

**Grantee Information**

<b>ID</b>	1434
<b>Grantee Name</b>	WEAA-FM
<b>City</b>	Baltimore
<b>State</b>	MD
<b>Licensee Type</b>	University

**1.1 Employment of Full-Time Radio Employees**

Jump to question:

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

**1.1 Employment of Full-Time Radio Employees**

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value="3"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="6"/>

**1.1 Employment of Full-Time Radio Employees**

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	3

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee

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

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1 African American female

1.2 Major Programming Decision Makers

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

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

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="4"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="4"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>

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	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="9"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="9"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="9"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code

Persons with Disabilities

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

1.4 Part-Time Employment

Jump to question:

Of all the part-time employees listed in Question 1.3, how many worked less than 15 hours per week and how many worked 15 or more hours per week, but not full time?

1.4 Part-Time Employment

Jump to question:

Number working less than 15 hours per week

1.4 Part-Time Employment

Jump to question:

Number working 15 or more hours per week

1.5 Full-Time Hiring

Jump to question:

Enter the number of full-time employees in each category hired during the fiscal year. (Do not include internal promotions, but do include employees who changed from part-time to full-time status during the fiscal year.)

1.5 Full-Time Hiring

Jump to question:

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

1.5 Full-Time Hiring

Jump to question:

Major Job Category / Job Code

	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

1.6 Full-Time and Part-Time Job Openings

Jump to question:

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:

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question:

During the fiscal year, did you hire independent contractors to provide any of the following services?

1.7 Hiring Contractors

Jump to question:

Check all that apply

- Underwriting solicitation related activities
- Direct Mail
- Telemarketing
- Other development activities
- Legal services
- Human Resource services
- Accounting/Payroll
- Computer operations
- Website design
- Website content
- Broadcasting engineering
- Engineering
- Program director activities
- None of the above

Comments

Question	Comment
No Comments for this section	

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="80,000"/>	<input type="text" value="1"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<a href="#">Chief Financial Officer</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="40,000"/>	<input type="text" value="8"/>
Chief Financial Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Publicity, Program Promotion Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Communication and Public Relations, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Programming Director</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Executive Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Producer</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="25,000"/>	<input type="text" value="1"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Development, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Member Services, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Membership Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Corporate Underwriting, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="50,000"/>	<input type="text" value="1"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Operations and Engineering, Chief</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="58,000"/>	<input type="text" value="14"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Engineering Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="25,000"/>	<input type="text" value="8"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<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"/>
<b>Total</b>	<input type="text" value="9.00"/>	\$ <input type="text" value="413,000"/>	<input type="text" value="68"/>

Comments

Question  Comment

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)

**3.1 Governing Board Method of Selection**

Jump to question: 3.1 ▼

Elected by community/membership

**3.1 Governing Board Method of Selection**

Jump to question: 3.1 ▼

Other (please specify below)

**3.1 Governing Board Method of Selection**

Jump to question: 3.1 ▼

**3.1 Governing Board Method of Selection**

Jump to question: 3.1 ▼

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

**3.1 Governing Board Method of Selection**

Jump to question: 3.1 ▼

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

**3.2 Governing Board Members**

Jump to question: 3.2 ▼

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

**3.2 Governing Board Members**

Jump to question: 3.2 ▼

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

**3.2 Governing Board Members**

Jump to question: 3.2 ▼

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	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"/>
<b>Total</b>	<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



1

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 commercial TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	No
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	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:

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

5.1 Radio Programming and Production

Jump to question:

Approx Number of Original Program Hours

Comments

Question Comment

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 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:

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 Farajir". 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:

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:  ▼

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:  ▼

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:  ▼

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
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No Comments for this section

7.1 Journalists

Jump to question:  ▼

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

7.1 Journalists

Jump to question:  ▼

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Associate Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Reporter/Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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="text"/>	<input type="text"/>
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="text"/>	<input type="text"/>
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="text"/>	<input type="text"/>
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="text"/>	<input type="text"/>
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="text"/>	<input type="text"/>
Videographer	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Video Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other positions not already accounted for	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Total</b>	<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="text" value="0"/>	<input type="text" value="0"/>

Comments

<b>Question</b>	<b>Comment</b>
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No Comments for this section