

**Grantee Information**

ID	1382
<b>Grantee Name</b>	<b>WILL-FM</b>
City	Urbana
State	IL
Licensee Type	University

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

Jump to question:

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

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

Jump to question:

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text" value="0"/>	<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"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="2"/>

**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="6"/>	<input type="text" value="6"/>

Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
<b>Total</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	7

1.1 Employment of Full-Time Radio Employees

Jump to question:

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**

1.1 Employment of Full-Time Radio Employees

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

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

1.2 Major Programming Decision Makers

Jump to question:

African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
---------------------	----------	--------------------	---------------	------------------------	-------

Female Major Programming Decision Makers	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<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="1"/>	<input type="text" value="1"/>
<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="2"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

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

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" 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="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"/>	<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" value="0"/>	<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="1"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

1.3 Employment of Part-Time Radio Employees

Jump to question:

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" 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="4"/>	<input type="text" value="5"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>



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

1.6 Full-Time and Part-Time Job Openings

Jump to question:

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

1.6 Full-Time and Part-Time Job Openings

Jump to question:

Number of full-time and part-time job openings

1.7 Hiring Contractors

Jump to question:

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

1.7 Hiring Contractors

Jump to question:

Check all that apply

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

Comments

Question Comment

No Comments for this section

2.1 Average Salaries FULL TIME EMPLOYEES ONLY

Jump to question:

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

Chief Executive Officer - Joint		\$	
Chief Operations Officer		\$	
Chief Operations Officer - Joint		\$	
Chief Financial Officer		\$	
Chief Financial Officer - Joint	1.00	\$	74,923 28
Publicity, Program Promotion Chief		\$	
Publicity, Program Promotion Chief - Joint	1.00	\$	55,818 4
Communication and Public Relations, Chief		\$	
Communication and Public Relations, Chief - Joint	1.00	\$	48,675 2
Programming Director		\$	
Programming Director - Joint	1.00	\$	56,579 27
Production, Chief		\$	
Production, Chief - Joint		\$	
Executive Producer	1.00	\$	75,000 2
Executive Producer - Joint		\$	
Producer	2.00	\$	34,000 2
Producer - Joint		\$	
Development, Chief		\$	
Development, Chief - Joint	1.00	\$	78,898 28
Member Services, Chief		\$	
Member Services, Chief - Joint	1.00	\$	52,659 4
Membership Fundraising, Chief		\$	
Membership Fundraising, Chief - Joint		\$	
On-Air Fundraising, Chief		\$	
On-Air Fundraising, Chief - Joint	1.00	\$	43,126 21
Auction Fundraising, Chief		\$	
Auction Fundraising, Chief - Joint		\$	
Underwriting, Chief		\$	
Underwriting, Chief - Joint		\$	
Corporate Underwriting, Chief		\$	
Corporate Underwriting, Chief - Joint		\$	
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	80,604	11
<u>Engineering Chief</u>			
Engineering Chief - Joint	1.00	55,619	20
<u>Broadcast Engineer 1</u>		0	
Broadcast Engineer 1 - Joint			
<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>			
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>			
News / Current Affairs Director - Joint			
<u>Music Director</u>			
<u>Music Librarian/Programmer</u>			
<u>Announcer / On-Air Talent</u>			
Announcer / On-Air Talent - Joint			
<u>Reporter</u>	3.00	36,600	10
Reporter - Joint			
<u>Public Information Assistant</u>			
Public Information Assistant - Joint			
<u>Broadcast Supervisor</u>			
Broadcast Supervisor - Joint			
<u>Director of Continuity / Traffic</u>			
Director of Continuity / Traffic - Joint	1.00	51,398	12
<u>Events Coordinator</u>			
Events Coordinator - Joint			
<u>Web Administrator/Web Master</u>			
Web Administrator/Web Master - Joint			
<b>Total</b>			

16.00 743699 171

Comments

Question

Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

1

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

5

3.1 Governing Board Method of Selection

Jump to question: 3.1

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question: 3.1

Other (please specify below)

3

3.1 Governing Board Method of Selection

Jump to question: 3.1

3 student trustees elected by referenda - one from each UI Campus

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

3.1 Governing Board Method of Selection

Jump to question: 3.1

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

9

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	0				1	1
Male Board Members	3	1			4	8
<b>Total</b>	3	1	0	0	5	9

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.)

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

- 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? No
- Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? No
- Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? Yes
- Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community? Yes
- Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Produce/distribute informational materials based on local or national programming? Yes
- Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? Yes
- Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Host community events (e.g. benefit concerts, neighborhood festivals)? Yes
- Did the community events have a specific, formal component designed to be of special service to the educational community? Yes
- Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Provide locally created content for your own or another community-based computer network/web site? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the educational community? Yes
- Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes
- Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)? Yes
- Did the partnership have a specific, formal component designed to be of special service to the educational community? Yes
- Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? Yes

Comments

Question Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1

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

5.1 Radio Programming and Production

Jump to question:

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	<input type="text"/>	<input type="text" value="943"/>	<input type="text" value="943"/>
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" value="58"/>	<input type="text" value="400"/>	<input type="text" value="458"/>
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="1"/>	<input type="text" value="1"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="58"/>	<input type="text" value="1,656"/>	<input type="text" value="1,714"/>

5.1 Radio Programming and Production

Jump to question:

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

5.1 Radio Programming and Production

Jump to question:

Approx Number of Original Program Hours

Comments

Question  Comment

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2016. 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 2016 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.**

6.1 Telling Public Radio's Story

Jump to question:

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

During FY 2016, Illinois Public Media/WILL continued to cleave to the mission and vision developed with its partner station, Peoria's WTVP: Enriching lives through the power of public media; dynamic, thriving communities created by informed and inspired people, integrating values such as accountability, community, diversity, innovation, and integrity – among several others – to serve our existing audiences where they are, and to attract new audiences. WILL is a dual licensee and, as such, is able to bring a variety of created content to audiences on many platforms. These include our AM & FM radio stations and audio/video streams, our television stations, a mobile app for phones and tablets that allows audio and video content to be delivered in real-time or on-demand, podcast versions of our work made available via podcast delivery services, our website, our social media platforms, and events. In many cases, cross-platform content delivery is not just a possibility, but a preference, as we work hard to expand our audience and reach into all sectors of our community. We also just like getting out and meeting the people we serve, whether it's while we're hosting a debate in our studio, making an appearance at a local farmers' market, or

having a conversation with a viewer/listener in the comments section on one of our social media platforms. Partnership and collaboration with other stations continues to be of critical importance, and something WILL explores at every opportunity. This allows us to expand the variety of programs we offer, and makes our programs available to audiences that may not be in our immediate listening or viewing areas. We are especially adroit at educational partnerships with other stations, as part of the Illinois Education Collaborative (including WSIU in Carbondale and WTVP in Peoria). We also strive to partner with other entities in our community, including schools, municipalities, and non-profits whenever we can to raise awareness about events and issues that affect our area. Our goals, and ability to deliver on those goals, continue to evolve over time as external pressures (politics, state fiscal issues, technology, etc) – demand continued flexibility and strategic thinking.

#### 6.1 Telling Public Radio's Story

Jump to question:

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.

As part of the Central Illinois Public TV Collaborative, WILL continued to work with its partner station, WTVP, on finding ways to work together, which included creating local content for Sci Tech Now, a public television show carried by both stations that offered room for local inserts. Subject matter for inserts produced by WILL and WTVP included high-tech engineering for wheelchairs by an Illinois startup, 3-D printed hearts at the Children's Hospital of Illinois, and research by University of Illinois scientists into creating football helmets that better prevent traumatic brain injury in athletes. WILL continued our partnership with CU Citizen Access and the Center for Midwest Reporting, whose additional in-depth, investigative reporting augmented our newsroom's output and reach into communities less familiar with public radio. The Illinois Newsroom project, funded in large part by a grant from CPB, took firmer shape at WILL in FY2016. This project brings together several partner stations from throughout Illinois to cover three specific content areas: health and environment, education, and state politics. The station continued its partnership with the University of Illinois' University Laboratory High School ("Uni High") on radio content development. The topic in FY2016 covered locally-grown food and the growers who provide it to our area – an anomaly on our corn and soybeans landscape – under the moniker Plowing Ahead. Questions asked and answered included: How is small-scale agriculture different than large-scale agriculture? How do their businesses stay profitable (if they do at all)? How has changing technology impacted small farmers? Due to personnel changes, this year's format was a series of radio shorts, with an emphasis on providing a longer life span and reach for these stories via social media and the web. WILL's long-standing Book Mentor Project placed volunteers in Head Start and other early childhood classrooms to read books and participate in other story-related activities. 700 children received 8 books during the school year to take home. WILL further strengthened its ties with the University of Illinois' College of Media, especially via internships for students interested in broadcast journalism. These interns worked in the newsroom and have had opportunities to work on talk show production and other projects. WILL was one of 15 partner stations nationwide participating in KCPT's Re: Dream project, an effort dedicated to reframing the concept of the American Dream in the 21st Century. WILL hosted two events in underserved communities, created radio programming around the events, and put significant social media resources into engaging with audience around this topic, especially regarding children. New programming in FY2016 included The 21st, a daily hour-long talk show hosted by Niala Boodhoo that explores issues relevant to the 21st state (Illinois) in the 21st century. The program runs every weekday on four radio stations in Illinois (WILL, WUIS, WGLT, and WCBU), with plans to add more in FY2017. The 21st has also created special programming around news events, such as our Governor's State of the State address, President Barack Obama's visit to the Illinois Legislature, and others. The 21st has also been active in the community, with Ms. Boodhoo hosting/moderating engagement events (such as Re: Dream project events in surrounding communities) and creating 21st show content from this community work. The Illinois Education Collaborative continued to build on the impressive groundwork that's been laid over the years. This collaboration between WILL, WSIU, and WTVP creates localized PBS Ready to Learn curriculum for young children and has been deployed in schools in central and southern Illinois. Our award-winning ART/BTS webseries, which featured artists from throughout our viewing and listening area, enjoyed season two in partnership with 40 North | 88 West, a local arts organization. ART/BTS was released as a webseries, followed by the individual episodes appearing on WILL's TV station as interstitial content, especially around arts programming. The diverse array of artists hailed from throughout our viewing/listening area. WILL worked with Maplight on the Voter's Edge project, providing area voters with extensive ballot information online during the primary season in FY2016. WILL's agricultural programming, conducted in partnership with University of Illinois Extension, continued to dominate the landscape, providing up-to-the-minute commodity market reporting, weather forecasts, and other information to an audience not typically thought of as public radio listeners. Host Todd Gleason occasionally broadcasted remotely from conferences elsewhere in the region. Bandwagon, a WILL-created podcast examining the intersection between sports and culture, was WILL's inaugural exclusively off-air audio product, available as a podcast and on-demand audio on the web. Segments were often used during local Morning Edition and other programming, extending its reach. WILL collaborated with a local social studies teacher to create curriculum for high school social studies teachers across the country for PBSLearningmedia.org, culminating in our 12-part series featuring documents, photos, video segments, and other materials sourced from soldiers and people affected by the war in Vietnam.

#### 6.1 Telling Public Radio's Story

Jump to question:

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.

A particularly successful and engaging effort in FY2015 was the Re: Dream project and its discussion about the evolving meaning of what it means to pursue the American Dream. WILL's Community Engagement staff and the host and producers of our statewide talk show program, The 21st, collaborated on external events in Rantoul, IL (Multicultural Community Center) and Danville, IL (Boys & Girls Club), including community conversations jumpstarted by the viewing of videos, provided by Re: Dream, featuring a diverse group of people telling their story of their pursuit of the American Dream. Audio detailing the hopes and dreams of young people – in their own words – was recorded at the latter event, as well as at an additional visit to the Boys & Girls club; the result was a popular – and eye-opening – segment on The 21st. WILL's Book Mentor Project continued to grow. While 700 children received 8 books during the school year for their personal libraries, their parents also benefited from family resource nights presented with other community partners, and research has indicated that the Book Mentor project supports gains in reading and math by children. It also connects more than 50 volunteers – providing over 600 total hours of service – to children within the community – a valuable experience for both parties. Agricultural programming – whether it's a farmer listening in real time to an agricultural weather forecast and commodity news or a podcast downloaded at the end of the day – is a critical, and often overlooked, key initiative for WILL. We have heard repeatedly from farmers – like Karen Linder of Onarga, IL – about the value this

programming has for the business side of her family's corn and soybean operation. The attendance at two key agricultural conferences hosted by WILL – the All-Day Ag Outlook held each March in Covington, IN and the WILLag Farm Assets Conference held each November in Bloomington-Normal, IL – is well into the hundreds, bringing together farmers and agricultural experts at important points in the farming season – the beginning and the end.

6.1 Telling Public Radio's Story

Jump to question:

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 2016, and any plans you have made to meet the needs of these audiences during Fiscal Year 2017. If you regularly broadcast in a language other than English, please note the language broadcast.

In FY2016, WILL created engagement events and programming around the Re: Dream project, a nationwide effort examining the ever-evolving definition of the American Dream, particularly from the perspective of what could stereotypically be called "minority" audiences – people of color, immigrants, LGBTQ, and others. WILL focused on young people in Danville, IL – a community that has suffered economically, particularly in the last 20 years – and immigrants in Rantoul, IL. Audio and perspectives gathered at both of these events were transformed into radio programming broadcast to a large listening area in central Illinois that included, but was not limited to, those communities. The Book Mentor Project continued to meet the needs of young children in Head Start and other early childhood classrooms, augmenting the home libraries of 700 children with 8 books apiece during the year. Further programming was developed and deployed to help parents share the books with their children outside the classroom. Illinois Radio Reader is a free radio service for the blind and visually impaired community in east central Illinois – and beyond, for digital listeners. More than 560 listeners are kept up to date on world, national, state, and local news by listening via a special radio receiver or online via a livestream. More than 70 volunteer readers read local and national newspapers aloud for anyone who has a visual or physical disability that impairs their ability to read. In FY2017, WILL hopes to meet the needs of minority and diverse audiences via content produced by the Illinois Newsroom, especially with its emphases on health/education, Illinois politics, and the environment, and further special programming from The 21st. Plans are also underway to create multiplatform coverage and engagement events around gun violence in our area. We plan to showcase #BlackScienceMatters, a webseries by University of Illinois journalism students investigating the underrepresentation of black students in the sciences, on television as interstitial programming. These efforts will also include a significant social media push. We will also present, in collaboration with an independent filmmaker from Chicago, Stranded by the State – a webseries-turned-documentary about the effect the Illinois budget impasse has had on the homeless, young parents, low-income elders, college students, and others throughout Illinois - and the organizations that serve these populations. We'll continue our work with Vietnam veterans and our project partner, the Abraham Lincoln Presidential Library and Museum with engagement events. We have plans to continue and expand the Illinois Radio Reader and Book Mentor projects as much as possible in FY2017.

6.1 Telling Public Radio's Story

Jump to question:

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

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

Comments

Question  Comment

No Comments for this section

7.1 Journalists

Jump to question:

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

7.1 Journalists

Jump to question:

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	Other
News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant News Director	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Managing Editor	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>
Senior Editor	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Editor											
Executive Producer	1				1			0	1		
Senior Producer	1			1						1	
Producer	2			2						2	
Associate Producer											
Reporter/Producer	2			2						2	
Host/Reporter	0	3		3						3	
Reporter										0	
Beat Reporter										0	
Anchor/Reporter											
Anchor/Host											
Videographer											
Video Editor											
Other positions not already accounted for											
<b>Total</b>	7	3	0	9	1	0	0	0	1	9	0

Comments

Question

Comment

No Comments for this section