

Program Overview

Completed by info@authoringaction.org on 4/24/2022 4:15 PM

Case Id: 15243

Name: Authoring Action - 2022

Address: *No Address Assigned

Program Overview

Please provide the following information.



City of Winston-Salem
ARPA Transformational
Non-Profits Application

City of Winston-Salem
P.O. Box 2511
Winston-Salem, NC 27102
336-727-8000
ARPA@cityofws.org

This application portal is to request funding from the City of Winston-Salem as part of the Transformational Non-Profits Application Process. Applications received through this portal will only be reviewed by the City of Winston-Salem. Other jurisdictions may have separate application processes. Please contact other jurisdictions (e.g., Forsyth County) for instructions regarding requests to those jurisdictions.

Submitting an application does not guarantee funding. Please see the section below regarding the scoring process. The Mayor and City Council will have final decision-making authority regarding program funding requests.

Non-profit organizations may submit funding requests for capital or operating costs.

Minimum Criteria

- Must be registered non-profit organization (includes faith-based organizations providing a public purpose)
- Must have been incorporated as a non-profit for at least one year

Scoring Process and Matrix

All completed applications will undergo a review to ensure required documents are attached. Fully completed applications will be reviewed by selected City staff members and scored based on the scoring matrix approved by the Mayor and City Council. [Click here](#) to view the scoring matrix. Scored applications will be reviewed by the City's Management Team for potential recommendation to the Mayor and City Council who will have authority to appropriate funding for programs.

Staff reserves the right to contact any applicant to request clarification or additional details regarding application responses and materials.

Defining Performance Measures

Sections of the application will reference performance measures and outcomes as required by the U.S. Department of Treasury. Specifically, the application will request workload and effectiveness/outcome measures. Please see this video (<https://www.cityofws.org/2809/Performance-Measures-Video>) for general information on performance measures.

Upcoming Application Orientation Session

The City will host a virtual application orientation session on April 1, 2022 at 10:00 am. The meeting will take place virtually via the Zoom platform and will also have a live simulcast on the City's YouTube page. The link for that meeting will be posted the morning of the meeting to the website: www.cityofws.org/clfrf

Contact Information

For any questions or concerns, please email ARPA@cityofws.org or call City Link at 336-727-8000.

A.Contact Information

Completed by info@authoringaction.org on 4/25/2022 3:58 PM

Case Id: 15243

Name: Authoring Action - 2022

Address: *No Address Assigned

A.Contact Information

Please provide the following information.

ORGANIZATION/AGENCY INFORMATION

A.1. Organization/Agency Name

Authoring Action

A.2. Mailing Address

624 West Sixth Street Suite 150 Winston Salem, NC 27101

A.3. Organization Website

authoringaction.org

A.4. Year 501 (c)(3) Status Obtained

2,005

A.5. Organization/Agency Fiscal Year

20,222,023

A.6. Federal Tax ID Number

A.7. Federal DUNS Number

A.8. Federal SAM Registered?

Yes

ORGANIZATION/AGENCY CONTACT INFORMATION

EXECUTIVE DIRECTOR

A9. First Name

Lynn

A10. Last Name

Rhoades

A11. Title

Executive Director

A12. E-mail

lynnrhoades@msn.com

A13. Phone Number

(336) 749-1317

BOARD CHAIR

A14. First Name

Deborah

A15. Last Name

Randolph

A16. E-Mail

randolph_gallagher@mac.com

A17. Phone Number

(919) 749-9088

A18. Term Expiration Date

12/31/2022

B. General Project Information

Completed by info@authoringaction.org on 4/24/2022 9:35 PM

Case Id: 15243

Name: Authoring Action - 2022

Address: *No Address Assigned

B. General Project Information

Please provide the following information.

PROJECT INFORMATION

B.1. Project/Program Title

Authoring Action Creative Writing Workshops

B.2. Project Location/Address

Reach Center - Winston Lake YMCA 901 Waterworks Road
Winston-Salem, NC 27101

PROJECT CONTACT/MANAGER

B3. First Name

Lynn

B4. Last Name

Rhoades

B5. Title

Executive Director/Authoring Action

B6. E-Mail

lynn@authoringaction.org

B7. Phone Number

(336) 749-1317

C. General Project Narrative

Completed by info@authoringaction.org on 4/25/2022 4:42 PM

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C. General Project Narrative

Please provide the following information.

C.1. Provide description of project and how funds will be used

Authoring Action will provide creative writing workshops to middle schoolers, to develop not only their writing ability to write effectively but to also develop their ability to speak their original written works before their peers and an audience. Funds will be used for the instructors and staff, along with support for the structure, supplies and snacks required to support the sessions and 2 sessions' end productions.

Authoring Action has developed a unique creative writing process to equip students to access their capacity for power, excellence, character development and communication. For the past 20 years Authoring Action has shared this process with teens from the Winston-Salem community. Recently this process was published as a printed curriculum with accompanying training website for workshop participants [authoringactiontraining.org]. We are currently working with the WSFCS to create workshops to train teachers in the Authoring Action Creative Writing Process so they can take the process into their classrooms.

Authoring Action provides arts and education programming to promote literacy - more than the ability to read and write, rather the ability to negotiate one's life and dreams. Authoring Action's Signature Creative Writing Process focuses heavily on discussion as the First Ink in Creative, Story Telling, Editorial, Journal, Essay, Spoken Word, Lyric and script writing.

Creative writing at Authoring Action is about going to a place where you have something to say, not just saying something because you are being asked to write. Going to a place, within yourself, where you have something to say is a form of admittance. Our authors and workshop participants must realize and admit how a topic or issue relates to their life, their community. The First Ink discussion process and signature Creative Writing process develop not only critical thinking skills of each young author, but also agency and the ability to author one's life.

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

Participants will come from east Winston and be enrolled in the GIDE Program. One of the biggest impacts of COVID-19 has been its effect on the students in the communities of Winston-Salem. Increased rates of students dropping out of school, notably in marginalized communities. Poor academic performance and low literacy rates have been directly linked to gang proliferation and high incarceration rates. These conditions are especially evident in Eastern Winston-Salem.

GIDE's enrollment includes over 200 students and parents

C.3 Total estimated number of unique participants to be served annually

80

C.4. Will program beneficiaries be only residents of Winston-Salem?

Yes

TOTAL FUNDING REQUEST

C.5. Total Operating Funding Request

\$55,000.00

C.6. Total Capital Funding Request

\$5,500.00

SPENDING TIMEFRAME

C.7 Capital Spending Timeframe

5,500.00

C.8 Operating Spending Timeframe

18 months

D. Project Budget Categories

Completed by info@authoringaction.org on 4/25/2022 4:32 PM

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D. Project Budget Categories

Please provide the following information.

Use templates below to input **the total Project Budget (only requested expenses and estimated revenues related to the program or project for which you are requesting funding) by clicking Add Column.** Please include all funding from the City and other sources.

Operating Costs	Total
instructor - Over 2 fiscal years -18 months - 6 hrs per week @ \$30 per/hr)	\$10,800.00
assistant instructor - Over 2 fiscal years - 18 months - 4 hrs per week @ \$20 per hr)	\$4,800.00
supplies	\$2,000.00
snacks	\$4,000.00
liability insurance support	\$1,000.00
administrative staff support	\$4,000.00
printing/marketing/miscellaneous	\$3,200.00
staff training/development/evaluation	\$5,000.00
GIDE Staff support - Over 2 fiscal years - 18 months - 5 hrs per week @ \$18 per/hr)	\$5,400.00
Gide Van Driver Over 2 fiscal years - 18 months 5 hrs per week @ \$16 per/hr over (2 fiscal years - 18 months)	\$4,800.00
(2 years - 18 months) Gas	\$4,000.00
(2 years - 18 months) Production costs for session end performances/including youth incentives	\$6,000.00
	\$55,000.00

Capital Costs	Total
Authoring Action operating costs	\$5,500.00
	\$5,500.00

PROJECT/PROGRAM REVENUE CATEGORIES

Please fill out the revenue estimate table. **Note: operating revenues and expenses must be balanced (be equal).**

Operating	Total
ARPA	\$55,000.00
	\$55,000.00

7 of 23

Please list below all known/expected **individual** grants and contributions totaling 10% or more of the project's budget.

Note: capital revenues and expenditures must be balanced (be equal)

Capital	Total
Individual Donations	\$5,500.00
	\$5,500.00

E. Demographic and Geographic Distribution

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E. Demographic and Geographic Distribution

Please provide the following information.

Demographic distribution is an assessment of the level of the project funds spent on a program or service provided at a physical location in a Qualified Census Tract (QCT), OR where the primary intended beneficiaries live within a QCT, OR whether the program benefits residents that earn less than 60 percent of median income for the City, OR whether over 25 percent of program beneficiaries are below the federal poverty line.

E.1 Is this project/program located in a QCT or serve residents that live in a QCT?

Yes

If yes, what percentage of clients served are estimated to be residents of QCTs? ([Click here](#) to view the QCT mapping tool)

100.00 %

E.2 If the project or program is not a QCT or specifically serve residents in a QCT, will residents meet the follow criteria:

25% or more of participants below the federal poverty line or participants served make less than 60% of the Area Median Income

The project/program does not operate in a QCT, and beneficiaries neither reside in a QCT nor meet the income thresholds mentioned above.

F. Alignment to Strategic Plan

Completed by info@authoringaction.org on 4/25/2022 2:12 PM

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F. Alignment to Strategic Plan

Please provide the following information.

Strategic planning is a process in which organizational leaders determine their goals and objectives, and allocate needed/limited resources to successfully achieve those goals and objectives. [Click here](#) to view Winston Salem's Strategic Plan. The Strategic Plan includes three (3) tiers of priorities:

Tier 1:

- Focus on job creation/sustainability and workforce development
- Collaboration and funding for pre-K opportunities
- Funding for affordable housing
- Funding for economic development

Tier 2:

- Poverty reduction/cessation
- COVID reopening plan
- Community engagement (Power of connections)
- Funding for arts

Tier 3:

- Community Fundraising
- Environmental initiatives
- Address digital divide
- Address childcare needs
- Neighborhood maintenance
- Organization efficiency and public-private partnerships
- Law enforcement reform

F.1. Please select the primary priority from the list above addressed by your project/program.

Tier 2

F.2. Please select the secondary priority from the list above addressed by your project/program.

Tier 2

F.3. Please describe how the workload or outcomes from your project/program addresses the primary priority you

selected.

Utilizing intensive creative writing, discussion of their life situations and development of their written work for oral presentations, Authoring Action teaches youth to engage with their life story, their current predicaments, and to think critically about their neighborhoods, peer groups, formal and informal education and family systems in which they live. Teens are encouraged with each aspect of the program to understand the choices they make, and the consequences, both positive and negative, that come from their choices, and to develop agency in their lives.

Teens will begin to develop the skills needed to succeed in today's economy of ideas (creativity; problem-solving and the use of words, images, sounds and movement to communicate). They discover and achieve sophisticated descriptive and narrative writing using existing reading, writing, and comprehension skills and with existing vocabulary. Through writing, and learning to speak their original written work before an audience, teens develop confidence and self esteem.

Authoring Action has experienced over and over again that through these core experiences, teens increase their motivation to continue to independently develop reading, writing, and comprehensive skills. They become more inquisitive and seek further knowledge. They learn that the fullness of literacy is more than the ability to read and write, they learn to negotiate their dreams, indeed their lives.

Authoring Action's approach is based on the idea that when teens learn to think critically, speak and articulate their thoughts, write, debate, research, they cannot be pigeon-holed by class, race, parental abandon, or under-service. Indeed, that teen has the choice to transcend the victimization and risks that lead to incarceration, loss of citizenship and cycles of poverty. That teen creates via the power of choice the need to compete with others who want to do better and be better in the pursuit of academic and life success and happiness.

Authoring Action programming reduces the risk of losing youth to lives of crime, and self-destruction when we fortify them with the facility of language to the extent that they can apply that language in achieving credentials, developing and inventing products (film); providing human resource and development services as jobs, careers, vocations, callings. And more, we have the opportunity to develop our teens to become thriving, active citizens, able to contribute to the community at large.

That's what we do. Authoring Action works our youth authors through the remedial rudiments of reading and writing ... creatively ... from the start. Authoring Action nurtures our youth authors to professionally format text in every genre, to research any subject, and professionally speak to any audience. Authoring Action surrounds our authors with support, interactive learning, and life skills training during each aspect of the program.

G. Collaboration

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G. Collaboration

Please provide the following information.

Collaboration is when an organization is partnering or proactively working with one or more external stakeholders to achieve the same goal.

G.1. How many other external partners, organizations, stakeholders will you be collaborating with to provide the project/program?

1

G.2. Please provide the names of the organizations and the roles they will serve in the project/program?

Guiding Institute for Developmental Education (GIDE) is non-profit organization that has been operating since 2008. GIDE's mission is "To enhance the education and life-long learning for underserved youth and their families". GIDE will host Authoring Action during its after school programming, providing the middle school teens, staff support and snacks.

H. Administration/Reporting

Completed by info@authoringaction.org on 4/25/2022 4:43 PM

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H. Administration/Reporting

Please provide the following information.

Per U.S. Treasury rules and associated guidance, the City's framework for using these funds aligns with specific administrative reporting requirements. The administration/reporting criterion has three core elements: 1) the organization's/project's development of clear performance indicators and measurable outcomes, 2) the use of evidence-based interventions, 3) and the City's evaluation of organization and project risk.

H.1. Please clearly define the workload and outcome measures that are associated with your project/program

Workload	Providing two 90 minute workshops per week for 60 weeks
Effectiveness/Outcome	Develop teen authors who can write creatively and present effectively.

H.2. Does the project/program use evidence-based interventions?

Yes

Please provide a link to (or attach a copy of) the evaluation of the program model



Program Model Evaluation

_A2 published manuscript - Ballard.pdf

H.3. For transparency purposes, the risk matrix is attached. This is NOT required, however, you can self-assess if you wish. Please fill out and upload the [Risk Matrix](#).



Risk Matrix

Risk Assessment.xlsx

I. Capacity

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I. Capacity

Please provide the following information.

An organization's capacity can be defined as its ability to implement the proposed project, as characterized by the alignment of its mission and vision with the proposed project, existing internal infrastructure to support it, and its plan for implementation and assessment of project success.

I.1. Please provide your organization's vision and mission statements and explain the alignment between the proposed project/program and the organizational mission.

Authoring Action's mission

To transform the lives of youth and their community through the power of creative writing, spoken word, visual and media arts, and leadership education.

The vision

Teen authors address global issues in local and national forums to advocate for social change. Our teens author their own lives as they learn to think critically, present confidently and express themselves dynamically through creative writing, oral presentation, filmmaking, design and publication.

Project alignment: Authoring Action develops teen authors who create original written work from their life stories and societal predicaments. Authoring Action addresses teen literacy and seeks to provide additional programming with teens involved in the Guiding Institute for Developmental Education (G.I.D.E.) literacy recovery program housed at the new REACH Center at the Winston Lake YMCA. The G.I.D.E. program serves over 200 teens in East Winston.

I.2. Describe the organization's current infrastructure and capacity to deliver the program services or complete the project. Include any relevant current programming and experience providing similar services.

A 20-year arts & education program, Authoring Action is co-founded by Artistic Director, Nathan Ross Freeman and Executive Director, Lynn Rhoades. Together they provide strategic oversight, artistic direction and staff supervision. Love' Lemon (Program & Outreach Coordinator) provides mentoring, teaching the Authoring Action Creative Writing process, program outreach and program coordination. Willie Holmes (Assistant Artistic Director) provides mentoring, teaching the Authoring Action Creative Writing process, coordination of social media and program marketing. Audra Byers serves as the Director of Development. Collaborating artists are contracted as needed for the Summer Intensive and Just Us programs.

I.3. Describe the program/project implementation plan. Include any known barriers to success and how those will be overcome

The Authoring Action teaching team will conduct the Signature Authoring Action Creative Writing workshops twice weekly for the GIDE program at Winston Lake Y. Middle schoolers will participate in twice weekly 2 hour workshops for 6-8 weeks. Two consecutive sessions with 10-12 teens each in the fall and two sessions in the winter/spring. Sessions are led by veteran Authoring Action staff and supported by GIDE Staff. Wake Women Lead (WFU) will provide student writing mentors.

Based on ideas and points of view generated during the First Ink Discussion, participants engage in Authoring Action's

Signature Creative Writing Process that breaks through any fear of the blank page or writer's block.

The Creative Writing Process creates a platform that generates original literary works where every single word conjured, written and spoken must be chosen by the participant. It supports students that have less measurable academic ability, but much capacity, extensive life experience and story. With the process an author is developed.

THE IMPACT

The First Ink Discussion (socratic style led around themes relevant to the teens) process was created to level the playing field in terms of attitude and behavior, to create a community environment so that no groups of students are separated from the greater whole in terms of participation and progress.

The biggest challenge of behavior in class comes from separation within the classroom, socially, intellectually and academically. The foremost purpose in the Authoring Action Process is to bring together students of disparate backgrounds and abilities.

In the end there are individual writing samples respective to each student, and the class itself will have a collection, a literary anthology that not only illustrates improved writing skills but a communal experience, and their voices are not only strengthened but amplified in the community.

I.3a. Describe the program assessment plan including how the data will be collected for selected performance metrics and any other evaluation tools that will be used to determine program/project success.

The program is assessed through writing samples, post Creative Writing process, session end performances, pre and post surveys administered to teens and to parents.

Key observations:

- The glaring omission of youth voices in community dialogues and programs designed to address categorical problem behaviors (dropout prevention, delinquency/violence prevention, substance abuse prevention)
- The dominant tendency to look at children, youth and families through a deficit framework, which co-founders believe obscures recognition of capacities, strengths, individuality, uniqueness and leads to stereotyping, tracking and lowering expectations for many students in urban schools, and even prejudice and discrimination.

Existing and growing bodies of research point to more hopeful and promising approaches, and guide the design of Authoring Action's program, while continuing to inform the organization's on-going evaluation/enhancement efforts:

- Developmental Assets (The Search Institute, www.search-institute.org) – Defines 40 developmental assets youth need to thrive.
- Resiliency (The Foundations of the Resiliency Framework: From Research to Practice, Bonnie Benard, M.S.W., 1991) – Emphasizes the importance of providing youth with core developmental supports that fall into three broad categories:
 - o Caring Relationships: Convey compassion, understanding, respect, and interest; are grounded in listening and establish safety and basic trust.
 - o High Expectations: Messages reinforce personal responsibility and accountability; communicate not only firm guidance, structure and challenge but a belief in the youth's innate resilience; looks for strengths/assets as opposed to problems/deficits.
 - o Opportunities for Meaningful Participation and Contribution to Community: Includes having opportunities for valued and increasing responsibility, participating in decision-making, giving voice and being heard and contributing one's talents to the community.

- Arts Integration (Creating Student Success in School, Work, and Life, March 2010) – Documents the tremendous impact of the arts on the developmental growth of every child and the unique capacity of the arts to level the "learning field" across socio-economic boundaries:
 - o The Arts Prepare Students for School, Work, and Life: In the processes of creating, participating in/performing and responding to quality arts experiences reinforce mastery of skills needed to succeed in today's economy of ideas (creativity, problem-solving, the use of words, images, sounds, and movement to communicate).
 - o The Arts can improve academic performance: Research by James Catterall at UCLA and others has shown students engaged in the arts perform better academically. Students maintain higher grade point averages and standardized test scores and lower drop-out rates—across all socio-economic strata.
 - o The Arts integration can help youth become more engaged citizens: The artistically-engaged individual combines intense awareness with a strong belief that he or she can shape the world.

J. Impact/Community Need

Completed by info@authoringaction.org on 4/25/2022 3:27 PM

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J. Impact/Community Need

Please provide the following information.

Impact/Community needs concern whether or not the proposed project will address an identified need within the community and what the short term (One year) and long term (3 years) impact of this project will be

J1. Describe the identified community need for this project/program. Cite specific data or studies/reports that have identified this as a community need.

According to Forsyth Futures research and access to NC Public Instruction: THIRD GRADE READING PROFICIENCY Children who are unequipped with basic reading skills at the end of third grade are at much greater risk of falling behind in school.

After third grade, instruction transitions from “learning to read” to “reading to learn.”

The measure used for Reading Proficiency is the reading test taken at the end of third grade. Proficiency on this test is defined as

possessing the skills required to read at a third grade level.

J2. Describe the short-term impacts of the project/program and how they align with the community need identified above.

Development of reading, writing and speaking skills. Align with community need to improve literacy skills.

J3. Describe the long-term impacts of the project/program and how they align with the community need identified above.

Authoring Action has experienced over and over again that through these core experiences, teens increase their motivation to continue to independently develop reading, writing, and comprehensive skills. They become more inquisitive and seek further knowledge. They learn that the fullness of literacy is more than the ability to read and write, they learn to negotiate their dreams, indeed their lives.

Authoring Action's approach is based on the idea that when teens learn to think critically, speak and articulate their thoughts, write, debate, research, they cannot be pigeon-holed by class, race, parental abandon, or under-service. Indeed, that teen has the choice to transcend the victimization and risks that lead to incarceration, loss of citizenship and cycles of poverty. That teen creates via the power of choice the need to compete with others who want to do better and be better in the pursuit of academic and life success and happiness.

J4. Referencing previous section on outcomes, describe how the impacts noted above will be measured.

Teen authors will learn and apply the Authoring Action creative writing, discussion and engagement process, by writing 3 original pieces, memorizing and performing them for an audience.

Teens will provide a writing sample on the first day, including a stream of consciousness piece. Pre and post surveys will be utilized.

EVALUATION CRITERIA:

A. PROJECTION: Articulation, Volume, Pronunciation, Enunciation, Eye To Eye with audience.

B. ATTITUDE: Presence - the author's physical disposition, gait and energy speaks/vocalizes/modulates/choreographs the written work.

C. FORM: The Author develops a signature approach to spoken word, music vocals and movement.

D. CHARACTERIZATION: The author is authentic in the portrayal of the character(s) in the work.

SCORING:

1 = help

2 = developing

3 = compelling

4 = literary

5 = signature

K. Funding Stability

Completed by info@authoringaction.org on 4/25/2022 4:47 PM

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K. Funding Stability

Please provide the following information.

Funding stability is an assessment of both the organization's annual funding and the planned funding mechanism for the project/program from grants, donations, sales, and other income generators. To the extent possible, the City wishes to ensure applying entities have sustainable funding sources outside the City's ARPA allocation. An entity will be deemed as having superior funding stability if it demonstrates at least three years of sustainable grant, contribution, and/or fee-based revenues to cover operating costs. The entity must also demonstrate commitments from other organizations to cover the full cost of project deficits or future-year operating costs (in combination with realistic fee-based revenue assumptions).

K.1. Have your organization's operating revenues covered operating expenses the last three years?

Yes

K.2. Approximately what percentage of your organization's total budget is covered by competitive grants that you must re-apply for?

34.00 %

K.3. What percentage of your project/program's budget is covered by City ARPA funds as part of this request?

10.00 %

K.4. Please provide narrative on funding for this program after City ARPA funding has been exhausted.

This project will be maintained through fundraising efforts with private donors.

K.5. Please attach commitment letters from other organizations showing financial support for the project/program.



Commitment Letters

Authoring Action - GIDE Abstract - 4-25-22.doc

L. Representation

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L. Representation

Please provide the following information.

Representation deals with how diverse an organizations leadership is compared with community demographics, which includes Winston-Salem's race/ethnic backgrounds as well as gender. Local non-profit organizations should reflect the communities they serve. Since organizations are requesting to receive ARPA funding through the City, we must ensure these entities hold themselves accountable to having diverse staff and leadership panels

L.1. Provide a list of board members including the race, ethnicity, and gender identification for each member.

Name	Race	Ethnicity	Gender Identification
Love' Lemon	Black	African American	Female
Nathan Ross Freeman	Black	African American	Male
Lynn Rhoades	White	European American	Female
Willie Lavon Holmes	Black	African American	Male
Audra Byers	White	European American	Female

M. Required Documents

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M. Required Documents

Please provide the following information.

For North Carolina Secretary of State - Current and Active Status, [Click Here](#)

Documentation

Code of Conduct/Conflict of Interest Policy *Required

A2 Conflict of Interest 1_14_22.pdf

Copy of the agency's latest 990 Form as submitted to the Internal Revenue Service *Required

AuthoringAction_990_Final_Signed_FY19-20_No_Schedule_B.pdf

Organization By-Laws *Required

Authoring Action Bylaws 9-26-21.pdf

Articles of Incorporation *Required

501c3 and name change to Authoring Action.pdf

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

A2! Employee Handbook Final_approved.pdf

IRS 501(c)3 Designation Letter *Required

501c3 and name change to Authoring Action.pdf

Most recent audited financial statements or a third-party review *Required

Authoring Action Review Final 21.pdf

North Carolina Secretary of State - Current and Active Status *Required

NC Secy of State Certificate.pdf

N. Submit

Completed by info@authoringaction.org on 4/25/2022 4:48 PM

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Address: *No Address Assigned

N. Submit

Please provide the following information.

I certify that all information entered into this application is true.

Lynn Rhoades

Electronically signed by info@authoringaction.org on 4/25/2022 4:47 PM

04/25/2022