

**Grantee Information**

<b>ID</b>	1760
<b>Grantee Name</b>	WILL-TV
<b>City</b>	Urbana
<b>State</b>	IL
<b>Licensee Type</b>	University

**1.1 Employment of Full-Time Television and Joint Employees**

Jump to question: 1.1

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: 1.1

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						0
Officials - 1000 - Joint						0
Managers - 2000 - TV Only						0
Managers - 2000 - Joint					5	5
Professionals - 3000 - TV Only						0
Professionals - 3000 - Joint					4	4
Technicians - 4000 - TV Only						0
Technicians - 4000 - Joint						0
Sales Workers - 4500 - TV Only						0
Sales Workers - 4500 - Joint						0
Office and Clerical - 5100 - TV Only						0
Office and Clerical - 5100 - Joint					4	4
Craftspersons (Skilled) - 5200 - TV Only						0
Craftspersons (Skilled) - 5200 - Joint						0
Operatives (Semi-Skilled) - 5300 - TV Only						0
Operatives (Semi-Skilled) - 5300 - Joint						0
Laborers (Unskilled) - 5400 - TV Only						0
Laborers (Unskilled) - 5400 - Joint						0
Service Workers - 5500 - TV Only						0
Service Workers - 5500 - Joint						0
<b>Total</b>	0	0	0	0	13	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						0
Officials - 1000 - Joint					1	1
Managers - 2000 - TV Only						0
Managers - 2000 - Joint					3	3
Professionals - 3000 - TV Only					2	2
Professionals - 3000 - Joint		1	0		4	5
Technicians - 4000 - TV Only						0
Technicians - 4000 - Joint					3	3
Sales Workers - 4500 - TV Only						0
Sales Workers - 4500 - Joint						0
Office and Clerical - 5100 - TV Only						0
Office and Clerical - 5100 - Joint						0
Craftspersons (Skilled) - 5200 - TV Only						0
Craftspersons (Skilled) - 5200 - Joint						0
Operatives (Semi-Skilled) - 5300 - TV Only						0
Operatives (Semi-Skilled) - 5300 - Joint						0
Laborers (Unskilled) - 5400 - TV Only						0
Laborers (Unskilled) - 5400 - Joint						0
Service Workers - 5500 - TV Only						0



Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
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="3"/>	<input type="text" value="3"/>
Technicians - 4000	<input type="text"/>	<input type="text" value="0"/>				
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text" value="4"/>
Operatives (Semi-skilled) - 5300	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="10"/>	<input type="text" value="12"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text" value="0"/>				
<b>Total</b>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="17"/>	<input type="text" value="21"/>

**1.3 Employment of Part-Time Television and Joint 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"/>	<input type="text" value="0"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office / Service Workers - 5100-5500	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
<b>Total</b>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>

**1.6 Full-Time and Part-Time Job Openings**

Jump to question: [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

- 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: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Executive Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="97,394"/>	<input type="text" value="3"/>
<u>Chief Operations Officer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Operations Officer - Joint	<input type="text"/>	\$ <input type="text" value="0"/>	<input type="text" value="0"/>
<u>Chief Financial Officer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Chief Financial Officer - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="74,923"/>	<input type="text" value="26"/>
<u>Publicity, Program Promotion Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text" value="0"/>
Publicity, Program Promotion Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="55,819"/>	<input type="text" value="2"/>
<u>Communication and Public Relations, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Communication and Public Relations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Programming Director</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Programming Director - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="56,579"/>	<input type="text" value="25"/>
<u>Production, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Executive Producer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u> - TV Only	<input type="text" value="1.00"/>	\$ <input type="text" value="43,073"/>	<input type="text" value="3"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director - (Television Production ONLY)</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Development, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Development, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="78,989"/>	<input type="text" value="2"/>
<u>Member Services, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Member Services, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="52,659"/>	<input type="text" value="2"/>
<u>Membership Fundraising, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="43,127"/>	<input type="text" value="19"/>
<u>Auction Fundraising, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Corporate Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Corporate Underwriting, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="58,500"/>	<input type="text" value="20"/>
<u>Foundation Underwriting, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Foundation Underwriting, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Government Grants Solicitation, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Government Grants Solicitation, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Operations and Engineering, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="80,605"/>	<input type="text" value="9"/>
<u>Engineering Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Engineering Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Engineer 1</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text" value="2.00"/>	\$ <input type="text" value="57,299"/>	<input type="text" value="11"/>
<u>Production Engineer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Production Engineer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Facilities, Satellite and Tower Maintenance, Chief</u> - TV Only	<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"/>
<u>Technical Operations, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Education, Chief</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="44,000"/>	<input type="text" value="1"/>
<u>Information Technology, Director</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Instructional Services Director</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Parent / Pre-School Coordinator</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>News / Current Affairs Director</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<u>Announcer / On-Air Talent</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Cinema / Videographer</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Video Film Editor</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Unit / Studio Supervisor</u> - TV Only	<input type="text" value="1.00"/>	\$ <input type="text" value="57,819"/>	<input type="text" value="7"/>
<u>Public Information Assistant</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Public Information Assistant - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Broadcast Supervisor</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Director of Continuity / Traffic - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="51,399"/>	<input type="text" value="10"/>
<u>Events Coordinator</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u> - TV Only	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text" value="1.00"/>	\$ <input type="text" value="67,794"/>	<input type="text" value="16"/>
<b>Total</b>	<input type="text" value="16.00"/>	\$ <input type="text" value="919,979"/>	<input type="text" value="156"/>

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** Jump to question:

Elected by community/membership

**3.1 Governing Board Method of Selection** Jump to question:

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

**3.1 Governing Board Method of Selection** Jump to question:

Other (please specify below)

**3.1 Governing Board Method of Selection** Jump to question:

Three student trustees elected by referenda, one from each of three University of Illinois campuses.

**3.1 Governing Board Method of Selection** Jump to question:

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

**3.2 Governing Board Members** Jump to question:

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

**3.2 Governing Board Members** Jump to question:

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

**3.2 Governing Board Members** Jump to question:

	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="4"/>	<input type="text" value="5"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text" value="8"/>
<b>Total</b>	<input type="text" value="2"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="10"/>	<input type="text" value="13"/>

**3.2 Governing Board Members** Jump to question:

Number of Vacant Positions

**3.2 Governing Board Members** Jump to question:

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

**3.2 Governing Board Members** Jump to question:

Number of Board Members with disabilities

Comments

**Question** **Comment**

No Comments for this section

**4.1 Local Community Outreach** Jump to question:

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.

Illinois Public Media serves low income, at-risk children and families with free books, family events, and workshops and resources for parents and teachers. By working with Head Start, early childhood programs, public schools and local libraries, our educational outreach initiatives reach underserved populations. Our educational activities for FY14 are described in the following paragraphs. We served 724 Head Start and early childhood families with our Book Mentor Project. As part of this project, trained volunteer readers (or Book Mentors) go into classrooms once a month to read a book and do a related activity with the children. Through this project, our station distributes more than 5,000 books

and trains more than 60 teachers and 100 volunteers each year. In FY 14, the Book Mentor Project conducted 258 classroom visits, hosted family nights for 342 children and families, and sponsored field trips for 318 children and 67 adults. Working with Head Start administration, we examined the strengths and weaknesses in their classroom math and science curriculum and found digital media resources, books and activities to support the weakest areas. Then we aligned all of our Book Mentor Project activities to their curriculum and assessment tool, Teaching Strategies Gold. We integrated Ready To Learn Mobile Learning Labs into four Head Start and early childhood classrooms. Teachers in these classrooms used PBS apps, books and games with mobile devices (iPad and Kindle Fire) and Smart Boards over a 16-week period and documented both their activities and students' response. Data was analyzed and used to create a list of best practices for integrating more digital media into our work with teachers, children and families. As part of this initiative, we distributed gift codes for 2,000 PBS mobile apps to underserved families. We conducted 26 professional development workshops for 300 public school teachers and early childhood professionals in low-income and rural districts. Workshop topics included early literacy, math, science, and technology and digital media. In addition, we worked with other public broadcasters across the state to host two webinars for 400 educators and administrators. We conducted tours for 700+ fourth grade students and 35 teachers in Champaign Unit 4 Schools. We worked with the district's social studies curriculum coordinator to design a tour that would expand the students' understanding of primary sources. During the tour, students learned how we use primary sources to create documentaries and other content. Although we provided tours for each of the eleven elementary schools in the district, six of those schools serve low income populations of 60 percent or higher. Illinois Radio Reader The Illinois Radio Reader is a free radio service for the blind and visually impaired community of east central Illinois. We keep more than 560 listeners are kept up-to-date on world, national, state and local news via a special radio receiver. The service depends on more than 40 volunteer readers, who produce some 80 hours of local programming each week. Stratton Leadership & MicroSociety Magnet School Illinois Public Media helped students and teachers at Stratton Leadership & MicroSociety Magnet School in Champaign create, maintain and staff their 21st Century Digital Media Center. Their Center allows them to run their own video production studio, anchor newscasts, write and videotape stories, edit video and publish content on their website, strattonsociety.org. Stratton's 21st Century Digital Media Center is part of their micro society and is one of 23 businesses, services, centers, organizations or non-profit agencies run by students Mondays-Thursdays the first hour of the school day. WILL staff created the curriculum for the Center, aligning it with state standards for technology competencies for 3rd through 5th grade students. WILL received a grant from Unit 4 Schools to support Stratton for the 2012-2015 school years. By the time WILL's involvement ends, the students and teachers will be able to run their Media Center on their own. In addition to the media center, Illinois Public Media provides media literacy instruction for every student at Stratton. We work with teachers at each grade level (K-5) to design media literacy activities that align with their Social Studies and English Language Arts curriculum. The content of the lessons varies for each grade, but the overall goals are to 1) provide an overview of media literacy, 2) examine personal and family media use, and 3) introduce media literacy and the key concepts involved in media analysis and production. Over the course of the school year, IPM staff works with teachers at Stratton to present 91 media literacy lessons to 446 students

**4.2 Production Activity**

Jump to question: 4.2

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

Illinois Public Media is helping students and teachers at Stratton School in Champaign create, maintain and staff their 21st Century Digital Media Center. IPM received a grant from Unit 4 Schools to support Stratton for the 2012-2015 school years. We have entered into the final year of the grant. The Center allows the students to run their own video production studio, anchor newscasts, write and videotape stories, edit video and publish content on their website http://strattonsociety.org. IPM staff created the curriculum for the Center, aligning it with state standards for technology competencies for 3rd through 5th grade students. Stratton Elementary is a progressive learning environment that recognizes, respects, and supports the gifts, talents, and diversity of our school community. Their mission statement aligns closely with the IPM mission, "Working collaboratively, Stratton students, Staff, Families, and Community Partners foster a diverse and nurturing learning environment". Mid-American Gardener is a weekly live call-in/roundtable discussion program hosted by horticulture expert Dianne Noland. Dianne and the expert panelists provide roundtable show-and-tell presentations, answer letter and video questions from viewers and provide animated roll-ins featuring fun facts and other gardening questions and answers. The program airs on public television stations in Champaign/Urban, Chicago, Peoria, Springfield, Quincy, Macomb and Charleston as well as on WILL-AM 580.

**4.3 Program Content in Other Languages**

Jump to question: 4.3

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

No, we do not broadcast content in a second language. When available, we offer descriptive video services DVS on our SAP channel.

**4.4 Governance Structure**

Jump to question: 4.4

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 Board of Trustees is responsible to the people of Illinois. As the governing body of the University, the Board of Trustees exercises jurisdiction in all matters except those for which it has delegated 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 strengths of the communities served by IPM; heightening community awareness of IPM and services provided; advocating for broad-based support of IPM; identifying and encouraging new sources of funding for specific projects to improve or expand service 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 twenty-one (21) and not more than twenty-four (24) Friends of Illinois Public Media who reflect the diverse needs and interests of the communities served by Illinois Public Media. In addition the executive director of Illinois Public Media 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 executive director of Illinois Public Media, 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 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 three subcommittees: Community Engagement, Fund Development and Legislative. There is no Audit or Finance subcommittee.

**4.5 Community Outreach**

Jump to question: 4.5

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?

Illinois Public Media will continue with the Stratton Elementary School and Book Mentor projects for another year as described in Section 4.1. We will explore the social and human dimensions of the Vietnam War by focusing on eyewitness testimonies of so-called "ordinary" residents of downstate Illinois - Americans and Vietnamese who served in the Vietnam conflict, those who were conscientious objectors or draft resisters, and those who were displaced and relocated to Illinois from Vietnam. Illinois Public Media and our project partners will conduct videotaped oral histories interviews that will be turned into a series of stories for radio, TV and web; multi-media lesson plans for teachers; and interactive community discussion panels. We received a RTL Transmedia grant along with WTVP-TV and WSUI-TV. As part of this work, we have partnered with family child care providers at Champaign County Head Start and the Multicultural Community Center to provide support for math skills in 2-8 year old children at these facilities. We will provide professional training for the childcare providers and teachers to use RTL Transmedia content to support math learning and 21st Century digital literacy.

**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"/>										
Assistant News Director	<input type="text"/>										
Managing Editor	<input type="text"/>										
Senior Editor	<input type="text"/>										
Editor	<input type="text"/>										

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

Comments

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