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: 1.1

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

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1

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

1.1 Employment of Full-Time Radio Employees   Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000						0
Managers - 2000					1	1

Major Job Category						
Professionals - 3000					6	6
Technicians - 4000					2	2
Sales Workers - 4500						0
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-Skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	0	0	0	0	9	9

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	
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	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
Female Major Programming Decision Makers					1	1
Male Major Programming Decision Makers					3	3
Total	0	0	0	0	4	4

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

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						0
Managers - 2000						0
Professionals - 3000	1				5	6
Technicians - 4000					1	1
Sales Workers - 4500						0

Major Job Category / Job Code						
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300						0
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	1	0	0	0	6	7

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	
Total	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   5

1.4 Part-Time Employment   Jump to question: 1.4

Number working 15 or more hours per week   3

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				1	1
Professionals - 3000					0
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	0	0	0	1	1

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 occured, 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   2

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

Underwritting 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

Question	Comment

No Comments for this section

2.1 Average Salaries   Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
Chief Executive Officer		$	
Chief Executive Officer - Joint	1.00	$ 94,787	2
Chief Operations Officer		$	
Chief Operations Officer - Joint		$	
Chief Financial Officer		$	
Chief Financial Officer - Joint	1.00	$ 72,042	25
Publicity, Program Promotion Chief		$	
Publicity, Program Promotion Chief - Joint	1.00	$ 54,458	1
Communication and Public Relations, Chief		$	
Communication and Public Relations, Chief - Joint		$	
Programming Director		$	
Programming Director - Joint	1.00	$ 55,199	24
Production, Chief		$	
Production, Chief - Joint		$	
Executive Producer		$	
Executive Producer - Joint		$	
Producer	1.00	$ 35,963	1
Producer - Joint		$	
Development, Chief		$	
Development, Chief - Joint	1.00	$ 77,063	1
Member Services, Chief		$	
Member Services, Chief - Joint	1.00	$ 51,375	1
Membership Fundraising, Chief		$	
Membership Fundraising, Chief - Joint		$	
On-Air Fundraising, Chief		$	
On-Air Fundraising, Chief - Joint	1.00	$ 42,075	18
Auction Fundraising, Chief		$	
Auction Fundraising, Chief - Joint		$	
Underwriting, Chief		$	
Underwriting, Chief - Joint		$	
Corporate Underwriting, Chief		$	

Position	FTE	Salary	Weeks
Corporate Underwriting, Chief - Joint	1.00	$ 57,073	19
Foundation Underwriting, Chief		$	
Foundation Underwriting, Chief - Joint		$	
Government Grants Solicitation, Chief		$	
Government Grants Solicitation, Chief - Joint		$	
Operations and Engineering, Chief		$	
Operations and Engineering, Chief - Joint	1.00	$ 78,639	8
Engineering Chief		$	
Engineering Chief - Joint		$	
Broadcast Engineer 1		$	
Broadcast Engineer 1 - Joint	2.00	$ 55,904	10
Production Engineer	1.00	$ 33,362	15
Production Engineer - Joint		$	
Facilities, Satellite and Tower Maintenance, Chief		$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		$	
Technical Operations, Chief	1.00	$ 52,768	15
Technical Operations, Chief - Joint		$	
Education, Chief		$	
Education, Chief - Joint	1.00	$ 48,522	10
Information Technology, Director		$	
Information Technology, Director - Joint		$	
Volunteer Coordinator		$	
Volunteer Coordinator - Joint		$	
News / Current Affairs Director	1.00	$ 60,000	1
News / Current Affairs Director - Joint		$	
Music Director		$	
Music Librarian/Programmer		$	
Announcer / On-Air Talent	2.00	$ 45,198	26
Announcer / On-Air Talent - Joint		$	
Reporter	3.00	$ 36,025	9
Reporter - Joint		$	
Public Information Assistant		$	
Public Information Assistant - Joint		$	
Broadcast Supervisor		$	
Broadcast Supervisor - Joint		$	

Director of Continuity / Traffic		$	
Director of Continuity / Traffic - Joint	1.00	$ 50,145	9
Events Coordinator		$	
Events Coordinator - Joint		$	
Web Administrator/Web Master		$	
Web Administrator/Web Master - Joint	1.00	$ 66,140	15
Total	23.00	$ 1,066,738	210

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)   9
or other government official (e.g. governor)

3.1 Governing Board Method of Selection   Jump to question: 3.1

Elected by community/membership   0

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

One student trustee is elected by referenda from each of the three University of Illinois campuses. One of these three is given voting privileges
by the Governor.

3.1 Governing Board Method of Selection   Jump to question: 3.1

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

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				3	4
Male Board Members	2	1			6	9
Total	3	1	0	0	9	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

	Yes/No
Produce public service announcemnts?	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?	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?	No
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	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 commerical 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)		1,050	1,050
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)		685	685
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)		658	658
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)		2	2
All Other (incl. sports and religious — Do NOT include fundraising)	208	306	514
Total	208	2,701	2,909

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   116

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   **Joint licensee Grantees that have filed a 2013 Local**

community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occured in Fiscal Year 2013. 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.

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.

WILL's mission and vision statements and values are the 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. Following are some examples of outreach, programs, and engagement we have with our audience and community. • Community Conversations. WILL staff members organize and moderate "community conversations" with small, diverse groups of people across east central Illinois. These discussions lead to stories addressing the concerns raised by the participants. For instance, worries about the community image of Danville prompted reporters to give special coverage to a visit by the Walldogs, a group of artists who portrayed Danville's cultural heritage in wall murals throughout the downtown area. • Book Mentor Project The Illinois Public Media's book mentor project, now in its ninth year, gets kids excited about reading, and puts books into the hands of families who otherwise might not have access to books at home. The project recruits and trains volunteers that come from local businesses, community service organizations, student associations and parent groups. Book mentor volunteers visit Head Start and early childhood classrooms where they read a book and do a related activity with the children. Volunteers are assigned to a classroom and work in pairs throughout the school year so that the children develop a relationship with their book mentor. As the needs of the community have changed, the book mentor project has evolved to meet those needs. In addition to classroom visits, the project now reaches children and families through online games and videos, DVDs, mobile apps, classroom math and science kits and family nights. " But we still stay true to our goal—each year we distribute more than 5,000 books to local Head Start and early childhood families," said Molly Delaney, Illinois Public Media educational outreach director. The program serves 42 classrooms and 720 families each year. Molly said the program aims to increase the number of books in Head Start homes and the number of minutes that parents are reading to their children. "We've heard parents say, 'My child is coming home and they're making me read this book!' That encourages more learning at home," said Molly. • WILL Agricultural Programming Our agriculture programing continues to reach out to new audiences. Because of growth in Internet listening, WILL agricultural programming is drawing listeners far outside WILL-AM's over-the air coverage area. Our content is carried by other public broadcasters and some commercial radio ag-affiliates. So in 2013, Commodity Week and Closing Market Report host Todd Gleason and ag director Dave Dickey decided to offer agricultural marketing panels to a larger area as well. 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, Mo. 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. • University of Illinois Laboratory High School Since 1995, Illinois Public Media has worked with students at University of Illinois Laboratory High School 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. • Illinois Public Media News goes for depth and context Our news team under the supervision of News Director, Scott Cameron has shifted the focus of local coverage to more in depth and high context stories. An example is a Focus program on grain bin safety that followed the accidental death of a Sidney man. The survivor of another accident d

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.

This information provided in 2013 Local Content and Services Report filed with CPB on February 12, 2014 as required for TV CSG funding. WILL-TV Grantee ID 1760

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.

This information provided in 2013 Local Content and Services Report filed with CPB on February 12, 2014 as required for TV CSG funding. WILL-TV Grantee ID 1760

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 2013, and any plans you have made to meet the needs of these audiences during Fiscal Year 2014. If you regularly broadcast in a language other than English, please note the language broadcast.

This information provided in 2013 Local Content and Services Report filed with CPB on February 12, 2014 as required for TV CSG funding. WILL-TV Grantee ID 1760

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 2013 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 past we have taken advantage of CPB funding for the American Archive Content Inventory Project and this year two major projects have been supported by CPB funding. A WARN Act grant was awarded to WILL for the purchase and installation of a 350KW diesel generator. In times of emergencies and electrical outages the generator will provide power to the WILL technical areas and allow WILL to continue to broadcast and serve our community in a time of great need. WILL is also a member station of the Digital Conversion Alliance which was awarded a television grant for a joint master control facility. The additional CPB Grants allow WILL to expand into areas we would not be able to without CPB funding.

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	1			1						1	

Assistant News Director											
Managing Editor											
Senior Editor											
Editor											
Executive Producer											
Senior Producer											
Producer	1				1					1	
Associate Producer											
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											
Total	5	0	0	4	1	0	0	0	0	5	0

Comments

Question	Comment

No Comments for this section