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FYC6421: Nonprofit Organizations

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Section 1: Rationale for Starting the New Nonprofit Organization Issue Statement

It is well documented that underrepresentation of women and minorities in science is a pervasive problem (National Science Foundation, 2015). Minority girls living in urban cities especially suffer from lack of science education resources (Oakes, 1990). Despite increases in the numbers of women and minorities in STEM fields over the past several decades, such groups are still underrepresented across all fields of science (National Science Foundation, 2015; Buck et al., 2008). Education research has shown that sex- and race- stereotypical images alienate and discourage women and minorities from pursuing science careers (Buck et al., 2008; Hackett et al., 1989; Savenye, 1990). Rather, students are more likely to enter careers in which they identify with role models in that profession (Buck et al., 2008; Betz, 1994; Zirkel, 2002). Thus, it is critical to foster an understanding of how potential new “community members” become connected to, or alienated from, science communities (Carlone and Johnson, 2007). Unfortunately, large numbers of women and minority scientists still report being discouraged from pursuing science-related careers (Bayer, 2010). This alienation from science starts as early as elementary school and continues throughout a lifetime (Oakes, 1990).

In an effort to change the tone about science for minority girls, the new nonprofit Boost Girls will provide after-school science workshops, mentors, and experiential science programs/internships. To address issues with transportation, Boost Girls will provide all necessary transportation for the girls. By enabling underprivileged girls to develop the science skills and the confidence they need to succeed, Boost Girls will address ongoing problems in our society and prepare leaders for the next generation.

Needs Assessment

Every child has a right to an education. Unfortunately, many students who live in under-resourced communities within urban cities do not get the quality education they deserve. In particular, minority girls suffer from a lack of science education resources (Oakes, 1990). Despite “a ‘cultural recognition’ that society needs to start encouraging girls to go into those fields,” STEM fields are losing women (King, 2014). In Orlando, one in four people live below the poverty line – over 350,000 people (Santich and Minschew, 2015). Children living in poverty are “more likely to have behavioral problems and complete fewer years of education” (Torres, 2012). As resources in already-stretched school systems become even scarcer, funding for inquiry-based science lessons dries up and encouragement for young girls to pursue their science interests disappears. Therefore, it is important for nonprofit entities to supply mentors and hands-on science education outside of the classroom that can provide minority girls living in underprivileged circumstances a step up in life.

Although there are STEM-focused summer camps and programs through local entities like the Orlando Science Center, these events require fees for participation and transportation to and from activities. Programs offered by groups like the Boys & Girls Club of Central Florida are typically intermittent guest activities and are co-ed. Girls Who Code is a great nonprofit that offers training in Orlando, but it exclusively focuses on teaching computer skills (which, while important, leaves out other areas like biology, geology, chemistry, etc.). The one nonprofit in the region that had a similar mission to Boost Girls was STEMchicks, but it closed in late January 2017 (STEMchicks.org, 2017). There is real opportunity for Boost Girls to make a difference in the community.

Additional Rationale

As mentioned in the Needs Assessment, there are several nonprofits and entities in the greater Orlando area that provide hands-on science education for children. However, the special programs and summer camps at the Orlando Science Center cost substantial sums of money and require parents/guardians to provide transportation to and from the activities. For many poverty-stricken families, fees and transportation access issues mean their children cannot participate in such programs. Science programs at local libraries and at nonprofits like the Boys and Girls Club of Central Florida are generally one-off special events hosted by outside guest groups, such as local college student science clubs. While these kinds of programs serve an important introduction to science education for many underprivileged children, due to their irregularity, they are not able to efficiently help needy kids struggling with basic science competencies.

Specific to the education of socioeconomically-challenged girls, there are a few nonprofits that address aspects of the problem in the greater Orlando area. The nonprofit Girls Who Code provides free summer programs and after-school coding clubs for teen girls in urban cities, including Orlando (GirlsWhoCode.com, 2017). The nonprofit has seen tremendous success nationally, with well over 3,000 girls completing the program and 95% of those participants going on to major in computer science at college (Dockterman, 2014). As mentioned previously, this nonprofit focuses exclusively on computer programming skills, leaving other science disciplines on the table. The PACE Center for Girls-Orange provides academic, social, and transition services for girls involved with the justice system in Florida (PACECenter.org, 2017). After completing the PACE program, 82% improved their academic performance and 91% were in school

or employed within three years (PACECenter.org, 2017). Although the PACE Centers across Florida address an important problem in the community, the target audience is somewhat limited and the services are specialized to that target audience. Lastly, before it closed, the Orlando-based nonprofit STEMchicks offered girls-only STEM education in the form of after-school activities, summer camps, and relationships with mentors (STEMchicks.org, 2017). Outcomes from STEMchicks' programs are unclear because the nonprofit did not report numbers of girls served or how success was measured. With the loss of this nonprofit, a space has become available for Boost Girls to fill a critical need in providing science education for underprivileged girls in the Orlando area.

According to experts at Towson University, the “key to keeping girls involved in STEM may lie in camps” and other science programs that offer a nurturing environment with role models the girls can identify with (King, 2014). Boost Girls will implement these techniques in the Orlando area and help young women “understand how science can be applied to help with societal problems, which can especially appeal to girls” (King, 2014). If the leaky pipeline in STEM fields – both in terms of gender and racial diversity – is not properly addressed, the nation will suffer owing to loss of creative and economic potential plus further separation between the “haves” and the “have nots.”

Boost Girls will fill a critical need in providing science education to under-served populations of girls in the Orlando area by offering: (1) free hands-on science after-school and weekend programs; (2) partnerships for girls with inspirational science role models; (3) fun and intensive science summer camps; (4) internships for high schoolers; (5) science-related travel programs for high schoolers; (6) college scholarships; and (7) free transportation to events and programs.

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Section 2: Organizational Concept

Mission Statement

The mission of Boost Girls is to empower under-served girls by helping them build skills in science and technology that enable them to creatively address societal and global problems.

Vision Statement

Boost Girls' vision is a world where girls are not limited in their educational and career aspirations due to unfair stereotypes and societal biases.

Core Values Statement

Boost Girls holds five principles, or core values, which guide our mission to empower under-served girls by helping them build skills in science and technology that enable them to creatively address societal and global problems. We fundamentally believe that:

- Girls are inherently curious about the world around them.
- Lack of access to resources or transportation should never hamper a girl's educational aspirations.
- Science education helps girls become responsible global citizens.
- Celebrating diversity and honoring people who are different are keys to success.
- Mentor-mentee relationships help build a strong base of women in science.

Broad Organizational Goals: Five Year Plan

- Provide engaging and meaningful free after-school science education programs to girls at five or more under-resourced schools in urban Orlando, Florida
- Provide free transportation for those girls who need it in order to attend after-school or weekend activities and other programs (e.g., travel programs)
- Connect appropriate female science role model / mentor volunteers with groups of 3-5 school girls (at each of the five schools – elementary, middle, and high school levels)
- Provide fun and nurturing science-themed summer camps for second & third graders, fourth & fifth graders, sixth graders, seventh & eighth graders, ninth & tenth graders, and eleventh & twelfth graders.
- Provide science-themed travel programs for high school girls (themes include environmental science, public health/epidemiology, climate science, geology/paleontology, conservation biology, chemistry careers, and more).
- Facilitate science career internships for high school girls at local museums, nature centers, laboratories, etc.
- Award scholarships to promising senior high school girls planning to pursue science majors in college

Uniqueness of the Organization

The number-one goal for Boost Girls is to empower under-served girls in urban Orlando, Florida, by helping them build skills in science and technology that enable them to creatively address societal and global problems. The mission of Boost Girls is different from the missions of programs like those offered by groups such as the Boys & Girls Club of Central Florida, the PACE Center for Girls-Orange, or Girls Who Code: Boost Girls is focused on empowering girls by developing their content knowledge and skills in a wide array of science disciplines. Participation in Boost Girls is open to any girl interested in science who is attending school in an under-served district in urban Orlando. The programs that Boost Girls will offer will fill the gap for girls experiencing lackluster science education in struggling school districts. Further, the science mentorship and internship programs are not available via other nonprofit organizations.

It is important that Boost Girls develop strong partnerships with local colleges, universities, and museums to have a diverse pool of mentors/role models. It is also essential that Boost Girls connect deeply with the target school districts as well as other nonprofits doing similar (but not competing) work. Without buy-in from the community, new nonprofits like Boost Girls are doomed to fail. It is additionally critical for Boost Girls to begin networking with local museums, nature centers, laboratories, etc., in order to provide high school participants the largest number of options possible for internships.

The guiding principles and the mission of Boost Girls, along with hard work on the part of the founders, board of directors, and staff, have the potential to enable under-served girls to grow, bloom, and tackle the societal and global problems of their time.

Section 3: Governance Board Development

Just like with most nonprofits, the members of the Board of Directors for Boost Girls serve as volunteers without any compensation (Fritz, 2016). Their focus will be on determining policies, setting and managing the budget, and ensuring that Boost Girls' organizational structure is sound (BrefiGroup.co.uk, 2017). The Board will be responsible for establishing the vision, mission, and values of the nonprofit (BrefiGroup.co.uk, 2017). The Board will exercise accountability to shareholders and be responsible to relevant stakeholders and the public, including following all applicable laws and regulations (BrefiGroup.co.uk, 2017). Every Board member will have a duty to participate in budget oversight. The Board will determine strategic options, select those to be pursued, and decide the means to implement and support them (BrefiGroup.co.uk, 2017). The Board will delegate authority to management, and monitor and evaluate the implementation of policies, strategies, and plans (BrefiGroup.co.uk, 2017). Every decision made will support the mission and objectives of Boost Girls.

Ideal Characteristics of Board members

The Board will consist of adults (over the age of 21) from the greater Orlando area. The members will comprise a diverse representation of races, ethnicities, ages, gender identities, backgrounds, as well as skills and professions (Jokinen, 2013). They will have a passion for the mission of Boost Girls and have time to dedicate to meetings and committee work (Jokinen, 2013). The board will include leaders with expertise in science, education, education policy, informal science, programming, and evaluation. Additionally, board members will have strong conflict resolution skills (Jokinen, 2013).

At least one member will have substantial nonprofit legal/management experience (Jokinen, 2013).

Having people on the board with a wide array of jobs and skillsets will enhance Boost Girls as a nonprofit organization. A science education grant manager could use their skills and knowledge to help with financial oversight and contract management. Education policy wonks could help guide Boost Girls' activities so that they consistently align with federal and state-level standards. Informal science education specialists could address programming and evaluation needs while also guiding the marketing and public relations side of the equation. Minimally, one member will have served on another nonprofit board and be familiar with the legal and personnel management aspects associated with board governance (Jokinen, 2013). Finding potential board members who are willing to perform necessary tasks is of greater importance than finding "the perfect fit" in terms of skills. If a person is unwilling or unable to utilize their skills, they become useless as a board member.

Board members will attend all board meetings and committee meetings in order to best serve the agency. They will be financially supportive of the agency by first making a large donation themselves before asking others to donate (Haas, 2011). Further, board members will attend all special events, and serve as advocates for Boost Girls. Board members will be encouraged to serve as regular volunteers (Haas, 2011) with the girls; this is because they (board) will have much to teach the girls and be able to serve as role models. Board members will use agency resources and assets wisely. They must have integrity, value honesty, and closely adhere to the core values of Boost Girls.

Duties and Responsibilities of the Board

One of the board's foremost responsibilities is to secure adequate resources for the organization to fulfill its mission (Bridgespan.org, 2017a). Board members have a legal responsibility to the organization (Renz, 2010) and are ultimately responsible for adherence to legal standards and ethical norms (Bridgespan.org, 2017a). Active participation in policy making is required. All members must actively participate in an overall planning process and assist in implementing and monitoring the plan's goals (Bridgespan.org, 2017a). Forms certifying no conflicts of interest exist will be signed by each member; further, the forms will state that all board members will disclose when a possible or perceived conflict of interest arises. Conflicts of interest may arise when an activity benefits the board member themselves, their business, a family member, or a friend. Board members should be loyal to the nonprofit – creating and reviewing a statement of mission and purpose that articulates the organization's goals, means, and primary constituents served (Bridgesan.org, 2017a).

Additionally, the board's responsibilities include:

- Make sure that the organization follows the law;
- Approve all key contracts;
- Attend most board meetings, thus indicating a dedication to the organization;
- Hire and supervise the executive director;
- Make sure the organization remains financially solvent by evaluating financial policies, approving budgets, and reviewing financial reports.

(from Fritz, 2017)

Another important duty of the board is evaluating the executive director's performance. However, in contrast to most performance appraisals, the "key goal of executive director evaluations" is not so much performance improvement, but rather "(a) the chance to reflect on the performance of the entire organization (not just the individual); and (b) to spark a calibration of expectations and goals between the executive director and the board" (Masaoka, 2011). Board "evaluations of executive director performance are radically different from any other type of performance review and must be thought of differently" (Masaoka, 2011). Some things to consider:

- "While most staff reviews are between two individuals, the executive director evaluation is a collective, committee review of an individual.
- An executive director review appropriately is more about the organization's achievements rather than about the individual's completion of a series of tasks.
- Board members seldom (if ever) see the ED other than at board or committee meetings and are typically highly unfamiliar with either the building blocks or the nuances of the internal and external leadership roles that EDs play."

(from Masaoka, 2011)

The board must also evaluate its own performance. Each year, individual board members will submit a self-assessment. They will also submit a group evaluation, that examines and assess the board as a whole. Evaluation results will be used to implement improved practices and policies.

Recruitment Strategies and Orientation

The current board will be responsible for recruitment of new members (and replacements). Board members will network with friends and colleagues to recruit more people of color, more women, younger and older members, gay/lesbian individuals, among other minority groups (CompassPoint.org, 2006). Open board positions will be posted on sites such as Rollins College's "Board Finder" - Central Florida Board Position Listings, LinkedIn, and Volunteermatch.org. Positions with detailed descriptions and expectations will also be available on the Boost Girls website. Interested candidates will be provided with a recruitment information packet, which is meant to enable candidates to make an informed decision about what it takes to serve on the board. Select candidates will be interviewed in-person by current board members in a group setting.

Once new board members have been voted upon (and they have agreed to all duties and signed all necessary paperwork), they will be required to attend an orientation. An orientation will be held for each new member who joins the board. In addition to typical introductions and skills explanations, orientation will include a brief history of Boost Girls, as well as its mission, vision, and programs. Additionally, orientation will include a review of the bylaws, policies, procedures, and expectations of each member, and will further ask that each new member commit to a particular committee on which to serve. After completing orientation, new board members should feel inspired about serving, comprehend all the expectations, and feel connected to the mission of Boost Girls.

Description of the Board

The Board of Directors for Boost Girls will have a minimum of seven members and maximum of thirteen members. Members will each serve a two-year term and will be limited to serving two consecutive terms.

Board Meetings

The Board will meet ten times a year; board members may attend these meetings in-person or via a web conference platform such as AdobeConnect. The meetings will last one hour and will be held at the Boost Girls office. Each November, the meeting agenda will include a vote to approve the audit committee's recommended budget for the upcoming fiscal year. Additionally, after the August meeting concludes, an annual retreat will be held. Three key items will be focused upon at the annual board retreat:

- Team Building
- Strategic Planning
- Fundraising

(from Eisenstein, 2015)

The board president (or the vice-president in the absence of the president) will preside over the meetings. Each meeting will begin with a call to order. When a quorum is confirmed, the board will vote to accept the agenda items. To have a quorum, 51% of the members must be present. If there is not a quorum, agenda items cannot be voted upon and the items must wait until the next meeting (or the board could employ Robert's Rules of Order to find another way to take the vote). Committee chairs will give

financial reports, explain variances within the budget, and strategies to overcome shortcomings. Committee chairs will also provide fundraising reports, including details about special events, strategies for major gifts, and fundraising goal progress. Further, committee chairs will provide updates on potential new board members, present candidates for a vote, and present information gathered from board performance assessments. Reporting on overall operations and program successes and failures, the executive director will present formally to the board and explain external initiatives and advocacy efforts. At every board meeting, the executive director will read feedback from the girls in the program. Direct feedback like this should provide critical information to the board, for strategic planning purposes.

Officers of the Board and Position Descriptions

Four officers will comprise the board's leadership team. These officer positions will be: president, vice-president, secretary, and treasurer. These positions will be elected, as nonprofit 501(c)(3) organizations are required to elect officers to represent and lead the board (Renz, 2010).

The president will be responsible for organizing and presiding over the board meetings. "Working with the board's governance committee, the president... appoints committee chairs and... is in charge of CEO and board member performance evaluations and succession planning, and plays a crucial role in new board member orientation. The president also creates opportunities for continuing education for board members and mentors the vice-president" (Leaman, 2017). The vice-president manages employees and the day-to-day activities of the organization (under the direction of the president). This

“includes developing responsibilities for the staff, hiring employees, developing and mentoring staff, as well as ensuring the organization accomplishes tasks to meet its overall goals” (Friend, 2017). Further, the vice-president “creates public awareness initiatives and ensures the organization is visible to the community and those interested in assisting the foundation” (Friend, 2017). The secretary will take minutes of the meetings and record any voted-upon actions. “As the custodian of the organization’s records, the secretary is responsible for maintaining accurate documentation and meeting legal requirements, such as annual filing deadlines” (Berger, 2017a). The treasurer will oversee the management and reporting of Boost Girls’ finances. Additionally, the treasurer will assist with creating the annual budget. The treasurer will “should create and maintain systems for ensuring the organization’s ongoing solvency and oversee the development of the organization’s financial policies,” ensuring financial integrity at all times (Berger, 2017b).

Board Committees

Four committees will be tasked to the Boost Girls board: executive (steering) committee, finance committee, personnel committee, and development committee. These regular committees will enable the board to stay focused on progress and planning each month.

The executive (or steering) committee will be considered the top leadership group of the board. The executive committee members will consist of the president, vice-president, secretary, treasurer, finance chair, personnel chair, and development chair. When necessary, the committee will be empowered to make emergency decisions. The

executive committee will meet each month that a board meeting is scheduled, starting immediately after the board meeting ends.

The finance committee will consist of the committee chair, board president, and at least two additional board members. The committee chair must have extensive experience (preferably job-related) in financial management. The HR & Office Manager will serve as the staff liaison and provide the committee with agency information and other financial documentation. The committee will review the financial audit, budget, and 990 filings. Members of the finance committee must understand financial statements and the budgeting process. The committee will meet each month a board meeting is scheduled.

The personnel committee “ensures that the wages being paid are comparable to wages in other, similar organizations – and that each employee has a current job description, documented annual objectives, and yearly follow-up reviews that include training and career path planning” (Ball, 2011). Additionally, “Employee Handbooks, Human Resource Policies, Staff Planning, Benefits Selection, Pension Considerations, and Vacation/Holiday Schedules for full-time and part-time employees are all within the responsibility of this committee” (Ball, 2011). The HR & Office Manager will serve as the staff liaison and provide the committee with necessary paperwork and documentation. Members of the personnel committee must be familiar with “state and federal laws and regulations that affect employment” (Ball, 2011). The committee will consist of the vice-president, secretary, treasurer, and at least two additional board members. The committee will meet every three months after a board meeting.

The development committee will create fundraising goals and strategies for the board. The Director of Development will be the staff liaison for the committee. The committee will generate a list of potential donors and steward current donors. The committee will consist of a chair, the president, the executive director, and at least two other members. The committee will meet each month a board meeting is scheduled.

Executive Director and Relationship to the Board

The executive director at Boost Girls will have “overall strategic and operational responsibility” for the nonprofit’s “staff, programs, expansion, and execution of its mission” (Bridgespan.org, 2017b). The executive director will “initially develop deep knowledge of field, core programs, operations, and business plans” (Bridgespan.org, 2017b). As the public representative of the nonprofit, the executive director will build partnerships in new markets, establish relationships with potential funders, and win over political and community leaders (Bridgespan.org, 2017b). The executive director will be knowledgeable about program management for girls, science education, fundraising, community collaborations, finance, and effective management of staff and volunteers.

The Board of Directors will recruit and select the executive director. The performance of the executive director, and the nonprofit organization as a whole, will be managed and evaluated by the board. The executive director is “responsible to help determine which issues the board will address and to assemble the information that shapes this discussion; the executive director can guide the board towards a true governance role” (MinnesotaNonprofits.org, 2017). The relationship between the board and the executive director must be mutually beneficial and respectful.

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Section 4: Governing Documents

ARTICLES OF INCORPORATION

In compliance with Chapter 617, F.S., (Not for Profit)

ARTICLE I BOOST GIRLS, INC.

1.01 Name

The name of this corporation shall be **Boost Girls, Inc.** The business of the corporation may be conducted as **Boost Girls, Inc.** or **Boost Girls.**

ARTICLE II DURATION

2.01 Duration

The period of duration of the corporation is perpetual.

ARTICLE III PURPOSE

3.01 Purpose

Boost Girls is a non-profit corporation and shall operate exclusively for charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code. Boost Girls' purpose is to empower under-served girls by helping them build skills in science and technology that enable them to creatively address societal and global problems. We provide: (1) engaging and meaningful free after-school science education programs to girls; (2) free transportation for those girls who need it in order to attend after- school or weekend activities and other programs (e.g., travel programs); (3) science-themed travel programs for high school girls; and (4) award scholarships to promising senior high school girls planning to pursue science majors in college.

3.02 Public Benefit

Boost Girls is designated as a public benefit corporation.

ARTICLE IV NON-PROFIT NATURE

4.01 Non-profit Nature

Boost Girls is organized exclusively for charitable purposes including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. Boost Girls is not organized and shall not be operated for the private gain of any person.

4.02 Personal Liability

No officer or director of this corporation shall be personally liable for the debts or obligations of Boost Girls of any nature whatsoever, nor shall any of the property or assets of the officers or directors be subject to the payment of the debts or obligations of this corporation.

4.03 Dissolution

Upon termination or dissolution of Boost Girls, any assets lawfully available for distribution shall be distributed to one (1) or more qualifying organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (or described in any corresponding provision of any successor statute). The organization to receive the assets of Boost Girls hereunder shall be selected by the discretion of a majority of the managing body of Boost Girls.

ARTICLE V
BOARD OF DIRECTORS

5.01 Governance

Boost Girls shall be governed by its board of directors.

5.02 Initial Directors

The initial officers of the board of directors of the corporation shall be Sarah Postich, President, Cindy Lockner, Vice-President, Elizabeth Ventura, Secretary, and Maria Edmondson, Treasurer. Board members are elected by a majority vote.

ARTICLE VI
MEMBERSHIP

6.01 Membership

Boost Girls shall have no members. The management of the affairs of the corporation shall be vested in a board of directors, as defined in the corporation's bylaws.

ARTICLE VII
AMENDMENTS

7.01 Amendments

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the board of directors.

ARTICLE VIII
ADDRESSES OF THE CORPORATION

8.01 Corporate Address

The mailing address of the corporation is: 2410 N Orange Ave, Orlando, FL 32804.

ARTICLE IX
Appointment of registered agent

9.01 Registered Agent

The registered agent of the corporation shall be: Simon Darroch, Esquire, 1234 Main Street, Orlando, Florida 32804.

ARTICLE X
INCORPORATOR

The incorporator(s) of the corporation are as follows: Eleanor Gardner, 12612 Lakebrook Dr., Orlando, FL 32828.

Certificate of Adoption of Articles of Incorporation

We, the undersigned, do hereby certify that the above stated Articles of Incorporation of Boost Girls were approved by the board of directors on Monday, January 9, 2017 and constitute a complete copy of Articles of Incorporation of the Boost Girls, Inc.

Names, addresses, and signatures of all directors and incorporators.

Acknowledgment of consent to appointment as registered agent

I, Simon Darroch, agree to be the registered agent for Boost Girls as appointed herein.

Registered Agent Simon Darroch

Date: 1/16/17

BYLAWS OF
BOOST GIRLS, INC.

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be Boost Girls, Inc. It shall be a nonprofit organization incorporated under the laws of the State of Florida

Section 2 — Purpose: Boost Girls, Inc. is organized exclusively for charitable purposes.

The purpose of this corporation is:

- **to empower under-served girls by helping them build skills in science and technology that enable them to creatively address societal and global problems.**

ARTICLE II — MEMBERSHIP

Section 1 — Membership: Membership shall consist of the board of directors.

ARTICLE III — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The board is responsible for overall policy and direction of the organization, and delegates responsibility of day-to-day operations to the staff. The board shall have up to 13 members, but not fewer than 7 members. The board receives no compensation.

Section 2 — Terms: All board members shall serve two-year terms and serve no more than two consecutive terms.

Section 3— Meetings and notice: The board shall meet at least ten times a year, at an agreed upon time and place. An official board meeting requires that each board member have written notice at least two weeks in advance.

Section 4— Board elections: During the last quarter of each fiscal year of the corporation, the board of directors shall elect directors to replace those whose terms will expire at the end of the fiscal year. This election shall take place during a regular meeting of the directors, called in accordance with the provisions of these bylaws. When an open position needs to be filled before the end of the year, a special election will be held.

Section 5 — Election procedures: New directors shall be elected by a majority of directors present at such a meeting, provided there is a quorum present. Directors so elected shall serve a term beginning on the first day of the next fiscal year or immediately if elected during a special election.

Section 6 — Quorum: A quorum must be attended by at least fifty-one percent of board members for business transactions to take place and motions to pass.

Section 7 — Officers and Duties: There shall be four officers of the board, consisting of a president, vice-president, secretary, and treasurer. Their duties are as follows:

- *The president* shall convene regularly scheduled board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: vice-president, secretary, treasurer.
- *The vice-president* shall manage employees and the day-to-day activities of the organization (under the direction of the president). This includes developing responsibilities for the staff, hiring employees, developing and mentoring staff, as well as ensuring the organization accomplishes tasks to meet its overall goals.
- *The secretary* shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.
- *The treasurer* shall oversee the finances of the organization, assist with creating the agency budget, will ensure the agency retains full financial records and make records available to the board and to the public when appropriate.

Section 8 — Vacancies: When an unplanned vacancy on the board exists at any time, the secretary must receive nominations for new members from the chair of the board resource committee two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting.

Section 9 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the secretary. A board member shall be terminated from the board due to excess absences, which is defined as more than three unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10 — Special meetings: Special meetings of the board shall be called by request of the president, or by one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

ARTICLE IV— COMMITTEES

Section 1 — Committee formation: The board may create committees as needed. The board president appoints all committee chairs.

Section 2 — Executive (Steering) Committee: The four officers serve as the members of the executive committee. Except for the power to amend the articles of incorporation and bylaws, the executive committee shall have all the powers and authority of the Board of Directors in the intervals between meetings of the Board of Directors, and is subject to the direction and control of the full board.

Section 3 — Finance Committee: The finance committee will consist of the committee chair, board president, and at least two additional board members. The committee chair must have extensive experience (preferably job-related) in financial management. The HR & Office Manager will serve as the staff liaison and provide the committee with agency information and other financial documentation. The committee will review the financial audit, budget, and 990 filings. Members of the finance committee must understand financial statements and the budgeting process. The committee will meet each month a board meeting is scheduled.

Section 4 – Personnel Committee: The personnel committee ensures that the wages being paid are comparable to wages in other, similar organizations – and that each employee has a current job description, documented annual objectives, and yearly follow-up reviews that include training and career path planning. Additionally, Employee Handbooks, Human Resource Policies, Staff Planning, Benefits Selection, Pension Considerations, and Vacation/Holiday Schedules for full-time and part-time employees are all within the responsibility of this committee. The HR & Office Manager will serve as the staff liaison and provide the committee with necessary paperwork and documentation. Members of the personnel committee must be familiar with state and federal laws and regulations that affect employment. The committee will consist of the vice-president, secretary, treasurer, and at least two additional board members. The committee will meet every three months after a board meeting.

Section 5 – Development Committee: The development committee will create fundraising goals and strategies for the board. The Director of Development will be the staff liaison for the committee. The committee will generate a list of potential donors and steward current donors. The committee will consist of a chair, the president, the executive director, and at least two other members. The committee will meet each month a board meeting is scheduled.

ARTICLE V — DIRECTOR AND STAFF

Section 1— Executive Director: The executive director is hired by the board. The executive director has day-to-day responsibilities for the organization, including carrying out the organization’s goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate other duties as necessary.

ARTICLE VI — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the secretary to be sent out with regular board announcements.

CERTIFICATION

These bylaws were approved at a meeting of the board of directors by a two-thirds majority vote on January 9, 2017.

Elizabeth Ventura

1/16/17

Secretary

Date

Form **1023**
(Rev. December 2013)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Boost Girls, Inc.		2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions) 2410 N Orange Ave		Room/Suite	4 Employer Identification Number (EIN) 59-9876543
City or town, state or country, and ZIP + 4 Orlando, FL 32804		5 Month the annual accounting period ends (01 - 12) 12-10	
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Eleanor Gardner, Executive Director		b Phone: 352-273-1936	
		c Fax: (optional) 352-273-1818	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: www.boostgirls.org			
b Organization's email: (optional) info@boostgirls.org			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 01 / 09 / 2017			
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. (See instructions.) **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph):
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a.
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities sheet(s) to describe your past, present and plan

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Sarah Postich	Board President	123 First St Orlando, FL	none
Cindy Lockner	Board Vice-President	321 Second St. Orlando, FL	none
Elizabeth Ventura	Board Secretary	456 Third St. Orlando, FL	none
Maria Edmondson	Board Treasurer	654 Fourth St. Orlando, FL	none
William Trimble	Director	789 Fifth St. Orlando, FL	none

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None			

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No
 - b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No
 - c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No
-
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No
-
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
 - b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
 - c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No

b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?

c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?

Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No

b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No

b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No

b Describe any written or oral arrangements that you made or intend to make.

c Identify with whom you have or will have such arrangements.

d Explain how the terms are or will be negotiated at arm's length.

e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.

f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**
- | | |
|---|---|
| <input checked="" type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input checked="" type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input checked="" type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input checked="" type="checkbox"/> Other |

Attach a description of each fundraising program.

- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No
-
- 12a** Do you or will you operate in a **foreign country** or **countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. Yes No
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. Yes No
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. Yes No
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. Yes No
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- 15 Do you have a **close connection** with any organizations? If "Yes," explain. Yes No

- 16 Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. Yes No

- 17 Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. Yes No

- 18 Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. Yes No

- 19 Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. Yes No

- 20 Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. Yes No

- 21 Do you or will you provide **low-income housing** or housing for the **elderly or handicapped**? If "Yes," complete Schedule F. Yes No

- 22 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Yes No

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
	(a) From: 1/16/17 To: 12/31/17	(b) From: 1/1/18 To: 12/31/18	(c) From: 1/1/19 To: 12/31/19	(d) From: To:	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	395,000	595,000	695,000	1,685,000
	2 Membership fees received	5,000	5,000	7,000	17,000
	3 Gross investment income				
	4 Net unrelated business income				
	5 Taxes levied for your benefit				
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)				
	7 Any revenue not otherwise listed above or in lines 9-12 below (attach an itemized list)	25,000	25,000	25,000	75,000
	8 Total of lines 1 through 7	425,000	625,000	727,000	1,777,000
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)				
	10 Total of lines 8 and 9	425,000	625,000	727,000	1,777,000
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)				
	12 Unusual grants				
	13 Total Revenue Add lines 10 through 12	425,000	625,000	727,000	1,777,000
Expenses	14 Fundraising expenses	45,000	50,000	60,000	
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	10,000	10,000	15,000	
	16 Disbursements to or for the benefit of members (attach an itemized list)				
	17 Compensation of officers, directors, and trustees				
	18 Other salaries and wages	200,000	315,000	375,000	
	19 Interest expense				
	20 Occupancy (rent, utilities, etc.)	25,000	25,000	25,000	
	21 Depreciation and depletion				
	22 Professional fees				
	23 Any expense not otherwise classified, such as program services (attach itemized list)	115,000	130,000	170,000	
	24 Total Expenses Add lines 14 through 23	395,000	530,000	645,000	

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

		Year End:
		(Whole dollars)
Assets		
1	Cash	1 50,000
2	Accounts receivable, net	2 75,000
3	Inventories	3 45,000
4	Bonds and notes receivable (attach an itemized list)	4 0
5	Corporate stocks (attach an itemized list)	5 0
6	Loans receivable (attach an itemized list)	6 0
7	Other investments (attach an itemized list)	7 50,000
8	Depreciable and depletable assets (attach an itemized list)	8 30,000
9	Land	9 0
10	Other assets (attach an itemized list)	10 200,000
11	Total Assets (add lines 1 through 10)	11 450,000
Liabilities		
12	Accounts payable	12 30,000
13	Contributions, gifts, grants, etc. payable	13 0
14	Mortgages and notes payable (attach an itemized list)	14 0
15	Other liabilities (attach an itemized list)	15 6,000
16	Total Liabilities (add lines 12 through 15)	16 36,000
Fund Balances or Net Assets		
17	Total fund balances or net assets	17 450,000
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18 486,000
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a **Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

Do not complete line 6a. Request for Advance Ruling is not available.

For Organization

.....
(Signature of Officer, Director, Trustee, or other authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

For IRS Use Only

.....
IRS Director, Exempt Organizations

.....
(Date)

b **Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. 42,000

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

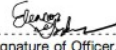
You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? Yes No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change).
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here




(Signature of Officer, Director, Trustee, or other authorized official)

Eleanor Gardner

(Type or print name of signer)

Executive Director

(Type or print title or authority of signer)

12/31/2017

(Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Section 5: Program Planning and Evaluation

Program Plan

1. Needs Assessment

Every child has a right to an education. Unfortunately, many students who live within urban cities do not get the quality education they deserve. In particular, minority girls suffer from a lack of science education resources (Oakes, 1990). Despite recognition that “society needs to start encouraging girls to go into those fields,” STEM fields are losing women (King, 2014). In Orlando, one in four people live below the poverty line – over 350,000 people (Santich and Minshew, 2015). As resources in stretched school systems become even scarcer, funding for science lessons dries up and encouragement for young girls to pursue their science interests disappears. Therefore, it is important for nonprofit entities to fill this gap and give minority girls a step up in science. Although there are some STEM-focused programs in the region, they typically require fees for participation and transportation to/from activities. Programs offered by groups like the Boys & Girls Club of Central Florida are usually intermittent guest activities and are co-ed. Girls Who Code is a great nonprofit that offers training in Orlando, but it exclusively focuses on teaching computer skills. The one nonprofit in the region that had a similar mission to Boost Girls was STEMchicks, but it closed in late January 2017 (STEMchicks.org, 2017). There is real opportunity for Boost Girls to make a difference in the community.

2. Target Audience and Demographic/Socioeconomic Characteristics

The target audience for Boost Girls will be underprivileged young females (especially minority girls) living in urban Orlando. Because 20.4% of Black/African American and 15.9% of Hispanic/Latino families in Florida live in poverty

(floridahealth.gov, 2010), girls from these families will be our focus for science education and empowerment.

3. – 6. Program Goals & Objectives, Strategies & Details, and Resources Needed

Goal 1: Provide engaging and meaningful after-school science education programs to girls in under-resourced schools in urban Orlando, Florida.

Objective 1.1: After-school science education programs will be offered for free at five under-staffed or under-funded schools in the region.

Strategies and Details: Programs provided at the five schools on weekdays from 3:30 4:30pm. Girls will be required to provide parent/guardian permission forms to participate in the after-school programs and for transportation. Girls will come from local schools.

Resources Needed: Five paid female science education leads (double as van drivers); volunteers from colleges, universities, and industries; one paid office manager; funding needed for operational expenses and program expenses: renting office space; purchase of five 15-passenger vans/gasoline/maintenance, driver and child safety training, printer, ink, paper, science activity materials, textbooks, tutoring resources, etc.

Objective 1.2: At least 25 program participants in grades 5 and 8 will improve their Florida Statewide Science Assessment scores by 25% (practice test vs. actual test).

Strategies and Details: Programs provided at the five schools on weekdays from 3:30 4:30pm. Girls will be required to provide parent/guardian permission forms to participate in the after-school programs and for transportation. Girls will come from local schools.

Resources Needed: Five paid female science education leads (double as van drivers); volunteers from colleges, universities, and industries; one paid office manager; funding needed for operational expenses and program expenses: renting office space; purchase of five 15-passenger vans/gasoline/maintenance, driver and child safety training, printer, ink, paper, science activity materials, textbooks, tutoring resources, etc.

Goal 2: Provide science-themed travel programs for high school girls.

Objective 2.1: At least 30 young women in grades 9-12 will participate in science-themed travel programs themed around marine biology, geology/paleontology, astronomy, etc.

Strategies and Details: Travel programs will go to locations around the U.S. each summer for two weeks. Locations will include places such as the Marine Institute on Sapelo Island, GA, state/national geological parks in western states, and the McDonald Observatory near Fort Davis, TX. Girls from under-served high schools in Orlando, FL, will apply and be selected based on specific criteria. Regional universities will provide dormitory housing. Transportation will be via passenger vans (and/or flights, if needed).

Resources Needed: Five paid female science education leads (double as van drivers); volunteers/chaperones; one paid office manager; funding needed for operational expenses and program expenses: flight costs (if needed); dorm costs; food costs; tools and equipment purchases; activity materials; field notebooks; etc.

Objective 2.2: In groups of six, the 30 young women from the high school travel programs will develop their own questions and perform investigations on STEM topics related to their travel location. They will present their projects to the nonprofit board at the end of the summer and will receive feedback for submission to regional science fairs.

Strategies and Details: Travel programs will go to locations around the U.S. each summer for two weeks. Locations will include places such as the University of Georgia's Marine Institute on Sapelo Island, GA, state/national geological parks in western states, and the McDonald Observatory near Fort Davis, TX. Girls from under-served high schools in Orlando, FL, will apply and be selected based on specific criteria. Regional universities will provide dormitory housing. Transportation will be via passenger vans.

Resources Needed: Five paid female science education leads (double as van drivers); volunteers/chaperones; one paid office manager; funding needed for operational expenses and program expenses: flight costs (if needed); dorm costs; food costs; tools and equipment purchases; activity materials; field notebooks; etc.

Goal 3: Award scholarships to promising senior high school girls planning to pursue science majors in college. As part of award stipulation, girls make commitment to volunteer or be guest speaker/program leader for younger participants at Boost Girls.

Objective 3.1: In the first year, award two \$5,000 scholarships to promising senior high school girls planning to pursue science majors in college. Increase number of awards over time.

Strategies and Details: Office manager organizes scholarship applications for review and ensures scholarship payment directly to college/university; nonprofit board reviews and selects scholarship recipients based upon specific criteria; paid staff organize ceremony for presentation of scholarships to selected girls.

Resources Needed: Paid staff (five science education leaders and one office manager) and funding needed for operational expenses and program expenses: renting office space and creation of an endowment fund to pull money for scholarships (outside funding sources).

Objective 3.2: Remain in contact with at least 75% of scholarship recipients and enable at least 50% of them to serve as volunteers or guest speakers/leaders for younger girls at Boost Girls.

Strategies and Details: Five science education leads to do follow-up with scholarship recipients via email, phone call, and in-person coffee or lunch chats. They also help the recipients plan and facilitate their volunteer experience or guest speaker/leader activity with the younger girls. These experiences will happen during the school year, mostly for the after-school programs.

Resources Needed: Paid staff (five science education leaders and one office manager) and funding needed for operational expenses and program expenses: food costs for in-person meet ups; equipment/activity purchases; transportation (if needed).

7. Logic Models

The following pages contain logic models for each of the objectives of the Boost Girls programs. There are three primary goals and six objectives.

LOGIC MODEL Worksheet:

Goal 1: Provide engaging and meaningful after-school science education programs to girls in under-resourced schools in urban Orlando, Florida.

Objective 1.1: After-school science education programs will be offered for free at five under-staffed or under-funded schools in the region.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Outputs	Short	Intermediate	Longer term
Staff and their time Volunteers and their time Office space for management of paperwork After-school space at local school districts Supplies: paper, printer, ink, materials for activities, textbooks, etc. Funding for staff & purchase of 5 passenger vans/gasoline/maintenance	Train paid science education leads and volunteers in elementary and middle school science best practices Get staff trained on driver safety, child safety, CPR / First Aid certification, and recognizing child abuse Staff and volunteers will lead fun and engaging science education programs for girls Transportation for children provided after activities are over	At least 50 girls in under-resourced schools in urban Orlando, FL, will benefit from free and fun after-school science programming	Girls will gain self-confidence and find enjoyment in science activities Girls will be able to participate despite lack of reliable transportation	Girls will see improved science test scores and become motivated to pursue STEM majors and careers	More minority women will enter the STEM workforce

LOGIC MODEL Worksheet:

Goal 1: Provide engaging and meaningful after-school science education programs to girls in under-resourced schools in urban Orlando, Florida.

Objective 1.2: At least 25 program participants in grades 5 and 8 will improve their Florida Statewide Science Assessment scores by 25% (practice test vs. actual test).

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Outputs	Short	Intermediate	Longer term
Staff and their time Volunteers and their time Office space for management of paperwork After-school space at local school districts Supplies: paper, printer, ink, materials for activities, textbooks, etc. Funding for staff & purchase of 5 passenger vans/gasoline/maintenance	Train paid science education leads and volunteers in elementary and middle school science best practices Get staff trained on driver safety, child safety, CPR / First Aid certification, and recognizing child abuse Staff and volunteers will lead fun and engaging science education programs for girls Transportation for children provided after activities are over	At least 50 girls in under-resourced schools in urban Orlando, FL, will benefit from free and fun after-school science programming; at least half of those will see specific science assessment score improvement	Girls will gain self-confidence and find enjoyment in science activities Girls will be able to participate despite lack of reliable transportation	Girls will see improved science test scores (specifically in grades 5 and 8 which take the Statewide Science Assessment) and become motivated to pursue STEM majors and careers	More minority women will enter the STEM workforce

LOGIC MODEL Worksheet:

Goal 2: Provide science-themed travel programs for high school girls.

Objective 2.1: At least 30 young women in grades 9-12 will participate in science-themed travel programs themed around marine biology, geology/paleontology, astronomy, etc.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Outputs	Short	Intermediate	Longer term
<p>Staff and their time</p> <p>Volunteers/chaperones and their time</p> <p>Office space for management of paperwork</p> <p>Supplies: paper, printer, ink, materials for activities, field notebooks, other tools & equipment; textbooks, etc.</p> <p>Funding for staff salaries as well as funding for staff, volunteers, & selected girls to travel; food costs; dormitory costs; transportation</p>	<p>Train paid science education leads and volunteers in high school science best practices</p> <p>Get staff trained on driver safety, child safety, CPR / First Aid certification, and recognizing child abuse</p> <p>Staff and volunteers will lead fun and educational science-themed “travel study”-esque programs to various locations around the U.S.</p>	<p>At least 30 high school participants will travel to new places and learn about various fields of science and the career opportunities available to them</p>	<p>Girls will gain self-confidence and find enjoyment in science activities</p> <p>Girls will be able to participate despite lack of reliable transportation or funds</p>	<p>Girls will see improved high school science test scores and become motivated to pursue STEM majors and careers</p>	<p>More minority women will enter the STEM workforce</p>

LOGIC MODEL Worksheet:

Goal 2: Provide science-themed travel programs for high school girls.

Objective 2.2: In groups of six, the 30 young women from the high school travel programs will develop their own questions and perform investigations on STEM topics related to their travel location. They will present their projects the nonprofit board at the end of the summer and will receive feedback for submission to regional science fairs.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Outputs	Short	Intermediate	Longer term
<p>Staff and their time</p> <p>Volunteers/chaperones and their time</p> <p>Nonprofit board and their time</p> <p>Office space for management of paperwork</p> <p>Supplies: paper, printer, ink, materials for activities, field notebooks, other tools & equipment; textbooks, etc.</p> <p>Funding for staff salaries as well as funding for staff, volunteers, & selected girls to travel; food costs; dormitory costs; transportation</p>	<p>Train paid science education leads and volunteers in high school science best practices</p> <p>Get staff trained on driver safety, child safety, CPR / First Aid certification, and recognizing child abuse</p> <p>Staff and volunteers will lead fun and educational science-themed “travel study”-esque programs to various locations around the U.S.</p> <p>Staff and volunteers support and help the teams perform their investigations/experiments</p>	<p>At least 30 high school participants will travel to new places and learn about various fields of science and the career opportunities available to them</p> <p>The girls will develop teamwork skills, research skills, and presentation skills as a result of participation in the travel programs</p>	<p>Girls will gain self-confidence and find enjoyment in science activities</p> <p>Girls will be empowered to explore and improve the world around them through science</p> <p>Girls will be able to participate despite lack of reliable transportation or funds</p>	<p>Girls will see improved high school science test scores and become motivated to pursue STEM majors and careers</p> <p>Girls will gain valuable science, teamwork, and leadership skills that will be useful to them throughout life</p>	<p>Girls will be better prepared for the challenges of college/univ science courses</p> <p>More minority women will enter the STEM workforce</p>

LOGIC MODEL Worksheet:

Goal 3: Award scholarships to promising senior high school girls planning to pursue science majors in college. As part of award stipulation, girls make commitment to volunteer or be guest speaker/program leader for younger participants at Boost Girls.

Objective 3.1: In the first year, award two \$5,000 scholarships to promising senior high school girls planning to pursue science majors in college. Increase number of awards over time.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Outputs	Short	Intermediate	Longer term
Staff and their time Nonprofit board and their time Office space for management of paperwork Supplies: paper, printer, ink, etc. Funding for staff salaries and programs Endowment funding secured from outside resources (private donors, corporate sponsors, etc.)	Train nonprofit board members on criteria for scholarship qualification Staff organize and run a ceremony for awarding of scholarships (girls, parents, and guests invited to attend; also a fundraising opp if donors in attendance) Awarding of actual funds to girl; disbursement of scholarship directly to college/university	In first year, two girls supported with \$5,000 each scholarships to college/university Continued moral and educational support provided after entering college (creating a community)	Girls will be better able to afford a college degree	Girls will have the science background and the community support needed to succeed at the college level	Girls will be better prepared for the challenges of college/univ science courses More minority women will enter the STEM workforce

LOGIC MODEL Worksheet:

Goal 3: Award scholarships to promising senior high school girls planning to pursue science majors in college. As part of award stipulation, girls make commitment to volunteer or be guest speaker/program leader for younger participants at Boost Girls.

Objective 3.2: Remain in contact with at least 75% of scholarship recipients and enable at least 50% of them to serve as volunteers or guest speakers/leaders for younger girls at Boost Girls.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Outputs	Short	Intermediate	Longer term
Staff and their time Volunteers and their time Office space for management of paperwork Supplies: paper, printer, ink, materials for activities, field notebooks, other tools & equipment; textbooks, etc. Funding for staff salaries and programs Endowment funding secured from outside resources (private donors, corporate sponsors, etc.)	Train paid science education leads and new volunteers in K-12 science best practices Get staff trained on driver safety, and new volunteers trained on child safety, CPR / First Aid certification, and recognizing child abuse 'Graduates' of Boost Girls create and run their own science education programs, with direction from staff and longtime volunteers	In first year, two girls supported with \$5,000 each scholarships to college/university Continued moral and educational support provided after entering college (creating a community) 'Graduates' of Boost Girls develop leadership and science education / communication job skills	Girls will be better able to afford a college degree Girls will become confident in creating science education and outreach activities Girls will gain communication and planning skills	Girls will have the science background and the community support needed to succeed at the college level Girls will be able to succeed when interviewing for internships and future jobs	Girls will be better prepared for the challenges of college/univ science courses More minority women will enter the STEM workforce More women will be comfortable being good science communicators

Assumptions and Barriers for Entire Program Logic Model

ASSUMPTIONS: What assumptions are you making in your model? What would have to be true for your model to work?

- 1) Girls in underprivileged school districts will be interested and motivated to participate in the Boost Girls program.
- 2) Volunteers from regional colleges, universities, and industries will be interested in helping underprivileged girls with science education initiatives.
- 3) Schools will want to partner with Boost Girls to provide free after-school science education programming (letting Boost Girls use the space).

BARRIERS/CHALLENGES: What barriers or challenges will you have to overcome? What would make it difficult to achieve your outcomes?

- 1) Uninteresting or rote science education activities would be boring for girls, and would cause Boost Girls to be unsuccessful. Providing creative and engaging programs are critical.
- 2) Reduced or lack of funding would make it nearly impossible to deliver program services.
- 3) Lack of parent trust / sense of community – if Boost Girls doesn't get families on board with the mission, efforts will be wasted.

Program Evaluation Plan

1. Structure of Process and Outcome Evaluation

Program evaluation will be necessary to determine whether Boost Girls actively meets its stated goals. Before designing science education programming, front-end evaluation will be conducted via surveys and interviews with prospective project participants (i.e., girls), community members (e.g., teachers, guardians, and board members), and potential volunteers. This will enable Boost Girls to design science education initiatives that are grounded in needs of the local community. Formative evaluation coupled with iterative design will be utilized to track the girls' interests, successes, challenges, test scores, and more. Summative evaluation will be conducted via surveys and interviews with girls after "graduating." Both qualitative and quantitative data will be collected and analyzed; trends and interpretations will be reported at monthly steering committee meetings.

2. Evaluation Team

At least two members of the nonprofit board of directors will have formal experience with program evaluation, along with the executive director: this group will comprise the in-house evaluation team which is responsible for conducting the iterative program assessments. An external evaluator will also be employed on a contractual basis to conduct the front-end and summative (outcome) program assessments. Results and interpretations will be reported at monthly steering committee meetings. Based on these reports, staff and volunteers will be provided with guidance on how to improve services.

3. Target Audience for Evaluation

Program assessment and evaluation reports will be presented at monthly steering committee meetings, at which all staff, board members, and three highly-committed volunteers will be present. The results of these reports will be used by the executive director and board to determine whether Boost Girls' science education programming is truly helping girls in urban Orlando, FL. Any necessary changes or redirections will be communicated at that time directly to staff and volunteers. The results of these reports will also be utilized by impacted schools, as well as donors and corporate sponsors, to see

whether the program they have been supporting is doing what it promised.

4. Evaluation Questions

Evaluation is “one of the most important parts of any effort to improve community life and bring about lasting social change” (Fawcett and Rabinowitz, 2017). Properly crafted evaluation questions can help an organization “better understand how well the planning and preparations for a program went, whether it was implemented as intended, and what the consequences were” (Fawcett and Rabinowitz, 2017). Therefore, Boost Girls plans to utilize the following examples of front-end, formative, and summative evaluation questions:

Examples of Front-End Evaluation Questions (modified from IOP.org, 2004):

1. Please circle a number on the scales below to indicate your views about *science*.

	Strongly Agree			Strongly Disagree	
I like science because it's interesting	1	2	3	4	5
I like science because I get to discuss issues that are important to me	1	2	3	4	5
I like science because it helps me understand myself and the world	1	2	3	4	5
I like science because it's relevant to my life	1	2	3	4	5
I like science because it's relevant to the kind of work that I want to do	1	2	3	4	5

2. Please circle a number on the scales below to indicate your agreement or disagreement with the statements about why people should study science.

People should study science because...	Strongly Agree			Strongly Disagree	
It's important for the country's future wealth	1	2	3	4	5
It helps them make better informed choices in life	1	2	3	4	5
It's important for the future of the environment	1	2	3	4	5

3. For this question we want you to circle a number to show how interesting you find different science topics and how much you think you understand them.

How interesting do you find, for example:	very much			not at all	
How the heart works	1	2	3	4	5
Light waves: reflection and refraction	1	2	3	4	5
Rocks and metals	1	2	3	4	5
Genetics	1	2	3	4	5
Magnetic fields and electric motors	1	2	3	4	5
Plant structure	1	2	3	4	5
Chemical equations	1	2	3	4	5
The life cycle of stars	1	2	3	4	5
Fighting disease	1	2	3	4	5
Polymers and plastics	1	2	3	4	5
Circuit symbols and devices	1	2	3	4	5
Respiration	1	2	3	4	5
The planets	1	2	3	4	5

Examples of Formative (Process) Evaluation Questions:

- Are the science education programs engaging and interesting? Are they targeted to the appropriate grade level?
- Are girls showing mastery of science skills, leadership skills, and improved confidence?
- Can the girls describe a variety of STEM careers and educational pathways to attaining those careers?
- How many scholarships are being administered? Is the selection criteria sufficient?
- Are young women succeeding in their college/university studies?

Examples of Summative (Outcome) Evaluation Questions:

- Are the girls seeing test score improvements? At what kind of rate?
- How many travel program based projects make the cut for science fairs?
- Are young women actually sticking with science majors once in college/university?
- How does the community perceive the work that Boost Girls does?
- Are more minority women entering the STEM workforce?
- Overall, how have girls benefited from the programs?

5. Methodology, Data Collection, & Analysis

The methodology that Boost Girls will utilize in program evaluation will follow standards set by the Center for Advancement of Informal Science Education, which is funded by the National Science Foundation. Data will be collected via surveys, interviews, focus groups, observations, and test scores (pre-test vs. actual test). Appropriate statistical tests, such as chi square for certain kinds of qualitative data and multivariate analysis for certain kinds of quantitative data, will be utilized to interpret the data trends. Longitudinal data tracking each girl's science performance over time will also be incorporated into assessment methods. Analyses will be performed using the Statistical Analysis System (SAS) software suite, version 9.4. Reporting of results will occur via formal presentation at monthly steering committee meetings, where problem areas can be addressed rapidly.

6. Evaluation Reporting

At each steering committee meeting, a report will be presented that summarizes the results of the monthly formative (iteratively designed) program evaluation. These monthly reports will then be compiled, in combination with the external evaluator's front-end and summative evaluation reports, as an annual comprehensive document. The comprehensive document will be available online via the nonprofit's website, the website for the Center for Advancement of Informal Science Education, and a hard copy will be available in the office. Hard copies will be provided to the executive director, major donors, and corporate sponsors. Announcements via social media outlets and via press releases will alert interested parties that the annual comprehensive document is available for perusal.

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Section 6: Human Resources Management

Paid staffing needs

Boost Girls' staff will be comprised of 10 paid employees. An Executive Director, Director of Education, Director of Development, HR & Office Manager, and a Volunteer Coordinator will constitute the Leadership Team. These will be full-time, exempt-salary positions. Additionally, five Science Education Leaders will be paid as part-time, non-exempt-hourly employees. As Boost Girls grows and receives more long-term funding, more administrative positions (such as a dedicated Travel Program Coordinator) will be added.

Job position descriptions

The Executive Director reports to the Board of Directors and is responsible for overall strategic planning and operations, including managing staff and programs, and execution of Boost Girls' mission (Bridgespan.org, 2017c). The Executive Director's duties center around (1) Leadership and Management – develops, leads, and retains employees; ensures program excellence; performs program evaluation; develops a community of volunteers; (2) Fundraising and Communications – communicates with staff, funders, and other stakeholders; manages web presences and external relations; expands local revenue-generating and fundraising activities; and (3) Planning and New Business – handles strategic business planning process and any planned program expansion; build partnerships with funders, political, and community leaders.

Qualifications include: proven leadership and relationship management experience, strong written and verbal communication skills; ability to coach staff and manage teams; strong financial/budgeting skills; ability to work effectively in collaboration with diverse

groups of people; MBA or MPA degree with minimum two years' experience required. (Job description modified from Bridgespan.org, 2017c.)

The Director of Education reports to the Executive Director and primarily focuses on development and implementation of educational programs for Boost Girls.

Responsibilities include: develop new and exciting hands-on science activities for after-school and travel programs; create fun and engaging NGSS- and state-aligned science lessons; hire and manage Science Education Leaders for educational programming; communicate regularly with area teachers and collaborators at other nonprofits; contribute to Boost Girls' public relations (e.g., social media presence); and work closely with Volunteer Coordinator to supervise and coordinate volunteer activities.

Qualifications include: friendly and positive attitude toward students and public; minimum B.S. in a natural science field (M.S. preferred); minimum of four years' teaching experience; excellent communication and teaching skills; excellent organizational skills; capability to work independently and in teams; and professional demeanor with strong interpersonal skills. (Job description modified from pennixie.org, 2016.)

The Director of Development reports to the Executive Director and facilitates Boost Girls' fundraising and grant efforts. Responsibilities include: developing and executing an annual fundraising plan; setting up a donor network and database; securing funding from donors, foundations, and corporate sponsorships (via biannual appeals, direct mailings, proposals, and grant applications); managing all aspects of gift processing; developing and managing special events, giving campaigns, actions, etc.; and handle Boost Girls' social media accounts and website (seeking input from Executive

Director, Director of Education, and Volunteer Coordinator). Qualifications include: bachelor's degree (MBA preferred) in finance or related field; at least four years of nonprofit development experience; must have excellent organizational, communication, and managerial skills; must have experience with development and maintenance of donor databases.

The HR & Office Manager reports to the Executive Director and manages all of the administrative functions at Boost Girls. This includes managing human resource functions for paid staff and volunteers, financial management, crafting annual reports; and generally coordinating office services and related activities (e.g., steering committee meetings). Specific responsibilities include: payroll processing, human resource management; developing quarterly budgets as well as financial statements; ensuring effective telephone and mail communications with staff and public; supervising and coordinating all administrative activities; handling travel-related paperwork (such as processing of passports) and financials; and being generally responsible for day-to-day operations. Qualifications include: a bachelor's degree in human resources management, industrial/organizational psychology, or finance (or related field) and a minimum of two years' experience in nonprofit HR/finance with administrative experience. Candidates must demonstrate excellent organizational and communication skills, excellent written skills; office management skills, and knowledge of HR laws and regulations. (Job description modified from SHRM.org, 2017a.)

The Volunteer Coordinator reports to the Executive Director and is responsible for planning, organizing, and directing the volunteer programs associated with Boost Girls. Specific responsibilities include: recruitment and coordination of volunteers; working

with local universities, colleges, and industries to develop partnerships; develops and implements training programs in association with Director of Education for all volunteers; maintains volunteer records; organizes and leads volunteer meetings; and develops and implements a volunteer recognition program. Qualifications include: a bachelor's degree and a minimum of two years' experience in nonprofit program / volunteer management. Candidates must demonstrate excellent communication, managerial, and organizational skills and must be able to work with diverse populations. (Job description modified from SHRM.org, 2017b.)

The Science Education Leaders report to the Director of Education. They are responsible for leading science activities, tutoring, and interacting with girls and young women in grades 2-8, as well as running travel study programs for young women in high school. Science Education Leaders are women that serve as positive and fun role models for girls. Responsibilities include: leading curriculum activities and lessons focused on STEM topics; implementing and running daily activities; modifying activities and lessons as needed; facilitating classroom management techniques; implementing fun and engaging icebreaker activities along with the hands-on science activities; and serving as van drivers for the after-school and travel study programs. Qualifications include: a minimum of 2 years of college courses completed; positive, outgoing, and flexible personality; a minimum of one summer's worth of summer camp or museum-based educational experience; able to work well in teams; comfortable managing large groups of girls and young women. Candidates must be great communicators, be well organized, and successfully complete driver safety trainings. First Aid/CPR certification is preferred. (Job description modified from STEMchicks.org, 2014.)

Recruitment process and strategies

For a nonprofit like Boost Girls, hiring people with the right “cultural fit” is critically important. New hires must adopt the core beliefs and attitudes (Bouton, 2015) that sparked the concept for Boost Girls and its mission. New hires must also possess the proper skills (especially in terms of education) to help make Boost Girls successful. Boost Girls’ recruiting and hiring practices will comply with all state and federal employment laws and regulations, including nondiscrimination acts and the ADA. The recruitment process involves: (1) a review by an HR professional to make sure it meets standards and regulations; (2) posting the position on relevant nonprofit job sites, such as Idealist.org, as well as the Boost Girls website and international job search engines like Monster.com; and (3) sharing the job postings with local and regional nonprofits with similar missions. Additionally, partnerships with regional colleges and universities, such as the University of Central Florida, will be developed for recruiting purposes. Boost Girls will participate in regional job fairs, career days on college campuses, and nonprofit development conferences in order to find potential employees.

A typical interview process will be followed. First, applications will be screened by the search committee. Applicants who meet the requirements and qualifications will receive a phone interview, during which further screening will occur. Three candidates will then be invited for in-person interviews with the search committee (includes members of the leadership team, staff, and volunteers as appropriate). Both legal and behavioral/”what if” questions will be asked in order to determine cultural fit with Boost Girls. Once a single best candidate is identified, the person’s references will be contracted, background checked conducted, etc.

BOOST GIRLS, INC. – PERSONNEL POLICIES – EFFECTIVE JULY 2017**EMPLOYMENT**

Employment at Boost Girls, Inc. is based wholly on qualifications, competence, experience, training and fitness for the job. Because of the importance of our work in serving the community, we make every effort to fill vacancies in accordance with the above stipulations.

At the time of employment each person will receive a confirmation of employment letter which outlines job title, salary, etc. Further, each person will receive a copy of the job description and Boost Girls, Inc. Personnel Policies. When a job is available at Boost Girls, the Director is responsible for seeing that all staff members are informed about the opening. Recruitment, screening, and selection will normally be done by the Director, assisted by members of the senior staff. At the discretion of the Director, members of the Board may be invited to participate in screening, interviewing and selection.

STATEMENT OF NON-DISCRIMINATION

Boost Girls, Inc. will not discriminate against any employee or applicant on the basis of race, color, religion, sex, national origin, physical or mental handicap, political belief, marital status, age, or sexual orientation. Boost Girls, Inc. complies with all Equal Employment Opportunity and Americans with Disabilities Act laws and regulations in the areas of hiring, compensation, benefits and promotion.

MANAGEMENT RIGHTS

Boost Girls, Inc. retains the exclusive right to hire, direct and schedule the work force; to plan, direct and control operations; to discontinue or reorganize or combine any department or branch of operations with any consequent reduction or other changes in the work force; to hire and terminate employees; to promulgate rules and regulations; to introduce new or improved methods or facilities regardless of whether or not the same causes a reduction in the work force and in all respects to carry out, in addition, the ordinary and customary functions of management. None of these rights shall be exercised in a capricious or arbitrary manner.

PROBATIONARY PERIOD

All new employees are required to serve a minimum 90-day probationary period during which employment may be terminated at the discretion of the Director without recourse to the standard procedure for termination specified in our policies. This period may be extended at the discretion of the supervisor. If the immediate supervisor and/or Director find the probationary employee's work unsatisfactory, this should be indicated to the employee as early as possible in the probationary period. No formal statement of cause is required but an informal explanation would normally be expected. Employees do not begin to accrue leave and are not entitled to join the Boost Girls, Inc. health, dental, long- term disability or pension plans until the successful completion of the probation period. The Director may authorize leave with pay for illness or other emergencies with the understanding that should the employee not continue with Boost Girls after the 90-day probation (or long enough to earn the advanced leave), Boost Girls would reduce the employee's last paycheck by said number of days.

EMPLOYEE STATUS

A temporary employee is a person engaged on a full or part-time basis for a definite period, usually six months or less. An occasional employee is a person hired on a fee or hourly basis for special tasks not covered by the regular staff. A regular employee is a person hired full-or part-time (for an indefinite period) to fill a specific position. A consultant is not an employee of Boost Girls, Inc. but a self or otherwise employed person with whom Boost Girls may contract for specific tasks or services.

Full-time: An employee who is regularly scheduled to work a minimum of 40 hours per week.

Part-time: An employee who is regularly scheduled to work less than 40 hours per week. Employees working less than 30 hours per week are not entitled to health benefits and other optional benefits. Part-time employees accrue vacation days on a pro-rated basis and are entitled to paid holidays only if they normally work more than 20 hours per week, and then only those holidays which fall upon the days on which they normally work.

Temporary: An employee who is hired for a predetermined period of employment, which may be carried out on full-time, part-time or occasional basis.

Regular Employee: A full or part-time employee hired with the expectation that the working relationship will be continued as long as it is mutually satisfactory and financially sustainable.

HOURS OF EMPLOYMENT

Full-time work is generally assumed to occur Monday through Friday between the hours of 9:00 a.m. and 5:00 p.m., with one hour lunch designated for lunch. At the discretion of the Director, flexible hours may be arranged if these will not interfere with the accomplishment of the organization's task and goals. Employees who regularly work outside normal hours can arrange for adjusted hours. There is no provision for paid overtime or compensatory time for exempt employees. Employees who experience a delay or emergency which will require them to be more than 30 minutes late in arriving should notify a member of the management team of their expected arrival time.

ATTENDANCE

Federal, State and City laws require Boost Girls, Inc. to maintain accurate records of all employees' time and attendance. Each employee must complete and submit time sheets weekly. Falsification of time and attendance records may result in disciplinary actions.

PERFORMANCE REVIEW

Each employee is entitled to a probationary and annual performance review. A performance review is normally conducted by the Director or the Director's designee. Goals and priorities will be established for the next work period. A performance review form should be signed by the employee and the person conducting the review, with a copy in the employee's personnel file and a copy retained by the employee. Review and planning meetings are intended primarily as a means for promoting communication and improving performance and form the basis for salary determination. In the event that an employee should desire another job within Boost Girls, Inc. or a letter of reference after

leaving the organization, it is anticipated that performance reviews will provide useful information.

COMPENSATION

Boost Girls, Inc. is subject to a number of constraints in the determination of salaries. Salaries of some positions are governed by the amounts proposed in proposals and contracts which are in turn derived from the “going rate” available from foundations and government agencies. Furthermore, all salary increases must be made conditional upon raising sufficient money to cover the projected budget. Within these constraints, the normal procedure is that a salary range is established for each position created, the Director specifies a salary at the time of hiring, and salaries are reviewed annually by the Director at budget preparation time. The Director’s salary is reviewed annually by the Board of Directors.

LEAVES AND HOLIDAYS

Holidays: The office is closed and all regular staff will be paid for the following holidays: New Year’s Day Martin Luther King’s Birthday Washington’s Birthday Day Memorial Day Independence Day Labor Day Columbus Day Thanksgiving Day The day after Thanksgiving Christmas Day The office may close early the day before a major holiday or the day after at the discretion of the Director; staff will be notified in advance. When Christmas, New Year’s Day or Independence Day falls upon a weekend, a nearby workday will be designated instead. Other holidays will be celebrated on the date designated.

Vacation: The following is the vacation policy for all full-time employees of Boost Girls, Inc:

Length of Service (In years)	Weeks of Vacation	Accrual Rate (Days per month)
0 through 4 (inclusive)	3	1.25
5 or more	4	1.66

Vacation is to be used in the best interest of Boost Girls, Inc.. Schedules will be arranged on the basis of seniority. Subject to the Director’s approval, employee’s may carryover up to 5 days of vacation into the next quarter. Vacation time accrues upon completion of the probation period. In addition, for terminating employees, pay will be given for unused vacation time provided that the employee was on staff for six months or more of continued employment, the required written notice of resignation was given and the employee was not terminated for gross malfeasance. Part-time employees are entitled to pro-rated time for vacation leave.

Sick Leave: Full-time employees who successfully complete probation are entitled to sick leave, for a maximum of 8 days per year, of paid sick leave. Absences due to illness or medical appointment may be charged to sick leave. Before returning to work from a sick leave absence of five (5) calendar days or more, an employee must provide a physician’s verification that he or she may safely return to work. Unused sick leave does not carry over to the next fiscal year, and no pay is given in lieu of sick leave. Unused

sick leave lapses without compensation on an employee's leave Boost Girls, Inc. Sick leave is to be taken in the event of the illness of an employee or, of the employee's dependent child; it is not an all-purpose leave. Extended sick leave for a serious illness may be allowed by the Director. Employees who anticipate that an extended period of absence may be necessary should discuss the matter with the Director to see if disability benefits may be available. Part-time employees are entitled to pro-rated time for sick leave. After 5 consecutive days of absence due to illness, an employee should file for short-term disability. Employees should call a member of the senior staff within 1/2 hour of starting time on the first day of absence. Employees whose illness extends beyond one day must advise their supervisor of their expected day of return.

Parental Leave: Employees who become parents, either by birth or adoption, may receive a total of 3 months leave. During this time, employees will first be required to use any accrued sick and/or vacation time. The amount of sick and/or vacation time used will be the total accrued amounts as of the last day of work before the leave begins. The balance of the leave will be without pay although employees will continue to accrue sick leave to be used upon return. At the discretion of the Director, an employee may carry up to 5 days of accrued vacation leave into the first quarter of the subsequent fiscal year, and/or may be granted additional time off without pay. For the first 90 days of leave, Boost Girls, Inc. will continue to pay the employee's medical, dental and long-term disability premiums as well as its share of the cost for family coverage of the same. Where applicable, employees are expected to make arrangements for their payments for the same. If leave is extended past the 90 days, the employees must make arrangements for covering the full share of the premiums. Following maternity/paternity leave an employee may return to the same position held by the employee when the leave commenced, if available, or to a position of substantially similar status, benefits and pay.

Disability Leave of Absence without Pay: Accrued sick leave may be used during medically verified disability. A request for medically verified disability should be approved by the Executive Director and a statement for the reason for the leave and intention to return to work at a specified date should be included. A disabled worker is entitled to 60 days of job protection.

Jury Duty: Full-time employees who have completed their probationary period and who are called to serve as jurors or are subpoenaed to appear before a court as a witness will receive their regular pay minus any jury duty pay or witness fee received for each work day while in court for jury duty or as a witness. The receipt of a notice to report to jury duty or of a subpoena shall be reported immediately to the Director and/or member of the senior staff. Boost Girls, Inc. reserves the right to request that the employee be exempted from jury duty if the employee's services are essential.

Military Leave: A full-time employee who is a member of an organized reserve unit of the Armed Forces of the United States of the National Guard and who attends a regular military camp will be granted the time necessary to meet his/her obligation. A full-time employee who is a member of an organized reserve unit of the Armed Forces of the United States or the National Guard who is called into active duty shall be granted a

military leave of absence for the period for which they are called. An employee must give the Executive Director immediate notice of the dates of intended absence. In the case of active duty, the employee shall report for work at Boost Girls, Inc. no later than five days following discharge from active duty. Boost Girls, Inc. cannot guarantee that any employee will return to the same position which they filled prior to the active duty, but will make every effort to provide an equivalent position. Military leave will not be counted against vacation days, but will instead be considered to be on a leave of absence without pay.

FRINGE BENEFITS

Health Insurance: Full-time employees are provided with medical insurance. Details of each are outlined in separate brochures given to each employee. Because of fiscal 7 constraints, payment for coverage under this plan is shared by Boost Girls, Inc. and the employee on a co-payment arrangement. Exempt employees contribute 50% and non-exempt employees contribute 20% respectively. Terminating employees will be told of the status of their insurance, when it will expire and what options are available for converting coverage, i.e. COBRA. Employees are eligible for to participate in the above plans upon completion of the probation period. Unemployment insurance, worker's compensation and short-term disability coverage is provided as required by law.

RESIGNATION

In the event of resignations after the probationary period, employees are expected to give notice equivalent to their annual vacation entitlement. An employee, who gives notice of resignation, as provided above, shall be entitled to receive payment for unused vacation.

TERMINATION

If the Director wants to consider termination of employment, the employee must be given a written statement of the specific problems, a definite period must be set within which the employee may try to correct the problem, and if the problem cannot be resolved, the employee must be given two weeks' notice. Boost Girls, Inc. does not provide severance pay. In the case of gross malfeasance, Boost Girls, Inc. reserves the right to terminate employees immediately. Upon termination, the key to the office should be turned in to the Executive Director or another member of the senior staff on the last day of employment. The employee is also responsible to give a status report on all current work, present files and other materials in a clear manner to the Executive Director or a delegated representative. Any employee who is terminated may appeal the decision to the Board by writing a letter to its Chairperson. The Board's decision shall be final. Any employee who has completed the probationary period and has attained regular status may not be dismissed except upon written notice and an opportunity to be heard. Grounds for dismissal include but are not limited to:

- Neglect of duties
- Absence without leave or failure to report after authorized leave has expired or after such leave has been disapproved.
- Insufficiency in the performance of duties as reflected in the evaluation.
- Violation of lawful directives (written or verbal), policy or direction given by an

- immediate supervisor, or the failure to obey any lawful or reasonable direction when such violation amounts to insubordination or serious breach of discipline.
- Conduct unbecoming to an employee of Boost Girls, Inc. during working hours, which may discredit the organization.
 - Offensive conduct or language toward the public or community, supervisor or administrative personnel.
 - Criminal, disorderly or immoral conduct while on duty.
 - The violation of policies or directives of Boost Girls' Board of Directors.
 - Negligence or willful damage to Boost Girls' property or waste of agency supplies and equipment.
 - Misrepresentations or false statements on applications, or Boost Girls' programs or operations.
 - Intoxication/use of drugs during working hours and not in control of mental or physical faculties.

GRIEVANCE PROCEDURES

Whenever an individual believes that a situation, condition, or event related to their employment or status is unsatisfactory, and is subject to the control of Boost Girls, Inc., they will be expected and encouraged to take every reasonable step to resolve their complaints informally. These efforts must include discussions with the Executive Director and/or immediate supervisor. Efforts to resolve a grievance at the informal stage is mandatory and all parties shall exercise their best efforts to determine an equitable solution to the grievance, complaint or problem. Formal – If all reasonable, informal efforts to resolve a complaint fail, the individual may formalize the complaint as a grievance by placing the complaint in writing; stating specifically the nature, the dates and times and the alleged problem; listing the individuals thought to be responsible; and stating concisely the relief or remedy sought for the grievance. All grievances shall be signed by the individual submitting the matter for review. The individual shall file any formal grievance within two weeks from the time the grievance is or reasonably known. The individual shall submit the written formal grievance to the Executive Director who shall acknowledge its receipt in writing and shall conduct an appropriate inquiry or investigation into the facts. The Executive Director in conjunction with the Board may grant the grievance, deny the relief requested, or provide such other remedy as is deemed just and reasonable. The Executive Director's decision shall list the findings, the reasons for the conclusions reached, and the proposed resolution and shall be issued no later than two weeks after the receipt of the grievance. All grievance matters become a formal insert into an employee's personnel folder. The informal process described above, if followed and resolution is reached, need not be part of such records.

OTHER POLICIES AND REGULATIONS

Staff Meetings: Staff meetings are traditionally held once a month. All staff is expected to attend unless excused.

Copyrights: As a condition of employment, each employee/consultant agrees that all copyrights to published materials by or relevant to Boost Girls, Inc. and its programs, written by an employee/consultant, belong to Boost Girls. Authorship will be credited to

the individual employee/consultant involved, if relevant.

Employment at Will: The description of current policies should not be construed as a contract of employment or as a statement that these policies will not change. Continued employment of an individual shall be at the will of the employer, subject only to the applicable laws forbidding discrimination.

Conflict of Interest: No person, employed or appointed by Boost Girls, Inc., shall conduct themselves in a manner which creates by law or in the judgment of the Board of Directors a conflict of interest with the interests of Boost Girls. At no time shall a person represent themselves as employed by Boost Girls when not performing Boost Girls work.

Statements regarding/Representation of Boost Girls, Inc.: Formal representation (like staff participating on Boards as) and public statements, both written and verbal regarding Boost Girls, Inc. shall be made only with the approval of the Executive Director. These include press releases, interviews, proposals, speeches, training sessions, advertisements, brochures and other public relations materials.

Confidentiality of Client Information: Boost Girls, Inc. is legally and contractually obligated to provide all reasonable assurances that all client information is confidential. Boost Girls, Inc. employees possess detailed information regarding clients and their families. Please refer to Boost Girls' Corporate Compliance Program for details.

Drug Free Workplace: The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited at Boost Girls, Inc. Employment will be immediately terminated if any employee is found to be engaged in any such activities. In the event that any employee has a problem with alcohol or drug abuse and wishes to participate in a rehabilitation or special assistance program, the employee should speak to a member of the management team.

Training and retention

Nonprofit organizations have limited funds that make it even more critical to provide high-quality training for employees and then retain those employees, compared to the corporate world (Armstrong et al., 2009). Money is not the only thing that determines whether a nonprofit employees stays: more important is feeling connected to the mission and service of the nonprofit organization (Armstrong et al., 2009).

“Regardless of the passion employees may feel for the mission of a nonprofit organization, when their time is diverted from performing tasks that align with the

mission and reallocated to tasks such as paperwork and reporting, their job satisfaction decreases and turnover increases” (Armstrong et al., 2009). Therefore, Boost Girls will invest in high-quality training and team-building activities in order to develop an organization that has the best background and training and has a positive culture. Only those who are hired specifically to manage financial and reporting paperwork will have to do such tasks. Employees that feel valued, encouraged (to pursue further educational and career interests), and friendly toward coworkers and managers are much more likely to stay with a particular organization.

Specific to training for Boost Girls’ educational goals, employees will receive training on NGSS and state science standards, best practices for engaging minority girls and young women in science, diversity training, and training to recognize child abuse/neglect. Further, employees at Boost Girls will participate in annual team building retreats where they refresh their memories on the mission, vision, and core values of the nonprofit. Managerial employees will be encouraged to take continuing education leadership classes in order to hone their management skills. The monthly steering committee meetings will include staff trainings where necessary. Co-workers will be encouraged to train each other on shared duties to enhance creativity and engagement.

References for Section 6

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Section 7: Financial Statements

Boost Girls, Inc. Budget Fiscal Year 2017

Revenue	Budget
Private foundations	346,500
Individuals	175,000
Grants	154,000
Corporations	77,000
Fundraisers, special events	17,500
Total	\$770,000
In-kind	\$40,000
TOTAL REVENUE	\$810,000
Expenses	Budget
Staff salaries & wages	290,050
Payroll taxes	30,455
Health insurance premiums	22,000
Lease	27,000
Utilities	7,000
Science Equipment	23,000
Five 15-passenger vans	150,000
Van registration	2,250
Van maintenance	1,500
Gasoline	9,245
Travel Study Program Expenses	170,000
Scholarships	10,000
Supplies & materials	10,000
Printing & copying	2,500
Telecommunications	2,500
Marketing & advertising	4,000
Staff & volunteer training	2,500
Professional services	5,000
Miscellaneous	1,000
Subtotal	\$770,000
In-kind	
Attorney Fees	15,000
NGSS textbooks per grade level	4,000
Florida state science standards guidebooks	3,000
Use of school rooms	18,000
Total In-kind	\$40,000
TOTAL EXPENSES	\$810,000
Revenue over Expenses	\$0

Boost Girls, Inc. Statement of Financial Position
As of December 31, 2017

	2017
Assets	
Cash and Cash Equivalents	\$ 43,000
Grants Receivables	\$ 91,000
Accounts Receivables	\$ 6,000
Unconditional promises to give (confirmed pledges)	\$ 100,000
Short-term investments	\$ 30,000
Long-term investments	\$ 25,000
Deposits on leased properties	\$ 3,500
Property and equipment	\$ 173,000
Other	\$ 50,000
Total Assets	\$ 521,500
Liabilities and Net Assets	
Liabilities	
Accounts payable	\$ 45,000
Short-term debt	\$ 5,000
Long-term debt	\$ 4,000
Total Liabilities	\$ 54,000
Net Assets	
Unrestricted	
Designated	\$ 130,000
Undesignated	\$ 270,000
Temporarily restricted	\$ 60,000
Permanently restricted	\$ 7,500
Total Net Assets	\$ 467,500
Total Liabilities and Net Assets	\$ 521,500

Section 8: Fundraising

1. Case study for support

It is well documented that underrepresentation of women and minorities in science is a pervasive problem (National Science Foundation, 2015). Minority girls living in urban cities especially suffer from lack of science education resources (Oakes, 1990). Unfortunately, despite a national focus on directing more students toward science, technology, engineering, and math fields – particularly women and minorities – the STEM workforce is no more diverse now than in 2001 (Bidwell, 2015). Instead, the STEM workforce is still overwhelmingly represented by older, white men (Bidwell, 2015). Sadly, women have seen essentially no improvement in the last 13 years (Bidwell, 2015). These facts make it apparent that outreach efforts have not been as strategic as they need to be (Bidwell, 2015). In an effort to address these problems with outreach and the “leaky pipeline,” the nonprofit organization Boost Girls provides after-school science workshops, mentors, and experiential science programs/internships. To be inclusive of girls who may lack transportation, Boost Girls provides all necessary transportation. By enabling underprivileged girls to develop the science skills and the confidence they need to succeed, Boost Girls addresses ongoing problems in our society and prepares leaders for the next generation.

The mission of Boost Girls is to empower under-served girls by helping them build skills in science and technology that enable them to creatively address societal and global problems. Boost Girls’ vision is a world where girls are not limited in their educational and career aspirations due to unfair stereotypes and societal biases. Boost Girls holds five principles, or core values, which guide our mission. We fundamentally

believe that: (1) Girls are inherently curious about the world around them. (2) Lack of access to resources or transportation should never hamper a girl's educational aspirations. (3) Science education helps girls become responsible global citizens. (4) Celebrating diversity and honoring people who are different are keys to success. (5) Mentor-mentee relationships help build a strong base of women in science. Boost Girls, located in Orlando, Florida, was started in 2017 because the region lacked a girls-only science and mentoring program specifically for underprivileged girls.

The staff and volunteers at Boost Girls are highly passionate and talented science-minded people who work hard to teach, support, and encourage underprivileged girls and young women to develop the science skills and confidence they need to be successful in a harsh world. In the first year, Boost Girls will achieve the following goals: (1) provide engaging and meaningful after-school science education programs for free at five underfunded schools in urban Orlando, Florida; (2) provide science-themed travel programs (two weeks at a time) for at least 30 underprivileged high school girls; and (3) award at least two \$5000 scholarships to promising senior high school girls planning to pursue science majors in college. Not only do these programs enable girls to gain more self-confidence and enjoyment in science activities, but girls' state test scores improve, they become connected to a support community, and, eventually, more minority women will enter the STEM workforce as a result of Boost Girls' efforts. Boost Girls is proud to provide STEM focused science education to many girls who would not otherwise have the opportunity to discover the "scientist inside" them.

Investing in Boost Girls, either monetarily or through volunteering, is rewarding for everyone involved. Donations go to support the after-school, mentoring, and travel

study programs where girls grow their minds and their futures. Volunteers get to inspire and encourage amazing young women who will become the science leaders of tomorrow. The current annual budget is \$750,000 which has stretch in unimaginable ways in order to provide high-quality programming. This is where individual donations come in. Individual donations are vital for raising enough dollars to pay for supplies, activities, transportation costs, and travel around the United States. Contributions of any amount are encouraged; contributions can be made online via credit card, via mail, or via phone. Boost Girls also accepts gifts of stock and can easily facilitate memory/special gifts and planned giving. Individual contributions support Boost Girls' vital efforts to provide a "step up" to deserving girls who wish to build skills in science and technology, enabling them to creatively address societal and global problems.

2. Potential sources of revenue

Seeking revenue from a wide array of sources is critical for success in the nonprofit industry. A nonprofit that solely relies on federal grant funding may find itself in dire straits when administrative changes occur. Therefore, Boost Girls has developed a broad pyramid of revenue sources, from individual donors to community foundation grants to special fundraising events to corporate sponsorships and grants. The members of the Board of Directors are expected to give substantial unrestricted gifts to support annual operations. Volunteers, community members, and philanthropic celebrities in the region (for example, actress Mandy Moore) will also provide unrestricted donations. Proposals will be submitted to many of the Orlando-area grant-making foundations, such as 4GIRLS Foundation, the Edyth Bush Charitable Foundation, and the American Association of University Women Educational Foundation. Community foundation

grants will also be sought from entities like the Community Foundation of Central Florida and the Winter Park Community Foundation. One idea for raising extra funds is for Boost Girls to partner with a University of Florida science education professor who wishes to conduct longitudinal science education studies with the participating girls; funds could be gained from the National Science Foundation. Corporate sponsorships from companies like Publix, Walt Disney World, and Marriott will provide critical funds. City, state, and federal grant opportunities are also worth pursuing.

Fundraising goals for the first fiscal year

Boost Girls' fundraising goal for the first fiscal year is \$770,000. The organization needs to raise enough money to comfortably cover one year of payroll, purchase / registration / maintenance of 15-passenger vans, gasoline, purchase of science equipment and activities, funding for the travel study program, and scholarships. While it would be ideal to raise funding beyond what is needed for the first year (in order to provide stability for the second and third year of operations), our focus is to reach an attainable goal of getting funding to cover the first year. Boost Girls anticipates that 45% will be raised from foundations, 25% from individuals, 20% from grants, and 10% from corporations.

Modes and methods of fundraising

The Director of Development will utilize a variety of fundraising methods to build up funding. The Executive Director, Board of Directors, and Boost Girls' staff and volunteers will be closely involved in all aspects of fundraising, including the annual fund drive and special events. Fundraising methods to be used include: annual fund drive, online/social media campaigns major gifts, planned giving, grants, and corporate

sponsorships. Below is a description of each of the fundraising methods to be used at Boost Girls:

One-on-One Asks: Requires Boost Girls staff, highly engaged volunteers, Board of Directors, and corporate partners to meet one-on-one with potential donors to ask for donations. Gifts as a result of one-on-one asks are usually major gifts.

Email Appeals: Appeals are sent electronically to current and potential future supporters informing them of Boost Girls events, programs, and activities – and to ask for donations for specific needs (e.g., travel funding for trip to UGA Marine Institute on Sapelo Island, GA). Lists of e-mail addresses can be purchased, and with careful research about prospects, can be used to generate new donor / database lists.

Special Events: Boost Girls could host several special events throughout the year, including TED-style talks featuring female scientists, science-themed galas (e.g., Dance with Dinosaurs), and an auction. These events would give Boost Girls visibility in the region and enable the organization to reach new prospects and further engage supporters.

Direct Mail Appeals: Four times per year, past and prospective donors will receive a brochure from Boost Girls noting significant impacts from the past quarter. The brochure
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will include a request to support Boost Girls' valuable programs and support efforts.

Online Giving: At the Boost Girls website, site visitors can easily make a donation using their credit card or via electronic check. This is a great and convenient way for Boost Girls to receive donations from supporters no matter their location.

Grant Proposals: Boost Girls has the opportunity to apply for / receive grant funding from a variety of sources. The Director of Development specifically dedicates time to

researching, writing, and submitting grant proposals to various government entities, foundations, and corporations.

Corporate Sponsorships: Boost Girls can attract corporate sponsors for general programs, special events, and more. Companies like Publix, Walt Disney World, and Marriott should be approached for sponsorships/partnerships.

Major gifts from celebrities in the Orlando area may take a long time to secure, but are worth pursuing. Mandy Moore is one prospective donor who has a history of supporting educational initiatives for girls and young women (PSIimpact.com, 2017). She has a net worth of about \$23 million dollars, and could be approached for a donation of \$10,000 or more (therichest.com, 2017). Board members can also engage their contacts to be major gift donors.

Planned gifts are another often forgotten, but highly helpful, way to raise funds for the future of a nonprofit. Many potential donors do not realize this is an option available to them, to make an impact at their nonprofit of choice. Planned gifts come from life insurance policies, wills, estates, retirement plans, and gifts of stocks.

References for Section 8

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Section 9: Volunteer Management

1. Need for Volunteers

Volunteers are an invaluable resource for nonprofit organizations. “The ability of people to work willingly together for the betterment of their community and themselves is a valuable resource” (OMAFRA.gov.on.ca, 1996). Volunteers save nonprofits millions of dollars each year, while also frequently increasing the quality of service to clients (in this case, underprivileged girls and young women). Boost Girls will engage the service of volunteers in both direct service and indirect service capacities. Direct service volunteers are needed to work in conjunction with paid staff to help deliver excellent science education programming and keep girls safe while traveling. Volunteers are also needed in an indirect capacity to help with lesson creation, fundraising, and communications.

Volunteers will come from regional colleges, universities, and industries and greatly enhance the science education programming provided to girls. Additionally, volunteers are frequently well-connected in the community and can help to spread the word about the mission of Boost Girls and its variety of programs. Although Boost Girls recognizes that some volunteers will only serve short-term periods, the hope is to onboard at least 10 long-term volunteers to help with crafting science lesson plans and activities, after-school classroom management, facilitation and management of travel-study programs, and aiding with administrative, financial, and fundraising needs. Additional opportunities for volunteering include helping with special events and serving as an ambassador for Boost Girls to the broader community.

2. Recruitment

The Volunteer Coordinator is responsible for the recruitment of all volunteers as well as encouraging the Executive Director, Board of Directors, staff, and current volunteers to aid the process of recruitment. Volunteer positions will be posted on the Boost Girls website, social media accounts, and on online boards such as LinkedIn For Nonprofits / VolunteerMatch. Boost Girls will participate in volunteer recruitment events at local colleges, universities, and community centers. Exhibit booths at community events and festivals will advertise the mission of Boost Girls and available volunteer positions. The members of the Board of Directors, who are dues-paying members of various networking organizations in the region, will promote Boost Girls volunteer positions at those group's meetings. The Volunteer Coordinator will work with the Director of Development to connect with corporations in the region, seeking volunteers from companies like Publix, Walt Disney World, and Marriott, among others.

2a) Job descriptions

Science Mentor Volunteer – Reports to the Volunteer Coordinator. Serves as a mentor, confidante, friend, and role model to underprivileged girls participating in Boost Girls programs. Responsibilities include: providing tutoring resources to girls; aiding girls with science experiments; helping with after-school classroom management; serving as chaperone on science-themed travel study programs. A commitment of 20 hours a month is needed. Orientation and training are required.

Science Standards Volunteer – Reports to the Volunteer Coordinator and the Director of Education. Provides help in crafting NGSS- and state-aligned science lessons and activities. Responsibilities include: Aiding with research on motivating girls to

pursue science; providing the Director of Education with the most up-to-date NGSS and state science standards (which change frequently); creatively utilizing available materials to craft engaging science activities for after-school programs. A commitment of 10 hours a month is needed. Orientation and training are required.

Development Volunteer – Reports to the Director of Development. Assists with Boost Girls’ fundraising activities, special events, social media presence, and public communications. A commitment of 15 hours a month is needed. Orientation and training are required.

Administrative/HR Volunteer – Reports to the HR & Office Manager. Helps with administrative tasks, office organization, and human resources and finance needs at Boost Girls. A commitment of 15 hours a month is needed. Orientation and training are required.

2b) Requirements

All volunteers must be 18 years or older. This is because volunteers may be working directly with girls or working with sensitive financial / HR information. All volunteers will have a background check performed through the Florida Department of Law Enforcement, including checking against the registered sexual offender list. All volunteers will be finger-printed. Volunteers must have a strong interest in fostering knowledge and growth of underprivileged girls, especially minority girls. All volunteers must complete a volunteer application, go through an interview process, and complete orientation and trainings.

2c) Application

Volunteer applications be available on the Boost Girls website. Hard copy applications will be available at the main office, and applications will be distributed at community events and volunteer recruitment events at local colleges and universities. The Volunteer Coordinator will review all applications and facilitate interviews with the manager of the “department” where the volunteer wants to work.

2d) Screening Tools

A phone interview will be conducted with all those interested in volunteering at Boost Girls. This is an important step in order to determine the “fit” of the volunteer with the culture of the organization. The Volunteer Coordinator will ask specific questions that will help weed out unacceptable volunteers. After applications have been reviewed and the phone screening is complete, then an in-person interview will be scheduled with the manager of the “department” where the volunteer wants to work. This is critical because the safety of the girls (clients) at Boost Girls is of utmost importance. An in-person interview will help to screen out people who are there for the wrong reasons even if they don’t have a criminal record. All selected volunteers will receive a background check with the Florida Department of Law Enforcement, including check against the registry of sexual offenders. Additionally, volunteers will be finger-printed. Volunteers will be required to sign a statement agreeing to a code of ethics and standards.

3. Orientation and Training

After getting through the screening process, volunteers will be viewed as an important part of the Boost Girls “family,” where girls are made to feel comfortable and safe reaching out to volunteers for help, advice, etc. Because of the potentially close

nature of the volunteer-client relationship, all volunteers are required to complete an orientation and several specific trainings.

3a) Alignment to mission and organization culture

In the orientation, all volunteers will come to understand the mission, vision, and core values of Boost Girls. It is important that all volunteers share respect for women and a vision in which all girls are able to achieve their educational and career aspirations. Another personality aspect that is necessary for volunteers to possess is open-mindedness and awareness of prejudices and willingness to change. Boost Girls will onboard volunteers who are a good “fit” with the organization’s “family.” Volunteers will be included in all social events and team building activities, to help build a positive culture of inclusion. Volunteers will, of course, be critical partners with the staff and will perform meaningful tasks that will help fulfill the mission of Boost Girls.

3b) Clarification of expectations for volunteers and organizations

Communication with volunteers is a fundamental rule of thumb at Boost Girls. Because each “department,” such as the education department vs. the fundraising department, will have differing goals, facilitating high levels of communication with volunteers is critical for success. Volunteers must be interested, passionate, and invested in their volunteer duties. Each individual “department manager” will be responsible for expressing specific expectations and responsibilities. Once a month, each respective manager will reflect on the work activities of the volunteers and provide verbal feedback to volunteers. Formal evaluations of long-term volunteers will be performed biannually.

3c) Orientation and training procedures

Volunteer orientations will be held once a month, typically on the second Saturday per month. The Volunteer Coordinator will facilitate these orientations and show a video of the Executive Director welcoming the volunteers and explaining Boost Girls' culture, history, mission, vision, core values, policies pertaining to volunteers, and goals for the year. A second video of an after-school science program will be shown to familiarize volunteers with the set up and explain expectations and goals. For those volunteers in more indirect capacities, the Director of Development and the HR & Office Manager will meet individually with the volunteers to explain expectations and department goals. At this point, training and working schedules will be discussed and finalized.

All volunteers will receive training on best practices for interacting with children and identifying child abuse. Depending upon where they choose to volunteer, some volunteers will receive specialized training in science lesson planning, mentoring, travel programming, administrative procedures, HR/finance training, etc. Trainings will be made engaging and interactive through role playing and team building activities. Volunteers will be invited to monthly steering committee meetings, where additional trainings will take place. Lastly, volunteers will be encouraged to pursue continuing education opportunities to refresh and update their skills.

4. Evaluation of Volunteers

Because volunteers are a part of the Boost Girls "family," and serve as important mentors and communicators of science education information to girls, they deserve to receive constructive feedback on the work they are doing. Biannually, all staff and

volunteers will participate in formal evaluation. A self-evaluation will be the first portion of the evaluation, and then a meeting with their “department manager” will be the second portion of the evaluation. Volunteers will be assessed on dependability, specific “job” duties, and interactions with the girls. Volunteers will be asked for recommendations for improving onboarding, trainings, and overall experience.

5. Recognition of Volunteers

Volunteer recognition is a vital part of any good nonprofit’s strategic plan. “Volunteers are very special people whose donation of time and effort warrants special consideration. They should always be encouraged to grow, learn, and seek fulfillment as they help an organization” (OMAFRA.gov.on.ca, 1996). There are two main ways that can be used to recognize volunteers: (1) formal recognition at banquets, in press releases, on social media, etc., and (2) informal recognition on a one-to-one basis through personal meetings, phone calls, emails, thank you notes, etc. Boost Girls will employ both of these methods, being sure to be: spontaneous, sincere, specific, and creative (OMAFRA.gov.on.ca, 1996). At the monthly steering committee meetings, a “Volunteer of the Month” will be recognized. Additionally, exceptional volunteers will be nominated for state-level recognition.

References for Section 9

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Section 10: Marketing and Community Relations

Marketing Plan

The marketing plan for Boost Girls will reflect and share the mission, vision, and goals of the nonprofit. This plan will be used to reach select target audiences. Proper messaging is essential for promoting Boost Girls' mission, values, and benefits to the community. There will be clear messaging to the media, donors, local school districts, staff, volunteers, Board of Directors, politicians, and the general public. There will be consistency with the messaging; however, each unique audience will receive a tailored message. Boost Girls' staff and current volunteers will help develop the marketing plan along with the board's development committee. According to Laura Lake (2017), there are "three basic categories that most nonprofit marketing campaigns fall into:

- (1) traditional cause marketing, which encourages donations in return for a product from the organization;
- (2) consumer fundraising, in which the organization promotes an opportunity for people to donate at their place of business; and
- (3) event or program sponsorship."

Boost Girls will utilize all three categories of nonprofit marketing in order to generate donations.

Segmentation and target audience

Because there are not enough resources to target entire populations of potential donors, Boost Girls will utilize segmentation of the market as a strategy. It is critical to "narrow the list of possible marketing priorities down to the five to seven highest, which should be directly aligned with the nonprofit's highest strategic priorities" (Conrardy,

2017). To do this, the target audiences will be narrowed from the general population based on factors including demographic, geographic, and socioeconomic characteristics (Conrardy, 2017). Demographic segmentation will identify individuals by ethnicity, age, and gender. Geographic segmentation will be used to identify target populations located in Central Florida. Socioeconomic segmentation will identify individuals based on occupation, income, and education.

Boost Girls will focus marketing efforts on four target audiences – consumer (girls), donors and supporters, volunteers, and staff. The consumer target audience will be comprised of girls (and their families) who would participate in Boost Girls’ after-school science programming, summer camps, or the travel-study programs for high schoolers. These girls will be attending public school in under-served urban districts; they will lack resources in their science classrooms; they will be basically interested in learning more about science; they will come from underprivileged homes; and they will mostly be minorities (African American, Latina, Native American, etc.). The donors and supporters target audience will include individuals, foundations, and businesses in Central Florida who share the vision that all children deserve a high-quality education and that girls and young women pursuing science should be supported and celebrated. This group of people will have the financial means to give substantial donations or in-kind donations. The volunteer target audience will include women (and some men) who are professionals and community volunteers in the greater Orlando area. It will also include local college students, corporate employees, and civic groups. The staff target audience will consist of individuals who possess: science education interests and knowledge; counseling skills; managerial skills; human resource, fundraising, and administrative experience.

Marketing goals and objectives

Depending on each target audience, marketing goals and objectives will be different. As Conrardy (2017) notes, having broad goals, specific (quantifiable) objectives, and evaluation methods are important for successful nonprofit marketing. Keeping target audiences engaged in the mission, values, and benefits of Boost Girls will influence them to donate.

The main objective for consumers (girls) is to increase participation in Boost Girls' programs and events. Goals for the first year include:

- Creating and raising awareness about Boost Girls programs and services with the local school districts in Central Florida.
- Informing parents at housing authorities and community centers about Boost Girls programs and services for their K-12 daughters.

The main objective with donors and supporters is to secure long-term, sustainable funding for Boost Girls. Goals for the first year include:

- Raise \$7700,000 in operating funds from donors and supporters.
- Establish formal relationship with partners to donate significant and consistent in-kind support including use of school classrooms, supplies and equipment, as well as tutoring books and general science "fun read" books.

The main objective for the volunteer target audience is to raise awareness about direct and indirect volunteer opportunities at the agency. Goals in the first year include:

- Successfully recruit, train, and retain five engaged volunteers to serve as mentors, chaperones, and assistant science leads for after-school science programs and travel programs.

- Establish relationships with local businesses, colleges, and civic groups to have a regular flow of female mentors entering the volunteer ranks.

The main objective for the staff target audience is to find qualified, dedicated, and talented people to work for Boost Girls. Goals in the first year include:

- Hire and train ten Boost Girls employees.
- Retention rate of 95%.

Branding

Branding for nonprofits is an important way to distinguish themselves from other, potentially similar agencies. Boost Girls will do this by projecting an image which is a mixture of compassion, nerdiness (a love for science), fun, and professionalism. The concept behind Boost Girls' branding is a drive to call on all those people who don't think girls and minorities can break through the proverbial 'glass ceiling' of STEM to think again. Using effective branding will help Boost Girls solidify this image in the eye of the public and they will associate it with its mission, programs and services, staff, and volunteers. Boost Girls' branding portfolio will include the agency's mission statement, logo, tagline, in addition to a cohesive design of the nonprofit's letterhead, printed materials (which includes flyers, brochures, and newsletters), the website, and social media sites. The branding colors include orange, blue, yellow, and black; these colors are used throughout all Boost Girls materials for consistency.

Mission Statement: The mission of Boost Girls is to empower under-served girls by helping them build skills in science and technology that enable them to creatively address societal and global problems.

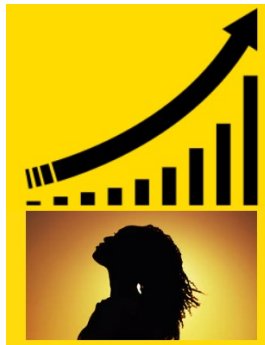
The nonprofit's "main" logo:



The nonprofit's tagline:

“Increasing science literacy and confidence. Preparing the leaders of tomorrow.”

Additionally, Boost Girls will employ a “shorty” logo in order to expand branding. The “shorty” logo signifies the boosting & growth of a young woman:



Evaluation

Evaluating the marketing plan is an important step to ensure that the marketing strategies are effective and are reaching the intended goals. Evaluation methods should “consist of unique, yet complementary, analytical components, employing traditional survey methods to measure population exposure to the campaigns and Google Analytics

to segment campaign website and social media visitors into actionable categories for future programmatic efforts” (Rudov et al., 2016). A “marketing interaction report” using these methods will be presented at each executive/steering committee meeting. In addition to evaluating quantitative data and comparing it to the quantitative goals to evaluate the effectiveness of the campaigns, we will survey customers, donors and supporters, volunteers and staff. Feedback via the surveys will help us to measure satisfaction with Boost Girls and may highlight areas for improvement.

Community Relations

A nonprofit community relations plan is critical for: increasing awareness in the region about Boost Girls’ mission and programs; developing relationships with the media and key partners who can increase Boost Girls’ visibility; and enhancing communication with important stakeholders and the public. The plan will be crafted by the board of directors and the Boost Girls’ staff leadership team. The executive director will be the designated community relations spokesperson. Board officers and staff leaders will be cross-trained in media relations in order to achieve the most effective messaging.

The development of a community relations plan is similar to a marketing plan. According to Network for Good (2008), it is important to “review your nonprofit business plan through the eyes of a journalist—what would be of interest to your clients or investors?” Community relations plans should “identify potential media opportunities that could occur during the year,” such as special events, expansion activities and new service offerings, “and develop a calendar that lists the events” (NetworkForGood.com, 2008). It is useful to “try to organize major news events to

create the most buzz” (NetworkForGood.com, 2008). The community relations plan must stay in alignment with Boost Girls’ mission and values.

Key messages

Proper messaging is essential for promoting Boost Girls’ mission, values, and benefits to the community. There will be clear messaging to the media, donors, local school districts, staff, volunteers, Board of Directors, politicians, and the general public. There will be consistency with the messaging, such that a volunteer and a board member will both be able to give the same two-minute speech about the mission and benefits of Boost Girls. Key messaging will communicate that Boost Girls’ staff, volunteers, and board members are:

- trustworthy and reliable
- deeply caring for the wellbeing and personal growth of the girls we serve
- always keeping safety in mind first (safe driving, safe spaces, and safe traveling)
- committed to celebrating diversity and honoring people who have different approaches
- advocating that science education helps girls become responsible global citizens

Strategic messaging will be drafted for unique circumstances, such as fundraising appeals, volunteer needs and opportunities, and special events (e.g., TED-style talks featuring female scientists or a science-themed gala). A social media plan will enable Boost Girls to share our knowledge from research, data, and success stories. A crisis communication plan to be developed in case of emergency (to be used with the media, staff, girls/families, and stakeholders if a crisis occurs).

Delivery methods

Delivery methods for the key messaging include: *written and auditory* methods and *in-person interaction* methods.

Written and auditory methods utilize the following:

- print and online advertising
- brochures, pamphlets, and flyers
- internet, websites, social media
- direct mail solicitations
- press releases, press kits, media alerts, press conferences
- annual report, quarterly e-newsletters
- PSAs (public service announcements) to air on radio

In-person interaction methods utilize the following:

- school visits, visits to PTA meetings
- community booths
- word of mouth
- partner with local events to increase visibility in the community
- reiterating talking points with staff, volunteers, and board members at meetings and events

Working with the media

The executive director, as the “face” of Boost Girls, will serve as the point person

on all media matters. Role playing, interview practice, and communication (including crisis communication) training will be provided to all managers, staff, volunteers, and board members. This will enable all members of the Boost Girls “family” to be comfortable when speaking to news media.

Developing a strong and positive relationship with local media sources is a critical aspect for success in today’s media-driven world. Boost Girls will work to create a media partnership with several of the Central Florida public radio stations and public television stations in order to promote special events, programs, and success stories. The executive director will be available for interviews when breaking news occurs. Additionally, the executive director will write blog entries on www.boostgirls.org and will delegate social media postings to staff members. Purchasing advertising with the local media will also improve relations. As a nonprofit, and specifically one related to education, many media stations (radio, TV) will offer reduced rates for advertising, which is something that Boost Girls should take advantage of.

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Section 11: Ethics, Transparency, and Accountability

“Charities that are accountable and transparent are more likely to act with integrity and learn from their mistakes because they want donors to know that they’re trustworthy. Generally speaking, charities that follow best practices in governance, donor relations and related areas are less likely to engage in unethical or irresponsible activities” (CharityNavigator.org, 2017). Ethics, transparency, and accountability are critical components of how Boost Girls fulfills its mission. Board members, staff, and volunteers will all adhere to a code of ethics, and standards will be in place to ensure that Boost Girls is transparent in funding, operations, and with information to our staff, clients (girls), and volunteers. “The purpose of adopting such a statement *formally* is to provide employees, volunteers, and board members with guidelines for making ethical choices and to ensure that there is accountability for those choices” (CouncilofNonprofits.org, 2017). Board members of Boost Girls will express their commitment to ethical behavior. These kinds of commitments go “a long way to earning the public’s trust” (CouncilofNonprofits.org, 2017).

Code of Ethics and Adherence

Ethical conduct is a main structural component of Boost Girls. Each board member, manager, staff person, and volunteer will adhere to a strict code of ethical conduct. All representatives of Boost Girls will uphold and support the mission, vision, and values of the organization AND comply with all laws and regulations. Core ethical values include: compassion, integrity, honesty, a love of learning, a commitment to the value of science, and a commitment to the safety of girls in our care. All staff, volunteers, and board members will sign a document stating: *As a representative of Boost*

Girls, I will uphold and support the mission, vision, and core values of the organization. I will comply with all laws and regulations pertaining to nonprofit practice. If it is determined that I, at any time, have not acted with the highest level of ethical behavior, I understand that my association with Boost Girls may end.

Transparency Measures

“Handling money responsibly is the key to making sure a nonprofit thrives and ensuring that the donated money is used for the purpose identified by the donor” (Scarano, 2016). Boost Girls will be transparent both inside the organization as well as publicly – being open and honest with the staff, volunteers, and clients through sharing of information, program measurements, resource allocation, and decision making. Making sure that Boost Girls is financially transparent will promote goodwill and increase public awareness with funders, the media, regulators, auditors, and the community. Boost Girls’ transparency measures will include:

- Financial transparency: posting Boost Girls’ Form 990, audited financial statements, tax-exempt status documentation, and annual report on nonprofit website
- Funding transparency: honesty and integrity with donors about usage of gifts; ensuring gift funds used as intended by the donor
- Operational transparency: open and forthright about the operations of Boost Girls’ programs when inquiries are made by clients, regulators, general public, etc.
- Staff and volunteer transparency measures: openness and honesty with staff and volunteers regarding decisions made by management and the Board of Directors

regarding operations, resource allocation, staffing levels, and programs.

Accountability Measures

Operations transparency is paramount for generating the public's understanding of and trust in Boost Girls. Being accountable for decisions and choices made by the board and by staff leadership is something that Boost Girls is obligated to.

Accountability measures include:

- Documented, detailed information about who is accountable within Boost Girls paid staff and Board of Directors
- Documented conflict of interest forms signed by each Board of Director
- Documented policies for: record retention, expenses, reimbursements, executive compensation, financial management, governance, whistleblower protection, as well as rights for employees, clients, and donors
- Accurate and timely financial & fundraising information provided to Charity Navigator and GuideStar.

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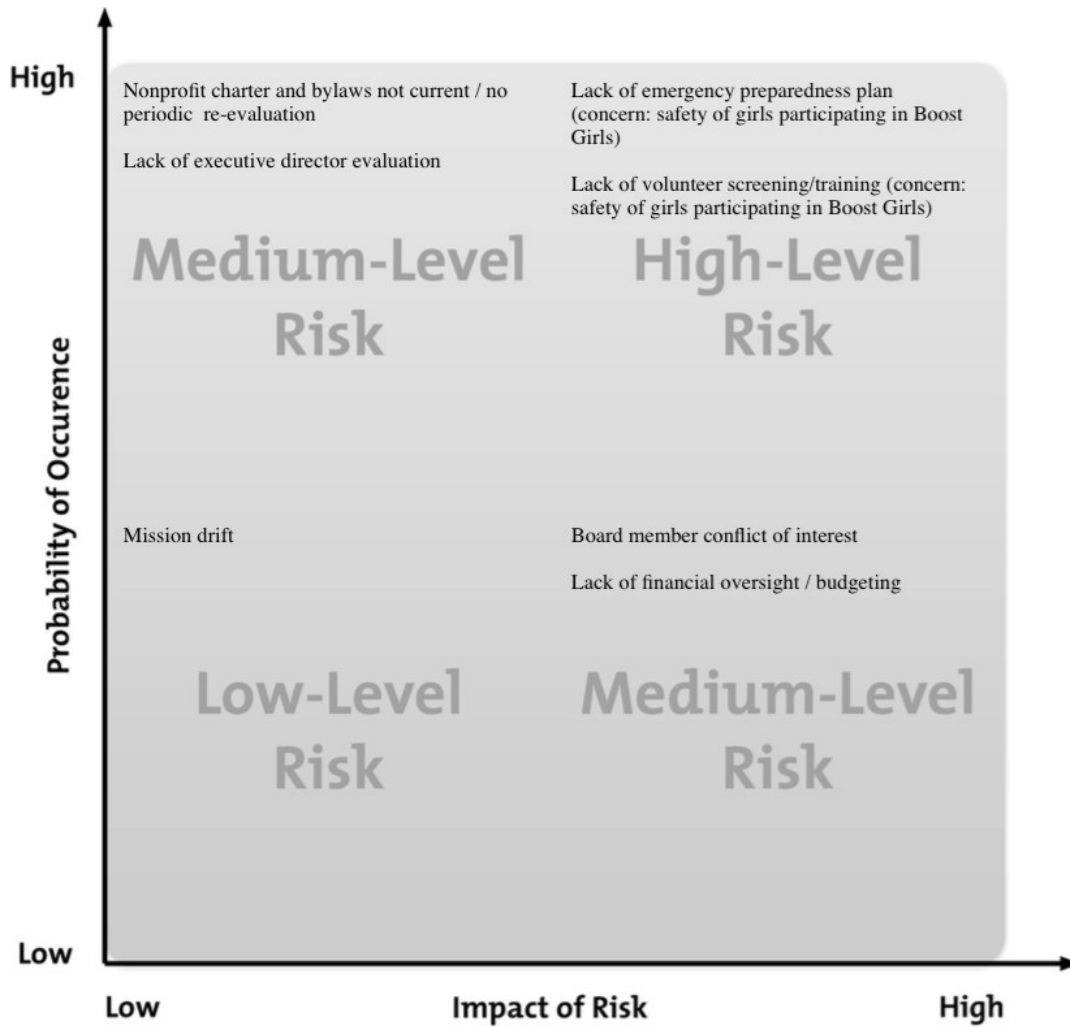
[transparency-impacts-your-organization/](http://www.araize.com/how-nonprofit-transparency-impacts-your-organization/).

Section 12: Risk Management

Identification of Major Risk Areas

Risk Impact/Probability Chart Worksheet

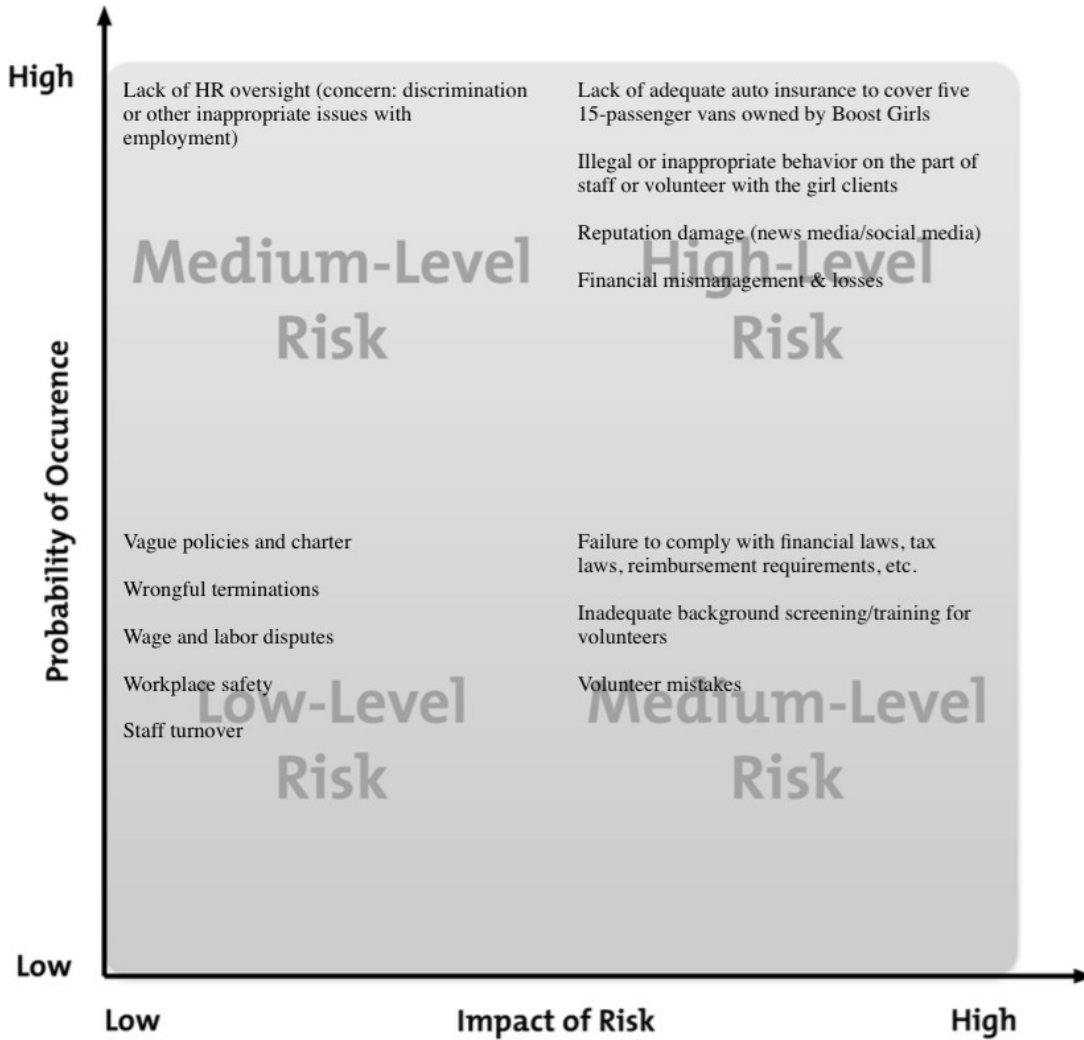
- For instructions on using the Risk Impact/Probability Chart, visit www.mindtools.com/rs/risk.



Administrative-related risks include:

Risk Impact/Probability Chart Worksheet

- For instructions on using the Risk Impact/Probability Chart, visit www.mindtools.com/rs/risk.



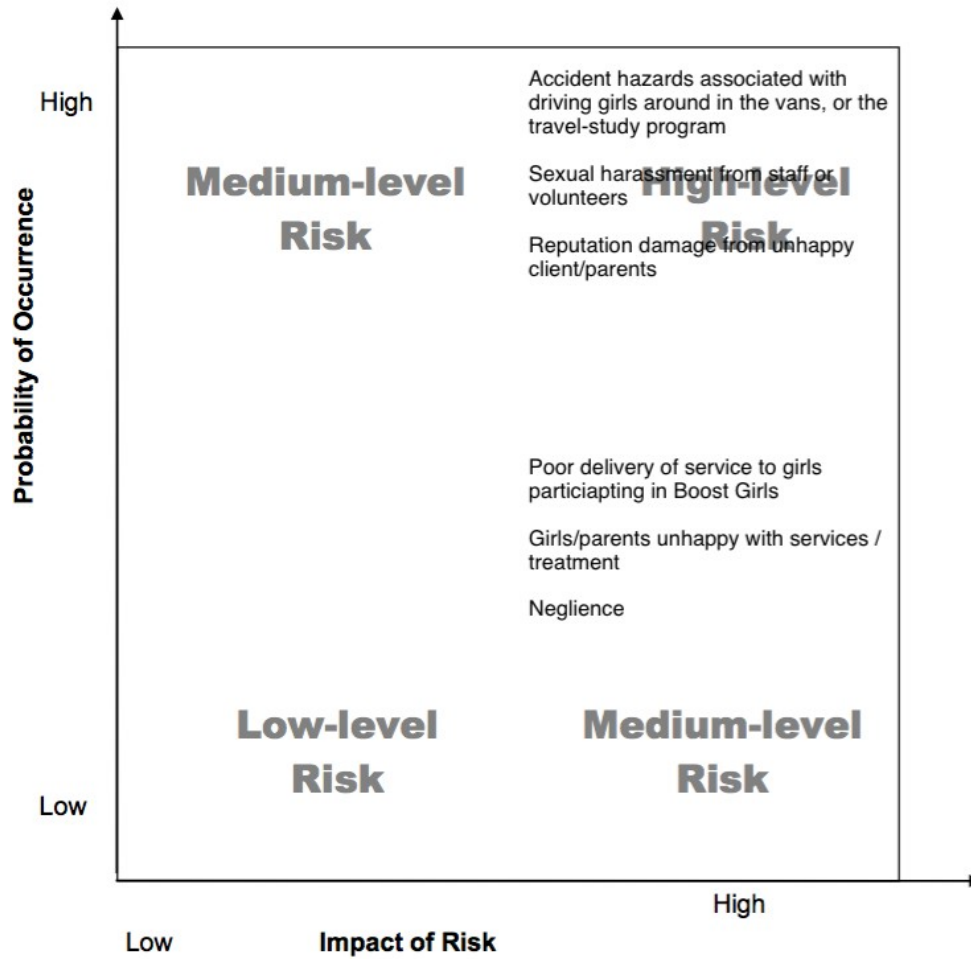
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Operations-related risks include:

Risk Impact/Probability Chart Worksheet

- For instructions on using the Risk Impact/Probability Chart, visit www.mindtools.com/rs/risk.
- For risk analysis, visit www.mindtools.com/rs/riskanalysis.



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Risk Treatment and Mitigation Strategies

Governance-related risks:

- require staff has proper procedures in place for checks-and-balances when handling financial resources;
- audit written policies that address spending, budgeting, financial reporting and confirming staff is following proper procedures and adhering to policies; and
- thorough conflict of interest policy including procedures on how to disclose potential conflicts

Administrative-related risks:

- internal controls of financials and checks-and-balances, procedures and appropriate policies;
- audit employee handbook – make changes to protect the employees and limit liability; and
- create volunteer handbook and include details on conduct with clients, volunteer rights,
- agency policies and procedures

Operations-related risks:

- audit program policies and procedures - ensure all well documented and accessible;
- girl and parent surveys and requests for feedback so management can address issues quickly;
- safety trainings and first-aid and CPR certifications for all staff and volunteers, and appropriate chaperone to child ratio;
- driver training and appropriate auto liability insurance policy (as well as non-owned auto liability);
- parent and child consent forms/waivers;
- appropriate operational changes; and
- program manager spending time working with staff and clients, observing, coaching, and working to correct issues immediately.