

A. Organization & Contact Information

Case Id: 14461
Name: Crosby Scholars Community Partnership -
Address: *No Address Assigned

Completed by kwatts@crosbyscholars.org on 11/19/2021 2:46 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

Crosby Scholars Community Partnership

A.2. Project/Program

College to Career + Goodwill (C2C+G)

A.3. FY 2022-23 Funding Request Amount

\$30,000.00

A.4. Agency's Total Operating Budget

\$2,951,310.00

A.5. Mailing Address

2701 University Parkway Winston-Salem, NC 27105

A.6. Project/Program Location Address

2701 University Parkway Winston-Salem, NC 27105

A.7. Organization Website

www.crosbyscholars.org

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

2001

A.9. Organization Fiscal Year

July 1

A.10. Federal Tax ID Number

A.11. Federal DUNS Number

EXECUTIVE DIRECTOR/MANAGER

A.12. Name, Title

Mona Lovett, President & CEO

A.13. Email

mwlovet@crosbyscholars.org

A.14. Phone

(336) 725-5371

CONTACT

A.15. Name, Title

Kathy Watts, Part-time Grant Writer

A.16. Email

kwatts@crosbyscholars.org

A.17. Phone

(336) 725-5371

BOARD CHAIR

A.18. Name

Ginger Salt

A.19. Term Expiration

06/30/2025

A.20. Email

gsalt@piedmontfederal.com

A.21. Phone

(336) 770-1124

B. Project Overview

Completed by kwatts@crosbyscholars.org on 11/19/2021 2:48 PM

Case Id: 14461

Name: Crosby Scholars Community Partnership -

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?

Crosby Scholars seeks to be a part of a holistic approach to reducing poverty in our community. Crosby Scholars' free programming for middle and high school students, grades 6-12, ensures Forsyth County's most vulnerable students have equitable opportunities for economic mobility, including enrollment in and graduation from college, career exploration and financial literacy.

Crosby Scholars' affiliation with Goodwill of Northwest NC enables us to allocate more resources to programs and scholarships for our students. We received funding in 2019 for our College to Career + Goodwill initiative (C2C+G) to connect our students and alumni with the Professional Center by Goodwill, a free resource for employers who are looking for qualified applicants that connects individuals to those opportunities and to paid and unpaid internships and job shadowing opportunities to inform career paths. We partnered with The Professional Center by Goodwill for a Career Exploration Fair in summer 2019. Goodwill supports youth in foster care and youth who need CTE training.

C2C+G assists students with career exploration and connections to internships and apprenticeships that help students identify career paths they intend to pursue and shows them the steps to achieve their post-secondary goals, whether it is a certification, associate's degree or transfer to a 4-year college. These opportunities for early career guidance increases post-secondary degree completion.

City funds would be used to support programming and the salary of a College 2 Career Advisor (C2CA). The C2CA will be the person who connects Crosby Scholars to Goodwill and Forsyth Tech career exploration opportunities and will also serve as the contact to help students who are pursuing post-secondary education at Forsyth Tech navigate degree completion and/or transfer, if that is the student's plan.

Compared to high school graduates, college graduates earn an average of \$32,000 more annually and \$1 million more over a lifetime. They contribute more taxes and to charity, volunteer more and are less reliant on government services (Aplu.org). Minority students received 65% of the Last Dollar Grants Crosby Scholars awarded. With less debt, students may begin saving and accumulating wealth sooner, which can be a step to disrupt the cycle of racial wealth disparities.

The Crosby Scholars Program teaches accountability and responsibility: all students in the program sign a partnership agreement and commit to attend academies on topics that prepare them for college, to remain drug-free and to complete community service each year. For the 2019-2020 school year, students completed 77,000 hours of community service—during a pandemic. Our requirements help build community-minded students and provide social, emotional and learning (SEL) skills that benefit students throughout their lives.

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

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from participation?

Every WS/FCS middle and high school and charter school student in 6th to 10th grade is eligible to enroll in Crosby Scholars for free, and the college access programming continues through 12th grade. The enrollment application is posted on our website, and we publicize the enrollment timeline in schools, and on social media. C2C+G funding will enable us to strengthen the career exploration component throughout the successful college access strategies we already use, including Academies, college tours, STEM camps, visiting speakers, college fairs and more. Every Crosby Scholar will have access to the career exploration component that C2C+G offers.

Not every student we serve intends to enroll in a 4-year college or university, however, completing some type of accredited certification, diploma or associate's degree program significantly increases an individual's economic opportunities. We are an affiliate of Goodwill, and the C2CA will work closely with both organizations to coordinate resources and ensure students are directly connected to relevant programs. Goodwill knows what types of skillsets area employers seek and works closely with local employers as well as new businesses to prepare workers for specific jobs.

Crosby Scholars helps students ACHIEVE in the classroom and the community, which increases opportunities for post-secondary education. Students attend our regular Academies that provide them tools for becoming successful college applicants and engage in leadership opportunities. Beginning in 6th grade, we help students understand how to prepare to enroll in post-secondary education. Lessons they learn increase persistence and boost 6- year college graduation rates. During the senior year, Crosby advisors meet one-on-one with each Crosby senior to assist students as they APPLY to college and search for scholarships, which is especially beneficial to low-income students without family experience in the process. Our advising services supplement work of the school counselors, who have a counselor-to-student ratio of 1:375.

Crosby Scholars assists students with FAFSA (Free Application for Federal Student Aid) completion and, if a Crosby Scholar has unmet need to enroll in college, we offer Last Dollar Grants (LDGs) of up to \$1,200 per year for up to four years to help students AFFORD college. LDGs enable students to enroll in college and to decrease loans students borrow to pursue their educational goals. A Harvard study reports, "an additional \$1,000 in aid eligibility increased the probability of earning a bachelor's degree within six years by 3.5 percentage points."

Half of Crosby Scholars are from underrepresented populations, and in 2019, nearly one-third were first-generation college students. We have focused programs for Latino/Hispanic and African American students. These programs connect educational and career success with students' racial and cultural identities; build a college-focused peer network; and provide students with additional positive role models in their lives. The programs provide mentors, college and career trips and camps and offer additional experiences to students. Career exploration is a key component of our outreach programming, and we have partnerships that introduce our students to STEM careers.

B.3. Describe the unmet need that the proposed project/program seeks to address. Include data supporting the need.

Challenges our community faced, exacerbated by COVID-19, will require on-going focused efforts to help students regain lost momentum. Forsyth Futures reports, about 35% of children in Forsyth County live in households where adults have a high school diploma or less; 8% of children live in households where no adults have a high school diploma. "About 50% of adult workers in Forsyth County are employed in fields or occupations that are likely to experience job loss as a result of COVID-19," according to Forsyth Futures. COVID 19's impact on vulnerable populations underscores the need for a post-secondary certificate or degree. McKinsey Global Institute reported that "Workers without bachelor's degrees are twice as likely to hold jobs we classify as vulnerable." (McKinsey Global Institute, July 11, 2019)

Forsyth Futures' 2021 education report found, "Almost half of all children lived in households experiencing income insufficiency," and rates are higher for Black (66%) and Hispanic/Latino (76%) than white (20%) children and youth.

WS/FCS leaders are concerned for students in grades 6 and 9, which are crucial transition points. Only our high school 2022 seniors will have had at least one “regular” school year, uninterrupted by virtual learning and its accompanying challenges, which will result in multi-year impacts for all students. Forsyth Futures found that WS/FCS middle and high school students were below average on most SEL skills. “Compared to national levels, WS/FCS middle and high school students were below average on grit (20-39th percentile), growth mindset (20-39th percentile), and self-efficacy (20-39th percentile), and about average on self-management (40-59th percentile).”

For 2018-2019, 57% of WS/FCS high school graduates from the 2018-19 school year enrolled in college the fall after graduation, with fewer Black (50%) and Hispanic/Latino (40%) than White students (70%). Fewer economically disadvantaged students enrolled (41%) compared to students who were not economically disadvantaged (65%) during the fall after high school graduation.

According to the American Academy of Pediatrics, “As schools move to online learning, teens may have more unscheduled time. This can leave them more likely to experiment with risky behaviors.”

(<https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Teens-and-COVID-19.aspx>)

“The ultimate fear is this could be a lost generation of low-income students,” said Bill DeBaun, the National College Attainment Network’s (NCAN) data director. (<https://www.washingtonpost.com/business/2020/09/16/college-enrollment-down/>)

A Forsyth Futures assessment of gang-related data found that having parents with lower educational attainment and experiencing financial hardship are risk factors for youth gang involvement. Forsyth Futures said the community needs to “provide more supportive resources and make available more activities for youth.” Forsyth Futures found “Hispanic students are nearly twice as likely to get suspended than white students, and it’s even higher for Black students.”

COLLABORATION (6 POINTS)

B.4. 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 are the largest and longest-serving college access organization in Forsyth County and serve students in all WS/FCS middle and high schools. We work with local foundations to understand community need to inform our work. Instead of duplicating programs, we collaborate with like-minded community agencies to leverage our respective strengths to boost student success.

We continue to work closely with Forsyth Tech Community College to boost students’ success as well as other local colleges and universities such as Winston-Salem State University, UNC School of the Arts, N.C. A&T State University and Salem College. The C2CA will play a key role in connecting students to success resources at these schools.

Our President & CEO is co-chair of The Forsyth Promise, which encourages education stakeholders to work together to improve educational outcomes from Cradle to Career. Its core values are educational equity, inclusive stakeholder engagement and data-driven decision-making. They sponsor, and we participate in, the Data Sharing Project that gives us access to student level data. This partnership provides evaluation support.

The WS/FCS superintendent serves on our Board of Directors and has invited us to serve all middle and high schools--and into Carver High School to provide “all-in” on-site programming because they want to increase their college-going rate and remove transportation as a barrier to student success.

Other community organizations seek input from our staff due to their expertise and experience. Our President & CEO serves on a WSFCS Task Force that is drafting a new student Code of Character, Conduct and Support, and she just completed a 7- week DEI training series that was funded by the United Way of Forsyth County.

Our AAMPED Coordinator serves on three Diversity, Equity and Inclusion committees, and our Hispanic Outreach Coordinator assisted the Forsyth County Department of Health in building understanding and trust in the Hispanic/Latino community for the COVID-19 vaccine.

We partner with College Lift, a new program housed at Forsyth Tech. The program provides extensive tutoring to middle school students. We enroll every College Lift student in Crosby Scholars and share our programming. As a member of NCAN, we share best practices, attend conferences and workshops, and participate in discussions with other college access programs within the NCAN network.

Wake Forest University School of Medicine has partnered with us to offer “AAMPED Goes Medical” to introduce our African American male students to medical career opportunities.

Our students complete tens of thousands of hours of community service each year, which benefits the non-profits they assist, helps integrate and attaches students to the community and strengthens leadership skills.

C. Strategy and Performance

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C. Strategy and Performance

Please provide the following information.

STRATEGY (5 POINTS)

C.1. The City of Winston-Salem's strategic priorities, adopted most recently in the [2017-2021 Strategic Plan \(2019 Update\)](#) and under review for adoption by City Council for FY 2022 - FY 2025 Strategic Plan, are used as guiding principles 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):

Economic Vitality and Diversity

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. 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.

The Crosby Scholars portal is nearly 12 years old and tracks program participation and completion of requirements to continue in Crosby Scholars. Students log into the portal to register for Academies and college tours and submit community service hours. The portal is also a key way in which we communicate with students and parents about program requirements and other special opportunities in which they can participate.

During their senior year, each student meets individually about once a month with a Crosby Advisor for guidance during the college application process. Advisors enter student responses into the portal, and track each student's progress in their college application process.

We participate in the Data Sharing Project that gives us access to student level data. With this data, we are approved to participate in MyFutureNC's Finish the FAFSA project, which will allow us to determine which students have started the FAFSA but not completed the FAFSA. This tool will allow us to reach out to students directly to provide support. National College Attainment Network (NCAN) reports, "For students in the lowest socioeconomic quintile, FAFSA completion is associated with a 127% increase in immediate college enrollment."

The C2CA will keep records of student engagement with career exploration activities, as well as support provided to Crosby Scholars who enroll at Forsyth Tech and local universities and colleges.

Annually, we track: High school graduation rates, FAFSA completion rates and college enrollment.

Crosby Scholars has a 100% high school graduation rate.

WS/FCS analysis of Crosby Scholars National Student Clearinghouse (NSC) data showed that from 2012 to 2018, 90.2% of Crosby Scholars enrolled in college within the first year after graduation. Our Pell-eligible students, who have the most financial need, enroll in college at the same rate as our non-Pell eligible students.

In 2020, completion of FAFSA for Crosby Scholars' Title 1 students was 88.5%, a decrease from 2019's rate of 95.9%, mirroring the decline in FAFSA completion across the country, but still well above local, state and national completion rates.

C.4. Explain the steps that will be taken if the stated program goals provided in C.3. are not achieved.

Crosby Scholars began in 1992, and has grown steadily from serving two high schools to serving all 44 middle and high schools in WS/FCS, averaging 11,000 students per year.

Data informs our strategic growth, which led to creation of our focused programs for African American Male and Hispanic Latino students. Data showed these students were less likely to complete the Crosby Program, which meant they became ineligible for our Last Dollar Grants and scholarships and FAFSA completion assistance, all of which boost enrollment in post-secondary education.

We utilize a continuous improvement model of program development to ensure we meet the evolving, data-informed needs we identify for our students.

Our focused outreach African American Males Pursuing Educational Dreams (AAMPED), Excelencia, Hispanic/Latino Males Success Program (HLMSP) and The SHE Project: SHOW, HELP, EMPLOY, which introduces African American and Hispanic/Latino girls to STEM career pathways are all designed to provide additional support to high need students to retain them in Crosby Scholars, so that they benefit from the programming and any funding for which they are eligible.

We use best practices recommended by the National College Attainment Network, of which we are a founding member. NCAN referenced an article, "Simplifying Barriers Along the Bridge to College," that found that "Programs that provided personalized guidance throughout the college application process had a positive impact." (<https://www.ncan.org/news>) Our Near Peer Advising Program is patterned after the national College Advising Corps. AAMPED and HLMSP seek to have culturally/ethnically similar role models and mentors for the students they serve, a strategy validated by research. According to NCAN, "... seniors who complete the FAFSA are 84% more likely to immediately enroll in postsecondary education.

For students in the lowest socioeconomic quintile, FAFSA completion is associated with a 127% increase in immediate college enrollment.”

We are a partner in the Excelencia in Action (E-Action) network, which “collaborates with Excelencia in Education to leverage collective expertise and resources, foster partnerships, and amplify current efforts at the national level.”

We use College Foundation of North Carolina (CFNC) tools for parent engagement, college planning timeline, and FAFSA completion. We also use the Career and College Club model for Crosby Club and Bigs for Success uses the Big Brother Big Sister mentorship model.

Attach participant/program data sample report

 **Participant/Program Data Sample Report *Required**

2021 Community Impact Report_Final_11.12.21_RDF.pdf

Crosby impact chart.docx

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 20-21 Previous Year Results	FY 21-22 Current Year Projected Results	FY 22-23 Next Year Anticipated Results
Expand C2C+G Program	Prepare MOUs with Goodwill, Forsyth Tech & other partners	Program expansion: results not available	Establish partnerships and provide services to students	Program fully operational
Hire College and Career Advisor (C2CA)	Advertise, interview and hire experienced Advisor	Program expansion: results not available	C2CA will meet bimonthly with Goodwill, FTCC and other community partners	C2CA provides comprehensive program services and implements a continuous improvement
Identify Program Participants	Identify seniors who delay college enrollment/completion to enter the workforce	Program expansion: results not available	Project will serve 60 new students and 117 already enrolled Crosby Scholars at FTCC.	Project will serve 75 new students, 120 current FTCC/ C2C+G students
Provide comprehensive	Administer the ASVAB or other Career	Program expansion: results not available	Provide C2C+G services to 177	Provide C2C+G services to 195

Career Advising services to students	Assessments; Identify internships and apprenticeships; Enroll students in Life Skills Courses		students with additional support provided to at risk as needed	students
Increase high quality credential attainment.	Identify students who want to accelerate early entry into the workforce without a college credential. Provide intensive advising and comprehensive career planning services Track student performance and progress	Program expansion: results not available	60 additional students will receive certificate, diploma, or Associates degrees from FTCC or Goodwill	75 additional graduates will receive certificates, diploma, or associates degrees from FTCC Continue to support students attending

	Total Unduplicated Number Served	Total Number Served
FY 20-21 Previous Year Results	19,514	19,514
FY 21-22 Current Year Projected Results	21,404	21,404
FY 22-23 Next Year Anticipated Results	22,046	22,046

C.6. FY 20-21 Program Accomplishments

In 2021, Advisors assisted 1,083 seniors as they navigated the college application process. We continue to confirm students' enrollment decisions. As of October, 81% of our seniors have confirmed their college enrollment information, and their top five colleges are: FTCC, UNCG, UNCC, NCSU and ASU. So far for 2021, our senior FAFSA Completion Rate is 68.5%, and 72.15% of seniors who have said that they intend to apply for financial aid have submitted a completed FAFSA. So far, 785 seniors have completed the FAFSA.

Crosby Scholars at Title 1 schools have a 70.5% FAFSA Completion Rate. We continue to far exceed national FAFSA completion rates. According to www.insidehighered.com, nationally, "An estimated 53.3 percent of the Class of 2021 completed a FAFSA by July 2. Among Title I-eligible public high schools, which enroll higher proportions of students from low-income backgrounds, FAFSA completions declined 6.5 percent compared to 3.7 percent for non-Title I-eligible public high schools."

Our Financial Aid Coordinator hosted 97 Individual FAFSA Appointments (June 2020-June 2021), 7 one-hour-long FAFSA/Scholarships/Last Dollar Grant Webinars, and 303 Google Voice FAFSA/Scholarships/Last Dollar Grant help phone calls. We are increasing early parent engagement efforts and exploring outreach to students in foster care.

* Crosby Scholars has a 100 percent high school graduation rate and has graduated 12,285 seniors since 1992.

- * 98 percent of Crosby Scholars report they will enroll immediately in a 2- or 4-year college or university.
- * Since 1993, Crosby Scholars has awarded more than \$9.2 million and helped students leverage another \$85.2 million in grants and scholarships.
- * In 2021, we awarded \$993,067 in LDGs and scholarships.

C.7. FY 22-23 Key Objectives

Crosby Scholars is a means of promoting economic development through education. With our guidance, we anticipate more high need, under-represented students will enroll in post-secondary educational opportunities and complete their 2- and 4-year degrees and certificates. We encourage and assist with FAFSA completion, which is a strong indicator of immediate enrollment in post-secondary education. Our Last Dollar Grants and assistance with scholarship searches and leveraging other funding for students will result in increased enrollment of high-need students in post-secondary education and completion of their degrees.

Our key objectives are:

- * On-time high school graduation.
- * Enrollment in best-fit post-secondary education.
- * Successful completion of post-secondary education.

An educated workforce is essential to building the economy of Forsyth County and North Carolina. A UNC study found 67% of NC jobs require post-secondary education, while less than 34% of Forsyth County adults currently have training beyond high school. Crosby Scholars' nationally recognized programs assist in creating a strengthened workforce and a reduction in opportunity gaps in the county.

We partner and collaborate with community organizations who share our educational equity goals to maximize impact of community resources. We participate in The Forsyth Promise Data Sharing Project to encourage and support data driven decisions and program evaluation. We partner with the YMCA Black and Latino Achievers Program, Big Brothers/Big Sisters, the Best Choice Center, Forsyth Tech's College Lift, and Urban Strategies to expand our community reach and to include community voices in the Crosby Scholars Program.

To achieve our goals we will:

- * Award Last Dollar Grants to Pell Grant recipients who have unmet need and help reduce student indebtedness. Students said that without Last Dollar Grants, they would have taken out more loans, and that "we had no other way" to replace that financial support.
- * Monitor the graduation rate.
- * Monitor the acceptance rate to attend college.
- * Track our student's academic progression yearly through our database and school transcripts and the National Student Clearinghouse.
- * Increase financial literacy skills among our students and parents.
- * Expand our one-on-one advising services to juniors at Title 1 schools.
- * Begin individual advising in 9th grade (spring of 8th grade) when we can impact a target list and expose the scholars to different schools. Students cannot wait until junior or senior years to focus on grades. When we receive their grades, we can help students be more thoughtful and intentional when selecting classes, offer test prep, and connect students with tutors if needed.
- * Help vulnerable students identify best-fit colleges. These students often undermatch, and students are more likely to obtain a degree on time by attending a selective institution.
- * Our scholars will be advised by competent, experienced, well-trained professionals who are exclusively focused on college related activities.

* Increase the Last Dollar Grant individual award to those students who have greater financial need.

Attach participant/program data sample report

Documentation

Participant/Program Data Sample Report

2021 Community Impact Report_Final_11.12.21_RDF.pdf

Crosby impact chart.docx

D. Organizational Capacity

Case Id: 14461

Name: Crosby Scholars Community Partnership -

Address: *No Address Assigned

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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?

C2C+G advances our mission by ensuring that students explore career paths and requirements in high school, so that they make informed post-secondary enrollment decisions that will increase their economic opportunity and mobility. C2C+G is another tool to help students identify best-fit post-secondary educational opportunities. The C2CA will be another trusted resource to assist our most vulnerable students.

The Crosby Scholars Program mission is to assist Forsyth County public middle and high school students in preparing for successful college enrollment. Crosby Scholars helps students ACHIEVE in the classroom and the community, which increases opportunities for post-secondary education. Students attend our regular Academies that provide them tools for becoming successful college applicants and engage in leadership opportunities. Beginning in 6th grade, we help students understand how to prepare to enroll in post-secondary education. Lessons they learn increase persistence and boost 6- year college graduation rates. During the senior year, Crosby advisors meet one-on-one with each Crosby senior to assist students as they APPLY to college and search for scholarships, which is especially beneficial to low-income students without family experience in the process. Our advising services supplement work of the school counselors, who have a counselor-to-student ratio of 1:375. Crosby Scholars assists students with FAFSA (Free Application for Federal Student Aid) completion and, if a Crosby Scholar has unmet need to enroll in college, we offer Last Dollar Grants (LDGs) of up to \$1,200 per year for up to four years to help students AFFORD college. LDGs enable students to enroll in college and to decrease loans students borrow to pursue their educational goals. A Harvard study reports, "an additional \$1,000 in aid eligibility increased the probability of earning a bachelor's degree within six years by 3.5 percentage points." Minority students received 65% of the LDGs Crosby Scholars awarded. With less debt, students may begin saving and accumulating wealth sooner, which can be a step to disrupt the cycle of racial wealth disparities.

Half of Crosby Scholars are from underrepresented populations, and in 2019, nearly one-third were first-generation college students. Our focused programs for Latino/Hispanic and African American students connect educational and career success with students' racial and cultural identities; build a college-focused peer network; and provide students with additional positive role models in their lives. The programs provide mentors, college and career trips and camps and offer additional experiences to students. Career exploration is a key component of our outreach programming, and we have partnerships that introduce our students to STEM careers.

WS/FCS analysis of Crosby Scholars National Student Clearinghouse (NSC) data showed that from 2012 to 2018, 90.2% of Crosby Scholars enrolled in college within the first year after graduation. In comparison, Forsyth Futures reports 59% of WS/FCS graduates enrolled in college in 2017-2018; and 42% of economically disadvantaged students enrolled. National college enrollment rates for 18-24 year-olds was 41% in 2018, according to

https://nces.ed.gov/programs/coe/pdf/coe_cpb.pdf.

In addition, 95.8% of 2012 Crosby Scholars graduated from college, when year 2 enrollment is included (as of 2018).

FUNCTION (5 POINTS)

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

29 years

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

One of Crosby Scholars' greatest strengths is the relationships we build with our students and families, especially in our focused outreach programs for under-resourced and under-represented students. Our staff members look like the students they serve, and families trust us to guide them. Our Advisors meet individually with students to help them apply to college and complete FAFSA during their senior year, and we expanded this advising role to juniors in Title 1 high schools in 2019-2021.

These relationships are critical since WS/FCS has a 1:375 counselor to student ratio.

We build relationships with students that boost their academic success, and they feel comfortable reaching out to us with questions. Our individualized advising helps students find best-fit options for postsecondary education, which will increase their success rates. Our culturally-sensitive, focused programming for African American and Hispanic/Latino male students will boost retention in Crosby Scholars so these students remain eligible for scholarships and need-based Last Dollar Grants.

We are creating new digital, bi-lingual content, flyers, email reminders and posts across all our social media platforms to raise awareness about the assistance we provide.

Crosby Scholars incorporates wellness/stress relief strategies into our academies and focused outreach programming to give our students and their families tools to deal with the uncertainty, anxiety and other challenges caused by COVID-19. Students will understand approaches for self-care in challenging circumstances. Introducing students to these strategies will increase persistence and resilience. Crosby Scholars help students develop coping skills and provide outlets so that they are able to better manage the challenges of virtual instruction. We want to equip them with the tools to achieve greater success. Activities and stress management can strengthen social and emotional skills that students may need--and be lacking--due to isolation from their typical outlets for mental health and wellness.

Crosby Scholars hosts the "Hello High School" Program to prepare parents for their student's high school experience. This session is held before the start of the 9th grade year. Parents hear from high school parents as well as a high school counselor. The session was hosted via zoom this year, and parent questions in the chat easily filled the hour-long session. Parents want to help their students but often don't know how. Public School Review reports, "Training helps parents of disadvantaged children get involved. Parents of minority or low-income children are less likely to be involved in their children's education than parents of non-disadvantaged children. If they receive adequate training and encouragement, however, parents of minority or low-income children can be just as effective as other parents in contributing to their children's academic success."

(<https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success>)

Crosby Scholars was named a national 2019 Example of Excelencia Finalist by Excelencia in Education. In 2019, the National College Access Network awarded Crosby Scholars the College Access Organization Award of Excellence and said, "The award recognizes the work of an outstanding college access/success program that fulfills NCAN's mission of building, strengthening, and empowering communities committed to college access and success."

STRUCTURE (5 POINTS)**D.4. In the chart below, list key personnel and executive staff involved in the proposed project/program.**

Position Title	Activities/Inputs	Total Work Hours Per Week	% of hours proposed to be funded
Director of College Access	Oversee the C2C+G Program	40	0.00 %
Advisor Coordinator	Supervise C2CA	40	0.00 %
C2CA	Connects Crosby Scholars to Goodwill and Forsyth Tech career exploration opportunities Serve as the contact to help students who are pursuing post-secondary education at Forsyth Tech navigate degree completion and/or transfer, if that is the student's plan	30	39.00 %

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
Mona W. Lovett	President & CEO	\$143,714.77	0.00 %

D.6. Attach an organizational chart**Organizational Chart *Required**

Crosby Scholars Organization 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. Best practices for accessing a diverse hiring process and candidate pool include:

The program has a Human Resources committee made up of board members and a HR consultant. They review the employment handbook to ensure that the organization is following best practices. All job descriptions are reviewed to ensure that they accurately reflect the current goals, objectives and responsibilities of each position. Positions are advertised to internal staff and to the general community using a variety of sources. The goal is to share the position description with diverse outlets that attract a diverse audience. New positions are advertised on our website, on social media, in local community newsletters, at local colleges and with our professional organization and community partners. All resumes are screened by the department director. Candidates who possess the qualifications of the job are typically interviewed by phone. A second set of interviews are conducted with the top three candidates with a diverse interview panel that includes staff and board members. References are checked for the top candidate. Our goal is to become a Employer of Choice and to have positive work experience ratings on Glassdoor and Indeed. Positive ratings lead to a positive employer reputation that attracts a diverse workforce. Creating a culture of belonging, demonstrating genuine care and concern for the well being of our employees, and investing in their growth and development allows us to attract a diverse candidate pool and workforce.

Please enter the total number of Full-Time Positions and Employees you have in the table below, as well as the employee's appropriate race/ethnicity and gender identity.

	Male - White	Male - Black	Male - Other	Female - White	Female - Black	Female - Other
Executives/Managers	1			2	1	
Professionals		2	1	8	3	2
Technicians						
Office/Clerical					2	
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, as well as the employee's appropriate race/ethnicity and gender identity.

	Male - White	Male - Black	Male - Other	Female - White	Female - Black	Female - Other
Executives/Managers						
Professionals	2	3		18	12	1
Technicians						
Office/Clerical						
Laborers/Service Workers						
Total Part-Time/Temp						

D.8.



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

2021 Board of Directors 11.19.docx

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

4

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

4

ABILITY (5 POINTS)

D.11. If this is an application for new funding, please describe the steps your organization will take to establish an action plan for successful program launch, including appropriate stakeholder training and coordination. Articulate a clear methodology for service delivery within the context of established goals and include a timeline of key action items and approximate dates for delivery.

This is an expansion of our existing program, C2C+G with the addition of Forsyth Tech.

D.12. Describe your organizations' past success with flexibly responding to unforeseen events, which had the potential to negatively impact deliverables. What were best practices learned, if any? How would you successfully use these practices with the proposed program, if necessary?

During COVID-19, we had to quickly adjust to safety precautions while keeping our students engaged during this challenging time. We pivoted to virtual engagement opportunities with students and parents. An unexpected benefit

of COVID-19 and our necessary virtual programming has been increased parent engagement due to removing barriers to accessibility, and we will continue to incorporate virtual options in our programming. Due to COVID, many parents experienced first-hand the challenges that their students face in the classroom. Parents needed to advocate for students to ensure that they received needed technological and academic support and often mental health support. Parents who were not able to navigate this process often found their students disengaged and frustrated. COVID taught us that parents must be knowledgeable about expectations so that they can become partners in their children's education.

In 2020-2021, our Financial Aid Coordinator doubled one-on-one guidance with families to assist with FAFSA completion.

COVID caused a critical inflection point for our organization because it further exposed -- and exacerbated -- disparities in learning and achievement gaps in education. Many students will be lost in the high school-to-college pipeline, and we are working to retain those students. We will need to evaluate what we are doing through a DEI lens as we work to help close some of those gaps that have been highlighted by the impact of the pandemic.

We will further focus on those students with learning loss, but who were already getting left behind in the college pipeline. We know there is a need for targeted work to increase the circle of influence to help more students and parents see a path to college.

D.13. How does your program's policies/procedures ensure fair treatment, equitable access, and utilization of benefits for all persons, particularly marginalized and underserved groups and communities (i.e., marketing, outreach, eligibility determination and appeals)?

We embrace diversity, equity and inclusion and intend to instill these concepts in all we do. The diversity of our students encompasses race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, special needs status and political views.

We seek to ensure that our African American and Hispanic/Latino students see African American and Hispanic/Latino staff members, so that they have role models with whom they can relate. Our by-laws include language that states the "Nominating Committee and the Member shall give due regard and consideration to (a) the Corporation's historical policies and practices that seek to ensure representation on the Board of individuals who reflect, in the aggregate, the Corporation's broad and diverse constituent communities, sponsoring organizations, and other supporters and civic leaders."

We partnered with Carver, Parkland and Winston-Salem Prep high schools, which have large populations of under-represented students, as "all in" schools last year. The goal was to sign up all 9th- and 10th-grade students at these schools. We also worked with several high-need middle schools to register their students for the program. We envision the new HR Officer will strengthen our DEI training and practices. We intend to increase the diversity of our Board of Directors and Advisory Committee. Having a staff person with this focus will strengthen the implementation of our DEI goals.

In our BIPOC-focused programs, we ensure the staff reflect the populations they serve. Our Coordinator of African American Males Pursuing Educational Dreams (AAMPED) and Program Assistant are African American and connect with the young men in AAMPED and their families. Our Hispanic Outreach Coordinator is bilingual and bicultural to facilitate communication with students and their families and leads Excelencia and The SHE Project: Show, Help, Employ, which introduces African American and Hispanic/Latino girls to STEM careers. We have hired a Hispanic male

to lead the Hispanic/Latino Males Success Program (HLMSP).

Crosby Scholars key staff have experienced implicit and explicit bias and cultural challenges faced by minority and first-generation students. As a first-generation college student, Crosby Scholars President & CEO Mona W. Lovett understands that being the first in your family to go to college is not easy whether you come from a small town or a large urban center. “Neither of my parents graduated from high school,” Lovett said. “My dad worked as a butcher in a meat-packing plant for over 40 years, and my mom sold life insurance door-to-door. They were proud hard-working people who wanted more for their children. I earned a scholarship to help cover tuition and promised my parents I would work so that I wouldn’t have to take out loans for college.” “Having a counselor who encouraged me, parents who supported me, and good grades made the difference,” she said. “I never felt that I didn’t belong, but I felt obligated to achieve and graduate.”

Richard Watts, the coordinator of Crosby Scholars African American Males Pursuing Educational Dreams (AAMPED), was the first in his family to go to college. His uncle, a middle school 6th-grade teacher, inspired Watts to believe he could go, too. He grew up in a small town with one high school, where he’d spent his life with the same students. His guidance counselor introduced him to Wake Forest University, where he majored in history and minored in religion and education. He received his master’s degree from Appalachian State University. Watts taught school for 10 years and worked in administration for 20 years. He retired and joined Crosby Scholars as the AAMPED Coordinator. His advice? “Believe in yourself. Believe in your dreams. That’s always been my two mottos.”

Crosby Scholars Hispanic Outreach Coordinator Miriam Hernandez was born and raised in New York before moving to Puerto Rico with her family when she was 16 years old. “I saw the struggles my parents were having in relation with obtaining jobs,” she said. “Even though my dad had his own bakery, he did not know how to do his accounting books.” Her older cousin was a professor at the University of Puerto Rico and encouraged Hernandez to enroll. “At the beginning, my father thought my brother should be the one to study,” Hernandez said. “Then he saw that being the first and the oldest, I was the one who encouraged my brother. Students have many more opportunities than we had many years ago. It’s a way for you to not only grow as an individual, but to help your family grow as well.”

Along with staff’s first-hand experience, we build relationships with the students and families we serve and incorporate their feedback and insights into our program and its delivery. We conducted a parent survey this year to capture parent input into the needs of their students. This information was used to inform student programming. AAMPED parents shared information about the importance of having the voices of their African American male sons heard by those who understand their lived experiences.

E. Cost Effectiveness

Case Id: 14461

Name: Crosby Scholars Community Partnership -

Completed by kwatts@crosbyscholars.org on 11/19/2021 2:55 PM

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 21-22	Projected Actuals FY 21-22	Proposed Budget FY 22-23
Program Services	\$2,365,034.00	\$2,220,268.00	\$2,317,216.00
Fundraising	\$201,000.00	\$188,697.00	\$199,778.00
Management and General	\$522,181.00	\$490,217.00	\$519,006.00
Total Expenditures by Program	\$3,088,215.00	\$2,899,182.00	\$3,036,000.00

Expenditures by Category	Budgeted FY 21-22	Projected Actuals FY 21-22	Proposed Budget FY 22-23
Employee Salaries and Wages	\$1,221,746.00	\$1,146,975.00	\$1,170,521.00
Employee Benefits	\$336,269.00	\$315,689.00	\$419,479.00
Facility Rent and Utilities	\$0.00	\$0.00	\$0.00
Training and Conference Registration	\$6,000.00	\$6,000.00	\$7,000.00
Membership and Dues	\$5,000.00	\$5,000.00	\$6,000.00
Travel and Transportation	\$4,000.00	\$4,000.00	\$5,000.00
Grants to Individuals and Organizations	\$964,300.00	\$905,300.00	\$925,000.00
Contracted Fundraising Services	\$35,000.00	\$35,000.00	\$30,000.00
Goods Purchased for Resale	\$0.00	\$0.00	\$0.00
Other Contracted Services	\$93,000.00	\$93,000.00	\$95,000.00
Other Operating Expenditures	\$422,900.00	\$397,018.00	\$483,000.00
Capital Outlay	(\$259,785.00)	(\$440,018.00)	(\$105,000.00)
Total Expenditures by Category	\$2,828,430.00	\$2,467,964.00	\$3,036,000.00

Revenues by Category	Budgeted FY 21-22	Projected Actuals FY 21-22	Proposed Budget FY 22-23
City of Winston-Salem	\$0.00	\$0.00	\$30,000.00
Forsyth County	\$90,000.00	\$90,000.00	\$90,000.00
State of North Carolina	\$0.00	\$300,000.00	\$0.00
Federal Government	\$0.00	\$0.00	\$0.00
Admissions/Program Revenues/Sales	\$0.00	\$0.00	\$0.00

Memberships	\$0.00	\$0.00	\$0.00
Donations	\$2,650,000.00	\$2,650,000.00	\$2,711,000.00
Foundation Grants	\$427,000.00	\$397,000.00	\$150,000.00
Interest and Investment Income	\$181,000.00	\$181,000.00	\$160,000.00
Parent Organization	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00
Total Revenues by Category	\$3,348,000.00	\$3,618,000.00	\$3,141,000.00

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

Other Operating Expenses include office operations, instructor fees, marketing and printing expenses, insurance, depreciation and grant-funded program expenses.

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
2020	Never funded	\$0.00

E.3. Complete the table below to show specific details of proposed City funding and other leveraged funding for the proposed project/program. List each additional funding source for the program.

Activity	Funding Requested from City	Funds from Other Sources	Other Funds Source
C2C+G Advisor and program activities	\$30,000.00	\$25,000.00	James G. Hanes Memorial Fund
	\$30,000.00	\$25,000.00	

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.

City funding and a grant from James G. Hanes Memorial Fund will support the College to Career + Goodwill program materials, meetings, staffing, technology and student incentives.

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 are an affiliate of Goodwill of NWNC, and we are housed in their main office on University Parkway. Goodwill staff with expertise in career exploration and connections to apprenticeships and internships will assist the C2CA.

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.

We have requested funding for C2C+G before, and we have developed this program further since we last applied for funding. Goodwill's focused commitment to partner in the effort to ensure students are better-informed about career opportunities and the exploration and training offered at Goodwill.

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.

Crosby Scholars is in the midst of a \$7 million Capital Campaign to sustain its programming for the next five years. It has an on-going grant-writing program to identify additional funding opportunities.

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.

COVID-19 impacted our efforts at program enrollment since for 18 months we were not allowed to be in the schools. Much of our recruitment occurs at schools where we can connect in-person with students during open houses or lunch or other scheduled "free" time. We have strengthened our social media presence and engaged additional Crosby Scholars at school in leadership through the Leadership Council, which, along with Crosby Scholars Officers, increase peer-to-peer awareness about Crosby Scholars. We have extended our enrollment periods to allow for more students to sign up. In the past, students who do not complete their annual requirements have been dismissed from the program, however, during COVID-19 we have waived that action since many students faced barriers to completing community service and/or academies.

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

An ongoing challenge we face is transportation barriers our high need students face that impact program participation. These are the very students we want to reach. This challenge and its impact on economic mobility has been well-documented by the Center for Economic Mobility at Winston-Salem State University. We continue to pursue innovative ways to increase accessibility for students.

At our Title 1 "all-in" schools, we offer academies and community service at the schools to reduce transportation barriers that many low income students face. We will increase 1-on-1 advising in the junior year at the Title 1/high need schools to provide earlier and additional individualized support for low income students. Earlier individual guidance will increase student success, opportunities for college enrollment and educational equity for low income students who would otherwise be unable to afford college visits, SAT/ACT test prep, financial aid guidance, and a college advisor.

Virtual programming removed transportation barriers that many of our low-income students face, and more parents engaged in programming alongside their students. We incorporated opportunities to pick up materials for STEM programming and community service for at-home hands-on activities facilitated through Zoom. Staff recognized student accomplishments with incentives such as gift cards and social media highlights. Virtual programming enabled us to expand program content for our focused outreach for African American and Hispanic/Latino students. Zoom enables us to bring experts from around the country to engage with our students. While we have resumed in-person programming, our goal is to reach more students by incorporating virtual programming into our overall service delivery.

We seek to increase DEI in our Board of Directors, leadership team and donor base, however, the companies that we seek to serve as Board representatives lack diversity within their own organizations. Ideally, we would like our staff and Board to reflect the diversity of the students we serve. Our community is facing "the great resignation" as a generation of community leaders, the last of the Baby Boomers, are retiring. In addition, an unintended result of COVID 19 has been individuals increased expectations for flexibility in work environments.

We are also facing a challenge with our technology, specifically our portal system, which was designed when we had fewer than 5,000 Scholars. We are researching how to evolve our portal system.

In addition, there is a lack of community-wide access to bandwidth and Internet connectivity.

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:	\$30,000
Number proposed to be served for the year:	10,600
Average City funds per beneficiary:	\$2.83
Proposed funds from all sources:	\$55,000
Number proposed to be served for the year:	10,600
Average total funds per beneficiary:	\$5.19

F. Required Documents

Completed by kwatts@crosbyscholars.org on 11/19/2021 2:55 PM

Case Id: 14461

Name: Crosby Scholars Community Partnership -

Address: *No Address Assigned

F. Required Documents

Please provide the following information.

Documentation

Code of Conduct/Conflict of Interest Policy *Required

Conflict of Interest Policy2.doc

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

FYE 063020 Final 990.pdf

Organization By-Laws *Required

VII. Crosby Scholars_ Amended and Restated Bylaws (June 2012).pdf

Articles of Incorporation *Required

Articles of Incorporation.Crosby Scholars.pdf

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

X. Personnel Policies. Crosby Scholars_Employee Handbook March 2021 Final.pdf

IRS 501(c)3 Designation Letter *Required

Crosby Scholars 501(c)3 letter.pdf

Audited Financial statements or third-party review from 2019 and 2020. *Required

Audit-2019.final.pdf

Audit-2019.final.pdf

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

***Required**

Certificate Charitable License 2021.pdf

Participant/Program Data Sample Report *Required

2021 Community Impact Report_Final_11.12.21_RDF.pdf

Crosby impact chart.docx

Other

College Enrollment, Class of 2021 October 2021.docx

G. Income Based Projects/Services Only

Case Id: 14461

Name: Crosby Scholars Community Partnership -

Address: *No Address Assigned

Completed by kwatts@crosbyscholars.org on 11/15/2021 10:09 AM

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 kwatts@crosbyscholars.org on 11/16/2021 3:57 PM

Case Id: 14461

Name: Crosby Scholars Community Partnership -

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 and provide 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.

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	Govt Funding
--------------	---------	-----------------	-----------	--------------

Documentation

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

Crosby Scholars is not requesting funding for Construction and Rehab.docx

Participant/program data sample report *Required

Crosby Scholars is not requesting funding for Construction and Rehab.docx

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

Crosby Scholars is not requesting funding for Construction and Rehab.docx

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

Crosby Scholars is not requesting funding for Construction and Rehab.docx

I. Emergency Shelter Only

Completed by kwatts@crosbyscholars.org on 11/15/2021 10:10 AM

Case Id: 14461

Name: Crosby Scholars Community Partnership -

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 kwatts@crosbyscholars.org on 11/15/2021 10:10 AM

Case Id: 14461

Name: Crosby Scholars Community Partnership -

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

K. HOPWA

Completed by kwatts@crosbyscholars.org on 11/16/2021 3:58 PM

Case Id: 14461

Name: Crosby Scholars Community Partnership -

Address: *No Address Assigned

K. HOPWA

Please provide the following information.

Are requesting funds for a HOPWA project?

No

Submit

Completed by kwatts@crosbyscholars.org on 11/19/2021 2:56 PM

Case Id: 14461

Name: Crosby Scholars Community Partnership -

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.

Mona W. Lovett

Electronically signed by kwatts@crosbyscholars.org on 11/19/2021 2:56 PM

IDIS Setup

No data saved

Case Id: 14461

Name: Crosby Scholars Community Partnership -

Address: *No Address Assigned

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