

A. Organization & Contact Information

Case Id: 11143
Name: Lead Girls - 2021/22
Address: *No Address Assigned

Completed by info@leadgirls.org on 11/20/2020 12:58 PM

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 2021-22 Funding Request Amount

\$10,000.00

A.4. Agency's Total Operating Budget

\$219,579.00

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 - 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

hello@leadgirls.org

A.17. Phone

(336) 893-5755

BOARD CHAIR

A.18. Name

Chelsea Barnes

A.19. Term Expiration

06/30/2021

A.20. Email

chelsea@leadgirls.org

A.21. Phone

(919) 627-5452

B. Project Overview

Completed by info@leadgirls.org on 11/20/2020 1:34 PM

Case Id: 11143

Name: Lead Girls - 2021/22

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, and lead them to 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 literacy and community-based programs with workshops that meet after school and/or on Saturday mornings. This December, we will expand to include a pilot group of fourth - fifth grade girls at Cook Literacy Model School.

As the framework for our program workshops, we use evidence-based models recognized for its effectiveness by the U.S. Office of Juvenile Justice Programs (OJJJ), U.S. Substance Abuse and Mental Health Services Administration (SAMHSA) and the Centers for Disease Control and Prevention (CDC). We are using the One Circle Foundation curriculum which 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 2021 program and organization goals are: 1) to recruit 250 girls ages 11 to 15 from Forsyth County to participate in LEAD Girls 2) to explore how we can best serve elementary aged girls in LEAD Girls by working with a pilot program at Cook Literacy Model School with 20 girls; 3) to expand our school partnership network; 4) to celebrate the past five years; 5) 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), literacy initiatives (\$3,000), community LEAD program (\$2,500); and annual financial review services (\$1,500). Personnel funding will cover approximately 5% 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. Funds for the community program for girls will allow us to reach girls beyond our current partner schools, and funds for our literacy initiatives will help us further realize our work with literacy for these girls, which before/after reading test scores are showing IS WORKING! Financial review services will support the organization's growth and our commitment to be transparent with responsible fiscal operations, as we conduct our annual third-party financial review.

As we look at celebrating five years in 2021, your funding and support will help us as we plan for five more years!

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

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To become a program participant with LEAD Girls, 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 and partnerships.

Each LEAD Girls leadership program lasts 8 to 10 weeks each semester, 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. We are working directly with administrators at Cook to identify our pilot group and our literacy initiatives will be a part of the curriculum there and well as continue at Winston-Salem Preparatory Academy.

Girls participate in our curriculum and build leadership, academic skills, 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. 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.

Over 350 girls have already completed our multiple week 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.

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. With Covid, we have moved to virtual environments, but honor that once a group of girls who are participating each week have created a bond, that we do not allow new girls to join that same semester. Our program offers a variety of sessions that encourage and support the girls to feel confident stepping outside of their comfort zone.

B.3. Below, please provide anticipated service metrics into the appropriate fields.

Where applicable, applicants will be reimbursed funds based upon timely submissions of eligible invoices. These invoices should describe services rendered and should align with the goals and objectives cited here. Where outcomes do not align with goals, please be prepared to provide a written summary of shortcomings. If applicable and serving individual clients over a period of time.

Average Number of Participants Served at a Single Time

18

Maximum Number of Participants to Be Served at a Single Time

30

Unduplicated Total Number of Participants to Be Served During the Program Year

350

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.

2021 will mark our fifth 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 piloted a balanced literacy educational support component in our new LEAD Girls program at Winston-Salem Preparatory Academy (Winston-Salem Prep) beginning in 2019, receiving 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 a level two years behind their grade level.

With our adding a pilot program for outreach to Cook Literacy Model School third - fifth grade students, we will begin our work with girls earlier than middle school. We expect the data will show that we need to explore other partnerships with elementary schools in our county to help more girls succeed.

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 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. In December, Cook Literacy Model School will be added as our first elementary school partner.

We collaborate with Winston-Salem public schools and other nonprofits and businesses to recruit participants and to lead select workshops, such as financial smarts and public speaking for girls. Our collaborative relationships enhance our work and offer specialized learning opportunities for our girls, adding to our success rate and ability to successfully operate the workshops program.

In addition, LEAD Girls' parents and guardians are offered opportunities to hear from experts on parenting their girls. In a recent session, parents were introduced to effective language and strategies to help with communication - especially in the face of conflict.

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. In 2019, we formed an ongoing referral partnership with Novant Today's Pediatrics/OB-GYN and Forsyth Connects, to refer girls to our community-based programs.

IDIS Setup

No data saved

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IDIS Setup

Please provide the following information

Project Name

National Objective

Activity Number ID

HUD Activity Code

Project Description

Accomplishment Type

Initial Application Date

Service Area

Ward

Census Tract(s)

Block/Group

MWBE

C. Strategy and Performance

Completed by info@leadgirls.org on 11/20/2020 1:40 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 the stated program 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 identify 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. Using this quantitative and qualitative information, we can make corrective actions to address any 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 each individual participant with a survey 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 researchers who

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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.

Tiffany Parmis and Samantha White, both current LEAD Board members, oversee data collection and are responsible for impact assessment of LEAD Girls programs. Their research focuses on positive youth development (PYD), academic achievement, and college access, especially among disadvantaged and underrepresented groups.

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 SurveyMonkey, a leading survey administration tool. 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. With Covid-19, surveys are done online.

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.

Applicants will be reimbursed funds based upon timely submissions of eligible invoices. These invoices should describe services rendered and should align with the goals and objectives cited here. Where outcomes do not align with goals, please be prepared to provide a written summary of shortcomings.

Stated Program Goals	Program Activities in Support of Goals	FY 19-20 Previous Year Results	FY 20-21 Current Year Projected Results	FY 21-22 Next Year Anticipated Results
100% of participants will identify current disempowering communication and 80% will take the	Program Director provides leadership workshops and mentoring during school hours (if in	100% of participants will identify current disempowering communication and 92% will take the	100% of participants will identify current disempowering communication and 93% will take the	100% of participants will identify current disempowering communication and 94% will take the

lead to move to a positive empowering communication method.	person classes resume), afterschool and on Saturdays - and virtually as necessary.	lead to move to a positive empowering communication method.	lead to move to a positive empowering communication method.	lead to move to a positive empowering communication method.
90% will be more confident setting long term goals by adopting at least 3 of 5 strategies and techniques taught in the workshops.	Program Director provides leadership workshops and mentoring during school hours (if in person classes resume), afterschool and on Saturdays - and virtually as necessary.	94% will be more confident setting long term goals by adopting at least 3 of 5 strategies and techniques taught in the workshops.	96% will be more confident setting long term goals by adopting at least 3 of 5 strategies and techniques taught in the workshops.	97% will be more confident setting long term goals by adopting at least 3 of 5 strategies and techniques taught in the workshops.
80% will develop overall satisfaction for themselves, as measured by responses to pre- and post-test questionnaires.	Program Director provides leadership workshops and mentoring during school hours (if in person classes resume), afterschool and on Saturdays - and virtually as necessary.	80% will develop overall satisfaction for themselves, as measured by responses to pre- and post-test questionnaires.	94% will develop overall satisfaction for themselves, as measured by responses to pre- and post-test questionnaires.	94% will develop overall satisfaction for themselves, as measured by responses to pre- and post-test questionnaires.

	Total Unduplicated Number Served	Total Number Served
FY 19-20 Previous Year Results	211	211
FY 20-21 Current Year Projected Results	250	250
FY 21-22 Next Year Anticipated Results	350	350

C.6. FY 19-20 Program Accomplishments

In 2019 LEAD Girls served 211 girls through LEAD programs, camps, Girls Rising Expo and in the community. We hosted 69 workshops at three partner schools, one community site, and our Girls Rising Expo. 1,080 hours of literacy help was provided to 34 girls at Winston-Salem Prep in order to boost reading levels. We had 298 partners who worked with us to host, sponsor, and support LEAD programs and 82 volunteers who dedicated 1400 hours of time to make our programs a success.

When Covid caused shutdowns in March, we pivoted to continue our work with our girls – providing not only our usual curriculum but an additional social support to our girls who were learning from home exclusively with little exposure to other teens.

Our girls come from diverse backgrounds: 79% are Black/African American; 16% are Hispanic/Latina; 3% are White/Caucasian and 2% are Asian Pacific Islander. Our school-based programs met once per week for 8 to 10 weeks each semester, depending on the school. Community-based sessions met twice monthly on Saturday mornings. We also are continuing our work with Winston-Salem Prep in our balanced literacy program, which is allowing us to measurably impact academic success.

LEAD Girls equips girls to confidently make thoughtful choices about their lives now, to foster a lifetime of smart, confident choices and leadership. They 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:

94.5% of girls enjoy participating in LEAD sessions. The girls listed group sessions as “good” or “excellent” overall. They liked learning new things and they wished the sessions could be longer in duration.

95.3% of girls say LEAD delivers useful information. The girls stated the sessions focused on alternatives to stress and aggression management were deemed “relatable” and “very helpful” to help girls change their lives, starting now.

88.6% of girls learned new skills. The girls reported that they learned new information and skills. The girls like that “we work as a group” and that LEAD is a safe space to “talk about [things] without them judging us.”

C.7. FY 21-22 Key Objectives

Our LEAD Girls workshop series is operational and ongoing. In the 2021-22 school year, we hope that we’ll go back to “normal” with girls being able to participate in person with our LEAD Girls programs in our current partner schools. We will further expand our pilot program at Cook Literacy Model and will see some of the fifth grade girls graduate into the middle school program. We also hope to continue to expand to additional schools as funding and resources allow. We will also offer a special LEAD Girls summer program and our GRIT Expo, 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, 94% will take the lead to move to a positive empowering communication method.
- 2) Of the 100+ girls who complete a LEAD leadership workshop program, 97% will be more confident setting long term goals 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, 94% will develop overall satisfaction for themselves, as measured by responses to pre- and post-test questionnaires.

Our key objectives for the organization are to:

- 1) Recruit 250 girls ages 11 to 15 from Forsyth County to participate in LEAD Girls programs, which include our in school, after school, Saturday meetings, and Summer Camp. We will work to build on past participants as well as start a new "class" in the fall of 2021.
- 2) Recruit 100 girls to participate in our Expo program to experience thought-provoking leadership skills building and inspiration alongside their peers

- 3) To further explore how we can best serve elementary aged girls in LEAD Girls by working with a pilot program at Cook Literacy Model School with 20 girls;
- 4) to expand our school partnership network with one additional school;
- 5) to celebrate the past five years;
- 6) to develop a funding Strategy for LEAD Girls that aligns with our Three Year Strategic Plan.

D. Organizational Capacity

Completed by info@leadgirls.org on 11/20/2020 1:41 PM

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Address: *No Address Assigned

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. In 2018-2019, we served nearly 150 girls and in 2019-2020, we served 211 girls, a 40% expansion of services from the preceding year. This year we are on track to serve 250 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.

Ultimately, what the City of Winston-Salem will support is our entire mission of LEAD Girls and the outreach we do with girls in our community.

FUNCTION (5 POINTS)

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

Our organization launched in 2015. We will celebrate our fifth year in 2021!

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 lives. 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 learn 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.

In addition, with the newly added work we are doing around literacy, an academic bonus has been added, helping our

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girls do better in school. Test scores show that with our help, our girls are gaining reading comprehension up to two grade levels, which is significant when an eighth grader is reading on a third grade reading level. We know that 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 Hours Per Week	% of hours proposed to be funded
Executive Director	Weekly workshop leader; manager of all operational operations	40	5.00 %

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	\$61,800.00	5.00 %

D.6. Attach an organizational chart

Organizational Chart *Required

Organizational Chart_11.17.20.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						
Total Full-Time						

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

	Male -	Male -	Male -	Female -	Female -	Female -
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	White	Black	Other	White	Black	Other
Executives/Managers						
Professionals				1	3	
Technicians						
Office/Clerical				2		
Laborers/Service Workers						
Total Part-Time/Temp						

D.8.



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

2020 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. In December 2020, Cook Literacy Model School will begin a pilot program with 20 third-fifth grade students so we can begin to expand our outreach further.

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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Name: Lead Girls - 2021/22

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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 20-21	Projected Actuals FY 20-21	Proposed Budget FY 21-22
Program Services	\$187,779.00	\$187,779.00	\$258,375.00
Fundraising	\$7,800.00	\$7,800.00	\$23,600.00
Management and General	\$24,000.00	\$24,000.00	\$36,900.00
Total Expenditures by Program	\$219,579.00	\$219,579.00	\$318,875.00

Expenditures by Category	Budgeted FY 20-21	Projected Actuals FY 20-21	Proposed Budget FY 21-22
Employee Salaries and Wages	\$88,500.00	\$88,500.00	\$114,600.00
Employee Benefits	\$9,084.00	\$9,084.00	\$12,690.00
Facility Rent and Utilities	\$4,004.00	\$4,004.00	\$5,203.00
Training and Conference Registration	\$1,200.00	\$1,680.00	\$1,300.00
Membership and Dues	\$0.00	\$0.00	\$0.00
Travel and Transportation	\$2,746.00	\$2,746.00	\$5,126.00
Grants to Individuals and Organizations	\$0.00	\$0.00	\$0.00
Contracted Fundraising Services	\$5,200.00	\$5,200.00	\$13,600.00
Goods Purchased for Resale	\$0.00	\$0.00	\$0.00
Other Contracted Services	\$11,600.00	\$11,600.00	\$42,750.00
Other Operating Expenditures	\$97,245.00	\$97,245.00	\$123,606.00
Capital Outlay	\$0.00	\$0.00	\$0.00
Total Expenditures by Category	\$219,579.00	\$220,059.00	\$318,875.00

Revenues by Category	Budgeted FY 20-21	Projected Actuals FY 20-21	Proposed Budget FY 21-22
City of Winston-Salem	\$5,000.00	\$5,000.00	\$10,000.00
Forsyth County	\$6,745.00	\$0.00	\$6,745.00
State of North Carolina	\$0.00	\$0.00	\$0.00
Federal Government	\$0.00	\$0.00	\$0.00
Admissions/Program Revenues/Sales	\$30,995.00	\$30,995.00	\$49,425.00

Memberships	\$0.00	\$0.00	\$0.00
Donations	\$21,475.00	\$36,000.00	\$60,425.00
Foundation Grants	\$74,150.00	\$74,150.00	\$107,000.00
Interest and Investment Income	\$0.00	\$0.00	\$0.00
Parent Organization	\$0.00	\$0.00	\$0.00
Other	\$81,214.00	\$81,214.00	\$85,300.00
Total Revenues by Category	\$219,579.00	\$227,359.00	\$318,895.00

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

Other revenues include \$61,780 of in-kind support (volunteers, etc.) and donated supplies plus additional funds of sponsorships 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
2020	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	\$58,800.00	Foundations/Donations
Literacy Initiatives	\$3,000.00	\$72,811.00	Foundations, United Way, School Partners, Donations, Sponsors
Community LEAD Program	\$2,500.00	\$39,775.00	Foundations/Donations/Sponsors
Annual Financial Review	\$1,500.00	\$500.00	Event Fees/Foundation
	\$10,000.00	\$171,886.00	

E.4. For each activity and line item above, please provide a short but detailed description of how City resources will be used to carry out proposed programming.

Support will help us to pay our Executive Director, our only full-time staff member as well as support our literary initiatives that are being further developed through our partnerships with Winston-Salem Prep and Cook Literacy Model School. Our Community LEAD program is very important because it allows us to reach other girls beyond our home-based schools we are able to partner with. Funding will allow us to support our girls further through this program. We want to be as transparent with our finances as possible but financial reviews are very expensive, so the City will help us with this important piece. With all that we are asking for the City to support, it helps our programming become stronger - which allows us to reach more girls.

E.5. Where another stakeholder or agency is providing non-monetary assistance with a particular aspect of your programming, please provide a short description of those activities and how they will supplement the use of City

funds.

We have volunteers help us in a variety of ways including helping with marketing and fundraising as well as serving as providing professional development including cultural competency training. We also have Action Team members who help on committees as well as assist with programs. Our partnership with WFU has been put on hold during Covid - but they help provide literary assistance. We have a very small staff so are unable to do all of it ourselves. We are truly lucky to have so many volunteers to help us!

E.6. 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 third year of support has doubled from previous years to support our literacy initiatives as well as other programming, which continues to expand annually into new schools and new populations. During Covid, we have seen an increase in enrollment and expect post-Covid this will continue.

SUSTAINABILITY (7 POINTS)

E.7. 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. We hope to have a premiere in 2021. We are continuing to build an advisory marketing/fundraising committee and are receiving an in-kind donation/sponsorship from Vela Agency to help us further our outreach and visibility. We continue to seek out donor engagement and friend raising opportunities including church and civic group invitations to speak. We also have an ongoing partnership with our local hockey team, the Carolina Thunderbirds, to host a vendor table and conduct fundraising outreach at home games (during non-Covid times).

Last 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.8. Describe any potential programmatic barriers to project implementation (e.g. recruitment or outreach challenges, etc.) and your plans for overcoming 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. We are able to do our outreach virtually as we need to while Covid remains a threat to the health and safety of our girls and staff.

E.9. Describe any institutional barriers to project implementation (e.g. staff vacancies, pending departures, etc.) and your plans for overcoming them.

We do not anticipate any institutional barriers as we have a full staff and hope to hire an additional staff member in the late spring should we receive a capacity grant from the Winston-Salem Foundation.

AVERAGE COST (5 POINTS)

E.10. 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:	10,000
Number proposed to be served for the year:	350
Average City funds per beneficiary:	\$28.57
Proposed funds from all sources:	318,875
Number proposed to be served for the year:	350
Average total funds per beneficiary:	\$911.07

F. Required Documents

Completed by info@leadgirls.org on 11/19/2020 7:24 PM

Case Id: 11143

Name: Lead Girls - 2021/22

Address: *No Address Assigned

F. Required Documents

Please provide the following information

Documentation

- Code of Conduct/Conflict of Interest Policy *Required**
Conflict of Interest Policy-LG 2019.docx

- Submit a copy of the agency's latest 990 Form as submitted to the Internal Revenue Service. *Required**
LEADGirlsofNCInc 2019 990-EZ final[55621].pdf

- Organization By-Laws *Required**
Bylaws.docx

- Articles of Incorporation *Required**
LEAD_Girls_Articles_of_Inc.pdf

- Organization Policies (including personnel, formal non-discrimination, procurement, accounting, etc) *Required**
LEAD Girls Non-Discrimination and Ethics Documents.pdf
Whistle Blower19.pdf

- IRS 501(c)3 Designation Letter *Required**
LEAD Girls of NC Inc. 501c3.pdf

Audited financial statements or a third-party review *Required

LEAD Girls of NC Inc Financial Statements 2019 .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.pdf

Other

2019-LEAD-Annual-Impact-Report-web.pdf

G. Income Based Projects/Services Only

Case Id: 11143
Name: Lead Girls - 2021/22
Address: *No Address Assigned

Completed by info@leadgirls.org on 11/20/2020 1:45 PM

G. Income Based Projects/Services 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."

G.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.

Income Range	# 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

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

H. Construction/Rehab Only

Completed by info@leadgirls.org on 11/20/2020 1:45 PM

Case Id: 11143

Name: Lead Girls - 2021/22

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."

H.1. Describe the proposed project, including any plans. If the project is approved, we will need a detailed work write-up.

H.2. Provide a projected timeline for the proposed work.

H.3. Describe how the project will be managed, including the contractor procurement process.

H.4. Describe the target market, including any special populations to be served.

H.5. Describe the services or program you plan to provide.

H.6. Describe the property management plan.

H.7. List the development team members.

H.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.

H.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

Completed by info@leadgirls.org on 11/20/2020 1:45 PM

Case Id: 11143

Name: Lead Girls - 2021/22

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 info@leadgirls.org on 11/20/2020 1:45 PM

Case Id: 11143

Name: Lead Girls - 2021/22

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 info@leadgirls.org on 11/20/2020 1:46 PM

Case Id: 11143

Name: Lead Girls - 2021/22

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 info@leadgirls.org on 11/20/2020 1:46 PM