

Grantee Information

ID	1451
Grantee Name	WIAA-FM
City	Interlochen
State	MI
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=""/>	<input type="text" value="0"/>				
Managers - 2000	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="2"/>
Technicians - 4000	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text" value=""/>	<input type="text" value="0"/>				
Office and Clerical - 5100	<input type="text" value=""/>	<input type="text" value="0"/>				
Craftspersons (Skilled) - 5200	<input type="text" value=""/>	<input type="text" value="0"/>				
Operatives (Semi-Skilled) - 5300	<input type="text" value=""/>	<input type="text" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text" value=""/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text" value=""/>	<input type="text" value="0"/>				
Total	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

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" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Sales Workers - 4500	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="6"/>

1.1 Employment of Full-Time Radio Employees

Jump to question:

Major Job Category / Job Code / Joint Employee	Persons with Disabilities
Officials - 1000	<input type="text" value="0"/>
Managers - 2000	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>
Technicians - 4000	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>

Service Workers - 5500

Total

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

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

1.2 Major Programming Decision Makers

Jump to question: 1.2

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	Total
Female Major Programming Decision Makers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Male Major Programming Decision Makers	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Total	<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: 1.3

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000	<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"/>	<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" 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"/>
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" value="0"/>				
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text" value="0"/>				
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
Total	<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="1"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000

Managers - 2000	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="0"/>
Technicians - 4000	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="0"/>
Operatives (Semi-skilled) - 5300	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text" value="0"/>
Service Workers - 5500	<input type="text" value="0"/>
Total	<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" value="1"/>	<input type="text" value="1"/>
Professionals - 3000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
Technicians - 4000	<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" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="4"/>

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	<input type="checkbox"/>
Direct Mail	<input type="checkbox"/>
Telemarketing	<input type="checkbox"/>
Other development activities	<input checked="" type="checkbox"/>
Legal services	<input checked="" type="checkbox"/>
Human Resource services	<input type="checkbox"/>
Accounting/Payroll	<input type="checkbox"/>
Computer operations	<input type="checkbox"/>
Website design	<input type="checkbox"/>
Website content	<input type="checkbox"/>
Broadcasting engineering	<input type="checkbox"/>
Engineering	<input checked="" type="checkbox"/>
Program director activities	<input type="checkbox"/>
None of the above	<input type="checkbox"/>

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
Chief Executive Officer	<input type="text" value="1.00"/>	<input type="text" value="\$ 120,000"/>	<input type="text" value="1"/>
Chief Executive Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Operations Officer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Financial Officer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Publicity, Program Promotion Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Programming Director	<input type="text" value="1.00"/>	<input type="text" value="\$ 55,000"/>	<input type="text" value="1"/>
Programming Director - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Producer	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Producer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Development, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Member Services, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Auction Fundraising, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Underwriting, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Operations and Engineering, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Engineering Chief	<input type="text" value="1.00"/>	<input type="text" value="\$ 52,000"/>	<input type="text" value="13"/>
Engineering Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Broadcast Engineer 1	<input type="text"/>	<input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Production Engineer	<input type="text" value="1.00"/>	<input type="text" value="\$ 43,500"/>	<input type="text" value="25"/>
Production Engineer - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Facilities, Satellite and Tower Maintenance, Chief	<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"/>
Technical Operations, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Education, Chief	<input type="text"/>	<input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Information Technology, Director	<input type="text"/>	<input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>
Volunteer Coordinator	<input type="text"/>	<input type="text"/>	<input type="text"/>

Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director	1.00	\$ 59,000	16
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Director	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Music Librarian/Programmer	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent	2.00	\$ 36,000	2
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter	3.00	\$ 40,000	3
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"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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"/>
Total	10.00	\$ 405,500	61

Comments

Question Comment
 No Comments for this section

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Elected by community/membership

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

Other (please specify below)

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

3.1 Governing Board Method of Selection Jump to question: [3.1](#) ▼

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

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

Please report the racial or ethnic group of the members of your governing board by gender. Please also report the number of governing board members with a disability.

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

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

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

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	Total
Female Board Members	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="6"/>
Male Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="17"/>	<input type="text" value="21"/>
Total	<input type="text" value="3"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="22"/>	<input type="text" value="27"/>

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

Number of Vacant Positions

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

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

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

Number of Board Members with disabilities

Comments

Question Comment

No Comments for this section

4.1 Community Outreach Activities Jump to question:

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:

- | | |
|--|--------|
| | Yes/No |
| Produce public service announcements? | No |
| Did the public service announcements have a specific, formal component designed to be of special service to the educational community? | No |
| Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | No |
| Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)? | 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? | No |
| Produce/distribute informational materials based on local or national programming? | Yes |
| Did the informational programming materials have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | No |
| Host community events (e.g. benefit concerts, neighborhood festivals)? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the educational community? | Yes |
| Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences? | No |
| 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? | No |
| 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:

Instructions and Definitions:

5.1 Radio Programming and Production Jump to question:

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" value="0"/>	<input type="text" value="2,845"/>	<input type="text" value="2,845"/>
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" value="33"/>	<input type="text" value="58"/>	<input type="text" value="91"/>
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="0"/>	<input type="text" value="30"/>	<input type="text" value="30"/>
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" value="0"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
All Other (incl. sports and religious — Do NOT include fundraising)	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Total	<input type="text" value="33"/>	<input type="text" value="2,935"/>	<input type="text" value="2,968"/>

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

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

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.**

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.

Interlochen Public Radio is committed to the mission of Interlochen Center for the Arts: to engage and inspire people worldwide through excellence in educational, artistic and cultural programs. IPR has two services, a classical music service and a news and information service, dedicated to this mission. We are committed to serving northwest Michigan with coverage of the news and issues relevant to the region, including coverage of our strong arts and culture community along with coverage of the environment, the economy, health care and the underserved. We do this with a multi-platform approach, availing ourselves of the opportunities presented by the increasingly important digital space to engage our audiences with content that has national and international relevance. We offer live streaming of our content, recordings of special performances, original programs that include our weekly arts and culture segment, The Green Room and our new, one-hour weekly program, Show Tunes with Kate Botello, as well as special reports and series on the news side. In 2015, our most ambitious news series, Which Way to Paradise, focussed on the influx of newcomers to the region and the issues beyond the scenery that would affect their lives. The series, which experienced a record number of visitors to our website, engaged newcomers eager to learn about the economic, environmental and political issues relevant to the region, as well as the vibrant arts and culture community which enriches life in this area. As part of Interlochen Center for the Arts, a world-renowned arts educational institution, all of our programming has a strong educational component and involves close collaboration with the faculty and staff of ICA. As a community service, we also offer daily information on educational events, including performances, workshops and non-profit sponsored programs. We have an active Community Advisory Council that meets four times a year to provide input and feedback on our content. We also conducted two intensive audience surveys in 2015 that helped in our programming decisions on both the news and classical services.

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.

Key initiatives included building audience awareness about the region and the world; engaging new audiences, particularly younger, more diverse audiences; and providing a strong community service. We collaborate regularly with Michigan Radio, National Public Radio and the Michigan Public Radio Network, our statewide news service providing political coverage to public radio stations throughout Michigan. In 2015, IPR General Manager Sally Eisele was named MPBS board liaison to MPRN, responsible for overseeing content and deliverables for the network. At Interlochen Center for the Arts, we work closely with our colleagues on a regular collaborations and in 2015 began production on a pilot that we hope will be a nationally distributed series on artists. The project begins with the story of Aaron Copland. We also maintain strong community ties in the region and partner with a number of non-profits, including the Opera House in Traverse City, the National Writers Series, Michigan Writers and Northwestern Michigan College. Our business ties include the Traverse City Chamber of Commerce, the Harbor Springs and Frankfort Rotary Clubs and the Newcomers Club of Traverse City.

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.

The biggest impact of our work, from both the classical and news services, has been increased audience awareness. On the classical side, we seek to enlighten as well as entertain, with an approachable style and a variety of musical offerings that we are using to engage younger audiences as well as our core. Acclaimed conductor JoAnn Falletta, who was a guest conductor for the World Symphony Orchestra at Interlochen in 2015, says about IPR, "I listen all the time when I'm here, but also on the internet when I'm not. And I love what I hear. I learn a great deal and I feel part of a radio station that keeps the greatest heritage of western music alive for all of us". On the news side, we completed an in depth series in 2015 called Which Way to Paradise, in which we looked at who was moving here, one of the most scenic regions in the country; why they were coming; and what issues they would face upon arrival. This series exposed issues of poverty, health care, transportation and the economy that were far from the paradise described in the tourist magazines.

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 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.

Our coverage in 2015 has included continued coverage of minority and other diverse communities in northwest Michigan. News Director Peter Payette does most our reporting on the Indian community in our region. His work includes a 2015 piece on the legacy of Henry Schoolcraft, a man who contributed much toward Michigan's eventual statehood, and along the way brokered a land deal with regional Indian tribes that cost them millions of acres of land. He also did a piece for our living history series exploring an historic court decision on Indian fishing rights in Michigan. Our Which Way to Paradise series uncovered a number of issues affecting rural residents and the poor, including issues related to health care, transportation and jobs. That series will result in a follow-up series in 2016 focussing more deeply on the rural residents of northern Michigan.

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?

CPB funding is critical to sustaining programming at our current level. It affects all that we do. It enables us to maintain a small staff that is able to do do substantive reporting beyond basic newscasts that would not be possible without funds from CPB. In addition, CPB funding makes possible the production of original content for our classical audiences on air and on-line, including Studio A interviews with some of the top performers in the world and production of the Green Room, our weekly arts and culture series that we will be distributing as a podcast as well as through social media, our website and our airwaves.

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

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

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										
Total	1	0	0	1	0	0	0	0	0	

Comments
Question

Comment

No Comments for this section