

A. Organization & Contact Information

Case Id: 16260
Name: Action4Equity - WS Freedom Schools - 2022 -
Address: *No Address Assigned

Completed by maripat@action4equityws.org on 11/18/2022 9:17 AM

A. Organization & Contact Information

The Request for Proposals and additional materials to assist with completing the application can be found on the City's webpage for [Community Agencies](#)

A.1. Organization Name

Action4Equity

A.2. Project/Program

Winston-Salem Freedom Schools

A.3. FY 2023-24 Funding Request Amount

\$64,125.00

A.4. Agency's Total Operating Budget

\$1,340,000.00

A.5. Mailing Address

1922 S Martin Luther King Jr Dr Winston-Salem, NC 27107

A.6. Project/Program Location Address

2323 Sunnyside Ave Winston-Salem, NC 27127

A.7. Organization Website

action4equityws.org

A.8. Year 501(c)(3) status obtained

11/11/2018

A.9. Organization Fiscal Year

07/01/2022

A.10. Federal Tax ID Number

831583999

A.11. Federal DUNS Number

XYS2TGT359B6

EXECUTIVE DIRECTOR/MANAGER

A.12. Name, Title

Kellie Easton, President/CEO

A.13. Email

kellie@action4equityws.org

A.14. Phone

(336) 891-0683

CONTACT

A.15. Name, Title

Russ May, Program Administrator

A.16. Email

russ@anthonysplot.org

A.17. Phone

(336) 306-3562

BOARD CHAIR

A.18. Name

Rev. Alvin Carlisle

A.19. Term Expiration

04/25/2024

A.20. Email

aecarlisle06@gmail.com

A.21. Phone

(336) 575-9330

B. Project Overview

Completed by maripat@action4equityws.org on 11/17/2022 5:47 PM

Case Id: 16260

Name: Action4Equity - WS Freedom Schools - 2022 -

Address: *No Address Assigned

B. Project Overview

Please provide the following information.

APPROACH (7 POINTS)

B.1. Provide a concise description of the proposed project/program, indicating specifically how City funds will be used. Briefly, what are the goals/objectives of the project/program?

The Winston-Salem Freedom Schools are six-week summer programs designed to increase literacy, self-esteem, socio-emotional skills, a love of learning, and civic engagement for children in grades K-12. Through a multicultural program model provided by the Children's Defense Fund, students are inspired participants, known as "scholars," who spend their summer learning about and believing in their ability to make a difference.

As of 2022, there are nine Freedom Schools sites throughout Winston-Salem serving over 400 scholars from our public schools and their communities. These sites were selected to prioritize WS/FCS students attending schools which were considered under-performing: Kimberley Park Elementary, Forest Park Elementary, Ashley Academy and surrounding neighborhood, Winston-Salem Preparatory Academy, Mineral Springs Middle, Ibraham Elementary, Old Town Elementary, Konnoak Elementary and surrounding neighborhood, Philo-Hill Middle, and Cook Elementary. The demographic of these scholars almost entirely receive free and reduced lunch and attend Title One schools. It costs \$1500 for a scholar to attend the 6-week program. This cost is never passed off to the families.

At the center of the Winston-Salem Freedom Schools program is the research-based Integrated Reading Curriculum (IRC) that fosters literacy. Meeting the common core standards, lessons in the IRC consist of project-based learning activities and include opportunities for civic engagement, conflict resolution, and social action skill development. The goal set forth in the IRC is to give non-readers an overwhelming desire to read — which is a basic step toward doing it. IRC instruction is delivered by college-aged Servant Leader Interns who come from backgrounds similar to those of our scholars; the staff serve as multi-generational mentors for small classes of no more than ten scholars. The books are developmentally appropriate; reflect the scholars' own images; relate their authentic history, culture, and heritage through the eyes of children; introduce scholars to adults and children to make a difference in the lives of others; offer scholars the encouragement to become involved in community service, no matter their own circumstance; help scholars explore fundamental issues of self-esteem; and, expand their capacity to dream and believe they can make their dreams reality. Scholars enrolled receive weekly distribution of books to build their home library.

Our objectives are to make accessible to lower income, students of color a culturally-relevant curriculum and pedagogy program which supports their growth in literacy and reading enthusiasm; making accessible enrichment and field trip opportunities to further their educational experiences; providing nutritious meals; helping their families to engage the wider community and the school system for the support and advancement of their household; instilling a spirit of civic engagement in student and families.

Funding from the City of Winston-Salem will be used to partially provide curriculum and books for the 2023/2024 program year. Heading into 2023/2024 the Winston-Salem Freedom Schools will need to raise over \$350,000 to replace

the ESSER grants available to us in the summer of 2021 and 2022. We are raising these needed funds through a variety of grants and fundraising efforts. We are seeking to not reduce the number of scholars being served by Freedom Schools in 2023/2024.

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

Scholars access their Winston-Salem Freedom School program through a partnership with the WS/FC school in which they attend. The staff at the school, and the district through its communication tools, identify the students who fall into the "gap" and would benefit from additional reading support and educational programming during the summer. The family and the Freedom School site are both notified, and utilize the school systems summer enrollment portal to register.

Scholars of our five sites located within or in direct conjunction with their WS/FC school are provided transportation to Winston-Salem Freedom School. This is also done in collaboration with the school system.

Attendance at the Winston-Salem Freedom Schools since 2017 averages above 85% attendance for the summer, which is a much higher percentage than other summer programs. This highlights the desire of scholars and families to participate, and the coordination of enrollment and transportation services with WS/FCS and WS Freedom Schools.

NEED (7 POINTS)

B.3. Describe the unmet need that the proposed project/program seeks to address. Include data supporting the need.

The biggest cause of the achievement gap is summer learning loss. According to the National Summer Learning Association, summer learning loss during elementary school years accounts for two-thirds of the reading achievement gap between low-income children and their middle-income peers. Most children in poverty are disproportionately affected, with cumulative reading losses of 2.5 to 3 months every summer, while their more affluent peers make slight gains. For children without access to books, summer reading loss can be three times worse than the average.

Our scholars enjoy three hours of literacy instruction every day for the six-week program. On average, children have read 12.6 books during the participation in the Winston-Salem Freedom Schools program. Scholars are sent home with CDF Freedom Schools selected books every week to build their home library and continue their journey of reading and learning. During the 2022 summer, we sent home close to 3,000 books with our scholars!

The Winston-Salem Freedom Schools prevent summer reading loss and narrow the achievement gaps. In 2021, most scholars (84%) maintained or gained instructional reading levels and did not experience summer learning loss; more than half improved their instructional reading levels by the end of the program. Findings from studies of the impact of CDF Freedom Schools show that scholars gain an average of eight months of reading skills, with those entering the program below grade level achieving an astounding 1.2 years of reading gains.

Children also showed positive changes in all five competencies of social and emotional learning (SEL) skills. Children responded that Freedom Schools helped them to accurately assess their strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset"; successfully regulate their emotions, thoughts, and behaviors in different situations; take the perspective of and empathize with others; communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed; make constructive choices about personal behaviors and social interactions.

COLLABORATION (6 POINTS)

B.4. Describe any specific collaborative relationships with other organizations (public or private) and how they will

impact the project/program. How will collaboration contribute to the planning, implementation, operation, oversight, and performance measurement of the proposed project/program?

The Winston-Salem Freedom Schools is a massive collaborative project. We partner with local schools, community congregations, and other not for profit partners to pull off this program.

For example, Forest Park Freedom School is a collaboration of WS/FCS, Forest Park Elementary, and Morning Star Missionary Baptist Church. Old Town Freedom School is a partnership of WS/FCS, Old Town Elementary, and Iglesia Cristiano Sin Fronteras. WS Prep Freedom School is a partnership of WS/FCS, WS Prep, Zion Memorial Baptist Church, and Lit City. There are around two dozen organizations that support the Winston-Salem Freedom Schools through material, facility, and volunteer support.

We are working especially closely with the WS/FC school district to provide this service, share the data in culturally relevant ways with their data program, and reflect on the principles and results of Freedom Schools with the superintendent and Office of Diversity, Equity, and Inclusion.

As we expand Winston-Salem Freedom Schools to other public school students, we will do so by bringing community partners together with local schools to discuss what role each group needs to play to open a new site for additional students. This not only makes for successful Freedom School sites, but it contributes to the school system's agenda of bringing the community and neighborhood school together for the good of the student and their household.

C. Strategy and Performance

Completed by maripat@action4equityws.org on 11/17/2022 5:48 PM

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C. Strategy and Performance

Please provide the following information.

STRATEGY (5 POINTS)

C.1. The City of Winston-Salem's strategic priorities, adopted most recently in the [2017-2021 Strategic Plan \(2019 Update\)](#) and under review for adoption by City Council for FY 2022 - FY 2025 Strategic Plan, are used as guiding principles to establish community priorities based on the vision, mission, and values set forward by the Mayor and City Council.

Indicate which of the City's strategic focus areas your program aligns with best (select one):

Service Excellence

C.2. Select the service area(s) that your project/program relates to:

- Housing/Homelessness
- Economic Development
- Construction Rehabilitation
- Poverty Reduction
- Arts and Culture
- Youth
- Public Safety
- Transportation
- Other

PERFORMANCE (15 POINTS)

C.3. Describe the system to be used to track participant and program data. List any key reports and their frequency that will be used to capture project/program performance.

Winston-Salem Freedom Schools tracks attendance and participant information by utilizing the online Partner Information Community by Salesforce.

We provide program data for the purpose of evaluating the success of each summer by participating in the CDF Freedom Schools National Assessment, which combined with evaluative surveys measured the following performance outcomes:

+Children's reading proficiency (measured in years by the Basic Reading Inventory, 11th Ed.)

+Non-cognitive character skills and social emotional learning skills development among participating

children

+Parents' perceptions of positive changes in their children and in themselves

The program data is compiled at the end of each summer and reviewed by our leadership. Here are the results of the 2022 National Assessment:

Summary of National Findings:

Committed CDF Freedom Schools programs successfully protected children from the negative impact of COVID-19. Children who participated in CDF Freedom Schools did not experience summer learning losses and were provided with social and emotional supports to overcome the interruption of daily life and the lack of in-person social interaction.

+Children's instructional reading levels increased.

+Most children (84.4%) maintained or gained in instructional reading levels without experiencing summer learning losses.

+About half of all children (57.1%) improved in their instructional reading levels by the end of the program.

+On average, instructional reading levels increased by eight months.

Children's survey results demonstrated the following outcome:

+After participation in the CDF Freedom Schools program, children were ready to participate in social action, demonstrated self-empowerment, developed conflict resolution skills, and became more engaged in academic activities.

+Children responded that CDF Freedom Schools helped them to improve all five competencies of social emotional learning skills.

Parents' survey results demonstrated the following outcomes:

+More than 95 percent of parents reported positive changes in their children's social and academic confidence.

+More than 95 percent of parents expressed willingness to participate in social action and assist with their children's school work.

C.4. Explain the steps that will be taken if the stated program goals provided in C.3. are not achieved.

Winston-Salem Freedom Schools works closely with the Children's Defense Fund to make sure that we are providing impactful Freedom School programming. Should a site fair poorly, we would bring in CDF to work with the leadership and make immediate changes necessary. For example, when our site at Ashley Academy showed lower attendance and participation one summer, we made changes to the location of the program, improved transportation access, and increased our engagement with families and the staff of Ashley Academy to ensure holistic support.

We are also working closely with Andrew Kraft with the school district to develop additional evaluation tools for Winston-Salem Freedom Schools which will help us better examine the needs of scholars which are being uniquely met by Freedom Schools. For example, measuring attendance is a helpful start; however, attendance is a complex measurement as it includes health, parent availability, transportation, etc. Each of these factors is part of a socio-economic reality, of which education is a part. Therefore, measuring attendance as a mark of success may be good for Freedom Schools, but it perpetuates problems with how we evaluate the success of our students through flat numbers. We are seeking evaluation tools which are based on culturally-relevant and social-emotional learning foundations for students of color. Dr Dani Parker-Moore is a member of our Winston-Salem Freedom School staff who is designing this with Mr. Kraft. The goal is that we are not just meeting these simplistic measurements which too often hide the problems in our programs, and too often hide the strengths of our children and youth; we want new

measurements to hold our Freedom Schools accountable to our principle that more excellent services in education will prove transformative for our students and their communities.

C.5. Use the chart below to show how your agency measures program effectiveness. List goals, activities, and performance measures you will use to evaluate services, facilities, and programs that will be funded by the City. Performance measures can be quantitative and/or narrative.

Applicants will be reimbursed funds based upon timely submissions of eligible invoices. These invoices should describe services rendered and should align with the goals and objectives cited here. Where outcomes do not align with goals, please be prepared to provide a written summary of shortcomings.

Stated Program Goals	Program Activities in Support of Goals	FY 21-22 Previous Year Results	FY 22-23 Current Year Projected Results	FY 23-24 Next Year Anticipated Results
<p>Work with students of WS/FCS "underperforming" schools to improve reading, language skills, and interpersonal relationships; strengthen families, connect children to social support, and develop in all participants the skills needed to improve conditions for children and families in their communities.</p>	<p>Staff provides 90 hours of Integrated Reading Curriculum; parents/families attend 6 mandatory Family Engagement meetings designed to facilitate conversation about needs and to connect families with community leaders and resources; provide small class sizes (10:1) and implement Restorative Practices informed by Social Emotional Learning standards; create environments from 8am-3pm daily which strengthen a child's understanding of self as agent of positive change; nutritious meals provided at breakfast and lunch.</p>	<p>Worked with 425 scholars at nine sites; Most children (84.0%) maintained or gained in instructional reading levels without experiencing summer learning losses. About half of all children (52.9%) improved in their instructional reading levels by the end of the program. On average, instructional reading levels increased by eight months. SLIs reported that most children maintained or gained in reading fluency (74%), comprehension (73.4%) and engagement (64%) during the program.</p>	<p>Will work with 460 scholars at nine sites. We will continue to see 85% of children and youth not experiencing summer learning loss, and average gain of eight months in reading levels (with highest increases among middle school African American males). Our increase in numbers will come from improved access to Freedom Schools at Ashley Academy, and increased spaces at Kimberley Park to include 6th grade scholars who aged out of their K-5 program.</p>	<p>Will work with 480 scholars at nine sites. We will continue to see 85% of children and youth not experiencing summer learning loss, and average gain of eight months in reading levels. Our increase in numbers will come from increased access to Freedom School at sites serving Philo-Hill and Winston-Salem Prep Academy.</p>

	Total Unduplicated	Total Number Served
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	Number Served	
FY 21-22 Previous Years Results	425	425
FY22-23 Current Year Projected Results	460	460
FY 23-24 Next Year Anticipated Results	480	480

C.6. FY 21-22 Program Accomplishments

Successfully partnered with the WS/FCS to provide W-S Freedom Schools sites as an accessible and transformative option for public school students who would benefit from additional reading support and summer learning. This partnership showed up in transportation to and from sites; incorporation of W-S Freedom Schools in the summer program information blasts and online portal shared by the district; working together on evaluation tools with Mr. Andrew Kraft.

Successfully transferred some of the practices of Freedom School into the WS/FCS school year at the sites that hosted our summer program. This includes supporting Ashley Academy in Restorative and Social Emotional Learning practices; teachers who worked at Freedom Schools incorporating "Harambe" elements of encouragement into class and assembly times; working with several schools on improving Parent Engagement by utilizing the Freedom School meeting model, as opposed to the PTA model.

Successfully increased the number of scholars at Philo-Hill, W-S Prep Academy, and Forest Park from an average of 30 to an average of 43.

C.7. FY 22-23 Key Objectives

1) To address gaps in communication between WS/FCS local school staff (Principal, Parent Engagement staff member, etc) and W-S Freedom School leadership

2) To address gaps in resources between WS/FCS district and the families who most need to attend W-S Freedom Schools (transportation, district's summer program registration portal, communication between WS/FCS and families, etc).

Improving these two areas will improve access to transformative summer programming.

3) Achieve City and County funding support and continue to build a strong individual donor base; this will go along with our ongoing support from our charitable institutions and community partners/congregations. Our goal is to establish a local financial foundation for W-S Freedom School to continue to serve our children and youth without a drop-off in number of scholars or sites.

D. Organizational Capacity

Completed by maripat@action4equityws.org on 11/18/2022 11:14 AM

Case Id: 16260

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Address: *No Address Assigned

D. Organizational Capacity

Please provide the following information.

MISSION (5 POINTS)

D.1. Provide an overview of the organization. Include the organization's mission statement and the major services, programs, and activities provided. How does the proposed project/program help advance the mission of your organization?

Winston-Salem Freedom Schools partnered with Action4Equity in 2021 to serve as the backbone organization and equity partner for WSFS. Action4Equity is a black-led, intentionally multi-racial coalition of educators, parents, students, faith leaders, and community members building a movement to advance equity for students in Winston-Salem/Forsyth County Schools in the areas of academic achievement, access to high-quality instruction, and safe and healthy school environments. Action4Equity centers the disparities faced by historically and systematically marginalized students from Black and Brown and/or low income communities through policy advocacy, community mobilization, community power building, and direct action to address the most pressing equity issues facing local students.

Winston-Salem Freedom Schools is one of A4E's Platforms 4 Change; our platforms invest in community-led and powered initiatives with the vision of truly leveraging lived experience to make deeply embedded and sustainable impact. We believe that community agency over systems to decide what children need to be healthy, safe, successful, and thriving. These platforms are unapologetically community-powered and authentically centering youth voice and advocacy in a continuous feedback loop.

In alignment with our mission and the Whole School Whole Community Whole Child framework developed by the CDC, Winston-Salem Freedom Schools is community powered, initiated by community activists and advocates interested in providing a culturally-affirming educational opportunity that addresses the literacy gaps impacting local students of color disproportionately. Embedded community leaders living and working among those who have historically been denied basic resources formed a coalition committed to achieving educational justice through the launch of Winston Salem Freedom Schools. Freedom Schools are strategically located in schools and neighborhoods where access to high quality, K-12 summer enrichment opportunities are cost prohibitive, limited, or unavailable.

FUNCTION (5 POINTS)

D.2. How long has your organization been in operation?

4 years

D.3. How does your organization benefit and serve the City of Winston-Salem and its citizens?

Action4Equity is a policy organization taking immediate action as well as creating a sustainable ecosystem for long-term, sustaining change resulting in a transformative economy. Action4Equity affirms the tenets of the Asset-Based Community Development model and aligns our policy advocacy and initiatives around the notion that building community agency and power is the foundation for shifting community and cultural consciousness. Our platforms are

unapologetically asset-centric in how we connect with and celebrate the resiliency and liberatory consciousness of the Black community. Power building in schools and community to make opportunity and resources accessible locally impact local economic development and entrepreneurship; equitable access to educational opportunity develops talent and resources within marginalized communities to sustain initiatives and create a flourishing economy.

Winston-Salem Freedom Schools are an integral piece of ensuring that our local students of color have equitable access to academic opportunity, particularly through curriculum designed to enrich and challenge a wide range of learners. WS Freedom Schools’ target population is primarily students of color attending their neighborhood schools or live in the direct vicinity of the community-based site.

STRUCTURE (5 POINTS)

D.4. In the chart below, list key personnel and executive staff involved in the proposed project/program.

Position Title	Activities/Inputs	Total Work Hours Per Week	% of hours proposed to be funded
Russ May	Secure funding for sites; work to create and execute an equity plan, programmatic safeguards, and practices which prohibit discrimination or harassment; work directly with the WS/FCS district leadership to enable partnerships and advance the work of Freedom Schools within the public schools/system; lead effort to collect data from each site and provide to CDF, WS/FCS, and funding partners; lead effort to maintain the safety of all staff and scholars through background checks and clearances, and providing mental and physical first aid training to lead staff members; build up community partnerships to further the work and accessibility of WS Freedom Schools	25	0.00 %
Rashawn Meekins	Work to recruit and hire summer staff and scholars; conduct routine site visits and ensure that program is being run with fidelity; coordinate regular meetings with the site Executive leadership; provide direct support to each site, especially in the areas of best practices, technical support, and resource planning; maintain strong relationship between CDF (national) and our Winston-Salem Freedom Schools sites, including satisfying the CDF MOU.	25	0.00 %

D.5. List all executive staff and their compensation (other than per diem).

Executive Staff Name	Title/Role	Compensation	% of Hours Proposed to be Funded
Kellie P. Easton	President / CEO	\$65,000.00	0.00 %
Kenneth Reid	Chief Operating Officer	\$55,000.00	0.00 %
MariPat Thomas	Chief Development Officer	\$55,000.00	0.00 %

D.6. Attach an organizational chart

Organizational Chart *Required

A4E Org Chart (5).pdf

D.7. Please complete the Diversity of Employment and the Employment Profile below. See the [Request for Proposals \(RFP\)](#) for definitions of position types used in the Employment Profile.

Describe the hiring process and how it is structured to provide the most diverse candidate pool. Best practices for accessing a diverse hiring process and candidate pool include:

In commitment to ensuring that outcomes are driven by the people closest to the problem, Action4Equity’s process prioritizes hiring candidates from the community with lived experience and engaged in community work while balancing that candidates have the skills and capacity to achieve the goals of the project.

Please enter the total number of Full-Time Positions and Employees you have in the table below, as well as the employee's appropriate race/ethnicity and gender identity.

	Male - White	Male - Black	Male - Other	Female - White	Female - Black	Female - Other
Executives/Managers		2		1	5	
Professionals						
Technicians						
Office/Clerical						
Laborers/Service Workers						
Total Full-Time	0	2	0	1	5	0

Please enter the total number of Temporary/Part-Time Positions (FTE) and Employees you have in the table below, as well as the employee's appropriate race/ethnicity and gender identity.

	Male - White	Male - Black	Male - Other	Female - White	Female - Black	Female - Other
Executives/Managers	1	1		2	5	
Professionals						
Technicians						
Office/Clerical						
Laborers/Service Workers						
Total Part-Time/Temp	1	1	0	2	5	0

D.8.

Attach a list of all Board Members AND compensation (other than per diem) *Required

2022_23 A4E Board List (1).pdf

D.9. Number of full Board meetings held during the last twelve months

10

D.10. Number of Board's Executive Committee meetings held during the last twelve months

ABILITY (5 POINTS)

D.11. If this is an application for new funding, please describe the steps your organization will take to establish an action plan for successful program launch, including appropriate stakeholder training and coordination. Articulate a clear methodology for service delivery within the context of established goals and include a timeline of key action items and approximate dates for delivery.

This is an application to maximize the scholar spots in the existing 9 sites, ensuring that the transition from ESSER funding (two years) to local funding does not result in a loss of quality services to our WS/FCS public school students, either because we cannot afford to serve as many scholars or because we cannot afford the materials for a transformative summer learning environment. With this funding secured, our training, coordination, and service methodology is transferred to all summer staff. We have multiple-day, national training events (executive leaders in January; summer site principals/coordinators in March; teachers in June) which educate on the history, essential principles, and best practices for an effective Freedom School site. In mid-June we provide a full week of local training event to prepare spaces and to equip with first aid training, restorative practices for conflict management, and reporting expectations. Throughout the summer, we have WS Freedom Schools leaders who visit and evaluate the environment, curriculum execution, application of our conduct plan, child nutrition, and site safety. At the beginning of the summer we will test 2/3 of the site's students and we will return to those same students at the end to evaluate impact. Every site runs for six weeks, 8am-3pm (except for sites with an additional after-school program). Meetings happen every month during the year to prepare for the opening of each site.

D.12. Describe your organizations' past success with flexibly responding to unforeseen events, which had the potential to negatively impact deliverables. What were best practices learned, if any? How would you successfully use these practices with the proposed program, if necessary?

In alignment with our commitment to being driven by community voice, Action4Equity strategically maintains organizational adaptability while being grounded in our mission and doggedly committed to culturally affirming

D.13. How does your program's policies/procedures ensure fair treatment, equitable access, and utilization of benefits for all persons, particularly marginalized and underserved groups and communities (i.e., marketing, outreach, eligibility determination and appeals)?

Winston-Salem Freedom Schools are open to all K-12 WSFCS students and local children free of charge. The program is marketed to all students through PeachJar and specifically marketed in community gathering points in marginalized communities. Freedom Schools are strategically located in schools and neighborhoods where access to high quality, K-12 summer enrichment opportunities are cost prohibitive, limited, or unavailable. In order to overcome known barriers to participation, Freedom Schools offer transportation services within these areas.

E. Cost Effectiveness

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E. Cost Effectiveness

Please provide the following information.

BUDGET AND FUNDING (10 POINTS)

E.1. Please complete the table to show the organization's operating budget.

Expenditures by Program	Budgeted FY 22-23	Projected Actuals FY 22-23	Proposed Budget FY 23-24
Program Services	\$490,000.00	\$490,000.00	\$502,000.00
Fundraising	\$7,500.00	\$7,500.00	\$7,500.00
Management and General	\$0.00	\$0.00	\$0.00
Total Expenditures by Program	\$497,500.00	\$497,500.00	\$509,500.00

Expenditures by Category	Budgeted FY 22-23	Projected Actuals FY 22-23	Proposed Budget FY 23-24
Employee Salaries and Wages	\$219,520.00	\$219,520.00	\$228,520.00
Employee Benefits	\$0.00	\$0.00	\$0.00
Facility Rent and Utilities	\$18,800.00	\$18,800.00	\$18,800.00
Training and Conference Registration	\$0.00	\$0.00	\$0.00
Membership and Dues	\$114,000.00	\$114,000.00	\$114,000.00
Travel and Transportation	\$36,000.00	\$36,000.00	\$36,000.00
Grants to Individuals and Organizations	\$0.00	\$0.00	\$0.00
Contracted Fundraising Services	\$7,500.00	\$7,500.00	\$7,500.00
Goods Purchased for Resale	\$0.00	\$0.00	\$0.00
Other Contracted Services	\$0.00	\$0.00	\$0.00
Other Operating Expenditures	\$100,736.00	\$100,736.00	\$100,736.00
Capital Outlay	\$0.00	\$0.00	\$0.00
Total Expenditures by Category	\$496,556.00	\$496,556.00	\$505,556.00

Revenues by Category	Budgeted FY 22-23	Projected Actuals FY 22-23	Proposed Budget FY 23-24
City of Winston-Salem	\$0.00	\$0.00	\$64,125.00
Forsyth County	\$0.00	\$0.00	\$0.00
State of North Carolina	\$257,464.00	\$257,464.00	\$65,000.00
Federal Government	\$0.00	\$0.00	\$0.00
Admissions/Program Revenues/Sales	\$0.00	\$0.00	\$0.00

Memberships	\$0.00	\$0.00	\$0.00
Donations	\$157,000.00	\$157,000.00	\$250,000.00
Foundation Grants	\$82,410.00	\$82,410.00	\$125,000.00
Interest and Investment Income	\$0.00	\$0.00	\$0.00
Parent Organization	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00
Total Revenues by Category	\$496,874.00	\$496,874.00	\$504,125.00

Describe any amounts listed under "Other Operating Expenditures" or "Other Revenues." Provide details on any specific federal government revenue sources.

Food, transportation, field trips, supplies, materials for Family Engagement meetings

E.2. Has the City of Winston-Salem provided funding in the past? If so, provide a funding history of the most recent five years of City contributions in the table below.

Year	Funding Source	Funding Amount
2022	None	\$0.00

E.3. Complete the table below to show specific details of proposed City funding and other leveraged funding for the proposed project/program. List each additional funding source for the program.

Activity	Funding Requested from City	Funds from Other Sources	Other Funds Source
Staff (teachers at 10:1 ration; principal; project director)	\$28,560.00	\$199,960.00	Foundation, state funds, congregation support, individual donors
Facility costs (cleaning, insurance, utilities, supplies)	\$2,340.00	\$16,460.00	Foundation, state funds, congregation support, individual donors
Curriculum, books, and training	\$14,250.00	\$99,750.00	Foundation, state funds, congregation support, individual donors
Field Trips and transportation needs	\$4,500.00	\$31,500.00	Foundation, state funds, congregation support, individual donors
Other program expenses (enrichment activities, classroom supplies, nutrition)	\$14,475.00	\$86,261.00	Foundation, state funds, congregation support, individual donors
	\$64,125.00	\$433,931.00	

E.4. For each activity and line item above, please provide a short but detailed description of how City resources will be used to carry out proposed programming.

City resources are requested to make sure that all sites can function at full level of service: at least 40-50 scholars at

Printed By: Tanya Banner on 1/23/2023

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each WS/FCS school and community site, with full access to supplies and enrichment programs. The City funding requested allows us to provide this critical service to 60 public school students who need this summer learning opportunity to make learning leaps required to keep up with their peers and for the school to continue to improve. The City funding requested includes a percentage of all aspects of the WS Freedom Schools program: curriculum and books, supplies, nutrition, field trips, transportation, staff, use of facilities, and weekly engagement with families. Removing the City funding requested reduces the number of scholars served and/or the materials needed to provide equitable services to all of our children and youth engaged in summer programming in our city.

E.5. Where another stakeholder or agency is providing non-monetary assistance with a particular aspect of your programming, please provide a short description of those activities and how they will supplement the use of City funds.

We are working with the school system to reduce/remove the cost of nutrition, transportation, and facilities from some of our sites (those housed within WS/FCS school facilities). We also depend on a wide range of community partners to provide exceptional enrichment programs during the afternoons at low-to-no cost.

E.6. If this year's request is different in any way (amount, activities, etc.) from a prior year's request, explain how and why. If you are a new applicant, please describe how you would adjust your project/program if your funding request is not funded at the full amount.

We will make three adjustments: 1)increase our individual and congregational fundraising goals; 2)reduce the amount available for programming at each site by the amount not received -- this would include supplies, field trips, and transportation primarily; and, 3)reduce the scholar capacity at our Ashley Academy and Winston-Salem Prep Academy sites by 5-10 scholars. These adjustments are being listed in priority, so that we may possibly need to make no change to number of scholars if we can recover in the first two areas.

SUSTAINABILITY (7 POINTS)

E.7. Describe the plan to sustain the project/program funding in future years. Include information about other funding sources to leverage City funds requested.

Our current efforts are about making the Winston-Salem Freedom Schools program sustainable for the future -- including possible expansion to other WS/FCS schools/communities -- by rooting our financial support in city, county, congregational, individual, and foundation support. We believe that we can work with all entities to find the right balance of financial commitment for each partner to bring this essential and successful opportunity to our households and students. It is a moral obligation that we join together in the ways we are able to support projects that are successful like this for the sake of our families.

BARRIERS (3 POINTS)

E.8. Describe any potential programmatic barriers to project implementation (e.g. recruitment or outreach challenges, etc.) and your plans for overcoming them.

Transportation has always been a challenge to successful programming throughout Winston-Salem. We continue to seek to overcome this barrier through locating our programs within the neighborhoods we serve, and providing WS/FCS bus transportation for six of our nine sites. However, this remains the most likely barrier to access which we must continue to find creative and systemic ways to address.

E.9. Describe any institutional barriers to project implementation (e.g. staff vacancies, pending departures, etc.) and your plans for overcoming them.

We are thrilled that the make up of our WS/FCS school board remains (after the 2022 elections) highly supportive of Freedom Schools for all public school students, along with our Superintendent. That would have proven a major loss if we lost the school board's support. We continue to bring on new, energetic leaders for our sites and help our school

principals to discover the impact of Freedom Schools on their students. We believe that we are acting now in ways that will prevent vacancies or changes from threatening the effective running of each Winston-Salem Freedom School site.

AVERAGE COST (5 POINTS)

E.10. Use the table below to show the average amount of City funds requested per beneficiary to be served during the year and the average total cost of the service per beneficiary to be served during the year (including all funding sources)

Proposed funds from the City for this project:	\$64,125
Number proposed to be served for the year:	60
Average City funds per beneficiary:	\$1,061.50
Proposed funds from all sources:	\$445,375.00
Number proposed to be served for the year:	420
Average total funds per beneficiary:	\$1,061.50

F. Required Documents

Completed by maripat@action4equityws.org on 11/17/2022 5:02 PM

Case Id: 16260

Name: Action4Equity - WS Freedom Schools - 2022 -

Address: *No Address Assigned

F. Required Documents

Please provide the following information.

Documentation

Code of Conduct/Conflict of Interest Policy *Required

conflict of interest.pdf

Submit a copy of the agency's latest 990 Form as submitted to the Internal Revenue Service. *Required

51572_A4E 990.pdf

Organization By-Laws *Required

51569_Action 4 Equity By Laws Revised July 2019.pages

Articles of Incorporation *Required

51555_Action4Equity Articles of Incorporation.pdf

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

51581_A4E Financial Controls - (internal).pdf

IRS 501(c)3 Designation Letter *Required

51566_FinalLetter_83-1583999_ACTION4EQUITYINCACTION4EQUITYINC_02142020_01.tiff

Audited Financial statements or third-party review from 2020 and 2021 *Required

A4E Financial Documents.pdf

North Carolina Secretary of State - Current and Active Status (<https://www.sosnc.gov/search/index/corp>)

***Required**

51553_Secretary of State Status.pdf

Other

***No files uploaded*

G. Income Based Projects/Services Only

Case Id: 16260
Name: Action4Equity - WS Freedom Schools - 2022 -
Address: *No Address Assigned

Completed by maripat@action4equityws.org on 11/18/2022 11:15 AM

G. Income Based Projects/Services Only

** Complete this section only if you are requesting funds for a Community Development project (for CDBG, HOME and/or ESG funding).**

If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

G.1. In the right-hand column below, indicate the number of participants to be served by the proposed project/program within each income category during the year. Click [here](#) to see Winston-Salem income limits by household size.

Income Range	# to be served
0 to 30% of median	0
31% to 50% of median	0
51% to 80% of median	0
Greater than 80% of median	0

G.2. Describe policies, procedures, and criteria for determining who is eligible. Describe the procedures for screening, eligibility determination, intake, assessment and orientation of participants

H. Construction/Rehab Only

Completed by maripat@action4equityws.org on 11/18/2022 11:15 AM

Case Id: 16260

Name: Action4Equity - WS Freedom Schools - 2022 -

Address: *No Address Assigned

H. Construction/Rehab Only

** Complete this section only if you are requesting funds for a Housing Construction or Rehabilitation project.**
If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

H.1. Describe the proposed project and provide plans. If the project is approved, we will need a detailed work write-up.

H.2. Provide a projected timeline for the proposed work.

H.3. Describe how the project will be managed, including the contractor procurement process.

H.4. Describe the target market, including any special populations to be served.

H.5. Describe the services or program you plan to provide.

H.6. Describe the property management plan.

H.7. List the development team members.

H.8. Describe the financial capability of the sponsor/owner organization.

H.9. Listing of projects undertaken by principals over the past ten years, identifying project name and address, type of project, and number of units; please note any projects for which local government funding was received.

Project Name	Address	Type of Project	No. Units	Govt Funding
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Documentation

Development budget that include a detailed sources and uses statement of all funds, including the requested loan from the City, in electronic format, preferably a spreadsheet.

***No files uploaded*

Participant/program data sample report

***No files uploaded*

Market study or other analysis to verify the need for the project.

***No files uploaded*

Operating pro forma that includes rent and operating cost assumptions and all estimated loan payments, in electronic format.

***No files uploaded*

I. Emergency Shelter Only

Completed by maripat@action4equityws.org on 11/18/2022 11:15 AM

Case Id: 16260

Name: Action4Equity - WS Freedom Schools - 2022 -

Address: *No Address Assigned

I. Emergency Shelter Only

** Complete this section only if you are requesting funds for an Emergency Shelter project. **

If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

Prior to the beginning of any funding year, any ESG-funded program must participate in the local Homeless Management Information System (HMIS) designated by the Winston-Salem/Forsyth County Continuum of Care, or for domestic violence programs, a comparable database in accordance with HUD's standards.

Emergency Shelter: Essential Services

Activity	Total Budget (\$)
Case Management	\$0.00
Child Care	\$0.00
Education Services	\$0.00
Employment Assistance	\$0.00
Job Training	\$0.00
Outpatient Health Services	\$0.00
Transportation	\$0.00
Legal Services	\$0.00
Services to Special Population	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00
	\$0.00

Emergency Shelter: Operating Costs

Activity	Total Budget (\$)
Rent	\$0.00
Shelter Security	\$0.00
Fuel	\$0.00
Equipment	\$0.00
Insurance	\$0.00
Utilities	\$0.00
Food	\$0.00
Furnishings (limited to less than \$500 per item)	\$0.00
Supplies	\$0.00
Maintenance or Minor Repairs	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00
	\$0.00

J. Rapid Rehousing and HMIS Only

Completed by maripat@action4equityws.org on 11/18/2022 11:15 AM

Case Id: 16260

Name: Action4Equity - WS Freedom Schools - 2022 -

Address: *No Address Assigned

J. Rapid Rehousing and HMIS Only

** Complete this section only if you are requesting funds for a Rapid Rehousing project.**

If the section is not applicable to your project, please leave the questions blank and mark the step "Complete."

Prior to the beginning of any funding year, any ESG-funded program must participate in the local Homeless Management Information System (HMIS) designated by the Winston-Salem/Forsyth County Continuum of Care, or for domestic violence programs, a comparable database in accordance with HUD's standards.

Rapid Rehousing Financial Assistance

Activity	Total Budget (\$)
Rent Assistance	\$0.00
Rental Application Fees	\$0.00
Security Deposits	\$0.00
Last Month's Rent	\$0.00
Utility Deposits	\$0.00
Utility Payments	\$0.00
Moving Cost Assistance	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00

Rapid Rehousing Services

Activity	Total Budget (\$)
Case Management	\$0.00
Housing Search and Placement	\$0.00
Mediation	\$0.00
Legal Services	\$0.00
Credit Repair	\$0.00
Counseling	\$0.00
Information and Referral	\$0.00
Monitoring/Evaluation of Progress	\$0.00
Overhead Costs (limited to 15% of total activity request)	\$0.00

HMIS/Data Collection Budget

HMIS Activity	City ESG Request	State ESG Request
Staff Costs	\$0.00	\$0.00
Equipment	\$0.00	\$0.00
User Fees	\$0.00	\$0.00
	\$0.00	\$0.00

Submit

Completed by maripat@action4equityws.org on 11/18/2022 11:17 AM

Case Id: 16260

Name: Action4Equity - WS Freedom Schools - 2022 -

Address: *No Address Assigned

Submit

I certify that the applicant meets the conditions specified in the application instructions and will be able to carry out the proposed services in concert with these conditions. I also certify that the organization is a certified IRS 501(c)(3) non-profit organization.

MariPat Thomas

Electronically signed by maripat@action4equityws.org on 11/18/2022 11:17 AM

IDIS Setup

No data saved

Case Id: 16260

Name: Action4Equity - WS Freedom Schools - 2022 -

Address: *No Address Assigned

IDIS Setup

Please provide the following information.

Project Name

National Objective

Activity Number ID

HUD Activity Code

Project Description

Accomplishment Type

Initial Application Date

Service Area

Ward

Census Tract(s)

Block/Group

MWBE