Program Overview

Please provide the following information.

City of Winston-Salem
ARPA Transformational Non-Profits Application

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

Case Id: 15168
Name: Thomas, MariPat - 2022
Address: *No Address Assigned

Please provide the following information.

**ORGANIZATION/AGENCY INFORMATION**

**A.1. Organization/Agency Name**
Action4Equity

**A.2. Mailing Address**
1922 South Martin Luther King Drive Winston-Salem, NC 27107

**A.3. Organization Website**
action4equityws.org

**A.4. Year 501 (c)(3) Status Obtained**
11,112,018

**A.5. Organization/Agency Fiscal Year**
7,012,022

**A.6. Federal Tax ID Number**

**A.7. Federal DUNS Number**

**A.8. Federal SAM Registered?**

**ORGANIZATION/AGENCY CONTACT INFORMATION**

**EXECUTIVE DIRECTOR**

**A9. First Name**
Kellie

**A10. Last Name**
Easton

**A11. Title**
President/CEO

**A12. E-mail**
kellie@action4equityws.org

**A13. Phone Number**
(336) 575-9330

**BOARD CHAIR**

**A14. First Name**
Alvin

**A15. Last Name**
Carlisle

**A16. E-Mail**
aecarlisle06@gmail.com

**A17. Phone Number**
(336) 575-9330

**A18. Term Expiration Date**
04/25/2024
B. General Project Information

Please provide the following information.

PROJECT INFORMATION
B.1. Project/Program Title
Konnoak Community Freedom School Summer Literacy Program

B.2. Project Location/Address
1465 Irving Street Winston-Salem, NC 27106

PROJECT CONTACT/ MANAGER
B3. First Name
Eunice

B4. Last Name
Campbell

B5. Title
Project Director

B6. E-Mail
wssugrad2002@gmail.com

B7. Phone Number
(336) 918-4238
C. General Project Narrative

Please provide the following information.

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

The Konnoak Community Freedom School is an annual free 6-week summer literacy program for low-income middle school students in south and southeast Winston-Salem whose goal is to stop summer learning loss (and now the COVID-19 learning loss) and enhance students’ overall literacy. The Konnoak Community Freedom School is an official partner of the nationally recognized Children’s Defense Fund Freedom Schools® and uses their 6-week, summer literacy programming model. The CDF Freedom Schools has an almost 30-year documented data history of stopping summer learning loss as well as improving reading instruction—especially for black male youth of middle-school-age.

The CDF Freedom Schools program enhances children’s motivation to read and makes them feel good about learning. At the same time, the program connects families to the right resources in their community. CDF Freedom Schools’ school-aged scholars engage in a research-based, multicultural Integrated Reading Curriculum that supports them and their families through five essential components:

High quality academic enrichment; Parent and family development; Civic engagement and social action; Intergenerational servant leadership development; Nutrition, health, and mental health. Students also receive two nutritious meals and a snack daily, as well as a book each week to build their home libraries.

The funds requested will be used to pay for the following:
(1) Training and program fees to CDF Freedom Schools for licensing their Integrated Reading Curriculum and obtaining 6-weeks of books, plus required program staff (Project Director, Site Coordinator, and five Servant Leader Interns) for implementing the Freedom School summer literacy program, along with needed supplemental staff (Spanish Interpreter/Family Engagement Coordinator, Special Reading Tutor, and Math Tutor).
(2) Local training for staff, six required parent engagement meetings, field trips/afternoon activities, transportation for field trips, classroom supplies, insurance, special event(s), classroom supplies, and facility expenses.
(3) Needed classroom and technology equipment to enhance and enrich the daily Afternoon Activities for scholars with a focus on STEAM (science, technology, engineering, arts, and math) activities.

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

The Konnoak Community Freedom School is accessed by scholars and their parents through a publicized registration process through the Winston-Salem/Forsyth County School system and local community engagement by enrolling via the Konnoak Community Freedom School using an English/Spanish online/paper enrollment form or via phone with the help of program staff and/or a Spanish interpreter.

The typical Freedom School summer day for scholars starts at 8 AM and ends at 3 PM, where scholars arrive and depart by Winston-Salem/Forsyth County Schools (WS/FCS) buses or via their parents’ vehicles. After a nutritious breakfast, our Freedom School celebrates the beginning of each day with “Harambee!”, a Kiswahili word meaning “Let's Pull Together.”
During Harambee, Freedom School staff impart messages of empowerment, and community guests are invited to “Read Aloud” to the scholars.

Following Harambee, scholars spend the next three hours in their research-based Integrated Reading Curriculum (IRC) fostering literacy that is delivered by college-aged or older Servant Leader Interns “who serve as multi-generational mentors for small classes of no more than ten scholars.” (2021 CDF Freedom Schools® Training Manual)

Following lunch, scholars participate in extracurricular activities and social action projects that “provide opportunities for CDF Freedom Schools scholars to build confidence about the ways in which they and their peers and role models can become empowered and capable.” Afternoon Activities are structured, extracurricular enrichment programming, “such as organized sports and recreation; artistic pursuits of all forms, hands-on activities that promote learning in science, technology, engineering, and mathematics; and field trips.” (2021 CDF Freedom Schools® Training Manual)

Data gathering and outcomes are critical to the continued success of the Konnoak Community Freedom School. To evaluate scholars each summer, scholars are given a pre-reading assessment during the first week of Freedom School and a post-reading assessment the last week of Freedom School by a Site Testing Manager. This raw data is submitted to CDF Freedom Schools for tabulation and evaluation.

In 2021, our Freedom School tested students “demonstrated an average increase of seven months in instructional reading levels from 24 days of in-person summer programming. Most children (73.9%) maintained or gained in instructional reading levels and did not experience summer learning loss. There were also positive gains in character-building skills as well as social-emotional learning and skills. FYI: In 2021, 70 percent of our scholars were African American and 73 percent were Hispanic and lived in the 27107 Zip Code, and 83.3 percent of our full-time summer Freedom School staff were black.

The goal each summer is to stop summer learning loss (and now COVID-19 learning loss) through summer enrichment and help prepare and develop our low-income, minority students as valued members of the Winston-Salem work force by ensuring that they obtain high school diplomas and are able to pursue more advanced technical training and/or higher education.

The scholars' parents and their families are also part of the Freedom School program where weekly parent engagement meetings are required to be held with the goal of identifying any family needs requiring connection to other community services. If individual scholars are shown to have critical needs, appropriate referrals will be made to the WS/FCS school system or to appropriate government or non-profit service agencies.

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
$134,082.00
C.6. Total Capital Funding Request
$42,505.00

SPENDING TIMEFRAME
C.7 Capital Spending Timeframe
36 months although most of classroom and technology equipment would be purchased in the first 12 months.

C.8 Operating Spending Timeframe
36 months
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.

<table>
<thead>
<tr>
<th>Operating Costs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Total Children's Defense Fund (CDF) Freedom Schools' National Program Fees Paid to CDF</td>
<td>$45,172.00</td>
</tr>
<tr>
<td>3-Year Total CDF Ella Baker Child Policy Training Institute Registration Fees</td>
<td>$634.00</td>
</tr>
<tr>
<td>3-Year Total Required Program Staff: 1 Project Director, 1 Site Coordinator, 5 Servant Leader Interns</td>
<td>$186,134.00</td>
</tr>
<tr>
<td>Spanish Interpreter/Family Engagement Coordinator</td>
<td>$6,510.00</td>
</tr>
<tr>
<td>Special Reading Tutor</td>
<td>$4,560.00</td>
</tr>
<tr>
<td>Math Tutor</td>
<td>$3,906.00</td>
</tr>
<tr>
<td>Required 6 Parent Engagement Meetings</td>
<td>$2,856.00</td>
</tr>
<tr>
<td>Local Staff Training &amp; Orientation</td>
<td>$1,110.00</td>
</tr>
<tr>
<td>Field Trips/Afternoon Activities</td>
<td>$14,266.00</td>
</tr>
<tr>
<td>Classroom Supplies</td>
<td>$11,705.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>$2,696.00</td>
</tr>
<tr>
<td>Special Events</td>
<td>$792.00</td>
</tr>
<tr>
<td>Facility Expenses</td>
<td>$4,756.00</td>
</tr>
<tr>
<td>Nutrition (2 meals per day)</td>
<td>$70,101.00</td>
</tr>
<tr>
<td></td>
<td>$355,198.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capital Costs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leased Buses for Transportation</td>
<td>$14,264.00</td>
</tr>
<tr>
<td>Leased Buses for Field Trips</td>
<td>$6,340.00</td>
</tr>
<tr>
<td>60 Chromebook Laptops</td>
<td>$21,000.00</td>
</tr>
<tr>
<td>2 Charging Computer Carts</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>1 Overhead Projector with Cart</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>2 Hand Held Microphones with 2 Speakers</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Windows Desktop Computer with Keyboard, Mouse, LCD Monitor</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>1 Black and White Printer with Scanner</td>
<td>$400.00</td>
</tr>
<tr>
<td>Item</td>
<td>Cost</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>3D Printer for Scholars</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>External Hard Disk Drive</td>
<td>$200.00</td>
</tr>
<tr>
<td>Portable Wifi Router</td>
<td>$200.00</td>
</tr>
<tr>
<td>Portable Smart Phone Charger</td>
<td>$50.00</td>
</tr>
<tr>
<td>USB 3.0 Cable</td>
<td>$20.00</td>
</tr>
<tr>
<td>Microsoft Office Software for Windows</td>
<td>$250.00</td>
</tr>
<tr>
<td>CANVA Software</td>
<td>$375.00</td>
</tr>
<tr>
<td>Adobe Photoshop Software</td>
<td>$735.00</td>
</tr>
<tr>
<td>DSLR Camera</td>
<td>$600.00</td>
</tr>
<tr>
<td>Headphones</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>1 Large Smart Screen TV</td>
<td>$850.00</td>
</tr>
<tr>
<td>Videocamera</td>
<td>$850.00</td>
</tr>
<tr>
<td>1 Utility Cart</td>
<td>$275.00</td>
</tr>
<tr>
<td>4 Library Book Carts $500 each</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>1 Mobile White Dry Erase Board</td>
<td>$700.00</td>
</tr>
<tr>
<td>1 Smart Board</td>
<td>$1,700.00</td>
</tr>
<tr>
<td>1 Equipment Bag</td>
<td>$100.00</td>
</tr>
<tr>
<td>2 Computer Desks for Sitting and Standing</td>
<td>$600.00</td>
</tr>
<tr>
<td>2 Computer Chairs for Sitting and Standing</td>
<td>$600.00</td>
</tr>
<tr>
<td></td>
<td>$63,109.00</td>
</tr>
</tbody>
</table>

**PROJECT/PROGRAM REVENUE CATEGORIES**

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

<table>
<thead>
<tr>
<th>Operating</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS/FCS Operating Funding via Contract--for 2022 Freedom School Program</td>
<td>$62,432.00</td>
</tr>
<tr>
<td>Anticipated WS/FCS Operating Funding Contract for 2nd &amp; 3rd Year of Freedom School Program Funding</td>
<td>$88,583.00</td>
</tr>
<tr>
<td>WS/FCS In-Kind Operating Funding for Nutrition--36 months</td>
<td>$70,101.00</td>
</tr>
<tr>
<td>ARPA Funding for Operating Freedom School for 36 months</td>
<td>$134,082.00</td>
</tr>
<tr>
<td></td>
<td>$355,198.00</td>
</tr>
</tbody>
</table>

*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)**

<table>
<thead>
<tr>
<th>Capital</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>WS/FCS In-Kind Waived Capital Costs for Leased Buses for Transportation</td>
<td>$20,604.00</td>
</tr>
<tr>
<td>ARPA Funding for Program Capital Costs for Equipment, Technology, Classroom Furniture</td>
<td>$42,505.00</td>
</tr>
<tr>
<td>2 Small Grants from Local Non-Profit/Foundation</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Individual Donations</td>
<td>$50.00</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>$65,159.00</td>
</tr>
</tbody>
</table>
E. Demographic and Geographic Distribution

Case Id: 15168
Name: Thomas, MariPat - 2022
Address: *No Address Assigned

Completed by carolyn_highsmith@outlook.com on 5/2/2022 10:11 AM

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
97.00%

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

Please provide the following information.

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

Tier 1:
- Focus on job creation/sustainability and workforce development
- Collaboration and funding for pre-K opportunities
- Funding for affordable housing
- Funding for economic development

Tier 2:
- Poverty reduction/cessation
- COVID reopening plan
- Community engagement (Power of connections)
- Funding for arts

Tier 3:
- Community Fundraising
- Environmental initiatives
- Address digital divide
- Address childcare needs
- Neighborhood maintenance
- Organization efficiency and public-private partnerships
- Law enforcement reform

F.1. Please select the primary priority from the list above addressed by your project/program.
Tier 2

F.2. Please select the secondary priority from the list above addressed by your project/program.
Tier 3
F.3. Please describe how the workload or outcomes from your project/program addresses the primary priority you selected.

In order to ensure that our public school students of today are educated for entering the work force in Winston-Salem (a Tier I alignment—Work Force Alignment), it is imperative that current middle school students (6th, 7th, 8th graders) who are just four plus years away from graduating from high school) overcome the learning loss from the COVID-19 as well as their enduring barriers of poverty and race/ethnicity by participating in a summer enrichment and literacy program. Resources and enrichment studies during the summer must be provided for current middle school students facing COVID-19 learning loss and the barriers of poverty and race—(where our Winston-Salem community can't wait 8-11 years for Pre-K+ students to get to middle school then four more years to graduate)—while leaving behind all of the students currently affected by this egregious COVID-19 pandemic. (Tier 2—Poverty and Tier 3 A—Childcare Needs alignment)

Free to fifty Title I students (on free and reduced lunches due to families in poverty) who attend or are residentially assigned to Philo-Hill Magnet Academy for middle school students in south (27127 Zip Code) and southeast (27107 Zip Code) Winston-Salem, the Konnoak Community Freedom School will provide breakfast and lunch plus a snack every day the Freedom School meets in-person at the Parkway United Church of Christ campus (50 breakfasts, 50 snacks, 50 lunches for 24 in-person instructional days). Plus, a food backpack is provided for those scholars and their families who need extra nutrition on each weekend (Friday, Saturday, and Sunday) during our program’s 6-weeks of operation during the summer (a total of five summer weekends). The WS/FCS school district will provide a nurse to review and monitor the health issues of any scholar noting health issues on their Enrollment Form. And, our Freedom School with the help and service of the WS/FCS will also provide bus transportation for scholars from their low-income neighborhoods to Parkway United Church of Christ for 24 in-person days—to off-set transportation issues for children in poverty. (Tier 2—Poverty and Tier 3--Childcare Needs alignment)

With the daily "Harambee!" our middle school scholars begin to build relationships with our community Read Aloud guests while learning about different professions and community programs. Working together in the Integrated Reading Curriculum Classes and in their Afternoon Activities, the scholars learn how to become better team members. (Tier 2--Power of Connections alignment)

Our Freedom School wants our middle-school scholars to have access to laptop computers for both their Integrated Reading Curriculum and for Afternoon Activities focusing on STEAM, along with special technology equipment, to provide special learning and experiences for helping to engage these students enough to spark their curiosity and creativity while providing enrichment. Plus, because the WS/FCS does not provide bus transportation Fridays, our scholars have to bring their laptop computers home to participate in our Freedom School's Virtual Fridays—where Harambee! and the Integrated Reading Curriculum, etc., continues LIVE online with their Servant Leader Interns. Extra Wifi Hotspot devices are provided to scholars who have issues accessing the Internet from home. Therefore, it is imperative that all of our 50 middle-school students are able to successfully use and engage with their learning using a laptop computer, while also becoming exposed to more advanced technology such as a 3D printer, etc. (Alignment—Tier 3--Addressing the digital divide; Tier 2—Poverty reduction/cessation if high level technical skills are learned; Tier 1--The younger students learn the more advanced technology and equipment—the more prepared they will be entering in pursuing higher technical education past high school and will have better skills to enter workforce even while still in school.)

Our Freedom School summer literacy program has a 30+ year history due to its research-based curriculum and data gathering showing that summer learning loss is stopped with this summer enrichment program while enhancing the reading abilities of its Freedom School students—especially black male youth of middle school age. This Freedom School curriculum is continuing to show during the COVID-19 pandemic that it is still successfully impacting summer
learning loss where students are increasing their reading levels 7 months or more, while making positive gains in character-building skills as well as social-emotional learning and skills—all critical skills for an educated workforce. (Tier 2 alignment—COVID-19)
G. Collaboration

Case Id: 15168
Name: Thomas, MariPat - 2022
Address: *No Address Assigned

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?

1. Parkway United Church of Christ (including its members) is providing its support with the use of its building and grounds—that is, its church facilities for the Konnoak Community Freedom School location as well as being our program sponsor for the Konnoak Community Freedom School.
2. The Winston-Salem/Forsyth County Schools is providing major program financial support plus valuable in-kind services, especially bus transportation and nutrition, to ensure that its Title I low-income middle students from Philo-Hill Magnet Academy can participate in this community-led Freedom School.
3. The Konnoak Community Freedom School could not be a Freedom School without CDF Freedom Schools(R) partnering with its Freedom School Integrated Reading Curriculum and program model and especially providing the annual and intense training for all of the Konnoak Community Freedom School staff.
4. Action4Equity, an up and coming non-profit, that has been our major fiscal sponsor for our large grants and who is our partner organization helping to facilitate.
5. The Konnoak Hills Community Association, one of the original community partners, of the Konnoak Community Freedom School—helps with in-kind donations as well as monetary donations.
6. Individual stakeholders who also provide in-kind services including their time as well as individual donations.
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

<table>
<thead>
<tr>
<th>Workload</th>
<th>A pre-reading assessment, a post-reading assessment, an assessment of parent engagement, as assessment of Servant Leader Interns, an assessment of the social/emotional learning and character building skills of Freedom School students by a trained CDF Freedom Schools Site Testing Manager.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness/Outcome</td>
<td>To stop summer/COVID-19 learning loss by showing positive gains and growth in social/emotional learning and character building skills, and significant improvement in instructional reading levels.</td>
</tr>
</tbody>
</table>

H.2. Does the project/program use evidence-based interventions?
Yes

Please provide a link to (or attach a copy of) the evaluation of the program model

☐ Program Model Evaluation
**No files uploaded**

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

☑ Risk Matrix
Final 51509_Action4Equity-Konnoak Community Freedom School Risk Assessment.xlsx
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.

The mission of Action4Equity (the organization who is the fiscal sponsor for the Konnoak Community Freedom School when applying and/or receiving large funding grants) is to collaborate and influence policy decisions that foster equity in public education. The vision of Action4Equity is to promote a culture where Equity In Education Proudly Prevails.

Action4Equity is a black-led intentionally multi-racial coalition of educators, parents, students, faith leaders, and community members building building a movement to advance equity for students in the Winston-Salem/Forsyth Co. Schools in the areas of academic achievement, access to high quality instruction, and safe and health school environments.

The Konnoak Community Freedom School, a licensed partner of the Children's Defense Fund Freedom Schools(R), is in definite alignment with the vision of Action4Equity since both organizations are striving for quality education for black and brown children while advocating for Equity and Social Justice especially for more resources in our public schools and their programming.

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.

Action4Equity has been able to achieve secure funding as a 501(c)3 non-profit in order to mentor community educational programs/associations/organizations who don't quite have the financial capacity or internal control structure to move to 501(c)3 status. As such, Action4Equity does have sufficient funding to help out if there was a financial emergency in the operations of the Konnoak Community Freedom School. For example, lending bridge funding to fill in a critical funding gap until such funds are finally received from an awarded grant. Action4Equity also has a Communications and Grant Director--to help smaller organizations secure more long-term grant funding.

On 12.7.2021, the Winston-Salem/Forsyth County Schools Board of Education unanimously approved spending $1.4 million in federal COVID relief money to start a pilot program that puts 20 mentors in four schools that have had issues with student behavior. Action 4 Equity, a nonprofit organization focused on equity in the school system, is overseeing the program and contract with two grassroots community groups that focus on at-risk youth, Enough is Enough and New Life/Nuevo Vida.
The Konnoak Community Freedom School is pleased to be partnering with Action4Equity where Action4Equity is our Freedom School’s fiscal sponsor for large grant funding in 2022.

I.3. Describe the program/project implementation plan. Include any known barriers to success and how those will be overcome
Currently, Konnoak Community Freedom School leadership staff are completing the hiring of its 2022 Servant Leader Interns in time to get them registered for the CDF Freedom Schools (R) Ella Baker Child Policy Training Institute’s National Virtual Training for Site Coordinators and Servant Leader Interns as of June 2-5, 2022. Our Freedom School is also recruiting for a Site Testing Manager to perform all of the pre-and-post national data assessments performed by the CDF Freedom Schools(R) and has successfully hired a Spanish Interpreter/Family Engagement Coordinator.

Philo-Hill middle-school students needing bus transportation through the WS/FCS are being recruited through May 9, 2022, Local orientation and training of the Servant Leader Interns with classroom setup is June 13-17, 2022. Then, the first day of Freedom School with scholars arriving is June 20, 2022, where a full day of Freedom School is from 8 AM to 3 PM for scholars 4 days per week in-person, with Virtual Fridays secondary to no bus transportation being provided by the WS/FCS district on Friday. The last day for scholars is July 28, 2022. The last day for staff is July 29, 2022.

One of the major barriers even with bus transportation being offered 4 days week is TRANSPORTATION. Last year, our Freedom School lost about 10 enrolled students who were unable to receive a viable bus schedule to our Freedom School location even with bus transportation being offered. Why? Because the bus routes were too out-of-the-way for parents to connect with to bring their children to the bus stops.

Another barrier is the learning loss before and because of COVID-19, where our Freedom School has found middle-school students reading at the 2nd and 4th grade levels instead of at their middle-school grade levels (6, 7, 8). That is why last summer and this summer if needed, our Freedom School will provide special reading tutoring in addition to the Integrated Reading Curriculum.

The social and emotional health of our scholars are important and that is why our Freedom School trains its staff in classroom management techniques, especially how to defuse an emotionally upset student.

The COVID-19 pandemic situation is still a long-term issue it seems. If necessary depending on the local case loads in Forsyth County, NC, our students and staff will wear masks at all times except when eating. Our Freedom School generally follows how the WS/FCS district is managing the COVID-19 situation for any given time period.

Finally, another major barrier is that about half of our recruited students are Hispanic with Spanish-speaking parents. As such, our Freedom School has to engage a Spanish Interpreter/Family Engagement Coordinator to communicate with these parents one-on-one--such as helping to fill out Freedom School Registrations and Enrollment Forms, notifying parents of the required Parents Meetings and providing an Interpreter for those meetings, and helping to resolve bus transportation issues.

Provided all personnel are successfully hired and trained, our Konnoak Community Freedom School is expecting a rewarding and at times challenging 2022 Konnoak Community Freedom School summer literacy 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.

The Konnoak Community Freedom School Assessment Plan is to stop summer/COVID-19 learning loss by showing positive gains and growth in social/emotional learning and character building skills, and significant improvement in
The following assessments are performed in the first and last weeks of Freedom School by a trained CDF Freedom Schools Site Testing Manager.

In 2022, the CDF Freedom Schools will measure children’s reading achievement and changes of social and emotional learning skills. Servant Leader Interns and parents will fill out a survey form about their own and children’s changes over the summer. Regarding the reading achievement measurement, CDF Freedom Schools offers the Basic Reading Inventory (11th edition) to its local in-person Freedom School sites for all children participating the summer program. The Basic Reading Inventory is an individually administered test that requires a Site Testing Manager. Therefore, there are pre-reading assessment, a post-reading assessment, an assessment of parent engagement, as assessment of Servant Leader Interns, an assessment of the social/emotional learning and character building skills of Freedom School students. This raw data is submitted to CDF Freedom Schools for tabulation and evaluation.

The goal each summer is to stop summer learning loss (and now COVID-19 learning loss) through summer enrichment and help prepare and develop our low-income, minority students as valued members of the Winston-Salem work force by ensuring that they obtain high school diplomas and are able to pursue more advanced technical training and/or higher education. Our 2022 assessment goal is to achieve a greater increase in instructional reading levels compared to 2021. We also want to help our scholars achieve better social/emotional character building skills while also empowering these young to people to be all that they can be.

In 2021, our Freedom School tested students “demonstrated an average increase of seven months in instructional reading levels from 24 days of in-person summer programming. Most children (73.9%) maintained or gained in instructional reading levels and did not experience summer learning loss. There were also positive gains in character-building skills as well as social-emotional learning and skills. FYI: In 2021, 70 percent of our scholars were African American and 73 percent were Hispanic and lived in the 27107 Zip Code, and 83.3 percent of our full-time summer Freedom School staff were black.
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 identified community for the Konnoak Community Freedom School are minority (especially black children) and low-income middle-school children affected by the summer learning loss of ongoing before March 2020 (as seen in ongoing low-performing test scores especially in reading and math) and that was been exacerbated by the COVID-19 decision to close down all public schools for almost the entire 2020 year while offering limited virtual online learning experiences. The CDF Freedom School's model is designed to stop summer learning loss and improve the reading instruction of students reading below grade level. The Konnoak Community Freedom School specifically targets the middle-school students of the Philo-Hill Magnet Academy residential zone (a Title I and designated Low-Performing Middle School in the WS/FCS district) living in south and southeast Winston-Salem.

Below is the annotated Bibliography from CDF Freedom Schools(R) supporting research work of being a CDF Freedom School nationally and locally (the Konnoak Community Freedom School).

CDF FREEDOM SCHOOLS® ANNOTATED BIBLIOGRAPHY

The CDF Freedom Schools program has impacted the lives of thousands of scholars and educators around the country. Our work has been studied by countless scholars interested in child development and education policy. This research guide lists some scholarly publications that have engaged with our program. The literature is thematically divided into the following themes: History, Reading and Literacy, Social Justice, Student Development and Teaching Practice.

HISTORY


This article looks at how students in 1964 Freedom Schools drove the program’s curriculum. According to the author, students used poetry, which was not formally in the curriculum, to showcase the intersections between their experiences and the Freedom Schools project.

This article expands on the history of the Mississippi Freedom Schools and their inner workings. The author looked at how 5 schools implemented their curriculum and used this history as a useful model for current instruction, especially as it relates to goals, curriculum, pedagogy, evaluation and classroom management.


This article revisits the life stories of two teachers who participated in the 1964 Mississippi Freedom Schools movement. Using a qualitative approach that reserves space for narrative inquiry, the author studies the subjects' teaching experiences, specifically as it relates to anger, fear, pride, community involvement, activist education, and collective memory.


This article places the 1960s Mississippi Freedom Schools in the context of alternative education reform to praise its curriculum and guide positive schooling practices. The author argues that schools today should follow the Freedom Schools’ example by: employing teachers who are part of the community in which they teach, including school reform in social reform movements, and clarifying and constantly advocating for the community’s goals.


This article studies the history of the Freedom School movement in 1964 Mississippi. The author seeks to understand the relationship between the Freedom School movement, the Civil Rights Movement and student empowerment. The author found that the program promoted student engagement through student organizing tools and other practices to ignite social change.


This article reviews the history of the Freedom Schools movement in the 60s through the lenses of Head Start Centers in Mississippi. The author chose to focus on these centers because they exemplify how locals incorporate equitable education access to the Civil Rights Movement and use federal programs to address social issues. Additionally, this study demonstrates how the New Right arose in repose to the notion of a racialized Welfare State.


This entry delves into the history of CDF and its mission. The author dedicates substantial space
to Ms. Edelman’s history and her path to funding CDF. The entry provides short descriptions of the CDF’s signature programs, including CDF Freedom Schools.


This entry briefly explains the history of the Children’s Defense Fund, Ms. Edelman, and some programs offered by the fund. The author offers a short description of the CDF Freedom Schools program and cites articles that study its effectiveness.


This article expands on the history of 1964 Freedom Schools. The author focuses on how this movement provided young black Mississippians with independence and autonomy by connecting the program to the larger social movement, providing a comprehensive curriculum and empowering students to write their own newspapers.

READING AND LITERACY


This dissertation investigates the experience of SLIs and scholars with the IRC's literacy component around human rights education. The author conducted interviews, reviewed projects and codified classroom discussions to analyze the perceptions of 2 SLIs and 16 scholars. The goal was to understand how the CDF Freedom Schools build notions of freedom, knowledge, rights and power, and how these notions impact literacy in the program. The author found that the program builds perceptions around literacy as power, construction of rights, construction of identity and advocacy in the world.


Faced with challenges regarding the level of police presence in schools with majority non-white student bodies, the author presents CDF Freedom Schools as an alternative that: creates supportive, caring and nurturing spaces; embraces racial and cultural identities; and avoids policing and criminalization. By conducting surveys and focus groups, the author found that scholars demonstrated an increased willingness to read and an improvement in reading level.


This study aims at determining whether the CDF Freedom Schools program helps maintain or improve the reading levels
of its scholars. By exposing 414 scholars (K-8) to the BRI the researchers found improvement for scholars in the Independent and Frustration levels. Furthermore, the findings show that those student with a history of grade repetition saw more improvement than others. Finally, the study found that scholars in higher levels demonstrate more improvement than those at lower levels.

SOCIAL JUSTICE


The article goes through the “freedom struggles” in the US since the 1960s Freedom Schools. By comparing the 1960s with today, the authors suggest several resources for the African American community that attempt to bridge the gap. CDF Freedom Schools is among these resources.


In this article, the author explores the promotion of cultural wealth in CDF Freedom Schools by using the community cultural wealth model as a guide. This article conducted interviews with 5 SLIs, 2 parents, and 5 scholars to determine which types of capital were present in the program and in what ways. The author found that aspirational capital, navigational capital, social capital, linguistic capital and resistance capital were all present at this site.


CDF Freedom Schools are presented as an example of programs that effectively aid in the education and engagement of young students of color. The authors argue that “amid the pervasive discussion and intimation that African American students do not read or do not like to read, CDF Freedom Schools exists as a powerful, spirited, and refreshing counter narrative to this frequently espoused mantra” (109). CDF Freedom Schools receive praise for the use of liberation literature and African-center pedagogy.


This article gives a review of the inequity and injustices for communities of color in the 60th anniversary of Brown v Board of Education. After highlighting some experiences that minority communities face in the education system, the authors present the CDF Freedom Schools model as an exemplary program that is “designed to interrupt the at large social framework of education where Black children are positioned as inferior and incapable” (156). The authors focus on teacher development in CDF Freedom Schools and its connection to the creation of a more positive environment for Black scholars.

This article advocates for education practices that stop the alienation of minority groups and aids in their future civic engagement. Among others, CDF Freedom Schools is presented as a potential alternative to present education systems.


This chapter explores the ways in which CDF Freedom Schools scholars experience culturally relevant texts, how CDF Freedom School sites act as vehicles for youth to become social change advocates and how they provide opportunities for community engagement. Obtained from the study of 38 scholars, the results show that most scholars identified with the characters in the books (via situations and characteristics) and that 74% of them maintained or gained their reading level. Furthermore, the researchers found that there was an increase of confidence in scholars regarding their ability to act “prosocially.” Finally, the Freedom Schools Way of classroom management, parental engagement and activism created opportunities for the Freedom Schools community to be engaged.


This chapter analyzes the diversity gap in US public schools and provides out-of-school time (OST) as a solution to bridge the gap. In that context, CDF Freedom Schools are presented as examples of effective OST that benefits from partnerships and maintains the OST standards of human relationships, indoor and outdoor facilities, activities, safety, health and administration.


This chapter examines how different organizations practices community-based pedagogical approaches for K-16 classrooms. CDF Freedom Schools is presented as the case study for the justice-oriented citizenship approach. The researchers argued that CDF Freedom Schools emphasizes the scholars’ ability to identify causes and take action by encouraging inquiry-based lessons that facilitate action. From a survey, the researchers found that students felt more empowered after attending the CDF Freedom Schools program and that students continued to organize and advocate for social issues after their time in the program.


This article argues for the benefits of CDF Freedom Schools in connection to social justice and child development. By focusing on a historical overview of the resources available for African American communities, the author argues that we need this type of programs and resources to allow for the psychological and educational emancipation of African American students. Watson argues that “from its inception, Freedom Schools were designed to motivate students to have a political voice, going beyond what schools
offer in traditional settings” (174) and cites quantitative studies that highlight the effectiveness of the program in improving BRI results and encouraging social improvements.

STUDENT DEVELOPMENT


The authors conducted a 2-year case study aimed at understanding the nature of the relationship between Servant Leader Interns “standards” in terms of motivation, values and the creation of generational leadership, and the development of community cultural wealth (CCW). The findings show that SLIs were motivated by a willingness to relate with scholars by showing them strength through their personal experience, and to disrupt the miseducation that scholars receive in traditional schooling. The results showed that this site created CCW by focusing on activities and pedagogies that fomented aspirational, familial, linguistic and resistant capital.


This study uses a pretest-posttest design with 79 scholars in an Oakland CDF Freedom Schools site to analyze the program’s impact on Black youth by using an array of surveys and tests to determine the impact on reading, self-concept, social problem solving, racial identity and social action commitment. The results show that the CDF Freedom Schools program increased positive attitudes towards African American culture and social skills strategies and promoted social action values and the desire to participate in social action.


This chapters considers Hip Hop culture as an educational toll in the success of African American students and evaluates the role of an HHBE (Hip Hop Based Education) as a culturally responsive framework and a social activism vehicle. By complementing the traditional CDF Freedom Schools Integrated Reading Curriculum with HHBE, the authors studied the experiences of scholars, staff and parents on a CDF Freedom Schools site. The results showed that the connection between Hip Hop and Black history facilitated learning, motivation, cultural understanding and critical thinking in scholars due to its ability to provide a free and fun environment as well as relate to the scholars’ experiences.

This article provides a contrast between freedom school projects and the current education system, especially regarding the high stakes testing environment and test prep emphasis in the latter. In this context, the author argues that “freedom schools” are alternatives to traditional schools because: they motivate students; train students in arts, music and sports; address the academic failure in urban public schools; and fight the public school-to-prison pipeline. CDF Freedom Schools are presented as one of the freedom school projects.


This dissertation looks at the impact of CDF Freedom Schools and the IRC in the perceptions of racial identity and racial discrimination in African American girls. Using a mix method approach, the author studied the experiences of 62 scholars and 35 SLIs. The results show that the curriculum made a positive impact on girls’ identities and that scholars felt that they had received strategies and tools to cope with discrimination.


This paper focused on the collaboration between CDF Freedom Schools and iEngage Action Civics to analyze the impact of a civics curriculum on CDF Freedom Schools’ scholars. Using surveys, interviews and other artifacts, the authors found that scholars developed a deeper understanding and awareness of civics and individual rights. Additionally, scholars reported that they felt more empowered and inspired to make a difference in their communities.


This article uses a multiple case study approach to understand how the literature in the CDF Freedom Schools curriculum affects the scholars’ identity development as young people of color. The researcher studied the experiences of 8 parents, 1 SLI, and 7 elementary-aged scholars, and chose to focus on 3 of those scholars for this article. The findings show that the literature positively influenced the scholars’ perception of their racial identity.


This study deals with the transfer of teaching practices and pedagogies from CDF Freedom Schools to regular schools. The author interviewed three participants who had extensive experience working for CDF Freedom Schools (as Servant Leader Interns, Site Coordinators and Ella Baker Trainers). Each of the participants showed different levels of transfer related to classroom management, relationships with students, room arrangement, conflict resolution and pedagogy techniques.
TEACHING PRACTICE


This article seeks to argue in favor of service-learning experiences as connectors between educational theory and practice by documenting the experiences of Servant Leader Interns in a CDF Freedom Schools site. The findings show that service learning components are valuable for the teacher in that they: bridge the gap between educational theory and practice, provide better understanding of how to communicate with students, encourage collaborative engagement with the community, create the opportunity for teachers to develop relationships outside their own environment, provide the opportunity to see how diverse populations interact and succeed and increase the likelihood of teachers developing more inclusive curricula.


This study explored the how teaching according to a culturally relevant curriculum affected the way that MAT students thought about diversity and education. After being immersed in the CDF Freedom Schools program for several weeks, the MAT students found that the experience: helped break their social and racial pre-conceptions, changed expectations of schooling, changed classroom management notions and forced them to think about the effect our education system on “real” children.


This dissertation examines the potential for CDF Freedom Schools’ SLIs to experience a change in their approach to life and work in such a way that they feel encouraged to enact positive change in society. By recounting the stories of pre-service teachers who worked as SLIs, the study found that SLIs have shared pre-dispositions and values and that they perceive their experiences as transformational and educational.

Jackson, T. (2006) Learning to teach in Freedom Schools: Developing practices and identities as educators and activists

This dissertation evaluates how SLIs learned to teach in a culturally responsive curriculum. By applying an ethnographic method, the author found that CDF Freedom Schools used induction in its social justice movement and SLIs’ agency development to ensure quality teaching. The author presents CDF Freedom Schools as an ideal alternative model for teacher development.


This article looks at how CDF Freedom Schools prepares SLIs to be culturally responsive teachers.
By employing ethnographic techniques, the author studied the experiences of 6 SLIs, 1 SC and EBTs in Tennessee. The findings show that the SLIs’ notions of language arts as vehicles of social awareness and actions changed during the CDF Freedom Schools experience, especially as it related to purpose, perspective, pedagogy and curriculum.


This article explores how CDF Freedom Schools support Servant Leader Interns to become role models and powerful teachers by interviewing Servant Leader Interns, Site Coordinators and Ella Baker Trainers. The findings show that CDF Freedom Schools support Servant Leader Interns by: ensuring constant communication between them and Site Coordinators, securing the passing of knowledge from the experts to Servant Leader Interns, observing and guiding new Servant Leader Interns, hosting daily debriefing meetings and providing opportunities for peer mentoring and collaboration.


This article explores the methods that CDF Freedom Schools employs to develop culturally sensitive teaching practices, especially around creating socio-political awareness among staff. Using ethnographic methods, the author studied the practices of 6 Servant Leader Interns, 1 Site Coordinator and Ella Baker Trainers during National Training. The findings show that CDF Freedom Schools use historical knowledge, “We” discourse and lifelong commitment expectations.

Mickens, K. N. S. (2012). Cultivating servant leadership in high school students of African descent the Freedom Schools Way

This dissertation investigates how sites define and practice the Freedom School Way. The author examined how one site constructed their “Way” and how another site applied it. The results showed that the Freedom Schools Way was practiced by encouraging learning of black history and culture and forming chain mentorship.


The author recounts her experience with the arts and argues for the need of art education being incorporated into school curricula. For one summer, the author incorporated her ideal arts education content in a CDF Freedom Schools site in Los Angeles. She found that the addition complemented the CDF Freedom Schools curriculum and affirmed the teachings being put forth at the site.


The author explores the ways that CDF Freedom Schools create regimes of truth by acting in the “Freedom School Way.” The author uses data from 20-hour Servant Leader Intern observations, surveys from 36 scholars and interviews with 3 scholars. The data shows that CDF Freedom Schools sites construct knowledge through
perpetuating the CDF Freedom Schools ideology by using carefully selected titles (i.e. scholars), program activities (i.e. Harambee), and curricula (i.e. IRC)

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

The CDF Freedom Schools(R) program has made a statistically-significant and practically-significant positive impact on students in several ways. In 2021, almost all students either improved (52.9 percent) or maintained (31.1 percent) their reading skills over the course of the six-week program and avoided the two-month summer learning loss suffered by children not participating in summer enrichment. Students reading below grade level at the beginning of the summer experienced the greatest gains. This data impact also was reflected in last year’s Freedom School for Philo-Hill middle-school students.

Social Emotional Learning Growth in the CDF Freedom Schools Program

Children responded that CDF Freedom Schools helped them to:
(1) Accurately assess their strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset”.
(2) Successfully regulate their emotions, thoughts, and behaviors in different situations
(3) Take the perspective of and empathize with others.
(4) Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
(5) Make constructive choices about personal behaviors and social interactions.

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

Positive Impact of the CDF Freedom Schools® Program and Related Scholarly Research (refer to the Annotated Bibliography at J.1).

Since 1995, more than 150,000 children (K–12) have had the CDF Freedom Schools® experience, and more than 17,000 young adults and child advocates have been trained on the delivery of the CDF Freedom Schools model, which has expanded to 182 program sites nation-wide. In 2021, CDF Freedom Schools partnered with 94 organizations to serve over 7,200 children at 152 program sites including our local Freedom School targeted to Title I Philo-Hill middle-school students. Although the COVID-19 global pandemic remains, our local Freedom School was able to have a safe operation in 2021 offering a hybrid scenario (4 days in-person and onsite instruction, 1 day via online virtual learning).

In 2021, our local Freedom School for Philo-Hill middle-school tested students “demonstrated an average increase of seven months in instructional reading levels from 24 days of in-person summer programming. Most children (73.9%) maintained or gained in instructional reading levels and did not experience summer learning loss. There were also positive gains in character building skills as well as social-emotional learning and skills.

For 2022, Konnoak Community Freedom School hopes to improve on the gains made in instructional reading levels in 2021 as well as positive gains in character building skills an social-emotional learnings and skills.

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

The Konnoak Community Freedom School Assessment Plan is to stop summer/COVID-19 learning loss by showing positive gains and growth in social/emotional learning and character building skills, and significant improvement in instructional reading levels.
The following assessments are performed in the first and last weeks of Freedom School by a trained CDF Freedom Schools Site Testing Manager.

In 2022, the CDF Freedom Schools will measure children’s reading achievement and changes of social and emotional learning skills. Servant Leader Interns and parents will fill out a survey form about their own and children’s changes over the summer. Regarding the reading achievement measurement, CDF Freedom Schools offers the Basic Reading Inventory (11th edition) to its local in-person Freedom School sites for all children participating the summer program. The Basic Reading Inventory is an individually administered test that requires a Site Testing Manager. Therefore, Freedom School scholars will take pre-reading assessment and a post-reading assessment. Freedom School parents will take, an assessment of parent engagement. Servant Leader Interns will also be assessed regarding their Freedom School experience with their scholars. And, Freedom School scholars will also have an assessment of their social/emotional learning and character building skills. This raw data will then be submitted to CDF Freedom Schools for tabulation and evaluation.

The goal each summer is to stop summer learning loss (and now COVID-19 learning loss) through summer enrichment and help prepare and develop our low-income, minority students as valued members of the Winston-Salem work force by ensuring that they obtain high school diplomas and are able to pursue more advanced technical training and/or higher education. Our 2022 assessment goal is to achieve a greater increase in instructional reading levels compared to 2021. Our Konnoak Community Freedom School also wants to help our scholars achieve better social/emotional character building skills while also empowering these young to people to be all that they can be.
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?
95.00 %

K.3. What percentage of your project/program’s budget is covered by City ARPA funds as part of this request?
47.00 %

K.4. Please provide narrative on funding for this program after City ARPA funding has been exhausted.
Our Freedom School is beginning its third year of operation. For our first two years of operation, our Freedom School received non-competitive funding from a local benefactor through his trust fund along with some small grants and individual donations. In this third year of operation, the WS/FCS has agreed to provide non-competitive funding at $62,432 for 2022 via a contract with a verbal commitment of continued but reduced funding in Years 2 and 3. Along with some small grants and individual donations, the competitive ARPA funding would help to provide some sustainable and fairly complete funding for the next 36 months in combination with the district’s funding, some more small grants, and individual donations—as our Freedom School's summer literacy program finishes its first five years of operation as of 2024.

If fully funded for the next 36 months through 2024, this time frame will give our Konnoak Community Freedom School the much needed time for building and maturing its direct donor database and direct mail fundraising initiatives, while continuing to apply for competitive long-term corporate and national/regional/local foundation grants for covering our Freedom School's funding for the years 5-10 of operation.

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

Commitment Letters
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.

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<thead>
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<th>Name</th>
<th>Race</th>
<th>Ethnicity</th>
<th>Gender Identification</th>
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<td>Katie Sonnen-Lee</td>
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<tr>
<td>Jenice Ramirez</td>
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</table>
M. Required Documents

Case Id: 15168
Name: Thomas, MariPat - 2022
Address: *No Address Assigned

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.pdf

- Copy of the agency's latest 990 Form as submitted to the Internal Revenue Service *Required
  A4E 990.pdf

- Organization By-Laws *Required
  Action 4 Equity By Laws Revised July 2019.docx

- Articles of Incorporation *Required
  Action4Equity Articles of Incorporation.pdf

- Organization Policies (including personnel, formal non-discrimination, procurement, accounting, etc) *Required
  A4E Financial Controls - (internal).pdf

- IRS 501(c)3 Designation Letter *Required
  FinalLetter_83-1583999_ACTION4EQUITYINCACTION4EQUITYINC_02142020_01.tif
☑ Most recent audited financial statements or a third-party review *Required
1. A4E 2020 Tax Filing

☑ North Carolina Secretary of State - Current and Active Status *Required
Secretary of State Status.pdf
N. Submit

Completed by carolyn_highsmith@outlook.com on 5/2/2022 2:20 PM

Case Id: 15168
Name: Thomas, MariPat - 2022
Address: *No Address Assigned

N. Submit

Please provide the following information.

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

Carolyn A Highsmith
Electronically signed by carolyn_highsmith@outlook.com on 5/2/2022 2:16 PM

05/02/2022