

Program Overview

Completed by info@leadgirls.org on 4/24/2022 12:06 PM

Case Id: 15117

Name: Thomas, Joy - 2022

Address: *No Address Assigned

Program Overview

Please provide the following information.



City of Winston-Salem
ARPA Transformational
Non-Profits Application

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

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

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

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

Minimum Criteria

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

Scoring Process and Matrix

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

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

Defining Performance Measures

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

Upcoming Application Orientation Session

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

Contact Information

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

A.Contact Information

Completed by info@leadgirls.org on 4/24/2022 12:09 PM

Case Id: 15117

Name: Thomas, Joy - 2022

Address: *No Address Assigned

A.Contact Information

Please provide the following information.

ORGANIZATION/AGENCY INFORMATION

A.1. Organization/Agency Name

LEAD GIRLS OF NC INC

A.2. Mailing Address

500 W. 4th Street Suite 203B & C WINSTON SALEM, NC
27101

A.3. Organization Website

www.leadgirls.org

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

2,017

A.5. Organization/Agency Fiscal Year

2,022

A.6. Federal Tax ID Number

A.7. Federal DUNS Number

A.8. Federal SAM Registered?

Yes

ORGANIZATION/AGENCY CONTACT INFORMATION

EXECUTIVE DIRECTOR

A9. First Name

Joy

A10. Last Name

Thomas

A11. Title

Executive Director and Founder

A12. E-mail

joy@leadgirls.org

A13. Phone Number

(336) 893-5755

BOARD CHAIR

A14. First Name

Amanda

A15. Last Name

Hughes

A16. E-Mail

amanda@leadgirls.org

A17. Phone Number

(336) 971-5858

A18. Term Expiration Date

12/31/2024

B. General Project Information

Completed by info@leadgirls.org on 4/24/2022 12:10 PM

Case Id: 15117

Name: Thomas, Joy - 2022

Address: *No Address Assigned

B. General Project Information

Please provide the following information.

PROJECT INFORMATION

B.1. Project/Program Title

LEAD Girls Afterschool Program

B.2. Project Location/Address

Centenary United Methodist Church 646 West Fifth Street
Winston-Salem, NC 27101

PROJECT CONTACT/MANAGER

B3. First Name

Joy

B4. Last Name

Thomas

B5. Title

Executive Director and Founder

B6. E-Mail

hello@leadgirls.org

B7. Phone Number

(336) 517-6044

C. General Project Narrative

Completed by info@leadgirls.org on 4/25/2022 12:56 PM

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C. General Project Narrative

Please provide the following information.

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

Black girls with lower socio-economic levels, who have limited access through the Title I schools they attend are penalized daily by the systems that our community, and our country, have put into place over centuries. LEAD Girls programming and outreach aims to counteract social and interpersonal forces that impede girls' growth and development while increasing educational aspirations and expectations. LEAD provides an emotionally safe setting where girls can develop caring relationships and use authentic voices within a structured program where our girls learn how to set long term goals, connect with resources and career paths, and how to communicate effectively. With these strengths, our girls can grow beyond imposed cultural limitations into engaged and authentic young women. Data in pre- and post-surveys shows the measurable impact we have: 95% are thinking about their future career/life and 94% are more motivated to do good things.

In the past two years, we have launched and completed two elementary school pilot programs with fourth and fifth graders. This work has led our desire to connect with our girls sooner and create our own internal pipeline for girls in our program, which will further amplify our service and support. To do this, LEAD will create an afterschool program for 50 fourth and fifth grade girls from local Title I schools beginning in the fall of 2023. Girls will be transported to Centenary United Methodist Church in downtown Winston-Salem afterschool and will participate in opportunities centered around STEAM, Entrepreneurship, Literacy, Movement, and LEADhershship. We will also accommodate early release days and teacher workdays throughout the year. Girls will be picked up at 6 p.m. so parents/guardians may complete a full workday. Upon completion of fifth grade and our afterschool program, our girls will be encouraged to participate in LEAD Girls in middle school, either in-school or on Saturdays, with a goal to have them continue in our structured support group for three additional years.

The bulk of public and grant funding for academics and childcare is spent for preschool children and school age students through third grade. In the community we serve, middle school and high school aged children are often taking care of their younger siblings afterschool. They are not getting the opportunities to pursue afterschool clubs and sports, which will help to promote their healthy adolescence. By offering afterschool initiatives for fourth and fifth grade siblings during the school year at an affordable price, we also see this as an opportunity to benefit the entire family.

School success relies on social emotional success, which in turn helps with academics and attendance. With two years of experience in elementary schools, pre and post-LEAD data shows the amazing benefits for our girls when we meet with them every other week: 67% more of our elementary school participants reported they enjoyed school; 57% more girls are in clubs and activities in addition to LEAD; and 33% more report they feel like they are part of a community. This new afterschool program will allow our girls access to LEAD Girl's structure and programming three-four hours daily, which will result in an even more substantial - and transformative - impact both short term and long term in our girls' self esteem, relationships with parents, and how they feel about themselves and their lives.

ARPA funding will help to pay for initial capital costs and three years of operating costs surrounding LEAD Girls'

afterschool program. This funding will allow us to hire afterschool care staff (both full and part-time with benefits and a living wage) and train them to work with our girls in an effective and life changing way. It will also help to provide supplies, snacks, researchers and software needs, honorariums for guest speakers, transportation, and other daily needs while allowing our girls time for movement, academic support, a structured leadership workshop, STEAM activities, and more. This funding will also allow us to charge a smaller amount in fees to eligible participants, while still helping with our income stream.

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

We accept girls on a first-come basis. To become a program participant, an application and nominal registration fee must be completed by the parent/guardian of a fourth and fifth grade girl(s) attending Title I schools where we provide afterschool transportation. Across our programs, our girls are also referred by a school counselor, teacher, or administrator, the Department of Social Services, or through our extensive community outreach efforts. We will partner with local elementary schools to provide these afterschool opportunities and make sure parents/guardians are aware of the benefits and opportunities for their girls. Tuition scholarships will also be made available as we are able to provide opportunities.

To ensure every girl receives the attention she needs to participate actively and fully, we will have one staff member and one volunteer/intern for every 12 girls (at minimum). In addition to homework and academic support, we will also follow our evidence-based program curriculum designed to build leadership and personal development skills that girls can use now and throughout their lives to make smarter choices, develop self-reliance and accountability. Session topics motivate our girls and STEAM activities allow our girls to explore the sciences and the arts – along with the dream of being inventors, writers, and innovators.

LEAD has six years of experience working extensively with girls facing poverty and other barriers to achievement, both in school and in the community. We have a district-wide partnership with Winston Salem Forsyth County School District and have had over 800 girls complete our program. By attending afterschool sessions daily, our girls will have a beneficial outcome from participating and learning important tools for a successful future – and create a community that will stay with them consistently through middle school.

According to the National Education Association, students in middle school often begin to show warning signs of dropping out, such as changes in school attendance, behavior, and achievement. Research has identified the critical role of middle-school interventions to keep students interested and engaged. We view this afterschool program as an opportunity to prepare our girls for middle school, high school, and the future, while also instilling a love of learning and exploration. In addition, we are creating a road to success toward building community.

We believe it takes a village and as so many parents/guardians of our girls request more dialogue and support, this will allow us to be our girls’ parents’ village. We will offer quarterly events, specifically for them, that further educate them on what is identified as high priority needs. Parents/guardians of our girls will be required to attend a percentage of these events as part of the afterschool program. This will also engage the entire family in their child’s growth through LEAD. In addition, we regularly dialogue with 35+ local community organizations annually, bringing a variety of voices together to help support our girls.

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

50

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

Yes

TOTAL FUNDING REQUEST

C.5. Total Operating Funding Request

\$500,000.00

C.6. Total Capital Funding Request

\$73,750.00

SPENDING TIMEFRAME

C.7 Capital Spending Timeframe

01/01/2023 - 10/31/2023

C.8 Operating Spending Timeframe

05/01/2023 - 06/31/2023

D. Project Budget Categories

Completed by info@leadgirls.org on 4/25/2022 1:33 PM

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D. Project Budget Categories

Please provide the following information.

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

| Operating Costs | Total |
|-------------------------------------|----------------|
| Salaries/Personnel | \$648,760.00 |
| Benefits/Payroll Taxes | \$90,158.00 |
| Refreshments | \$120,990.00 |
| Transportation | \$132,400.00 |
| Rental Costs | \$153,600.00 |
| Insurance | \$9,930.00 |
| Workshop Supplies/Programming Misc. | \$172,190.00 |
| Printing/Incentives | \$68,200.00 |
| Researchers/Software/Training | \$47,685.00 |
| Technology/Logistics Misc. | \$34,755.00 |
| Administrative | \$4,965.00 |
| | \$1,483,633.00 |

| Capital Costs | Total |
|----------------------------------|-------------|
| Technology | \$18,750.00 |
| Initial Training | \$10,000.00 |
| Communications Plan | \$25,000.00 |
| Development - Additional Support | \$20,000.00 |
| | \$73,750.00 |

PROJECT/PROGRAM REVENUE CATEGORIES

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

| Operating | Total |
|---|--------------|
| ARPA Grant Funding - Operational Only - Requested | \$500,000.00 |
| Attendance Fee (Weekly or Monthly) | \$268,110.00 |
| Annual Registration Fee | \$1,655.00 |
| Kate B. Reynolds Foundation - Confirmed | \$30,000.00 |

| | |
|------------------------|----------------|
| Additional Foundations | \$275,000.00 |
| Individual Donations | \$173,568.00 |
| In-Kind | \$235,300.00 |
| | \$1,483,633.00 |

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 |
|------------------------------------|-------------|
| ARPA Funding - Capital - Requested | \$73,750.00 |
| | \$73,750.00 |

E. Demographic and Geographic Distribution

Case Id: 15117
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Completed by info@leadgirls.org on 4/24/2022 12:11 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)

92.00 %

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

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

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

F. Alignment to Strategic Plan

Completed by info@leadgirls.org on 4/25/2022 1:35 PM

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F. Alignment to Strategic Plan

Please provide the following information.

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

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

Tier 3

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.

In 2014, America After 3PM revealed that 234,908 children (15%) in North Carolina participated in an afterschool program, yet 523,140 children (39%) would be enrolled in a program if one were available to them. With 87% of North Carolina's parents satisfied with their child's afterschool program and 80% agreeing that afterschool programs give working parents peace of mind, more work needs to be done to ensure that all children in North Carolina are able to take part in an afterschool program that keeps them safe, inspires learning and supports working parents.

North Carolina parents cited as their top five reasons for selecting an afterschool program: quality of care (68%), the program is a safe haven (68%), their child enjoys the afterschool program (68%), knowledgeable and well trained program staff (66%) and program cost (64%). One of the predominant obstacles to enrollment is that afterschool programs are too expensive. On average, North Carolina families who pay for their child's afterschool program spend \$68 per week. Our plan is to provide this care for \$45 - \$55/week, drastically below the average.

By providing a low cost afterschool program for 50 fourth and fifth grade girls and having our girls participate in LEAD evidence-based programming daily, the engagement with our community will increase - not only for our girls, but for their families too. Our girls will continue to feel the positive effects because we are not only meeting a need and providing a daily service, but the programming provided to our girls will affect them for the rest of their lives, decreasing risk behaviors and increasing positive behaviors that will lead to a fulfilling life.

G. Collaboration

Completed by info@leadgirls.org on 4/25/2022 1:35 PM

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G. Collaboration

Please provide the following information.

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

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

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 – Elementary - We already have a district wide partnership with the school system, but this expansion will require the support of our elementary schools, especially in the 27105 zip code.

Centenary United Methodist Church - As site host for the first two years, they will provide a safe space for our afterschool program. We plan to work with them to provide and train volunteers who are members of the church.

Novant Health - With board members on the Novant staff, key conversations are regularly held. Novant is our health needs partner and will provide our girls and their parents/guardians access to health assessments through their mobile unit - and in offices as needed.

Financial Pathways - This nonprofit specifically provides financial education for all ages. We will work with their team to offer enrichment sessions for our families and girls. A key need for our families is additional financial support and experts to lean on.

Forsyth Technical Community College - As a strategic partner across our organization, they help us with our goals specifically around career exposure for our girls.

Experiment in Self-Reliance - A long term partner, they help specifically with family support for parents/guardians. This can include advise and sharing expertise on housing, budgeting, tax preparation, and one-on-one counseling to help lead toward greater social and economic self-reliance.

Boston Thurmond United Roundtable Engagement Committee directly support the girls and families (the majority of whom are living in Boston Thurmond area) that will be a part of our afterschool program and a part of our middle school programs after our girls complete the afterschool program.

H. Administration/Reporting

Completed by info@leadgirls.org on 4/25/2022 2:17 PM

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H. Administration/Reporting

Please provide the following information.

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

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

| | |
|-----------------------|--|
| Workload | We will serve 50 girls in fourth and fifth grade through afterschool programming annually, providing 25,000+ support hours. By the end of the three years, we'll have served 165+ girls through our afterschool program. |
| Effectiveness/Outcome | <p>We will be a data sharing partner with the WSFC Schools and collect data pre and post-LEAD Girls regarding risk behaviors, self-worth, and program attendance. The following will be measured (and added to each year) after our girls complete a semester with LEAD Girls:</p> <ol style="list-style-type: none">1) 90% will develop overall satisfaction for themselves, be more confident setting long term goals, and will adopt at least 3 of 5 strategies and techniques taught in the workshops surrounding goals, conflict management, and leadership2) 70% will increase how much they like attending school.3) We will annually introduce our girls to eight - ten STEAM careers and activities by providing speakers, field trips, community service projects, and hands-on experiments, led by professionals. We will also monitor reading and academics and will introduce multiple authors of color and their book(s) to our girls, providing a copy of the books for each girl's own home library. In addition, we will annually schedule at least one author to speak to our girls about her book in an open dialogue.4) We will successfully transition 95% of our girls from fourth to fifth grade and fifth to sixth grade. |

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

Attached

 **Program Model Evaluation**

Evaluation of the Program Model Used by LEAD Girls of NC with 2021 Impact Report.pdf

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

 **Risk Matrix**

Risk Assessment_ARPA.xlsx_2022.pdf

I. Capacity

Completed by info@leadgirls.org on 4/25/2022 1:48 PM

Case Id: 15117

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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.

Learning Everyday Accomplishing Dreams (LEAD) Girls of NC provides innovative leadership and personal development programming for girls ages 9-16 in Forsyth County. We envision a world where every girl has the confidence, social skills, and leadership ability she needs to become an independent, financially-stable woman. Our mission is to provide the tools and resources that low-income and at-risk preteen girls must have to become productive citizens and active leaders in our community.

Led by professional women of color, we achieve our mission through our LEAD Girls workshops offered in-school (through our district-wide partnership) and in the community. Our facilitators acknowledge our girls' diverse life experiences, knowledge, customs, styles, and traditions. When facilitators share the cultural life experiences of their youth, benefits increase all the more.

The restorative principles and practices taught provide our girls the opportunity to address conflicts at their roots – frequently but not always involving perceived betrayals over boys or romantic interests. Girls share experiences, listen, clarify misperceptions or gain understanding and restore relationships. Girls show increases in peer selection and satisfaction. Relationship building, skills, and repairs are central to curricula across all sessions. All curricula promote healthy conflict skills via circle approach and circle guidelines. Through specific skill building tools, we give girls the foundation they need to find their voices to counter bullying and challenge peer pressure, avoid risk behaviors such as smoking, dropping out of school and teen pregnancy, and lead them to chart a positive course for their futures.

Our community programs this spring of 2022 meet on Saturdays and serve middle school aged girls from 19 schools. Our in-school programs serve fourth-ninth grade girls at Carver High School, Cook Literacy Model and Middle Fork Elementary Schools, and Wiley, Mineral Springs and Flat Rock Middle Schools. We also offer a Summer Fashion Entrepreneurship Camp, a leadership expo each fall, summer park pop ups, STEAM Exploration Days, and community service projects completed by our girls. We encourage and mentor girls to aspire and achieve greatness academically, emotionally, and creatively.

After completing our elementary school pilot programs with fourth and fifth grade girls, it was obvious that our girls needed more support. We identified a lack of affordable and quality afterschool programs for this age group and are working to now make it accessible to those in our community. We are working to create an internal pipeline for our girls to develop what they need to succeed, and while it builds on what is being done already, we also can see that this support is ultimately something different from what has been done in our community to date. This plan aligns perfectly

with what we learned from our Community Needs Survey done this past fall/early winter, and allows us to have an even deeper impact on girls in their formative years by providing a strategic internal pipeline in our program.

Myesha best describes our mission and vision when she said, "LEAD helped me learn how to be a leader and make space for everyone."

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.

Our LEAD Girls workshop series and outreach is ongoing and directly fuels the advancement of our mission. During the 2016-17 academic year, 66 girls completed LEAD leadership training workshops in Forsyth County. In 2020, we served 211 girls from 27 schools, another 50% expansion of services from the preceding year. In 2021, we increased to supporting 286 girls from 41 schools and again increased our income by 50% from 2020. We are currently completing our sixth year of outreach with the goal of reaching 350 girls and providing 17,500 support hours.

With six years of experience, we are perfectly poised for this expansion and increased outreach. We have the right structures and procedures in place from financial to legal, personnel to reporting processes, to development and outreach. We have created - and continue to add annually - to a financial reserve fund for our organization, and have substantial partners in our community who can help and work with us. We use significant research and evaluation tools that help us continue to get better, and have strategically added to our Board of Directors whose expertise has helped us in all areas of our work.

Through our programming, we push to break the cycle of generational poverty with our "village based" approach. We want to improve, change and reinvent the systems our girls live and grow in, with a goal to make those systems work better for girls. We will continue to work with our stakeholders, which include our girls, parents/guardians, school system administrators, city government leaders and lawmakers, juvenile justice system leaders, business and philanthropic supporters, community-based volunteers, and a network of committed donors.

With confirmed two-year funding from Kate B. Reynolds Foundation, we will become a trauma Informed organization with training in the fall of 2022 and spring of 2023. This, and other identified training for staff, will also add greatly to our encounters with our girls and their families, while shaping a world where gender, race, socioeconomic status and other social structures are no longer a barrier to achieving personal goals. Please note, we will also continue our middle school programming while expanding our afterschool program. We will complete our four year Carver High School pilot program in 2025.

We currently have three full-time staff members (Executive Director/Founder, Director of Programs, and AmeriCorps Vista) and three part-time staff members as well as a college intern, who is receiving course credit for her participation with LEAD Girls. Each year we work with AmeriCorps to host a full-time Vista as well as local colleges to offer nonprofit internship opportunities. We plan to add another full-time staff member this summer, and with this afterschool expansion, we will add another full-time staff member and four additional part-time staff members. Our Director of Programs began with us part-time in 2019 and became full-time in 2021. Most facilitators stay with us for at least two years or more as they find the work and our mission so fulfilling.

In 2023, the full expansion process and training will begin. We will build on what we have done the past six years and add to it as we'll move from 60 support hours a year per girl to over 600 support hours a year for one girl participating in our afterschool program. This equates to our organization tripling our 2021 impact by being able to offer 45,000+ support hours through our programs. This is transformational!

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

There are many steps to our implementation plan, they include brainstorming, researching and creating before we are able to put everything into action. Most of these are in process, with the following identifying the timeline we will follow:

Issue RFP to schools for participation and confirm our partnerships with existing partners. (began April, 2022)

Identify the full budget, including new funding that needs to be raised, financial support, additional costs including insurance, supplies, refreshments, staffing/personnel needs, training, etc. (began March, 2022)

Begin conversations with strategic partners like Centenary United Methodist Church, City of Winston-Salem, and others. (began February, 2022)

Create a Professional Development Plan that will allow for specific training in the spring of 2023 including One Circle, trauma informed training, DEI, medical/first aid, academic/reading support, etc. (began March, 2022)

Create and add to the curriculum for our girls and their parents so they can benefit the most from this program. (began April, 2022)

Identify with researchers and committee the benchmarks we need to research each semester in our girls participating with LEAD and create an extended version of analysis. (began April 2022)

Query and plan for how parents will be involved (began April, 2022)

Confirm overall research questions for consistency with school programming so can best contribute in data sharing partnerships (Summer, 2022)

Create Policies and Procedures for afterschool program - and add to those already in our LEAD Handbook). Key additional information will include Attendance and Pick Up Policies, Emergency Evacuation, Sickness (for staff and children), Eligibility Requirements, etc. (Fall, 2022)

Receive updates on funding and finalize 2023 budget and make plans for long term fundraising. (Fall, 2022)

Create a marketing plan for including and attracting new students (January, 2023)

Advertise for positions and begin training (Spring/Summer, 2023)

Further engage stakeholders by creating a development plan for scholarships as well as extended and expanded funding (Summer, Fall 2023)

Our largest barrier will be knowing that we can specifically support no more than 50 girls a year at least the first, and possibly the second year.

Our capacity needs are something we regularly explore, which is why a handbook of procedures in the new afterschool program will be so important to our expansion. In our budget, rental expenses for the first two years are an in-kind expense, but for our third year, we have included an actual monetary rental expense, in anticipation that we will most likely have to find a larger space that will not be free of charge after our initial two years of our pilot afterschool

program.

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.

Pre and post-semester surveys will continue to be essential for evaluation. We will also continue to review each session specifically for its relevance to our girls. Since this is an expansion of services, we are already working with our researcher to identify additional benchmarks and data collection needs. Our attorney is also reviewing applications and documents for the additional needs that this afterschool program will require. We are also in the process of identifying how to best measure the impact of our STEAM programming by exploring TechGirlz evidence based curriculum. Session data for this new programming will be collected to give us a solid understanding of what girls are learning and also if they like what they are learning. By the fall of 2024 (year two of the program), we will have a baseline for comparison that we can adjust and add to on a continuous basis.

We are currently in conversations with the WSFC School system to participate in their data sharing beginning in the fall of 2022. As we more deeply impact our girls, we want to know that our programming is working as intended, so we are planning to also add additional performance metric and program evaluation.

In addition to qualitative data, we will also collect quantitative data through conversations with school administrators and teachers as well as LEAD facilitators.

J. Impact/Community Need

Completed by info@leadgirls.org on 4/25/2022 1:49 PM

Case Id: 15117

Name: Thomas, Joy - 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.

The American Journal of Nursing Science states that economic and social pressures are forcing more parents into the workplace at a time when children need more adult guidance and supervision. One out of every four children who return home afterschool with no adult supervision begin their self-care responsibilities at 8 or 9 years of age. They face a growing number of problems such as physical and sexual abuse, crime and delinquency, depression and suicide, drug and alcohol abuse, emotional and behavioral problems, learning difficulties, school attendance problems, domestic violence, obesity, pregnancy, abortion, and STDs. Many "latchkey" children experience stressful and even dangerous situations without ready access to adult guidance and support. In addition, there is significant loss in socialization and skills building that naturally happens when children do not have the opportunity to interact with other children and adults.

America After 3PM surveyed parents in North Carolina to examine how children spend the hours between 3 and 6 p.m.—the hours afterschool ends and before parents typically return home from work. They found that over a ten-year period, the increases in demand for afterschool services increased between 3 and 8% with 19% of children left unsupervised afterschool in 2014 for an average of 7.21 hours per week.

“Fortunately, there is an obvious way to help keep these risks at bay: afterschool programs,” states a recent Alliance of Mental Health study, “Children benefit in numerous ways from enriched learning, recreation, the arts, and being around nurturing and supportive adults during the danger zone hours.”

The majority of afterschool programs in Winston-Salem are for girls and boys and most stop between ages 10 and 12. There are no programs for only elementary aged girls that meet daily afterschool, so this would be a new opportunity for our community and allows our girls to begin LEAD sessions as early as fourth and fifth grades (through afterschool) and continue programming from sixth through eighth grade, further amplifying results. A 2020 Afterschool Alliance report further stated that afterschool programs have a significant return on investment. For every \$1 invested, at least \$3 is saved because school performance and youth’s earning potential is increased, while reducing crime and juvenile delinquency.

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

Our programming and outreach around social-emotional health specifically are key to reducing the occurrences and impact of Adverse Childhood Experiences and toxic stress among girls in Winston-Salem. Every positive interaction counters ACEs, so we invest in our girls by offering opportunities for extended outreach. Our structured program for girls integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive

connection, personal and collective strengths, and competence in girls. We promote safety, consistency, relationships, a range of expressive opportunities, skill building, and girl empowerment.

Short term impacts include relational-cultural theories and integrate complementary approaches creating resiliency through female responsive, positive youth development. This evidence-based, culturally responsive, trauma informed, gender-expansive, and strengths-based curriculum reduces risk behaviors and delinquency for girls. Our girls not only embrace their culture responsibly but use their authentic voice to amplify their communication skills. Our girls are also exposed to career paths, STEAM hands-on activities, and leadership and community service opportunities that further help them to grow their confidence.

In addition, many at-risk children drop out of school because they have missed several days of school, and then are bewildered and embarrassed when they return because they have gotten behind, and then feel additional pressure so they miss more school and fall even further behind. Seeing few ways to recover, they eventually drop out of school. In order to participate in LEAD Girls' afterschool program, girls will have to attend school each day, which helps them from falling further behind. Studies consistently demonstrate significant increases in attachment to school, with our having a 67% increase in girls liking school when they participated in LEAD Girls programming. We motivate girls to identify academic and social goals and guide them through specific sessions on: Expressing My Individuality, Who I Am, My Family My Self, and Paths to the Future.

This unique opportunity for girls to participate in our afterschool program, and then continue into LEAD Girls middle school workshops will be transformational and help our girls set and eventually reach their goals.

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

When girls are away from the perceptions, attitudes, and pressures that they experience around boys, they are free to explore their own individual views and experiences along with those of other girls. Gender intersects with race, culture, and class to impact girls in unique ways. Girls find commonalities and support where there had been assumptions, stereotypes, and, additionally for girls of color, systemic bias; girls overcome barriers to develop strengths in relationships and female identity. Sexual abuse rates are higher for girls than boys, and a history of sexual abuse is a predictor of recidivism risk for girls, regardless of prior legal involvement or behavior problems. We equip girls with a safe environment and safe relationships to reduce isolation, find needed resources, and support healthy coping skills.

Girls enter the juvenile justice system for different reasons than boys, primarily for status offenses related to conflicts at home, but are held in secure settings more frequently and have more lengthy placements. Their needs differ, and the programs designed for youth in the justice system have typically not been designed for girls. We offer peer support, emotional regulation and coping skills, protective factors to enhance strengths and resources and reduce risks.

Black girls, Latinas, and tribal youth have higher rates of school suspensions and are over-represented in the justice system. Disparities in school-to-prison pipeline punishments and zero tolerance policies have impacted girls of color negatively with effects on education, mental health, court involvement, and economic domains. We have effectively implemented our workshops with girls across diversities of ethnicity and race. Our strengths-based and restorative programs honor cultural differences and traditions and build healthy relationships preventing and reducing risks, diverting girls away from negative consequences, eliciting strengths and assets to address and overcome barriers, and increase student engagement and educational aspirations.

Research consistently has found increases in: school attachment, educational expectation, educational aspirations, social support, positive body image, self-efficacy, and communication skills. It has also found decreases in alcohol and

drug use and self-harm. Our girls increase self-awareness, their sense of connection to the community, are more satisfied with themselves, know how to set goals, better understand their value, and increase their communication abilities to stand up for what they believe in and know how to give an honest “no.”

We also promote to our girls the development of strengths as group members and individuals in skills such as voicing ideas, empathy, humor, self-pacing, self-monitoring, participation, activism and social concern, participation, shared time for quieter participants, creative and dramatic arts/activities, fun and playful learning, verbal and nonverbal activities, critical thinking skills, assertiveness, pros and cons, safe behaviors, self care, positive body image, healthy activities, planning, perspective taking, inclusion, open minds, non judgment, body awareness, as well as awareness of thoughts, emotions, and behaviors.

Long-term, we want to track our girls going from elementary school to middle school and beyond to high school and college. In 2019, our first LEAD Girl, Britney, graduated from high school. In 2023, she will graduate from college with a Bachelor's degree in Criminal Justice. Her success is proof that we are teaching our girls skills to help them succeed.

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

Data collection has been key to our success and growth from the beginning in 2016 with a researcher overseeing details. Each year, we accessed the collected information further, identifying key opportunities to expand on the data we collect. In 2018, we were able to shift to a more reliable collection process with the use of iPads. Today, we have a contracted researcher who oversees data collection and is responsible for the impact assessment of LEAD Girls programs.

We use a combination of low-tech and high-tech tools working together to track participant and program data. Daily, we will utilize a simple attendance sheet to record participants' attendance, then capture that attendance data in our database (an online third-party electronic database). Our participant surveys are administered using SurveyMonkey, a leading survey administration tool.

In August and January, we will conduct pre-testing of our program participants, with a post-test in December and May to determine the impact of the program and to help determine any changes we need to make. We will survey parents/guardians to collect program input and feedback, and we will assess our progress toward annual goals on a monthly and quarterly basis, including quarterly and/or biannual reporting as required by our funders. Using this quantitative and qualitative information, we can make corrective actions to address any shortfalls or areas where we are experiencing challenges.

We determine project success by short-term and long-term measures. Currently, to assess the short-term impact, we have verbal check-ins with each individual participant and also have our facilitators assess our girls' participation in each workshop. Long-term, our girls complete the pre and post evaluation surveys immediately after the completion of the Fall/Winter and spring workshop sessions. Surveys conducted with girls and their parents/guardians allow us to assess retention of the fundamentals taught in workshop sessions and any personal behavioral changes resulting from what was learned.

We produce participant satisfaction reports following the collection and analysis of participant feedback in the Fall and Spring, as well as after our Expo and Summer Camp, creating a year-end annual report of participant satisfaction and a program impact report that examines and highlights program performance, measuring annual outcomes and results against annual program goals and objectives. Our results are shared with our leadership team, our program partners, funders and made public in our "one pager" report of our year in review at our Spring Soiree where we celebrate our girls' accomplishments.

K. Funding Stability

Completed by info@leadgirls.org on 4/25/2022 4:16 PM

Case Id: 15117

Name: Thomas, Joy - 2022

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K. Funding Stability

Please provide the following information.

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

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

Yes

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

23.00 %

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

37.00 %

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

Our Board of Directors and our staff are very committed to the growth of the organization. We continue to be very strategic about adding board members which have included adding a LEAD Girls parent as well as a pediatric nurse practitioner who works in the community of Boston Thurmond, which we serve. We also are identifying key businesses in our town that support women's causes and want a long-term relationship and are researching and working toward new and long term development opportunities including foundations and sponsors. Our goal has always been to raise funding across a variety of sources. We have now created two signature fundraising events as well as our LEADher Circle which encourages additional individual support. We are seeking multi-year grants and government support so we can plan accordingly and researching how we can contract with more youth-serving nonprofits, social service agencies, and paid school partnerships. Further, ARPA capital costs have been specifically targeted toward training and creating development and marketing plans which will help us long term. We believe that the research and data around our outreach with girls - collected through the afterschool program - will be overwhelmingly positive and this will further encourage support for our work.

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



Commitment Letters

4.22_Academy at Middle Fork_LOS.pdf

4.22_Novant Health_LG_Endorsement.pdf

L. Representation

Completed by info@leadgirls.org on 4/24/2022 12:16 PM

Case Id: 15117

Name: Thomas, Joy - 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 |
|----------------------|--------------|------------------|-----------------------|
| Amanda Hughes | White | Caucasian | Female |
| Chelsea Barnes | Multi-Racial | American Indian | Female |
| Caitlin Browne | White | Caucasian | Female |
| Katie Harper | White | Caucasian | Female |
| Angela Monell | Black | African American | Female |
| Katina Little | Black | African American | Female |
| Fanetta Bryant Jones | Black | African American | Female |
| Joy Nelson Thomas | Black | African American | Female |

M. Required Documents

Completed by info@leadgirls.org on 4/25/2022 1:56 PM

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M. Required Documents

Please provide the following information.

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

Documentation

Code of Conduct/Conflict of Interest Policy *Required

Conflict of Interest Policy_LG.docx

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

LEADGirlsofNCInc_990_2021.pdf

Organization By-Laws *Required

BYLAWS OF LEAD GIRLS OF NC_Revised05.14.22.pdf

Articles of Incorporation *Required

LEAD_Girls_Articles_of_Incorporation.pdf

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

LEAD Girls of NC Organizational Policies_4.22.docx.pdf

IRS 501(c)3 Designation Letter *Required

2 page - LG IRS.pdf

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

Lead Girls of NC Financial Statements 2020.pdf

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

North Carolina Secretary of State Search Results_4.22.22.pdf

N. Submit

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Name: Thomas, Joy - 2022

Address: *No Address Assigned

N. Submit

Please provide the following information.

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

Joy Nelson Thomas

Electronically signed by info@leadgirls.org on 4/25/2022 4:16 PM

04/25/2022