

**Grantee Information**

<b>ID</b>	4795
<b>Grantee Name</b>	WFHB-FM
<b>City</b>	Bloomington
<b>State</b>	IN
<b>Licensee Type</b>	Community

**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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text" value="0"/>					
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>					
Professionals - 3000	<input type="text"/>	<input type="text" value="0"/>					
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>					
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>					
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>					
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>					
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>					
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>					
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>					
<b>Total</b>	<input type="text" value="0"/>						

**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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<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"/>	<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"/>	<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"/>	<input type="text" value="0"/>



**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	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text" value="0"/>					
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>					
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>					
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>					
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>					
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>					
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>					
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>					
Service Workers - 5500	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text" value="0"/>					
Managers - 2000	<input type="text"/>	<input type="text" value="0"/>					
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text" value="0"/>					
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>					
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text" value="0"/>					
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text" value="0"/>					
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>					
Service Workers - 5500	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

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

Jump to question: [1.3](#)

**Major Job Category / Job Code**

**Persons with Disabilities**

Officials - 1000	<input type="text"/>
Managers - 2000	<input type="text"/>
Professionals - 3000	<input type="text"/>

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

**1.4 Part-Time Employment** Jump to question: [1.4](#)

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

**1.4 Part-Time Employment** Jump to question: [1.4](#)

Number working less than 15 hours per week

**1.4 Part-Time Employment** Jump to question: [1.4](#)

Number working 15 or more hours per week

**1.5 Full-Time Hiring** Jump to question: [1.5](#)

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

**1.5 Full-Time Hiring** Jump to question: [1.5](#)

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

**1.5 Full-Time Hiring** Jump to question: [1.5](#)

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Technicians - 4000	<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"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="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 occurred, please enter zero.

**1.6 Full-Time and Part-Time Job Openings** Jump to question: [1.6](#)

Number of full-time and part-time job openings

**1.7 Hiring Contractors** Jump to question: [1.7](#)

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

**1.7 Hiring Contractors** Jump to question: [1.7](#)

Check all that apply

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

Comments

**Question** **Comment**  
 No Comments for this section

**2.1 Corporate Management**

Jump to question: [2.1](#)

	# of Employees	Avg. Annual Salary	Average Tenure
<a href="#">Chief Executive Officer</a>	1.00	\$ 41,160	3
Chief Executive Officer - Joint		\$	
<a href="#">Chief Operations Officer</a>		\$	
Chief Operations Officer - Joint		\$	
<a href="#">Chief Financial Officer</a>		\$	
Chief Financial Officer - Joint		\$	

**2.1 Corporate Management**

Jump to question: [2.1](#)

Please list the Other Job titles in this sub-category not listed above

**2.2 Communication and Promotions**

Jump to question: [2.2](#)

<a href="#">Publicity, Program Promotion Chief</a>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<a href="#">Communication and Public Relations, Chief</a>		\$	
Communication and Public Relations, Chief - Joint		\$	

**2.2 Communication and Promotions**

Jump to question: [2.2](#)

Please list the Other Job titles in this sub-category not listed above

**2.3 Programming and Productions**

Jump to question: [2.3](#)

<a href="#">Programming Director</a>		\$	
Programming Director - Joint		\$	

<a href="#">Production, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Executive Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Producer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.3 Programming and Productions**

Jump to question: [2.3](#)

Please list the Other Job titles in this sub-category not listed above

**2.4 Development and Fundraising**

Jump to question: [2.4](#)

<a href="#">Development, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Member Services, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Membership Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">On-Air Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Auction Fundraising, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.4 Development and Fundraising**

Jump to question: [2.4](#)

Please list the Other Job titles in this sub-category not listed above

**2.5 Underwriting and Grant Solicitation**

Jump to question: [2.5](#)

<a href="#">Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Corporate Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Foundation Underwriting, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Government Grants Solicitation, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.5 Underwriting and Grant Solicitation**

Jump to question: [2.5](#)

Please list the Other Job titles in this sub-category not listed above

**2.6 Broadcast Engineering and Information Technology**

Jump to question: [2.6](#)

<a href="#">Operations and Engineering, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Engineering Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Engineer 1</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Production Engineer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Facilities, Satellite and Tower Maintenance, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Technical Operations, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Information Technology, Director</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Web Administrator/Web Master</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.6 Broadcast Engineering and Information Technology**

Jump to question: [2.6](#)

Please list the Other Job titles in this sub-category not listed above

**2.7 Journalists, Announcers, Broadcast and Traffic**

Jump to question: [2.7](#)

<a href="#">News / Current Affairs Director</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="35,910"/>	<input type="text" value="1"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Music Director</a>	<input type="text" value="1.00"/>	\$ <input type="text" value="39,857"/>	<input type="text" value="27"/>
<a href="#">Music Librarian/Programmer</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Announcer / On-Air Talent</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Reporter</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Public Information Assistant</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Broadcast Supervisor</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Director of Continuity / Traffic</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

**2.7 Journalists, Announcers, Broadcast and Traffic**

Jump to question: [2.7](#)

Please list the Other Job titles in this sub-category not listed above

**2.8 Education and Community Engagement**

Jump to question: [2.8](#)

<a href="#">Education, Chief</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Volunteer Coordinator</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<a href="#">Events Coordinator</a>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<b>Section 2. Average Salary Totals</b>	<input type="text" value="3.00"/>	\$ <input type="text" value="116,927"/>	<input type="text" value="31"/>

**2.8 Education and Community Engagement**

Please list the Other Job titles in this sub-category not listed above

Jump to question: [2.8](#)

Comments

**Question** **Comment**

No Comments for this section

**3.1 Governing Board Method of Selection**

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:

Jump to question: [3.1](#)

**3.1 Governing Board Method of Selection**

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

Jump to question: [3.1](#)

**3.1 Governing Board Method of Selection**

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

Jump to question: [3.1](#)

**3.1 Governing Board Method of Selection**

Elected by community/membership

Jump to question: [3.1](#)

**3.1 Governing Board Method of Selection**

Other (please specify below)

Jump to question: [3.1](#)

**3.1 Governing Board Method of Selection**

Jump to question: [3.1](#)

**3.1 Governing Board Method of Selection**

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

Jump to question: [3.1](#)

**3.1 Governing Board Method of Selection**

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

Jump to question: [3.1](#)

**3.2 Governing Board Members**

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.

Jump to question: [3.2](#)

**3.2 Governing Board Members**

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

Jump to question: [3.2](#)

**3.2 Governing Board Members**

Jump to question: [3.2](#)

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text" value="6"/>
Male Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="9"/>	<input type="text" value="0"/>	<input type="text" value="9"/>

**3.2 Governing Board Members**

Number of Vacant Positions

Jump to question: [3.2](#)

**3.2 Governing Board Members**

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

Jump to question: [3.2](#)

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 announcements?

Yes

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

Yes

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

Yes

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: 5.1

Music (announcer in studio playing principally a sequence of musical recording)	<input type="text" value="0"/>	<input type="text" value="5,616"/>	<input type="text" value="5,616"/>
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="1,404"/>	<input type="text" value="1,404"/>
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="540"/>	<input type="text" value="1,020"/>	<input type="text" value="1,560"/>
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"/>	<input type="text" value="0"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text"/>	<input type="text" value="180"/>	<input type="text" value="180"/>
<b>Total</b>	<input type="text" value="540"/>	<input type="text" value="8,220"/>	<input type="text" value="8,760"/>

**5.1 Radio Programming and Production**

Jump to question: [5.1](#)

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

**5.1 Radio Programming and Production**

Jump to question: [5.1](#)

Approx Number of Original Program Hours

Comments

**Question** **Comment**

No Comments for this section

**6.1 Telling Public Radio's Story**

Jump to question: [6.1](#)

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2019. 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 2019 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.**

**6.1 Telling Public Radio's Story**

Jump to question: [6.1](#)

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

Our mission is as follows: WFHB exists to provide an open forum for the exchange and discussion of ideas and issues, and to celebrate and increase the local cultural diversity. Our vision is as follows: WFHB envisions a sustainable, diverse, participatory multimedia service that contributes to an entertained, informed, and empowered community. Nearly 75% of WFHB programming is original and produced in-house by our dedicated volunteers. Our persistent aim has always been to reach audiences as diverse as our membership. Original programming includes Bring It On! (issues, events, and news updates for the African American community), EcoReport (regional environmental and ecological news in south central Indiana), WFHB Local News (half-hour news show focusing on local and breaking news in south central Indiana), Hola Bloomington (issues, events, and news updates for the Spanish speaking population of south central Indiana), Kiteline (devoted to prison issues around the Midwest and beyond), Voices in the Street (volunteers hit the streets of Bloomington to gather public opinion on issues that may be on the minds of local people), BloominOUT (issues, events, and news updates for the LGBTQI community in south central Indiana) and Hearabouts: Asian American Midwest Radio which is produced by WFHB and Indiana University's Asian Culture Center, asking critical questions about identity, culture, and community. WFHB is a key partner in community conversations through our program Interchange, for which we invite authors, speakers, and educators to participate in in-depth interviews and discussions on topics of current interest. Interchange focuses on global themes that have local implications. WFHB has won more than 70 awards for journalistic excellence at the state level. News and related information are available on-air, 24 hours a day, on our website, and via live streaming, podcast, or download at any time. WFHB programming is made possible through the efforts of more than 175 volunteers, many of whom got involved with WFHB prior to radio training of any kind. Extensive training is available at WFHB for new volunteers in multiple areas both on air and off. WFHB has strong ongoing relationships with Indiana University and IVY Tech Community College to train and offer valuable work experience for interns and work study students. This model is expanding to local high schools to offer hands-on training and broadcast experience to youth in the Bloomington area. Local Live is a long standing feature of WFHB Community Radio. Each week, local musicians play live on the air and the session is recorded and available on the WFHB website. This is offered to all local musicians with no audition or criteria for eligibility involved. Throughout the WFHB schedule, knowledgeable DJs play a huge variety of music. Considering the high cost of

education - WFHB is a low-barrier, zero-cost learning experience for volunteers. They work both behind the scenes and on-the-air. They learn technical production, creative content creation, digital archiving and editing. Many former WFHB volunteers now work professionally in radio. The skills learned at WFHB led directly to broadcast employment opportunities locally, nationally, and internationally.

**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.

WFHB continues to collaborate with many area social service providers — working to share information about services to the community at large, serving as media sponsor to their events (again, promoting their activities), and working with area organizations to produce educational programming for under-served populations in the community. Hola Bloomington is a Spanish-language public affairs program produced in partnership with the City of Bloomington's Community and Family Resources Department. Activate! is a program that celebrates and informs listeners about volunteerism in Bloomington. It is produced in partnership with the City of Bloomington Volunteer Network. Our Assistant News Director serves as a government accountability reporter for the station in partnership with Community Access Television Services (CATS), a local public access TV station. This programming is produced in partnership with the Monroe County Public Library. Our News Department also works with local high school teachers to highlight the work of students, including special programming dedicated to student reflections on Martin Luther King, Jr. Day. "A Day On, Not a Day Off." WFHB partners with the City of Bloomington to produce in-depth coverage of issues related to King's legacy. We air speeches by visiting speakers and produce special programs featuring the views of local students. We partner with the Indiana University Media School to offer journalism opportunities and training. In addition, WFHB is partnered with local high schools to provide youth, ages 13 to 18, with the opportunity to be on-air personalities, programmers, and DJs every Saturday evening. Youth radio is a sacred Saturday space where free form radio prevails for high school kids who creatively program this 4-hour slot. The primary focus of WFHB programming is local — local music, local news and local public affairs. WFHB partners with the Lotus World Music and Arts Festival held in Bloomington. International artists perform during an annual festival. Musicians visiting Bloomington for this festival play live on the air and talk about their country and offer cultural perspectives.

**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.

WFHB's collaboration with CATS (Community Access Television Services) to produce a weekly 30-minute show that recaps government meetings as well as stories related to those meetings. The show airs on CATS at the end of the week and segments air on WFHB throughout the week. The WFHB News Department reports in-depth on issues that other news services do not cover thoroughly, if at all. The stories we are reporting on shed light on local politics and policy. The fruits of the partnership of WFHB and CATS can be viewed at <http://catstv.net/government.php?issearch=banner&webquery=CATSweek> and <http://wfhb.org/category/news/dln/>

**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 2019, and any plans you have made to meet the needs of these audiences during Fiscal Year 2020. If you regularly broadcast in a language other than English, please note the language broadcast.

Original programming included Bring It On! (issues, events, and news updates for the African American community), Hola Bloomington (issues, events, and news updates for the Spanish Speaking population of south central Indiana), bloomingOUT (issues, events, and news updates for the LGBTQI community in south central Indiana), Voices in the Street (volunteers hit the streets of Bloomington to gather public opinion on issues that may be on the minds of local people). WFHB continues to collaborate with social service providers — working to share information about services to the community at large, serving as media sponsor to their events (again, promoting their activities), and working with area organizations to produce educational programming of under-served populations in the community. Each Martin Luther King, Jr. Day, WFHB partners with the City of Bloomington to produce in-depth coverage of issues related to King's legacy. We air speeches by visiting speakers and produce special programs featuring the views of local students. Youth Radio airs each Saturday evening offering high school youth with the opportunity to be on-air personalities, programmers, and DJs every Saturday. These efforts expose at-risk youths to community radio and educate them about the opportunity to be on the radio.

**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?

During the last 27 years, WFHB has provided invaluable community service (as described above). The loss of CPB funding would fundamentally affect the station's ability to provide the essential news, information, and perspective that is invaluable to our listeners in South Central Indiana. CPB has helped us build the financial framework and staff structure, particularly in our News Department, which has allowed us to increase our reach and produce local news content. This framework consists of three full time staff: General Manager, Music Director, News Director. As well as two part-time: Chief Engineer, Assistant News Director. Any disruption in CPB funding, for us, would require a restructuring of the organization, putting staff positions in jeopardy, in an already lean operation. While most of our budget comes from other sources, any decrease or loss of CPB funding also limits our ability to grow and to strengthen connections in our community.

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

Comments

Question

Comment

No Comments for this section