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| Grantee Name WEAA-FM City Baltimore State MD Licensee Type University L1 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 female employees. The second grid includes all male employees. The first grid includes all presents with disabilities. L1 Employment of Full-Time Radio Employees Jump to question: 1.1 White, Nort-Hispanic Females | ID | | 1434 | | | | |
|---|--|----------------------|---------------------------|----------|---------|-------------------------|-----------------|
| State MD Comparison Compa | | | | | | | |
| License Type License Type License Type License Type License ander the number of Full-Time Radio Employees in the grids below. The first gid induces all female employees, be second grid induces all female employees, be second grid induces all female employees, be second grid induces all female employees. He for gid induces all female employees be second grid induces all make employees. He for gid induces all female employees be second grid induces all make employees. He for gid induces all female employees and female employees. He for give the formation of the least grid induces all female employees. He formation induces all make employees. He formation induces all makes employees. He formation ind | | | | | | | |
| Licenses Type University 1.1 Employment of Full-Time Radio Employees Tease enter the number of Full-Time Radio Employees in the grids below. In the last grid in University 1.2 Employment of Full-Time Radio Employees 1.3 Employment of Full-Time Radio Employees 1.4 Employment of Full-Time Radio Employees 1.5 Employment of Full-Time Radio Employees 1.6 Employment of Full-Time Radio Employees 1.6 Employment of Full-Time Radio Employees 1.7 Employment of Full-Time Radio Employees 1.8 Employment of Full-Time Radio Employees 1.9 Employment of Full-Time Radio Employees 1.0 Employment of Full-Time Radio Employees 1.1 Employment of Full-Time Radio Employees 1.2 Employment of Full-Time Radio Employees 1.3 Employment of Full-Time Radio Employees 1.4 Employment of Full-Time Radio Employees 1.5 Employment of Full-Time Radio Employees 1.6 Employment of Full-Time Radio Employees 1.7 Employment of Full-Time Radio Employees 1.8 Employment of Full-Time Radio Employees 1.9 Employment of Full-T | | | | | | | |
| 1.1 Employment of Full-Time Radio Employees Pease enter the number of Full-Time Radio Employees in the grids below. The first grid includes all female employees, the second grid includes all reade employees, the second grid includes all reade employees. and the last grid includes all practices all female employees. The properties of | | | | | | | |
| Pages ent the number of FULI-TIME RADIO employees in the grids below. The first grid includes all female employees, and the last grid includes all practice all make employees, and the last grid includes all practices all make employees, and the last grid includes all practices all make employees, and the last grid includes all practices all make employees. The first grid includes all practices all make employees. The grid includes all make employees and the last grid includes all make employees. The grid includes all make employees and the grid includes all make employees. The grid includes all make employees and the grid includes all make employees. The grid includes | | II Time Dedie Em | | | | | |
| The first gird includes all female employees, the second gird includes all male employees, and the last gird includes all promote with relabilities. 1.1 Employment of Full-Time Radio Employees Major Job Category / African Females Femal | | | | holow | Jui | mp to question: [1.1 ▼ | |
| ### Afficials | The first grid includes all t | female employees, tl | he second grid includes a | | | | |
| Major Job Category African Hispanic Females F | | | | | | | |
| American | | | ployees | Nativo | | | question: 1.1 \ |
| Asiany 2-5000 Asia Service Workers - 4500 Asia Christians - 4000 Asia Major Job Category / African Males Males Males Males Males Males - 4000 Asia Christians - 4000 Asi | lob Code / | American | | American | | Non-Hispanic | Т. |
| Annagers - 2000 3 3 | | remates | remates | remaies | remates | remates | To |
| Professionals - 3000 | | 2 | | | | | |
| Sales Workers - 4500 | - | | | | | | |
| Sales Workers - 4500 | | 0 | | | | 0 | |
| ### Defice and Clerical - 1 | | | | | | | |
| | Sales Workers - 4500 | 0 | | | | | |
| Description | | 1 | | | | | |
| Skilled - 5300 | Craftspersons (Skilled) | 0 | | | | | |
| Service Workers - 5500 | | 0 | | | | | |
| 1.1 Employment of Full-Time Radio Employees Jump to question: 1.1 | | | | | | | |
| I.1 Employment of Full-Time Radio Employees Major Job Category / African American Males | Service Workers - 5500 | | | | | | |
| Major Job Category / African American Hispanic Males | Total . | 4 | 0 | 0 | 0 | 0 | |
| Major Job Category / African American Hispanic Males | 1 Employment of Fu | II-Time Radio Em | nlovees | | | lump to | augatian 11. |
| Lob Code American Males | | | pioyees | Native | | | question. 1.1 |
| ### Deficials - 1000 | lob Code / | American | | American | | Non-Hispanic | To |
| Professionals - 3000 | | | | | | | |
| Professionals - 3000 | Managers - 2000 | 2 | | | | | |
| Sales Workers - 4500 | Professionals - 3000 | | 9 | | | | |
| Sales Workers - 4500 | Fechnicians - 4000 | | | | | | |
| Office and Clerical - 100 Craftspersons (Skilled) 5200 Operatives (Semi- Skilled) - 5300 Departives (Unskilled) - 400 Service Workers - 5500 Gotal A | | | | | | | |
| Craftspersons (Skilled) 5200 Craftspersons (Skilled) 5200 Laborers (Unskilled) - 5300 Laborers (Unskilled) - 5400 Service Workers - 5500 Fotal 4 0 0 0 0 0 0 L1 Employment of Full-Time Radio Employees Major Job Category / 100 Code / 100 100 100 100 100 100 100 100 100 1 | | | | | | | |
| Special Spec | | | | | | | |
| aborers (Unskilled) - 5300 aborers (Unskilled) - 4400 Service Workers - 5500 Total 4 0 0 0 0 0 I.1 Employment of Full-Time Radio Employees Major Job Category / loob Code / loon t Employee Managers - 2000 Persons with Disabilities Officials - 1000 Managers - 2000 Percofessionals - 3000 Percofessionals - 4000 Sales Workers - 4500 | | | | | | | |
| Aborers (Unskilled) - 4400 Service Workers - 5500 Total 4 0 0 0 0 0 0 All Employment of Full-Time Radio Employees Major Job Category / 100 Code / 100 100 100 100 100 100 100 100 100 1 | | | | | | | |
| Total 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | .aborers (Unskilled) - | | | | | | |
| ### Augustion ### Augustion | Service Workers - 5500 | | | | | | |
| ### Augustion: 1.1 ▼ ### Major Job Category / ### Dob Code | Total | 4 | 0 | 0 | 0 | 0 | |
| Major Job Category / lob Code / Persons with Disabilities Officials - 1000 Managers - 2000 Professionals - 3000 Fechnicians - 4000 Sales Workers - 4500 | 4 5 | | | | | | |
| Managers - 2000 Professionals - 3000 Fechnicians - 4000 Sales Workers - 4500 | Major Job Category / lob Code / loint Employee | III-Time Radio Em | ployees | | | | |
| Professionals - 3000 Fechnicians - 4000 Sales Workers - 4500 | | | | | | | |
| Fechnicians - 4000 Sales Workers - 4500 | - | | | | | | |
| Sales Workers - 4500 | | | | | | | |
| | | | | | | | |
| Office and Clerical - 5100 | Sales Workers - 4500 | | | | | | |
| | Office and Clerical - 5100 | | | | | | |

Operatives (Semi-Skilled) - 5300

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|---|---|--|--|---|---|---|---------------------------|------------------------------|-------------------------------|---------------------------|----------|--------------|-------|
| Laborers (Uns | killed) - 5400 | ı | | | | | | | | | | | |
| Service Worke | ers - 5500 | | | | | | | | | | | | |
| Total | | | | | | | | | | | 0 | | |
| 1.1 Employn | nent of Full | -Time Ra | adio En | nployees | | | | | Jun | np to question: | 1.1 🕶 | | |
| Please enter the person with dis | he gender an | d ethnicit | y of eac | n | can female | :). | | | | | | | |
| 1.2 Major Pro | ogramming | Decisio | n Make | ers | | | | | Jun | np to question: | 1.2 🕶 | | |
| Please report I major program decisions abou result in a dou programming of by job categor | nming decisio ut program ac ble-counting decisions sho | ns. Includ equisition of some fould be inc | de the st and pro full-time cluded in | ation general duction, progemployees; on the counts | I manager gram develoned employees for this iten | if appropriate opment, on-a having the re | . Major pro ir program | gramming de scheduling, e | ecisions ind etc. This ite | lude | | | |
| 1.2 Major Pro | ogramming | Decisio | n Make | ers | | | | | Jun | np to question: | 1.2 🗸 | | |
| Of the full-time have responsil | | | | | | uding the stat | ion genera | I manager, | | | | | |
| 1.2 Major Pro | ogramming | Decisio | n Make | ers | | | | | | Jump to que | stion: 1 | 1.2 🕶 | |
| | | frican erican | | Hispanic | | Native American | Asia | an/Pacific | Non- | White, Hispanic | | Total | |
| Female Major | | 2 | | | | | | | | | | 2 | |
| Programming Decision Makers | | | | | | | | | | | | | |
| Male Major Programming Decision Makers | | 1 | | | | | | | | | | 1 | |
| Total | | 3 | | 0 | | 0 | | 0 | | 0 | | 3 | |
| 1.3 Employn | nent of Part | -Time R | adio Er | nployees | | | | | Jun | np to question: | 1.3 🕶 | | |
| Please enter the includes all fer and the last gr | male employe | ees, the s | econd g | rid includes a | | | rid | | | | | | |
| 1.3 Employn | | | | | | | | | | Jui | mp to ai | uestion: 1.3 | ~ |
| | | Α | frican | | | | Native | A . (P | | Whit | e, | 1.0 | |
| Major Job Ca Job Code | | | erican | | lispanic Females | | erican emales | Asian/F | emales | Non-Hispan Femal | | | Total |
| Officials - 1000 | _ | | | | | | | | | | | | 0 |
| Managers - 20 | | | | | | | | | | | | | 0 |
| Professionals | | | 4 | | | | | | | | 1 | | 5 |
| Technicians - 4 | | | | | | | | | | | | | 0 |
| Sales Workers Office and Cle | | | 2 | | | | | | | | | | 2 |
| 5100 Craftspersons | _ | | | | | | | | | | | | 0 |
| - 5200 Operatives (Se | emi- | | | | | | | | | | | | 0 |
| skilled) - 5300 | | | | | | | | | | | | | |
| Laborers (Uns 5400 | killed) - | | 0 | | | | | | | | | | 0 |
| Service Worke | ers - 5500 | | | | | | | | | | | | 0 |
| Total | | | 6 | | 0 | | 0 | | 0 | | 1 | | 7 |
| 1.3 Employn | nent of Part | | | nployees | | | | | | | | uestion: 1.3 | ~ |
| Major Job Ca Job Code | ategory / | | frican erican Males | ŀ | lispanic Males | An | Native erican Males | Asian/F | Pacific Males | Whit Non-Hispar Mal | nic | | Total |
| Officials - 1000 | 0 | | iviales | | wates | | wates | | wates | IVIAI | es | | 0 |
| Managers - 20 | 000 | | | | | | | | | | | | 0 |
| Professionals | - 3000 | | 7 | | | | | | | | | | 7 |
| Technicians - 4 | 4000 | | 2 | | | | | | | | 1 | | 3 |
| Sales Workers | s - 4500 | | | | | | | | | | | | 0 |
| Office and Cle 5100 | rical - | | | | | | | | | | | | 0 |
| Craftspersons - 5200 | (Skilled) | | | | | | | | | | | | 0 |
| Operatives (Se skilled) - 5300 | | | | | | | | | | | | | 0 |
| Laborers (Uns 5400 | | | | | | | | | | | | | 0 |
| Service Worke | ers - 5500 | | | | | | | | | | | | 0 |
| Total | | | 9 | | 0 | | 9 | | О | | 1 | | 10 |

Jump to question: 1.3 ✔

https://isis.cpb.org/Survey/Printing.aspx?sabssas=2&secnum=1000

1.3 Employment of Part-Time Radio Employees

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| Major Job Category / Job Code | | | | | | | | Persons wi | th Disabilities |
|---|----------------------|--------------|--------------------|--------|--------------|---------------|------------|-------------|-----------------|
| Officials - 1000 | | | | | | | | r ersons wi | ui Disabilities |
| Managers - 2000 | | | | | | | | | |
| Professionals - 3000 | | | | | | | | | |
| Technicians - 4000 | | | | | | | | | |
| Sales Workers - 4500 | | | | | | | | | |
| Office and Clerical - 5100 |) | | | | | | | | |
| Craftspersons (Skilled) - | 5200 | | | | | | | | |
| Operatives (Semi-skilled) | - 5300 | | | | | | | | |
| Laborers (Unskilled) - 54 | 00 | | | | | | | | |
| Service Workers - 5500 | | | | | | | | | |
| Total | | | | | | | | | 0 |
| 1.4 Part-Time Employ Of all the part-time employ worked 15 or more hours | yees listed in Ques | | ow many worked | d less | than 15 ho | ours per we | ek and ho | | uestion: 1.4 🗸 |
| 1.4 Part-Time Employ | ment | | | | | | | Jump to q | uestion: 1.4 🕶 |
| Number working less tha | n 15 hours per wee | k | | | | | | | 7 |
| 1.4 Part-Time Employ | ment | | | | | | | Jump to q | uestion: 1.4 🕶 |
| Number working 15 or me | ore hours per week | i . | | | | | | | 10 |
| 1.5 Full-Time Hiring Enter the number of full-t (Do not include internal p | | | | | | time to full- | time statu | | uestion: 1.5 v |
| 1.5 Full-Time Hiring | | | | | | | | Jump to q | uestion: 1.5 🗸 |
| No full-time employees w | vere hired (check he | ere if appli | cable) | | | | | | |
| 1.5 Full-Time Hiring | | | | | | | | lump to | question: 1.5 🕶 |
| Major Job Category / | | | | | | | | | question. 1.5 ¥ |
| Job Code Officials - 1000 | Minority Female | Non-l | Minority Female | | Minorit | y Male | Non-Min | ority Male | Tota |
| Managers - 2000 | | | | | | | | | |
| Professionals - 3000 | | | | | | | | | |
| Technicians - 4000 | | | | | | | | | |
| Sales Workers - 4500 | | | | | | | | | |
| Office / Service Workers - 5100-5500 | | | | | | | | | (|
| Total | 0 | | 0 | | | 0 | | 0 | (|
| 1.6 Full-Time and Par | t-Time Job Open | ings | | | | | | Jump to q | uestion: 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 Par | t-Time Job Open | ings | | | | | | Jump to q | uestion: 1.6 🕶 |
| Number of full-time and p | part-time job openin | igs | | | | | | | |
| 1.7 Hiring Contractors | s | | | | | | | Jump to q | uestion: 1.7 🕶 |
| During the fiscal year, did | l you hire independ | ent contra | ctors to provide a | any o | f the follow | ing service | s? | | |
| 1.7 Hiring Contractors | S | | | | | | | | uestion: 1.7 🕶 |
| Underwritting solicitation | related activities | | | | | | | Ollect | wir triut appry |
| Direct Mail | | | | | | | | | |
| Telemarketing | | | | | | | | | |
| Other development activi | ties | | | | | | | | |
| Legal services | | | | | | | | | |
| Human Resource service | ne. | | | | | | | | |
| | | | | | | | | | |
| Accounting/Payroll | | | | | | | | | ✓ |
| Computer operations | | | | | | | | | |
| Website design | | | | | | | | | |
| Website content | | | | | | | | | |

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|--|----------------|--------------------|--------------------|
| Broadcasting engineering | | | |
| Engineering | | | |
| Program director activities | | | |
| None of the above | | | |
| Comments | | | |
| Question Commer | nt | | |
| No Comments for this section | | | |
| 2.1 Average Salaries FULL TIME EMPLOYEES ONLY | | Jump | to question: 2.1 🗸 |
| Chief Executive Officer | # of Employees | Avg. Annual Salary | Average Tenure |
| Chief Executive Officer - Joint | 1.00 | \$ 120,000 | 5 |
| 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 | \$ | 12 |
| Communication and Public Relations, Chief - Joint | 1.00 | \$ 60,000 | 12 |
| | | \$ 72,000 | |
| Programming Director Programming Director - Joint | 1.00 | \$ 72,000 | 11 |
| Production, Chief | | \$ | |
| Production, Chief - Joint | | \$ | |
| | | \$ | |
| Executive Producer | | \$ | |
| Executive Producer - Joint | | \$ | |
| Producer | | \$ | |
| Producer - Joint | | \$ | |
| Development, Chief | 1.00 | \$ 55,000 | 7 |
| Development, Chief - Joint | | \$ | |
| Member Services, Chief Member Services, Chief - Joint | | \$ | |
| | | \$ | |
| Membership Fundraising, Chief | 1.00 | \$ 52,000 | 3 |
| 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 | | \$ | |

6

Female

Hispanic

https://isis.cpb.org/Survey/Printing.aspx?sabssas=2&secnum=1000

Native American

Asian / Pacific

White, Non-Hispanic

1

5/8

| Number of Vacant Positions 3.2 Governing Board Members Total Number of Board Members (Total should equal the total reported in Question 3.1.) 3.2 Governing Board Members Jump to Number of Board Members with disabilities Comments Question Comments Question Comments (Total Should equal the total reported in Question 3.1.) At Comments of Board Members with disabilities Question Comments (Total Should Members with disabilities) Question At Comments for this section 4.1 Community Outreach Activities Jump to Members (Total Should Members) Jump to Members (Total Should Members) At Community Outreach Activities Jump to Members (Total Should Members) At Community Outreach Activities Jump to Members (Total Should Members) Produce public service announcements have a specific, formal component designed to be of special service to the educat community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Did the public service announcements have a specific, formal component designed to be of special service to the minority community activities information broadcast have a specific, formal component designed to be of special service to the minority community activities information broadcast have a specific, formal component designed to be of special service to minority community activities information broadcast have a specific, formal component designed to be of special service to minority community and/or diverse audiences? Produce/distribute informational materials based on local or national programming? Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Did the community events have a specific, formal component designed to be of special service to the educational community? Did the community events have a speci | question: 3.2 v 15 question: 4.1 v question: 4.1 v ave a specific, audiences? Yes/No Yes yes/yes yes yes yes yes yes ye |
|--|--|
| 3.2 Governing Board Members Number of Vacant Positions 3.2 Governing Board Members 3.2 Governing Board Members 3.2 Governing Board Members 3.3 Governing Board Members 3.4 Governing Board Members 3.5 Governing Board Members 3.6 Governing Board Members 3.7 Governing Board Members 3.8 Governing Board Members 3.9 Jump to 1.0 Jump to | question: 3.2 v question: 3.2 v 15 question: 3.2 v question: 4.1 v ave a specific, audiences? Yes/No Yes yes/yes yes o the Yes o the Yes |
| La Governing Board Members La | question: 3.2 v question: 3.2 v 15 question: 3.2 v question: 4.1 v ave a specific, audiences? Yes/No Yes yes/yes yes o the Yes o the Yes |
| tumber of Vacant Positions 2. Governing Board Members 2. Governing Board Members 3. Jump to a standard Members 3. Jump to a standard Members 4. Comments 8. Jump to a standard Members with disabilities 9. Jump to a standard Mem | question: 3.2 v question: 3.2 v question: 3.2 v question: 4.1 v ave a specific, audiences? question: 4.1 v Yes/No Yes yes yes o the Yes o the Yes |
| Jump to total Number of Board Members (Total should equal the total reported in Question 3.1.) 2 Governing Board Members Jump to the standard Members (Total should equal the total reported in Question 3.1.) 2 Governing Board Members Jump to the standard Members with disabilities summer of Board Members with disabilities summer to Comment to Comments for this section 1 Community Outreach Activities Jump to the disabilities of the section of Comments of the section of the secti | question: 4.1 v Yes/No Yes guestion: 4.1 v Yes/No Yes y Yes y Yes y Yes o the Yes o the Yes |
| total Number of Board Members (Total should equal the total reported in Question 3.1.) 2.2 Governing Board Members Jump to the property of Board Members (Total should equal the total reported in Question 3.1.) 2.2 Governing Board Members Jump to the property of Board Members (Total should equal the total reported in Question 3.1.) 2.3 Governing Board Members Jump to the Comment of Board Members (Total should should be a comment of Board Members with disabilities) Jump to the Community Outreach Activities Jump to the did the grant response of the following community outreach services, and, if so, did the outreach activity he ormal component designed to be of special service to the report of the public service announcements? 2. Jump to the public service announcements have a specific, formal component designed to be of special service to the educat ormunity? 2. Jump to the public service announcements have a specific, formal component designed to be of special service to the minority ormunity activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? 2. Jump to the public service announcements have a specific, formal component designed to be of special service to the community activities information broadcast have a specific, formal component designed to be of special service to the community activities information broadcast have a specific, formal component designed to be of special service to the conducational community? 2. July the informational programming materials have a specific, formal component designed to be of special service to the community and of diverse audiences? 2. Junp 1. Junp 1 | question: 4.1 v Yes/No Yes guestion: 4.1 v Yes/No Yes y Yes y Yes y Yes o the Yes o the Yes |
| Lumber of Board Members Lumber of Board Members with disabilities Description of Board Members with disabilities and on the disabilities of Board Board Web site of Board Bo | question: 4.1 v question: 4.1 v ave a specific, audiences? question: 4.1 v Yes/No Yes Yes Yes Yes Yes Yes Yes Ye |
| tumber of Board Members with disabilities or comments for this section 1. Comments for this section 2. Comment to community Outreach Activities 3. Jump to community Outreach Activities 3. Jump to community Outreach Activities 3. Jump to community Outreach Activities 4. Community Outreach Activities 5. Jump to community Outreach Activities 5. Jump to community Outreach Activities 6. Jump to community Outreach Activities 7. Jump to community Outreach Activities 7. Jump to community Outreach Activities 8. Jump to community Outreach Activities 9. Jump to community Outreach Activities 1. Community Outreach Activities 9. Jump to community Outr | question: 4.1 v ave a specific, audiences? question: 4.1 v Yes/No Yes ional Yes y Yes y Yes y Yes o the Yes o the Yes |
| A Comments for this section A Comments for this section A Community Outreach Activities Jump to a community Outreach Activities Jump to a community Outreach Activities Jump to a community Outreach Activities A Community Outreach Activities Jump to a community Outreach Activities information bave a specific, formal component designed to be of special service to the education or outreach activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? and the community activities information broadcast have a specific, formal component designed to be of special service to the diacratical community? In the community activities information broadcast have a specific, formal component designed to be of special service to the diacratical community and/or diverse audiences? In the informational programming materials have a specific, formal component designed to be of special service to the diacrational community? In the informational programming materials have a specific, formal component designed to be of special service to the diacrational community events (e.g. benefit concerts, neighborhood festivals)? In the community events have a specific, formal component designed to be of special service to the minority community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? In the locally created web content have a specific, formal component designed to be of special service to the education ormunity? In the locally created web content have a specific, f | yes/No Yes Yes Yes Yes Yes Yes Yes Yes |
| to Comments for this section A Community Outreach Activities If the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity he promal component designed to be of special service to either the educational community or minority and/or other diverse and the public service announcements have a specific, formal component designed to be of special service to the education or munity? If the public service announcements have a specific, formal component designed to be of special service to the education or munity? If the public service announcements have a specific, formal component designed to be of special service to the minority or diverse audiences? If the community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? If the community activities information broadcast have a specific, formal component designed to be of special service to the community activities information broadcast have a specific, formal component designed to be of special service to the information or produce/distribute informational programming materials based on local or national programming? If the informational programming materials have a specific, formal component designed to be of special service to the ducational community? If the informational programming materials have a specific, formal component designed to be of special service to the ducational community and/or diverse audiences? If the community events (e.g. benefit concerts, neighborhood festivals)? If the community events have a specific, formal component designed to be of special service to the minority community with the community events have a specific, formal component designed to be of special service to the minority community with the locally created content for your own or another community-based computer network/web site? If the locally created web content have a specific, formal component designed to be of special service to the education ormunity? If | yes/No Yes Yes Yes Yes Yes Yes Yes Yes |
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| | |
| .1 Radio Programming and Production Jump to a | question: 5.1 🗸 |
| | Total |
| usic (announcer in studio playing principality a squence of musical recording) | 5,000 |
| rts and Cultural (includes live or narrated erformances, interviews, and discussions, in the rm of extended coverage and broadcast time evote to artistic and/or cultural subject matter) | 0 |
| ews and Public Affairs (includes regular 1,300 | 1,300 |
| overage of news events, such as that produced y a newsroom, and public issues-driven listener | |
| articipation, interview and discussion programs) locumentary (includes highly produced longform | 0 |
| and alone or series of programs, principally evoted to in-depth investigation, exploration, or kamination of a single or related multiple ubject matter) | |
| all Other (incl. sports and religious — Do NOT 700 | |

7,000 7,000

10/19/22, 3:23 PM **Print Survey**

| 5 1 | Radio | Programm | ing 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 7,000

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story

The purpose of this section is to give you an opportunity to tell us and your 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 occured in Fiscal Year 2017. 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 2017 Joint licensee Grantees that have filled a 2017 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 ▼

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 in daily lives and the needs of their families.

WEAA partners with other non-profit organizations. WEAA continues its rich tradition of jazz, blues, gospel, neo-soul and world music

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 2017. WEAA encouraged listeners to vote and learn about the democratic process of exercising the vote. WEAA continued to participate with ascertainment sessions with community leaders and groups placing a foothold on how WEAA is continuing to be a service in many facets of the Baltimore Area.

6.1 Telling Public Radio's Story

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: Henrietta Lacks Legacy Group - Honoring the unwitting contributions of Henrietta Lacks HeLa cells and promoting the education of social justice initiatives. Project Pneuma-teaching our young men the art of forgiveness, self-control and discipline while giving them exposure to a new world of endless possibilities. The Perfect Order-Providing food and shelter to the homeless. These organizations have seen 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 2017, and any plans you have made to meet the needs of these audiences during Fiscal Year 2018. If you regularly broadcast in a language other than English, please note the language broadcast.

WEAA continues to ramp up influencing students to become involved in this broadcast genre by fostering their involvement in many facets of the WEAA operation. We are guiding the students to be productive positive models in the community. WEAA's The Hip Hop Chronicles is in its third 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 continued with our streamlined annual membership drives by keeping 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 continued in partnership 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. CPB funding is also crucial in providing national programming to our local audience and 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

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 lease 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 | | Native- American | Asian/ Pacific | |
|----------------------------|--------------|--------------|----------|------|--------|----------------------|---|---------------------|-------------------|---|
| News Director | 1 | | | 1 | | 1 | 0 | | | _ |
| Assistant News Director | | | | | | | | | | _ |
| Managing Editor | | | | | 0 | | | | | _ |
| Senior Editor | 0 | 0 | | 0 | 0 | | | | | _ |

| 10/19/22, 3:23 F | PM | | | | Print Survey | | | | | | |
|---|----|---|---|---|--------------|---|---|---|---|--|--|
| Editor | | | | | | | | | | | |
| Executive Producer | | | | | | | | | | | |
| Senior Producer | 1 | 0 | 1 | 0 | 2 | 2 | | | | | |
| Producer | | | 0 | | | | | | | | |
| Associate Producer | | | | | | | | | | | |
| Reporter/Producer | | | | | | | | | | | |
| Host/Reporter | 0 | 0 | 0 | 0 | 0 | 0 | | | | | |
| Reporter | | | | | | | | | | | |
| Beat Reporter | | 0 | | | | | | | | | |
| Anchor/Reporter | | 0 | | | | | | | | | |
| Anchor/Host | | | | | | | | | | | |
| Videographer | | | | | | | | | | | |
| Video Editor | | | | | | | | | | | |
| Other positions not already accounted for | | 0 | | | | | | | | | |
| Total | 2 | a | 1 | 1 | 2 | 3 | a | a | a | | |

Question

No Comments for this section

Comment

Comments