



**girls
inc.**

Inspiring all girls
to be strong,
smart, and bold

**THE
GIRLS INC.
AFFILIATE
MODEL**

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THE GIRLS INC. AFFILIATE MODEL

There is no youth-serving organization in the United States or Canada that changes the lives of girls and young women in the way that Girls Inc. does. The Girls Inc. Affiliate Model defines our singular approach to youth development for girls. It is the Girls Inc. DNA. The Affiliate Model is not only how we do business, it is what sets us apart from any other organization.

WHAT MAKES UP THIS AFFILIATE MODEL?

GIRLS – This is where all our decisions begin and end: how we best serve the girls who need us most, empowering them to grow up healthy, educated and independent. The learnings from our girls directly inform our advocacy agenda to improve the lives of all girls.

THE GIRLS INC. EXPERIENCE – Our Programming Framework guides the network in creating powerful experiences for girls and provides a scaffolding on which each affiliate’s knowledge of its community’s needs and girls’ interests rests.

OUTCOMES - Our year-to-year commitment to continuous improvement of the Girls Inc. Experience, coupled with the achievements of Girls Inc. girls, telegraphs to girls, their families, and the world the seriousness we bring to our work.

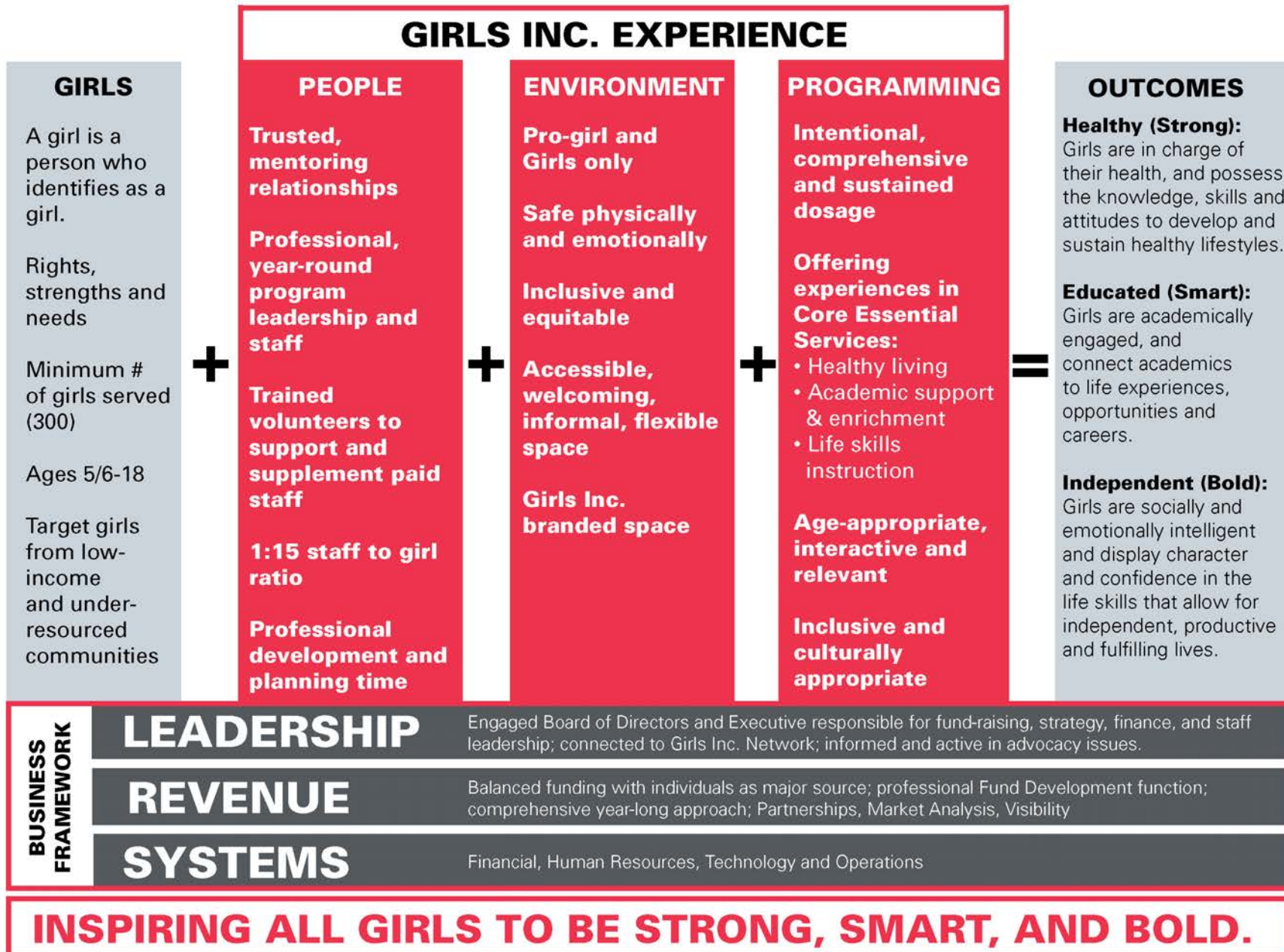
BUSINESS FRAMEWORK - Undergirding the Programming Framework and commitment to changing girls’ lives, the Business Framework encompasses Girls Inc. leadership, the strategies we use to pursue funding, and the systems we put in place to maximize all of our resources, including the most important: a talented and passionate workforce.

The vision for the Girls Inc. Affiliate Model is to provide the definition, structure and resources necessary to develop strong affiliates that are able to fuel growth and sustain it – ultimately transforming the lives of hundreds of thousands of girls.

All affiliates will benefit from the Affiliate Model whose structure of best practices, policies and procedures create a relatively unchanging set of core elements - a fixed backbone.



THE STRONG, SUSTAINING, GROWING GIRLS INC. AFFILIATE



At Girls Inc., girls experience the best in positive youth development, receiving comprehensive resources that equip them to navigate gender, economic and social barriers. A strong affiliate focuses its resources to provide compensatory programming and life-changing experiences to the girls in greatest need in their local communities.

- G1.** The affiliate welcomes all girls who identify as a girl regardless of their assigned sex at birth, including those who are exploring their [gender identity](#) or expression during their time at Girls Inc.
- G2.** The affiliate focuses its data-driven expansion efforts on girls from low-income or under-resourced communities by using reliable sources of information to define and locate these communities, including information on [Title I Schools](#), [Distressed Communities](#), [Communities of Poverty](#), or other locally sourced data. The affiliate regularly scans the geographic territory for opportunities for expansion, updating a market analysis annually.
- G3.** The affiliate delivers the comprehensive [Girls Inc. Experience](#) to at least 300 girls, ages 5 or 6 to 18.



THE GIRLS INC. EXPERIENCE: PEOPLE

PEOPLE

High-impact Girls Inc. programming is grounded in the people with whom girls have contact: trusted, mentoring relationships with adult staff and volunteers trained in an approach that is grounded in a belief in girls' rights and abilities.

P1. The affiliate has a paid, full-time, year-round, qualified [program leader](#) responsible for vision, strategic and tactical program planning, development of program partnerships, training and scheduling staff and volunteers, working with fund development on proposals and reporting, and general oversight.

- Larger organizations with distinct program delivery models benefit from having multiple, mid-level program leaders or directors to oversee program areas.
- Program leaders are part of the organizational management team and spend very little, if any, time providing direct service.
- Program leaders play an active role in the development and management of budgets for programs under their direction, and involve additional program staff as appropriate.

P2. The affiliate has a core of paid, full-time, year round, [qualified direct service program staff](#) who reflect the demographics, cultures and communities of the girls served.

- A core program staff with steady income and benefits minimizes staff turnover, reduces hiring and training costs, increases program quality, and provides reliable, trusting, long-term relationships with girls that contribute to high quality programming, girl retention, and sustained exposure.

- The core program staff varies based on the number of girls served and the number of program sites. They may include the Center or Site Manager, with some supervisory and administrative responsibility, in addition to program delivery. Other responsibilities might include [volunteer program management](#), developing school and community partnerships, reporting, data management, and other related responsibilities. Staff can also be available during the day for in-school programs as needed.
- Additional part-time, seasonal staff, or volunteers are available during out of school time to assure that the adult facilitator to girl ratios allow staff to meet the needs of the group and individual girls.
- All staff take on the position as a [role model](#), understanding that their actions, language, appearance, and overall demeanor convey messages to the girls.
- All staff need to understand the importance of accepting girls where they are in their lives and building on their assets, abilities, and potential for growth. The program staff has the responsibility for advancing diversity and inclusion, welcoming all girls and reflecting them in program content and the environment. The staff must have the capacity to communicate with girls and their families in their primary language, either directly or through others who can interpret.



THE GIRLS INC. EXPERIENCE: PEOPLE

- Staff have opportunities to develop [mentoring relationships](#) with small groups and individual girls, as a part of regular programming. Information about group mentoring as essential for the Girls Inc. Experience is explicit in job descriptions for staff/volunteers. Getting to know girls beyond their participation in a large group activity contributes to promoting girls' strengths, addressing girls' needs, and understanding who they are and can become.
 - Staff and volunteers genuinely care about girls and champion their rights, whether in the community, the school or social work system, or in the larger political arena. They are knowledgeable about and support the Girls Inc. advocacy agenda, and work to overcome discrimination against girls and young women on the basis of gender, race, ethnicity, ability, sexual orientation, and other aspects.
 - Staff have opportunities to engage and communicate with girls' parents/families as a part of building the mentoring relationship and creating on-going involvement. Engagement and communication must be done in culturally sensitive and appropriate ways. Regularly scheduled family events, in addition to informal encounters, will strengthen their connection with Girls Inc.
 - [Volunteers](#) can supplement paid Program Staff.
 - Supplemental program volunteers contribute to program content quality if they bring expertise to the activity topic. They can also increase the ability to provide small group and individual girl attention and support.
 - Volunteers with experience and expertise in youth work or the program topic area can lead or assist with activities.
-
- P3.** Scheduling of full time, part time, and volunteer staff ensures that there is a ratio of at least one direct service staff member to 15 girls during program time.
 - Facilitator to girl ratios can vary by age group (lower ratio for younger girls) and the type of activity (lower ratio for more structured, and off site activities, as well as those with high-risk physical and emotional safety considerations.)
 - The affiliate refers to recommended or required state or provincial guidelines and regulations on youth to adult ratios.
 - P4.** Staffing schedule includes paid program planning and preparation of at least 30 minutes for every hour of program delivery.
 - Planning time includes the full development of programs and activities and opportunities for girls: program purpose, identifying resources needed, and how it fits into the overall experience.
 - Preparation time includes getting ready to facilitate a specific activity, gathering and organizing materials, arranging the room, posting charts, and reviewing the activity procedures and content.
 - This schedule ensures that when the girls arrive everything is ready and they are the primary focus of the facilitator.
 - This planning to facilitation ratio includes planning time that will take place during designated team planning time, to discuss programming plans, how to build on existing strengths, and how to improve areas that are not effective.
 - Regular staff meetings are held for full-time program team members with staff given the opportunity to contribute to the agenda and lead parts of the meeting. Part-time staff are included as often as possible.

THE GIRLS INC. EXPERIENCE: PEOPLE

P5. All program staff members receive [learning opportunities on the Girls Inc. mission](#), effective facilitation skills and program practices, girls’ developmental considerations, [cultural competency and responsiveness](#), and organizational policies and procedures, and have a professional development plan that targets their designated areas of development.

- [Other important areas for training](#) include: group dynamics, skilled in-group management, effective program facilitation, and how to model and reinforce pro-girl messages.
- Volunteers in any direct role with the girls receive an orientation to Girls Inc., [developmental considerations of girls](#), and organizational guidelines. On-going training and learning opportunities to increase their knowledge and skills will enhance their experience, as well as girls’ experience and program quality.
- Staff and volunteers have on-going supervision, feedback, and coaching as a basis of continual informal learning, leading to program quality improvement as well as staff retention.

P6. The affiliate has a designated person responsible for in-house training: a program leader or manager who likely has other responsibilities, such as program oversight, or volunteer management.

- If the organization staff and volunteer capacity is large, this can be a full time position or there may be multiple people who are trainers.
- The designated [in-house trainer](#) will have the knowledge, experience, competencies, and dedicated time to assess training needs, design and deliver or coordinate the trainings and learning opportunities, and evaluate the effectiveness of the learning opportunities.

P7. Program leadership and direct service program staff reserve at least a week for program planning and training before the start of school-year program and before the start of summer program.

- This provides time to ensure intentional programming, plan, and develop resources, and can include time for girl recruitment, reconnecting with schools and community partners, and managing data.
- It will also provide a break from direct service for renewal for staff who work year-round.

P8. Volunteers working directly with girls have had a background check conducted as required by state or provincial law, and receive an orientation to Girls Inc.

- Volunteers working directly with girls also receive training on elements of a high-quality Girls Inc. Experience and other aspects listed for program staff, as well as ongoing coaching and feedback.



THE GIRLS INC. EXPERIENCE: ENVIRONMENT

ENVIRONMENT

Girls Inc. Experiences can happen in many venues - schools, Girls Inc. and community centers, libraries, and other locations; but there are fundamentals to any Girls Inc. physical and social environment that make it explicitly pro-girl and girls-only, physically, socially and emotionally safe, and confirms that girls can succeed, are strong, smart, and bold, and deserve to be taken seriously for the persons they are now and the women they will become.

P9. Only girls participate in programming.

- A girls-only environment allows girls to connect and empower one another without social issues of a co-ed environment.

P10. Safety, risk management, and emergency preparedness standards and guidelines for indoor and outdoor spaces are in place and shared with staff and girls.

- An adult certified in First Aid and CPR is in the facility during program hours.
- Program areas are secure and/or monitored so they are only accessible to those who are authorized to be there.
- Girls' arrival and departures are monitored.

P11. Girls Inc. logo, name, and Girls Inc. Girls' Bill of Rights are clearly visible and referenced during program sessions.

- The program space is explicitly a Girls Inc. space, by sight and sound, and includes the name and logo on signs, banners, posters, clothing, program materials, etc. Girls Inc. Girls' Bill of Rights is consistently displayed.
- The setting is explicitly pro-girl and designed for girls, in all aspects of the physical setting and program materials conveying messages that inspire girls to be strong, smart, and bold.

- Visuals reflect girls and women in non-traditional roles and doing things outside the gender norms, and celebrate girls and their achievements.
- Materials, displays, and décor items reflect girls, people, and items from diverse cultures and abilities.
- Tools and technology are accessible to girls to learn, practice, and explore.

P12. Program site is accessible to girls, located where they go to school, participate in other important activities, or in communities where they live.

- School and community program site partners contribute to providing a safe, functional, flexible or adaptable program space.
- Supportive liaisons such as teachers, school counselors, principals, and social workers understand and help create the best physical space for the programming offered.

P13. Program space has sufficient number and size of seating and tables that can be arranged to create an informal, flexible learning environment.

- The program site offers space fit for a wide range of activities from physical to creative and cognitive, and large and small groups. When space and time allow, it is important to include a quiet area for those who need it.

P14. Group guidelines, to establish an environment of respect and inclusion, are developed with girls' input, and are posted and practiced by adults and girls during programming time.

- Girls' input gives them ownership in the program and sets expectations referenced throughout the program.

THE GIRLS INC. EXPERIENCE: PROGRAM

- P15.** Staff and volunteers make [every girl feel welcomed](#), as well as accepted and respected for who she is, appreciating differences and commonalities among girls.
- Girls experience a sense of community and are clear that they are part of Girls Inc. through visuals and actions and language of adults and other girls in the group.
 - The social and physical environments are inclusive and equitable.



PROGRAM

Girls Inc. provides girls with holistic, intentional program content focused on their needs and provides them with exposure to a wide variety of opportunities and options to compensate for what they might not experience otherwise. These elements also include the program practices and processes for planning and facilitating a high-quality Girls Inc. Experience.

- P16.** [Girls' and community needs are assessed](#) and information is used to make intentional program decisions with primary focus on providing a holistic experience and supporting girls in achieving outcomes.
- Data from the Strong, Smart, and Bold Outcomes Survey (SSBOS) or other formal or informal assessments are used to identify program needs and inform development of program goals and priorities.

- Adults think specifically about where the girls are in all aspects of their lives (individually and collectively), what experiences and resources will support and further their positive development, and [how each aspect of programming contributes](#) to the kinds of experiences and resources that are best suited to address the issues girls are facing.
- The primary focus of program content is to support girls in becoming healthy, educated, and independent as indicated in the girl-tested, age appropriate indicators of success in the Strong, Smart, and Bold Outcomes Measurement Strategy.
- Staff consider all aspects of girls when determining program needs including age and developmental levels, community and school characteristics, gaps in learning and exposure or experiences.

- P17.** Girls are participating annually in activities, programs, and opportunities that include the comprehensive [Core Essential Services](#) (CES) areas - Healthy Living, Academic Enrichment and Support, Life Skills Instruction.
- The [CES Matrix](#) is used for each age group and for each program site to determine the extent to which each program area is addressed. Gaps are identified and addressed in the program plan.

- P18.** The affiliate delivers at least 50 hours of program within a 12-month period, which contributes to [sustained exposure](#) and impact.
- Dosage is provided to ensure that girls develop mentoring relationships with adults, receive programs in all Core Essential Services, and engage in activities that achieve outcomes.
 - Staff provide feedback opportunities and pay attention to what girls and families say, as well as what they know about what keeps them coming back.
 - Staff foster a girl-centered program structure, including program hours and locations, that draws girls in and considers girls' family, school, and community obligations.

THE GIRLS INC. EXPERIENCE: PROGRAM

- P19.** Activities are age-appropriate and interactive, engaging girls through relevant hands-on and minds-on formats with [opportunities to practice skills, and reflect on and apply](#) what they have learned.
- Activities fully engage girls with doing and thinking, questioning, exploring, expressing ideas and thoughts, fostering curiosity, and making connections, rather than passively watching or listening.
 - Staff build in reflection questions or exercises to give girls the opportunity to share what they have learned, and think about how what they learn can be useful to them. Using experiential learning techniques helps facilitators assess girls' comprehension and application of knowledge.
 - Activities include advocacy: learning more about a topic or issue, sharing that information with family, friends, and colleagues, supporting a cause, shaping policy or envisioning themselves as leaders.
 - Girls discuss and exercise their rights, including the opportunity to identify issues that are important to them, and the support they need to advocate for themselves and others.
- P20.** Program content is relevant, culturally appropriate, vetted for mission-alignment, and includes [research-based Girls Inc. programs](#).
- Staff implement both informal and formal program quality assessment methods. Methods range from getting feedback from girls, families, and staff to discussing staff ideas for enhancing programming to participating in the annual Strong, Smart, and Bold Outcomes Measurement Strategy. Data is used to determine strong programming areas and areas for improvement.
 - Programs are accessible to all girls and reflect their cultures and abilities. Diversity is acknowledged and celebrated, with staff finding commonalities among the girls, yet not losing individual uniqueness of each girl.
 - Girls experience equity and feel included as part of Girls Inc. Equity is discussed and exercised in all aspects of programming.

- P21.** Program plans provide a [variety of formats/strategies](#) including informal time, single sessions, and structured programs.
- **Informal Time:** Girls participate in loosely structured activities that they choose. Goals are releasing physical energy or relaxing, connecting with friends, learning constructive ways to use time and explore interests. This format is typically seen at the beginning or end of the program day and after lunch in full-day programming.
 - **Single Session Activities:** Girls participate in a one-time activity, accomplishing a modest goal in a brief period of time. Goals are expanding girls' horizons in a fun way, experiencing a sense of accomplishment, reinforcing skills or learning new ones, and increasing interest in structured programs. Minimal skill levels required; activities are quickly completed by participants, with no requirement of previous participation, and groupings according to age or interests.
 - **Structured Program:** Girls come together for an extended period of time and with a clearly defined purpose. They relate to one another in an interdependent manner and develop a sense of formal group membership. Activities follow a meaningful progression in order to accomplish specific goals and objectives, including positive changes in participants' knowledge, skills, attitudes, or behaviors. Structured programs are designed to help girls improve their decision-making, leadership and communication skills, to foster self-expression and greater self-confidence, provide girls with new knowledge and skills, particularly with respect to knowing and exercising their rights, and to strengthen participants' commitment to Girls Inc. Structured programs include sequential learning, usually with a predetermined beginning and end. Girls are grouped according to age, skill ability, and interests.

OUTCOMES



Girls Inc. aspires to have a real and lasting impact on the girls we serve, knowing that strong non-profit organizations look to data and measurement practices to continually improve services and to benchmark organizational progress. The Girls Inc. Outcomes Measurement Strategy is designed to help the affiliate understand and showcase the measurable difference it makes in the lives of Girls Inc. girls and to employ strategies for using data to ensure the delivery of a high quality, data-driven Girls Inc. Experience.

- 01.** The affiliate participates in the Outcomes Measurement Strategy, using its [TraxSolutions](#) system.
- 02.** The affiliate creates participant profiles that include all [required demographic elements](#) for all girls served comprehensively with the Girls Inc. Experience; girls' profiles are reviewed and updated at least annually.
- 03.** The affiliate tracks [organizational attendance](#) for all girls served comprehensively with the Girls Inc. Experience; [activity level attendance](#) tracking is preferred.
 - Affiliate updates attendance at least every other week for all girls served comprehensively with the Girls Inc. Experience; weekly attendance tracking is preferred.
- 04.** The affiliate administers the [Strong, Smart, and Bold Outcomes Survey \(SSBOS\)](#) each year.
 - Provide SSBOS permission forms to parents/guardians of all girls served comprehensively with the Girls Inc. Experience, and actively seek permission for girls to participate.
 - The affiliate surveys a minimum of 80% of all girls served comprehensively with the Girls Inc. Experience.

BUSINESS FRAMEWORK: BOARD LEADERSHIP

LEADERSHIP

The health and sustainability of each Girls Inc. affiliate is entrusted to the strong partnership of the Board and the Executive. The long-term viability of Girls Inc. affiliates rests in the hands of their voluntary Boards of Directors, who are charged with the health of the current organization as well as future needs. Through visionary leadership, the executive is responsible for the overall mission delivery of the organization, including the consistent delivery of quality programs and successful achievement of financial objectives.

BOARD LEADERSHIP

B1. The Board is large enough to ensure [diversity, expertise, and the ability](#) to fulfill its obligations, ideally between 20 and 25 members.

- B2.** The Board, in conjunction with the Executive, analyzes its overall skills, access, philanthropic capacity, and expertise matrix annually, and strategically identifies, engages and recruits board members who can help the affiliate achieve its goals in the future.
- This responsibility is assigned to the [Board Development Committee](#), and includes the Executive. Committee responsibilities and authority are clearly defined. This process is in writing and is used and reviewed regularly.
 - The written process includes:
 - Evaluating board composition and identifying gaps including issues of diversity.
 - Solicitation of candidates by staff and board.
 - Engaging candidates in Girls Inc., formally or informally as a volunteers; soliciting candidates for a gift; and screening the candidate pool, based on specific criteria.
 - Conducting a performance assessment of incumbent board members prior to re-election.
 - Presenting a slate of members and officers to the board for election.

- B3.** The Board has [documented Bylaws](#), reviewed every three years, that define the scope of authority for the Board of Directors, Officers, Committees and Operations, and ensures that all members are familiar with them. The Bylaws comply with relevant laws and Girls Inc. standards.
- B4.** Collectively, the Board spends about [50% of its time on fund development and 25% each on strategic planning and governance](#).
- B5.** The Board has term limits in place that enable board members to serve up to six consecutive years, and Board officers serve a two-year term in any individual leadership role.
- B6.** The Board Chair leads an [effective board structure](#) by recruiting committee/task force chairs, and defining the scope of committee/task force activity annually, in alignment with the affiliate’s strategic plan.
- B7.** The Board holds well-organized meetings that focus on strategic decision making rather than reporting, and records Board activity in Minutes that are retained permanently, accessible to current Board members
- Board members are required to attend at least 85% of meetings each year.
 - Board meetings occur on a regular schedule – and frequently enough – to ensure group cohesion, continuity, and strategic conversation.

BUSINESS FRAMEWORK: BOARD LEADERSHIP

- B8.** The Board has documented policies that set universal expectations for personal giving (with attention to girl and parent members) and engagement in fund development. The policy addresses non-adherence.
- The giving and engagement expectations are shared during the recruitment process, and all candidates are donors prior to joining the Board.
 - All board members are engaged in fund development activities that play to their strengths and abilities.
- B9.** The Board reviews its ability to deliver on the following competencies:
- The capacity to recognize and respect the functional differences between management and governance.
 - The ability to think strategically, innovatively, and engage in creative, future-oriented discussion and planning.
 - The capacity to engage respectfully with a wide range of personalities and worldviews.
 - The capacity to understand and fulfill the fiduciary responsibilities of governance.
 - The capacity to advocate for the organization’s mission and programs with others.
 - The willingness to share wealth, networks, knowledge, and expertise.
 - The willingness to engage as part of a leadership team.
 - The willingness to set aside personal agendas for the greater good of the affiliate.
 - The capacity and willingness to learn and apply new knowledge in their role as a board member.
- B10.** The Board uses appropriate technology to facilitate communication and coordination of Board work, including electronic storage of documents, and provides all board members with access to Girls Inc. resources.



BUSINESS FRAMEWORK: BOARD AND EXECUTIVE PARTNERSHIP



BOARD AND EXECUTIVE PARTNERSHIP

- B11.** The Board and the Executive provide orientation in business practices and the [Girls Inc. Affiliate Model](#) for each Board Member within one month of joining the Board.
- Board orientation includes review of roles, responsibilities, and limitations of staff and Board; overview of mission and services; committee operations; expectations and benefits of the affiliate-national partnership; and, strategic opportunities and challenges.
 - It ensures that new members feel welcome and fully integrated into the Board.
- B12.** The Board and the Executive provide ongoing board education opportunities to enhance individual Board members' skills and knowledge and the overall effectiveness of the Board.
- B13.** The Board and Executive [develop and implement a strategic plan](#) that is aligned with the network goals, providing needed revenue to increase the number of girls served with the Girls Inc. Experience and regularly evaluates whether programs provide benefit to the community.

- The strategic plan and organizational priorities guide staff, board, committee and task force work.
- The Board and Executive acknowledge that sufficient revenues are critical to a strong affiliate and agree to a minimum annual budget of at least \$400,000.

- B14.** Each Board member conducts a [self-assessment](#) annually to review his/her performance against expectations and responsibilities.
- Annual self-evaluation including a conversation with leadership enables each member to create an agreed-upon annual action plan, and identify those who should not continue service as their term ends.
- B15.** The Board conducts a [formal, written annual performance evaluation](#) of the Executive, based on agreed upon performance goals and discusses this with the Executive prior to budgeting a salary increase. The Board evaluates the Executive for these competencies:
- The ability to use appropriate personal and interpersonal behaviors to express self clearly with all types of individuals and audiences.
 - The capacity to create and communicate an inspiring vision and sense of organizational purpose.
 - The demonstrated commitment to professional and personal development.
 - The capacity to think strategically, innovatively and engage in creative, future-oriented planning.
 - The ability to organize, marshaling resources to get things done; laying out work in a well-planned way; clearly delegating responsibilities and tasks.
 - The willingness to execute on the agreed-upon strategic plan.
 - The ability to build an organization that cares about the girls it serves and acts with their interests in mind; and
 - Build a competent, diverse and empowered workforce; and
 - Develop financial, partnership and human resources.

BUSINESS FRAMEWORK: LEADERSHIP OF THE AFFILIATE

LEADERSHIP OF THE AFFILIATE

- B16.** The Executive establishes strategic partnerships with community organizations to increase the number of girls served and to improve its influence and [position for advocacy](#).
- B17.** The Board and Executive model an organizational culture that reflects the [Girls Inc. values](#).
- They understand how differences (e.g., ethnicity / race, class, gender, sexual orientation, and others) contribute to privilege and produce power dynamics that affect group effectiveness.
 - They are committed to acquiring cultural competence, e.g., learning new skills to communicate and work effectively across differences such as gender, race and ethnicity, class, etc.
 - They understand that conversation is a core business practice and foster group dialogue, diverse opinions, candor, and participation by all.
 - They understand that governance is a collective act and only happens when the Board works together.
 - They are comfortable with questioning, disagreement, and conflict – understanding that this produces new thinking and learning.
 - They are aware of activities and trends relevant to the organization and use this information to inform Board deliberations.
- B18.** The Board and the Executive develop a [written succession plan](#) for the Executive, Board leaders and Committee Chairs.
- B19.** The Board and Executive ensure the Management Team consists of the appropriate level of staffing: an Executive Leader, Program Leader, and appropriate level of Finance Leader and Fund Development Leader.
- B20.** The Executive conducts a formal, [written annual performance evaluation](#) for each member of the management team, incorporating professional development, and identifying objectives for the next year.



BUSINESS FRAMEWORK: REVENUE

REVENUE

A strong revenue portfolio positions a Girls Inc. affiliate to seek funding that enables them to achieve growth, strategically expanding to serve more girls from low-income communities with the comprehensive Girls Inc. Experience.

B21. The affiliate has a balanced portfolio of revenue sources with at least 50% coming from fund development and not more than 30% from any other revenue source (government, United Way or earned revenue).

- Within fund development, affiliates work toward at least 50% from individuals, and ideally, the remaining 20% from corporate donors, and 30% from foundations.
- Additionally, at least 60% of corporate, foundation and individual support comes from donors of \$1,000 or more.
 - Most support is unrestricted; and any restricted grants should be directly supporting some aspect of delivering the Girls Inc. Experience with a sustainability plan to replace funding if the grant is lost.

B22. The affiliate sets multi-year revenue plans to:

- Project strategic revenue development over at least three years for fund development, earned revenue, government grants and United Way (if applicable).
- Set [current year tactical plans](#) that include overall funding goals, goals by constituency, and a calendarized plan of actions to achieve each goal. The plan ties activities to current and future year goals.
- Monitor revenue results, using a [name-by-name projected table of gifts](#) that is adjusted throughout the year.

B23. To reach or maintain a majority of support coming through fund development, affiliates:

- Prioritize face-to-face relationship building with those individuals who have the greatest potential to give at the \$1,000+ level, implementing the [Girls Inc. Champions for Girls program](#) comprehensively.
- Approach [corporate](#) and foundation giving or grant opportunities backed by a personal relationship. Affiliates should not write grants for less than \$1,000, and should pursue grants of \$5,000 or more, especially when any customized reporting on the use of the grant is required.
- Pursue appropriate [corporate volunteer engagement](#) in alignment with the current or potential ability of the corporation to support the affiliate financially.
- [Integrate special events](#) into the overall fund development plan, in support of overall fundraising revenue and relationship-building goals. Events should not be planned or implemented as a separate fundraising approach.



BUSINESS FRAMEWORK: REVENUE

- B24.** The affiliate uses a [professional, relational fund development software package](#) for maintaining and tracking donor data that includes:
- Donor and potential donor names and contact information,
 - Relationships with volunteers and other donors,
 - Activities in which the donor or potential donor participated,
 - Next steps to take, requested follow up,
 - Moves (different from “next steps”, these are a planned series of strategic engagement to deepen the relationship with the donor, a “road map”),
 - Campaigns/emails/appeals received and response,
 - Major gift ratings (capacity to give, inclination to give, readiness to give),
 - Overall donor retention and upgrades,
 - The number of donors by gift level (cumulative over the course of the fiscal year),
 - Donors’ or potential donors’ affiliations and interests in multiple dimensions.

- B25.** The affiliate has a donor-centric approach to fund development that tracks and implements plans to achieve high donor retention year to year, and involves all members of the program and administrative team in fund development activities appropriate to their role.
- The [Executive spends](#) at least 35% of her of time on fund development and board development, and between 50-65% of time if she does not have a Fund Development Leader.
 - 100% of board members give to Girls Inc. personally, and all develop and fulfill a fund development plan annually, that plays to their strengths and abilities including: opening their network, sharing the Girls Inc. case for support, engaging potential donors, soliciting gifts alone or with a partner, and stewarding donors to Girls Inc.
 - Girls, staff, and volunteers are engaged appropriately to support fund development activities.

- Staff is assigned to all core functions of revenue development
 - Revenue development activities w/ the board - Executive
 - Annual appeals (online/ offline) - Development, Support
 - Face to face solicitation - Executive, Development
 - Event planning - Development, Support
 - Gift / grant documentation and receipting - Development, Support
 - Stewardship of donors and volunteers - All
 - Development communications planning and delivery (online/ offline) - Development, Support
 - Corporate giving - grant writing - Development, Support, Program
 - Corporate giving - relationship building - Executive, Development, Program
 - Foundation grant writing - Development, Support, Program
 - Foundation relationship building - Executive, Development, Program
 - Researching new potential donors/ grantors - Development, Support, Program
 - Revenue development reporting and analysis - Executive, Development, Support

- B26.** The affiliate sequences investment in fund development staffing in accordance with their stage and size, beginning with a contract grant writer or event planner, adding professional development support, individual giving officer and then development director.

BUSINESS FRAMEWORK: FINANCE

FINANCE

Growth begins with foundational [financial leadership practices](#) that enable the affiliate to move with confidence through periods of redesign and growth. Sound financial policies and practices lead to sufficient revenue margins to improve program quality, as well as the ability to share indirect costs over more service, and enables the affiliate to invest and build assets, examine risk tolerance and support growth. A strong financial system creates adequate working capital to cover predictable periods when cash outflow exceeds cash inflow due to seasonal or cyclical volatility.

- B27.** The affiliate leadership utilizes internal and external financial expertise who understand and execute their financial responsibilities consistent with written policies and procedures of the affiliate:
- The [Finance Committee of the Board](#) includes individuals with financial expertise who understand their financial oversight responsibilities and annually review financial practices to insure consistency with written policies and procedures.
 - The Board selects an independent auditor to conduct an annual audit or review, within the appropriate accounting guidelines, and such reports are completed and reviewed by the Board and senior staff in a reasonable time after the fiscal year and the affiliate leadership's review is documented in writing.
 - The Board and Executive are aware of both their State's/Province's, and the federal requirements to maintain tax-exempt status. They continually evaluate organization's activities, use of funds, record keeping and reporting to assure compliance.
 - Affiliate leadership monthly tracks the [affiliate's financial position](#), both current and projected revenue and expenses, on a written tracking report, which is shared and discussed with leadership.
 - Properly staffed finance function matches the size and life stage of the affiliate.

- B28.** A financial framework for projecting, monitoring and evaluating the affiliate's financial position includes:
- Preparation of monthly financial statements including a Balance Sheet, Statement of Activities, Changes in Net Assets.
 - Preparation of a cash flow plan and monthly review of status.
 - Separate statements of revenue and expenses for restricted funding sources, reviewed monthly by the Executive and Program Leaders.
 - Written policies and procedures describing the safeguards to electronic banking transactions, including checking and investment account transfers and security of financial information.
- B29.** The affiliate has an [annual budgeting process](#) and documentation of the process that includes how and when budget adjustments are made, and who is involved in the adjustment process.
- The annual budget is developed with a positive net income.
 - The affiliate has written procedures that describe how the affiliate's leadership monitors the diversity and sustainability of its income streams, [monitoring the level of risk](#) of each.



BUSINESS FRAMEWORK: TECHNOLOGY

- B30.** The affiliate ensures that it has the [appropriate liquidity, working capital](#) and reinvestment policies in place:
- Restricted funding from foundations and corporations is based on full funding of all related costs.
 - Written policies and procedures detail the development of rolling cash flow projections to ensure the affiliate has a reliable cash reserve to cover at least three months of operating expenses.
 - A written plan and capital budget to fully or partially cover depreciation and to set aside funds for current and future repairs or replacement of fixed assets.
 - Written policies and practices with regard use of credit lines.
 - Written policies and practices with regard to management of endowment or reserve funds.
- B31.** The affiliate utilizes the appropriate accounting software to perform all financial functions and appropriate electronic and physical security procedures, including back-ups of financial data, are utilized to protect the integrity of financial records.
- B32.** The affiliate has documented policies, processes and internal controls that protect the integrity of its financial resources, records and systems.

TECHNOLOGY

The affiliate has [technology infrastructure and systems](#) to support the leadership, finance, fund development, HR and programming functions, enabling leadership to collect and analyze data needed to inform decision-making.

- B33.** The affiliate includes technology as a component of strategic and annual planning cycles, including budgeting.
- B34.** The affiliate reserves adequate financial resources to implement technology goals or has a documented, realistic strategy to secure the necessary funding.

- B35.** The affiliate ensures that staff have access to computer software, hardware and technology training to perform their duties effectively.
- B36.** Staff and board are provided access to [Affiliate Central](#).
- B37.** The affiliate has established policies regarding the appropriate use of technology by staff, volunteers and girls, and ensures that all adhere to these policies.
- B38.** The affiliate has documented policies and procedures regarding the protection of its data and systems.
- B39.** The affiliate’s website lists organizational leadership, contact information and physical location of program site(s) and office(s), basic financial information or access to the affiliate’s 990, a description of the Girls Inc. Experience, mission and values, ways girls access programs, ways to connect with the affiliate.
- The website enables donors to make online gifts with donor information logged directly to the database, and allows people to sign up for the affiliate’s newsletter, integrating that data into a system that sends broadcast email.
- B40.** The affiliate has the ability to launch third-party fundraising electronically, with donor information logged directly in the database.
- B41.** The affiliate maintains a completed profile on Facebook, Twitter and Instagram, and posts to these accounts at least twice per month.
- B42.** The affiliate uses [TraxSolutions](#) to manage and keep current information for all girls served comprehensively by the Girls Inc. Experience and to participate in the Girls Inc. Strong, Smart, and Bold Outcomes Measurement Strategy.

BUSINESS FRAMEWORK: OPERATIONS

OPERATIONS

The **operations of the affiliate** encompasses the nuts and bolts of infrastructure and mechanics that must be in place. Strong operations allow the affiliate to expand their market and serve more girls, better manage and use mission-critical data to drive decisions and programming, strengthen internal and external communications and improve the quality and impact of programming.

- B43.** The affiliate has a documented business continuity / disaster recovery plan, written policies and a team-wide training system are in place for emergencies which is reviewed and approved annually by Board and Executive.
- B44.** The affiliate complies with all relevant local, state/provincial, or federal laws pertaining to child care and child safety and other aspects of the affiliate's operations.
- B45.** The affiliate ensures that spaces are safe, clean and sufficient to accommodate the administrative and programming needs of the organization. The [facilities where Girls Inc. programming](#) is conducted have the following elements:
 - Access to indoor and outdoor facilities
 - Designated administrative space
 - Designated area for daily program planning and preparation
 - A location where girls can be checked in and out
 - Safe equipment and facilities, checked daily
 - Cleanliness, with appropriate sanitation and maintenance procedures
 - Sufficient space allotted or rooms, suitably equipped for conducting programming
 - Location for proper storage of all Girls Inc. materials

- B46A.** The affiliate develops and implements a [communication plan](#) that delivers segmented, tailored messages that communicate the affiliate's vision and impact to the general public, donors, volunteers, parents and girls and policymakers.
- B46B.** The affiliate's communications, online and collateral materials adhere to [network branding guidelines](#).
- B47.** If needed, the affiliate has a transportation plan that includes written policies on member discipline, emergencies, transportation employee responsibilities, background checks including driving records, and disciplinary procedures.



BUSINESS FRAMEWORK: HUMAN RESOURCES

HUMAN RESOURCES

Girls Inc. is a human-being intensive business. Having a clear, consistent performance management program is critical to supporting employees of Girls Inc. The benefits of an effective program help affiliates think and act strategically about talent management, use leadership development to build staff capacity, integrate HR goals with broad organizational priorities, and increase employee effectiveness, job satisfaction, and morale.

- B48.** The affiliate has management systems and practices in place to promote and sustain a positive work environment including a written staffing plan designed to meet the affiliate’s goals and growth strategies that:
 - Analyzes short and long-term staffing needs.
 - Promotes diversity, equity, cultural competence and inclusion.
 - Positions the organization as an “employer of choice” for top talent in the youth development field.
 - Deploys recruitment and retention best practices.

- B49.** The affiliate has written policies and procedures that describe employee roles and responsibilities, code of conduct, compensation, benefits, job responsibilities, work hours, time off, and dress code.

- B50.** The affiliate has written job descriptions for all staff that include an overview of the organization, reporting structure, summary of the role, position title and department, essential responsibilities and job functions, experience and competencies required including technical and soft skills.

- B51.** The affiliate engages each staff member in annual performance goal setting that aligns with the overall strategic plan.

- B52.** The affiliate has a written performance review process where employees receive regular, timely and objective feedback on their performance and includes clear, mission-driven goals and criteria, with appropriate training, effective coaching and other professional development.

- B53.** The affiliate implements employee surveys that measure and assess job satisfaction and morale.

- B54.** The affiliate has a compensation and benefits review process designed to attract and retain a high-quality, diverse professional staff where:
 - The compensation plan is reviewed at least every three years against network expectations and local market, ensuring that staff compensation is equitable and competitive with other like non-profit organizations in the region, by utilizing external benchmarks.
 - A benefit plan is available to full-time staff that includes hospitalization insurance, major medical insurance, a retirement program and disability insurance.



BUSINESS FRAMEWORK: HUMAN RESOURCES

- B55.** The affiliate seeks potential job candidates from diverse sources, in order to attract professional staff that reflect the communities of the girls served.
- B56.** The affiliate conducts background checks on all staff and volunteers working directly with girls, as required by local, state/provincial or federal law.
- B57.** An orientation and on-boarding process is provided to each new staff member.
- B58.** The affiliate provides strategic, professional development opportunities for all essential staff, every year, in alignment with individual and affiliate-wide goals that results in improved staff performance and drives toward girl outcomes including:
 - Access to Girls Inc. training, eLearning opportunities and webinars
 - Access to Girls Inc. conferences
 - Access to conferences and/or trainings provided by other organizations.
- B59.** The Executive holds regular staff meetings.



girls inc.

Inspiring all girls
to be strong,
smart, and bold

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