



## 2020 S.L. Gimbel Foundation Fund Grant Application

Internal Use Only:
Grant : _____

### Organization / Agency Information

<b>1) Organization/Agency Name:</b> Girls Incorporated of Omaha		
<b>2) Physical Address:</b> 2811 N. 45 <sup>th</sup> Street Omaha, NE 68104		<b>City/State/Zip</b>
<b>3) Mailing Address:</b> 2811 N. 45 <sup>th</sup> Street Omaha, NE 68104		<b>City/State/Zip</b>
<b>4) CEO or Director:</b> Roberta Wilhelm, Executive Director		<b>Title:</b>
<b>5) Phone:</b> (402) 457-4676	<b>6) Fax:</b> (402) 457-3013	<b>7) Email:</b> rwilhelm@girlsincomaha.org
<b>8) Contact Person:</b> Roberta Wilhelm, Executive Director		<b>Title:</b>
<b>9) Phone:</b> (402) 659-4634	<b>10) Fax:</b>	<b>11) Email:</b> rwilhelm@girlsincomaha.org
<b>12) Web Site Address:</b> www.girlsincomaha.org		<b>13) Tax ID:</b> 47-0562184

### Program / Grant Information

**Interest Area:**  Animal Protection  Education  Environment  Health  Human Dignity

<b>14) Program/Project Name:</b> Virtual and Classroom Art Program		<b>15) Amount of Grant Requested:</b> \$20,000	
<b>16) Total Organization Budget:</b> \$3,427,400	<b>17) Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100):</b> 82%	<b>18) Per 990, Percentage of Management &amp; General Expenses Only (Column C/ Column A x 100):</b> 13.7%	<b>19) Per 990, Percentage of Management &amp; General Expenses and Fundraising (Column C+D / Column A x 100):</b> 18%
<b>20) Purpose of Grant Request (one sentence):</b> Girls Inc. of Omaha is seeking funding to provide girls with opportunities for discovery, self-expression, and creativity through in-person and virtual art instruction during the 2020-2021 school year.			
<b>21) Program Start Date (Month and Year):</b> August 2020 – May 2021		<b>22) Program End Date (Month and Year):</b>	
<b>23) Gimbel Grants Received: List Year(s) and Award Amount(s)</b> n/a			

### Signatures

<b>24) Board President / Chair: (Print name and Title)</b> Jenni Shukert, Board President		<b>Signature:</b>	<b>Date:</b> 8/10/2020
<b>25) Executive Director/President: (Print name and Title)</b> Roberta Wilhelm, Executive Director		<b>Signature:</b>	<b>Date:</b> 8/10/2020



# Girls Inc. of Omaha Grant Application Narrative

2020 S.L. Gimbel Foundation

## Organization Background

### **What are the history, mission and/or purpose of your organization?**

Girls Incorporated of Omaha's mission is to inspire girls to be strong, smart, and bold. Girls Inc. programs cultivate learning and skill development in the areas of academic support and enrichment, career and life planning, self-reliance and life skills, health and wellness, leadership and community action, and culture and heritage. The Girls Inc. team develops curriculum and activities that are intrinsically appealing to girls and engender interest and enthusiasm. Athletic and enrichment activities complement academic offerings, while also helping girls stay healthy and develop teamwork skills.

### **How long has the organization been providing programs and services to the community?**

Girls Inc. of Omaha opened its first center in 1975, and currently operates two locations in North and South Omaha. It provides after-school and summer programming for girls ages 5 to 18, serving almost 1,200 girls in the centers and another 2,300 through outreach in 2019.

### **What are some of your past organizational accomplishments?**

A renovation and expansion of the North Omaha Center was completed in May 2016 and includes a health clinic staffed in collaboration with UNMC, an instructional kitchen, a new gym with a walking track, a fitness facility, a yoga room, and a media lab. In 2019, Girls Inc. opened a third facility in Omaha, Protégé House, which serves as a transitional living space for young women aging out of foster care.

Our greatest accomplishments are those of our alums. Most recently we received news that one of our alums received her master's degree and is going forward with study towards a PhD. Another alum just received her nursing degree. We are more than proud of the teachers, pharmacists, nurses, media consultants, political advocates, architects, and more that have had the Girls Inc. experience and are now self-sufficient, confident women who are contributing members to their communities and our democracy.

### **What are your key programs and activities?**

**STRONG (Health & Nutrition):** Girls Inc. provides programs and opportunities through: reproductive health and healthy relationships classes; sports leagues such as volleyball, basketball, flag football, and soccer; twice weekly yoga and mindfulness classes; fitness clubs; healthy cooking; gardening; mental health supports such as counseling by three of our on-staff counselors; access to health services at our on-site clinic; and health careers education.



**SMART (Academics):** Girls Inc. offers many academic opportunities to help our girls be successful at school such as: GIRLStart literacy program for girls in grades K-3<sup>rd</sup>; Eureka! STEM career and college prep classes in collaboration with the University of Nebraska at Omaha for girls in grades 8-12; homework help with staff and volunteers; art; women's studies; media literacy; computer lab access; engineering, coding, and robotics programming; and Operation SMART (Science, Math, & Relevant Technology) STEM program in collaboration with College of St. Mary. Increasing the number of girls, particularly girls of color, who are introduced to STEM-related careers and encouraged to pursue STEM-related extracurricular activities is an important part of the Girls Inc. Experience.

**BOLD (Advocacy, Life Skills & Independent Living):** Girls Inc. helps our girls to find their voices, to be their own best advocates, and to better understand civic leadership and their role in shaping the future world they will grow up in. It also represents independent living skills taught to our girls at Protégé House, mentoring with the over 160 mentor/mentee matches in our Pathfinders Mentoring program, Success Prep employment program, Girls Inc. offers financial literacy programs; media literacy; and other life skills to help girls prepare for success.

**E) Describe the communities you serve. Include populations, geographic locations served, and relevant statistics.**

Girls Inc. of Omaha provides after-school and summer programming for girls ages 5 to 18, serving almost 1,200 girls in the centers and another 2,300 through outreach in 2019. Our two centers are located in neighborhoods with among the highest poverty rates in the city.

The vast majority of the girls we serve come from single-parent households, families with limited financial resources, or multiple social-emotional stress factors. Among the girls served through our centers in North and South Omaha:

- 93% identify with communities of color.
- 87% qualify for the federal school lunch program.
- 57% live in single-parent households.
- 50% of the teenage girls live in foster care.

## **Project Information**

### Statement of Need

**1. Specify the community need(s) you want to address and are seeking funds for.**

Amid the COVID-19 pandemic, creating human connections – even as we remain physically distant – has become more important than ever. The girls at Girls Inc. need to develop healthy relationships with adult mentors, and they need to stay connected with friends. Many of the girls we serve were struggling with anxiety, depression, or emotional trauma even before the pandemic. Some of this stress is a normal part of growing up, but for many – girls from low-income families, who've been separated from their families, or who've experienced trafficking



or abuse – stress becomes toxic and leads to lifelong health consequences. By trapping girls at home, cutting them off from their mentors and friends, COVID-19 is bringing toxic stress to the lives of almost all girls.

Research has shown that a substantial increase in arts educational experiences leads to significant improvements in students’ academic, social, and emotional outcomes, school engagement, college aspirations, and critical thinking ([www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/](http://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/)). However, with school district funding stretched thin and a heavy emphasis on meeting standardized testing requirements, art programs are often the first to be cut. The programs provided by Girls Inc. help to fulfill girls’ need for creativity, experimentation and expression through the arts.

Since the early closure of Omaha schools in mid-March, art has emerged as the most popular virtual activity at Girls Inc. Girls have been able to escape into drawing, painting, pastels, calligraphy, and more. Art has become a medium through which girls can express themselves while interacting with one another and their mentors, even if video conferencing is the only option. Meanwhile, parents appreciate that their girls have a safe, enriching, and trusted online experience that is dependably scheduled every week.

## Project Description

### **1. Describe your project. How does your project meet the community need?**

Girls Inc. of Omaha is seeking funding to support the purchase of art supplies and other direct costs associated with arts instruction in the 2020-2021 school year. Because of the pandemic, altered school schedules, and uncertainty about the school schedule this fall and in the spring semester, we are prepared to implement both in-person and virtual art classes.

**In-Person Art Classes:** Classes and workshops will be delivered at Girls Inc.’s two after-school centers in North and South Omaha. We will follow health and safety protocols that align with those implemented by the schools. This means we will need enough supplies, such as scissors, pastels, paint brushes, and more, so that girls do not have to share anything; every girl will need her own items. We also may need to hold more classes and place fewer girls in each session to increase physical distancing. Art programs are, by their very nature, high touch. Media like clay, papier mache, collage, textile art, painting, pastels, crayons, colored pencils – require more managing during an active pandemic.

**Virtual Art Classes:** So far during the pandemic, Girls Inc. has delivered art kits to girls’ homes in advance of each scheduled online lesson. Weekly thereafter, we have delivered additional specialty materials required for the next week’s lesson. We disseminate a weekly schedule of virtual activities, including art classes, every Monday morning. Separate schedules for grades K-3, 4-7, and teens list multiple age-appropriate activities throughout the week. This allows families to schedule around other commitments and to share technology among siblings as needed. For families without technology at home, Girls Inc. has acquired 100 Chromebook computers that can be borrowed.



## **2. What is unique and innovative about this project?**

Girls Inc.'s art programs provide a creative outlet for individual expression in a group setting that helps them learn to appreciate and encourage others. The flexibility of our programs and the capability to offer them both in person and virtually allows us to continue serving girls even during the pandemic. Girls will discover new forms of self-expression, learn new technical skills in the arts, and grow their vocabulary through multiple artistic media. The arts will also reinforce STEM concepts from their school-based curriculum.

Additionally, Girls Inc. places a heavy emphasis on “girl voice” as part of the art experience: using art to explore self and community, and to celebrate culture. Both gender and race, two topics that many classes want to avoid, are front and center at Girls Inc. Teaching girls to advocate for themselves and others is woven throughout the Girls Inc. curricula, including art.

Girls Inc. is proud to have built strong relationships within the community, and we plan to leverage those connections to bring in new artists to work with the girls, teaching them about many different kinds of art and expression. Interacting with professional artists and instructors will allow the girls to envision and explore future careers in the arts, or to see how an understanding and appreciation of art, imagination, and creativity can benefit them in any career path.

## **Project Goal, Objectives, Activities and Expected Outcomes**

### **GOAL**

All participating girls will view art a source of joy and connect the practice of art-making and visual communication to their own cultures: to themselves, their lives, and their communities.

### **OBJECTIVE**

Provide 400 girls with ten or more group art classes throughout the 2020-2021 school year.

### **ACTIVITIES**

1. Provide 2 or more art classes each week for girls, separated by age group.
2. Discuss girls' projects/creations with them, allowing them to reflect and to share their thought process and experience.
3. Help girls to translate lessons learned through participation in the arts into other areas of their lives, such as relationships and academics.
4. Provide opportunities for girls to share their work and amplify their voices.

### **OUTCOME**

We expect that at least 400 girls will participate in ten or more group art classes during the 2020-2021 school year, whether in-person or virtual, learning to express themselves creatively, problem solve, improve art-making skills, and feel a sense of pride in creation.



## EVALUATION

Girls Inc. uses attendance records to track the number of girls participating in each program in the center, and tracks the number of participants on each virtual session. Virtually, chat functions can be an indicator of intellectual curiosity and class engagement that is noted via observation in face-to-face teaching.

Following guidance from the National Endowment for the Arts, Girls Inc.'s arts instructors and facilitators observe the girls' behaviors to measure their level of engagement and fulfillment in each class. Using a five-point scale, ranging from "not at all" to "frequently and with enthusiasm," they rank the following student behaviors:

- Uses vocabulary specific to the medium and style of work.
- Concentrates on technique.
- Engages with teacher or artist.
- Holds work close to body.
- Shares work with peers.
- Shares work with parents.
- Allows work to be shared on social media.

Each girl's final portfolio will demonstrate their accomplishments, improvements, and their persistence in advancing through a series of lessons and challenges.

In addition, the art classes reinforce other outcomes sought by Girls Inc., including improved social-emotional skills and better engagement in school. We collect and analyze girls' report cards to measure their academic progress, whether they are attending school regularly, and their progress toward on-time graduation.

## Timeline

**Provide a timeline for implementing the project. State the start date and ending date of the project, include timeframes for specific activities, as appropriate. The start date and end date should be the same dates on the cover page.**

This project will take place during the 2020-2021 school year, from August 2020 – May 2021. As of the time of this application's submission, Girls Inc. plans to open the north Omaha facility to a limited number of girls in September. However, we understand the need for flexibility during the COVID-19 pandemic, and we have plans in place to revert back to virtual programming at any time to adhere to public health guidelines.



## Target Population

### 1. Who will this grant serve?

The vast majority of Girls Inc. girls come from single-parent households, families with limited financial resources, or multiple social-emotional stress factors. For example, among the girls we serve through Girls Inc.'s after-school centers in North and South Omaha:

- 87% qualify for the federal school lunch program.
- 57% live in single-parent households.
- 50% of the teenage girls live in foster care.
- 15% of all the girls are in the foster care system.
- 93% of the girls identify with communities of color.

### 2. How many people will be impacted? Provide a breakdown: Number of Children, Youth, Adults, Seniors, Animals.

All 1,100 girls who come to Girls Inc.'s after-school centers in North and South Omaha will participate in at least some art classes. We estimate that at least 400 girls, ages 5-18, will attend 10 or more individual classes throughout the 2020-2021 school year.

## Projects in the Community

### 1. How does this project relate to other existing projects in the community?

With all of the social unrest due to recent civil rights protests and COVID-19, our peer youth-serving agencies are also recognizing art as both a balm for anxieties and a tool for expression during hard times. As the girls choose the content of their work and some of the areas they would like to explore with specific media, we will connect with other projects in the community. Our program model relies heavily upon program partners and collaboration. In addition to the actual art-making, all curriculum areas, including art, support showing girls possible future careers. Art museums, for example, have curators, artists, administrators, marketers, special event managers, fund-raisers, art educators, and facility people who teach about the special needs of art including light, humidity, and security.

### 2. Who are your community partners (if any)?

When we are programming face-to-face, we are able to partner with many community agencies to bring the art experience and/or art-making to the girls we serve. Traditional partners include the Joslyn Art Museum, El Museo Latino, The Union for Contemporary Art, Kaneko, and the Bemis Center for Contemporary Arts. We plan to work with as many of them as possible, face-to-face and/or virtually. As we plan to open our center to girls after Labor Day, we know we will not be able to bring in program partners as we have in the past. We are able to bring them into our classrooms virtually for instruction and expertise within certain genres, styles, or historical periods of art.

When we are programming virtually, we are also able to partner with other Girls Inc. affiliates and regional and national partners for art exploration and instruction. This is a new endeavor for us but we are excited about the possibilities of broadening the scope and impact of our programming using virtual teaching platforms, as well as utilizing the talents of those we might not normally be able to access due to distance/travel constraints.

**3. Who else in the community is providing this service or has a similar project?**

Other youth-serving agencies do provide some art programming in the out-of-school time realm. Girls Inc. has a more robust supply delivery infrastructure and has more of an emphasis on exploring race, gender, and culture. Girls do receive art education in school but it has, over the past decades, been reduced. With COVID scheduling, art programming will be further reduced in the coming months/school year.

**4. How are you utilizing volunteers?**

In our normal programming, volunteers are a very large component of program prep, especially in supply-heavy arts programming, and day-of assistance. Due to COVID, volunteers will not be used in the classroom for any face-to-face support. For virtual programming, volunteers can assist with one-on-one tutoring and help with individual attention to complete projects or for a deeper conceptual understanding of art project components such as line, dimension, light, shadow, perspective, etc. One-on-one volunteer mentors will continue to support mentees virtually and/or through socially-distanced activities such as a walk in a local park or sitting in a back yard for a catch-up conversation.

## Use of Grant Funds

**How will you use the grant funds? This answer should align with the specific activities previously outlined in C) Project Goal, Objectives, Activities and Expected Outcomes**

Grant funds will be used to purchase enough art supplies to ensure that girls each have their own items, so we can reduce the transmission of germs caused by sharing supplies. If programming is virtual, materials will be delivered to each girl's home. Funding will also support salaries & fees for teachers, facilitators, guest instructors, and transportation to art galleries, museums, and art studios.

## Project Future

### Sustainability

**Explain how you will support this project after the grant performance period. Include plans for fundraising or increasing financial support designated for the project.**

Girls Inc. has a diverse base of funding support, including individual donors and foundations. Academics is one of the three pillars of our mission, and the arts are a high priority among the educational services we provide. Our development team continuously seeks out new opportunities for funding to support programs in the arts, and our successful outcomes appeal to donors seeking to invest in the futures of the girls.

The success of this current endeavor – positive experiences and outcomes for girls – helps generate future support. We treat every program as if its existence depends upon the success of what is happening today because, in fact, that tends to be the reality.

We are planning to let the girls exhibit their work in a virtual gallery that will be a new function of our website and promoted on social media/e-mail blasts. Girls can sell their work with a percentage going to the program and a percentage going to the artist.

## Governance, Executive Leadership and Key Personnel/Staff Qualifications

### Governance

**Describe your board of directors and the role it plays in the organization.**

Our board is made up of twenty-three diverse individuals, including two of our parents and an alum. It is mostly women (one man); 50% people of color and 50% white people. We have representation from a variety of corporations, educational institutions, city agencies, etc. We have a couple of attorneys and a several financial/investment folks. We have a woman who is retired faculty at the local university, a Black woman who was in the STEM field and personally advocates for all science, technology, engineering, and math partnerships for us.

The board serves as the “keeper of the mission,” ensuring that Girls Inc. operates with integrity, within the bounds of both the law and ethics, and provides fiduciary oversight and stewardship for donors, stakeholders, and legal entities such as the IRS. They are a policy-making and review board but will roll their sleeves up for fund-raising activities and they do some hands-on volunteering with the girls, such as assisting girls with proofing scholarship essays. In addition to fund-raising, they engage in advocacy efforts and strategic planning.



### **What committees exist within your board of directors?**

Executive, Board Development, Fund Development, Scholarship, Site (we have four facilities), Finance, Planning, and Equity, Diversity, & Inclusion.

### **How does the board of directors make decisions?**

Depending upon the decision, the board gathers and shares information before a meeting with an emphasis on data, both qualitative and quantitative. If there is a decision that is committee specific, the committee will go through a discovery process and then share the information and findings with the full board, making a recommendation for action/approval. If it is a broader decision, the executive committee might do some of the preliminary information gathering. Depending upon the decision, they will usually ask, “Who isn’t at this table who should be a part of this decision-making process?” That might be girls, or parents, or teachers, the local Health Department, or Girls Inc. national. The board has used data that is easily accessible from websites or our own internal database but it has also executed surveys and focus groups before making a decision. Most recommendations bring the group to consensus, but that is not always the case. Dissenting voices are respected.

## **Management**

### **Describe the qualifications of key personnel/staff responsible for the project.**

**Ms. Roberta Wilhelm**, Executive Director, has been in her position for seventeen years. She has a master’s degree in acting and directing. Prior to her work with Girls Inc. she was the Executive Director of The Rose Theater, where she worked for twenty years. She has a love of arts and arts education that has made her a special champion of arts programming for the girls.

**Ms. Emily Mwaja** is the Director of Programs at Girls Inc. She has been with Girls Inc. since 2003 and has held her current position since 2005. She has seen girls grow from kindergarten to college juniors. She knows the girls and their families. She knows the community partners. She is well respected in the community.

At Girls Inc., she has established program partnerships with major cultural, educational, and recreational institutions in Omaha such as The Rose Theater, the Omaha Symphony, College of Saint Mary, University of Nebraska Omaha, Film Streams, Creighton University, University of Nebraska Medical Center, Girls Rock, African Culture Connection, Outward Bound, BUMP (Bike Union Mentoring Project), The Union for Contemporary Arts and more.

Ms. Emily is also a physical fitness devotee and holds the world championship record for deadlifting in her weight class and several records for the states of Iowa and Nebraska.

Born in Kenya, Emily grew up in Champagne, Illinois and attended high school in West Lafayette Indiana. She received her Bachelor of Science degree from Bellevue University in 2003.



Emily volunteers in the Omaha community with Outward Bound, North Omaha Community Care Council, RESPECT, BUMP (Bike Union Mentoring Project) and African Culture Connection. Emily has also served as a mentor through Big Brothers Big Sisters and through Girls Inc.

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**V. Project Budget and Narrative (Do not delete these instructions on your completed form).**

A) **Budget Table:** Provide a detailed line-item budget for your entire project by completing the table below. Note that if funded, this is the budget that you will have to refer to in the Evaluation (Final) Report.

**A breakdown of specific line item requests and attendant costs should include:**

- 1) Line item requests for materials, supplies, equipment and others:
  - a. Identify and list the type of materials, supplies, equipment, etc.
  - b. Specify the unit cost, number of units, and total cost**
  - c. Use a formula/equation as applicable. (i.e. 40 books @ \$100 each = \$4000)
- 2) Line item requests for staff compensation, benefits: **Do not use FTE percentages.**
  - a. Identify the position; for each position request, **specify the hourly rate and the number of hours** (i.e. \$20/hr x 20 hours/week x 20 weeks = \$8,000)
  - b. For benefits, provide the formula and calculation (i.e. \$8,000 x 25% = \$2,000)
- 3) Line items on Salaries/Personnel included in budget (contribution or in-kind) but NOT requested from the Gimbel Foundation must be broken down per number 2) above: Provide rate of pay per hour and number of hours.
- 4) The Gimbel Foundation **does not fund indirect costs.**

<b>Line Item Request</b>	<b>Line Item Explanation</b>	<b>Support From Your Agency</b>	<b>Support From Other Funders</b>	<b>Requested Amount From Gimbel</b>	<b>Line Item Total of Project</b>
Personnel: Art Lead	Art Lead: \$21.06/hr x 120.6 hours			\$2,538	\$2,538
Personnel: Facilitators	\$13/hr x 141 hours			\$1,833	\$1,833
Personnel: Drivers	\$15/hr x 141 hours			\$2,115	\$2,115
Guest Artist Instruction: Fees	\$34/hr x 33 hours			\$1,000	\$1,000
Guest Artist Instruction: In Kind	\$80/hr x 20 hours		\$1,600 (in kind)		\$1,600
Supplies: Art Kits	\$25 each x 400	\$1,500	\$2,000 (in kind)	\$6,500	\$10,000
Supplies: Supplemental	\$15 each x 400	\$1,200		\$4,800	\$6,000
Supplies: Bulk Items		\$1,986	\$1,500 (in kind)	\$1,214	\$4,700
<b>TOTALS:</b>		<b>\$4,686</b>	<b>\$5,100</b>	<b>\$20,000</b>	<b>\$29,786</b>

**B) Narrative:** The budget narrative is the justification of “how” and/or “why” a line item helps to meet the project deliverables. Provide a description for each line item. Each line item must have a narrative. Explain how the line item relates to the project. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Project Budget and Budget Narrative

1. Art Lead: Salary and benefits for Art Lead for 120.5 hours at \$21.06/hour to manage and organize the program
2. Facilitators: 141 facilitator hours at \$13/hour to execute the program
3. Guest Artist Instruction: Professional artists brought in to teach specialty classes; 33 hours at \$34/hour
4. Guest Artist Instruction (In Kind): Professional artists who donate their time and service to teach specialty classes; 20 hours at \$80/hour
5. Art Kits: Basic art kit: watercolor, paper, scissors, glue, rulers, crayon, colored pencils; \$25 each for 400 girls
6. Supplemental supplies: Specialty art supplies to add to the weekly lesson kits – pastels, graphite, charcoal, specialty paper; \$15 each for 400 girls
7. Bulk art items: clay & glaze, kiln tools, acrylics, papier mache, recycled items, magazines, stencils

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**VI. Sources of Funding:** Please list your current sources of funding and amounts.

### *Secured/Awarded*

Girls Inc. of Omaha's Top 10 Secured Funders 2020

Name of Funder: Foundation, Corporation, Government	Amount
Sherwood Foundation	\$317,254
United Way of the Midlands	\$288,500
Lozier Foundation	\$125,000
William & Ruth Scott Foundation	\$100,000
Anonymous (Foundation)	\$100,000
Peter Kiewit Foundation	\$100,000
Daugherty Foundation	\$100,000
Richard Brooke Foundation	\$60,000
Weitz Family Foundation	\$50,000
Holland Foundation	\$50,000

### *Pending*

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
Omaha Community Foundation, Jetton Fund: Foundation	\$7,500	September 2020
Omaha Community Foundation, Building Healthy Futures Fund	\$75,000	October 2020
Omaha Community Foundation, Fund for Omaha	\$25,000	October 2020
Mutual of Omaha Foundation	\$35,000	December 2020
DHHS Stabilization Grant	\$12,000	August 2020
Mammel Foundation	\$10,000	December 2020

**Diversity of Funding Sources:** A financially healthy organization should have a diverse mix of funding sources. Complete those categories that apply to your organization using figures from your most recent fiscal year.

Funding Source	Amount	% of Total Revenue	Funding Source	Amount	% of Total Revenue
Contributions	\$795,547	25%	Mbrship/Prgm	\$68,991	2%
Fundraising/Special Events	\$220,599	7%	Misc	\$25,617	1%
Corp/Foundation Grants	\$1,661,783	52%	United Way	\$402,000	13%
Government Grants					

**Notes:**

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### VII. Financial Analysis

**Agency Name:** Girls Incorporated of Omaha

**Most Current Fiscal Year (Dates):** From January 1 To: December 31, 2019

This section presents an overview of an applicant organization's financial health and will be reviewed along with the grant proposal. Provide all the information requested on your **entire organization**. Include any notes that may explain any extraordinary circumstances. Information should be taken from your most recent 990 and audit and should be **no more than two (2) years old**. **Double check your figures!**

#### Form 990, Part IX: Statement of Functional Expenses

**1) Transfer the totals for each of the columns, Line 25- Total functional expenses (page 10)**

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
\$3,840,642	\$3,146,073	\$525,002	\$169,567

**2) Calculate the percentages of Columns B, C, and D, over A (per totals above)**

- Program services (B) – A general rule is that at least 75% of total expenses should be used to support programs
- Management & general administration (C) – A general rule is that no more than 15% of total expenses should be used for management & general expenses
- Fundraising (D) – A general rule is that no more than 10% of total expenses should be used for fundraising

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	82%	13.6%	4.4%

**3) Calculate the difference between your CURRENT year budget for management & general expenses and your previous management & general expenses per your 990 (Column C)**

Percentage of Organization's <u>Current</u> Total Budget used for Administration 15%	Column C, Management & general expenses per 990 above 13.6%	<b>Differential</b> <b>1.4%</b>
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If the differential is above (+) or below (-) **10%**, provide an explanation:

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**Quick Ratio:** Measures the level of liquidity and measures only current assets that can be quickly turned to cash. A generally standard Quick Ratio equals 1 or more.

<b>Cash</b>	<b>+ Accounts Receivables</b>	<b>/Current Liabilities</b>	<b>= Quick Ratio</b>
\$ 12,870,297	\$ 817,226	\$ 205,429	66.63

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**Excess or Deficit for the Year:**

<b>Excess or (Deficit) Most recent fiscal year end</b>	<b>Excess or (Deficit) Prior fiscal year end</b>
\$826,696	\$381,628

**Notes:**

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**Internal Revenue Service****Department of the Treasury****P. O. Box 2508  
Cincinnati, OH 45201****Date:** December 6, 2001**Person to Contact:****Ms. E. Eckert 31-07436  
Customer Service Specialist****Toll Free Telephone Number:****8:00 a.m. to 8:30 p.m. EST  
877-829-5500****Fax Number:****513-263-3756****Federal Identification Number:****47-0562184****Girls Incorporated Of Omaha  
% Benson Station  
2811 N 45<sup>th</sup> St.  
Omaha, NE 68104-4518****Dear Sir or Madam:**

This letter is in response to the amendment to your organization's Articles of Incorporation filed with the state on October 11, 1999. We have updated our records to reflect the name change as shown above.

Our records indicate that a determination letter issued in March 1975, granted your organization exemption from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

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Girls Incorporated Of Omaha  
47-0562184

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

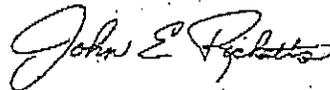
The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. If your organization had a copy of its application for recognition of exemption on July 15, 1987, it is also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,



John E. Ricketts, Director, TE/GE  
Customer Account Services

## **2020 Board Roster**

**8** = Executive Committee/Officers

	<b><u>FirstName</u></b>	<b><u>LastName</u></b>	<b><u>BoardPosition</u></b>	<b><u>BusinessName</u></b>
1	Amy	Augustyn	Member	City + Ventures
2	Keisha	Bradford	Member	Health Center of NE
3	Amber	Carman	<b>Treasurer</b>	Deloitte & Touche LLP
4	Vanessa	Denney	Member	
5	Lisa	Gotsdiner	Member	Gallup
6	Anne	Harris	Member	Cox Media
7	Sarah	Helvey	girlFRIENDS President	Nebraska Appleseed
8	Anne	Herman	<b>VP at Large</b>	AVA Insights
9	Dana	Kaufman	<b>VP at Large</b>	Proxibid
10	Ashley	Kuhn	Member	Blair Freeman
11	Amy	Lawrenson	<b>VP at Large</b>	Baird Holm LLP
12	Collette	Lozier	<b>President-Elect</b>	American National Bank
13	Michelle	Miller	Member	Conagra Brands
14	Carol	Mitchell	Member	Community Volunteer
15	Yana	Morgan	Member	Weitz Investments
16	Teresa	Negron	<b>Secretary</b>	Negron Consulting
17	Mrunmayee	Parvate	Member	First National Bank of Omaha
18	Dulce	Sherman	Member	OneWorld Community Health Centers, Inc.
19	Jenni	Shukert	<b>President</b>	Olsson
20	Amy	Swartwood	Member	Mutual of Omaha
21	Eric	Taylor	Member	University of Nebraska at Omaha, Aviation Institute
22	Lindsay	Tettenborn	Member	Union Pacific Railroad
23	Barbara	True	<b>Past President</b>	Blue Cross Blue Shield of Nebraska
24	Tishara	Wardlow	ParentRep	

**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22	65,914.	65,914.		
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	234,182.	17,304.	162,082.	54,796.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	49,100.	49,100.		
7 Other salaries and wages	1,339,132.	1,198,073.	138,452.	2,607.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	37,750.	28,167.	9,583.	
9 Other employee benefits	94,615.	81,299.	13,316.	
10 Payroll taxes	112,462.	88,441.	20,372.	3,649.
11 Fees for services (non-employees):				
a Management				
b Legal	2,138.		2,138.	
c Accounting	25,500.		25,500.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17	90,000.			90,000.
f Investment management fees	25,886.		25,886.	
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	29,094.	15,204.	13,759.	131.
12 Advertising and promotion	2,528.	2,129.	361.	38.
13 Office expenses	129,499.	84,317.	45,182.	
14 Information technology				
15 Royalties				
16 Occupancy	282,188.	269,046.	10,905.	2,237.
17 Travel	21,705.	21,091.	590.	24.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates	12,000.	12,000.		
22 Depreciation, depletion, and amortization	743,468.	713,729.	22,304.	7,435.
23 Insurance	87,393.	81,301.	5,309.	783.
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a <b>ACTIVITIES EXPENSE</b>	371,197.	371,131.	66.	
b <b>MEALS &amp; SNACKS</b>	49,718.	44,406.	5,169.	143.
c <b>MISCELLANEOUS EXPENSE</b>	24,436.	647.	17,017.	6,772.
d <b>DUES &amp; SUBSCRIPTIONS</b>	6,876.	1,404.	4,520.	952.
e All other expenses	3,861.	1,370.	2,491.	
25 <b>Total functional expenses.</b> Add lines 1 through 24e	3,840,642.	3,146,073.	525,002.	169,567.
26 <b>Joint costs.</b> Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

# Girls Incorporated of Omaha 2020 Budget

## Operating Revenue

Carryover	\$ 1,000,000
Individuals	\$ 150,000
Corporations	\$ 20,000
Corporate Foundations	\$ 300,000
Family Foundations	\$ 150,000
United Way	\$ 420,000
Non Profit	\$ 150,000
Girls Inc National	\$ 150,000
Government	\$ 23,000
Special Events Revenue	\$ 165,000
Program Revenue-Barker/Protégé	\$ 20,000
Scholarship Revenue	\$ 75,000
Membership Fees Revenue	\$ 35,000
Trip Revenue-Field Trips	\$ 5,000
Trip Revenue-Annual Trip	\$ 70,000
Snackalicious Revenue	\$ 4,200
Rental Fees Revenue	\$ 1,200
Miscellaneous Revenue	\$ 2,000
Investment Income	\$ 300,000
Endowment Draw	\$ 387,000

**Total Operating Revenue** **\$ 3,427,400**

## Operating Expense

Salaries	\$ 1,787,714
Payroll Tax and Benefits	\$ 338,252
Recruiting Expense	\$ 5,711
Security Services	\$ 6,213
Professional Fees	\$ 126,373
Supplies	\$ 49,487
IT Supplies & Access	\$ 36,882
In Kind	\$ 250
Activities Expense- Girls	\$ 222,181
Meals/Snacks	\$ 61,718
Postage	\$ 1,614
Rent/Lease	\$ 6,212
Package Insurance	\$ 74,116
Building, Utilities, Maintenance	\$ 292,861
Communications	\$ 33,360
Marketing/Advertising	\$ 31,020
Printing	\$ 18,722
Special Event Expense	\$ 75,415
Transportation/Travel	\$ 90,182
Conference/Seminar Fees	\$ 5,549
Subscription/Membership Dues	\$ 10,058
Investment Fees	\$ 40,000
Girls Inc National Dues	\$ 12,000
Bank Charges	\$ 3,202
Taxes & Other Fees	\$ 16,329
Misc Expense	\$ 17,738
Scholarships	\$ 64,240

**Total Operating Expense** **\$ 3,427,400**

**Total Change in Net Assets** **\$ 0**