

Program Overview

Completed by tamarampatterson@yahoo.com on 5/1/2022 5:36 PM

Case Id: 15272

Name: Patterson, Tamara - 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 tamarampatterson@yahoo.com on 4/25/2022 10:39 AM

Case Id: 15272

Name: Patterson, Tamara - 2022

Address: *No Address Assigned

A.Contact Information

Please provide the following information.

ORGANIZATION/AGENCY INFORMATION

A.1. Organization/Agency Name

Guiding Institute for Developmental Education

A.2. Mailing Address

2020 East 14th Street Winston Salem, NC 27105

A.3. Organization Website

guidinginstitute.org

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

1,999

A.5. Organization/Agency Fiscal Year

71,630

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

Bill

A10. Last Name

McClain

A11. Title

Executive Director

A12. E-mail

bill.tcewp@gmail.com

A13. Phone Number

(336) 602-0565

BOARD CHAIR

A14. First Name

LaTanya

A15. Last Name

LeMonte

A16. E-Mail

lamontelm@wssu.edu

A17. Phone Number

(919) 819-1503

A18. Term Expiration Date

01/23/2023

B. General Project Information

Completed by tamampatterson@yahoo.com on 4/25/2022 10:43 AM

Case Id: 15272

Name: Patterson, Tamara - 2022

Address: *No Address Assigned

B. General Project Information

Please provide the following information.

PROJECT INFORMATION

B.1. Project/Program Title

GIDE - SWAG (Scholars of Winston-Salem Achieving Greatness)

B.2. Project Location/Address

901 Waterworks Road Winston Salem, NC 27101

PROJECT CONTACT/MANAGER

B3. First Name

Tamara

B4. Last Name

Patterson

B5. Title

Operations Manager

B6. E-Mail

tamampatterson@yahoo.com

B7. Phone Number

(336) 254-1116

C. General Project Narrative

Completed by tamarampatterson@yahoo.com on 4/25/2022 2:44 PM

Case Id: 15272
Name: Patterson, Tamara - 2022
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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

Guiding Institute for Developmental Education (GIDE) , in collaboration with the Winston-Salem Police Department (WSPD) Gang Steering Committee is requesting \$993,209.00 for a 24-month period for the implementation of the GIDE/SWAG (Scholars of Winston-Salem Achieving Greatness) Program. GIDE/SWAG will operate for 24 months 2022-2024. Scholars of Winston-Salem Achieving Greatness will institute a drastic change in attitudes and behavior of parents and students who are residents in the QCT (Qualified Census Tracts) communities of Winston-Salem (geographic areas defined by the Census Bureau in which at least 50% of households have an income less than 60% of the Area Median Gross Income - AMGI). GIDE is a non-profit organization whose mission is "To enhance the education and life-long learning for underserved youth and their families". GIDE is also in partnership with the CSEM program at Winston-Salem State University (WSSU), and the WSSU Foundation serves as GIDE's fiduciary. GIDE serves as the Youth Services component for the CSEM program.

One of the biggest impacts of COVID-19 has been its effect on the students in the QCT, with 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. For these reasons, we must give special attention to staffing, an adequate number of staff, vetting staff, and monitoring students' behavior.

In order for the GIDE/SWAG program to create drastic change in the way parents and student residents in these QCTs think and behave, we must first STOP THE BLEEDING. The continued proliferation of dropouts, crime, violence, and gangs, start in the home and in the community, and the transformation must be initiated by an intense positive influence of committed adults to grasp the attention of this first cohort of students. This will be accomplished through a social media campaign led by parents, students, community organizations, churches, businesses, and service providers. The GIDE/SWAG Program will begin in the Fall of 2022 with a media campaign, recruiting, interviews, orientation, and testing.

Scholars of Winston-Salem Achieving Greatness's (SWAG's) mission is to target at least 200 student residents and 75 parents of the QCT to create a change in perspective for parents and students in order to reduce gang proliferation and incarceration through six (6) specific program elements. The six (6) program elements are;

1. Social Emotional Learning (All participants) – The GIDE/SWAG program will institute Social Emotional Learning (SEL) as an essential component of our daily curriculum with parents and students. Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. GIDE/SWAG will utilize the curriculum identified by the Wallace Foundation. The Wallace Foundation is a national philanthropy that seeks to improve learning and enrichment for disadvantaged children and

foster the vitality of the arts for everyone. This curriculum will be instated by GIDE Staff and the WSPD Gang Steering Committee.

2. Parent Engagement (75 Parents) – Involving parents of students enrolled in the GIDE/SWAG program in the GIDE Parents Council. Through the Parents Council they can find support with their children’s education and their personal development. Parents will be encouraged to attend teacher meetings, PTSA meeting (assistance will be provided), and their students' extra curricula activities. Parents will be able to pursue their continued education and career interest. GIDE will provide an Education Readiness Academy (ERA) for pre-school students ages 3 and 4 years old. The program will run on Mondays and Wednesdays from 10:00 am – 12:30 pm. Transportation will be provided. This program will assist parents with their preschool students by allowing parents time to pursue their education and career interest. Opportunities for their participation in GED classes, Cooking classes, Life Skills training, and Job Readiness training will be provided. We will enroll the parents in Goodwill Industries Job Readiness Training, 4-H cooking classes, and GED classes at Forsyth Technical College. The (Pre-K Education Readiness Academy will be provided by GIDE.

3. Prevention - STOP THE BLEEDING - (150 Students) – A change in attitudes about education will be promoted by providing an afterschool program where students, not yet involved in the street life criminal culture, can have a safe and supervised environment for afterschool hours when youth traditionally have had problems negotiating. The afterschool program will provide tutorials provided by certified teachers, teacher assistants, and qualified assistants. In addition to academic assistance, SWAG students will be exposed to non-traditional inner-city activities such as ballet classes and music lessons. In addition, students can choose to attend bible study and basketball camp activities. SWAG teens will be able to participate in leadership training through the GIDE Youth Council. Youth Council participants will be taught how to effectively run a meeting, they will also receive training in money management, be exposed to career exploration, and assist staff in planning activities for the SWAG program. The basketball camp and the bible study will be provided by GIDE. The Ballet classes will be provided by the Triad International Ballet Company. Music lesson will be provided by Alex Brown a local pianist and former GIDE graduate.

4. Intervention (50 Adjudicated Students) – The adjudicated students will be housed in a separate facility from the prevention students’ program. Providing an afterschool program for students identified as adjudicated or potentially involved in criminal activity requires a different approach to creating change in attitudes and aspirations. . These students have been removed from the regular school classrooms because of their behavior. Students will be recruited from those expelled from school (be it in-school suspension, alternative learning school centers, or out-of-school suspension), and they will be provided the GIDE/SWAG afterschool program alternative. This program's elements will include: mentoring, mediation, life skills training, counseling, academic assistance, tutorial services, career exploration, summer programs/services, and opportunities for involvement in sports and the arts. The intervention services will be provided by GIDE and the WSPD Gang Steering Committee.

5. Treatment – GIDE will provide referral services during our involvement with parents and students. GIDE will identify parents and students whose mental condition may be beyond the skill levels of our staff to negotiate. These parents and students will be referred to mental health agencies for evaluations and recommendations.

6. Evaluation (Compliance/Evaluator Officer) – Interviews with parents and students, setup database, collect data, analyze the data via Pre and Post-tests and ongoing data reporting. This will be handled by the Gramercy Research Group. The GIDE SWAG program will operate on Monday – Thursdays, Saturday Academies, activities on holidays, a summer program, and afterschool programming during the school year. The GIDE/SWAG program will be partnered with the Winston-Salem Police Department Gang Steering Committee. The GIDE/SWAG program will utilize the YMCA’s REACH Center and other local facilities to house the program. The Guiding Institute for Developmental Education also recognizes the importance of involving parents and families in the development of their children. Providing referrals for

wrap-around services, counseling and opportunities allows for better support of students who are struggling.

The program funds will be used to cover the costs associated with: Program elements pertaining to mediation, conflict resolution, mentoring, life skills, social skills- building and counseling; Program elements pertaining to Parents Council, adult continued education and job training; Program elements pertaining to Youth Council, teens' career and leadership training and work / jobs opportunities for teens; supplies, materials, and transportation expenses; Accounting, bookkeeping, general operations; staff & independent contract work connected to carrying out the components of the grant.

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

Participants will be made aware of the program and recruited via: Social Media Campaign; Flyers distributed throughout targeted neighborhoods; GIDE's usual "boots-on-the-ground" approach of moving door to door in specified neighborhoods, establishing rapport with new residents, and continuing to build and maintain already established ties with families. These relationships are also enhanced through GIDE's set-up, assistance, and participation in various Community Days of targeted communities.

Participants will access (as in participate in the program) by way of attending sessions held at the Winston Lake YMCA Reach Center. GIDE provides transportation, as well as snacks or meals for all program entities. There is no cost to participants.

The intended outcome will be derived through regular attendance and participants' taking part in hands-on tasks /activities. Parents and students will learn from various platforms including, but not limited to: participations in the arts; workshops; games; speakers; projects; field trips, and more)

Hours of participation will be recorded and monitored per participant to ensure the necessary exposure to gain, in a meaningful way, from what is being presented.

Ongoing pre-tests and post-tests, among other methods, will be used to measure gains or changes in understanding, growth, attitude and perspective.

Incentives and rewards are in place as added motivation.

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

275

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

Yes

TOTAL FUNDING REQUEST

C.5. Total Operating Funding Request

\$992,209.00

C.6. Total Capital Funding Request

\$0.00

SPENDING TIMEFRAME

C.7 Capital Spending Timeframe

0.00

C.8 Operating Spending Timeframe

2 years

D. Project Budget Categories

Completed by tamarampatterson@yahoo.com on 4/25/2022 2:56 PM

Case Id: 15272
Name: Patterson, Tamara - 2022
Address: *No Address Assigned

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
	\$993,209.00
	\$993,209.00

Capital Costs	Total
	\$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
	\$993,209.00
	\$993,209.00

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
	\$0.00
	\$0.00

E. Demographic and Geographic Distribution

Case Id: 15272
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Completed by tamarampatterson@yahoo.com on 4/25/2022 2:57 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)

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 tamarampatterson@yahoo.com on 4/25/2022 4:00 PM

Case Id: 15272

Name: Patterson, Tamara - 2022

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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.

Covid

One of the biggest impacts of COVID-19 has been its effect on the students in the QCT communities of Winston-Salem. Poor academic performance, already struggling students falling further behind, and 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. For these reasons we must give special attention to staffing, an adequate number of staff, vetting staff, and monitoring student's behavior. As schools and other places continue to re-open throughout our communities, the GIDE/SWAG program addresses some of the academic deficiencies exacerbated by Covid-19, and helps to mitigate some of its effects through afterschool and summer academic services. In addition, the GIDE/SWAG program will provide a renewed social platform which will allow the opportunity for in-person human interaction and engagement, amongst students and parents that has been missed sorely missed over the last two years. The Social Emotional Learning aspect of the program will play a vital role.

Poverty

The GIDE/SWAG program endeavors to institute a drastic change in attitudes and behavior of parents and students who are residents in the QCT areas, that leads to poor academic performance and low literacy rates, and is directly linked to gang proliferation and high incarceration rates. These conditions are especially evident in Eastern Winston-Salem. In the long-term all of the above continues to negatively impact poverty reduction efforts. The improvement in attitudes and the above stated conditions / consequences, positively impact personal lives and assist people in moving beyond poverty.

Community Engagement

GIDE/SWAG encourages community engagement through supporting parents in regular and ongoing engagement with their students' schools and extra-curricular activities/events. Encouragement, guidance, and support is offered to assist parents in accessing other community partners / programs designed to enhance their personal living. Through GIDE/SWAG, community partnerships and collaborations (i. e. YMCA Reach Center, WSPD, etc.) will be a vital part of executing the program.

G. Collaboration

Completed by tamarampatterson@yahoo.com on 4/25/2022 4:11 PM

Case Id: 15272

Name: Patterson, Tamara - 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 Gang Steering Committee - Provide mediation, life skills training, and mentoring

Winston Salem State University CSEM (Center for the Study of Economic Mobility) - Data Analysis

Winston Salem Lake YMCA Reach Center - Provide Facility

Goodwill Industries - Job trainings / Career Development

4-H (Cooperative Extension Office) - Meal preparation / Nutrition - Cooking Training

Family Services - Mental Health Assessment and Counseling

H. Administration/Reporting

Case Id: 15272

Name: Patterson, Tamara - 2022

Address: *No Address Assigned

Completed by tamarampatterson@yahoo.com on 5/2/2022 4:05 PM

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	The program will primarily operate Mondays - Thursdays, 3:00pm - 6:00 pm during the school year, from 10am - 12:30pm on Saturdays; and approximately 6 hours daily during the summer. The Education Readiness Academy will operate Mondays and Wednesdays from 10am - 12:30pm. Program operations will be governed and overseen by GIDE Staff and contracted persons including (Executive Director, Operations Manager, 4 Community Liaisons, 6 tutors (made up of certified teachers, certified assistance, and qualified program assistants) and other program assistants.
Effectiveness/Outcome	<p>200 students will be recruited</p> <p>(150 of those students will actively participate in the GIDE/SWAG "Stop the Bleeding".a preventive entity of the program, described in previous section / 50 of those students will actively participate in the intervention "Adjudicated students" entity of the program as describes in previous section)</p> <p>75 parents will be recruited (75 parents will actively participate in Parents' Council and the various trainings and life skills opportunities describe previously)</p> <p>***These outcomes will be measured through registrations and maintaining records of active attendance and participation.</p> <p>Drastic changes in attitudes and behavior of parents and students who are residents of QCT will be instituted.</p> <p>***These outcomes will be measured via pre-tests and surveys, ongoing tests and surveys, and post-test and surveys.</p>

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.wallacefoundation.org/pages/default.aspx>

Program Model Evaluation

***No files uploaded*

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

Completed by tamarampatterson@yahoo.com on 5/2/2022 4:56 PM

Case Id: 15272

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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.

GIDE's mission statement is to: Enhance the education and life-long learning for underserved youth and their families. Scholars of Winston-Salem Achieving Greatness (SWAG) mission is to target at least 200 residents of the QCT and create a change in perspective for parents and students in order to reduce gang proliferation and incarceration through six (6) program elements

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.

Covid exacerbated academic and social problems in these underserved communities of color. In the midst of us all experiencing unprecedented rules, regulations, and mandates from our government and parents expressing confusion, frustration, exasperation, and desires to "just give up", GIDE was still able to maintain visibility in neighborhoods and provide services in the following ways:

GIDE is composed of 5 staff members who have over 100 years of experience (amongst them) in servicing under-served populations. GIDE also utilizes an array of certified public school teacher, teacher's assistants and other trained and approved program assistants, as independent contract workers, to carry out the services that GIDE provides.

1. Recruited 101 students who had not signed on with WSFCS, during the initial 2020 remote learning phase. The students were given 1,911 assignments by their schoolteachers, and with GIDE's oversight and assistance, completed 1,834. These students would not have participated in remote learning had it not been for GIDE services.
2. Summer of 2020: recruited 495 students to our virtual Summer Scholars Program (SSP), a literacy program designed to employ students in academic engagement through reading. We were able to retain 458 active students, who participated at least twice per week.
3. As the pandemic continued into the 20-21 school year, GIDE operated a remote learning lab that serviced 18 students and provided adult supervision, academic assistance, a quiet and safe space for students to learn, two meals and a snack daily, and transportation.
4. Throughout 2021, GIDE conducted virtual and in-person safety check-ins with GIDE families and distributed 500-plus safety kits (containing cleaning products, hand sanitizers, and more), and distributed over 6000 masks.
5. During the 2020 and 2021 holiday seasons, 350 grocery boxes and 300 Christmas gift bags were distributed each of those years. In addition, GIDE sponsored 50+ families, each of those years, for the purchasing of clothing, shoes, household supplies and toys at Winston-Salem's Love Out Loud Gift Mart and at Walmart.

Current / Recent GIDE program services include:

1. Parent Engagement through the Parents Council where parents express their concerns, needs, and wishes. They receive life skills and financial literacy training. Referral services are provided to assist in continued education, job readiness, and in some cases professional mental health counseling.
2. Afterschool services that include Social Emotional Learning, enrichment activities such as educational field trips, a week of summer camp at YMCA Camp Hanes and other summer activities, Wake Forest University football and basketball games, ballet performances, Asheboro Zoo, and many more.
3. Academic support provided by certified schoolteachers, teacher assistants, college professors, college graduates, and approved program assistants.
4. Pre-K services provided for 3- and 4-year-olds where introductions to the alphabets, numbers, shapes, colors, discipline, and following instructions are the foundation for entry into kindergarten.
5. Youth Council, whose primary focus is leadership training, where our students are taught how to manage a meeting using a modified Robert's Rules of Order manual, financial literacy and are exposed to foundational entrepreneurial training. These students assist the staff in planning activities.
6. The Arts accessible through GIDE consists of ballet lessons and piano lessons.
7. GIDE offers a weekly bible study that focuses on spiritual principals, self-awareness, self-esteem, and students being outstanding citizens in their homes, schools, and communities, while utilizing dramatic presentations, music, and songs.
8. Basketball fundamentals, rules, and regulations are taught as part of our health and fitness activities.

All of the aforementioned programming is the result of your continued contributions to provide services for the least of these in our town. It is our commitment to continue in constructing creative concepts and fresh new ways to engage students and families through Afterschool Services, Saturday Academy, Youth Council, Parent Council and Summer Programs

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

Known barriers are lack of transportation and parent and student "consistent" participation for underserved communities.

GIDE will provide transportation for all session as well as meals/snacks for session.

GIDE will use a "boots on the ground" technique to personally connect, door-to-door and regular engage with families.

Incentives such as prizes, awards, rewards, field trips and other motivators will be used to enhance motivation and maintain consistent participation.

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.

GIDE has partnered with epidemiologist and President / CEO, Dr. Malicia Whitt Glover, of Grammercy Research Group. Dr. Glover and Grammercy Research Group will collect and evaluate all data.

J. Impact/Community Need

Completed by tamarampatterson@yahoo.com on 5/2/2022 4:44 PM

Case Id: 15272

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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 The Literacy Center, there's a link between low literacy, poor academic achievement, and crime. Seventy-five percent of adults incarcerated in state prisons lack a high school diploma or have low literacy skills. In addition, the National Gang Center has identified poor academic achievement as a major factor for juvenile delinquency and gang membership. Gang membership almost always leads to crime. It is a well-documented fact that families living in impoverished, low-income, underserved communities attend the lowest ranking schools and are in greatest jeopardy of being affected by all of the above. Based on information from the North Carolina Department of Public Instruction, students of eastern Winston-Salem attend the lowest ranking schools in both the county and the state.

The students and families serviced by GIDE include:

Youth who sometimes or regularly associate with youth or who associate with or are gang members.

Youth who abuse alcohol or drugs, have mental health concerns and need further assessment and/or treatment, have a history of victimization and who are in need of temporary out of home placement.

Youth who reside in homes where domestic discord or violence is present, whose parents have marginal parenting skills, and have family members with a criminal history.

Youth with moderate or serious school behavior problems including unexcused absences, in-school suspensions, short-term suspension, long-term suspensions, or have dropped out of school or may need tutoring and educational assistance.

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

Attitudes and behavior of parents and students are expected to slowly, steadily, and positively transform regarding education, gang involvement, criminal activity and being a good citizen in their homes, schools, and communities.

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

As students and families are exposed to the elements of the program and mindsets shift, long term, the percentage of the students "in this at risk group" that would be expected to engage in gangs and criminal activities will be greatly decreased. These numbers will be recorded over the two year period, and compared to those of similar groups who did not engage in the program. The percentage of students that have already had a negative brush with the law, and expected to be re-peat offenders and to join or remain in gangs will drastically decrease. The first step is impacting the mindsets through exposure to other ways of belonging providing academic support and engaging in positive extracurricular activities.

Long term, parents are expected to upgrade their education, job, and life skills through GIDE and partner programs. They will become steadily engaged in their students schools and Parent / Teacher Association and conferences.

These outcomes will be measured through pre-and post test, surveys, maintaining sign in-sheets and records of all sessions attended and education received; and by maintaining records of attendance at school conferences, meetings, etc.

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

200 students will be recruited

(150 of those students will actively participate in the GIDE/SWAG "Stop the Bleeding".a preventive entity of the program, described in previous section / 50 of those students will actively participate in the intervention "Adjudicated students" entity of the program as describes in previous section)

75 parents will be recruited

(75 parents will actively participate in Parents' Council and the various trainings and life skills opportunities describe previously)

***These outcomes will be measured through registrations and maintaining records of active attendance and participation.

Drastic changes in attitudes and behavior of parents and students who are residents of QCT will be instituted.

***These outcomes will be measured via pre-tests and surveys, ongoing tests and surveys, and post-test and surveys.

K. Funding Stability

Completed by tamarampatterson@yahoo.com on 5/2/2022 3:59 PM

Case Id: 15272
Name: Patterson, Tamara - 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?

100.00 %

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

This is a 2 - year plan that will be covered by ARPA funding. If we choose to continue with this program, GIDE will continue fundraising as it has successfully done in the past through various grants and our network of private funders. Over the last three fiscal years GIDE has successfully raised/received \$661,304.00

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

Commitment Letters

***No files uploaded*

L. Representation

Completed by tamarampatterson@yahoo.com on 5/1/2022 6:41 PM

Case Id: 15272

Name: Patterson, Tamara - 2022

Address: *No Address Assigned

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
Thomas Orr	Black	African-American	Male
Brenda Smith-Davis	White	Caucasian	Female
Don Timmons	White	Caucasian	Male
Dwight Lewis	Black	African-American	Male
Charlie Williams	White	Caucasian	Male
Fred Jorgenson	White	Caucasian	Male
LaTanya Lemonte	Black	African-American	Female
Nicole Little	Black	African-American	Female
Jim Oneil	White	Caucasian	Male
John Eller	White	Caucasian	Male
Bridgette Wilkes	Black	African-American	Female
Pasha Futrell	Black	African-American	Female
Sabrina Brown	Black	African-American	Female
Sharyn Goldsmith	Black	African-American	Female

M. Required Documents

Completed by tamarampatterson@yahoo.com on 5/2/2022 4:58 PM

Case Id: 15272

Name: Patterson, Tamara - 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

Code of Conduct.docx



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

2020-21 990.pdf



Organization By-Laws *Required

Bylaws - GIDE.docx



Articles of Incorporation *Required

Articles of Incorporation.pdf



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

By-Laws.docx



IRS 501(c)3 Designation Letter *Required

By-Laws.docx

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

By-Laws.docx

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

Bylaws - GIDE.docx

N. Submit

Completed by tamampatterson@yahoo.com on 5/2/2022 4:59 PM

Case Id: 15272

Name: Patterson, Tamara - 2022

Address: *No Address Assigned

N. Submit

Please provide the following information.

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

Tamara Patterson

Electronically signed by tamampatterson@yahoo.com on 5/2/2022 4:58 PM

05/02/2022