

**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.

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" value="0"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="0"/>	<input type="text" value="0"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

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" value="0"/>	<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="6"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>	<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" value="0"/>	<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="7"/>	<input type="text" value="7"/>

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"/>

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.

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

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
<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="2"/>	<input type="text" value="3"/>

### 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.

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" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
Craftpersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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" value="0"/>	<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="1"/>	<input type="text" value="2"/>	<input type="text" value="4"/>

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="2"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text" value="0"/>	<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"/>
Craftpersons (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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

Major Job Category / Job Code	Persons with Disabilities
Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>
Technicians - 4000	<input type="text"/>
Sales Workers - 4500	<input type="text"/>

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

**1.4 Part-Time Employment** Jump to question

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

Number working less than 15 hours per week

Number working 15 or more hours per week

**1.5 Full-Time Hiring** Jump to question

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

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

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text" value="0"/>	<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" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="3"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="3"/>

**1.6 Full-Time and Part-Time Job Openings** Jump to question

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

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?

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
<u>Chief Executive Officer</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Executive Officer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
<u>Chief Operations Officer</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Operations Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="97,393"/>	<input type="text" value="4"/>
<u>Chief Financial Officer</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Chief Financial Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="74,923"/>	<input type="text" value="27"/>
<u>Publicity, Program Promotion Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="55,818"/>	<input type="text" value="3"/>
<u>Communication and Public Relations, Chief</u>	<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="48,675"/>	<input type="text" value="1"/>
<u>Programming Director</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
Production, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="99,000"/>	<input type="text" value="1"/>
<u>Executive Producer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="75,000"/>	<input type="text" value="1"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="35,500"/>	<input type="text" value="1"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Development, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Development, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="78,989"/>	<input type="text" value="3"/>
<u>Member Services, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="52,659"/>	<input type="text" value="3"/>
<u>Membership Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>

Membership Fundraising, Chief - Joint	1.00	\$ 43,126	20
<u>On-Air Fundraising, Chief</u>		\$ 0	0
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	
<u>Underwriting, Chief</u>		\$	
Underwriting, Chief - Joint		\$	
<u>Corporate Underwriting, Chief</u>		\$ 0	0
Corporate Underwriting, Chief - Joint		\$	
<u>Foundation Underwriting, Chief</u>		\$	
Foundation Underwriting, Chief - Joint		\$	
<u>Government Grants Solicitation, Chief</u>		\$	
Government Grants Solicitation, Chief - Joint		\$	
<u>Operations and Engineering, Chief</u>		\$ 0	0
Operations and Engineering, Chief - Joint	1.00	\$ 80,604	10
<u>Engineering Chief</u>		\$	
Engineering Chief - Joint		\$	
<u>Broadcast Engineer 1</u>		\$ 0	0
Broadcast Engineer 1 - Joint	2.00	\$ 57,299	12
<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	\$ 45,000	2
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	\$ 61,500	3
News / Current Affairs Director - Joint		\$	
<u>Music Director</u>		\$	
<u>Music Librarian/Programmer</u>		\$ 0	
<u>Announcer / On-Air Talent</u>	2.00	\$ 41,753	27
Announcer / On-Air Talent - Joint		\$	
<u>Reporter</u>	2.00	\$ 37,625	15

Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
Director of Continuity / Traffic - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="51,398"/>	<input type="text" value="11"/>
Events Coordinator	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Total</b>	<input type="text" value="20.00"/>	\$ <input type="text" value="1,036,262"/>	<input type="text" value="144"/>

Comments

Question Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question:

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:

Ex-Officio (Automatic membership because of another office held)	<input type="text" value="1"/>
Appointed by government legislative body (including school board) or other government official (e.g. governor)	<input type="text" value="9"/>
Elected by community/membership	<input type="text" value="0"/>
Other (please specify below)	<input type="text" value="3"/>
3 student trustees elected by referenda - one from each UI Campus	
Elected by board of directors itself (self-perpetuating body)	<input type="text"/>
Total number of board members (Automatic total of the above)	<input type="text" value="13"/>

3.2 Governing Board Members

Jump to question:

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.

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

	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="3"/>	<input type="text" value="4"/>
Male Board Members	<input type="text" value="4"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="9"/>
<b>Total</b>	<input type="text" value="5"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="13"/>

Number of Vacant Positions

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

Number of Board Members with disabilities

Comments

Question  Comment

No Comments for this section

4.1 Community Outreach Activities Jump to question

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?

Produce public service announcements? Yes/No

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

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

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

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

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?

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

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

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

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

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

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

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

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

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?

Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?

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

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

Comments

Question  Comment

No Comments for this section

5.1 Radio Programming and Production Jump to question

Instructions and Definitions:

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.)

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="312"/>	<input type="text" value="312"/>
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="696"/>	<input type="text" value="696"/>
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="6"/>	<input type="text" value="6"/>
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="1,989"/>	<input type="text" value="1,989"/>

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.)

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 2015. 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 2015 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.**

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.

"Our new mission, vision and value statements were developed through a strategic planning process utilizing a CPB grant and working facilitators and our partner station WTVP in Peoria. Our shared Mission, Vision and Value statements are below: Mission: WTVP and WILL enrich lives through the power of public media. Vision: Dynamic, thriving communities created by informed and inspired people. Values: Accountability, Collaboration, Commitment, Community, Creativity, Diversity, Excellence, Innovation, Integrity and Learning. WILL is planning and measuring all activities to the standard of our new mission, vision and value statements and our strategic goals. All of which have significant impact on our community. 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. Additionally we have increased our partnerships with other stations in Illinois and other organizations expanding our audience. WILL is a community resource of culture, news, lifelong learning and entertainment, we hold a unique position in our communities. We convened political debates and investigated issues that matter to people who live here. This year we took the lead station role in creating a new statewide journalism collaborative spanning seven public media stations. This collaborative will expand our ability to provide in-depth reports, series, investigations and video programs for all platforms. As the collaborative gets established, it will also bring together community members, civic leaders, students, and journalists through events, discussions and workshops around issues of importance to them. Illinois Public Media, along with WSJU-TV in Carbondale and WTVP-TV in Peoria, received a grant to work with schools and parents to expand school readiness projects in central Illinois. Through the PBS Ready To Learn project, we were able to provide iPads to six Champaign County home Head Start providers. PBS has developed apps and online games to help increase math and science literacy in these prekindergarten students."

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.

"Collaboration and building partnerships continue to be a priority in our organization. WILL is part of the Central Illinois Public TV Collaborative and this year we worked with a facilitator and WTVP to create a unified strategic plan. We identified three critical goals; Bring Illinois Together

Through Great Storytelling, Build a Trailblazing Media Organization and Grow and Attract New Audience. We are boldly working on all three which have significant engagement duties with other public media stations, nonprofits, educational institutions and our community. WILL News joined reporting forces with CU-CitizenAccess.org and The Midwest Center for Investigative Reporting, to share news content and resources to produce more in-depth investigative stories and data journalism for both on-air and online. In partnership with the Daily Illini, our new summer internship program broadened the range of multimedia reporting skills of three U of I College of Media broadcast journalism students. The students spent the summer learning how to report for both on-air and online, while helping us bring you more comprehensive coverage. WILL is leading a new statewide journalism collaborative spanning seven public media stations. This organization will expand our ability to provide in-depth reports, series, investigations and video programs for all platforms. As the collaborative gets established, it will also bring together community members, civic leaders, students, and journalists through events, discussions and workshops around issues of importance to them. WILL, along with WSIU-TV in Carbondale and WTVP-TV in Peoria, received a grant to work with schools and parents to expand school readiness projects in central Illinois. Through the PBS Ready To Learn project, we were able to provide iPads to six Champaign County home Head Start providers. PBS has developed apps and online games to help increase math and science literacy in these prekindergarten students. Continuing a 20-year tradition, students at University of Illinois Laboratory High School (Uni High) worked with WILL to turn 16 student-led interviews into short radio spots, a project website and a one-hour documentary. The program *The Pursuit of Happiness: The Struggle for Marriage Equality from the 1950s-2015* examines changes in laws, ideas, attitudes and practices regarding interracial, intercultural and same-sex marriage from the perspectives of individuals, couples, and families in east central Illinois during that time. WILL partnered with 40 North | 88 West Champaign County art organization to produce a series of art segments. ART/BTS went behind the scenes and into the creative minds of an eclectic mix of artists throughout central Illinois. This year we reached out to local musicians to create all our audio radio bumps with local performers. The Bump up the Volume project continues to work with artists from across central Illinois to build a library of bumps showcasing our area's varied music scene, connecting our listeners to the community in new ways. WILL was recognized as a producer of quality content • Three Bronze Tellys in the online video category of the 36th Annual Telly Awards, which attracted nearly 12,000 entries. • Backyard Industry was recognized for both videography/cinematography and as a web series • ART/BTS was awarded as a web series • Best Investigative Report in the downstate radio division of the Associated Press Broadcasters Association Contest for a three-part series on the 2014 Farm Bill lobbying. • Best Reporter in the downstate radio division of the Associated Press Broadcasters Association Contest was awarded to former WILL report Sean Powers for a series on mental health; a feature about a chef camp to support small, sustainable farms; and coverage of Champaign County's move to offer marriage licenses to same-sex couples. • 2nd Place Long Form Documentary in the category of the national Public Radio News Director's Inc. (PRNDI) awards for Unmet Needs: Living with Mental Illness in Central Illinois. \*

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.

\*An excellent example is our program Living with cancer in central Illinois, Incredible advances are being made in cancer research and treatment right here in our community. WILL teamed up with WTVP in Peoria to produce Living with Cancer in Central Illinois—a multi-platform companion to the national PBS series, Cancer: The Emperor of All Maladies—to spotlight local doctors, researchers, and institutions on the cutting edge of cancer care. The series highlighted three programs: Strategic Treatment, Seeking A Cure and Diagnoses and Decisions. • Strategic Treatment followed doctors and patients during innovative procedures and treatment plans being used at UnityPoint Methodist Medical Center, OSF Saint Francis Medical Center, Carle Cancer Center and Children's Hospital of Illinois. • Seeking a Cure sat down with doctors from the University of Illinois College of Medicine at Peoria to learn about the progress they are making in their research, clinical trials and diagnostic tools. • Diagnoses & Decisions brought doctors, families and cancer survivors together in the WILL studio for a half-hour community conversation, hosted by Illinois Public Radio's Amanda Vinicky and airing on WILL-TV. Another area of production and engagement is our agricultural activities. WILL's presentations of panel discussions featuring commodity analysts attracts audiences in the hundreds. Building on the long-standing success of the annual March meeting, engagement with the agricultural community now also includes an annual meeting in November. These two meetings along with smaller audience outreach activities and our AG broadcasting program educate and inform an our agricultural audience in a major way. The annual All-Day Ag Outlook meeting saw over 325 in attendance in Covington, Indiana. Followed by our second WILLAg Farm Assesses Conference brought together more than 300 in Bloomington-Normal. The Book Mentor Project supported by PBC Bank continue to serve many schools in our community. PNC has remained faithful supporters of this program.

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 2015, and any plans you have made to meet the needs of these audiences during Fiscal Year 2016. If you regularly broadcast in a language other than English, please note the language broadcast.

\*WILL presented a number of broadcast specials and programs specifically to educate and raise awareness our diverse audiences. The news team's activities include Beyond Ferguson, Part 1 and 2. These live, hour-long broadcasts expanded on the many issues raised by the killing of Michael Brown by police in Ferguson and explored how the conversation was playing out in our communities. Partnering with an independent media organization we produced the The Long Journey Home. This was a community engagement event and radio series produced focusing on the experiences, stories and policies affecting migrants in our communities. Throughout the course of the year many of our newscasts featured multiple interviews on the issues, history and people surrounding the Black Lives Matter movement. Next year we are planning a series of reports and talk shows looking at the many different experiences of "The American Dream," a series that will include the voices of recent immigrants to the community. The Book Mentor Program and Illinois Radio Reader continue to be examples of WILL's long-term commitment to serve the needs of minorities and a diverse audience. The Book Mentor Program 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. 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 broadcast twenty four hours a day with a balance of local, region, and national stories.

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 2015 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 addition to our operational grant we have active CPB Funded grants that allow WILL to increase all aspects of our station. We have received a regional journalism grant and are working with 7 other public media outlets in Illinois to establish a public media news presence unlike anything which has been done in this state. This will allow us to better serve our community with focused reporting on three key topic areas: political issues, education, and health and environment. Another grant is the Central Illinois Public TV Collaborative where CPB funding supports or strategic planning process for WILL and WTVP. This process is greatly improved our efficiencies. WILL is also a founding station of the CPB master control grant for the DCA in Jacksonville, Florida. Without the support of CPB none of these projects would be possible. Thank you!

Comments

Question Comment

No Comments for this section

7.1 Journalists

Jump to question: 7.1 v

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.

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