

Program Overview

Completed by kwatts@crobscholars.org on 4/1/2022 2:14 PM

Case Id: 15090

Name: Watts,Kathy - 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 kwatts@crobscholars.org on 4/25/2022 1:51 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

A.Contact Information

Please provide the following information.

ORGANIZATION/AGENCY INFORMATION

A.1. Organization/Agency Name

Crosby Scholars Community Partnership

A.2. Mailing Address

2701 University Parkway Winston-Salem, NC 27105

A.3. Organization Website

www.crobscholars.org

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

2,001

A.5. Organization/Agency Fiscal Year

2,023

A.6. Federal Tax ID Number

A.7. Federal DUNS Number

A.8. Federal SAM Registered?

No

ORGANIZATION/AGENCY CONTACT INFORMATION

EXECUTIVE DIRECTOR

A9. First Name

Mona

A10. Last Name

Lovett

A11. Title

President & CEO

A12. E-mail

mwlovett@crobscholars.org

A13. Phone Number

(336) 725-5371

BOARD CHAIR

A14. First Name

Ginger

A15. Last Name

Salt

A16. E-Mail

gsalt@piedmontfederal.com

A17. Phone Number

(336) 770-1124

A18. Term Expiration Date

09/01/2023

B. General Project Information

Completed by kwatts@crobscholars.org on 4/25/2022 1:52 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

B. General Project Information

Please provide the following information.

PROJECT INFORMATION

B.1. Project/Program Title

Crosby Scholars Community Partnership

B.2. Project Location/Address

2701 University Parkway Winston-Salem, NC 27105

PROJECT CONTACT/MANAGER

B3. First Name

Mona

B4. Last Name

Lovett

B5. Title

President & CEO

B6. E-Mail

mwlovett@crobscholars.org

B7. Phone Number

(336) 725-5371

C. General Project Narrative

Completed by kwatts@crobscholars.org on 4/25/2022 1:56 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

C. General Project Narrative

Please provide the following information.

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

Crosby Scholars requests funding for a new portal system in our database management system to increase efficiency and effectiveness of our efforts to assist public school students in preparing for successful college enrollment and career pathways. Crosby Scholars seeks to be a part of a holistic approach to address poverty in our community. Our free college access programming serves students in all Winston-Salem/Forsyth County public middle and high schools, including 17 high-need Title 1 schools. Half of all Crosby Scholars in Forsyth County are from under-represented populations, and 28% of last year's graduating seniors are first-generation college students. Crosby Scholars ensures vulnerable students have equitable opportunities for economic mobility, including enrollment in and graduation from college, career pathways and financial literacy.

The Crosby Scholars database is at the operational core of the organization, driving engagement and interaction with students and their families and collecting essential information to set benchmarks, standards, new goals. The need for a new customized software system was heightened as a result of the increased gaps in education that occurred during COVID-19. Students and families have a greater need for the resources Crosby Scholars offers due to learning loss and disconnection that occurred during the pandemic.

In 2012, Crosby Scholars successfully sought community support to double the number of students served from 5,000 to 10,000 by 2015, dramatically increasing the number of first-generation and low-income students in our programs. This expansion required additional services, technology, and staff.

Our student growth has exceeded the database's capacity. We activated the student portal section of our database in 2012. It was designed to hold student records from grade 6 through two years following the year students should graduate from college. We have added components through the years, including recording conference notes of our Senior Advisor meetings with students, Last Dollar Grant application submission, and the Crosby Scholars scholarship applications. Students can upload documents to verify completion of program requirements, and the database sends trigger emails to confirm when requirements are complete. The database has more than 500,000 pieces of code.

We partner with Winston-Salem/Forsyth County schools and receive students' grades and disciplinary notices. Our President and CEO is co-chair of The Forsyth Promise, a data collaboration effort in Forsyth County to align educational strategies for successful outcomes. Senior Advisors meet individually with seniors to assist with the college application and financial aid process, and we track students' progression through the conference notes we record; data must be exported to Excel to be analyzed for impact and trends.

We have been collecting student data for decades, and the current database does not lend itself to data analytics. As a result, we use multiple database management systems to navigate the many facets of our program. In addition to the current database, we use Google Sheets and Google Forms to collect information that we want to evaluate quickly and SignUp Genius for scheduling. We use Exceed for donor management and are streamlining our development databases,

which include donors who contribute to The Crosby Invitational annual golf fundraiser, as well as individuals, corporations and foundations.

Our database is critical to the success of Crosby Scholars, and the current database management system can no longer meet the needs of our program as we keep track of students, employees, volunteers, grants, and donors. To efficiently operate the Crosby Program, meet our students needs and track donors and funding opportunities, we must have a database management system capable of powering the Program.

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

Every Crosby Scholar and their parents are assigned a login to access the wealth of resources in our database management system to enable them to prepare for post-secondary education. In the portal, students register for academies, such as Test Taking Skills, College Survival Skills, Conflict Resolution, Munchies Matter, Financing a College Education, Career Exploration, and Freshman Year 101. Parents register in the portal for workshops on college admissions and financial aid, and juniors and seniors use their portals to sign up for SAT/ACT prep sessions, for college tours, special events and other opportunities. The portal teaches students to communicate through a portal, preparing them for communicating with colleges.

The portal houses information about students' completion of Crosby Scholars requirements, grades, community service activity, notes from conferences during the senior year in which an advisor meets individually with each student to guide them through the post-secondary enrollment process.

In recent years, we have increased our grant-writing efforts to meet the growth of our program. Incorporating a dashboard that is integrated with our database would streamline and strengthen our grant applications.

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

21,000

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

No

Describe the other areas (counties) that will benefit

Forsyth County

Estimate the percentage of beneficiaries that will be residents of Winston-Salem

75.00 %

TOTAL FUNDING REQUEST

C.5. Total Operating Funding Request

\$28,000.00

C.6. Total Capital Funding Request

\$97,000.00

SPENDING TIMEFRAME

C.7 Capital Spending Timeframe

18 months

C.8 Operating Spending Timeframe

18 months

D. Project Budget Categories

Case Id: 15090

Name: Watts, Kathy - 2022

Address: *No Address Assigned

Completed by kwatts@crobscholars.org on 4/25/2022 1:47 PM

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
Project Manager staff expense (half-time)	\$56,000.00
	\$56,000.00

Capital Costs	Total
Development cost for customized software system for student/parent portal	\$600,000.00
	\$600,000.00

PROJECT/PROGRAM REVENUE CATEGORIES

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

Operating	Total
City of Winston-Salem ARPA funding	\$28,000.00
Capital Campaign Budget	\$28,000.00
	\$56,000.00

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
City of Winston-Salem ARPA funding	\$97,000.00
Capital Campaign	\$503,000.00
	\$600,000.00

E. Demographic and Geographic Distribution

Case Id: 15090
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Completed by kwatts@crobscholars.org on 4/25/2022 1:57 PM

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)

55.00 %

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 kwatts@crobscholars.org on 4/25/2022 2:03 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

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 1

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.

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. Crosby Scholars is a means of promoting economic development through education. We guide students to prepare for college enrollment, and we have a new College and Career Advisor who assists students in other post-secondary educational pathways, such as certifications, credentials, apprenticeships and two-year degrees.

In Forsyth County, racial inequities exist in enrollment in post-secondary education and also in income sufficiency. Forsyth Futures reports that "Fewer Black and Hispanic/Latino students than White students enrolled in college during the fall after high school graduation: 50%, 40%, and 70%, respectively, and fewer economically disadvantaged students enrolled in college (41%) compared to students who were not economically disadvantaged (65%) during the fall after high school graduation." Forsyth Futures reports that in 2019, 57% of Black households and 77% of Hispanic households faced income insufficiency.

Helping students understand how their college path impacts career opportunities is necessary to increase racial economic equity, and ensuring students know how to pursue STEM careers is vital in this effort.

Our programming helps students ACHIEVE in the classroom and the community, which increases opportunities for post-secondary education. We offer financial literacy programming to students and parents as early as sixth grade. 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. Our advising services supplement work of the school counselors, who have a counselor-to-student ratio of 1:375. Our Financial Aid Coordinator meets individually throughout the year to help seniors complete FAFSA, which is especially beneficial to low-income students without family experience in the process. If a Crosby Scholar has unmet need to enroll in college, we offer Last Dollar Grants (LDGs) of up to \$1,200/year for up to four years to help students AFFORD college.

To strengthen parent engagement with their students' education, we will create a more robust database for parents, an updated parent web page, parent training workshops and videos and roadmaps for "next steps" in their children's education. 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.

The MyFutureNC 2020 County Attainment Profile identifies areas in which Forsyth County has room to improve, and Crosby Scholars' strategies show proven success in these areas. My FutureNc reports, "High school completion is a crucial step on the pathway to postsecondary success or the beginnings of a career. Activities that prepare students to navigate the transition to postsecondary include gaining experience in college-level coursework and applying for financial assistance."

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. Crosby Scholars was named a national 2019 Example of Excelencia Finalist by Excelencia in Education.

G. Collaboration

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

Completed by kwatts@crobscholars.org on 4/25/2022 2:16 PM

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?

3+

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

We partner with WS/FCS to help students explore college and career pathways. We renewed our affiliation with Goodwill Industries of NWNC for another 10 years, and our President & CEO is a member of the Goodwill of NWNC Leadership Team. We are a partnership of the United Way of Forsyth County, the Winston-Salem/Forsyth County Schools, and The Winston-Salem Foundation. We are also in partnership with FTCC to increase completion and/or transfer rates. 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. We partner with Big Brothers/Big Sisters. We collaborate with Winston-Salem State University, N.C. A&T State University and Wake Forest University. We are supported by Kate B. Reynolds Charitable Trust and are a partner in their Reconnecting Youth Initiative.

H. Administration/Reporting

Completed by kwatts@crobscholars.org on 4/25/2022 2:20 PM

Case Id: 15090

Name: Watts,Kathy - 2022

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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	Number of Crosby Scholars and parents assisted
Effectiveness/Outcome	100% high school graduation; 98% have post-secondary plan; 90% complete FAFSA

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

<https://www.ncan.org/page/NationalFAFSACompletionRatesforHighSchoolSeniorsandGraduates#:~:text=Completion%20of%20the%20Free%20Application,immediately%20enroll%20in%20postsecondary%20education,https://tnscore.org/the-impact-of-college-and-career-advis>



Program Model Evaluation

CROSBY_Implementation_Plan_21-22.docx

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 from Crosby Scholars.xlsx

I. Capacity

Completed by kwatts@crosbyscholars.org on 4/25/2022 2:22 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

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.

Our vision is to ensure that every child who seeks to enroll in college has the opportunity to do so.

Our mission is to assist public middle and high school students in Forsyth County in preparing themselves for successful college enrollment.

The Crosby Scholars database is at the operational core of the organization, driving engagement and interaction with students and their families and collecting essential information to track data for benchmarks, standards, and to set new goals and improve programming.

Updating our database management system and portal will ensure that we effectively assist all our students, who represent all socioeconomic levels.

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.

For 30 years, Crosby Scholars has assisted public school students in Winston-Salem/Forsyth County Schools in preparing for successful college enrollment. The program began in 1992 and served two high need high schools. Crosby Scholars has grown into a comprehensive college access program serving 20 high schools and 23 middle schools, including 17 Title 1 schools, as well as 4 charter schools, serving 11,000 students annually.

We use a continuous improvement model so that we can adjust programming to be more effective in real time. Data that we collect has informed our programming and resulted in focused outreach to Black and Hispanic students, STEM programming and also a new College and Career Advisor staff member who assists students who do not envision a traditional college career path, but who seek other post-secondary opportunities that contribute to the local economy.

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

We have conducted database/portal updates and troubleshooting throughout our use of this system, and we understand the process for informing individuals of upcoming changes that will occur or when/if the system will be down for updates.

We have hired a project manager to oversee the transition to the new system who will be dedicated to and focused on this process.

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.

We partner with the WS/FCS and receive student grades, suspension and graduation status.

Our President & CEO is co-chair of The Forsyth Promise, which coordinates the Data-Sharing Project, and we are a partner in this effort. Through this partnership, we receive student level data (not identified by individual) to understand student challenges and measure success of our strategies.

We are a founding member of the National College Attainment Network, which coordinates the National Student Clearinghouse that enables us to follow our graduates through college graduation.

J. Impact/Community Need

Completed by kwatts@crobscholars.org on 4/25/2022 2:11 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

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.

“Winston-Salem's city-wide poverty rate in 2018 stood at 20.6 percent, unchanged from the year prior, and nearly four percentage points higher than its 1980 poverty rate... Seventeen neighborhoods in Winston-Salem went from low or moderate poverty in 1980 to high poverty in 2018, representing 28 percent of all the city's neighborhoods. ...All but one of Winston-Salem's persistently poor neighborhoods had an even higher poverty rate in 2018 than they did in 1980.”

[https://eig.org/neighborhood-poverty-project/winston-salem-](https://eig.org/neighborhood-poverty-project/winston-salem-nc/#:~:text=Winston%2DSalem's%20city%2Dwide%20poverty,than%20its%201980%20poverty%20rate.)

[nc/#:~:text=Winston%2DSalem's%20city%2Dwide%20poverty,than%20its%201980%20poverty%20rate.](https://eig.org/neighborhood-poverty-project/winston-salem-nc/#:~:text=Winston%2DSalem's%20city%2Dwide%20poverty,than%20its%201980%20poverty%20rate.)

The vast majority of new N.C. jobs require more than a high school diploma, and 33% of Forsyth County's 25-44-year-olds have a high school degree or less (myFUTURENC). 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).

In Forsyth County, racial inequities exist in enrollment in post-secondary education and also in income sufficiency. Forsyth Futures reports that “Fewer Black and Hispanic/Latino students than White students enrolled in college during the fall after high school graduation: 50%, 40%, and 70%, respectively, and fewer economically disadvantaged students enrolled in college (41%) compared to students who were not economically disadvantaged (65%) during the fall after high school graduation.” Forsyth Futures reports that in 2019, 57% of Black households and 77% of Hispanic households faced income insufficiency.

Helping students understand how their college path impacts career opportunities is necessary to increase racial economic equity, and ensuring students know how to pursue STEM careers is vital in this effort.

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 MyFutureNC 2020 County Attainment Profile identifies areas in which Forsyth County has room to improve, and Crosby Scholars' strategies show proven success in these measures. My FutureNc reports, “High school completion is a crucial step on the pathway to postsecondary success or the beginnings of a career. Activities that prepare students to navigate the transition to postsecondary include gaining experience in college-level coursework and applying for financial assistance.”

To meet state goals, Forsyth County needs:

- "388 more 9th graders to graduate within four years (goal: 95% vs. 86%)".

Crosby Scholars have a 100% high school graduation rate.

- "878 more seniors to complete the FAFSA (goal: 80% vs. 56%)".

In 2021, when FAFSA completion rates were down nationally, our Title 1 students have a 70.5% Title 1 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." Our FAFSA completion for students attending Title I Schools in 2019-2020 was 88.5%

- "5,163 more students to attend school regularly (goal: 11% chronic absenteeism vs. 21%)".

We require Crosby Scholars to make school a priority. We track semester grades and out-of-school suspensions and progress toward completing a high school degree.

"Forsyth County has a student-to-school counselor ratio of 364:1. "

Our Senior Advisors and Near Peer Advisors provide each senior Crosby Scholar with individualized guidance during the college application process. Our College and Career Advisor assists students with alternative post-secondary educational pathways such as credentials, certifications, apprenticeships and two-year degrees.

Among Forsyth County high school graduates:

- "62% of graduates enroll in a postsecondary institution within 12 months versus 66% of peer counties." Crosby Scholars reports 90.2% of 2020 graduates enrolled in a 2- or 4-year college or university.
- "78% of students who enroll persist to their second year versus 81% of peer counties."
- "55% of students who enroll earn a degree or credential within 6 years versus 58% of peer counties."

Crosby Scholars reports a 95.8% 6-year college graduation rate (when year 2 enrollment is included).

Crosby Scholars directly addresses two of the values the City identified as priorities: Crosby Scholars boosts equity in post-secondary educational opportunities, and our programming continues to evolve through continuous learning and improvement based on feedback we receive from students and parents and best practices in college access.

The City's Strategic Plan identifies the need for "Economic Vitality and Diversity: Economic vitality and diversity requires a healthy local economy that serves all segments of the population and provides the monetary resources necessary to support the community." Crosby Scholars prepares students to pursue post-secondary educational goals that boost their economic opportunities. The various paths students take after high school impact economic mobility (Tier 2, Priority 5), and Crosby Scholars ensures each student understands the variety of options available, including 4-year or 2-year college enrollment, certificates, credentials, apprenticeships and internships.

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

Crosby Scholars will graduate from high school.

Crosby Scholars complete FAFSA.

Crosby Scholars will identify a post-secondary educational plan.

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

Crosby Scholars will enroll in, persist and graduate from college.

Crosby Scholars will complete associate's degree programs.

Crosby Scholars will complete certificates and other credentialing programs.

All of these post-secondary paths will provide a pathway for Crosby Scholars to increase their economic opportunities.

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

We partner with the WSFCS and receive student grades and graduation statuses.

Our President & CEO is co-chair of The Forsyth Promise, which coordinates the Data-Sharing Project, and we are a partner in this effort. Through this partnership, we receive student level data (not identified by individual) to understand student challenges and measure success of our strategies. The Data-Sharing Project has an evaluator on staff who helps design tools for program evaluation, and they also conduct evaluations.

We are a founding member of the National College Attainment Network, which coordinates the National Student Clearinghouse that enables us to follow our graduates' persistence rates through all their post-secondary educational goals.

K. Funding Stability

Completed by kwatts@crosbyscholars.org on 4/25/2022 2:32 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

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?

15.50 %

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

4.05 %

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

Crosby Scholars is in the midst of its Capital Campaign, and due to impacts from the pandemic we have expanded the goal to \$10 million. We hold an annual fundraiser, the Crosby Scholars Invitational Golf Tournament, and have an ongoing grant-writing effort. The Crosby Scholars Program will be sustained through these on-going efforts.

City ARPA funding for the database management/portal system will enable us to complete a necessary technology update to better serve our students.

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



Commitment Letters

GW Amendment No. 2 12.17.20 (2).pdf

L. Representation

Case Id: 15090

Name: Watts, Kathy - 2022

Address: *No Address Assigned

Completed by kwatts@crobscholars.org on 4/25/2022 2:26 PM

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
Ginger Salt	White		Female
Natalie Jensen-Noll	White		Female
David Holden	White		Male
Jeff Hibbard	White		Male
Jason Wenker	White		Male
Marquis Barnett	Black		Male
Ivey Brown	Black		Male
Joyce Carson	Black		Female
Anne Garvey	White		Female
Don Geletko	White		Male
Bill Green	White		Male
Joan Healy	White		Female
Joyce Kohfeldt	White		Female
Barbara Maida-Stolle	White		Female
Tricia McManus	White		Female
Danny Newcomb	White		Male
Tony Romeo	White		Male
Omari Scott Simmons	Black		Male
Israel Suarez	Hispanic	Hispanic	Male
Anne Westbrook	White		Female
John A. Wilson	White		Male
Mona Lovett	Black		Female

M. Required Documents

Completed by kwatts@crobscholars.org on 4/24/2022 8:17 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

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

Procurement Policy.docx

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

990 FYE 063020.pdf

Organization By-Laws *Required

Crosby Scholars_ Amended and Restated Bylaws (June 2012).doc

Articles of Incorporation *Required

Articles of Incorporation.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

501c3 letter (r).pdf

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

Audit-2021.final.pdf

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

CSL 2022.pdf

N. Submit

Completed by kwatts@crobscholars.org on 4/25/2022 2:36 PM

Case Id: 15090

Name: Watts,Kathy - 2022

Address: *No Address Assigned

N. Submit

Please provide the following information.

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

Mona W. Lovett

Electronically signed by kwatts@crobscholars.org on 4/25/2022 2:36 PM

04/25/2022