

Grantee Information

ID 1433
 Grantee Name WBJC-FM
 City Baltimore
 State MD
 Licensee Type University

Jump to question: 1.1

1.1 Employment of Full-Time Radio Employees

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.

Jump to question: 1.1

1.1 Employment of Full-Time Radio Employees

| 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 | 0 | 0 | 0 | 0 | 0 |
| Managers - 2000 | 1 | 0 | 0 | 0 | 1 | 2 |
| Professionals - 3000 | 0 | 0 | 0 | 0 | 3 | 3 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Clerical - 5100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Craftspersons (Skilled) - 5200 | 0 | 0 | 0 | 0 | 0 | 0 |
| Operatives (Semi-Skilled) - 5300 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laborers (Unskilled) - 5400 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service Workers - 5500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 0 | 0 | 0 | 4 | 5 |

Jump to question: 1.1

1.1 Employment of Full-Time Radio Employees

| 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 | 0 | 0 | 0 | 3 | 3 |
| Managers - 2000 | 0 | 0 | 0 | 0 | 1 | 1 |
| Professionals - 3000 | 0 | 0 | 0 | 0 | 2 | 2 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Clerical - 5100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Craftspersons (Skilled) - 5200 | 0 | 0 | 0 | 0 | 0 | 0 |
| Operatives (Semi-Skilled) - 5300 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laborers (Unskilled) - 5400 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service Workers - 5500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 6 | 6 |

Jump to question: 1.1

1.1 Employment of Full-Time Radio Employees

| Major Job Category / Job Code / Joint Employee | Persons with Disabilities |
|--|---------------------------|
| Officials - 1000 | 0 |
| Managers - 2000 | 0 |
| Professionals - 3000 | 0 |
| Technicians - 4000 | 0 |
| Sales Workers - 4500 | 0 |
| Office and Clerical - 5100 | 0 |

| | |
|----------------------------------|---|
| | 0 |
| Craftspersons (Skilled) - 5200 | 0 |
| Operatives (Semi-Skilled) - 5300 | 0 |
| Laborers (Unskilled) - 5400 | 0 |
| Service Workers - 5500 | 0 |
| Total | 0 |

Jump to question: [1.1](#)

1.1 Employment of Full-Time Radio Employees

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

Jump to question: [1.2](#)

1.2 Major Programming Decision Makers

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.

Jump to question: [1.2](#)

1.2 Major Programming Decision Makers

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

Jump to question: [1.2](#)

1.2 Major Programming Decision Makers

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

Jump to question: [1.3](#)

1.3 Employment of Part-Time Radio Employees

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.

Jump to question: [1.3](#)

1.3 Employment of Part-Time Radio Employees

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

Jump to question: [1.3](#)

1.3 Employment of Part-Time Radio Employees

| Major Job Category / Job Code | African American Males | Hispanic Males | Native American Males | Asian/Pacific Males | White, Non-Hispanic Males | Total |
|-------------------------------|------------------------|----------------|-----------------------|---------------------|---------------------------|-------|
|-------------------------------|------------------------|----------------|-----------------------|---------------------|---------------------------|-------|

| | | | | | | |
|----------------------------------|---|---|---|---|---|---|
| Officials - 1000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Managers - 2000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Professionals - 3000 | 0 | 0 | 0 | 0 | 1 | 1 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Office and Clerical - 5100 | 0 | 0 | 0 | 0 | 0 | 0 |
| Craftspersons (Skilled) - 5200 | 0 | 0 | 0 | 0 | 0 | 0 |
| Operatives (Semi-skilled) - 5300 | 0 | 0 | 0 | 0 | 0 | 0 |
| Laborers (Unskilled) - 5400 | 0 | 0 | 0 | 0 | 0 | 0 |
| Service Workers - 5500 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 1 | 1 |

Jump to question: [1.3](#)

1.3 Employment of Part-Time Radio Employees

Major Job Category / Job Code

Persons with Disabilities

| | |
|----------------------------------|---|
| Officials - 1000 | 0 |
| Managers - 2000 | 0 |
| Professionals - 3000 | 0 |
| 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 | 0 |

Jump to question: [1.4](#)

1.4 Part-Time Employment

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?

Jump to question: [1.4](#)

1.4 Part-Time Employment

Number working less than 15 hours per week

Jump to question: [1.4](#)

1.4 Part-Time Employment

Number working 15 or more hours per week

Jump to question: [1.5](#)

1.5 Full-Time Hiring

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.)

Jump to question: [1.5](#)

1.5 Full-Time Hiring

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

Jump to question: [1.5](#)

1.5 Full-Time Hiring

Major Job Category / Job Code

Minority Female Non-Minority Female Minority Male Non-Minority Male Total

| | | | | | |
|--------------------------------------|---|---|---|---|---|
| Officials - 1000 | 0 | 0 | 0 | 0 | 0 |
| Managers - 2000 | 0 | 0 | 0 | 0 | 0 |
| Professionals - 3000 | 0 | 0 | 0 | 0 | 0 |
| Technicians - 4000 | 0 | 0 | 0 | 0 | 0 |
| Sales Workers - 4500 | 0 | 0 | 0 | 0 | 0 |
| Office / Service Workers - 5100-5500 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 |

Jump to question: [1.6](#)

1.6 Full-Time and Part-Time Job Openings

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.

Jump to question: ▾

1.6 Full-Time and Part-Time Job Openings

Number of full-time and part-time job openings

Jump to question: ▾

1.7 Hiring Contractors

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

Jump to question: ▾

1.7 Hiring Contractors

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

Jump to question: ▾

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

| | # of Employees | Avg. Annual Salary | Average Tenure |
|---|----------------|--------------------|----------------|
| <u>Chief Executive Officer</u> | 1.00 | \$92,501 | 6 |
| Chief Executive Officer - Joint | | \$ | |
| <u>Chief Operations Officer</u> | | \$0 | 0 |
| Chief Operations Officer - Joint | | \$ | |
| <u>Chief Financial Officer</u> | | \$0 | 0 |
| Chief Financial Officer - Joint | | \$ | |
| <u>Publicity, Program Promotion Chief</u> | | \$0 | 0 |
| Publicity, Program Promotion Chief - Joint | | \$ | |
| <u>Communication and Public Relations, Chief</u> | | \$0 | 0 |
| Communication and Public Relations, Chief - Joint | | \$ | |
| <u>Programming Director</u> | 1.00 | \$72,086 | 25 |
| Programming Director - Joint | | \$ | |
| <u>Production, Chief</u> | 1.00 | \$53,814 | 15 |
| Production, Chief - Joint | | \$ | |
| <u>Executive Producer</u> | | \$0 | 0 |
| Executive Producer - Joint | | \$ | |
| <u>Producer</u> | | \$0 | 0 |
| Producer - Joint | | \$ | |
| <u>Development, Chief</u> | 1.00 | \$60,047 | 15 |
| Development, Chief - Joint | | \$ | |

| | | | |
|--|------|----------|----|
| <u>Member Services, Chief</u> | | \$0 | 0 |
| Member Services, Chief - Joint | | \$ | |
| <u>Membership Fundraising, Chief</u> | 1.00 | \$53,814 | 14 |
| Membership Fundraising, Chief - Joint | | \$ | |
| <u>On-Air Fundraising, Chief</u> | | \$0 | 0 |
| On-Air Fundraising, Chief - Joint | | \$ | |
| <u>Auction Fundraising, Chief</u> | | \$0 | 0 |
| Auction Fundraising, Chief - Joint | | \$ | |
| <u>Underwriting, Chief</u> | | \$0 | 0 |
| Underwriting, Chief - Joint | | \$ | |
| <u>Corporate Underwriting, Chief</u> | | \$0 | 0 |
| Corporate Underwriting, Chief - Joint | | \$ | |
| <u>Foundation Underwriting, Chief</u> | | \$0 | 0 |
| Foundation Underwriting, Chief - Joint | | \$ | |
| <u>Government Grants Solicitation, Chief</u> | | \$0 | 0 |
| Government Grants Solicitation, Chief - Joint | | \$ | |
| <u>Operations and Engineering, Chief</u> | | \$0 | 0 |
| Operations and Engineering, Chief - Joint | | \$ | |
| <u>Engineering Chief</u> | 1.00 | \$72,086 | 15 |
| Engineering Chief - Joint | | \$ | |
| <u>Broadcast Engineer 1</u> | | \$0 | 0 |
| Broadcast Engineer 1 - Joint | | \$ | |
| <u>Production Engineer</u> | | \$0 | 0 |
| Production Engineer - Joint | | \$ | |
| <u>Facilities, Satellite and Tower Maintenance, Chief</u> | | \$0 | 0 |
| Facilities, Satellite and Tower Maintenance, Chief - Joint | | \$ | |
| <u>Technical Operations, Chief</u> | | \$0 | 0 |
| Technical Operations, Chief - Joint | | \$ | |
| <u>Education, Chief</u> | | \$0 | 0 |
| Education, Chief - Joint | | \$ | |
| <u>Information Technology, Director</u> | | \$0 | 0 |
| Information Technology, Director - Joint | | \$ | |
| <u>Volunteer Coordinator</u> | | \$0 | 0 |
| Volunteer Coordinator - Joint | | \$ | |
| <u>News / Current Affairs Director</u> | | \$0 | 0 |
| News / Current Affairs Director - Joint | | \$ | |
| <u>Music Director</u> | | \$0 | 0 |
| <u>Music Librarian/Programmer</u> | | \$0 | 0 |
| <u>Announcer / On-Air Talent</u> | 4.00 | \$46,969 | 20 |
| Announcer / On-Air Talent - Joint | | \$ | |
| <u>Reporter</u> | | \$0 | 0 |
| Reporter - Joint | | \$ | |
| <u>Public Information Assistant</u> | | \$0 | 0 |
| Public Information Assistant - Joint | | \$ | |
| <u>Broadcast Supervisor</u> | | \$0 | 0 |
| Broadcast Supervisor - Joint | | \$ | |
| <u>Director of Continuity / Traffic</u> | 1.00 | \$46,048 | 14 |
| Director of Continuity / Traffic - Joint | | \$ | |
| <u>Events Coordinator</u> | | \$0 | 0 |
| Events Coordinator - Joint | | \$ | |
| <u>Web Administrator/Web Master</u> | | \$0 | 0 |
| Web Administrator/Web Master - Joint | | \$ | |

Total 11.00 \$497,365 124

Comments
Question Comment
 No Comments for this section

Jump to question: 3.1

3.1 Governing Board Method of Selection

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:

Jump to question: 3.1

3.1 Governing Board Method of Selection

Ex-Officio (Automatic membership because of another office held) 0

Jump to question: 3.1

3.1 Governing Board Method of Selection

Appointed by government legislative body (including school board) or other government official (e.g. governor) 8

Jump to question: 3.1

3.1 Governing Board Method of Selection

Elected by community/membership 0

Jump to question: 3.1

3.1 Governing Board Method of Selection

Other (please specify below) 0

Jump to question: 3.1

3.1 Governing Board Method of Selection

Jump to question: 3.1

3.1 Governing Board Method of Selection

Elected by board of directors itself (self-perpetuating body) 0

Jump to question: 3.1

3.1 Governing Board Method of Selection

Total number of board members (Automatic total of the above) 8

Jump to question: 3.2

3.2 Governing Board Members

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.

Jump to question: 3.2

3.2 Governing Board Members

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

Jump to question: 3.2

3.2 Governing Board Members

| | African American | Hispanic | Native American | Asian / Pacific | White, Non-Hispanic | Total |
|----------------------|------------------|----------|-----------------|-----------------|---------------------|-------|
| Female Board Members | 3 | 0 | 0 | 0 | 1 | 4 |
| Male Board Members | 3 | 0 | 0 | 0 | 1 | 4 |
| Total | 6 | 0 | 0 | 0 | 2 | 8 |

Jump to question: 3.2

3.2 Governing Board Members

Number of Vacant Positions 0

Jump to question: 3.2

3.2 Governing Board Members

Total Number of Board Members (Total should equal the total reported in Question 3.1.) 8

Jump to question:

3.2 Governing Board Members

Number of Board Members with disabilities

Comments

Question **Comment**

No Comments for this section

Jump to question:

4.1 Community Outreach Activities

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?

Jump to question:

4.1 Community Outreach Activities

| | 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? | No |
| 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)? | No |
| 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? | No |
| 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? | 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)? | No |
| 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? | No |

Comments

Question **Comment**

No Comments for this section

Jump to question:

5.1 Radio Programming and Production

Instructions and Definitions:

Jump to question:

5.1 Radio Programming and Production

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.)

Jump to question:

5.1 Radio Programming and Production

| | 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="5,720"/> | <input type="text" value="5,720"/> |
| 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="330"/> | <input type="text" value="330"/> |
| 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="0"/> | <input type="text" value="0"/> |
| Documentary (includes highly produced longform stand alone or series of programs, principally devoted to in-depth investigation, exploration, or examination of a single or related multiple subject matter) | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| All Other (incl. sports and religious — Do NOT include fundraising) | <input type="text" value="0"/> | <input type="text" value="0"/> | <input type="text" value="0"/> |
| Total | <input type="text" value="0"/> | <input type="text" value="6,050"/> | <input type="text" value="6,050"/> |

Jump to question:

5.1 Radio Programming and Production

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.)

Jump to question:

5.1 Radio Programming and Production

Approx Number of Original Program Hours

Comments

Question **Comment**

No Comments for this section

Jump to question:

6.1 Telling Public Radio's Story

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 2014. 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 2014 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.

Jump to question:

6.1 Telling Public Radio's Story

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.

Since WBJC-FM has an all-classical music format, its main goal in addressing community issues is directly related to the concerns of the classical music-loving community. The station offers its listeners the opportunity to hear this music on both the station's analog FM band, as well as its newer HD signal. WBJC-FM also offers a variety of interview and public service announcements promoting various artistic organizations from the region. The station has also expanded its reach through the use of FaceBook and Tweeter, as well as live staff appearances at local events.

Jump to question:

6.1 Telling Public Radio's Story

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.

WBJC-FM continues to pursue a joint effort with the faculty and administration of Baltimore City Community College (BCCC), its parent institution, in order to educate minority populations about the role of higher education and the impact college has on the well-being of the individual and the community. WBJC's second SCA frequency is also reserved for the sole use of the Radio Reading Network of Maryland.

Jump to question:

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.

Anecdotal evidence from many of the artistic organizations seem to indicate that exposure on WBJC's airwaves have resulted in more interaction between them and the public.

Jump to question:

6.1 Telling Public Radio's Story

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 2014, and any plans you have made to meet the needs of these audiences during Fiscal Year 2015. If you regularly broadcast in a language other than English, please note the language broadcast.

WBJC's classical music format is one that is not directed towards any sector of the community. It is open to all who want to experience it.

Jump to question:

6.1 Telling Public Radio's Story

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?

The funding from WBJC's CPB grant assists the station in providing a unique service to this region. Any reduction in CPB funding threatens the station's ability to provide its services. WBJC is the only station in the Baltimore market providing classical music on the FM band, a format that has been abandoned by virtually all commercial, and most public radio stations nationwide. As the vast majority of WBJC's programming is hosted by live, local Announcers, the station can interact in real-time with the members of its community. The Announcers also produce and air interviews with many of the region's artists, musicians and directors from local cultural institutions. CPB funding allows the station to retain its local sound when so many other stations have become mere translators of programming originating from outside the local community

Comments

Question **Comment**

No Comments for this section

Jump to question:

7.1 Journalists

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.

Jump to question:

7.1 Journalists

| Job Title | Full Time | Part Time | Contract | Male | Female | African-American | Hispanic | Native-American | Asian/Pacific |
|---|-----------|-----------|----------|------|--------|------------------|----------|-----------------|---------------|
| News Director | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assistant News Director | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Managing Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Executive Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Senior Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Associate Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reporter/Producer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Host/Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Beat Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Anchor/Reporter | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Anchor/Host | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Videographer | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Video Editor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other positions not already accounted for | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Comments

Question Comment
No Comments for this section