

**Grantee Information**

ID	1382
Grantee Name	WILL-FM
City	Urbana
State	IL
Licensee Type	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"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="4"/>

**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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="7"/>

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

<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" value="0"/>

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).

1.2 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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1
<b>Total</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1

1.3 Employment of Part-Time Radio Employees

Jump to question:

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:

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"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Service Workers - 5500	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

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"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="6"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Craftspersons (Skilled) - 5200	<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"/>	<input type="text"/>

Operatives (Semi-skilled) - 5300						
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
<b>Total</b>	0	0	0	0	6	6

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code

Persons with Disabilities

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

1.4 Part-Time Employment

Jump to question: 1.4

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

1.4 Part-Time Employment

Jump to question: 1.4

Number working less than 15 hours per week	4
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1.4 Part-Time Employment

Jump to question: 1.4

Number working 15 or more hours per week	4
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1.5 Full-Time Hiring

Jump to question: 1.5

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

1.5 Full-Time Hiring

Jump to question: 1.5

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

1.5 Full-Time Hiring

Jump to question: 1.5

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0
Managers - 2000					0
Professionals - 3000			1		1
Technicians - 4000					

	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Office / Service Workers - 5100-5500	<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="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

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
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No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer:	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="75,000"/>	<input type="text" value="1"/>
Publicity, Program Promotion Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="50,160"/>	<input type="text" value="3"/>
Programming Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="58,448"/>	<input type="text" value="28"/>
Production, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer	<input type="text" value="1.00"/>	\$ <input type="text" value="77,478"/>	<input type="text" value="3"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer	<input type="text" value="2.00"/>	\$ <input type="text" value="36,993"/>	<input type="text" value="2"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="81,598"/>	<input type="text" value="29"/>
Member Services, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="54,399"/>	<input type="text" value="5"/>
Membership Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="44,434"/>	<input type="text" value="22"/>
Auction Fundraising, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Operations and Engineering, Chief - Joint	1.00	\$: 82,763	13
<u>Engineering Chief</u>		\$:	
Engineering Chief - Joint	1.00	\$: 56,000	1
<u>Broadcast Engineer 1</u>		\$:	
Broadcast Engineer 1 - Joint	1.00	\$: 57,283	21
<u>Production Engineer</u>		\$:	
Production Engineer - Joint		\$:	
<u>Facilities, Satellite and Tower Maintenance, Chief</u>		\$:	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$:	
<u>Technical Operations, Chief</u>	1.00	\$: 46,200	20
Technical Operations, Chief - Joint		\$:	
<u>Education, Chief</u>		\$:	
Education, Chief - Joint		\$:	
<u>Information Technology, Director</u>		\$:	
Information Technology, Director - Joint		\$:	
<u>Volunteer Coordinator</u>		\$:	
Volunteer Coordinator - Joint		\$:	
<u>News / Current Affairs Director</u>	1.00	\$: 75,723	5
News / Current Affairs Director - Joint		\$:	
<u>Music Director</u>		\$:	
<u>Music Librarian/Programmer</u>		\$:	
<u>Announcer / On-Air Talent</u>	1.00	\$: 42,766	26
Announcer / On-Air Talent - Joint		\$:	
<u>Reporter</u>	4.00	\$: 41,434	6
Reporter - Joint		\$:	
<u>Public Information Assistant</u>		\$:	
Public Information Assistant - Joint		\$:	
<u>Broadcast Supervisor</u>	1.00	\$: 48,278	3
Broadcast Supervisor - Joint		\$:	
<u>Director of Continuity / Traffic</u>		\$:	
Director of Continuity / Traffic - Joint	1.00	\$: 53,061	13
<u>Events Coordinator</u>		\$:	
Events Coordinator - Joint		\$:	
<u>Web Administrator/Web Master</u>		\$:	
Web Administrator/Web Master - Joint		\$:	
<b>Total</b>			

21.00 \$ 982038 201

Comments

Question Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

1

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)

9

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

3.1 Governing Board Method of Selection

Jump to question: 3.1

student trustees elected by referenda - one from each UI Campus

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)

13

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	1				1	2
Male Board Members	2	2			7	11
<b>Total</b>	3	2	0	0	6	13

3.2 Governing Board Members

Jump to question: 3.2

Number of Vacant Positions

0

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.)

13

3.2 Governing Board Members

Jump to question: 3.2

Number of Board Members with disabilities

0

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

Produce public service announcements?

Yes/No

No

Did the public service announcements have a specific, formal component designed to be of special service to the educational community?

No

Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

No

Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?

Yes

Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?

Yes

Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Produce/distribute informational materials based on local or national programming?

Yes

Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?

Yes

Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Host community events (e.g. benefit concerts, neighborhood festivals)?

Yes

Did the community events have a specific, formal component designed to be of special service to the educational community?

Yes

Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Provide locally created content for your own or another community-based computer network/web site?

Yes

Did the locally created web content have a specific, formal component designed to be of special service to the educational community?

Yes

Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Partner with other community agencies or organizations (e.g., local 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?

Yes

Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1

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

5.1 Radio Programming and Production

Jump to question:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value=""/>	<input type="text" value="921"/>	<input type="text" value="921"/>
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="2"/>	<input type="text" value="312"/>	<input type="text" value="314"/>
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="410"/>	<input type="text" value="423"/>	<input type="text" value="833"/>
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=""/>	<input type="text" value=""/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value=""/>	<input type="text" value="17"/>	<input type="text" value="17"/>
<b>Total</b>	<input type="text" value="412"/>	<input type="text" value="1,673"/>	<input type="text" value="2,085"/>

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 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 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.

During FY 2017, Illinois Public Media/WILL continued to cleave to the mission and vision developed with its partner station, Peoria's WTVP: Enriching lives through the power of public media; dynamic, thriving communities created by informed and inspired people, integrating values including accountability, community, diversity, innovation, and integrity to serve our existing audiences where they are, and to attract new audiences. WILL is a dual licensee and, as such, is able to bring a variety of created content to audiences on many platforms. These include our AM & FM radio stations and audio/video streams, our television stations, a mobile app for phones and tablets that allows audio and video content to be delivered in real-time or on-demand, original podcasts, podcast versions of our broadcast work made available via podcast delivery services, our website, our social media platforms, and events. In many cases, cross-platform content delivery is not just a possibility, but a preference, as we work hard to expand our audience and reach into all sectors of our community. We also just like getting out and meeting the people we serve, whether it's while we're inviting members to learn more about station projects at "Wake Up With WILL" events,

making an appearance at a local farmers' market, premiering a kids' program at a local public library, or having a conversation with a viewer/listener in the comments section on one of our social media platforms. Partnership and collaboration with other stations continues to be of critical importance, and something WILL explores at every opportunity. This allows us to expand the variety of programs we offer, and makes our programs available to audiences that may not be in our immediate listening or viewing areas. In FY 2017, Illinois Public Media's overall approach to identifying community needs was to work with partners in the region who assess those needs. In addition, WILL staff hosted community conversations/listening sessions with various groups. Various departments, and sometimes the station overall, would then determine which resources we could apply to the need, for how long and with which partners. By addressing community needs in this way, we hope to increase awareness and connect people to available community resources. We also strive to partner with other entities in our community, including schools, municipalities, festivals/special community events, and non-profits whenever we can to raise awareness about issues affecting our area. Our goals, and ability to deliver on those goals, continue to evolve over time as external pressures (politics, state fiscal issues, technology, etc) – demand continued flexibility and strategic thinking.

#### 6.1 Telling Public Radio's Story

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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.

In February 2017, Illinois Public Media partnered with a filmmaker from Chicago's Kartemquin films to broadcast *Stranded by the State* – a digital web series-turned-documentary about the effect of Illinois' state budget crisis on its citizens, especially those most at risk (kids in poverty, seniors, the homeless, and others). It was carried by every public television station in Illinois. WILL continued its partnership with CU Citizen Access and the Center for Midwest Reporting, whose additional in-depth, investigative reporting augmented our newsroom's output and reach into communities less familiar with public radio. The Illinois Newsroom project, funded in large part by a grant from CPB, made new hires and began the process of producing a website and other content in FY2017. This project brings together several partner stations from throughout Illinois to cover three specific content areas: health and environment, education, and state politics. Illinois Public Media/WILL received a two-year engagement grant from the McCormick Foundation to hire a visiting engagement strategist to work with Illinois Newsroom. Through online and in-person conversations and events, Illinois Newsroom will invite the audiences we serve into the editorial process, connecting and empowering communities across the state. The Senior Engagement Strategist will drive face-to-face and online community engagement for Illinois Newsroom building internal and external support for engagement principles grounded in creating pathways for listening and co-creating content and impact between the public and Illinois Newsroom. We created a national search for this position and were interviewing finalists during FY 2017. The station continued its partnership with the University of Illinois' University Laboratory High School ("Uni High") on radio content development. Due to personnel changes at Uni High School in early 2017, the collaboration did not create any content in this fiscal year period; planning and researching for upcoming projects continued, however, and with a permanent hire at Uni, are now moving forward. WILL's long-standing Book Mentor Project placed volunteers in Head Start and other early childhood classrooms to read books and participate in other story-related activities. 700 children received 8 books during the school year to take home. WILL has partnered with the Champaign Park District Leonhard Center to guide teens in their summer camp through *On the Moon*, a space-engineering curriculum sponsored by NASA and PBS Design Squad. *On the Moon* offers six hands-on challenges that bring engineering and NASA's moon missions to life for kids. The challenges take one to two hours each, use readily available materials, give kids many ways to succeed, and can be done with large or small student groups. This curriculum also meets many of the national science, technology, and mathematics standards. We then collaborated with fifth grade students enrolled in the Martin Luther King Elementary after school program participated in the WILL-TV Design Squad Global program. Each week the students were introduced to hands-on engineering and invention activities and the design process. The weekly challenges built on each other as the club progressed over the six weeks. To enhance the student experience, the King students were paired with two other Design Squad Clubs from Asuncion, Paraguay and Johannesburg, South Africa. The students completed interviews and shared videos and information about their school and community. Along with that, they exchanged pictures and videos of the engineering activities they completed each week. When the students began the program, they had limited knowledge about the design process or engineering. Throughout the weeks, they learned about some different fields of engineering from the Illinois Edition of PBS LearningMedia. We learned about mechanical engineering, environmental engineering, electrical engineering, graphic engineering, civil engineering, and robotics engineering. The students utilized the design process as they completed the weekly challenges. These challenges were a lot of fun and made the students think about ways they could improve their designs or achieve each task more efficiently. WILL further strengthened its ties with the University of Illinois' College of Media, especially via internships for students interested in broadcast journalism. These interns worked in the newsroom and have had opportunities to work on talk show production and other projects. WILL also took on technical operation and leadership of "UI-7", the College of Media's Public, Educational, and Governmental Access (PEG) Channel. UI-7 will continue to serve as a local resource spotlighting the activities and accomplishments of the campus community while also providing an educational opportunity for students. UI-7 is managed by a student intern. WILL also showcased #BlackScienceMatters, a web series by University of Illinois journalism students investigating the underrepresentation of black students in the sciences, on the web and on television as interstitial programming. The 21st, a daily hour-long talk show hosted by Niala Boodhoo that explores issues relevant to the 21st state (Illinois) in the 21st century, continued to be a trailblazer in Illinois media. The program runs every weekday on five radio stations in Illinois (WILL, WUIS, WGLT, WNIJ, and WCBU), with plans to add others in FY2018. The 21st has also created special programming around news events, such as our Governor's State of the State and Budget addresses, and has broadcast remotely from Chicago and Springfield. There are plans to do more remote broadcasts from the stations carrying the show in FY2018. Our award-winning ART/BTS web series, which featured artists from throughout our viewing and listening area, was awarded funding for a spinoff web series, Classical/BTS. Planning and pre-interviewing were underway toward the end of FY2017 for the series, which will focus on looking at classical music in central Illinois through a different lens. WILL's FM classical station partnered with the University of Illinois' Krannert Center for the Performing Arts to bring *From the Stage at Krannert Center: Poetry and Song* with Nathan and Julie Gunn and the Jupiter String Quartet. Similar collaborations are in the talking stages for FY2018. WILL's agricultural programming, conducted in partnership with University of Illinois Extension, continued to dominate the landscape, providing up-to-the-minute commodity market reporting, weather forecasts, and other information to an audience not typically thought of as public radio listeners. Host Todd Gleason broadcasted remotely from 38 sites and covered 60 events last year including stops in Fargo, Kansas City, Washington, D.C., and more than a few Illinois farm fields. *Bandwagon*, a WILL-created podcast examining the intersection between sports and culture, continued production. The program is available as a podcast and on-demand audio on the web. Segments were often used during local Morning Edition and other programming, extending its reach. The planned addition of an intern in 2018 should help augment the show's quality considerably.

#### 6.1 Telling Public Radio's Story

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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.

WILL's Book Mentor Project continued to grow. While 700 children received eight books during the school year for their personal libraries, their parents also benefited from family resource nights presented with other community partners, and research has indicated that the Book Mentor project supports gains in reading and math by children. It also connects more than 50 volunteers – providing over 600 total hours of service – to children within the community – a valuable experience for both parties. Agricultural programming – whether it's a farmer listening in real time to an agricultural weather forecast and commodity news or a podcast downloaded at the end of the day – is a critical, and often overlooked, key initiative for WILL. We have heard repeatedly from farmers about the value this programming has for the business side of their operations. The attendance at two key agricultural conferences hosted by WILL – the All-Day Ag Outlook held each March in Covington, IN and the WILLag Farm Assets Conference held each November in Bloomington-Normal, IL – is well into the hundreds, bringing together farmers and agricultural experts at important points in the farming season – the beginning and the end.

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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.

The Book Mentor Project continued to meet the needs of young children in Head Start and other early childhood classrooms, augmenting the home libraries of 700 children with 8 books apiece during the year. Further programming was developed and deployed to help parents share the books with their children outside the classroom. Illinois Radio Reader is a free radio service for the blind and visually impaired community in east central Illinois – and beyond, for digital listeners. More than 560 listeners are kept up to date on world, national, state, and local news by listening via a special radio receiver or online via a livestream. More than 70 volunteer readers read local and national newspapers aloud for anyone who has a visual or physical disability that impairs their ability to read. In FY2018, WILL hopes to meet the needs of minority and diverse audiences via content produced by the Illinois Newsroom, especially with its emphases on health/education, Illinois politics, and the environment, and continued special programming from The 21st. We'll continue our work with Vietnam veterans and our project partner, the Abraham Lincoln Presidential Library and Museum on radio broadcast content creation and with engagement events. Plans are underway to launch a Midwest-centric film series for TV broadcast, aiming for carriage throughout the Midwest region. We have plans to continue and expand the Illinois Radio Reader and Book Mentor projects as much as possible in FY2018.

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?

Funding from the Corporation for Public Broadcasting is absolutely critical to the fulfillment of WILL's mission to enrich lives through the power of public media, especially at the local level. The vast majority of our local work is made possible because we receive this funding from CPB. It provides a solid foundation upon which we can build, but it also allows us to be creative and thoughtful in how we reflect our very unique communities back to themselves; CPB funding helps us do our best to create a sense of place and community identity for everyone in our viewing and listening area, no matter who they are. Without funding from CPB – and the previous funding we've received to build the Illinois Newsroom journalism collaborative, the funding we've received to develop a high-level strategic plan as part of the Central Illinois Public Television Collaborative with WTVP, and the funding CPB provided for us to be a founding station for the DCA in Jacksonville, FL – we would not be able to provide our communities with the content and services they expect - and need - at this incredibly pivotal time in the U.S. Grants from CPB keep our current content initiatives going, leaving other resources available to augment and improve our in-house technologies and equipment. CPB makes quality public media possible in markets like ours, and we are deeply, deeply grateful for the support. Thank you.

Comments

Question Comment

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"/>	<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"/>
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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>

Senior Editor	1			1						1	
Editor					0						
Executive Producer	1				1				1		
Senior Producer	0										
Producer											
Associate Producer	2			2					1	1	
Reporter/Producer											
Host/Reporter									0	0	
Reporter	4			2	2				1	3	
Beat Reporter											
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
<b>Total</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>0</b>

Comments

Question

Comment

No Comments for this section