



GSA CAPABILITY STATEMENT

About Girl on the Roof, Inc.

Founded in 2009 by Carol Reeve, Girl on the Roof amplifies the message, exposure, and impact of organizations that aim to better the lives of others through education, arts, advocacy, and principled economic development. We do this by crafting shout-worthy messages and effective tools to communicate them. From strategic planning, identity, and graphic design to social media, web sites, and video production, GotR's strategic marketing services generate impressive results for impressive organizations. In short, we do marketing that matters.

Girl on the Roof has provided graphic design and video production support to the U.S. Department of Education since 2016. Additional government entities include the State of North Carolina Department of Natural and Cultural Resources and the State of Tennessee Commission on Aging and Disability. In all, Girl on the Roof has served more than 200 client organizations. More than 94% of our clients have hired us for repeat projects.

OUR CAPABILITIES

- strategic planning
- brand development and positioning
- visual brand (logo/identity) development
- marketing strategy development
- graphic design (print and digital)
- public relations
- copywriting, content development, and scripting
- social media management
- video production (promotional, instructional, live-action, and animated)
- website design and development
- keyword research and Search Engine Optimization
- digital advertising (Google Ads and more)

DIFFERENTIATORS

- Woman-Owned Small Business (WOSB)
- Economically Disadvantaged Woman-Owned Small Business (EDWOSB)
- The people you talk to are the ones actually doing the work, which saves time and money while ensuring a quality end product.
- Founder + Chief Strategist has 25+ years of marketing experience.
- Unmatched customer service

CONTACT INFORMATION

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CODES + NUMBERS

GSA Schedule 541: Advertising and Integrated Marketing Services (AIMS)

Contract Number: GS10F100CA

DUNS: 025242829

CAGE/NCAGE: 707M3

NAICS:

541613 Marketing Consulting Services

541430: Graphic Design Services

512110: Motion Picture and Video Production

541511: Custom Computer Programming Services

CURRENT US GOVERNMENT CLIENT

United States Department of Education (since 2016)

PAST NOTABLE GOVERNMENT CLIENTS

White House Initiative on Historically Black Colleges and Universities (DoEd) – 2020-2021

State of North Carolina Department of Natural and Cultural Resources

State of Tennessee Commission on Aging and Disability

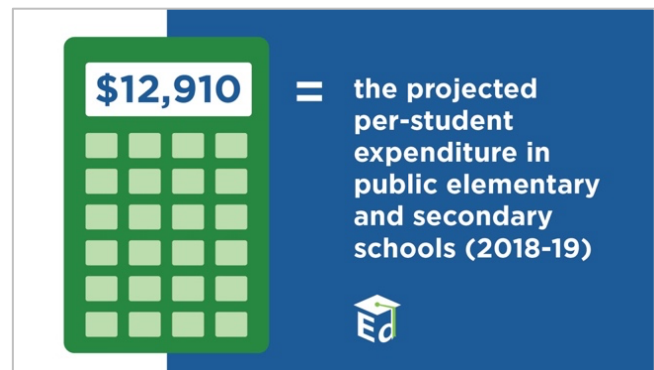
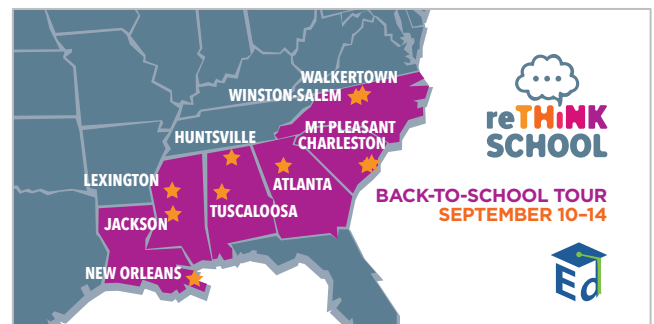
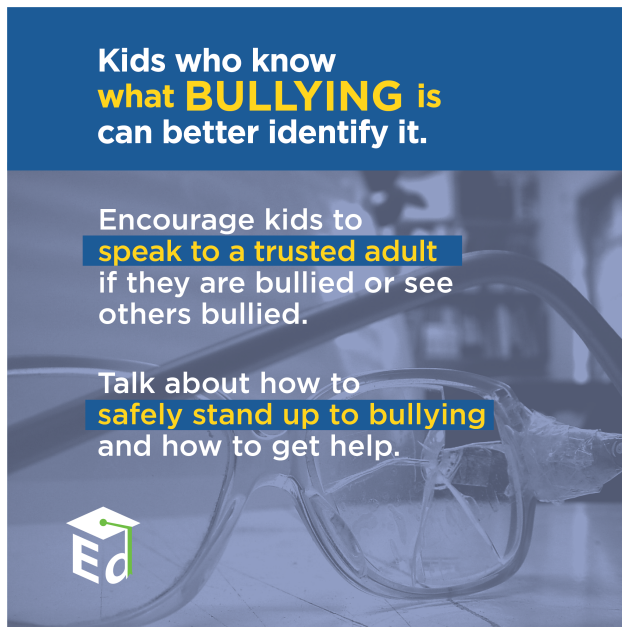
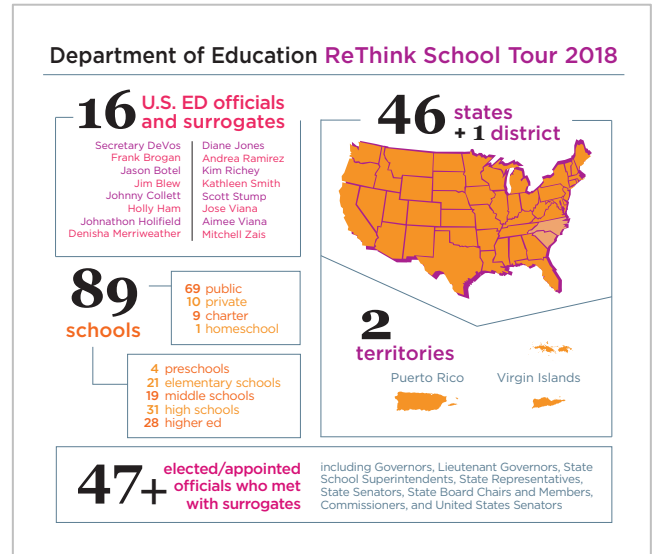
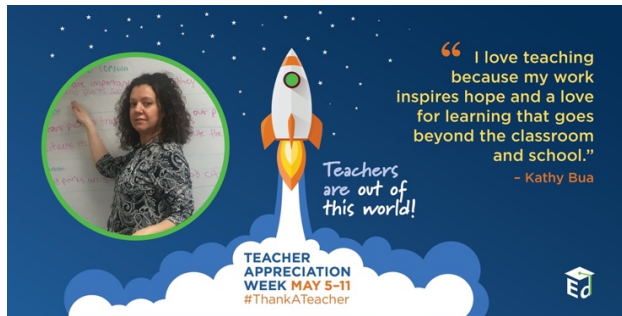
We've been working with GotR for several years now, and they consistently exceed our expectations - always able to deliver high quality, creative, and outstanding results with exceptionally fast turnaround. They are, to the core, great communicators, and always know the right questions to ask and the right considerations to make. Every time I feel that a project will be complicated or hard to achieve our desired results, they blow me away with how easily they are able to get from our vague and complicated requirements to a great finished product. They've set the bar very high!!

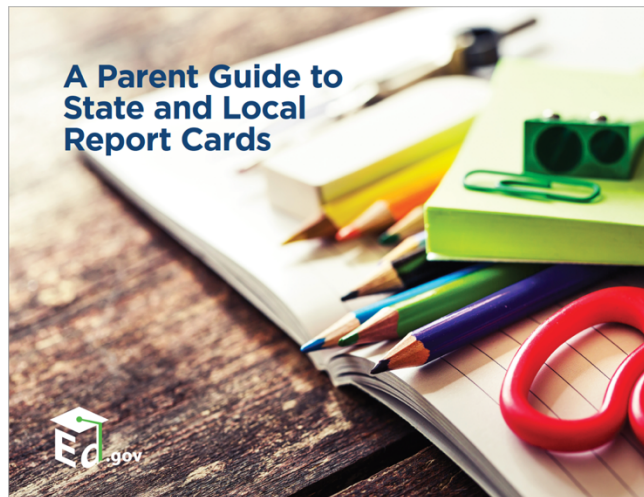
–Sally Harris, U.S. Department of Education

SAMPLE WORK for DEPARTMENT OF EDUCATION

(logos, social media, print, reports)

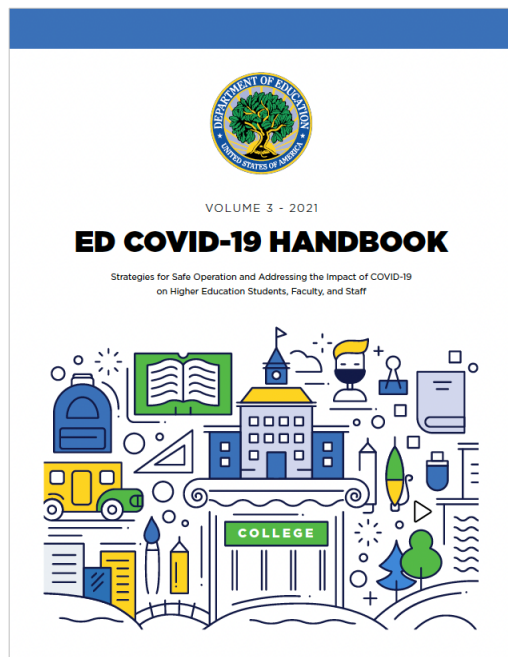
[other work samples](#)





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Ventilation: Since the virus spreads more readily between people indoors than outdoors, improving air flow to reduce the concentration of viral particles can help reduce risk in indoor environments. CDC recommends a wide array of strategies to improve ventilation in buildings, ranging from opening windows and doors and using fans to install filtration systems. More information is available on CDC.gov.

HEERF: With the HEERF grant funding provided to higher education institutions, updates to ventilation systems to improve in-person learning. This includes both new construction and retrofits. For example, colleges could use the funding to install temporary HEERF may also seek FEMA reimbursement for disinfection of certain campus facilities.

4. Invest in digital learning records to promote student mobility.

COVID-19 has disrupted the plans of students across IHEs. Many have had to physically relocate while others have chosen to postpone or suspend their educational plans. In response to the COVID-19 pandemic and the rapidly changing demands of the workforce, many students are increasingly seeking and utilizing tools that were available prior to the pandemic, such as industry certifications, stackable micro credentials, and online degrees.⁴⁶ To effectively leverage technology, advance social mobility, and close equity gaps, IHEs should begin building an ecosystem to support digitally verifiable learning records, also called digital credentials, as part of their comprehensive COVID response strategy. **Digital learning records are a secure and detailed record of verifiable achievements that can easily transfer from one learning experience to another.** They include data on discrete achievements and can provide deeper insight on the specific skills that are represented by a degree or certification. This ecosystem should be designed around students, with the goal of empowering them with ownership over their learning records, including how and with whom they are shared. Records should be published in a format that facilitates interoperability and the translation of a student's skills, competencies, and knowledge across different educational and workforce institutions.

IHEs can also seek to aid students who wish to reenroll and/or transfer by conducting outreach to students, inviting them back to the institution and ensuring official transcripts are readily available without holds on students' accounts. HEERF dollars may be used to discharge institutional debts that may be holding students back from reenrolling or transferring to another college. The Department encourages institutions to discharge such debts.

6. Testing for COVID-19

Testing: People who are fully vaccinated do not need a COVID-19 test. IHEs with fully vaccinated campuses should consider testing for COVID-19 among individuals who are fully vaccinated can be exempted from testing.

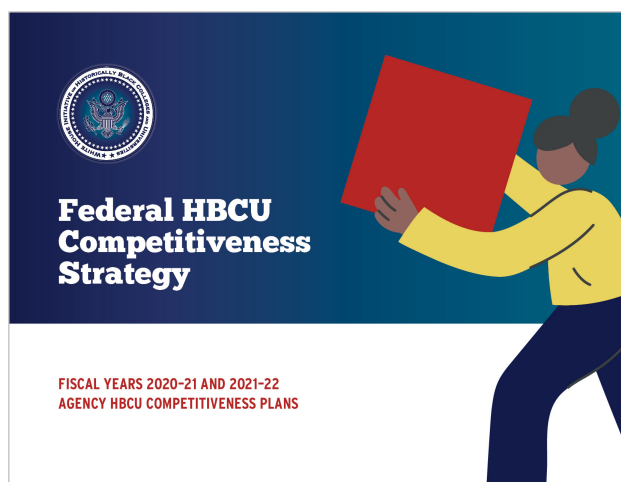
Diagnostic Testing: All IHEs should have a plan to be operating with students in residence should make special arrangements for testing.

Screening Testing: According to recent research, at least 1,800 public and private non-profit 4-year IHEs found that provided for screening testing of asymptomatic individuals.⁴⁷ Yet, a recent CDC and 1,800 public and private non-profit 4-year IHEs found that provided for screening testing of asymptomatic individuals.⁴⁸ Accordingly, CDC recommends that IHEs with routine testing.⁴⁹ Implement entry screening testing at the beginning of the semester. Individuals who are fully vaccinated and those who are not, should be required to receive a negative result prior to capacity, provide serial screening testing⁵⁰ for asymptomatic individuals.

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Resources to support these efforts:

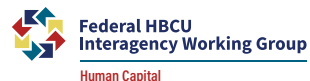
- Building the Digital Credential Infrastructure for the Future
- How Digital Credentials Advance Student Mobility
- How Digital Credentials Will Reshape Higher Education
- Credential Transparency Description Language
- Open Skills Network
- Case Study: Georgia Institute of Technology
- Case Study: Elon University in North Carolina



Working Group color logo (preferred)



cluster logo (preferred)



logo construct

