

Program Overview

Completed by shudson@getinthegame.org on 3/29/2022 1:09 PM

Case Id: 15102

Name: Hudson, Stephanie - 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 shudson@getinthegame.org on 4/25/2022 12:23 PM

Case Id: 15102

Name: Hudson, Stephanie - 2022

Address: *No Address Assigned

A.Contact Information

Please provide the following information.

ORGANIZATION/AGENCY INFORMATION

A.1. Organization/Agency Name

Get In the Game

A.2. Mailing Address

PO Box 11908 Winston-Salem, NC 27116

A.3. Organization Website

<https://getinthegame.org>

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

2,021

A.5. Organization/Agency Fiscal Year

2,022

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

Devin

A10. Last Name

McLemore

A11. Title

Co-Executive Director

A12. E-mail

dmclemore@getinthegame.org

A13. Phone Number

(336) 307-6779

BOARD CHAIR

A14. First Name

Tom

A15. Last Name

Walter

A16. E-Mail

twalter@getinthegame.org

A17. Phone Number

(336) 793-6189

A18. Term Expiration Date

12/31/2090

B. General Project Information

Completed by shudson@getinthegame.org on 4/25/2022 12:25 PM

Case Id: 15102

Name: Hudson, Stephanie - 2022

Address: *No Address Assigned

B. General Project Information

Please provide the following information.

PROJECT INFORMATION

B.1. Project/Program Title

GITG Winston-Salem Expansion

B.2. Project Location/Address

Multiple Locations (High Schools-TBD) Winston-Salem, NC
27116

PROJECT CONTACT/MANAGER

B3. First Name

Stephanie

B4. Last Name

Hudson

B5. Title

Director of Communications

B6. E-Mail

shudson@getinthegame.org

B7. Phone Number

(336) 399-7295

C. General Project Narrative

Completed by shudson@getinthegame.org on 4/25/2022 4:07 PM

Case Id: 15102

Name: Hudson, Stephanie - 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

In September 2021 members of Winston Salem's Youth Advisory Council, made up of students from across Winston-Salem and Forsyth County, took part in a virtual Race Relations Forum during which they indicated a desire for opportunities to talk about difficult topics like race relations and their experiences with racism in schools and in their communities. It was also clear that they understood their own potential for creating change while also recognizing that change begins with a conversation.

"Because our generation is the next generation of leaders. And we're also the next generation of voters. And so if we want to see change...we have to have these discussions about what we want to see change and how we go about making that change."

-Megan

"I just really think it's important to have these conversations because I think it helps advance the problems we face with race and kind of come to more agreements and just kind of fix some of the issues that we have."

-Joseph

People say 'You go, Gen Z! Gen Z is going to make all the change happen in the world.' Okay, so include us in the conversations first! That's how we're gonna get there. So educating us properly on all this stuff is important."

-Brooke

Get In the Game will help them achieve the change they desire. Funds will be used to expand our program by incrementally establishing new Get In the Game clubs in Winston-Salem over a three-year period. Get In the Game works to break down barriers between young people, and get them actively engaged in building opportunities for community residents with the objective of decreasing inequities and disparities. This is accomplished through GITG clubs, which are designed for any young person (13yo+) and are adaptable to a variety of settings like in-school, after school, within sports teams, or as part of a community organization like the Boys & Girls Club. Guided by trained facilitators, our empathy-based social-justice curriculum ("The Playbook") evolves over 2 "seasons" preparing students ("GameChangers") to act by sequentially building experiences & skills. After first learning about themselves and how to connect across differences, they begin to reflect on the obstacles and opportunities in their community and then they develop a plan to create a positive impact for residents, and work with local organizations to make it a reality. To date, we have seen young people create podcasts, days of service, clothing drives, and more.

Ultimately, students aim to work together to bridge racial and social barriers—to provide opportunities for themselves, their peers, and community residents to work together to reduce inequity and help ensure equal access for all.

In Year 1, working in collaboration with administrators from WSFCS, we will identify 3 high schools (2 in a QCT, 1 not in a QCT) in which to launch Get In the Game clubs with a goal of 100 students per school. (We are proposing Mt. Tabor,

Parkland, and one additional QCT school, but final decisions will be made with WSFCS.) In Year 2, we will expand to a total of 5 schools (3 in a QCT, 2 not in a QCT). In Year 3, we will expand to at least 10 schools (6 in a QCT, 4 not in a QCT).

Funds will be used to cover program supplies, facilitator training and stipends, online learning portal access, and small stipends to cover expenses related to the students' community impact projects.

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

GITG will work with administrators from WSFCS and the administration of the selected high schools to determine the best implementation strategy for each school/club. The program was designed to be adaptable to a variety of settings, and in other locations the program has been implemented for sports teams (after school), grade-specific clubs held during a free period, as part of a class curriculum, and as an after school club open to anyone who is interested. We recommend that individual clubs do not exceed 15 people, but schools would be able to have multiple clubs. Our goal is to accommodate as many interested participants as possible in a way that works best for each school.

The GITG curriculum evolves over two "seasons" of approximately 12 sessions each. Participants (a.k.a. GameChangers) attend club sessions, typically weekly, and have a short break between seasons. During season 1—"Discovery & Learning"—GameChangers celebrate their differences while exploring who they are, what they stand for, & where they fit in their community. In season 2—"Reflect & Act"—GameChangers develop a deeper understanding of how to create a more equitable world & put what they learned into action by planning & implementing a project to benefit their community. To date, we have seen young people create podcasts, days of service, clothing drives, and more. Facilitators help guide GameChangers through the Playbook which is delivered through an online portal & culminates in a KEDD (Kindness, Empathy, Dignity, Diversity) Talk & student-led community impact project (e.g. food or clothing drive, project to address internet equity, etc.).

The benefits to participants of Get In the Game are wide-ranging. The values-based curriculum aligns with all CASEL-5 competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, so GameChangers are developing skills and fostering learning environments and experiences that more fully nurture the development of all young people so that they can thrive.

Additionally, GITG gives young people the opportunity to engage in difficult conversations about topics such as race. In the September 2021 Student Race Relations Forum conducted by the City of Winston-Salem and WSFCS, students indicated that conversations about race are often uncomfortable but they are important conversations to have. They also mentioned that there were not a lot of opportunities to have those conversations with their peers. GITG will give them that safe space to talk and learn from each other. In fact, educational scholars have argued that effectively facilitated race talk can have many positive benefits for youth including: (a) increased communication skills & learning (Sue, 2013); (b) increased racial literacy (Howard, 2004; Sue, 2013); (c) deepened critical consciousness of one's own racial identity (Sue, 2013; Taylor, 2013); (d) increased perspective-taking skills (Howard & Denning del Rosario, 2000); and (e) greater preparedness for democratic citizenship (Howard & Denning del Rosario, 2000).

Participants will also benefit from GITG's service learning opportunities. A recent study suggests that youth volunteering appears to be an effective tool for creating civic-minded citizens by generating a long-term commitment to volunteering and community involvement. It also offers important long-term benefits for volunteers such as a positive return on educational attainment and earnings, and helping adolescents establish new social ties that provide access to influential role models and useful resources. (Kim, Jinho, and Kerem Morgül, 2017). According to the Mayo Clinic, community service also decreases the risk of depression, gives a sense of purpose, helps people stay physically and mentally active, and reduces stress levels.

But GITG's benefits reach beyond the program participants and will ultimately have a significant impact on the Winston-Salem community. As more GameChangers take what they learn and put it into action in the community, there are no limits on what they can accomplish to benefit the residents of Winston-Salem.

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

1,000

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

Yes

TOTAL FUNDING REQUEST

C.5. Total Operating Funding Request

\$165,800.00

C.6. Total Capital Funding Request

\$0.00

SPENDING TIMEFRAME

C.7 Capital Spending Timeframe

N/A

C.8 Operating Spending Timeframe

36

D. Project Budget Categories

Case Id: 15102

Name: Hudson, Stephanie - 2022

Address: *No Address Assigned

Completed by shudson@getinthegame.org on 4/25/2022 4:06 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
Year 1 - Personnel (Dir. of Community Relations @ 20%; Dir. of Communications @ 10%)	\$15,000.00
Year 2 - Personnel (Dir. of Community Relations @ 20%; Dir. of Communications @ 10%)	\$15,000.00
Year 3 - Personnel (Dir. of Community Relations @ 20%; Dir. of Communications @ 10%)	\$15,000.00
Annual Facilitator Training for 3 years (\$2,500/yr) - includes trainer travel and meeting supplies	\$7,500.00
Year 1 - Facilitator Stipends (\$600/facilitator x 20 facilitators) (facilitator role will require an estimated 36-48 hrs/year)	\$12,000.00
Year 2 - Facilitator Stipends (\$600/facilitator x 34 facilitators) (facilitator role will require an estimated 36-48 hrs/year)	\$20,400.00
Year 3 - Facilitator Stipends (\$600/facilitator x 66 facilitators) (facilitator role will require an estimated 36-48 hrs/year)	\$39,600.00
Year 1 - GameChanger Supplies (\$16/student for t-shirt and journal x 300 students)	\$4,800.00
Year 2 - GameChanger Supplies (\$16/student for t-shirt and journal x 500 students)	\$8,000.00
Year 3 - GameChanger Supplies (\$16/student for t-shirt and journal x 1000 students)	\$16,000.00
Year 1 - Printed Materials	\$1,000.00
Year 2 - Printed Materials	\$1,700.00
Year 3 - Printed Materials	\$3,300.00
Year 1 - Online Learning Portal Access (\$5/student x 300 students)	\$1,500.00
Year 2 - Online Learning Portal Access (\$5/student x 500 students)	\$2,500.00
Year 3 - Online Learning Portal Access (\$5/student x 1000)	\$5,000.00

students)	
Evaluator (contractor - \$2,500/year x 3 years)	\$7,500.00
Year 1 - Community Impact Project Expense Stipends (\$300/project x 15 projects)	\$4,500.00
Year 2 - Community Impact Project Expense Stipends (\$300/project x 25 projects)	\$7,500.00
Year 3 - Community Impact Project Expense Stipends (\$300/project x 50 projects)	\$15,000.00
Technology Packages (AR/VR Equipment/storytelling tech - \$1,500 per school x 18 schools)	\$27,000.00
	\$229,800.00

Capital Costs	Total
N/A	\$0.00
	\$0.00

PROJECT/PROGRAM REVENUE CATEGORIES

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

Operating	Total
W-S Transformative Grant Funding	\$165,800.00
Corporate Sponsorships	\$46,000.00
Per Student Program Fees	\$18,000.00
	\$229,800.00

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
N/A	\$0.00
	\$0.00

E. Demographic and Geographic Distribution

Case Id: 15102
Name: Hudson, Stephanie - 2022
Address: *No Address Assigned

Completed by shudson@getinthegame.org on 4/25/2022 2:18 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)

67.00 %

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 shudson@getinthegame.org on 4/25/2022 2:21 PM

Case Id: 15102

Name: Hudson, Stephanie - 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 2

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

Tier 3

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

selected.

Get In the Game truly exemplifies the power of connections and community engagement. We empower young people to create positive change by getting involved—in their neighborhoods, schools, city and beyond. But real change starts with real conversations, so before our GameChangers begin taking action, they learn how to communicate with each other and talk about and identify issues in their communities that need to be changed.

GameChangers will then build on what they learn by branching out and making connections with the people and organizations who can help them create change in their neighborhoods and throughout Winston-Salem. They gain firsthand experience in driving change by actually engaging with their community and developing and implementing a project that will benefit the community. In many cases, that may involve collaborations with local people, organizations, or businesses—enabling GameChangers to meet new people and build connections within the community.

As our workload (# of GameChangers) increases, so does the number of young people who are equipped to lead and encourage others to get involved to build stronger neighborhoods and a more diverse, inclusive, and equitable city. And as the number of community impact projects grows, so does the number of Winston-Salem residents who will benefit.

G. Collaboration

Completed by shudson@getinthegame.org on 4/25/2022 2:46 PM

Case Id: 15102

Name: Hudson, Stephanie - 2022

Address: *No Address Assigned

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?

Winston-Salem Forsyth County Schools - we have had initial discussions with Dr. Effie McMilian and Mark Batten from WSFCS who indicated there is a strong interest in introducing GITG into WSFCS high schools. While we have proposed three specific schools for the Year 1 roll out(Mt. Tabor, Parkland, and TBD), those are subject to change based on recommendations from WSFCS. We will also partner with the administration from the selected schools to determine the best way to implement the program within their respective schools.

Chris Sheridan/WFU Documentary Film Program - we are in talks with Chris Sheridan about collaborating with his students to create a documentary-style video highlighting the work of our GameChangers and their impact on the local community. This will not only provide a unique learning opportunity for GameChangers, but will also allow them to highlight equity-related community needs.

Goodwill of NWNC - Goodwill has expressed interest in partnering with some of our GameChangers on their community impact projects. Students would have the opportunity to collaborate with Goodwill on the development and execution of their project plan, allowing them to make connections, learn, and take advantage of shared resources to enhance the project execution.

Note: Our goal is to identify several community partners each year with which our GameChangers can partner on their community impact projects. We are still in the early stages of making those connections, but we have also had initial discussions with Winston-Salem State University who indicated an interest in working with us.

H. Administration/Reporting

Completed by shudson@getinthegame.org on 4/25/2022 3:20 PM

Case Id: 15102

Name: Hudson, Stephanie - 2022

Address: *No Address Assigned

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	Workload Measure 1: # of students participating in GITG program: Year One - 300 students; Year Two - 500 students; Year Three- 1000 Students Workload Measure 2: # of community impact projects: Year 1: 15 projects; Year 2: 25 projects; Year 3: 50 projects
Effectiveness/Outcome	Effectiveness Measure #1: Percentage of students completing season 1 and 2 of GITG curriculum Effectiveness Measure #2: Community impact projects completed Effectiveness Measure #3: Improvement in SEL scores measured through the administration of the Washoe County School District Social and Emotional Competency Assessment. Given that all of the lessons in our curriculum are aligned with the CASEL-5 competencies, we expect to see an improvement in SEL measures by the end of Season 2. Why are SEL measurements important to this project? Because SEL is a way to uplift student voice and promote agency and civic engagement. The goal of SEL is to build skills and competencies that help students successfully navigate and meaningfully contribute to their schools, careers, families, relationships, and multicultural communities. This occurs when SEL goes beyond behavior management and positions young people "as experts in understanding and fashioning a world that is more just and equitable" (Jagers, 2016, p. 3).

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**

GITG_Evaluation of Program Model.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**

Get In the Game_Risk Assessment.xlsx

I. Capacity

Completed by shudson@getinthegame.org on 4/25/2022 3:39 PM

Case Id: 15102

Name: Hudson, Stephanie - 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 a society where all races, creeds, income levels and gender identities have equal opportunities and view the world with endless hope and possibility. We envision a world where systemic racism has been dismantled and inequity is a thing of the past. It's a world that will be created by the next generation—young people who are more socially aware, active, and engaged than any previous generation.

Get In the Game's (GITG) mission is to enhance cross-racial communication for students aged 13 and older by creating programs which incorporate peer-to-peer learning, group activities, and multimedia tools to enable young students to engage in important conversations about racial equity. We create safe, judgment-free spaces where young people (GameChangers) can express themselves and learn from others. Our social-justice curriculum and community-impact projects prepare our students (GameChangers) to recognize real-world inequities – in life, their community, and society—and build the courage to take action and change the world.

Our proposed project is fully aligned with the organizational mission because we would be establishing clubs in which students in Winston-Salem will have the spaces, tools, and resources to develop the skills necessary to engage in meaningful dialogue and then utilize those interpersonal skills to drive change in their neighborhoods and communities.

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.

Get In the Game is well-equipped to deliver on the proposed project. GITG is run by two co-executive directors who report to the Board of Directors. The paid staff who will have project related responsibilities consists of:

- FT Director of community relations who will be the primary liaison for the local clubs
- PT Director of communications who will serve as the "storyteller" for the clubs and assist with any necessary administrative needs

Evaluator (contract) who manages the evaluation process including administration of pre- and post- assessments and qualitative analysis

Lead facilitator (contract) who will help train facilitators and serve as a resource for facilitator questions

Will recruit and train facilitators for each club. Facilitators are provided with high-quality training and a small stipend to cover their time.

We are currently operating successful clubs in Cleveland, OH, Baltimore, MD, Annapolis, MD, Greensboro, NC, Washington, DC and at Forsyth Country Day in Winston-Salem. In total, we are currently serving approximately 350 GameChangers.

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

First, we will work with the Winston-Salem Forsyth County Schools administrators to identify the initial three schools (2 of the 3 should be located in a QCT). Schools should be identified no later than July 1. Then we will work with the administrators from those schools to determine the best approach for implementation (e.g. an afterschool club open to any student, an in-school format, etc.). The next step is to recruit facilitators. We would start the recruiting process by focusing on interested teachers, counselors, or coaches. We have learned that when teachers are “required” to participate, the experience isn’t always as positive as it could be, so it’s important that we find committed facilitators who truly care about this work. We do offer facilitators a small stipend in appreciation of their time. Facilitator training should be completed prior to the first day of school, if possible. If the chosen club format is one which is open to any interested student, we would begin to recruit participants using flyers, social media, and any other relevant channels suggested by school administrators. If possible, social media promotion would begin 1-2 weeks before the start of school. Our goal would be to kick off the first club sessions no later than mid-September.

The primary barrier that we’ve encountered is scheduling. We recognize that students, teachers, and staff are incredibly busy, and it can sometimes be a challenge to schedule two 12-session seasons, but by ensuring that we are planning well-ahead, that challenge is typically easy to overcome.

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.

Led by our Lead Evaluator, we will conduct two main phases of assessments (pre-and post-tests) and track both program completion and participation in a community impact project.

On the first day of the program the facilitators administer a KWL in the form of an online survey. KWL stands for what the students already know, what they want to know. The data for each school is analyzed and reported back to the facilitators so that they can address their GameChangers needs and interests. (Students only provide the evaluator their GameChanger number; no names are collected.) On the last day of the program, the students tell their facilitators what they have learned.

As part of the KWL, the students complete a survey assessing their social and emotional learning. This survey was created and provided by The Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL is a nonprofit, nonpartisan organization that provides leadership and resources for social and emotional learning in educational settings. There are five CASEL competencies which connect directly to social equity: self-awareness, self-management, social awareness, relationship, and responsible decision-making skills. All the learning activities in the Get in The Game Playbook strengthen one or more of these CASEL social and emotional competences.

In addition to the assessments, we will track the following: 1) attendance throughout Seasons 1 and 2; 2) completion of a KEDD Talk at the end of Season 1, and 3) participation in a KEDD community impact project at the end of Season 2.

J. Impact/Community Need

Completed by shudson@getinthegame.org on 4/25/2022 3:51 PM

Case Id: 15102

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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.

Ultimately, Get In the Game is designed to address a wide range of community needs as GameChangers learn to identify needs and issues that matter to them and take action to create change. But we will focus on two different but interconnected community needs.

First, young people in Winston-Salem, like those on a national level, are ready to change things. According to the 10th annual Deloitte Global Millennial and Gen Z Survey, young people believe the world has reached a tipping point on issues such as racial justice and inequality. They are ready to take action; they want to drive change, and they believe in their individual power to dismantle systemic racism.

To drive change, however, they must be equipped with the right tools— they must possess an understanding of the injustices that pervade society and how they impact different people. Presently, there are very few opportunities, sometimes even at home, for young people to have intentional, meaningful conversations about challenging topics like race, ethnicity, sexuality, etc. This was echoed in the September 2021 Winston Salem Youth Advisory Council Race Relations Forum. Students from across Winston-Salem and Forsyth County, shared their thoughts on various race-related topics. Several students indicated that, while conversations about race are often uncomfortable, they are important conversations to have, but they also mentioned that there were not a lot of opportunities to have those conversations with their peers.

Listening to their comments, one thing was clear. They recognize that starting with meaningful dialogue will lead to positive change.

“Because our generation is the next generation of leaders. And we're also the next generation of voters. And so if we want to see change...we have to have these discussions about what we want to see change and how we go about making that change.”

-Megan

People say ‘You go, Gen Z! Gen Z is going to make all the change happen in the world.’ Okay, so include us in the conversations first! That's how we're gonna get there. So educating us properly on all this stuff is important.”

-Brooke

The underlying idea of Get In the Game is that engaging with each other in meaningful ways will inspire young people to

engage with their communities in meaningful ways, which addresses our second community need—youth engagement. Interestingly, according to a recent report from the University of Maryland’s Do Good Institute, high school students are less likely to volunteer or give to charity today than they were 15 years ago, even as they express the most interest in community engagement in a half-century. In a state-by-state analysis, North Carolina ranked among the 20 states with the lowest percentage of high school students volunteering or donating to charities. To ensure that Winston-Salem is maximizing neighborhood engagement and effectively connecting residents with the City and each other, getting young people involved will be critical.

A recent report by CIRCLE, the Center for Information and Research on Civic Learning & Engagement states why focusing on youth engagement is so important.

“One reason to focus on youth civic engagement is that such participation is a habit like any other: starting early can form a habit of civic engagement that will last a lifetime. When all young people develop healthy civic habits, skills and commitment, our democracy will prosper. We believe this will happen when more and more diverse young people have access to opportunities that build their skills and knowledge, and that empower them to effect change, decision-making becomes more representative and communities benefit.

In fact, youth civic engagement is critical for a variety of reasons. Young people, while not a monolithic group, share certain characteristics that have the potential to make them powerful civic actors, and their participation carries benefits. They have unique perspectives on local issues, they often bring new ideas to the table, and they can be an inexhaustible source of energy and passion for social change.

Youth are integral to their local communities: they help shape its culture and they have extensive social connections. Just as young people experience a community's problems firsthand, they are often on the front lines of activism and other efforts to help address them. Communities are stronger and more resilient when youth participate; our research previously found that higher levels of civic engagement can help communities weather economic downturns and lead to lower unemployment rates.”

Get In the Game will provide Winston-Salem youth with their desired opportunities to engage in important and meaningful dialogue, allowing them to discover more about themselves, learn from others, and talk about solutions to address issues of inequity within their neighborhoods and city. Get In the Game then gives students the opportunity to fully engage with their communities and experience, first-hand, what it feels like to make a positive impact. Their work with GITG is intended to inspire them to continue taking action and make serving their community a life-long commitment. Their passion and dedication will be game changing for Winston-Salem on so many levels.

Going back to the Student Race Relations Forum, Joseph really sums it up.

“I just really think it's important to have these conversations because I think it helps advance the problems we face with race and come to more agreements and just fix some of the issues that we have.”

-Joseph

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

The short term impacts of the Get In the Game program are three-fold. First, GITG provides a safe place for young people to have intentional, meaningful conversations—places to strengthen their cross-cultural communication skills, engage with people of different backgrounds & beliefs, and confront issues that make them uncomfortable.

Having these discussions provides young people with important tools & resources that will help them drive change throughout their lives. Educational scholars have argued that effectively facilitated race talk can have many positive benefits for youth including: (a) increased communication skills & learning (Sue, 2013); (b) increased racial literacy (Howard, 2004; Sue, 2013); (c) deepened critical consciousness of one's own racial identity (Sue, 2013; Taylor, 2013); (d) increased perspective-taking skills (Howard & Denning del Rosario, 2000); and (e) greater preparedness for democratic citizenship (Howard & Denning del Rosario, 2000).

Secondly, there are intended improvements in SEL measures. As stated previously, the goal of SEL is to build skills and competencies that help students successfully navigate and meaningfully contribute to their schools, careers, families, relationships, and multicultural communities. Additionally, research has shown that SEL is a critical component of academic success, and students who participated in evidence-based SEL programs when compared to students who did not participate saw improved academic outcomes, better classroom behavior, an increased ability to manage stress and depression, and better mindsets and attitudes about themselves and others. (Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405–432.)

The GITG curriculum is aligned with the CASEL 5 competencies and will help GameChangers develop and hone these important skills which will better prepare them to serve their neighborhoods and the City of Winston-Salem.

Finally, the City and the neighborhoods where our GameChangers live will experience the positive impact of GITG. By the end of Year 1, our GameChangers will have executed an estimated 15 community impact projects aimed at addressing local equity concerns. These projects will be just the beginning for our GameChangers as they become more connected and more engaged with their neighborhoods and develop into champions for change.

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

Long term, GITG will have a variety of lasting impacts on both participants and the residents of Winston-Salem.

From its alignment with SEL competencies, to development of cross-racial and cross-cultural communication, to its emphasis on service learning, GITG is setting GameChangers up for lifelong success.

Enhancing SEL competencies, not only helps students build skills that help students successfully navigate and meaningfully contribute to their schools, careers, families, relationships, and multicultural communities, but research has also shown a positive correlation between strong social emotional assets (measured at the end of intervention) and higher levels of well-being up to 18 years later. (Taylor et al., 2017).

Developing cross-racial and cross-cultural communication skills and learning how to listen and engage in meaningful, sometimes uncomfortable dialogue also has long-term implications. As mentioned previously, educational scholars have argued that effectively facilitated race talk can have many positive benefits for youth including: (a) increased communication skills & learning (Sue, 2013); (b) increased racial literacy (Howard, 2004; Sue, 2013); (c) deepened critical consciousness of one's own racial identity (Sue, 2013; Taylor, 2013); (d) increased perspective-taking skills (Howard & Denning del Rosario, 2000); and (e) greater preparedness for democratic citizenship (Howard & Denning del Rosario, 2000).

GITG's focus on service learning and community impact projects will also contribute to the lifelong success of GameChangers. A recent study suggests that youth volunteering appears to be an effective tool for creating civic-minded citizens by generating a long-term commitment to volunteering and community involvement. It also offers

important long-term benefits for volunteers such as a positive return on educational attainment and earnings, and helping adolescents establish new social ties that provide access to influential role models and useful resources. (Kim, Jinho, and Kerem Morgül, 2017).

As for the residents of Winston-Salem, there's no limit to the impact GITG can have. By the end of Year 3, an estimated 1,800 students will have completed the program (nearly 10% of all WSFCS high school students), and GameChangers will have executed an estimated 90 community impact projects throughout our neighborhoods and city over the course of three years. Young people in Winston-Salem are bright, creative, and ready to act and take on issues of inequity. They see what is wrong, but also what is good. With the skills and competencies developed in our program, our GameChangers will be the reason that our neighborhoods and communities thrive!

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

For the community engagement impact, we will not only track the number of community impact projects conducted, but we will also keep records of project descriptions and estimated number of people served by each project. We will also ask participants some qualitative questions about their experience and likelihood of future community involvement.

As previously described, we will be assessing SEL competencies, so we will be able to measure change, but given the anonymity of our assessments, we will not be equipped to correlate our results with specific impacts such as overall wellbeing, academic performance, etc.

K. Funding Stability

Completed by shudson@getinthegame.org on 4/25/2022 3:58 PM

Case Id: 15102

Name: Hudson, Stephanie - 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?

0.00 %

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

72.00 %

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

After Year 3 when City ARPA funding has been exhausted, approximately 40-50% of funding moving forward will come from student fees and additional revenue sources which are currently being explored. 20-30% of funding will come from new grants and corporate sponsorships. The remaining funding will come from individual gifts and general fundraising campaigns.

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

Commitment Letters

***No files uploaded*

L. Representation

Case Id: 15102

Name: Hudson, Stephanie - 2022

Address: *No Address Assigned

Completed by shudson@getinthegame.org on 4/25/2022 4:03 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
Tom Walter	White	European American	Male
Amanda Antico	White	Italian American	Female
David Couch	White	European American	Male
Kojo Mills	Black	African American	Male
Amber Sabathia	Black	African American	Female
Phil Rogers	White	European American	Male

M. Required Documents

Completed by shudson@getinthegame.org on 4/25/2022 4:47 PM

Case Id: 15102

Name: Hudson, Stephanie - 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

GITG Conflict of Interest Policy 093020.pdf



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

GITG_2020taxreturn990.pdf



Organization By-Laws *Required

GET IN THE GAME bylaws update - signed 11520[1].pdf



Articles of Incorporation *Required

NC-Articles of Incorp_EIN.pdf



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

GITG_Application Notes.pdf



IRS 501(c)3 Designation Letter *Required

FinalLetter_85-1934425_GETINTHEGAME_03012021_00.pdf

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

GITG_AuditLetter.pdf

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

GITG_North Carolina Secretary of State_Current-Active Status.pdf

N. Submit

Completed by shudson@getinthegame.org on 4/25/2022 4:55 PM

Case Id: 15102

Name: Hudson, Stephanie - 2022

Address: *No Address Assigned

N. Submit

Please provide the following information.

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

Stephanie Hudson

Electronically signed by shudson@getinthegame.org on 4/25/2022 4:54 PM

04/25/2022