

A. Organization & Contact Information

Case Id: 10778
Name: LEAD Girls of NC - LEAD - 2020 - 2020/21
Address: *No Address Assigned

Completed by development@leadgirls.org on 11/22/2019 3:52 AM

A. Organization & Contact Information

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

LEAD Girls of NC Inc.

A.2. Project/Program

LEAD Girls

A.3. FY 2020-21 Funding Request Amount

\$5,000.00

A.4. Agency's Total Operating Budget

\$121,318.00

A.5. Mailing Address

500 W. 4th Street Suite 203B Winston-Salem, NC 27101

A.6. Project/Program Location Address

500 W. 4th Street Suite 203B Winston-Salem, NC 27101

A.7. Organization Website

www.leadgirls.org

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

2017

A.9. Organization Fiscal Year

01/01 to 12/31

A.10. Federal Tax ID Number

A.11. Federal DUNS Number

EXECUTIVE DIRECTOR/MANAGER

A.12. Name, Title

Joy Nelson Thomas, Executive Director

A.13. Email

joy@leadgirls.org

A.14. Phone

(336) 893-5755

CONTACT

A.15. Name, Title

Joy Nelson Thomas, Executive Director

A.16. Email

joy@leadgirls.org

A.17. Phone

(336) 893-5755

BOARD CHAIR

A.18. Name

Tiffany Parmis

A.19. Term Expiration

06/30/2020

A.20. Email

tiffany.parms@gmail.com

A.21. Phone

(336) 893-5755

B. Project Overview

Completed by development@leadgirls.org on 11/22/2019 2:02 PM

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 2020/21

Address: *No Address Assigned

B. Project Overview

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?

Learning Everyday Accomplishing Dreams (LEAD) Girls of NC provides innovative leadership and personal development programming for middle school girls in Forsyth county. We give girls the foundation they need to find their voices to counter bullying and challenge peer pressure, avoid risk behaviors such as smoking, dropping out of school and teen pregnancy, so they can chart a positive course for their futures. We offer a structured series of 45 minute to one-hour workshops hosted during elective periods at partner schools, as well as a community-based program with workshops that meet afterschool and on Saturday mornings.

We use evidence-based models recognized as effective by the U.S. Office of Juvenile Justice Programs (OJJ), U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) and the Centers for Disease Control and Prevention (CDC), as the framework for our program workshops. We are using the One Circle Foundation curriculum. The curriculum reflects LEAD Girls' core fundamentals and engages girls in communications-based and leadership development activities throughout the multi-session workshop program. Our program comprises a series of group meetings that are conversation-focused and activity-driven. Workshops include group discussions, introspective journaling, thought-provoking dialogue and hands-on service projects to drive girls forward in their personal development.

Our annual program and organization goals are: 1) to recruit 150 girls ages 11 to 15 from Forsyth County to participate in LEAD Girls; 2) to expand our school partnership network with one additional school; 3) to produce and disseminate a report on our Mission Clarification/Market Niche/Strategic Priorities Survey; and 4) to develop a funding Strategy for LEAD Girls that aligns with our Three Year Strategic Plan.

City funds will be used to support the operations of the LEAD Girls' program, specifically for personnel (\$3,000) and annual financial review services (\$2,000). Personnel funding will cover approximately 7% of the salary of our Executive Director, who serves as the LEAD Girls' workshop facilitator responsible for planning and providing all of our workshops in schools and in the community. Financial review services will support the organization's growth and our commitment to transparent, responsible fiscal operations, as we conduct our first third-party financial review.

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

To become a program participant, girls and their parents/guardians complete a program application and age-eligible girls (age 11 to 15) are accepted on a first-come basis. Most girls who participate in school-based programs are referred by a school counselor, teacher or administrator, while those who participate in our community-based programs learn about LEAD at school or through our extensive community outreach efforts. Each LEAD Girls leadership program lasts 8 to 10 weeks, meeting once per week and following an evidence-based program curriculum designed to build leadership

and personal development skills that girls can use now and throughout their lives to make smarter choices, develop self-reliance and accountability.

Girls participate in our curriculum and build leadership and personal development skills that they can use now and throughout their lives. LEAD has four years of experience working extensively with our target population of Winston-Salem, Forsyth County resident girls ages 11 to 15 facing poverty and other barriers to achievement, both in school and in the community. Over 450 have already completed our program. We have a district-wide partnership with Winston-Salem Forsyth County School District. Currently we partner with Wiley Middle School, Mineral Springs Middle School and now Winston-Salem Preparatory Academy, to provide in-school programs. Our community-based program serves girls who are served by Forsyth County Department of Social Services (FCDSS), through LEAD's contract with FCDSS; girls who attend other Title I schools in the Forsyth County school district; or girls who have been referred by local counseling centers and homeschoolers. We specifically target middle school aged-girls due to the critical role of middle school in predicting high school graduation. According to the National Education Association, students in middle school often begin to show warning signs of dropping out, such as changes in school attendance, behavior, and achievement.

Research has identified the critical role of middle-school interventions to keep students interested and engaged. Our program is facilitated in schools and environments where peer-to-peer learning is encouraged and where girls can create a safe space for sharing. The program offers a variety of sessions that encourage and support the girls to feel confident stepping outside of their comfort zone.

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?

We typically serve no more than 20 to 25 girls per workshop session to ensure every girl receives the attention she needs to actively and fully participate. The approximate unduplicated total number of participants to be served during the program year is 250 girls, including our school-based programs, community-based programs and our entrepreneurship focused summer enrichment camp.

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.

LEAD's target population is middle school girls, ages 11 to 15 years old. We work primarily with girls from low-income households. The overwhelming majority of our participants (90%) meet the income eligibility requirements for free school lunch. More than 80% of the girls we serve are of African American and Hispanic heritage. Girls living in poverty face daunting barriers to success: they are more likely to quit school, experience teen pregnancy, develop a substance addiction and more often than not, find themselves trapped in a generational cycle of poverty. While this is true for all girls raised in poverty, it is especially true for minority girls—including the thousands of girls in Winston-Salem. One in three Winston-Salem residents (33%) is struggling with financial stability and falls below the poverty line—a rate that is double the national average. African Americans and Hispanics are disproportionately affected: 35% of black residents and 56% of Hispanic residents live in poverty, compared to 11% of white residents. Among girls ages 11 to 15, the target population of LEAD Girls, nearly half (45%) are living in poverty. (Sources: US Census Bureau 2010; Sexual Health Initiatives for Teens (SHIFT) North Carolina; North Carolina State Center for Health Statistics.)

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.

Engaging girls in leadership development as they are maturing into young women has been proven to help girls find their voices, avoid risk behaviors, and chart a different course for their futures. LEAD Girls transforms girls' lives. We give them the foundation they need to recognize their worth, cultivate and trust their decision-making abilities, and find

their voices to counter bullying and challenge peer pressure. With our help, girls are empowered to avoid risk behaviors such as smoking, dropping out of school and teen pregnancy, so they can chart a positive course for their futures.

Now in our fourth year of operating LEAD Girls workshops at Forsyth County middle schools, we are expanding our capabilities in response to critical education needs among our participant population. With so many girls in our partner school sites struggling with literacy, and recognizing the foundational role that literacy plays to support all other academic success, we are piloting a balanced literacy educational support component in our new LEAD Girls program at Winston-Salem Preparatory Academy (Winston-Salem Prep), with two years of pilot funding provided by the United Way of Forsyth County Place Matters program. The Winston-Salem Prep literacy program component supports the school system's reading goal of ensuring that over 90% of students will read on or above grade level. Presently, the girls in our program are on average reading at level two years behind their grade level.

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?

We collaborate with Winston-Salem public schools and other nonprofits to recruit participants and to lead select workshops, such as financial smarts for girls. Our collaborative relationships enhance our work and offer specialized learning opportunities for our girls, but they do not have an impact on our ability to successfully operate the workshops program.

We have established a district-wide partnership with the Forsyth County School District. We are currently partnered with three schools in the district, to provide in-school LEAD programs at Philo-Hill Middle Academy, Mineral Springs Middle School, and Winston-Salem Prep, in addition to our community-based program which serves Forsyth County girls who attend any local school and girls who are served by FCDSS. LEAD's collaboration with FCDSS was formed in 2019 and is supported by a service provider contract that refers age-eligible FCDSS consumers to LEAD for our Saturday workshop programs. Also in 2019, we began to collaborate extensively with Wake Forest Women Lead, a volunteer group of students who serve as reading partners and mentors in our literacy program at Winston-Salem Prep. Last year, we formed an ongoing referral partnership with Novant Today's Pediatrics/OB-GYN and Forsyth Connects, to refer girls to our community-based programs.

C. Strategy and Performance

Completed by development@leadgirls.org on 11/22/2019 2:38 PM

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C. Strategy and Performance

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):

Livable Neighborhoods

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.

We conduct pre- and post-testing of our program participants to determine the impact of the program and to help determine any changes we need to make. We survey parents and schools to gather program input and feedback, and we assess our progress toward annual goals on a monthly and quarterly basis, including quarterly and/or biannual reporting as required by our funders. We make corrective actions to address and shortfalls or areas where we are experiencing challenges.

We determine project success by short-term and long-term measures. Currently, to assess the short-term impact, we administer individual participant with surveys after every workshop this includes pre and post evaluation surveys immediately after the completion of the Fall/Winter and spring workshop sessions. Surveys conducted with girls and their parents/guardians allow us to assess retention of the fundamentals taught in workshop sessions and any personal behavioral changes resulting from what was learned. In 2018 we developed a team of four researchers who

assessed our data collection and determined a need for expanding the data we collect during pre and post evaluation, beginning with the Fall 2018 participant cohort.

Because we conduct program evaluations mid-year, review our milestones achievements monthly and quarterly, and monitor our ongoing progress toward achieving annual goals on a monthly basis, we are able to quickly identify any areas of concern and make adjustments before annual targets are missed or unmet. In the event that our original goals for the project are not being met, we identify the challenges, develop an action plan to address and correct any deficiencies and monitor progress closely to ensure goals are met. On an annual basis, we use the feedback received from our evaluations to guide us in refining our approach, enhancing our programming and addressing any identified unmet needs identified by participants.

Dr. Kelly A. Minor oversees data collection and is responsible for impact assessment of LEAD Girls programs. Dr. Minor volunteers on the LEAD Girls board of directors and is an Assistant Professor of Psychological Sciences at Winston-Salem State University. Dr. Minor conducts research that focuses on positive youth development (PYD), academic achievement, and college access, especially among disadvantaged and underrepresented groups. Specifically, Dr. Minor investigates the roles that developmental assets (e.g., self-regulation, school climate) and socioeconomic and racial/ethnic inequalities play in adolescents' enrollment and success in post-secondary educational programs. Her research on these topics has been funded by the W.T. Grant Foundation and the Texas OnCourse Initiative. Dr. Minor works with non-profit, youth development organizations on curriculum development and program evaluation. In addition to LEAD Girls of North Carolina, her previous affiliations include Citizen Schools and Usher's New Look Foundation.

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.

We use a combination of low-tech and high-tech tools working together to track participant and program data. In every workshop we utilize a simple attendance sheet to record participants' attendance, then capture that attendance data in our database (an online third-party electronic database). Our participant surveys are administered using QualComm or SurveyMonkey, two leading survey administration tools. Thanks to a grant in 2019 from the Wake Forest University Clinical and Translational Science Institute (CTSI) to support our program evaluation, we have begun to move to electronic surveys and capturing data on mobile devices/tablets.

We produce participant satisfaction reports following the collection and analysis of participant feedback in the Fall and Spring, as well as a year-end annual report of participant satisfaction and a program impact report that examines and highlights program performance, measuring annual outcomes and results against annual program goals and objectives. Our results are shared with our leadership team, our program partners, funders and made public in our "one pager" report of our year in review.

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
85% of participants	Program Director	87% report increased	88% will report	90% will report

will report increased participation in school and increase grades	provides bi-weekly leadership workshops & mentoring during school hours.	participation in school and increase grades	increased participation in school and increase grades	increased participation in school and increase grades
100% of participants will identify current disempowering communication and 80% will take the lead to move to a positive, empowering communication method.	Program Director provides bi-weekly leadership workshops & mentoring during school hours.	100% of participants identified disempowering communication and 90% reported taking the lead to move to a positive, empowering communication method.	100% of participants will identify disempowering communication and 90% will take the lead to move to a positive, empowering communication method.	100% of participants will identify disempowering communication and 92% will take the lead to move to a positive, empowering communication method.
90% of participants will identify avoiding risky behaviors and understanding consequences for their actions.	Program Director provides bi-weekly leadership workshops & mentoring during school hours.	87% of participants identified avoiding risky behaviors and understanding consequences for their actions.	90% of participants will identify avoiding risky behaviors and understanding consequences for their actions.	92% of participants will identify avoiding risky behaviors and understanding consequences for their actions.

C.6. FY 18-19 Program Accomplishments

During the 2018-19 academic year, 140 girls completed LEAD leadership training workshops in Forsyth County. Our participants were from diverse backgrounds: 80% are Black/African American, 15% Hispanic/Latina, 3% White/Caucasian and 2% Asian/Pacific Islander. Our school-based programs met once per week for 8 to 10 weeks, depending on the school. Community-based programs met twice monthly on Saturday mornings from August to December (Session 1) and February to June (Session 2). This year we successfully negotiated a service provider contract with FCDSS to serve their consumers in our community-based leadership program. We created and planned our first annual Girls Rising Leadership Expo, to kickoff at the start of the FY19-20 school year. In collaboration with Winston-Salem Prep and United Way of Forsyth County, we launched our pilot balanced literacy program, which reflects a major step forward in our evolution, as we look to combine urgently-needed academic support with our leadership program to leverage our rapport with students to measurably impact their academic success.

During the FY18-19 school year, we met our completion rate goal: 92% of girls who enrolled in the leadership program completed it by attending 8 to 10 workshops. Our participants completed more than 80 hours of community service. More than 80% of LEAD Girls participants with a history of poor grade and school attendance challenges reported improvement their grades and successfully passed to the next grade. Over 80% of LEAD Girls avoided trancies and absences that were within their ability to avoid.

Our program results for the year met, an in many cases exceeded, our performance goals. Program participants reported significant changes in their communication, capacity for working together, ability to exercise leadership and decision-making capabilities -- which reflected changes we observed firsthand in girls' interactions with each other and adults during workshop sessions. Key report findings include:

- 95% of girls have more confidence setting goals
- 94% are motivated to do good things
- 90% feel more confident when communicating with others
- 95% take greater responsibility for their choices

C.7. FY 20-21 Key Objectives

Our LEAD Girls workshop series is operational and ongoing. In the 2020-21 school year, we will continue to offer LEAD Girls programs in our current partner schools, expanding to additional schools as funding and resources allow. We will also offer a special LEAD Girls summer program based at our LEAD Girls community workshop space, which is separate from our school-year programs. Our key objectives for our LEAD Girls programming in the upcoming year are:

- 1) Of the 100+ girls who complete a LEAD leadership workshop program, 80% will achieve academic success by attending school regularly, avoiding truancy and passing to the next grade.
- 2) Of the 100+ girls who complete a LEAD leadership workshop program, 90% will improve their decision-making skills by adopting at least 3 of 5 strategies and techniques taught in the workshops.
- 3) Of the 100+ girls who complete a LEAD leadership workshop program, 80% will develop more confidence and become more accountable for their choices, as measured by responses to pre- and post-test questionnaires.

Our key objectives for the organization are to:

- 1) Recruit 200 girls ages 11 to 15 from Forsyth County to participate in LEAD Girls programs, which include our in-school, afterschool, Saturday, Summer Camp
- 2) Recruit 100 girls to participate in our Expo program to experience thought-provoking leadership skills building and inspiration alongside their peers
- 3) Examine "what works" and identify challenges in the literacy pilot project, to fine tune the curriculum and program components ahead of its Year 2 rollout.
- 4) Continue to develop and execute an aggressive funding Strategy for LEAD Girls that aligns with our Three Year Strategic Plan

D. Organizational Capacity

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 2020/21

Address: *No Address Assigned

Completed by development@leadgirls.org on 11/22/2019 2:48 PM

D. Organizational Capacity

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?

Our mission is to provide the tools and resources that low-income and at-risk preteen girls must have to become productive citizens and active leaders in our community. We work to achieve our mission through our LEAD Girls workshops offered in-school and in the community, LEAD young entrepreneurs summer camp, and community service projects completed by our girls. We encourage and mentor girls to aspire and achieve greatness academically, emotionally and creatively.

We serve middle school student girls ages 11 to 15. Our LEAD Girls workshop series is operational and ongoing, and directly fuels the advancement of our mission. During the 2016-17 academic year, 66 girls completed LEAD leadership training workshops in Forsyth County. In the 2017-18 school year, we grew our local services by 50% -- providing LEAD Girls programs to 100 Forsyth County girls in our partner schools and our community-based program. Last year we served nearly 150 girls, another 50% expansion of services from the preceding year, and this year we are on track to serve nearly 300 girls. We will continue to thoughtfully and strategically expand our capacity while sustaining our growth, by adding additional partners for our Saturday workshops and growing our community program as funding and resources allow.

FUNCTION (5 POINTS)

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

Our organization launched in 2015 and has been in operation for four years now.

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

LEAD Girls is an organization dedicated to empowering Winston-Salem's most at-risk and vulnerable young residents, helping to improve youth outcomes now and helping to secure the futures of young adult residents in the making. We work with girls living in poverty, often experiencing academic and behavioral challenges, as well as challenging home life. Our workshops equip girls to identify and make good choices for their lives now and in the future, with a focus on growing into strong, independent and self-sufficient women. When girls are in LEAD, they are engaged in civic activities and community service projects, and learning new outlets for their emotions. They are learning to avoid participating in bullying; they are not escalating from poor grades to truancy and dropping out, and not experimenting with alcohol and drugs. We believe our work benefits not only individual girls and families, but the greater Winston-Salem community as a whole.

STRUCTURE (5 POINTS)

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

Position Title	Activities/Inputs	Total Work	% of hours
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		Hours Per Week	proposed to be funded
Executive Director	Weekly workshop leader; Manager of all organizational operations.	30	7.00 %

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
Joy Nelson Thomas	Executive Director	\$42,600.00	7.00 %

D.6. Attach an organizational chart

Organizational Chart *Required

2019 LEAD Girls Organizational Chart.pdf

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.

LEAD Girls is committed to diversity in all of our work, including our staff, volunteer and leadership recruitment. As a small organization, we do not often have open paid positions. But when we do, such as our internships, we actively seek out diverse candidates through college and grad student recruitment on local campuses, and posting on our website, and through word of mouth through our diverse network of supporters, allies and friends. We have current and past board members who are African American, Caucasian, and Hispanic/Latina.

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	
Professionals						
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					3	
Technicians						
Office/Clerical					1	
Laborers/Service Workers						

D.8.



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

2019 LEAD Girls Board of Directors.pdf

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

10

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

4

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 program is currently operational and has been since the 2016 academic year.

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?

LEAD Girls of NC welcomes girls of all backgrounds to participate in the program. We have a non-discrimination and inclusion policy that outlines our commitment to inclusiveness and diversity. We conduct outreach through allied organizations that share our inclusive philosophy, such as Big Brother Big Sister, as well as through partner middle schools, referrals from guidance counselors, local churches and word of mouth from current program participants who refer friends. We highlight participant diversity in all of our marketing and outreach materials, and we strive to welcome as many girls as possible into the program.

E. Cost Effectiveness

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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	\$79,185.00	\$79,185.00	\$82,325.00
Fundraising	\$17,270.00	\$16,200.00	\$16,848.00
Management and General	\$24,863.00	\$24,863.00	\$25,858.00
	\$121,318.00	\$120,248.00	\$125,031.00

Expenditures by Category	Budgeted FY 19-20	Projected Actuals FY 19-20	Proposed Budget FY 20-21
Employee Salaries and Wages	\$43,500.00	\$32,500.00	\$84,000.00
Employee Benefits	\$5,120.00	\$7,500.00	\$14,800.00
Facility Rent and Utilities	\$4,518.00	\$4,518.00	\$4,800.00
Training and Conference Registration	\$1,750.00	\$1,750.00	\$1,100.00
Membership and Dues	\$475.00	\$475.00	\$475.00
Travel and Transportation	\$1,775.00	\$150.00	\$280.00
Grants to Individuals and Organizations	\$0.00	\$0.00	\$0.00
Contracted Fundraising Services	\$6,500.00	\$7,200.00	\$8,900.00
Goods Purchased for Resale	\$0.00	\$0.00	\$0.00
Other Contracted Services	\$2,750.00	\$4,000.00	\$4,500.00
Other Operating Expenditures	\$54,930.00	\$62,990.00	\$33,600.00
Capital Outlay	\$0.00	\$0.00	\$0.00
	\$121,318.00	\$121,083.00	\$152,455.00

Revenues by Category	Budgeted FY 19-20	Projected Actuals FY 19-20	Proposed Budget FY 20-21
City of Winston-Salem	\$5,000.00	\$5,000.00	\$5,000.00
Forsyth County	\$15,000.00	\$15,000.00	\$15,000.00
State of North Carolina	\$1,000.00	\$1,000.00	\$1,000.00
Federal Government	\$0.00	\$0.00	\$0.00
Admissions/Program Revenues/Sales	\$18,300.00	\$18,300.00	\$21,000.00
Memberships	\$0.00	\$0.00	\$0.00

Donations	\$40,000.00	\$42,000.00	\$49,000.00
Foundation Grants	\$26,400.00	\$33,000.00	\$38,000.00
Interest and Investment Income	\$0.00	\$0.00	\$0.00
Parent Organization	\$0.00	\$0.00	\$0.00
Other	\$17,975.00	\$20,000.00	\$25,000.00
	\$123,675.00	\$134,300.00	\$154,000.00

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

Other Expenditures this year include pass-through funds donated by supporters of our documentary film, produced in partnership with Stone's Throw Films. Other Revenues include sponsorships and funds raised for special events, which include our annual benefit soiree and our annual Girls Rising Expo.

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	City Agency grant program	\$5,000.00

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
Executive Director	\$3,000.00	\$39,000.00	Foundations
	\$3,000.00	\$39,000.00	

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 request for a second year of seed funding is consistent with our approved request last year, for our first year of seed funding.

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.

LEAD Girls currently generates all of our annual revenue from private sources, which offer a sustainable source of funding from supporters who are committed to our mission. We are building long-term sustainability for LEAD through diverse funding channels that include foundation and corporate grants, partnership contracts with schools and support from individual donors, which were all identified through a 3-year strategic planning retreat led by Karl Yena and further fleshed out during a fund development session with our board of directors and advisory committee.

Local documentary filmmakers, Stone's Throw Films, donated their services to create a LEAD Girls promotional video that featured Mayor Joines, Mineral Springs Middle School, our current partnering school principal and our LEAD Girls. This video has already started opening new doors and attracting new supporters. Our marketing chair and ED spent the first half of the year building an advisory marketing/fundraising committee of 13 committed volunteers. These efforts secured a Truliant grant and sponsorship, renewal of Enterprise Holdings Foundation grant that included a 50% increase. We have a year of new community partnerships that yielded donor engagements opportunities including

church invitations to speak and civic groups. We have an ongoing partnership with our local hockey team, the Carolina Thunderbirds, to host a vendor table and conduct fundraising outreach at home games.

This year we launched our Girls Rising Expo and grew our soiree fundraiser to include a successful silent auction, paddle raise and more sponsorship opportunities. We are working to sustain LEAD Girls operations as a long-term solution to empowering girls and building the next generation of women leaders. Leadership skills are proven effective as a means of helping youth avoid risk behaviors.

In our girls, we are seeing early evidence that our program is working to develop their leadership skills. Even for girls who were labeled (by parents/guardian and school counselors) or who self-identified as shy or introverted, we have noted changes in confidence and a willingness to step outside their comfort zones.

BARRIERS (3 POINTS)

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

We do not anticipate any barriers to implementation, as the program is currently operating and has collaborative agreements and partner commitments in place to extend our operations into the coming year.

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:	\$5,000.00
Number proposed to be served for the year:	250
Average City funds per beneficiary:	\$20.00
Proposed funds from all sources:	\$134,300.00
Number proposed to be served for the year:	250
Average total funds per beneficiary:	\$537.20

F. Required Documents

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 2020/21

Address: *No Address Assigned

Completed by development@leadgirls.org on 11/22/2019 3:46 AM

F. Required Documents

Please provide the following information

Documentation

Code of Conduct/Conflict of Interest Policy *Required

Conflict of Interest Policy-LG 2018.pdf

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

LEAD Girls 990 Form 2018.pdf

Organization By-Laws *Required

BYLAWS OF LEAD GIRLS OF NC - Revised Oct 2016.pdf

Articles of Incorporation *Required

LEAD_Girls_Articles_of_Inc.pdf

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

2018 LEAD Girls Non-Discrimination and Ethics Documents.pdf

IRS 501(c)3 Designation Letter *Required

LEAD Girls of NC Inc. 501c3 Letter.pdf

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

LEAD FY2018 Audit Statement.pdf

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

***Required**

North Carolina Secretary of State - Current and Active Status.pdf

Other

***No files uploaded*

G. Community Development Only

Completed by development@leadgirls.org on 11/22/2019 3:54 PM

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 2020/21

Address: *No Address Assigned

G. Community Development Only

** 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	0
31% to 50% of median	0
51% to 80% of median	0
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

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.

H. Construction/Rehab Only

Completed by development@leadgirls.org on 11/22/2019 3:54 PM

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 2020/21

Address: *No Address Assigned

H. Construction/Rehab Only

** 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

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

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 2020/21

Completed by development@leadgirls.org on 11/22/2019 3:54 PM

Address: *No Address Assigned

I. Emergency Shelter Only

** 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
	\$0.00

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
	\$0.00

J. Rapid Rehousing and HMIS Only

Completed by development@leadgirls.org on 11/22/2019 3:54 PM

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 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
	\$0.00	\$0.00

Submit

Completed by development@leadgirls.org on 11/22/2019 3:55 PM

Case Id: 10778

Name: LEAD Girls of NC - LEAD - 2020 - 2020/21

Address: *No Address Assigned

Submit

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.

Joy Nelson Thomas

Electronically signed by development@leadgirls.org on 11/22/2019 3:55 PM