

Grantee Information

ID	1760
Grantee Name	WILL-TV
City	Urbana
State	IL
Licensee Type	University

1.1 Employment of Full-Time Television and Joint Employees

Jump to question: ▾

Please enter the number of FULL-TIME TELEVISION and JOINT 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 Television and Joint 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 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000 - Joint	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text" value="5"/>
Technicians - 4000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Technicians - 4000 - Joint	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Office and Clerical - 5100 - Joint	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="4"/>
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300 - Joint	<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"/>

Laborers (Unskilled) - 5400 - TV Only

Laborers (Unskilled) - 5400 - Joint 0

Service Workers - 5500 - TV Only 0

Service Workers - 5500 - Joint 0

Total 2 0 0 0 11 13

1.1 Employment of Full-Time Television and Joint Employees

Jump to question: 1.1

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	Total
Officials - 1000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Officials - 1000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Managers - 2000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Managers - 2000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 4	<input type="text"/> 4
Professionals - 3000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Professionals - 3000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 4	<input type="text"/> 4
Technicians - 4000 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Technicians - 4000 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 4	<input type="text"/> 4
Sales Workers - 4500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Sales Workers - 4500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Office and Clerical - 5100 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Office and Clerical - 5100 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Craftspersons (Skilled) - 5200 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Craftspersons (Skilled) - 5200 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Operatives (Semi-Skilled) - 5300 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Operatives (Semi-Skilled) - 5300 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Laborers (Unskilled) - 5400 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Laborers (Unskilled) - 5400 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Service Workers - 5500 - TV Only	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Service Workers - 5500 - Joint	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Total	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 12	<input type="text"/> 12

1.1 Employment of Full-Time Television and Joint Employees

Jump to question: 1.1

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000 - TV Only

Officials - 1000 - Joint

Managers - 2000 - TV Only

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

1.1 Employment of Full-Time Television and Joint Employees

Jump to question:

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

N/A

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"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="2"/>
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"/>
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="3"/>	<input type="text" value="3"/>

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.

1.3 Employment of Part-Time Television and Joint Employees

Jump to question: 1.3

Please enter the number of PART-TIME employees, both TV-only and Joint, 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 Television and Joint Employees

Jump to question: 1.3

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	Total
Officials - 1000						0
Managers - 2000						0
Professionals - 3000	2				8	10
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100	1	1			7	9
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300	1	1		2	2	6
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	4	2	0	2	17	25

1.3 Employment of Part-Time Television and Joint 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					1	1
Managers - 2000						0
Professionals - 3000				1	2	3
Technicians - 4000						0
Sales Workers - 4500						0
Office and Clerical - 5100						0
Craftspersons (Skilled) - 5200						0
Operatives (Semi-skilled) - 5300		1			9	10
Laborers (Unskilled) - 5400						0
Service Workers - 5500						0
Total	0	1	0	1	12	14

1.3 Employment of Part-Time Television and Joint Employees

Jump to question: 1.3

Major Job Category / Job Code

- 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**

Persons with Disabilities

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

30

1.4 Part-Time Employment

Jump to question: **1.4** ▼

Number working 15 or more hours per week

9

1.5 Full-Time Hiring

Jump to question: **1.5** ▼

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

1.5 Full-Time Hiring

Jump to question: **1.5** ▼

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

1.5 Full-Time Hiring

Jump to question: **1.5** ▼

Major Job Category / Job Code	Minority Female	Non-Minority Female	Minority Male	Non-Minority Male	Total
Officials - 1000					0
Managers - 2000					0
Professionals - 3000	4	1		2	7
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	4	1	0	2	7

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:

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

- None
- Development Activities
- Legal Services
- Human Resources Services
- Accounting/Payroll Services
- Computer Operations
- Engineering

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 - TV Only</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
<u>Chief Executive Officer - Joint</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer - TV Only</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Operations Officer - Joint</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Financial Officer - TV Only</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Chief Financial Officer - Joint</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="74,923"/>	<input type="text" value="28"/>
<u>Publicity, Program Promotion Chief - TV Only</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
<u>Publicity, Program Promotion Chief - Joint</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="55,818"/>	<input type="text" value="4"/>
<u>Communication and Public Relations, Chief - TV Only</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Communication and Public Relations, Chief - Joint</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="48,675"/>	<input type="text" value="2"/>
<u>Programming Director - TV Only</u>	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text"/>
<u>Programming Director - Joint</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="56,579"/>	<input type="text" value="27"/>
<u>Production, Chief - TV Only</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief - Joint</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer - TV Only</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

Executive Producer - Joint		\$	
Producer - TV Only		\$	
Producer - Joint		\$	
Director - (Television Production ONLY)		\$	
Development, Chief - TV Only		\$	
Development, Chief - Joint	1.00	\$	78,898 28
Member Services, Chief - TV Only		\$	
Member Services, Chief - Joint	1.00	\$	52,659 4
Membership Fundraising, Chief - TV Only		\$	
Membership Fundraising, Chief - Joint		\$	
On-Air Fundraising, Chief - TV Only		\$	
On-Air Fundraising, Chief - Joint	1.00	\$	43,126 21
Auction Fundraising, Chief - TV Only		\$	
Auction Fundraising, Chief - Joint		\$	
Underwriting, Chief - TV Only		\$	
Underwriting, Chief - Joint		\$	
Corporate Underwriting, Chief - TV Only		\$	
Corporate Underwriting, Chief - Joint		\$	
Foundation Underwriting, Chief - TV Only		\$	
Foundation Underwriting, Chief - Joint		\$	
Government Grants Solicitation, Chief - TV Only		\$	
Government Grants Solicitation, Chief - Joint		\$	
Operations and Engineering, Chief - TV Only		\$	
Operations and Engineering, Chief - Joint	1.00	\$	80,604 11
Engineering Chief - TV Only		\$	
Engineering Chief - Joint	1.00	\$	55,619 20
Broadcast Engineer 1 - TV Only		\$	
Broadcast Engineer 1 - Joint		\$	
Production Engineer - TV Only		\$	
Production Engineer - Joint		\$	
Facilities, Satellite and Tower Maintenance, Chief - TV Only		\$	
Facilities, Satellite and Tower Maintenance, Chief - Joint		\$	
Technical Operations, Chief - TV Only		\$	
Technical Operations, Chief - Joint		\$	
Education, Chief - TV Only		\$	
Education, Chief - Joint		\$	

Information Technology, Director - TV Only		\$		
Information Technology, Director - Joint		\$		
Instructional Services Director - TV Only		\$		
Parent / Pre-School Coordinator - TV Only		\$		
Volunteer Coordinator - TV Only		\$		
Volunteer Coordinator - Joint		\$		
News / Current Affairs Director - TV Only		\$		
News / Current Affairs Director - Joint		\$		
Announcer / On-Air Talent - TV Only		\$		
Announcer / On-Air Talent - Joint		\$		
Reporter - TV Only		\$		
Reporter - Joint		\$		
Cinema / Videographer - TV Only		\$		
Video Film Editor - TV Only		\$		
Unit / Studio Supervisor - TV Only	1.00	\$	57,818	9
Public Information Assistant - TV Only		\$		
Public Information Assistant - Joint		\$		
Broadcast Supervisor - TV Only		\$		
Broadcast Supervisor - Joint		\$		
Director of Continuity / Traffic - TV Only		\$		
Director of Continuity / Traffic - Joint	1.00	\$	51,398	12
Events Coordinator - TV Only		\$		
Events Coordinator - Joint		\$		
Web Administrator/Web Master - TV Only		\$		
Web Administrator/Web Master - Joint		\$		
Total	11.00		656,117	166

Comments

Question Comment

No Comments for this section

3.1 Governing Board Method of Selection

Jump to question:

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

3.1 Governing Board Method of Selection

Jump to question:

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

3.1 Governing Board Method of Selection

Jump to question:

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

3.1 Governing Board Method of Selection

Elected by community/membership

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

Other (please specify below)

Jump to question: 3.1

3.1 Governing Board Method of Selection

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

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	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Male Board Members	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="9"/>
Total	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="10"/>

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

Number of Board Members with disabilities

Jump to question: 3.2

Comments

Question

Comment

No Comments for this section

4.1 Local Community Outreach

Jump to question: 4.1

In what local community outreach or educational activities has your station been involved this year that supports unserved or underserved audiences? Please describe in detail: outcomes, audience served, community response.

During the school year, we serve low-income pre-school-aged children in Champaign County via our Book Mentor Project: a multi-media

literacy curriculum that places pairs of volunteers in Head Start and early childhood classrooms to read books and participate in story-related activities. 700 children receive eight books each school year for their home libraries. More than 50 total volunteers donate 600 hours of service in 43 classrooms. Parents are provided activities to do with their children after they re-read the Book Mentor book at home. Family nights at community partners deepen knowledge of subject matter from the book and expose families to local community resources. Head Start assessment shows that the Book Mentor Project supports children's gains in literacy and math. In 2015, WILL was one of 15 stations nationwide to participate in the Re:Dream Project - an immersive digital-first project taking a look at what it means to "make it" in the 21st Century. As part of this initiative, we held two public engagement discussions using video segments from the series to start the moderated conversation. Our conversation at the MultiCultural Community Center in Rantoul focused on new immigrants to this mini-urban community and former Air Force base; our second event took place at the Danville Boys & Girls Club and engaged youth from middle school through high school about their aspirations and challenges. We recorded audio from the event, turned it into a program and broadcast it during our radio call-in talk program known as "The 21st" that is broadcast on 3 other public radio stations across the state. WILL presented "Taco & Tech Night" at the Savoy Head Start in spring 2016. At the event we talked with parents about best practices for using technology with children ages 2-5 and set-up a mobile technology center for the kids to play the Peg + Cat app called "The Big Gig" that helps children count and do simple addition.

4.2 Production Activity

Jump to question:

In what production activity has your station been involved that supports unserved or underserved audiences?

In the fall of 2015, we collaborated with a local social studies teacher and created curriculum for PBS Learningmedia.org for high school social studies teachers nationwide for their Vietnam Units. Our 12-part series featured short video segments, photos, documents and lesson plans created from edited oral history interviews that we conducted in the spring with Vietnam veterans from Illinois and former refugees from Vietnam who fled the country during the war and relocated to Illinois. Our series subject areas included war from a soldier's perspective, self-immolation, the draft, contrasting viewpoints about the war, refusing to fight, and the war's legacy. In the fall of 2015, we produced three, 1-minute "Stories of Champions" spots for AMERICAN GRADUATE DAY. Our video on the director of the MultiCultural Community Center, which provides services to migrant workers, was featured during the national broadcast of AMERICAN GRADUATE DAY in October, 2016. Stations WTVP-TV and WSIL-TV also broadcast our spots. We produced a 1-minute video featuring our ReadyToLearn partnership with Champaign County Head Start day care providers and another 1-minute video about our Illinois Radio Reading Service, a free radio service for the blind and visually impaired community in east central Illinois. 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.

4.3 Program Content in Other Languages

Jump to question:

Do you provide program content in languages other than English? If so, please list your services in this area

We provided simultaneous translation from English to Spanish at our Re:DREAM community engagement event in Rantoul. All of our written Book Mentor Project materials are available in English and Spanish. At our Spring "Taco & Tech Night" we provided Spanish and French interpreters.

4.4 Governance Structure

Jump to question:

Please describe your station's governance structure. Please include information about your station's Board of Directors, Advisory Boards or Panels, Community Boards or Panels, and the Committee Structure under each of these entities. Your response should include but is not limited to:

What are the direct and indirect reporting relationships?

What committees are active and what is their function?

Does your Board have an Audit and Finance Committee?

What are the roles and responsibilities of these Boards, Panels and/or Committees? Etc.

Illinois Public Media (IPM) is licensed to the University of Illinois and governed by the University of Illinois' Board of Trustees. Within the limits of authority fixed by the Illinois constitution and laws, the Board of Trustees exercises final authority over the University. For the proper use of funds appropriated by the General Assembly and for the proper administration and government of the University, the BOT is responsible to the people of Illinois. As the governing body of the University, the BOT exercise jurisdiction in all matters except those for which it delegates authority to the President of the University, other officers or agencies of the University. IPM has a Community Advisory Committee, which furthers the mission of the stations through activities that support, complement and enhance the efforts of IPM staff and the University of Illinois. Responsibilities include gathering information and opinions to ascertain local issues, needs and strength of the communities served by IPM; identifying and encouraging new sources of funding for specific projects to improve or expand services to the community; reviewing and advising on legislation designed to improve the quality of public telecommunications; and considering other issues as requested by IPM. The Committee has no fiduciary responsibilities. The Committee is comprised of at least 21 and not more than 24 Friends of Illinois Public Media who reflect the diverse needs and interests of the communities served by IPM. In addition, the CEO of IPM shall serve as a permanent member not subject to appointment or limitation of terms. There is a chair, a vice-chair, and a secretary. The chair prepares the meeting agenda in consultation with the general manager of IPM, presides at Committee meetings and serves as spokesperson for the Committee. The vice-chair assumes the duties of the chair in his/her absence. The secretary keeps all records of Committee meetings, notifies members of the meetings and serves as spokesperson for the Committee in the absence of the chair and vice-chair. At the final meeting of the year, the nominating committee submits a slate of officers for election by a majority vote of Committee members present. Officers may be elected to a maximum of two consecutive one-year terms. The Committee has four subcommittees: Community Engagement, Fund Development, Legislative and Technology. There is no audit or Finance subcommittee.

4.5 Community Outreach

Jump to question:

CPB is interested in learning more about stations' significant activities planned for the upcoming year - both broadcast and beyond broadcast. What types of on-air programs and off-air activities are you planning in the upcoming year that will connect your station more closely with your community? What goals are you setting in conjunction with these initiatives, and how will you measure your success?

We expect to continue our work with Vietnam veterans and our project partner, The Abraham Lincoln Presidential Library and Museum, and host an engagement panel of local veterans after a 1-hour screening of the Ken Burns/Lynn Novick series, "Vietnam," in September 2017. We have become an official Design Squad Global station. We will engage public school children ages 10-13 in conducting engineering experiments and interacting with their peers around the globe using the Design Squad curriculum. We will continue our Book Mentor Project for the 14th year in 2017/2018 and are engaged in conversations with community partners and businesses about adding a parental component. We are in the early stages of our "Facing the Gun Crisis" media engagement project and are creating a video profile about a man who lost his son to gun violence and are in the planning stages of an even to bring families together who have lost loved ones to gun violence. We will give presentations about PBS LearningMedia.org to teachers at two Illinois Conferences. We are planning to collaborate with Heart of Illinois United Way to create in-person and on-line professional development for pre-school and kindergarten teachers in early math.

Comments

Question Comment

No Comments for this section

5.1 Journalists

Jump to question: 5.1 ▼

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.

5.1 Journalists

Jump to question: 5.1 ▼

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="0"/>	<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"/>
Senior 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"/>
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" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Executive Producer	<input type="text" value="0"/>	<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" value="0"/>	<input type="text"/>	<input type="text"/>
Senior Producer	<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" value="0"/>	<input type="text" value="1"/>	<input type="text"/>
Producer	<input type="text" value="0"/>	<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" value="0"/>	<input type="text" value="0"/>	<input type="text"/>
Associate Producer	<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"/>
Reporter/Producer	<input type="text" value="0"/>	<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"/>
Host/Reporter	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>
Reporter	<input type="text" value="0"/>	<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"/>
Beat Reporter	<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"/>
Anchor/Reporter	<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"/>
Anchor/Host	<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"/>
Videographer	<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"/>
Video 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"/>
Other positions not already accounted for	<input type="text"/>	<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"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="0"/>	<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="0"/>

Comments

Question Comment

Question
No Comments for this section

Comment