

# A. Organization & Contact Information

**Case Id:** 10693  
**Name:** Big Brothers Big Sisters - 2020/21  
**Address:** \*No Address Assigned

Completed by regina@bbbsnc.org on 11/13/2019 10:51 AM

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## A. Organization & Contact Information

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The Request for Proposals and additional materials to assist with completing the application can be found on the City's webpage for [Community Agencies](#)

### A.1. Organization Name

Big Brothers Big Sisters Services, Inc.

### A.2. Project/Program

K- 12 Professional Mentoring Program FY 20

### A.3. FY 2020-21 Funding Request Amount

\$200,000.00

### A.4. Agency's Total Operating Budget

\$847,000.00

### A.5. Mailing Address

200 Marshall Street SW Winston-Salem, NC 27101

### A.6. Project/Program Location Address

200 Marshall Street SW Winston-Salem, NC 27101

### A.7. Organization Website

www.bbbsnc.org

### A.8. Year 501(c)(3) status obtained

1976

### A.9. Organization Fiscal Year

January 1-December 31

### A.10. Federal Tax ID Number

### A.11. Federal DUNS Number

### EXECUTIVE DIRECTOR/MANAGER

#### A.12. Name, Title

Shawan Gabriel, President/CEO

#### A.13. Email

sgabriel@bbbsnc.org

#### A.14. Phone

(336) 773-9149

### CONTACT

#### A.15. Name, Title

Regina Craven, Vice President of Philanthropy

#### A.16. Email

regina@bbbsnc.org

#### A.17. Phone

(336) 773-9152

### BOARD CHAIR

#### A.18. Name

James Walsh, Senior Vice President Private Client Advisor

#### A.19. Term Expiration

12/31/2019

#### A.20. Email

james.walsh@bofa.com

#### A.21. Phone

(336) 543-1345

## B. Project Overview

Completed by regina@bbbsnc.org on 11/22/2019 10:54 AM

**Case Id:** 10693

**Name:** Big Brothers Big Sisters - 2020/21

**Address:** \*No Address Assigned

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### B. Project Overview

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Please provide the following information

#### APPROACH (7 POINTS)

**B.1. Provide a concise description of the proposed project/program, indicating specifically how City funds will be used. Briefly, what are the goals/objectives of the project/program?**

The K-12 Professional Mentoring Program is a proposed project of Big Brothers Big Sisters Services, Inc.(BBBS). For more than 100 years, Big Brothers Big Sisters has operated under the successful model of one-to-one mentoring that helps children achieve success in life. Locally, Big Brothers Big Sisters has been providing services to children since 1977. Over the course of 42 years, we have helped more than 25,000 children by pairing them with a caring adult.

City of Winston-Salem funds will provide salaries and administrative costs for 4 part-time Program Specialists and a Program Manager for the K-12 Professional Mentoring Program. The program will serve children in kindergarten through grade twelve with a professional mentor who commits to be paired with the child over several years. Unlike our Community Based and Site Based programs where we ask for a one year commitment, this program will provide professional mentors who agree to, and are compensated for, working with the most at-risk children, as identified by school personnel, over the course of several years. We will track the children at specific milestones, including our first benchmark, the third grade when graduation projections are developed, all the way through to graduation.

**B.2. How will a participant access the proposed project/program, use the services, and derive a beneficial outcome from participation?**

Partnering with parents/guardians and school liaisons, children will access the program at each school site. We will use Big Brothers Big Sisters vehicles for any transportation needs. Big Brothers Big Sisters carefully pairs children (“Littles”) with screened volunteer mentors (“Bigs”) and monitors and supports them in one-to-one mentoring matches throughout their course. We hold ourselves accountable for children in the program to achieve measurable outcomes, such as higher aspirations; greater confidence and better relationships; educational success; and avoidance of delinquency and other risky behaviors, social and emotional growth. Big Brothers Big Sisters services are completely free for its clients.

According to research on the effectiveness of the BBBS mentoring model conducted by Public/Private Ventures, the children and youth who participate in BBBS programs perform better in school, are less likely to experiment with alcohol and drugs, and are better able to handle conflict in constructive ways.

(full report: [http://www.ppv.org/ppv/publications/assets/111\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/111_publication.pdf)).

Making a Difference: An Impact Study of Big Brothers Big Sisters (Tierney, J.P., Grossman, J.B., and Resch, N.L. (1995) concluded the following:

81% of former Little's agree that their Big gave them hope & changed their perspective of what they thought possible. 85% of former Little's agree their experience influenced them in overcoming adversity or problems. 67% of former Littles agree that their Big played a role in their decision to attend college. 83% of former Little's agree that their Big instilled values and principles that have guided them through life.

**B.3. How many participants on average will be served at any one time? What is the maximum number that can be served at any one time? What is the unduplicated total number of participants to be served during the program year?**

Our goal for the program year is to serve 30 children per school. We hope to have 120 children served at any given time, with an unduplicated max of 160 children. We have on-going events and activities that the children in the program can participate in while they are waiting to be matched in a one-to-one mentor relationship. In 2018, Big Brothers Big Sisters served 700 children in Forsyth and Davie County. We've done the same for 2019. Our goal for 2020 is to serve 750 children across all of our programs.

**NEED (7 POINTS)**

**B.4. Describe the population(s) to be served. Describe the key demographic and economic characteristics of the clients to be served.**

For the K-12 Professional Mentoring Program, we will target students who are considered "at-risk." While our initial focus will be on recruiting kindergarten students, we will also work on students identified by school personnel, parents and other professionals (i.e. social workers, etc.) to make sure that the children who need a mentor the most can actually have a mentor without waiting as long as children in our traditional program.

While Big Brothers Big Sisters serves children of all backgrounds, more than 80% of the children we serve are of color. 95% of the children we serve qualify for free and reduced lunch using guidelines of the Winston-Salem/Forsyth County Schools system.

Participants will be matched with a caring adult that will spend time with them once a week either at an after-school site or in the community. Big Brothers Big Sisters will oversee all aspects of the screening and matching process as well as ongoing supervision of the matches. Participants will receive all the benefits of a mentor including: developing the soft skills for academic success, improving grades and behavior and building healthy relationships with peers and adults.

Research indicates students have shown to fall off the track toward high school graduation and postsecondary opportunities as early as sixth grade. One out of every 4 middle school students display "off track indicators" which provides an excellent opportunity for this program to intervene early and keep students on the path to graduation and careers. Our mentoring programs can provide the additional support to ensure that students improve achievement and become more productive students.

Mentoring programs have a proven track record for helping children avoid the pitfalls of poor academic achievement, poverty, truancy and insubordination, which can derail their futures before they begin. Students can realize their potential with outside support. Afterschool programs can keep children engaged in learning and out of trouble. Youth attending Maryland's After School Opportunity Fund Program showed positive gains on academic performance and a reduction in delinquency. A meta-analysis of afterschool programs found that they succeeded in improving youths' feelings of self-confidence and self-esteem, positive social behaviors, and a reduction in conduct problems. Researchers at John Hopkins University concluded two-thirds of the achievement gap between lower- and higher-income youth results from unequal access to after-school and summer learning opportunities.

Afterschool can play a key role in supplying children with preparation for many different types of careers requiring students to possess problem-solving skills, work/internship experience and the ability to use technology. Programs that teach practical and real world knowledge can spur creativity and greater engagement in learning and exploration. When children make the connection between additional education and enjoyment, they will set goals and realize their potential as successful career-minded adults.

Also, afterschool programs offer a key opportunity to expose students to higher education options and career paths and to team them skills that can unlock doors to future career prospects. The afterschool hours are a means to ensure that

youth are on a clear path to a productive future, and is an essential support to help move ahead to success in high education and careers.

**B.5. Describe the unmet need that the proposed project/program seeks to address. Why does the population described above need the proposed assistance? Include data supporting the need.**

There is significant research that shows that mentoring works, particularly for children who are considered at-risk. The issue has been recruiting unpaid volunteers to address the needs of children. At any given moment, Big Brothers Big Sisters has between 100 and 150 children waiting on a volunteer mentor. Many of the boys who need volunteer mentors will wait two years before they are matched. Although we rely heavily on the generosity of our unpaid volunteers, we recognize the need to serve the children who need a mentors most. Adopting the K-12 Professional Mentor model will allow us to serve more children who need mentors more quickly and for longer periods of me.

**COLLABORATION (6 POINTS)**

**B.6. Describe any specific collaborative relationships with other organizations (public or private) and how they will impact the project/program. How will collaboration contribute to the planning, implementation, operation, oversight, and performance measurement of the proposed project/program?**

This program will require the effective collaboration between Big Brothers Big Sisters and the Winston-Salem/Forsyth County School system. Because we have a long standing and strong relationship, we believe that this partnership will work very effectively. Currently, we have an assistant superintendent serving as a member of the BBBS Board of Directors. Given our history with the WS/FCS, we are confident that this collaboration will work well.

## C. Strategy and Performance

Completed by regina@bbbsnc.org on 11/22/2019 10:51 AM

Case Id: 10693

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### C. Strategy and Performance

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Please provide the following information

#### STRATEGY (5 POINTS)

**C.1. The City of Winston-Salem adopted the [2017-2021 Strategic Plan \(2019 Update\)](#) as a guiding document to establish community priorities based on the vision, mission, and values set forward by the Mayor and City Council. Indicate which of the City's strategic focus areas your program aligns with best (select one):**

Safe and Secure Community

**C.2. Select the service area(s) that your project/program relates to:**

- Housing/Homelessness
- Economic Development
- Construction Rehabilitation
- Poverty Reduction
- Arts and Culture
- Youth
- Public Safety
- Transportation
- Other

#### PERFORMANCE (15 POINTS)

**C.3. Explain the plan for monitoring and evaluating the project/program. Also include the steps that will be taken if original goals provided in C.5. are not achieved.**

Big Brothers Big Sisters uses the Service Delivery Model (SDM). This model is rooted in our national Standards of Practice, and provides a framework of effective practices to drive positive outcomes for youth. Along with other components of the SDM, it provides processes and tools that help agencies deliver quality service. The SDM reflects the value BBBS places on child safety, outcomes, research and evidence-based practice and diversity. The Service Delivery Model serves as a guide for how our agency engages with volunteers, youth, and parents or guardians to achieve safe, long, strong matches with the best possible youth outcomes from point of inquiry to match closure (and potential re-engagement). The model is one of five components of our Service Delivery System, which includes: community engagement and partnership, talent management and development, performance management, technology, and the service delivery model.

We will monitor and evaluate our program using our nationally tested program performance tools. Our commitment

to measurement, analysis, and improvement is so core to who we are that we have developed a unique, proprietary method of tracking the interactions between Bigs and Littles. Known as Matchforce. This performance management tool helps guide the decisions of our network of professionally trained staff members. Built to support Big Brothers Big Sisters, Matchforce provides the intelligence and data to continually improve our services to children.

Matchforce allows us to consistently monitor matches, so where there are indications that a match is not performing as expected or we are not on target to meet our goals, we are prompted to take early action. As such, we have the capability to retool so we can adjust our work to meet our goals. Additionally, if our original goals are not met, we will reevaluate our system and speak with our partners about other ways to work toward our goals. However, we do not anticipate that we will not meet our goals.

**C.4. Describe the system to be used to track participant and program data. List any key reports and their frequency that will be used to capture project/program performance.**

Matchforce allows us to consistently monitor matches, so where there are indications that a match is not performing as expected or we are not on target to meet our goals, we are prompted to take early action. As such, we have the capability to retool so we can adjust our work to meet our goals. Additionally, if our original goals are not met, we will reevaluate our system and speak with our partners about other ways to work toward our goals. However, we do not anticipate that we will not meet our goals.

**C.5. Use the chart below to show how your agency measures program effectiveness. List goals, activities, and performance measures you will use to evaluate services, facilities, and programs that will be funded by the City. Performance measures can be quantitative and/or narrative.**

*- Include at least three goals and performance measures.*

*- One of the performance measures must include the unduplicated number of participants served.*

Stated Program Goals	Program Activities in Support of Goals	FY 18-19 Previous Year Results	FY 19-20 Current Year Projected Results	FY 20-21 Next Year Anticipated Results
Students will learn the importance of and gain knowledge on developing and setting goals	Program specialists will provide professional consistent mentoring relationship. Interactions involve spending time with the student in a one-to-one setting on a weekly basis.	Maintain a rate at or above 75% for 30 children in year 1.	Maintain a rate at or above 87% for 30 children in year 2.	Maintain a rate at or above 90% for 30 children in year 3.
Students will develop positive social and emotional skills by exhibiting social and emotional competence and making positive decisions	Program specialists will provide professional consistent mentoring relationships. Interactions involve spending	Maintain a rate at or above 87% for 30 children in year 1	Maintain a rate at or above 88% for 30 children in year 2	Maintain a rate at or above 90% for 30 children in year 3

	time with the student in a one-to-one setting on a weekly basis.			
Students will be promoted to next grade	Program specialists will provide professional consistent mentoring relationships. Interactions involve spending time with the student in a one-to-one setting on a weekly basis.	Maintain a rate at or above 90% for 30 children in year 1	Maintain a rate at or above 90% for 30 children in year 2	Maintain a rate at or above 90% for 30 children in year 3
Students will increase or maintain positive school engagement scores on YOS, POE and/or SOR	Program specialists will provide professional consistent mentoring relationships. Interactions involve spending time with the student in a one-to-one setting on a weekly basis.	Maintain a rate at or above 90% for 30 children in year 1	Maintain a rate at or above 92% for 30 children in year 2	Maintain a rate at or above 93% for 30 children in year 3
Students will increase or maintain positive academic self efficacy scores on the YOS, POE and/or SOR	Program specialists will provide professional consistent mentoring relationships. Interactions involve spending time with the student in a one-to-one setting on a weekly basis.	Maintain a rate at or above 85% for 30 children in year 1	Maintain a rate at or above 87% for 30 children in year 2	Maintain a rate at or above 89% for 30 children in year 3
Students will increase or maintain positive	Program specialists will provide professional	Maintain a rate at or above 87% for 30 children in year 1	Maintain a rate at or above 89% for 30 children in year 2	Maintain a rate at or above 91% for 30 children in year 3

<p>hope and goal setting scores on the YOS, POE and/or SOR</p>	<p>consistent mentoring relationships. Interactions involve spending time with the student in a one-to-one setting on a weekly basis.</p>			
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**C.6. FY 18-19 Program Accomplishments**

FY 18-19 Program Accomplishments: The K-12 Professional Mentoring program was a pilot initiative, starting in 2018 and served 15-20 children. Since August 2019 we've served nearly 30 students. Key accomplishments include matching nearly 30 students at Ashley Academy school, decrease in discipline issues, increase school attendance and increase in their academic performance!

**C.7. FY 20-21 Key Objectives**

FY 20-21 Key Objectives: Key objectives for FY 20-21 are to have 120-160 children at 2 additional Winston-Salem/Forsyth County Schools matched with a professional mentor. These children will be identified as those most "at-risk." First year YOS, SOR and POE data should reveal improvements in the child's academic, social, and emotional well being.

## D. Organizational Capacity

Completed by regina@bbbsnc.org on 11/22/2019 10:30 AM

Case Id: 10693

Name: Big Brothers Big Sisters - 2020/21

Address: \*No Address Assigned

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### D. Organizational Capacity

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Please provide the following information

#### MISSION (5 POINTS)

**D.1. Provide an overview of the organization. Include the organization's mission statement and the major services, programs, and activities provided. How does the proposed project/program help advance the mission of your organization?**

The mission of Big Brothers Big Sisters is to create and support one-to-one mentoring relationships that ignite the power and promise of youth. We partner with parents/guardians, volunteers, educators and others in the community to help each child in our program achieve higher aspirations, greater confidence and better relationships while also avoiding risky behaviors, achieving educational success and improving social and emotional growth. Our agency works with elementary, middle and high schools in the Winston-Salem/ Forsyth County School system.

Big Brothers Big Sisters is a community mentoring program which matches a volunteer adult mentor to a child, with the expectation that a caring and supportive relationship will develop. The most important component in this program is the match. Once matches are made, they are continually monitored and supervised by a professional BBBS staff member. Relationships between mentor and child are one-to-one, they meet three to five hours per week, on a weekly basis, over the course of a year or longer. Generalized activities of the relationship are related to the goals that are set initially when the match is made. These goals are identified from the extensive program specialist interview held with the parent/guardian and with the child. Beyond the establishment of a close relationship between mentor and child, other goals might relate to school attendance and academic performance, relationships with other children and siblings, general hygiene, learning new skills or developing a hobby. These goals are updated by the program specialist as progress is made and circumstances change over time.

Program specialists are there for guidance, and suggest rather than dictate activities in which matched pairs are to engage. Program specialists use BBBS Standards and Required Procedures for One-To-One Service to outline the schedule of contacts made with the volunteer, as well as with the parent and/or child. More frequent contact is made with the mentor and parent during the early stages of the match (once a month) and then transitions to once every three months after one year and throughout the rest of the duration of the match. At least quarterly, the program specialist is in touch with the child to learn of the youth's experiences, in order to determine how the relationship is developing and to provide an opportunity to give advice and guidance around any issues the volunteer might have, as well as to encourage and support various activities.

The role of the K-12 Program Specialist is to build on the success of our traditional mentoring model by providing a longer term one-to-one mentor for a child. Given the success of our model and our strong partnership with the local school system, we know that children served in this capacity are much more likely to graduate and to avoid risky behaviors. Independent studies have shown that students matched with a BBBS mentor are more than 40% less likely to use illicit drugs and nearly 30% less likely to abuse alcohol. Truancy and class cutting is significantly reduced and students overall grades increase. In our local program, 96% of students paired with a BBBS mentor graduate from high

school. The K-12 Professional Mentor Program is consistent with BBBS’s mission to provide children facing adversity with a one-to-one mentor. We are well-equipped to execute this program and believe this will help our agency serve the most vulnerable children in our community.

**FUNCTION (5 POINTS)**

**D.2. How long has your organization been in operation?**

Big Brothers Big Sisters of America has been in operation since 1904. Locally, Big Brothers Big Sisters has been in operation since 1977.

**D.3. How does your organization benefit and serve the City of Winston-Salem and its citizens?**

Big Brothers Big Sisters has served more than 25,000 children since 1977. Our national model of one-to-one mentoring has helped youth (whom many would deem as “at-risk” due to circumstances beyond the child’s control, like parental incarceration, teen parenting and parent’s lack of a high school education, etc.) achieve success in life. According to the School Justice Partnership National Resource Center, 68% of all men in federal and state prison did not have a high school diploma. 96% of the children in our program graduate from high school and receive their diploma. Many of the children we serve are diverted from the criminal justice system as a result of having a mentor present in their lives. Although the economic impact is difficult to quantify, one study from the Harvard Business School says that for each dollar invested in mentoring, the community saves \$7. Also, for each child served through mentoring, it is estimated that the community saves \$900,000 that could be spent on other correctional or rehabilitation services for that child. If we use these figures, then more than \$18,000,000,000 have been saved for the Winston-Salem community by Big Brothers Big Sisters since we opened our doors in 1977. Additionally, many of the mentors themselves report that their lives are improved by the relationship they have with their Little. Their positive experiences with our agency over 40 years have helped contribute to their quality of life. As such, the BBBS mentoring experience helps both the Little and the Big - making it a win-win for our community.

**STRUCTURE (5 POINTS)**

**D.4. In the chart below, list key personnel involved in the proposed project/program.**

Position Title	Activities/Inputs	Total Work Hours Per Week	% of hours proposed to be funded
Program Specialist(4)	Weekly professional mentoring services, including meetings with students, parents and school personnel	25	90.00 %
K-12 Program Manager	Provides supervision of the five Program Specialists, compiles data and reports, monitors effectiveness	40	50.00 %

**D.5. List all executive staff and their compensation (other than per diem).**

Executive Staff Name	Title/Role	Compensation	% of Hours Proposed to be Funded
Shawan Gabriel	President/CEO	\$85,000.00	0.00 %

**D.6. Attach an organizational chart**

**Organizational Chart \*Required**

D.7. Please complete the Diversity of Employment and the Employment Profile below. See the [Request for Proposals \(RFP\)](#) for definitions of position types used in the Employment Profile.

**Describe the hiring process and how it is structured to provide the most diverse candidate pool.**

Big Brothers Big Sisters is an Equal Employment Opportunity employer. This policy affects decisions including, but not limited to: recruitment, screening and hiring, compensation and administration of benefits, training, development, transfer, promotion, termination, layoff, recall, and all other terms and conditions of employment. Our employment practices are without regard to race, color, religion, sex, disability, sexual orientation, marital status, pregnancy, age, veteran status, national origin, or any other legally protected status in accordance with applicable local, state and federal anti-discrimination laws. Diversity and inclusion is both embraced and encouraged. Our commitment to diversity and inclusion is an integral part of our values and mission. BBBS will continue to ensure that diversity and inclusion continues to be included in goals and objectives and will monitor the level of diversity across the organization.

**Please enter the total number of Full-Time Positions and Employees you have in the table below**

	Male - White	Male - Black	Male - Other	Female - White	Female - Black	Female - Other
Executives/Managers		1		1	1	
Professionals				1	2	
Technicians						
Office/Clerical						
Laborers/Service Workers						

**Please enter the total number of Temporary/Part-Time Positions (FTE) and Employees you have in the table below**

	Male - White	Male - Black	Male - Other	Female - White	Female - Black	Female - Other
Executives/Managers						
Professionals				2	2	
Technicians						
Office/Clerical				1		
Laborers/Service Workers						

**D.8.**

**Attach a list of all Board Members AND compensation (other than per diem) \*Required**

BBBS Board Roster 2018\_19 (1).docx

**D.9. Number of full Board meetings held during the last twelve months**

6

**D.10. Number of Board's Executive Committee meetings held during the last twelve months**

12

**ABILITY (5 POINTS)**

**D.11. Describe the implementation or operational plan to get the proposed project/program up and running in a timely manner. Describe any key contingencies on which the startup depends. Please upload any maps, milestones, etc. to "F. Required Documents."**

The K-12 Professional Mentoring Program is expected to begin in August 2020. Our implementation plan consists of the following:

-The successful enrollment of 120 at-risk kindergarten children, which involves targeted recruitment of parents.

-Professional mentor recruitment and hiring

-Professional manager training

Key contingencies include partnerships with the WS/FCS on identifying and referring students. We plan to identify and recruit 40 children for the fall of 2020. After these children are enrolled and receiving services, we will evaluate our process to make sure we are working efficiently. Then, we will increase incrementally.

Milestones:

Year 1 - serve 80 total children from August 2020 - August 2021. This includes professional mentoring through both the school year and during the summer months from a dedicated professional mentor.

Year 2 - serve 100 total children through August 2022.

Year 3 - serve 120 total children through August 2023.

**D.12. How do your policies and procedures (including marketing, outreach, eligibility determination and appeals) ensure fair and equal access to the benefits of the program to all persons who seek to participate?**

In 2016, The Winston-Salem Foundation provided funding for our marketing and outreach position. Though no longer funded, we currently have an Agency Relations Coordinator whose position is focused on increasing our agency's visibility in the community -particularly with potential volunteers. In 2015, Capital Development Services conducted a feasibility study for our organization. That study identified an overall "very favorable" opinion of Big Brothers Big Sisters in the community. However, it was noted that BBBS programs and impact had a low profile within the community. Our marketing professional continues to leverage key media contacts in order to elevate our profile and build awareness of our work. We have revised our communication plan based on our national office standards and branding. We are utilizing our newly established messaging goals, specifically around how our mentoring programs have a measurable scholastic impact for children in our community. Also, we launched several targeted campaigns to recruit male mentors to serve boys in our Club of Unmatched Littles (also known as our waiting list). The Agency Relations Coordinator will utilize existing relationships with the community to promote this program. We expect to continue receiving in-kind sponsorships for traditional billboards, television and print advertising and we will continue to leverage digital advertising. We plan to use all available channels to promote participation for the K-12 Professional Mentor program.

## E. Cost Effectiveness

Case Id: 10693

Name: Big Brothers Big Sisters - 2020/21

Completed by regina@bbbsnc.org on 11/22/2019 10:28 AM

Address: \*No Address Assigned

### E. Cost Effectiveness

Please provide the following information

#### BUDGET AND FUNDING (10 POINTS)

E.1. Please complete the table to show the organization's operating budget.

Expenditures by Program	Budgeted FY 19-20	Projected Actuals FY 19-20	Proposed Budget FY 20-21
Program Services	\$240,000.00	\$240,000.00	\$440,000.00
Fundraising	\$25,000.00	\$25,000.00	\$40,000.00
Management and General	\$610,000.00	\$610,000.00	\$620,000.00
	<b>\$875,000.00</b>	<b>\$875,000.00</b>	<b>\$1,100,000.00</b>

Expenditures by Category	Budgeted FY 19-20	Projected Actuals FY 19-20	Proposed Budget FY 20-21
Employee Salaries and Wages	\$460,000.00	\$392,011.00	\$450,000.00
Employee Benefits	\$62,000.00	\$40,000.00	\$60,000.00
Facility Rent and Utilities	\$38,650.00	\$38,650.00	\$40,000.00
Training and Conference Registration	\$8,500.00	\$8,500.00	\$10,000.00
Membership and Dues	\$2,500.00	\$2,500.00	\$2,500.00
Travel and Transportation	\$8,000.00	\$8,000.00	\$11,000.00
Grants to Individuals and Organizations	\$3,000.00	\$3,000.00	\$3,000.00
Contracted Fundraising Services	\$0.00	\$0.00	\$0.00
Goods Purchased for Resale	\$0.00	\$0.00	\$0.00
Other Contracted Services	\$51,000.00	\$51,000.00	\$53,000.00
Other Operating Expenditures	\$0.00	\$0.00	\$0.00
Capital Outlay	\$109,850.00	\$109,850.00	\$123,500.00
	<b>\$743,500.00</b>	<b>\$653,511.00</b>	<b>\$753,000.00</b>

Revenues by Category	Budgeted FY 19-20	Projected Actuals FY 19-20	Proposed Budget FY 20-21
City of Winston-Salem	\$0.00	\$0.00	\$200,000.00
Forsyth County	\$0.00	\$0.00	\$0.00
State of North Carolina	\$60,000.00	\$60,000.00	\$60,000.00
Federal Government	\$0.00	\$0.00	\$0.00
Admissions/Program Revenues/Sales	\$0.00	\$0.00	\$0.00
Memberships	\$0.00	\$0.00	\$0.00

Donations	\$0.00	\$0.00	\$0.00
Foundation Grants	\$150,000.00	\$97,522.00	\$0.00
Interest and Investment Income	\$7,000.00	\$6,830.00	\$0.00
Parent Organization	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00
	<b>\$217,000.00</b>	<b>\$164,352.00</b>	<b>\$260,000.00</b>

Describe any amounts listed under "Other Operating Expenditures" or "Other Revenues." Provide details on any specific federal government revenue sources.

NA

E.2. Has the City of Winston-Salem provided funding in the past? If so, provide a funding history of the most recent five years of City contributions in the table below.

Year	Funding Source	Funding Amount
2019	NA	\$0.00

E.3. Please complete the table below to show specific details of proposed City funding and other leveraged funding for the proposed project/program.

Activity	Funding Requested from City	Funds from Other Sources	Other Funds Source
salaries	\$150,000.00	\$50,000.00	0
	<b>\$150,000.00</b>	<b>\$50,000.00</b>	

E.4. If this year's request is different in any way (amount, activities, etc.) from a prior year's request, explain how and why. If you are a new applicant, please describe how you would adjust your project/program if your funding request is not funded at the full amount.

Our application this year differs from our 2018-19 application in reduction of Program Specialists. In 2018-10 application, we planned for five program specialists. For the 20120-21 application, we have requested four program specialists. During our pilot program, we've learned how to be more efficient and effective with our staffing and resources.

**SUSTAINABILITY (7 POINTS)**

E.5. Describe the plan to sustain the project/program funding in future years. Include information about other funding sources to leverage City funds requested.

We launched and completed a successful capital campaign aimed to:

- Immediately Serve The Children on the Waiting List
- Increase High School Graduation Rates
- Focus on Reading Metrics and Address Summer Learning Loss - Our onsite summer enrichment programs help to bridge the gap with learning loss and
- Improve Family Engagement and Provide Leadership on Trauma Informed Care

We would love to partner with the City to execute this very critical program in our community. Nearly half of our capital campaign funds will be used to sustain current program growth and this new initiative into several years to come. We have a strong record of successful fundraising campaigns that bring unrestricted support aimed at sustaining our program initiatives. We will continue to invest our resources to help ensure continued success in this area.

**BARRIERS (3 POINTS)**

**E.6. Describe any potential barriers to the project implementation and how you plan to overcome them.**

A potential barrier may lie in the efficiency in enrolling children for this project. We have served our community for over 40 years and have become the gold standard in youth mentoring. We will overcome this barrier by leaning on our strong partnership with Winston-Salem Forsyth County Schools and neighborhood organizations to give voice to the need and potential impact for our children.

**AVERAGE COST (5 POINTS)**

**E.7. Use the table below to show the average amount of City funds requested per beneficiary to be served during the year and the average total cost of the service per beneficiary to be served during the year (including all funding sources)**

Proposed funds from the City for this project:	\$200,000
Number proposed to be served for the year:	120
Average City funds per beneficiary:	\$1,666.67
Proposed funds from all sources:	\$260,000
Number proposed to be served for the year:	750
Average total funds per beneficiary:	\$346.67

## F. Required Documents

Completed by regina@bbbsnc.org on 11/20/2019 9:35 AM

Case Id: 10693

Name: Big Brothers Big Sisters - 2020/21

Address: \*No Address Assigned

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### F. Required Documents

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Please provide the following information

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#### Documentation

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**Code of Conduct/Conflict of Interest Policy \*Required**

Code of Conduct\_Conflict of Interests (from handbook).pdf

**Submit a copy of the agency's latest 990 Form as submitted to the Internal Revenue Service. \*Required**

990 Recent.pdf

**Organization By-Laws \*Required**

Copy of Big Brothers Big Sisters, Inc. - Bylaws.pdf

**Articles of Incorporation \*Required**

Article of incorporation 1976.pdf

**Organization Policies (including personnel, formal non-discrimination, procurement, accounting, etc) \*Required**

Standard 8 Employee Handbook -Final 1.2018.docx

**IRS 501(c)3 Designation Letter \*Required**

Copy of IRS 501(c)(3) Letter (1).pdf

**Audited financial statements or a third-party review \*Required**

bbbs 093019 general ledger.pdf

bbbs 093019 p&l budget.pdf

bbbs 093019 balance sheet.pdf

North Carolina Secretary of State - Current and Active Status (<https://www.sosnc.gov/search/index/corp>)

**\*Required**

North Carolina Secretary of State Search Results-ACTIVE.pdf

Other

*\*\*No files uploaded*

## G. Community Development Only

Completed by regina@bbbsnc.org on 11/22/2019 10:11 AM

Case Id: 10693

Name: Big Brothers Big Sisters - 2020/21

Address: \*No Address Assigned

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### G. Community Development Only

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\*\* Complete this section only if you are requesting funds for a Community Development project (for CDBG, HOME and/or ESG funding).\*\*

If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

**1. In the right-hand column below, indicate the number of participants to be served by the proposed project/program within each income category during the year. Click [here](#) to see Winston-Salem income limits by household size.**

Ranges of Income	# to be served
0 to 30% of median	200
31% to 50% of median	450
51% to 80% of median	100
Greater than 80% of median	0

**2. Describe policies, procedures, and criteria for determining who is eligible. Describe the procedures for screening, eligibility determination, intake, assessment and orientation of participants**

The children of the K-12 Professional Mentoring Program is a proposed project will not only include those from single-parent homes, but also those who have been identified by teachers and/or school guidance counselors as ones who would benefit from having an additional friend/mentor. We will target students who are considered "at-risk." While our initial focus will be on recruiting kindergarten students, we will also work on students identified by school personnel, parents and other professionals (i.e. social workers, etc.) to make sure that the children who need a mentor the most can actually have a mentor without waiting as long as children in our traditional program.

**3. Explain how services will assist participants in reaching objectives of the proposed project/program. Describe the policies or procedures for follow-up after participants leave the proposed project/program.**

We will monitor and evaluate our program using our nationally tested program performance tools. Our commitment to measurement, analysis, and improvement is so core to who we are that we have developed a unique, proprietary method of tracking the interactions between Bigs and Littles. Known as Matchforce. This performance management tool helps guide the decisions of our network of professionally trained staff members. Built to support Big Brothers Big Sisters, Matchforce provides the intelligence and data to continually improve our services to children.

Matchforce allows us to consistently monitor matches, so where there are indications that a match is not performing as expected or we are not on target to meet our goals, we are prompted to take early action. As such, we have the capability to retool so we can adjust our work to meet our goals. Additionally, if our original goals are not met, we will reevaluate our system and speak with our partners about other ways to work toward our goals. However, we do not anticipate that we will not meet our goals.

## H. Construction/Rehab Only

Completed by regina@bbbsnc.org on 11/22/2019 10:54 AM

Case Id: 10693

Name: Big Brothers Big Sisters - 2020/21

Address: \*No Address Assigned

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### H. Construction/Rehab Only

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\*\* Complete this section only if you are requesting funds for a Housing Construction or Rehabilitation project.\*\*  
If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

1. Describe the proposed project, including any plans. If the project is approved, we will need a detailed work write-up.
2. Provide a projected timeline for the proposed work.
3. Describe how the project will be managed, including the contractor procurement process.
4. Describe the target market, including any special populations to be served.
5. Describe the services or program you plan to provide.
6. Describe the property management plan.
7. List the development team members.
8. Describe the financial capability of the sponsor/owner organization, including submission of the organization's operating budgets, agency audits, and Form 990s for the prior three years, unless already submitted to the City.
9. Listing of projects undertaken by principals over the past ten years, identifying project name and address, type of project, and number of units; please note any projects for which local government funding was received.

Project Name	Address	Type of Project	No. Units	Govmt Funding
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### Documentation

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**Market study or other analysis to verify the need for the project.**

*\*\*No files uploaded*

**Development costs that include a detailed sources and uses statement of all funds, including the requested loan from the City, in electronic format, preferably a spreadsheet.**

*\*\*No files uploaded*

**Operating pro forma that includes rent and operating cost assumptions and all estimated loan payments, in electronic format.**

*\*\*No files uploaded*

**Operating Budget**

*\*\*No files uploaded*

**Form 990**

*\*\*No files uploaded*

# I. Emergency Shelter Only

Completed by regina@bbbsnc.org on 11/22/2019 10:54 AM

Case Id: 10693

Name: Big Brothers Big Sisters - 2020/21

Address: \*No Address Assigned

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## I. Emergency Shelter Only

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\*\* Complete this section only if you are requesting funds for an Emergency Shelter project.\*\*

If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

Prior to the beginning of any funding year, any ESG-funded program must participate in the local Homeless Management Information System (HMIS) designated by the Winston-Salem/Forsyth County Continuum of Care, or for domestic violence programs, a comparable database in accordance with HUD's standards.

### Emergency Shelter: Essential Services

Activity	Total Budget (\$)
Case Management	\$0.00
Child Care	\$0.00
Education Services	\$0.00
Employment Assistance	\$0.00
Job Training	\$0.00
Outpatient Health Services	\$0.00
Transportation	\$0.00
Legal Services	\$0.00
Services to Special Population	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00
	<b>\$0.00</b>

### Emergency Shelter: Operating Costs

Activity	Total Budget (\$)
Rent	\$0.00
Shelter Security	\$0.00
Fuel	\$0.00
Equipment	\$0.00
Insurance	\$0.00
Utilities	\$0.00
Food	\$0.00
Furnishings (limited to less than \$500 per item)	\$0.00
Supplies	\$0.00
Maintenance or Minor Repairs	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00
	<b>\$0.00</b>

## J. Rapid Rehousing and HMIS Only

Completed by regina@bbbsnc.org on 11/22/2019 10:54 AM

Case Id: 10693

Name: Big Brothers Big Sisters - 2020/21

Address: \*No Address Assigned

### J. Rapid Rehousing and HMIS Only

\*\* Complete this section only if you are requesting funds for a Rapid Rehousing project.\*\*

If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

Prior to the beginning of any funding year, any ESG-funded program must participate in the local Homeless Management Information System (HMIS) designated by the Winston-Salem/Forsyth County Continuum of Care, or for domestic violence programs, a comparable database in accordance with HUD's standards.

#### Rapid Rehousing Financial Assistance

Activity	Total Budget (\$)
Rent Assistance	\$0.00
Rental Application Fees	\$0.00
Security Deposits	\$0.00
Last Month's Rent	\$0.00
Utility Deposits	\$0.00
Utility Payments	\$0.00
Moving Cost Assistance	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00

#### Rapid Rehousing Services

Activity	Total Budget (\$)
Case Management	\$0.00
Housing Search and Placement	\$0.00
Mediation	\$0.00
Legal Services	\$0.00
Credit Repair	\$0.00
Counseling	\$0.00
Information and Referral	\$0.00
Monitoring/Evaluation of Progress	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00

#### HMIS/Data Collection Budget

HMIS Activity	City ESG Request	State ESG Request
Staff Costs	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
User Fees	\$0.00	\$0.00
	<b>\$0.00</b>	<b>\$0.00</b>

## Submit

Completed by regina@bbbsnc.org on 11/22/2019 10:55 AM

**Case Id:** 10693

**Name:** Big Brothers Big Sisters - 2020/21

**Address:** \*No Address Assigned

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## Submit

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I certify that the applicant meets the conditions specified in the application instructions and will be able to carry out the proposed services in concert with these conditions. I also certify that the organization is a certified IRS 501(c)(3) non-profit organization.

Regina Craven

Electronically signed by regina@bbbsnc.org on 11/22/2019 10:55 AM