

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: 1.1 ▼

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

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▼

Major Job Category / Job Code / Joint Employee	African American Females	Hispanic Females	Native American Females	Asian/Pacific Females	White, Non-Hispanic Females	More Than One Race Females	Total
Officials - 1000	2			1	3		6
Managers - 2000					3	0	3
Professionals - 3000	4				15		19
Technicians - 4000							0
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	6	0	0	1	21	0	28

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▼

Major Job Category / Job Code / Joint Employee	African American Males	Hispanic Males	Native American Males	Asian/Pacific Males	White, Non-Hispanic Males	More Than One Race Males	Total
Officials - 1000					1		1
Managers - 2000	1				4		5
Professionals - 3000	1	1			15		17
Technicians - 4000					1		1
Sales Workers - 4500							0
Office and Clerical - 5100							0
Craftspersons (Skilled) - 5200							0
Operatives (Semi- Skilled) - 5300							0
Laborers (Unskilled) - 5400							0
Service Workers - 5500							0
Total	2	1	0	0	21	0	24

1.1 Employment of Full-Time Radio Employees

Jump to question: 1.1 ▼

Major Job Category /
Job Code /
Joint Employee

Persons with Disabilities

Officials - 1000	0
Managers - 2000	0
Professionals - 3000	0
Technicians - 4000	0
Sales Workers - 4500	0
Office and Clerical - 5100	0
Craftspersons (Skilled) - 5200	0
Operatives (Semi-Skilled) - 5300	0

Laborers (Unskilled) - 5400

Service Workers - 5500

Total**1.1 Employment of Full-Time Radio Employees**Jump to question: **1.1** ▼

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

1.2 Major Programming Decision MakersJump to question: **1.2** ▼

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

1.2 Major Programming Decision MakersJump to question: **1.2** ▼

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

1.2 Major Programming Decision MakersJump to question: **1.2** ▼

	African American	Hispanic	Native American	Asian/Pacific	White, Non-Hispanic	More Than One Race	Total
Female Major Programming Decision Makers	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text" value="3"/>
Male Major Programming Decision Makers	<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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="3"/>

1.3 Employment of Part-Time Radio EmployeesJump 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 EmployeesJump 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" value="0"/>	<input type="text" value="0"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>	<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"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="6"/>	<input type="text"/>	<input type="text" value="7"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="7"/>

1.3 Employment of Part-Time Radio EmployeesJump 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"/>	<input type="text" value="0"/>
Managers - 2000	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>
Professionals - 3000	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="6"/>
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="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="5"/>	<input type="text" value="0"/>	<input type="text" value="6"/>

1.3 Employment of Part-Time Radio EmployeesJump 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

0

0

0

0

0

0

0

0

0

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

7

1.4 Part-Time Employment

Jump to question: 1.4

Number working 15 or more hours per week

6

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	1				1
Managers - 2000					0
Professionals - 3000	1	1			2
Technicians - 4000					0
Sales Workers - 4500					0
Office / Service Workers - 5100-5500					0
Total	2	1	0	0	3

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

13

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

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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	\$ 180,000	1
Chief Executive Officer - Joint		\$	
<u>Chief Operations Officer</u>		\$	
Chief Operations Officer - Joint		\$	
<u>Chief Financial Officer</u>	1.00	\$ 75,000	1
Chief Financial Officer - Joint		\$	
<u>Chief Digital Media Operations</u>	1.00	\$ 80,600	16
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

Business Support Specialist, # employees 1, avg sal \$42,640, Avg Tenure 1yr Bus Oper Specialist - Ofc of GM, # employees 1, avg sal \$55,245, avg tenure 4yrs Senior Business Assistant, # employees 1, avg sal \$40,934, avg tenure 9yrs

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		\$	

2.2 Communication and Promotions

Jump to question: 2.2 ▼

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

Visual Communication Specialist, # employees 1, avg sal \$54,075, avg tenure 5yrs Digital Developer, # employees 1, avg sal \$50,000, avg tenure 3yrs Digital Media Lead, # employees 1, avg sal \$53,850, avg tenure 5yrs

2.3 Programming and Productions

Jump to question: 2.3 ▼

<u>Programming Director</u>	1.00	\$ 89,329	8
Programming Director - Joint		\$	
<u>Production, Chief</u>		\$ 0	0
Production, Chief - Joint		\$	
<u>Executive Producer</u>	2.00	\$ 76,139	3
Executive Producer - Joint		\$	
<u>Producer</u>	2.00	\$ 58,819	4
Producer - Joint		\$	

2.3 Programming and Productions

Jump to question: 2.3 ▼

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

Production Assistant, # employees 1, avg sal \$31,200, avg tenure 1yr

2.4 Development and Fundraising

Jump to question: 2.4 ▼

<u>Development, Chief</u>	1.00	\$ 110,000	1
Development, Chief - Joint		\$	
<u>Member Services, Chief</u>	1.00	\$ 80,000	1
Member Services, Chief - Joint		\$	
<u>Membership Fundraising, Chief</u>	1.00	\$ 65,000	1
Membership Fundraising, Chief - Joint		\$	
<u>Major Giving Fundraising Chief</u>	1.00	\$ 73,932	12
Major Giving Fundraising Chief - Joint		\$	
<u>On-Air Fundraising, Chief</u>		\$	
On-Air Fundraising, Chief - Joint		\$	
<u>Auction Fundraising, Chief</u>		\$	
Auction Fundraising, Chief - Joint		\$	

2.4 Development and Fundraising

Jump to question: 2.4 ▼

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

Development Coordinator Sr, # employees 1, avg sal \$45,011, avg tenure 1yr Fundraising Data Mrg, # employees 1, avg sal \$68,000, avg tenure 2yrs

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" value="1.00"/>	\$ <input type="text" value="78,030"/>	<input type="text" value="5"/>
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>	<input type="text" value="1.00"/>	\$ <input type="text" value="55,416"/>	<input type="text" value="4"/>
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>	<input type="text" value="4.00"/>	\$ <input type="text" value="72,690"/>	<input type="text" value="5"/>
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="55,503"/>	<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="14.00"/>	\$ <input type="text" value="55,765"/>	<input type="text" value="5"/>
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"/>	\$ <input type="text"/>	<input type="text"/>
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="46,821"/>	<input type="text" value="18"/>
Director of Continuity / Traffic - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>

2.7 Journalists, Announcers, Broadcast and Traffic

Jump to question: [2.7](#) ▼

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

Senior Visual Data Specialist, # employees 1, avg sal \$58,314, avg tenure 8yrs Host/Producer Talk Show, # employees 1, avg sal \$81,204, avg tenure 3yrs Engagement Editor, # employees 1, avg sal \$58,000, avg tenure 1 yr Photojournalist, # employees 1, avg sal \$52,500, avg tenure 1 yr

2.8 Education and Community Engagement

Jump to question: [2.8](#) ▼

<u>Education, Chief</u>	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
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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="68,508"/>	<input type="text" value="4"/>
Events Coordinator - Joint	<input type="text"/>	\$ <input type="text"/>	<input type="text"/>
Section 2. Average Salary Totals	<input type="text" value="37.00"/>	\$ <input type="text" value="1,321,552"/>	<input type="text" value="102"/>

2.8 Education and Community Engagement

Jump to question:

2.8

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

Event Assistant, # employees 1, avg salary \$47,476, avg tenure 3 yrs

Comments

Question	Comment
No Comments for this section	

3.1 Governing Board Method of Selection

Jump to question:

3.1

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

3.1 Governing Board Method of Selection

Jump to question:

3.1

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

3.1 Governing Board Method of Selection

Jump to question:

3.1

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

3.1 Governing Board Method of Selection

Jump to question:

3.1

Elected by community/membership

3.1 Governing Board Method of Selection

Jump to question:

3.1

Other (please specify below)

3.1 Governing Board Method of Selection

Jump to question:

3.1

3.1 Governing Board Method of Selection

Jump to question:

3.1

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

3.1 Governing Board Method of Selection

Jump to question:

3.1

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

3.2 Governing Board Members

Jump to question:

3.2

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

3.2 Governing Board Members

Jump to question:

3.2

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

3.2 Governing Board Members

Jump to question:

3.2

	African American	Hispanic	Native American	Asian / Pacific	White, Non-Hispanic	More Than One Race	Total
Female Board Members	<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"/>
Male Board Members	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text" value="7"/>
Total	<input type="text" value="2"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="7"/>	<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

Produce public service announcements?	Yes/No
	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)?

No

Did the community activities information broadcast have a specific, formal component designed to be of special service to the educational community?

No

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

No

Produce/distribute informational materials based on local or national programming?

Yes

Did the informational programming materials have a specific, formal component designed to be of special service to the educational community?

No

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

No

Host community events (e.g. benefit concerts, neighborhood festivals)?

Yes

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

No

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

No

Provide locally created content for your own or another community-based computer network/web site?

Yes

Did the locally created web content have a specific, formal component designed to be of special service to the educational community?

No

Did the locally created web content have a specific, formal component designed to be of special service to the minority community and/or diverse audiences?

No

Partner with other community agencies or organizations (e.g., local commerical TV station, Red Cross, Urban League, school district)?

No

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

No

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

No

Comments

Question

Comment

No Comments for this section

5.1 Radio Programming and Production

Jump to question: 5.1

Instructions and Definitions:

5.1 Radio Programming and Production

Jump to question: 5.1

About how many original hours of station program production in each of the following categories did the grant recipient complete this year? (For purposes of this survey, programming intended for national distribution is defined as all programming distributed or offered for distribution to at least one station outside the grant recipients local market.)

5.1 Radio Programming and Production

Jump to question: 5.1

	For National Distribution	For Local Distribution/All Other	Total
Music (announcer in studio playing principally a sequence of musical recording)	0	0	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)	0	100	100
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)		400	400
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)		5	5
All Other (incl. sports and religious — Do NOT include fundraising)		5	5
Total	0	510	510

5.1 Radio Programming and Production

Jump to question: 5.1

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

5.1 Radio Programming and Production

Jump to question: 5.1

Approx Number of Original Program Hours

10

Comments

Question

Comment

No Comments for this section

6.1 Telling Public Radio's Story

Jump to question: 6.1

The purpose of this section is to give you an opportunity to tell us and your community about the activities you have engaged in to address community needs by outlining key services provided, and the local value and impact of those services. Please report on activities that occurred in Fiscal Year 2021. 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 2021 Local Content and Services Report as part of meeting the requirement for TV CSG funding may state they have done so in the corresponding questions below, so long as all of the questions below were addressed as they relate to radio operations in such report. You must include the date the report was submitted to CPB along with the TV Grantee ID under which it was submitted.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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

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 try to do this in a variety of ways. Our news coverage focuses on politics, health, education, the arts, business and race. On the radio, our reporters file newscast spots daily to fill the 15 newscasts that run during Morning Edition and All Things Considered. These stories provide up-to-the minute information on recent 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. Sometimes the breaking news stories online are more robust and go into deeper explanations than the newscast spot. All of our online stories are accompanied by engaging photographs. We also provide data visualization when it makes sense to provide graphic representation of issues. We have a one-hour locally produced daily talk show that explores relevant issues and that also encourages listeners to engage with the program by calling in or communicating with us via social media. We use social media to engage with our audience extensively. We have an especially strong presence on Instagram, Facebook and Twitter. We use these platforms to disseminate our digital stories, but also to encourage discussion with the community about issues and to solicit their feedback and ideas for what we should cover. We partner with two local newspapers to reach new audiences. The St. Louis American is a traditionally Black newspaper with which we have a content-sharing agreement. We often work with them to program debates and other discussions. The Belleville News-Democrat is a commercial newspaper that serves the metro-east portion of our listening area. We have a content sharing agreement with them and our metro-east reporter often works with their reporters to produce in-depth stories.

6.1 Telling Public Radio's Story

Jump to question: 6.1

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

Our primary coverage areas are: education, arts & culture; business; politics; race and health. . We held 28 events in FY2021 that attracted about 2,450 people. This includes in person events during the warmer months and online events to prevent the spread of COVID. We continued one of our major initiatives to help with media literacy "Mini Journalism School." This was a series of two-hour classes offered to anyone in the community and held online. Each session addressed a different aspect to journalism including ethics, the first amendment, coverage choices, how we cover breaking news, what's it like to be an arts reporter, what does a weatherman do., etc. We partnered with news organizations around town to conduct these classes. This included the area's commercial news radio stations, commercial television and local newspapers. We also partnered with The Gateway Media Literacy Partners, a local nonprofit. Our reporters made 29 public appearances at a variety of institutions around the region. This includes public schools, private universities, nonprofits such as Legal Services of Eastern Missouri, 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, which is a historic newspaper serving 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 is housed in the Belleville News-Democrat office (when not during a pandemic). For the mayoral election in March, 2021, we partnered with the local PBS station as well as Channel 5 - KSDK, a commercial television station, to broadcast a live debate between the four contenders for the seat. 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 also partnered with the Red Cross to host a blood drive and with the St. Louis Film Festival to exhibit and discuss their short films. We carried the Missouri Governor's State of the State address on January 15, 2021, incorporating it into live coverage. That show was picked up by the other four public radio stations across the state.

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.

We have consistently received very positive feedback for our programming and stories. Examples of impact After our investigation into wintertime hypothermia deaths among homeless St. Louis residents aired, we heard from several nonprofits and organizations who provide services for homeless populations in St. Louis. Tim Huffman, who serves on the St. Louis Area Regional Commission on Homelessness and the St. Louis Continuum of Care, told us that the story changed the way they planned for the upcoming winter services and the types of programs they prioritized. In October, 2020 our daily talk show, St. Louis on the Air, had a guest on to talk about a new self-guided tour on mid-modern century architecture in Quincy, IL. This is what she just wrote to the station about the power of radio: "I wanted to thank you again for the opportunity to showcase Quincy this afternoon! We have processed 16 travel packets today, which is more than we get in one week due to the pandemic. Touring our castle right now is a couple that heard the segment and are already here enjoying and taking all of our driving tours!" After a December, 2020 show about a school focused on international relations, a possible new Spanish teacher, a new possible entrepreneurship teacher, and some more donors!! Thank you all so much!!!!" In February, 2021, St. Louis County Library director Kristen Sorth was on our talk show to talk about a program giving tablets to senior citizens to keep them connected. After the show, Sorth wrote: "I wanted to let you know that we had hundreds of people sign up after my interview and the replay again Wed night. Thank you so much for helping us get the word out. We ended up with over 2100 total applications." We helped orchestrate the St. Louis Forum on March 26, 2021 in which we booked three powerful Black women leaders. One of the attendees wrote: "I think we've all been surprised by the response we've gotten from the March 26th program. Zundra, Danette and Adrian have gotten calls, texts and emails from people all over the community as well as from beyond our region. The feedback suggested a new understanding of what women of color have faced in their lives and in the workplace ... even executive male colleagues said as much." A story about the unprecedented number of Black candidates in April 2021 who ran for office and won in the Metro East portion of our listening area garnered numerous phone calls praising the article for its thorough examination of the issue and for having a wide variety of perspectives.

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 2021, and any plans you have made to meet the needs of these audiences during Fiscal Year 2022. If you regularly broadcast in a language other than English, please note the language broadcast.

During fiscal 2021, we turned an eye to investigate some of the region's most prestigious organizations and their historic ties to slavery. This included several local high schools, a major university and the Catholic church itself. The start of the fiscal year coincided with the news of George Floyd's death. St. Louis is no stranger to large protests and we devoted significant resources to covering the protests and, more importantly, exploring the issues of police brutality, implicit bias and explicit racism to help put events in context. This included reporting on art activists, protests, legislative efforts at reform and much more. In planning for FY22 coverage, we have found that people identifying as Latino and Hispanic have increased in our region. We are planning on translating our stories online into Spanish.

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. Without the support, St. Louis Public Radio's digital and radio audience would be tremendously underserved. Thanks to CPB support, our web traffic has grown steadily over the past year reaching 3.6 million unique visitors this year. Our cum for online streaming is 70,000 listeners per month. And 1.9 million people downloaded one of our four podcasts. Our radio audience is a weekly cum of about 600,000 people. The funding also provides support for all the ways that we engage with our audience. This includes the more than 28 events we held in person and online, attended by more than 2,450 people. The funding also helps us connect with our audience through social media. We measure interaction on Facebook by the more than 26,000 monthly "likes" and 1,200 comments we get. On Instagram, our audience is growing steadily year by year to the point where had 9,800 followers by the end of FY21. And on Twitter, we have more than 62,000 people following us, sharing our stories and driving people to our web site. The CPB funding provides the resources so that our team of talented content producers can reach our audience with the help of our marketing and events team.

Comments

Question

Comment

No Comments for this section

7.1 Journalists

Jump to question: 7.1

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

7.1 Journalists

Job Title	Full Time	Part Time	Contract	Male	Female	African-American	Hispanic	Native-American	Asian/Pacific
News Director	1				1				
Assistant News Director									
Managing Editor									
Senior Editor									

Editor	4			3	1					
Executive Producer	1			1						
Senior Producer	1				1					
Producer	3				3					
Associate Producer										
Reporter/Producer										
Host/Reporter	0									
Reporter	1				1					
Beat Reporter	10			4	6	2				
Anchor/Reporter	2			1	1	1				
Anchor/Host										
Videographer	1			1			1			
Video Editor										
Other positions not already accounted for	2	2		3	1					
Total	26	2	0	13	15	3	1	0	0	

Comments

Question Comment

No Comments for this section