

**Grantee Information**

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

**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="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<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" value="0"/>	<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="0"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

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

Jump to question: [1.1](#)

Major Job Category /  
Job Code /  
Joint Employee

**Persons with Disabilities**

Officials - 1000	<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"/>

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

Jump to question: [1.1](#)

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

**1.2 Major Programming Decision Makers**

Jump to question: [1.2](#)

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

**1.2 Major Programming Decision Makers**

Jump to question: [1.2](#)

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

**1.2 Major Programming Decision Makers**

Jump to question: [1.2](#)

African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
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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" value="0"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="3"/>

**1.3 Employment of Part-Time Radio Employees**

Jump to question: [1.3](#)

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

**1.3 Employment of Part-Time Radio Employees**

Jump to question: [1.3](#)

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<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"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
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" value="0"/>	<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="0"/>	<input type="text" value="3"/>	<input type="text" value="3"/>

**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="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
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" value="0"/>	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="5"/>

**1.3 Employment of Part-Time Radio Employees**

Jump to question: [1.3](#)

**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: [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

**1.4 Part-Time Employment**

Jump to question: [1.4](#)

Number working 15 or more hours per week

**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	<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="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

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="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>

**1.6 Full-Time and Part-Time Job Openings**

Jump to question: [1.6](#)

Enter the total number of full-time and part-time openings that occurred during the fiscal year. Include both vacancies in previously filled positions and newly created positions. Include all positions that became available during the fiscal year, regardless of whether they were filled during the year. If a job opening was filled during the year, include it regardless of whether it was filled by an internal or an external candidate. Do not include as job openings any positions created through the promotion of an employee who stays in essentially the same job but has a different title (i.e. where there was no vacancy or newly created position to be filled). If no full-time or part-time job openings occurred, please enter zero.

**1.6 Full-Time and Part-Time Job Openings**

Jump to question: [1.6](#)

Number of full-time and part-time job openings

**1.7 Hiring Contractors**

Jump to question: [1.7](#)

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

**1.7 Hiring Contractors**

Jump to question: [1.7](#)

**Check all that apply**

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

**Comments**

**Question** **Comment**

No Comments for this section

**2.1 Average Salaries FULL TIME EMPLOYEES ONLY**

Jump to question: [2.1](#)

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

Chief Executive Officer - Joint	1.00	\$ 97,394	3
<a href="#">Chief Operations Officer</a>		\$	
Chief Operations Officer - Joint		\$ 0	0
<a href="#">Chief Financial Officer</a>		\$	
Chief Financial Officer - Joint	1.00	\$ 74,923	26
<a href="#">Publicity, Program Promotion Chief</a>		\$	
Publicity, Program Promotion Chief - Joint	1.00	\$ 55,819	2
<a href="#">Communication and Public Relations, Chief</a>		\$	
Communication and Public Relations, Chief - Joint		\$	
<a href="#">Programming Director</a>		\$	
Programming Director - Joint	1.00	\$ 56,579	25
<a href="#">Production, Chief</a>		\$	
Production, Chief - Joint		\$	
<a href="#">Executive Producer</a>		\$	
Executive Producer - Joint		\$	
<a href="#">Producer</a>		\$	
Producer - Joint		\$	
<a href="#">Development, Chief</a>		\$	
Development, Chief - Joint	1.00	\$ 78,989	2
<a href="#">Member Services, Chief</a>		\$	
Member Services, Chief - Joint	1.00	\$ 52,659	2
<a href="#">Membership Fundraising, Chief</a>		\$	
Membership Fundraising, Chief - Joint		\$	
<a href="#">On-Air Fundraising, Chief</a>		\$	
On-Air Fundraising, Chief - Joint	1.00	\$ 43,127	19
<a href="#">Auction Fundraising, Chief</a>		\$	
Auction Fundraising, Chief - Joint		\$	
<a href="#">Underwriting, Chief</a>		\$	
Underwriting, Chief - Joint		\$	
<a href="#">Corporate Underwriting, Chief</a>		\$	
Corporate Underwriting, Chief - Joint	1.00	\$ 58,500	20
<a href="#">Foundation Underwriting, Chief</a>		\$	
Foundation Underwriting, Chief - Joint		\$	
<a href="#">Government Grants Solicitation, Chief</a>		\$	
Government Grants Solicitation, Chief - Joint		\$	
<a href="#">Operations and Engineering, Chief</a>		\$	

Operations and Engineering, Chief - Joint	1.00	\$ 80,605	9
<a href="#">Engineering Chief</a>		\$	
Engineering Chief - Joint		\$	
<a href="#">Broadcast Engineer 1</a>		\$	
Broadcast Engineer 1 - Joint	2.00	\$ 57,299	11
<a href="#">Production Engineer</a>		\$	
Production Engineer - Joint		\$	
<a href="#">Facilities, Satellite and Tower Maintenance, Chief</a>		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
<a href="#">Technical Operations, Chief</a>	1.00	\$ 45,000	1
Technical Operations, Chief - Joint		\$	
<a href="#">Education, Chief</a>		\$	
Education, Chief - Joint	1.00	\$ 44,000	1
<a href="#">Information Technology, Director</a>		\$	
Information Technology, Director - Joint		\$	
<a href="#">Volunteer Coordinator</a>		\$	
Volunteer Coordinator - Joint		\$	
<a href="#">News / Current Affairs Director</a>	1.00	\$ 61,500	2
News / Current Affairs Director - Joint		\$	
<a href="#">Music Director</a>		\$	
<a href="#">Music Librarian/Programmer</a>		\$	
<a href="#">Announcer / On-Air Talent</a>	2.00	\$ 46,328	27
Announcer / On-Air Talent - Joint		\$	
<a href="#">Reporter</a>	2.00	\$ 37,222	12
Reporter - Joint		\$	
<a href="#">Public Information Assistant</a>		\$	
Public Information Assistant - Joint		\$	
<a href="#">Broadcast Supervisor</a>		\$	
Broadcast Supervisor - Joint		\$	
<a href="#">Director of Continuity / Traffic</a>		\$	
Director of Continuity / Traffic - Joint	1.00	\$ 51,399	10
<a href="#">Events Coordinator</a>		\$	
Events Coordinator - Joint		\$	
<a href="#">Web Administrator/Web Master</a>		\$	
Web Administrator/Web Master - Joint	1.00	\$ 67,794	16
<b>Total</b>	<b>20.00</b>	<b>\$ 1009137</b>	<b>188</b>

Comments

**Question** **Comment**

No Comments for this section

**3.1 Governing Board Method of Selection**

Jump to question: [3.1](#)

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

**3.1 Governing Board Method of Selection**

Jump to question: [3.1](#)

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

**3.1 Governing Board Method of Selection**

Jump to question: [3.1](#)

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

**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](#)

Three student trustees elected by referenda - one from each University of Illinois 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)

**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="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="5"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="8"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="13"/>

**3.2 Governing Board Members**

Jump to question: [3.2](#)

Number of Vacant Positions

**3.2 Governing Board Members**

Jump to question: [3.2](#)

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



**3.2 Governing Board Members**Jump to question: [3.2](#)

Number of Board Members with disabilities

## Comments

Question	Comment
No Comments for this section	

**4.1 Community Outreach Activities**Jump to question: [4.1](#)

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

**4.1 Community Outreach Activities**Jump to question: [4.1](#)

	Yes/No
Produce public service announcements?	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)?	No
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	No
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?	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: [5.1](#)

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="975"/>	<input type="text" value="975"/>
Arts and Cultural (includes live or narrated performances, interviews, and discussions, in the form of extended coverage and broadcast time devote to artistic and/or cultural subject matter)	<input type="text"/>	<input type="text" value="552"/>	<input type="text" value="552"/>
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="623"/>	<input type="text" value="623"/>
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="3"/>	<input type="text" value="3"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="2,153"/>	<input type="text" value="2,153"/>

### 5.1 Radio Programming and Production

Jump to question: [5.1](#)

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

### 5.1 Radio Programming and Production

Jump to question: [5.1](#)

Approx Number of Original Program Hours

#### Comments

**Question** **Comment**

No Comments for this section

### 6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

### 6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

1. Describe your overall goals and approach to address identified community issues, needs, and interests through your station's vital local services, such as multiplatform long and short-form content, digital and in-person engagement, education services, community information, partnership support, and other activities, and audiences you reached or new audiences you engaged.

Illinois Public Media's (IPM) mission and vision statements along with our values are points to where we measure our activities and action. Mission: WILL enriches people's lives through programs and services that educate, entertain, inspire and empower. Vision: WILL will be the model for public media, engaging our communities and audiences in media, programs and services that support a healthy democracy and culture. Values: WILL believes it should • Stimulate minds and inspire lifelong learning. • Provide a public forum for the diversity of voices and opinions essential to a healthy democracy. • Provide programming based on quality content, respecting the intelligence of our audience. • Explore issues of importance to the communities we serve. • Be a trusted media organization, accountable and responsive to our constituents. • Present a continuous stage for performing arts programs, assuring the arts a place in our daily lives As a dual licensee, we approach a

project looking at all possible platforms to distribute the product. We include radio (FM and AM), television, web, social media and first hand experiences. Our leadership team discusses and plans event that will have significant impact on our community. IPM is a community source of culture, news, lifelong learning and entertainment and we hold a unique position in our communities. We convened political debates and investigated issues that matter to people who live here. We hosted a national radio show to broadcast from Urbana engaging a local audience on a national stage. We invited U of I history professors to keep a crowd spellbound with stories about The Roosevelts, and showed teachers how to use digital media to help kids learn. On-air and online, we offer our community the world through the valued programming of NPR and PBS, but also connect them to local news, classical music with commentary tailored to our audience, advice about your garden from regional experts, interviews with pioneering Illinoisans, and agricultural news. We link users of our service to people, resources and knowledge.

### 6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

Illinois Public Media works with a variety of partners ranging in broadcast, educational, community, and business partnerships. In July of 2013 the University of Illinois, College of Media, Illinois Public Media (WILL) and WTVP entered into a collaborate agreement to share the Chief Executive Officer position between the two stations. Chet Tomczyk was appointed interim CEO. During this period a national search was conducted and the collaborative agreement was extended to five years. On September 1, 2014 Moss Bresnahan was named CEO of both organizations. In addition to overall management we are working on collaborative efforts between the stations in web design and delivery, production creation and resources, pledge programming, development, program schedules, and other activities. We continue to work with other public media outlets in Illinois to strengthen programs and build new opportunities. During 2014's election season, WILL brought 13th Congressional District candidates together in our studio for debates. The debates were broadcast on radio and television stations across the region. We worked with WTVP in Peoria and WUIS in Springfield to produce the Illinois gubernatorial primary and general election debates. Another partner is the University of Illinois Laboratory High School. IPM has been working with the school since 1995 to produce radio documentaries. Central to the 8th grade social studies curriculum is an extensive oral history project, involving all 60-70 students in each entering class. Working in teams, these students prepare for and conduct oral history interviews with about 15 people from the local community who have some experience or expertise to share on the project's chosen topic. Interviews of one to two hours are conducted in a professional recording studio at the Illinois Public Media facility, Campbell Hall. Students then transcribe their interviews and use them in written and multimedia work as a primary source. Students who are interested in continuing to process the results of each oral history project may then apply to become "WILL interns." A group of about twenty students from grades 9 through 12 are divided into two teams: one team produces the various journalistic pieces to be disseminated through Illinois Public Media (short radio "spots," one-hour radio documentary, project webpage, etc.), while the other team helps to lay the groundwork for the next oral history project. Thus at any given time, there are at least two oral history projects in the pipeline. While the original interviews are done as a required part of a class, student interns do all of the other work involved in each project outside of class, as an extra-curricular activity. The students who eventually become "producers" of a documentary or other end products have usually served for several years as interns, acquiring more skills as they rise through the ranks. While these student leaders work closely with the adult sponsors from Uni and IPM, they are generally highly talented and independent students who demonstrate considerable initiative in designing and carrying out projects, training and leading their team of fellow "interns," and determining the content and form of the end products, with the expectation that their work will be of sufficient quality to be broadcast through IPM channels. Our agricultural programming is based on partnerships. IPM brings together staff from the College of ACES, the extension service and many agricultural professional to create programs and content to serve the agricultural community. Our agriculture programming continues to reach out to new audiences. Because of growth in Internet listening, WILL agricultural programming draws listeners from far outside WILL-AM's over-the air coverage area. Our content is carried by other public broadcasters and some commercial radio ag-affiliates. In 2013, Commodity Week and Closing Market Report host Todd Gleason and ag director Dave Dickey offered agricultural marketing panels to a larger area. Todd went to Everly, Iowa, and Estherville, Iowa, for two meetings sponsored by longtime underwriter The Andersons grain group. In December, University of Missouri Extension sponsored a WILLAg marketing panel in Sikeston, Missouri. Ken Smith, general manager of The Andersons grain assets in Iowa, said partnering with WILL for the meetings resulted in a valuable experience. "What Todd does very well is elicit conversation among a very well-informed group. The panel discussion made for a more conducive learning environment, and the producers appreciated being able to ask questions—they weren't just listening." Todd stated, "What was really neat at the two Iowa events was that we had WILLAg listeners in each meeting, people who were listening to us on the Internet already, and of course this gave us a broader exposure. We were able to say to those who weren't listeners, 'We're here and you're able to listen to us every day.'" WILLAg has an active group of partners providing expertise in our daily and weekly program offers and in our regional outlook and panel discussions. They conducted 17 other outlook meetings in their traditional coverage area in Illinois and Indiana. Todd and Dave also increased their number of Twitter followers in 2013 to a combined total near 800. "Twitter lets us reach out to our listeners and supporters with breaking news that moves the commodity markets as well as information about agricultural commodities that we become aware of," Dave said. Many of the Twitter followers are outside the traditional WILL listening area. "It gives us another way to reach into places our signal doesn't go and gives us new contacts," Todd said. IPM's news team has shifted the focus of local coverage to more in depth and high context stories. Partnership with CU-Citizen Access, Investigative and Enterprise Reporting, other public media stations and increased internships has resulted in award winning multi-media stories. WILL reporters investigated the need for more mental health resources in our community with a series on barriers to accessing care and the ongoing battle against stigma. Illinois Public Media News was honored with awards during 2014 including: • Outstanding News Operation in the downstate radio division of the Illinois Associated Press Broadcasters Association Journalism Excellence Contest, and two first place awards for a radio feature about the Polar Express rolling into Monticello. • Regional Edward R. Murrow Awards for Gifford tornado coverage and a story on Affordable Care Act's effects on incarceration and recidivism rates. • Three national awards from Public Radio News Directors Incorporated, including a first place award for breaking news coverage of the Gifford tornado, and second place for a Focus program on "Parenting a Transgender Child."

### 6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

3. What impact did your key initiatives and partnerships have in your community? Describe any known measurable impact, such as increased awareness, learning or understanding about particular issues. Describe indicators of success, such as connecting people to needed resources or strengthening conversational ties across diverse neighborhoods. Did a partner see an increase in requests for related

resources? Please include direct feedback from a partner(s) or from a person(s) served.

In the Book Mentor Project, PNC Bank continues to witness the merits of the program. They remain a financial supporter and encourage their staff to be active in the program. They see the value of the program and have supported it for many years. We have observed increased usage of our FM and AM radio service on streaming devices. Our eNews is a digital newsletter for our community. It shares information and many of our local and NPR stories. We consistently receive reports of continued growth in open and click through rates. This year we have expanded our reach on social media platforms of Facebook, Twitter, Instagram, and YouTube.

#### 6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

4. Please describe any efforts (e.g. programming, production, engagement activities) you have made to investigate and/or meet the needs of minority and other diverse audiences (including, but not limited to, new immigrants, people for whom English is a second language and illiterate adults) during Fiscal Year 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.

The Book Mentor Program and Illinois Radio Reader are two examples of Illinois Public Media's long-term commitment to serve the needs of minorities and a diverse audience. IPM serves low income, at-risk children and families with free books, family events, and workshops and resources for parents and teachers. By working with Head Start, early childhood programs, public schools and local libraries, our educational outreach initiatives reach underserved populations. Our educational activities for FY14 are described in the following paragraphs. We served 724 Head Start and early childhood families with our Book Mentor Project. As part of this project, trained volunteer readers (or Book Mentors) go into classrooms once a month to read a book and do a related activity with the children. Through this project, our station distributes more than 5,000 books and trains more than 60 teachers and 100 volunteers each year. In FY 14, the Book Mentor Project conducted 258 classroom visits, hosted family nights for 342 children and families, and sponsored field trips for 318 children and 67 adults. Working with Head Start administration, we examined the strengths and weaknesses in their classroom math and science curriculum and found digital media resources, books and activities to support the weakest areas. Then we aligned all of our Book Mentor Project activities to their curriculum and assessment tool, Teaching Strategies Gold. We conducted 26 professional development workshops for 300 public school teachers and early childhood professionals in low-income and rural districts. Workshop topics included early literacy, math, science, and technology and digital media. In addition, we worked with other public broadcasters across the state to host two webinars for 400 educators and administrators. We conducted tours for 700+ fourth grade students and 35 teachers in Champaign Unit 4 Schools. We worked with the district's social studies curriculum coordinator to design a tour that would expand the students' understanding of primary sources. During the tour, students learned how we use primary sources to create documentaries and other content. Although we provided tours for each of the eleven elementary schools in the district, six of those schools serve low income populations of 60 percent or higher. Illinois Radio Reader The Illinois Radio Reader is a free radio service for the blind and visually impaired community of east central Illinois. The service depends on more than 40 volunteer readers, who produce some 80 hours of local programming each week. IRR broadcasts twenty four hours a day with a balance of local, region, and national stories. With an active group of listeners of more than 560 we inform them on a daily basis on world, national, state and local news issues. The listener uses a special radio receiver provided by IPM or through digital streaming on their computer.

#### 6.1 Telling Public Radio's Story

Jump to question: [6.1](#)

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

Funding from the Corporation of Public Broadcasting allows WILL to provide quality programs and services to our audience and community. We place a high value on the funds we receive from the Corporation of Public Broadcasting. The many projects we are able to offer described in this report and our WILL TV 2014 Local Content and Service Report directly relate to the CPB funds we receive. Without CPB funding we would have to scale back on many of our programs and projects offered to the community. In the recent past we have been awarded CPB funding for the American Archive Content Inventory Project, A WARN Act grant for the purchase and installation of a 350KW diesel generator, and a technical grant to be a member station of the joint master control facility in Jacksonville, Florida. This year we have been awarded a collaboration grant. CPB grants allow WILL to expand into areas we would not be able to without CPB funding. These projects would not have been possible without CPB funding. Thank you!

#### Comments

**Question** **Comment**

No Comments for this section

#### 7.1 Journalists

Jump to question: [7.1](#)

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

#### 7.1 Journalists

Jump to question: [7.1](#)

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="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"/>

Assistant News Director											
Managing Editor											
Senior Editor											
Editor											
Executive Producer											
Senior Producer											
Producer	0										
Associate Producer	0	1			1					1	
Reporter/Producer											
Host/Reporter	2			2						2	
Reporter		1			1					1	
Beat Reporter											
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
<b>Total</b>	3	2	0	3	2	0	0	0	0	5	0

Comments

**Question** **Comment**

No Comments for this section