					1
Male Major Programming Decision Makers	2					2
Total	3	0	0	0	0	3

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	0			1	5
Technicians - 4000						0
Sales Workers - 4500	1					1
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	5	0	0	0	1	6

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	7				1	8
Technicians - 4000	3					3
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	10	0	0	0	1	11

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code

Officials - 1000

Managers - 2000

Professionals - 3000

Technicians - 4000

Sales Workers - 4500

Office and Clerical - 5100

Craftspersons (Skilled) - 5200

Operatives (Semi-skilled) - 5300

Laborers (Unskilled) - 5400

Service Workers - 5500

Total

Persons with Disabilities

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

11

1.4 Part-Time Employment Jump to question: 1.4

Number working 15 or more hours per week

6

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					0
Managers - 2000					0
Professionals - 3000					0
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	0	0	0	0	0

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

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

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	\$ 120,000	3
Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	
Chief Financial Officer		\$	
Chief Financial Officer - Joint		\$	
Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint		\$	
Communication and Public Relations, Chief	1.00	\$ 60,000	10
Communication and Public Relations, Chief - Joint		\$	
Programming Director	1.00	\$ 72,000	9
Programming Director - Joint		\$	
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer		\$	
Executive Producer - Joint		\$	
Producer		\$	
Producer - Joint		\$	
Development, Chief	1.00	\$ 55,000	5
Development, Chief - Joint		\$	
Member Services, Chief		\$	
Member Services, Chief - Joint		\$	
Membership Fundraising, Chief	1.00	\$ 52,000	1
Membership Fundraising, Chief - Joint		\$	
On-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint		\$	
Auction Fundraising, Chief		\$	
Auction Fundraising, Chief - Joint		\$	
Underwriting, Chief		\$	
Underwriting, Chief - Joint		\$	
Corporate Underwriting, Chief		\$	
Corporate Underwriting, Chief - Joint		\$	
Foundation Underwriting, Chief		\$	
Foundation Underwriting, Chief - Joint		\$	
Government Grants Solicitation, Chief		\$	
Government Grants Solicitation, Chief - Joint		\$	
Operations and Engineering, Chief		\$	
Operations and Engineering, Chief - Joint		\$	
Engineering Chief		\$	
Engineering Chief - Joint		\$	
Broadcast Engineer 1		\$	
Broadcast Engineer 1 - Joint		\$	
Production Engineer		\$	
Production Engineer - Joint		\$	
Facilities, Satellite and Tower Maintenance, Chief		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	

Technical Operations, Chief	1.00	\$ 44,000	8
Technical Operations, Chief - Joint		\$	
Education, Chief		\$	
Education, Chief - Joint		\$	
Information Technology, Director		\$	
Information Technology, Director - Joint		\$	
Volunteer Coordinator		\$	
Volunteer Coordinator - Joint		\$	
News / Current Affairs Director		\$	
News / Current Affairs Director - Joint		\$	
Music Director		\$	
Music Librarian/Programmer		\$	
Announcer / On-Air Talent		\$	
Announcer / On-Air Talent - Joint		\$	
Reporter		\$	
Reporter - Joint		\$	
Public Information Assistant		\$	
Public Information Assistant - Joint		\$	
Broadcast Supervisor		\$	
Broadcast Supervisor - Joint		\$	
Director of Continuity / Traffic		\$	
Director of Continuity / Traffic - Joint		\$	
Events Coordinator		\$	
Events Coordinator - Joint		\$	
Web Administrator/Web Master		\$	
Web Administrator/Web Master - Joint		\$	
Total	6.00	\$ 403,000	36

Comments

Question

Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

3.1 Governing Board Method of Selection

Jump to question: 3.1 ▼

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

15

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)

15

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.

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	6					6

Male Board Members	<input type="text" value="8"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="9"/>
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?	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 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?	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: 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"/>	<input type="text" value="5,080"/>	<input type="text" value="5,080"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
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="1,300"/>	<input type="text" value="1,300"/>
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"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="700"/>	<input type="text" value="700"/>
Total	<input type="text" value="0"/>	<input type="text" value="7,080"/>	<input type="text" value="7,080"/>

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

7,080

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 2016. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

Joint licensee Grantees that have filed a 2016 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question: 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.

WEAA is dedicated to allowing voices in the community to be heard through its full suite of public affairs programs. The shows allow for listener feedback commentary and question and answer from the WEAA audience. The station provides forums for government and community leadership and other non-profit organizations to teach and educate the public on city offerings and services, arts recreation and entertainment and other information that allows listeners to engage resources that affect their daily lives and the needs of their families. WEAA partners with other non-profit organizations. WEAA continues its rich tradition of jazz, blues, gospel and world music programming.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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

WEAA captured much of the political discussion in play throughout 2016. WEAA encouraged listeners to vote and learn about the democratic process of exercising the vote. WEAA hosted a city-wide mayoral debate that included nine of the candidates for Mayor in a live forum with 1600 listeners from the community. The event was live streamed and distributed on social media outlets. Organizations including sororities and fraternities, civic organizations and interested voters eagerly attended and actively participated. WEAA broadcasted live from the 2016 Congressional Black Caucus Annual Legislative Conference in Washington DC. We had on air participation from many Congressmen and Congresswomen from Maryland and other states. The conference organizers noted that it was the very first time that a public radio station participated and broadcasted from the CBCALC. Again, this year we partnered with the Baltimore Book Festival. We partnered with the Open Works incubator for their grand opening.

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.

WEAA continues its Community Cares program, which spotlights non-profit organizations to present their services and offerings, thereby allowing a broader platform to reach more people in the community and to highlight the mission, values and contribution to the community at the heart of these organizations. Some of the highlights included the following organizations: Susie's Cause Foundation- Promoting Education and Screening for Colorectal Cancer. THON-The House of Nehemiah Baltimore's premier Substance Abuse and Mental Health Treatment Program The Journey Continues- Promoting breast cancer prevention and supporting the inaugural walk at Druid Hill Park. These organizations see turnkey results and an increased volume of calls and often web traffic interest from the their WEAA partnerships.

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

The "Rise of Charm City" debuted in January. It is a show dedicated to telling the intergenerational and cultural stories as told by Baltimore residents of all cultures. The show is produced and narrated by independent producer Stacia Brown and her team, producer Ali Post, inside collaborator Marsha Jews, and sound editor/photographer Mawish Raza. The show was funded through a national contest by AIRMedia where 15 public radio station were chosen to create Localore in their cities and communities. The show was recognized nationally and was on tour with AIRMedia in the many public media conferences throughout the country for its excellence. WEAA's hottest young show The Hip Hop Chronicles is in its second year. The show is produced locally at the WEAA studios and has been well received and is a staple in programming line-up. It caters to the hip-hop generation, who often accepts and digests information through a blend of socially conscience music, discussions around political and social issues, and other information relevant to hip-hop thought and POV. WEAA has worked hard to streamline its two annual membership drives by condensing the on air push for seven days each during Fall and Spring. WEAA has further developed its ability to centralize efforts to communicate with members efficiently and effectively as needed. We also have traction with listeners on our website WEAA.org. WEAA has partnered with PNC Bank locally to broadcast from sites within the community to offer and discuss financial literacy information, such has college access and retirement and long term portfolio goals.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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

CPB funding is critical to WEAA staffing for full- and part-time employees so that we continue to serve our listeners. We pay some salaries with CPB. Our CPB funding also affords us opportunities to produce local programming, including news and public affairs content that is relevant to the local Baltimore community. CPB funding is part of our lifeline and promotes originality and purpose in all we do.

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	1			1		1			
Assistant News Director									

Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
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="checkbox"/>
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" value="0"/>	<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" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<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" value="2"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>	<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="2"/>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="2"/>	<input type="text" value="4"/>	<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