

Grantee Information

ID	1487
Grantee Name	KWMU-FM
City	St. Louis
State	MO
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	More Than One Race Females	Total
Officials - 1000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="5"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="2"/>
Professionals - 3000	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="13"/>	<input type="text"/>	<input type="text" value="20"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Operatives (Semi-Skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="7"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="2"/>	<input type="text" value="18"/>	<input type="text" value="0"/>	<input type="text" value="27"/>

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	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Managers - 2000	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text" value="8"/>
Professionals - 3000	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="11"/>	<input type="text"/>	<input type="text" value="13"/>
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="1"/>
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

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

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Professionals - 3000	1	<input type="text"/>	<input type="text"/>	1	2	<input type="text"/>	4
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	<input type="text"/>	1
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total	1	0	0	1	3	0	5

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Professionals - 3000	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	2	<input type="text"/>	4
Technicians - 4000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Sales Workers - 4500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Office and Clerical - 5100	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Craftspersons (Skilled) - 5200	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Operatives (Semi-skilled) - 5300	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Laborers (Unskilled) - 5400	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Service Workers - 5500	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0
Total	2	0	0	0	2	0	4

1.3 Employment of Part-Time Radio Employees

Jump to question: 1.3

Major Job Category / Job Code

Persons with Disabilities

Officials - 1000	<input type="text"/>	0
Managers - 2000	<input type="text"/>	0
Professionals - 3000	<input type="text"/>	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" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>
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"/>	<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"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="2"/>

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

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

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

Number of full-time and part-time job openings

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

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

1.7 Hiring Contractors

Jump to question: 1.7

Check all that apply

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

Comments

Question **Comment**

No Comments for this section

2.1 Corporate Management

Jump to question: 2.1

	# of Employees	Avg. Annual Salary	Average Tenure
<u>Chief Executive Officer</u>	1.00	\$ 189,108	3
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>	1.00	\$ 93,150	3
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>	1.00	\$ 90,656	18
Chief Digital Media Operations - Joint		\$	

2.1 Corporate Management

Jump to question: 2.1

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

Chief of Staff, #employees 1, avg. salary \$75,000 avg. tenure 1 yr. Bus Oper Assoc I, # employees 1, avg salary \$55,141, avg, tenure 3 yrs

2.2 Communication and Promotions

Jump to question: 2.2

<u>Publicity, Program Promotion Chief</u>		\$	
Publicity, Program Promotion Chief - Joint		\$	
<u>Communication and Public Relations, Chief</u>		\$	
Communication and Public Relations, Chief - Joint		\$	
<u>Head of Audience</u>		\$	

Head of Audience - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Social Media Specialist / Manager</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Social Media Specialist / Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.2 Communication and Promotions

Jump to question:

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

Communications Specialist, # employees 1, avg. salary \$62,400, avg years 2 Visual Comm Specialist, # employees 1, avg. salary \$60,000, avg years 1 Digital Developer, # employees 1, avg. salary \$55,424, avg years 5

2.3 Programming and Productions

Jump to question:

<u>Programming Director</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="105,000"/>	<input type="text" value="2"/>
Programming Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production, Chief</u>	<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>	<input type="text" value="1.00"/>	\$ <input type="text" value="83,200"/>	<input type="text" value="6"/>
Executive Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Producer</u>	<input type="text" value="3.00"/>	\$ <input type="text" value="64,013"/>	<input type="text" value="3"/>
Producer - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Content Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Content Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Digital Project Manager</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Digital Project Manager - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Managing Director, Audience Engagement</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Managing Director, Audience Engagement - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.3 Programming and Productions

Jump to question:

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

Production Assistant, # employees 1, avg. salary \$ 33,415 , avg. tenure 3 yrs

2.4 Development and Fundraising

Jump to question:

<u>Development, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="113,850"/>	<input type="text" value="3"/>
Development, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Member Services, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="70,639"/>	<input type="text" value="3"/>
Member Services, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Membership Fundraising, Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="87,360"/>	<input type="text" value="3"/>
Membership Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Major Giving Fundraising Chief</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="77,677"/>	<input type="text" value="14"/>
Major Giving Fundraising Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>On-Air Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
On-Air Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Auction Fundraising, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Auction Fundraising, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.4 Development and Fundraising

Jump to question:

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

Development Coordinator, # employees 3, avg. salary \$53,957, avg. tenure 2 yrs Fundraising Data Mgr, # employees 1, avg. salary \$73,000, avg. tenure 1 yr

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

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

2.5 Underwriting and Grant Solicitation

Jump to question: 2.5

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

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

<u>Operations and Engineering, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Operations and Engineering, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Engineering Chief</u>	<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>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Broadcast Engineer 1 - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Production Engineer</u>	<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>	<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>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Technical Operations, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Information Technology, Director</u>	1.00	\$ 59,646	6
Information Technology, Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Web Administrator/Web Master</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Web Administrator/Web Master - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.6 Broadcast Engineering and Information Technology

Jump to question: 2.6

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

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: 2.7

<u>News / Current Affairs Director</u>	4.00	\$ 80,756	4
News / Current Affairs Director - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Director</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Music Librarian/Programmer</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

<u>Announcer / On-Air Talent</u>	<input type="text" value="3.00"/>	\$ <input type="text" value="62,411"/>	<input type="text" value="13"/>
Announcer / On-Air Talent - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Reporter</u>	<input type="text" value="12.00"/>	\$ <input type="text" value="59,967"/>	<input type="text" value="6"/>
Reporter - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Public Information Assistant</u>	<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>	<input type="text" value="1.00"/>	\$ <input type="text" value="80,000"/>	<input type="text" value="1"/>
Broadcast Supervisor - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Director of Continuity / Traffic</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="51,147"/>	<input type="text" value="20"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question:

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

Host/Producer Talk Show, # employees 1, avg. salary \$ 86,940 avg. tenure 2 yrs Engagement Editor, # employees 1, avg. salary \$ 62,733 avg. tenure 3 yrs Interim Digital Editor Visual Data Specialist, # employees 1, avg. salary \$ 70,205 avg. tenure 1 yr Interim Photojournalist, # of employees 1, avg. salary \$ 50,000 avg. tenure 1 yr

2.8 Education and Community Engagement

Jump to question:

<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Education, Chief - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Volunteer Coordinator</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Volunteer Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
<u>Events Coordinator</u>	<input type="text" value="1.00"/>	\$ <input type="text" value="74,098"/>	<input type="text" value="6"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	<input type="text" value="35.00"/>	\$ <input type="text" value="1,442,678"/>	<input type="text" value="114"/>

2.8 Education and Community Engagement

Jump to question:

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

Events Coordinator # employees 1, avg. salary \$ 74,098 , avg. tenure 6 yrs

Comments

Question	Comment
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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:

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	More Than One Race	Total
Female Board Members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="3"/>	<input type="text"/>	<input type="text" value="3"/>
Male Board Members	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="6"/>
Total	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="8"/>	<input type="text" value="0"/>	<input type="text" value="9"/>

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: [4.1](#) ▾

Did the grant recipient engage in any of the following community outreach services, and, if so, did the outreach activity have a specific, formal component designed to be of special service to either the educational community or minority and/or other diverse audiences?

4.1 Community Outreach Activities

Jump to question: [4.1](#) ▾

	Yes/No
Produce public service announcements?	No
Did the public service announcements have a specific, formal component designed to be of special service to the educational community?	No
Did the public service announcements have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	No
Broadcast community activities information (e.g., community bulletin board, series highlighting local nonprofit agencies)?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community activities information broadcast have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

Produce/distribute informational materials based on local or national programming?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?	Yes
Did the informational programming materials have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Host community events (e.g. benefit concerts, neighborhood festivals)?	Yes
Did the community events have a specific, formal component designed to be of special service to the educational community?	Yes
Did the community events have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Provide locally created content for your own or another community-based computer network/web site?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the educational community?	Yes
Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes
Partner with other community agencies or organizations (e.g., local commercial TV station, Red Cross, Urban League, school district)?	Yes
Did the partnership have a specific, formal component designed to be of special service to the educational community?	Yes
Did the partnership have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?	Yes

Comments

Question **Comment**

No Comments for this section

5.1 Radio Programming and Production

Jump to question:

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="0"/>	<input type="text" value="0"/>
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="0"/>	<input type="text" value="152"/>	<input type="text" value="152"/>
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="50"/>	<input type="text" value="450"/>	<input type="text" value="500"/>
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="0"/>	<input type="text" value="0"/>
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="50"/>	<input type="text" value="602"/>	<input type="text" value="652"/>

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
	450

6.1 Telling Public Radio's Story

Jump to question:

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2023. Responses may be shared with Congress or the public. Grantees are required to post a copy of this report (Section 6 only) to their website no later than ten (10) days after the submission of the report to CPB. CPB recommends placing the report in an "About" or similar section on your website. **This section had previously been optional. Response to this section of the SAS is now mandatory.**

Joint licensee Grantees that have filed a 2023 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question:

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

St. Louis Public Radio's mission is to inform and provide a deeper understanding and appreciation of events, ideas and cultures for a more inspired and engaged public. We execute that mission in a variety of ways. Our news coverage focuses on politics, health, education, arts, economic development, environment, race and identity. On the radio, our reporters file newscast stories daily to fill the 13 newscasts that run during NPR's Morning Edition and All Things Considered programs. These stories provide up-to-the minute information on recent news developments. Additionally, reporters also file longer stories that explore issues at length and strive to put these issues in context and provide perspective. Nearly all of our radio stories have a corresponding digital story on our website, stlpr.org. Often, the news stories online are more robust and provide deeper explanations than the newscast reports. All of our online stories are accompanied by photographs of the people, cultures, places, industries and issues that comprise our region. We also produce data visualizations in our web stories that provide graphic representation of trends and issues. We have a one-hour locally produced public affairs talk show that airs weekdays at noon and re-airs at 7 p.m. that reflects the various communities, perspectives and interests of our region and encourages listeners to engage with the program by calling in or communicating with us via social media or email. This year, the St. Louis on the Air production team spent significant time conducting community listening sessions to ascertain information needs among different demographic groups. The sessions prompted the team to consider producing segments about community events and issues raised in the listening sessions. It also shaped how the team considered show topics, giving more weight to a focus of a topic than the "time peg" of an issue. St. Louis Public Radio uses social media platforms, email newsletters, and events to engage with our audience. We have an especially strong presence on Instagram, Facebook, TikTok and Twitter. We use these platforms to share distilled editions of our reports and to direct readers to our digital stories; the platforms also allow us to encourage discussion with the community about issues and solicit feedback and ideas for what we should consider for coverage. We partner with two local newspapers to reach new audiences. The St. Louis American is a historically Black newspaper that we have a content-sharing agreement with. We often work with them to program debates and other discussions. The Belleville News-Democrat is a newspaper that serves the Metro East portion of our listening area. We have a content sharing agreement with the paper and a reporter who focuses coverage on the Metro East community and often works with the newspaper's reporters to produce in-depth stories.

6.1 Telling Public Radio's Story

Jump to question:

2. Describe key initiatives and the variety of partners with whom you collaborated, including other public media outlets, community nonprofits, government agencies, educational institutions, the business community, teachers and parents, etc. This will illustrate the many ways you're connected across the community and engaged with other important organizations in the area.

We held 31 events in FY2023 that attracted about 3,175 people. Events included community partnerships showcasing local storytellers, filmmakers, authors and subject matter experts. Local musicians and theater companies were introduced to new communities while bringing together diverse audiences at our Theatre Showcase (which featured 14 local theater companies). One of our key initiatives to engage the community is the St. Louis Public Radio Teen Photojournalist Prize, which provides professional recognition, publicity, encouragement, training, and resources to high school students from across our listening area. We partnered with the Boys and Girls Clubs of St. Louis to engage underserved communities. The program included hands-on training for about a dozen high school journalists and received financial support from the St. Louis Community Foundation, a local philanthropic nonprofit. St. Louis Public Radio journalists made more than a dozen public appearances at a variety of institutions around the region, including public schools, public and private universities, nonprofits such as the Ethical Society of St. Louis, book stores, book and film festivals and on panel discussions on a local public television show. On our daily talk show, we regularly feature the region's non-profits, arts organizations, schools, religious groups and political groups. We are partners with two area newspapers. The newspapers are the St. Louis American, a newspaper that serves the region's Black community; and the Belleville News-Democrat, a commercial newspaper that covers the Metro East region of our listening area. We have a reporter designated to cover the Metro East and he often works from the Belleville News-Democrat office. We also partner with the University of Missouri-St. Louis by hosting monthly concerts featuring the university's resident quartet, the Ariana String Quartet. We promote their Dr. Martin Luther King Jr. Day event and their Midwest Digital Marketing Conference. We are media sponsors of many more non-profit organization's events, including Frizz Fest, the Urban League, and Legal Services of Eastern Missouri. We also partnered with the Red Cross to host a blood drive and with Cinema St. Louis to exhibit and discuss their short films. We partnered with local libraries in hosting a visit from Aisha Harris and in hosting a community resource event after a school shooting in St. Louis. That event included partnerships with nine other non-profits, focused on health, trauma and healing. We carried live coverage of State of the State addresses from the governors of Missouri and Illinois in partnership with stations in both states. We partnered with NPR to host the Next Generation Radio program to provide training in audio storytelling and information gathering to a diverse group of participants. We work with NPR's Midwest Newsroom and host managing editor Holly Edgell and investigative reporter Kavahn Mansouri in our newsroom. We also collaborate as part of Harvest Public Media to report on rural and agricultural issues.

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 STLPR Teen Photojournalist Prize project is a highlight of our community engagement work. With participation in 2023 from teens representing 61 high schools across the St. Louis region, the contest provides professional recognition, publicity, encouragement, hands-on training, and resources to further the academic development of students who demonstrate a talent for documenting their world through photography. This project included a partnership with the Boys & Girls Clubs of Greater St. Louis. Additionally, our flagship talk show, St. Louis on the Air, is a service to the non-profit organizations in St. Louis by bringing together local leaders and everyday citizens to talk about issues impacting the community. Our producers regularly hear from our guests that being on the show amplified their work and brought donations or volunteers in as a result. We hear from teachers that they use our local and national content in the classroom. One teacher and supporter wrote, "I recently started listening to Morning Edition daily and it has elevated my teaching in ways that I never expected. I love being able to incorporate current events into my lessons. Even my most apathetic 8th graders were engaged as we discussed the challenges that victims of the Texas wildfires were facing trying to feed the surviving livestock. I hear news that I can tie into my teaching at least twice a week, and I think that my students are better off because I am a STLPR listener. Thank you!"

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 2023, and any plans you have made to meet the needs of these audiences during Fiscal Year 2024. If you regularly broadcast in a language other than English, please note the language broadcast.

St. Louis Public Radio spent much of fiscal year 2023 developing the "STL Welcome Kit," a digitally-focused editorial project designed to help St. Louis newcomers understand the history, culture and ins and outs of the region. Our core audience for the project is residents between 25-34 years old who have recently moved to the St. Louis region, including international immigrants. One reason we focused on this audience was that U.S. Census migration data showed that this group is more racially diverse than the St. Louis region's overall population. STL Welcome Kit development began in March 2022 and launched in October 2023. We also continued "STLPR en Español," an initiative we started in 2021 to publish Spanish-language translations of select news stories in order to better serve our region's growing Hispanic and Spanish-speaking populations. We eventually published nine web articles in Spanish during the 2023 fiscal year and have continued the project into the 2024 fiscal year. Community engagement prompts for one of those stories, about homelessness in a St. Louis-area school district, was also printed out in Spanish and distributed at area libraries. St. Louis Public Radio published a 13-episode season of its award-winning podcast on race and class, "We Live Here," that focused on highlighting perspectives and stories from St. Louis' Hispanic community. The season was produced in partnership with "Auténtico!" a local podcast created by Latinx professionals. In September 2022, St. Louis Public Radio launched "Doin' It Our Way," a podcast series, which also aired on our daily talk show, about Black families' experience with traditional schooling in our region and how a growing number of Black families are leaving those schools behind to begin homeschooling. This year, the St. Louis on the Air production team spent significant time conducting community listening sessions to ascertain information needs among different demographic groups, including a focus on voices from minority communities that commercial media often underserves. The sessions prompted the team to produce several segments about community events and issues raised in the sessions.

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 assists in every aspect of our operations. St. Louis Public Radio not only carries national programs for broadcast, but we also serve our community through award-winning local journalism. In Fiscal Year 2023, we won more awards for our journalism (23 honors) than in any other year in our history. Ten years ago, we had five journalists on staff, who provided local reports during our morning and evening broadcasts in slots within Morning Edition and All Things Considered, with limited digital content. Today, through the financial support of our community and CPB, we have been able to expand our local relevance. We now have a newsroom of 30 journalists, providing those local news reports for broadcast plus multiple podcasts, in-depth stories on our website, original content and engagement on social media and newsletters, and in-person events and activities in the community. Our audience reach has grown to more than half a million listeners per month. We also broadcast in the Quincy, Illinois, and Rolla, Missouri, areas, bringing high quality national and international news to these rural and small town communities.

Comments

Question **Comment**

No Comments for this section

7.1 Journalists

Jump to question: 7.1

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

7.1 Journalists

Jump to question: 7.1

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Other
News Director	1	0	0	1	0	0				1		

Assistant News Director												
Managing Editor	1			1						1		
Senior Editor	0											
Editor	5			4	1	0	1			2	1	1
Executive Producer	1			1						1		
Senior Producer	1				1					1		
Producer	2			1	1	1				1		
Associate Producer												
Reporter/Producer												
Host/Reporter	1				1					1		
Reporter	11	0		5	6	3	0	0	0	8		
Beat Reporter												
Anchor/Reporter	2			1	1	1				1		
Anchor/Host												
Videographer	1			1						1		
Video Editor												
Other positions not already accounted for	0	2		2						2		
Total	26	2	0	17	11	5	1	0	2	18	1	1

Comments

Question **Comment**

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1 ▾

CMS is a platform that facilitates creating, editing, organizing, publishing web and mobile content.

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1 ▾

Check all that apply

- Grove
- Bento
- WordPress
- Drupal
- None

8.1 Which Content Management System (CMS) is your station using?

Jump to question: 8.1 ▾

Other

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2 ▾

CRM is a platform for planning and tracking direct marketing and fundraising programs and lead campaigns; managing and tracking communications with prospective and current donors/members; and serves as a database for storing user, donor and/or member data to

build profiles.

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2 ▾

CDP

Salesforce

Blackbaud

Carl Bloom

Roi Solutions

Adobe

Allegiance

None

8.2 Which Customer Relationship Management (CRM) System is your station using?

Jump to question: 8.2 ▾

Other

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▾

ESP is a platform that provides services and templates for developing, launching, tracking email campaigns and email marketing activities.

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▾

Mailchimp

Constant Contact

GoDaddy

SendGrid

None

8.3 Which Email Service Provider (ESP) is your station using?

Jump to question: 8.3 ▾

Other

Emma

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4 ▾

Marketing Automation Platform is a platform to automate marketing actions or tasks, streamline marketing workflows, and measure the outcomes of marketing campaigns. These tools provide a central marketing database for all marketing information and interactions, create segmented, personalized, and timely marketing experiences for donors and members. They also provide automation features across multiple aspects of marketing including email, social media, lead generation, direct mail, digital advertising, and more.

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4 ▾

Mailchimp Marketing Platform

Hubspot Marketing Hub

Adobe

None

8.4 Which Marketing Automation Platform is your station using?

Jump to question: 8.4 ▾

Other

Comments

Question**Comment**

No Comments for this section

9.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}?Jump to question:

Yes



No

**9.1 Did your station have the capability to relay CAP messages from IPAWS in FY{{FY}}?**Jump to question:

If no, why not?

9.2 How many CAP messages did your station release in FY{{FY}}? (Available from CAP log from your encoder(s))Jump to question: **9.3 Is your station compliant with the new FCC rules for EAS encoder systems that went into effect December 12, {{FY}}? <https://www.fcc.gov/fcc-sets-dates-improved-emergency-alert-system-messages>**Jump to question:

Yes



No

**9.3 Is your station compliant with the new FCC rules for EAS encoder systems that went into effect December 12, {{FY}}? <https://www.fcc.gov/fcc-sets-dates-improved-emergency-alert-system-messages>**Jump to question:

If no, why not?

9.4 Please describe your internal policy and threshold for pass-through of EAS messages, including how your system checks for CAP-compliant alerts.Jump to question:

Cap Alerts are checked per the FCC requirements using a Sage Endec.

9.5 Please describe the relationship between your station and local emergency management agency.Jump to question:

We work directly with the regional EAS chair.

9.6 Are you currently able to measure the number of individuals with Access and Functional Needs* (AFN) in your broadcast coverage area?Jump to question:

Yes



No

**9.6 Are you currently able to measure the number of individuals with Access and Functional Needs* (AFN) in your broadcast coverage area?**Jump to question:

If Yes Please list the source(s) from which you obtain data on the AFN individuals in your coverage area:

9.7 Are you currently able to reach the AFN community in your coverage area with your emergency alerting broadcast technology(ies)? (Yes -- we can reach most AFN individuals; Somewhat -- we can reach some AFN individuals but not all; No -- we are unable to reach AFN individuals; Unsure -- we do not have enough data to know)Jump to question:

- Yes
- No
- Somewhat
- Unsure

9.7 Are you currently able to reach the AFN community in your coverage area with your emergency alerting broadcast technology(ies)? (Yes -- we can reach most AFN individuals; Somewhat -- we can reach some AFN individuals but not all; No -- we are unable to reach AFN individuals; Unsure -- we do not have enough data to know) Jump to question: 9.7 ▾

(Optional) What barriers are preventing you from better reaching your AFN communities with emergency alerts?

9.8 For each transmitter, please list the make, model, current firmware version, location (specify studio, transmitter site, or other location), and internet connectivity of your EAS equipment. If you have more transmitters to add, please press the TAB button while on the last row. Jump to question: 9.8 ▾

	Call letters	Location	Model	Firmware Version	Make	Connected
1	KWMU	Studio	Endec	9.6-00	Sage	Yes
2	KMST	Rolla TX Site	Endec	9.6-00	Sage	Yes
3	WQUB	Quincy TX Site	Endec	9.6-00	Sage	Yes
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						

29	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
30	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
31	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
32	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
33	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
34	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
35	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
36	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
37	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
38	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
39	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
40	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
41	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
42	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
43	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
44	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
45	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
46	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
47	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
48	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
49	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
50	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments

Question

Comment

No Comments for this section