



Employment and Career Development Services 2026 Request for Proposal (RFP) Organization Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30PM August 3rd, 2026

Official submission date and time will be based on the time stamp from the CDD Applications' inbox. Late applications will not be accepted.

The intent of this RFP application is for applicant organizations to have the opportunity to apply for funding towards programs/services under the umbrella of the Employment and Career Development Service Area in the Community Resources Unit. There are four priority areas in the Employment RFP, one of which has 2 sub-areas:

- Youth Employment
 - Programs and Services
 - Wanda Fullmore Internship
- Young Adult Employment- Programs and Services
- Adult Employment- Programs and Services
- Southwest Madison Employment Center Operator

Organizations can apply for each program type. Please refer to the RFP guidelines for full program type descriptions.

Responses to this RFP should be complete but succinct. Materials submitted in addition to **Part 1 - Organization Narrative, Part 2 - Program Narrative(s), and Part 3 - Budget Workbook** **will not be considered in the evaluation of this proposal.**

Do not attempt to unlock/alter this form. The font should be no less than 11 pt.

If you need assistance related to the content of the application or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Community Development Specialist Dominic Davis ddavis2@cityofmadison.com. We are committed to assisting interested organizations in understanding and working through this application and funding process.

If you have any questions or concerns that are related to technical aspects of this document, including difficulties with text boxes or auto fill functions, please contact Madeline Bohrod – mbohrod@cityofmadison.com.

APPLICANT TYPES

Every organization applying for funding **must submit an organizational history narrative per program** detailing their organization's background, mission, and vision (Questions 1-4 below).

SINGLE APPLICANTS

If your organization is applying for multiple programs, **each program application must be submitted separately with all the required submission documents** (See RFP Guidelines, Required Information and Content of Proposals).

JOINT/MULTI-AGENCY APPLICANTS

For those choosing to submit a joint/multi-agency proposal, **only** the designated **LEAD Agency** is required to:

- 1) Complete and submit responses to questions 5-9 below pertaining to organizational history and mission statement, partnership history, rationale for partner selection, division of roles and responsibilities, anticipated challenges, and any previous collaborations or partnerships.
- 2) Submit the organizations' history partnership narrative per priority area or program type.

Part 1 - Organization Narrative Form

***Note: Please use the grey text boxes when completing this form**

Legal Name of Organization:	Rape Crisis Center, Inc. (dba RCC: Sexual Violence Resource Center)	Total Amount Requested:	\$ \$105,000
All program(s) connected to your organization:	Program Name: Youth Employment: GameChangers Amount Requested: \$ 55,000 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: Young Adult Employment Services: GameChangers Facilitators Amount Requested: \$ 50,000 Applicant Type: Single Agency Application Program Type: Young Adult Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item.		
	Program Type: Choose an item. List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
	<i>If you are applying for more than four programs, please contact Dominic Davis Ddavis2@cityofmadison.com</i>		
	Contact Person for application (Joint	Rachel Dietzman	Email: rachel.dietzman@thercc.org

Applications - Lead Org):			
Organization Address:	960 Rise Lane, Madison, WI 5370	Telephone:	608-251-5126
501 (c) 3 Status:	☒ Yes ☐ No	Fiscal Agent (<i>if no</i>)	

Single and Lead Agency Qualifications: Complete this section if you are applying as a SINGLE AGENCY or serving as the LEAD AGENCY in a joint/multi-agency application.

- Briefly describe your organization's history, core mission, and experience providing services relevant to this proposal.** If applicable, highlight any work related to employment and career development, or serving the proposed population. Please keep your response concise (approximately 1–2 paragraphs).

Founded in 1973, the Rape Crisis Center (RCC) advocates for those harmed by sexual violence by centering survivors, promoting societal change, and committing to be an evolving force for social equity. RCC is the only comprehensive sexual assault resource center in the City of Madison. RCC provides 24-hour helpline support, emotional-support, system advocacy, personal advocacy, short-term counseling and therapy, community education and outreach, youth programs centering sexual violence prevention, and programs promoting self-defense and by-stander intervention. All client services are available in Spanish and English and, in conjunction with other agencies, in other languages including ASL.

RCC also provides education on sexual assault and consent in middle schools and high schools, supports gender equity clubs in high schools and provides sexual assault prevention and school-based sexual violence response through a program called GameChangers. Working with youth has been a cornerstone of our work for decades. Merging employment and career development has been a critical progression of this work. Recognizing the strength of a peer-to-peer approach to prevention, we developed our GameChangers program which recruits students, often of marginalized backgrounds, to get the training, development, and compensation to act as leaders in their schools and communities to support prevention and education of sexual violence. The program provides a track for career development in the fields of human services, social work, and civic engagement by guiding their passion for advocacy into tangible activities and projects.

- Describe your organization's experience implementing programming aligned with the Employment Services and Career Development RFP Guidelines.** Please include specific examples relevant to the programs proposed in this application. If applicable, list all the current Employment programs your organization operates, along with their inception dates.

The primary driver of our work in the field of youth and young adult employment has been through our GameChangers (GC) Program. The GameChangers (GC) program is a coalition of 18 high school students working across 14 public high schools in Dane County. The program serves as an incubator of leadership and empowerment development for a group majority of BIPOC and LGBTQ+ students seeking to link their educational growth with a commitment to social justice. GameChangers began in 2016 as a paid volunteer opportunity to advise the RCC and educate peers while gaining leadership skills. Today GameChangers is an ongoing program within our Education and Outreach department that provides education and hourly compensation for students as they work on projects that directly impact the landscape of sexual violence in their schools and communities. In addition to pay (\$10.25 per hour) students are provided with transportation assistance and meals to alleviate potential barriers to participation. Each year there are students who use

their GameChangers earning to contribute to their household and indicate that without compensation they would not be able to participate in the program. Each year, program participants and young adults are exposed to a variety of career options through guest speakers, networking opportunities, and special projects. They are coached and mentored as they learn how to create project work plans, communicate effectively via telephone and email, coordinate events, and collaborate in teams.

This program has received funding from the City of Madison's Young Adult and Youth Employment program since 2023. During that time, we have been able to support 84 participants. This includes youth in each year's cohort that participated in the training and support of the program and young adults who were positioned as program facilitators that supported program implementation. Many of these youth used this participation as their first experience in the work field. Unique to our program, GC gives youth an entry point into an area of service and nonprofit work that is rare to find and is often able to be leveraged to begin careers or education in human services, social work, advocacy and civic engagement. In a few examples:

- A student and former facilitator who now works at a domestic violence shelter as an advocate.
- A student who works for political campaigns as a volunteer coordinator and has also interned with multiple state legislators.

GC recently celebrated 10 years in operations. During this time, we have advanced our program to be a space both for providing peer-to-peer sexual violence education and prevention, as well as a place for the development of the soft skills and life skills needed to work in the field of human services and civic engagement. We provide hands-on opportunities to understand how to build relationships with community partners, engage youth in education, and develop additional skills for creative strategies for prevention (podcasting, video making, and community organizing).

In addition to GameChangers, RCC's Education and Outreach Department provides supportive services and educational opportunities that are culturally specific and linguistically responsive. These programs operate with an informed lens of barriers faced in various communities. The Rape Crisis Center employs two Multicultural Community Outreach Specialists for Black, African American, Hispanic, and Latinx community members. These roles are a part of a continued effort for the RCC to become an immediate resource for marginalized and historically underserved groups in Dane County, as well as improve trust between our organization and these communities. Through these positions, in 2025 the RCC supported over 1,000 African American and Latinx individuals. Their expertise has helped us tailor our education to the needs of each community, which includes educational events and workshops, building relationships with community leaders, conducting school presentations, and providing advocacy to participants or referred clients. For example, in 2022 RCC Launched EmpowerU - a psychoeducational group for young women of color that fosters community while learning about and discussing sex, sexual violence, consent, and healthy relationships.

- 3. Describe any significant changes or shifts at your agency in the past two years:** This may include changes in leadership, turnover of management positions, strategic planning efforts, or expansion/loss of funding and/or staff. Please describe how these changes may impact your agency's ability to provide the proposed services. If there are no changes to the report, write "No Changes."

RCC has not experienced any major leadership changes or position turnover; however, we have successfully made several critical steps in the expansion of our work related to our direct services to victims and education services. First, we have expanded our advocacy in hospitals to now support victims of domestic violence. For years, DV victims have not had the kind of advocacy support we know is needed to navigate the trauma and challenges of a forensic nurse exam

(the medical support and evidence collection process available for sexual assault and domestic violence victims). We are now able to provide this response. Second, RCC recently partnered with DaneMac to now offer forensic nurse exams (FNEs) at our office. Local hospitals have experienced a decrease in the number of nurses and hours for FNE times. In response, we have created a dedicated space and partnership to expand FNE access to survivors. Third, in our education, outreach and prevention department we have finalized a standardized curriculum for our education team. This was a year long process, in partnership with a PhD student at UW Madison. This new curriculum was designed to integrate research-informed practices for education youth around sexual violence prevention and creates an avenue for consistent measuring of our impact on students.

- 4. Describe any anticipated changes or shifts at your agency in the next two years.** Please describe how these changes may impact your agency's ability to provide the proposed services. If there are no changes to the report, write "No Changes."

No Changes.

- 5. Describe your organization's required qualifications, education, and training for program staff.**

Include how your organization supports staff in meeting these requirements and any ongoing professional development opportunities offered (e.g., trauma-informed care, culturally responsive services, etc.).

RCC has more than 60 Helpline volunteers, who are trained in trauma-informed counseling and advocacy that allow us to provide advocate accompaniment support to nearly 600 clients and answer over 2,500 calls annually. Upon onboarding all RCC staff members are required to complete volunteer training so that they are proficient in Helpline trauma informed counseling and advocacy. Additionally, RCC strives to provide professional development that promotes self-awareness, gaining knowledge, and improving skills needed to offer culturally responsive, trauma-informed, advocacy and support to survivors of sexual assault. This is critical to adapting our services to meet the needs of African American, LatinX and LGBTQIA+ communities. Previous opportunities for professional development have included, direct service staff members attending Nuertras Voces Conference and all staff attending the YWCA Racial Justice Summit. RCC also budgets for individual professional development for area-specific training. This has included integrating mindfulness support and trauma healing, through committing to TIMBo (Trauma Informed Mind Body Program) training for staff. This work has been important to evolving our services to clients, as well as providing tools for staff dealing with vicarious trauma. RCC has worked to encourage other forms of professional development including a Transformative Justice Training Series: Racism, White Supremacy, & Anti-Violence Work hosted by Brandi Grayson of Urban Triage. The trainings are a part of a multi-session series created for service providers to discuss their role in systemic racism and provide education on the impact of systemic racism on the clients they serve.

RCC also completed a three-year partnership with the nINA Collective, a consulting collective that partners with organizations on systems change initiatives to advance racial equity within their organizations and field. The nINA Collective is comprised of experts who work in the field of Racial Equity and Inclusion. This partnership allows for specific leadership opportunities for staff who choose to join the CORE Team. As a CORE Team member, staff will examine the organizational operations with a racial justice lens to create a more equitable workplace for current and future employees and the clients we serve. This work includes conducting research, surveying staff, presenting findings, and implementing new practices as a team.

RCC also prioritizes ongoing professional development to ensure that are staff and continually and discovering new ways to support clients. This has included trauma and mental health training at University of Wisconsin Milwaukee, University of Wisconsin Green Bay, and through the Anesis Foundation. As well as, youth support and education training through the University of Illinois and Youth as Partners in Civic Leadership (YPCL) Conference.

Staff supporting the proposed programs are distinctly qualified and experienced in supporting youth programming. Our Director of Outreach, Education and Prevention, Bri Breunig has worked for ten years in youth and young adult education, communication & media, and the service industry. They are interested in creating irresistible and accessible entry points into liberatory and healing pedagogy and practices and are committed to expanding awareness and access of RCC services. They hold a bachelor's degree in gender and women studies and have previously served in the roles of Education and Outreach Specialist and Communications Specialist for the RCC prior to their current position.

Our Prevention Specialist supporting the implementation of programming, Hadiya Johnson, brings extensive experience designing, leading, and expanding youth-centered programs that empower young people in the areas of leadership, civic engagement, and advocacy. Across multiple organizations, she has successfully managed statewide youth leadership initiatives, supervised and mentored teen educators, developed evidence-based programming, and built strong partnerships that increased opportunities and resources for underserved youth. Her work has directly supported young people in developing confidence, healthy relationships, advocacy skills, and community engagement while creating safe, inclusive spaces where youth voices are elevated and valued. Her combination of hands-on youth development experience, leadership, and commitment to equity uniquely positions her to deliver high-impact programming for young people.

Hadiya is taking over the role after being trained by the previous Prevention Specialist, Courtney Schwalbach, who was awarded through the city of Madison's Madison-area Out-of-School Time (MOST) initiative that recognizes outstanding youth workers.

Joint/Multi-Agency Qualifications: *Fill out if you are **THE LEAD AGENCY** in the Joint/Multi-Agency Application **ONLY***

Program name:

Program type: Choose an item.

List all joint or partner applicants involved in this program and include their website links (for reference to their mission and vision statements)

- 6. Provide an overview of your organization's partnership history with the collaborating agency or agencies.**
When and how did the partnership(s) begin, and what collaborative initiatives or projects have you worked on together in the past?
- 7. Explain the rationale for partnering with the agency or agencies identified in this application.**
What unique strengths or resources does each organization contribute, and how do these assets complement one another in achieving the goals of the proposed program?
- 8. Describe how roles and responsibilities will be divided between your organization and the collaborating agency or agencies in the proposed program.** How will each partner contribute to program design, implementation, and evaluation?

9. **Outline any anticipated challenges or barriers related to the partnership and describe how you plan to address them collaboratively.**

10. **If applicable, describe any past collaborations your organization has had with agencies providing Employment Services.** What lessons or insights did you gain from those experiences and how will they inform you in your approach to the current partnership?



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2026 Request for Proposal (RFP)

Program Narrative Form

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Program Narrative Form **MUST be completed for EACH PROGRAM** for which you are asking for funds.

JOINT/MULTI-AGENCY APPLICANTS

Only the designated 'LEAD AGENCY' is required to submit the Program Narrative form on behalf of each of the identified partners listed in the application.

Responses to this RFP should be complete but succinct. Materials submitted in addition to **Part 1 - Organization Narrative, Part 2 - Program Narrative(s), and Part 3 - Budget Workbook** **will not be considered in the evaluation of this proposal.** **Do not attempt to unlock/alter this form. The font should be no less than 11 pt.**

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Part 2 - Program Narrative Form

Program Name:	GameChangers: Sexual Violence Prevention and Youth Employment Program	Total Amount Requested for this Program:	\$55,000
Legal Name of Organization:	Rape Crisis Center (RCC)	Total amount Requested for Lead/Single Applicant	\$55,000
Legal Name of Partner(s) (Joint/Multi-Agency Applicants only):		Total Amount Requested for Partner 1:	\$
		Total Amount Requested for Partner 2:	\$
		Total Amount Requested for Partner 3*:	\$
Program Contact: Lead Organization Contact	Rachel Dietzman	Email: Rachel.dietzman@thercc.org	Phone: 608-251-5126
Program Type: Select ONE Program Type for this form.			
X Youth Employment- Programs and Services ☐ Youth Employment- Wanda Fullmore Internship ☐ Young Adult Employment- Programs and Services ☐ Adult Employment- Programs and Services ☐ Southwest Madison Employment Center Operator PLEASE NOTE: Separate applications are required for each distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.			

1. PROGRAM OVERVIEW

- A. Need: What specific need(s) in the City of Madison does this program aim to address? Please cite the data or community input used to support your response.

The Rape Crisis Center's (RCC) GameChangers: Sexual Violence Prevention and Youth Employment Program addresses the need for equitable employment opportunities, leadership development, and career exploration for youth who experience systemic barriers to employment and educational opportunities. The program is specifically designed to serve high school students, with a focus on youth from historically marginalized communities, including Black, Indigenous, People of Color (BIPOC), LGBTQIA+ youth, and students with disabilities.

RCC has observed through years of direct service, school partnerships, and community engagement that many young people interested in advocacy, nonprofit work, and social justice have limited opportunities to develop workforce skills in paid, supportive environments. Financial barriers often prevent participation in leadership opportunities. GameChangers addresses these barriers by providing paid employment, transportation assistance, meals, professional mentorship, and career exploration.

The program also responds to the need for youth-led prevention initiatives that address sexual violence through education, peer leadership, and systems change. Through partnerships with schools, community organizations, and youth themselves, RCC has developed a model that combines workforce development with civic engagement, allowing participants to build employability skills while creating lasting community impact.

The need for this program is driven by the decades RCC has spend in Dane County schools. We are the first ones responding to crisis, sexual harassment and sexual violence in schools. Including the mass protests in 2021 where students organized walkouts to address sexual misconduct in their schools. Our connection directly with students and these crisis cases have informed our development of this program and highlighted its critical need to empower youth in avenues that are stepping stones for their life and career development.

Further, our program offers a unique space in the youth employment sector. Many programs in the city of Madison overwhelming focus their opportunities in the trades. Surveying the majority of programs the majority are in the areas of construction and manufacturing, with additional programs supporting general workforce readiness. While this is valuable field, our program is positioned to offer a distinct opportunity to provide career pathway training in the areas of social work, human services, civic engagement, education, and public health. The need for options in youth employment programs is a frequently cite both locally and in national surveying such as those done by the Afterschool Alliance.

- B. Goal Statement: What is the overarching goal of your program in response to the identified need? How does this goal align with the scope, priorities, and desired outcomes described in the RFP guidelines?

The overarching goal of the GameChangers program is to prepare youth for future employment and leadership in areas like nonprofits, social work, human service and public health, while also addressing the issues of sexual violence and harassment that students face. We address this goal by providing paid work experiences that develop professional, interpersonal, and advocacy skills while empowering participants to become leaders within their schools and communities.

The GameChangers program aligns with the City of Madison's RFP by ensuring that our program provides a chance for students across the county to have an opportunity for upward mobility through a paid work-based learning experience that prepares youth for meaningful careers in areas of social impact. The program develops workforce readiness, leadership, communication, advocacy, and interpersonal skills while providing culturally responsive support that empowers youth to address the social issues that are most affecting and devastating to them.

Through career exploration, skill development, and paid employment experiences, participants gain the confidence, professional competencies, and leadership experience needed to pursue postsecondary education, employment, and long-term career advancement. Our students, frequently leverage the experience in the program for college applications and jobs in the field. We focus on making sure this opportunity eliminates as many barriers as possible by providing wages, paid travel, meals and supportive supervision.

- C. Program Summary Briefly summarize your proposed program, including the population served, core services or activities, where and how services will be delivered, and key expected outcomes. This should provide a high-level snapshot of the program.

GameChangers is a paid youth employment and leadership development program operated by the RCC that provides an avenue for youth to support sexual violence prevention while gaining career skills in areas such as human services, public health, and education. The program employs high school students across the community in a structured, youth-driven experience centered on leadership, advocacy, community education, and career readiness. Participants receive training, mentorship, professional skill development, and opportunities to design and implement community impact projects that address the immediate issues facing youth in our community.

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how has your org/agency engaged members of this population in designing, informing, developing, implementing the proposed program?

The GameChangers program serves high school students ages 14–18 from across Dane County, with intentional recruitment of youth at high-need schools. The program is designed for students who are interested in leadership, advocacy, and careers in nonprofit organizations, human services, social work, public health, education, and other related fields.

RCC intentionally recruits youth who have historically experienced barriers to participating in youth employment programs and have been historically disadvantaged in extracurricular opportunities. This includes Black, Indigenous, and other youth of color, LGBTQ+ youth, youth with disabilities, and youth from low-income households. This work happens through a commitment to wide-reaching recruitment strategies and engaging with organizations and schools across the county.

Over the years of being in operation, we have had the opportunity to ensure that our program design is directly shaped by these voices. Each year, participants, often from these communities, have the opportunity to inform and shape the program both for that year and the years that follow through anonymous surveys, interviews, and an overall program approach that centers youth voices. Former GameChangers frequently return as facilitators, guest speakers, and advisors, ensuring that youth voice remains central to program design and implementation.

- B. 2024 Participant Demographics: If your organization has offered similar or related programming in 2024, please provide available demographic data for participants served. This can include data collected through formal programs, pilot efforts, or community-based work—even if it was not funded by the City. If exact numbers are not available, please provide your best estimates and briefly note how the data was gathered (e.g., intake forms, surveys, observations). If you are a new applicant and do not yet have demographic data, please indicate that below.

Race	# of Participants	% of Total Participants
White/Caucasian	202	69%
Black/African American	10	3%
Asian	46	16%
American Indian/Alaskan Native	2	1%
Native Hawaiian/Other Pacific Islander	2	1%
Multi-Racial	31	11%
Balance/Other	165	56%
Total:		
Ethnicity		
Hispanic or Latino	22	8%
Not Hispanic or Latino	436	92%
Total:		
Gender		
Man	40	8.73%
Woman	199	43.45%
Non-binary/GenderQueer	54	11.79%
Prefer Not to Say	165	36.03%
Total:	458	

Comments (optional):

- C. Language Access, Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth, individuals, and families. Describe how the proposed program builds and sustains adequate access and cultural relevance needs.

RCC employs two Multicultural Education and Outreach Specialists, two Bilingual Advocate positions, and two Bilingual On-call Advocates to serve the Latine and Spanish speaking communities. These positions help ensure that all activities conducted are culturally relevant to the populations that we serve. RCC partners with local agencies to meet language

access needs outside of our staff (English and Spanish) this includes supporting individuals who use American Sign Language. In addition to partnerships, RCC contracts with Purple Communications in Madison, WI to assist with communication and interpretation services to all non-english speakers.

As an agency, RCC also provides 24/7 coverage of a Spanish language Helpline, through RCC's La Linea - a help line answered in Spanish and staffed by bilingual, bicultural staff. We have had a longstanding commitment to ensuring that our entire agency across program embeds sustainable and culturally accessible access to our services.

In addition to the described areas, another way RCC sustains adequate access and cultural relevance needs is through partnership and referrals to culturally specific organizations. Connecting back to our stated intention to build community and provide trauma-informed, coordinated support while ensuring we are a resource for all impacted by sexual violence. Our collaborative application with UNIDOS Against Domestic Violence - a culturally specific agency, reflects this commitment.

More examples of our efforts in this area, include:

- Creating the first and only support group for LGBTQIA+ identifying survivors in Dane County. This program is now a permanent part of our ongoing services.
- Establishing a three year partnership with the nINA Collective to decolonize and address systemic racism impacting our practices in order to create an equitable and culturally responsive environment for staff and clients to thrive.
- Creating new forms of engagement for the African American and Latinx community by offering live mindfulness courses entirely in Spanish, and creating an online workshop for Black mothers to aid in talking about sex and healthy relationships with their children.
- Expanding our Therapy Services to increase access to therapy for low-income individuals with or without insurance. Services are free
- Becoming a Comprehensive Community Services (CCS) Agency. The CCS program offers a wide array of psychosocial rehabilitation services. These are services and support activities that assist CCS clients with mental health and/substance use conditions to achieve their highest possible level of independent functioning, stability, and independence, and to facilitate recovery.
- Developing and entering the third year of a program that works to address the victimization of individuals with disabilities in the workplace through soft-skills professional training.
- Instituting a new database that better captures the demographics of clients served.
- Providing funds that support victim stabilization, including transportation, housing, and emergency funds to overcome financial barriers.

D. Recruitment and Engagement Strategy:

i. Recruitment & Outreach:

How does your program plan to recruit and reach members of the identified service population? Please describe any community outreach strategies, partnerships, or referral pathways you will use.

The GameChangers program recruits high school students across Dane County through outreach strategy that combines school partnerships, community referrals, social media, and direct youth engagement. We have the benefit of 10 years running this program and it widely impacting schools, so the name recognition and student-to-student referral is a strong recruitment tool for the program.

We do however continue to take new approaches to recruitment to ensure we are making intentional efforts to reach those with barriers to these types of opportunities, including different schools each term. Recruitment efforts begin several months before the application period and include digital marketing through RCC and GameChangers social media, outreach emails, and recruitment materials created specifically for youth audiences.

RCC leverages its longstanding partnerships with the Madison Metropolitan School District (MMSD), school counselors, teachers, administrators, and community-based youth organizations to identify and encourage students who demonstrate leadership potential and an interest in social justice, advocacy, and community engagement. RCC's Education and Outreach staff also promote the opportunity during classroom presentations and prevention education workshops conducted throughout Dane County schools.

The program intentionally recruits students from communities that have historically experienced barriers to leadership and employment opportunities, including Black, Indigenous, and other youth of color, LGBTQ+ youth, youth with disabilities, and students from low-income households. Community partners are provided recruitment information to share with eligible youth, and interested students identified during school presentations are contacted when applications open.

Recruitment is further strengthened through RCC's network of community partners, including organizations such as GSAFE, Project Respect, UNIDOS, and PATCH.. Student feedback is also incorporated annually to ensure recruitment methods remain responsive to changing communication preferences and emerging outreach opportunities.

ii. **Addressing Barriers to Participation:**

What specific barriers to participation (e.g., transportation, scheduling, language, trust) might the population face, and how does your program plan to address them?

GameChangers recognizes that many youth experience barriers that can prevent participation in afterschool programs of any kind, including ones with an employment focus. To increase accessibility and retention, the program intentionally addresses financial, transportation, scheduling, and trust barriers.

Participants receive hourly wages for their participation, recognizing that many students contribute financially to their households and may otherwise be unable to participate in unpaid opportunities. The program also provides transportation assistance, through mileage reimbursement and bus passes, as well as meals during meetings.

Scheduling is designed to accommodate students' school commitments by combining evening virtual meetings with monthly in-person Saturday sessions. Interviews are offered either in person or virtually to reduce access barriers during enrollment.

Further, we understand that topics of this program are difficult and require special care to ensure students are prepared to work and discuss these topics. Staff are trained in culturally responsive, trauma-informed practices that ensure that we can provide the right forms of support to ensure that subject area is not a barrier or intimidating to students.

Recognizing that trust can be a significant barrier, RCC has invested in multicultural outreach positions, culturally representative staff and leadership, and intentionally built long-term relationships with schools, youth-serving organizations, and community leaders. The program creates welcoming spaces where students' lived experiences are valued.

iii. **Enrollment & Engagement Approach:**

Describe how participants will be enrolled and engaged in the program. Include any tools, processes, or approaches you will use that are responsive to the needs and preferences of the population served (e.g., Individual Service Plan (ISP), intake forms, assessment tools, culturally responsive practices).

The application for GameChangers opens between June and August. It is available through Google docs and asks questions to learn more about the student, their experience, and gauge their knowledge base. From students we are looking for passion around social justice and community work, a basic acknowledgment that identity effects experience, and strong desire to learn and educate. In answering the short essay questions, we also ensure we know where each student is beginning with their knowledge base so we can appropriately meet each student where they are. At the end of the application it asks about scheduling, attendance, and commitment to making GameChangers a top priority as consistency from students is vital for program success.

Interviews are scheduled over email and take place either in person at RCC or over Zoom. Once all applications have been reviewed and interviews concluded, the final group is decided and can range from 16-25 students per year. Chosen students will be notified and emails with further information and forms that need to be signed are sent to students and guardians.

Rather than using a traditional Individual Service Plan, GameChangers employs individualized mentorship, ongoing assessment, and project-based learning. These methods focus on ensuring that work between GC participants and RCC staff is tailored to individual needs of each person. Facilitators conduct at least two private one-on-one check-ins with each participant annually to discuss personal and professional goals, identify needed supports or resources, and monitor overall wellness.

3. PROGRAM LOCATION, DESCRIPTION, AND STRUCTURE

- A. Activities: Describe your proposed program activities. Please be sure to specify your program type, i.e. shelter services, workshops, helplines, classes, etc.).

The GameChangers (GC) program is a coalition of 18 high school students working across 14 public high schools in Dane County. The program serves as an incubator of leadership and empowerment development for a group majority of BIPOC and LGBTQ+ students with an interest in exploring careers in social work, human services, and nonprofit advocacy seeking to link their educational growth with a commitment to social justice. Current representation in the GameChangers program exists as 60% of participants identifying as Black, Indigenous, Latinx/Hispanic, Asian, Pacific Islander, Multiracial, or some other race, other than white. Additionally, 85% of participants belong to the LGBTQIA+ community, and 40% self-disclosed having a disability. All GameChangers are ages 14-18 years old, high school freshmen to seniors across Dane County.

GameChangers merges youth-lead peer-to-peer prevention, to build skills in leadership development and advocacy while empowering participants. During the school year, GC meets six hours a month to engage in discussions and research the contributing causes of sexual violence and unique challenges faced at individual schools. This discussion includes social norms that both reflect and reinforce rape culture (rigid gender roles, culture of hypersexualization, sexual entitlement and misperceptions of consent, and acceptance of violence over systemically oppressed groups). GC uses their meeting time to develop and advance new understandings around how to address these contributors to rape culture.

Students are then mentored by GameChanger Facilitators, individuals experienced in social engagement, that provide tools and support towards developing year-end community impact projects. GC participants independently develop these initiatives with the goal of directly impacting the landscape of sexual violence, treatment, and support of victims in schools and their community. Beginning in October, students work continuously throughout the school year to finish community impact projects by May. The community impact projects reach an average of 300 community members each year. Some past examples have been a podcast on consent culture, the Survivor.Create.Empower Art Show, a toolkit for health teachers to bolster their curriculums on sex ed and consent, the Dreaming Ourselves Zine, creating a training for RCC employees on how to better support Trans survivors along with robust website resources, and a workshop training for teachers and administrators with tools to best support student survivors in their schools. These are only a handful of past examples and we are so proud of each one.

According to the World Health Organization's Report on Violence and Health, "action in schools is vital for reducing sexual and other forms of violence". In that capacity, GameChangers provides education in high schools for students to develop strategies for reducing sexual violence, and offering a trauma-informed approach to community education and advocacy. Each educational event features de-stigmatizing messages and resource provision meant to encourage participants to seek services, if needed. The GameChangers community impact projects are looking to improve the landscape for victims of sexual violence and foster the kind of understanding that contributes to preventing sexual abuse from occurring. We are also focused on developing the kind of informed student population that is able to hold accountable the institutions responsible for addressing sexual violence in school, with the knowledge that an informed group is the most capable of change.

Throughout this process, students learn how to develop large-scale engagement projects, deliver effective public speaking skills, work collaboratively, and connect with wide audiences including policymakers, school administrators and staff. Our program centers inclusivity and amplifying underrepresented voices of Dane County. This includes recruiting from diverse communities and removing financial barriers for participating by including hourly wages (\$10.25 per hour) meals during program meetings, and transportation for students. The result is a unique and truly representative cohort of students capable of connecting across schools.

The work of each GameChangers cohort is prevention centered and focused on making community and systemic change that is permanent – starting with individual schools across Dane County. Sustainable social change in this program looks like providing insight to the upcoming generation to make the changes that ensure that sexual assault does not occur. GameChangers is an essential part of this goal as we believe that generational change needs to be led by the members of the generation itself. Outside of the community impact projects, GameChangers participants speak directly to their peers and classmates through presentations on subjects, including supporting a culture of consent and healthy relationships.

The first GameChangers meeting is in person at the RCC office and includes both group 'get to know you' activities and the beginning of their orientation. Here we introduce our beginning check-in question and ending rose-bud-thorn activity to break the ice and begin to learn about each other. We also talk about expectations, goals, long term projects, and ongoing assignments. We continue with a discussion about what RCC does and how GameChanger students fit into and help guide the agency. We close this meeting with our first lesson on how to respond and help a friend or peer who discloses that sexual violence has happened to them - as GameChanger students quickly become a reference point in their social groups and schools. We will build on this knowledge throughout the year to ensure we are sending informed and helpful youth advocates back to their communities.

The second meeting is over zoom and dives head first into more content specifically about rape culture and intersectionality. In order for students to do this work they need to have a basic understanding of what societal forces cause sexual violence and why it is consistently perpetuated along with other harmful social systems. Here we begin to equip students with language to make connections and begin building knowledge. At this second meeting we also introduce the long term community impact projects and ask them to think about what causes are important to them and what populations they want to reach.

Over the next month we continue education and team building while students share more about what they are interested in and what direction they would like the Community Impact Projects to go. After we hear from all students on areas of interest and desired population, the team of Facilitators and Prevention Specialist meet and discuss realistic, creative, and varied options for projects that cover a wide range of student interests. A list is drafted and brought back to students who talk through them and vote for their top 2-3 favorites. Once the projects are decided students are split into the same number of groups and a communication plan is drafted. We call these our long term work groups and they will work together and meet outside of our scheduled full group meetings.

Then we begin standard meeting schedules, on our virtual weeknight meetings we tend to do a lot of education that is delivered by the Prevention Specialist and GameChanger Facilitators. These are topics students have expressed interest in their initial applications and in conversation. Every year is a little different but some common themes are: The Sexual Assault to Prison Pipeline; Trans History & Advocacy; American Historical Legacies of Violence; Tips, Tricks, & Tools for Protesting & Demonstrating; Disability Justice; Self-Care Practices & Tools; College Financial Aid & Budgeting; Mental Health & Suicide Prevention; and many, many more.

In these sessions Facilitators deliver content while also engaging students in conversation, ensuring it feels like a workshop and not a lecture. Students frequently make connections to other issues and their sources, while also having room to ask questions and understand why it is the Prevention Specialist deemed it necessary to learn to be the best advocates/activists possible. Sometimes these conversations are incredibly serious and difficult to hear about intense human suffering, but students still express gratitude for the information and truth.

Monthly guest speakers join us in person during a Saturday meeting so they can connect with students in person. Guest speakers are consistently a student favorite of the program and remain an important part of the program to introduce students to various social justice, community-oriented careers. In school, students do not receive a lot of information about non-profit, social service jobs which is a disservice for students interested and passionate about the field.

By bringing in diverse leaders from positions across our community we allow students to imagine careers for themselves, and see themselves in the folks who join us. We also invite groups like PATCH and Sex Out Loud from UW Campus to do workshops with students based on their and community need. Between workshops and guest speakers, that does take up a significant time of our Saturday meetings, the rest being used for long term project work groups, processing of current events, and team building.

To organize and focus students in these long-term work groups we have them draft and follow a work plan over excel that easily allows them and me to track progress and identify areas that need attention. It involves splitting project goals into individual activities, assigning jobs to each student, and discussing what accountability will look like if someone is not contributing their parts. Challenging them to complete this task over months is another vital skill they will take into future workplaces.

Beginning in February, students are expected to begin meeting 1-2 times a month with their long-term work groups outside of full group meetings. This allows them to ensure they are staying on track as deadlines rapidly approach. Student hours typically increase during this time as they finalize details and arrive at their final products.

GameChangers are required attend at least two events that teach them something and most preferably introduce them to new perspectives, and practice weekly self-care. It is important for students to go out into the community to see what local activists, artists, and community leaders are doing, along with showing up to support them. A big part of creating change is showing up and asking them to engage is an important skill.

In GameChangers, students are equipped with tools to engage in activism and advocacy and a vital part of encouraging longevity in these roles is teaching how to engage in self-care. This means encouraging them to form habits that help prevent burn-out and not overburdening themselves. This education happens throughout the year and involves individual check-ins for accountability and opportunities for group reflection.

The GameChangers Program supports students to:

- a) Develop early advocacy and activism tools
- b) Build leadership abilities and skills for employment
- c) Teach and empower the use of intersectional lens
- d) Encourage growth of autonomy and confidence

- e) Impart self-care/ mental health skills for longevity
- f) Provide space for student processing of current events
- g) Develop soft and life skills, including self-management, teamwork, and building support network

At the six month and one-year mark of the Gamechangers program participants are able to:

Six Month Milestone

- Respond to and support peers who disclose that sexual violence has happened to them and provide referral to the RCC if needed
- Demonstrate increased knowledge of healthy habits and tools to practice weekly self-care
- Research and identify organizations and social movements to engage with, in their community
- Demonstrate increased knowledge of financial planning
- Achieve ratings of 1-2 on the MMSD Employability Skills Assessment
- Develop group work plans for year-end Community Impact Projects

One Year Milestone

- Identify examples of career opportunities in the nonprofit social services sector to pursue after high school
- Demonstrate increased knowledge of intersectionality within social systems
- Collaborate with group members to complete tasks and track progress of ongoing work
- Demonstrate increased professional communication skills, public speaking, telephone, and email
- Complete year-end Community Impact Projects
- Achieve ratings of 2-3 on the MMSD Employability Skills Assessment
- Obtain credit towards graduation for GameChangers work completed from September –June of the school year

The following quote is feedback collected from a former GameChanger who connected their skills learned in the program to their life and career after the program.

"GameChangers connected me with numerous opportunities to learn how to organize within community and how to make intentional programming for marginalized communities. More than this, it empowered me to do the things I want to see rather than just imagine those things. I study product design at Stanford now and I've worked at Freedom, Inc, my campus' queer student resource center, Foundation for Black Women's Wellness, and the Stanford Institute for Diversity in the Arts! I also led my own research study on the effects of medical racism on Black women. I intend to go into social entrepreneurship or DEI within the film industry when I graduate! "

~ Dija M, graduated from LaFollette High School

- B. Employment and Career Development Equity Areas: Describe your agency's ability to serve one or more of the equity areas highlighted in [Appendix A: Employment and Career Development Equity Area Map](#). Your agency does NOT need to be located within an equity priority area however you should address and how you will serve individuals in the areas. Please include the general location (use a nearby landmark like a school, streets, neighborhood name, etc.). How will residents in these areas access transportation if needed?

Our office is located at 960 Rise Lane off of East Washington on Madison's northeast side (across from Access Community Health), adjacent to one of the City's Employment and Career Development Equity Priority Areas near the East Towne Mall. This location allows us to provide accessible services to youth living in surrounding priority neighborhoods. Further, our recruitment of students is throughout all public high schools in the city of Madison, which allows for support to an even wider network of individuals in the priority areas.

We help eliminate transportation barriers by providing bus passes, reimbursing travel expenses when appropriate, and coordinating transportation with families and community partners so youth can consistently participate in programming.

- C. **Program/Service Schedule and Location:** Please fill out the charts below to describe the schedule for your proposed program or service, including days and hours that services, classes, workshops, or other activities will be operating (if your staff operates during varied hours, please give your best overview of when your staff are interacting with clients).
- If your program operates at **multiple locations** with the **same schedule**, please list all locations TOGETHER in **TABLE 1** and include the schedule of operation
 - If your program operates at **multiple locations** with **different schedules**, use **TABLE 2** in addition to table 1 to detail each location's unique schedule
 - If you are submitting a **JOINT/MULTI-AGENCY** application:
 - Use **TABLE 1**, if the service operates at **multiple locations** with the **same hours** (Please list all locations)
 - Use **TABLE 2**, in addition to table 1, if the service is operating at **multiple locations** with **different hours**

Table 1:

PROGRAM LOCATION(s): RCC Office and Zoom		
Day of the Week	Start Time	End Time
Monday	6:00pm	9:00pm
Tuesday	Choose an item.	Choose an item.
Wednesday	Choose an item.	Choose an item.
Thursday	Choose an item.	Choose an item.
Friday	Choose an item.	Choose an item.
Saturday	9:00am.	3:00pm
Sunday	Choose an item.	Choose an item.

**If hours are different than those listed, please use rows below drop-down list*

Table 2: (Optional/if needed)

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	Choose an item.	Choose an item.
Tuesday	Choose an item.	Choose an item.
Wednesday	Choose an item.	Choose an item.
Thursday	Choose an item.	Choose an item.

Friday	Choose an item.	Choose an item.
Saturday	Choose an item.	Choose an item.
Sunday	Choose an item.	Choose an item.

****If hours are different than those listed, please use rows below drop-down list***

If applicable, please list the third and any subsequent service locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above:

Due to the projects of this program relating directly to addressing issues in schools. Often times students final projects take place at high schools across the county or in reserved community spaces, such as in the case of art shows or other events.

4. ENGAGEMENT COORDINATION AND COLLABORATION

- A. **Family Engagement:** Describe how your program engaged youth, individuals, and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities. A central pillar to the GameChangers program is that it is youth run; as discussed, the activities and major initiatives of the GameChangers is generated through youth participants collaborating and determining the direction and implementation of their own ideas. Our program functions under the knowledge and understanding that students have enormous power and brilliance when it comes to doing sexual assault prevention and advocacy for youth survivors. They have the answers to the needs of their community, they simply require adults to provide scaffolding to focus their enormous energy to reach those goals. Being youth-run means listening to students, asking a lot of questions, and being prepared to take their suggestions and critiques. In GameChangers the Prevention Specialists asks for student input every step of the way from the application, to the interview process, to each meeting, and in considering all processes involved in the program. Questions asked range from what content they would like to see to if meeting structure and flow is conducive to their learning styles to what they want their final long-term project topics to be.

While asking these questions all year, the Prevention Specialist (PS) also does at least two individual private check-ins with each student during the program year. This is used to collect and implement changes best for the group but also is a good way for the PS to get a sense of how that student is doing mentally and socially as the PS makes student mental health and self-care a top priority. These are moments where the PS also asks if they need any resources or if RCC can do anything else to support them, often times personally and professionally.

The Prevention Specialist also understands a student might not be comfortable giving feedback to their supervisor or in front of their peers so at the first meeting they introduce an anonymous google input form and in-person box where students can express things privately. Lastly, GameChangers cultivates a culture of empowerment and vulnerability where all are respected so thankfully this encourages student to express their opinions freely and the Prevention Specialist frequently meets with students one on one for both personal and professional mentorship.

- B. **Neighborhood/Community Engagement:** Describe how your program engaged neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities. RCC engage with the community by attending events, learning from community members, and engaging in community-based violence prevention initiatives. They are tasked with attending two community events during the school year, outside of regular meeting time. These events can be anything that is related to our mission and is available to the general community. After attending an event, students reflect on who they engaged with, what they learned, and how they can relate the event to RCC's work. Most GameChangers meetings also include a guest speaker, someone who is involved in activism and/or nonprofit work in Dane County. Students gain a robust understanding of what other work is happening in our community and how all sorts of organizations and

individuals are supporting violence prevention. When GameChangers engage in their project work, they are encouraged to plan an initiative targeting community-level violence prevention, or involving community members in promoting healthy norms that challenge sexual violence. This includes activities like hosting public events, promoting resources in the community, and engaging other community-based organizations in their efforts.

- C. Collaboration: Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Note:

- Single applicants **MUST** list all partners/collaborators below and include a letter of commitment/support from the agency partner highlighting the ways in which the agency will support the program.
- Joint Lead applicants **MUST** include the program partners list, their role & responsibilities, contact person, and attach a Memorandum of Understanding MOU.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Madison Metropolitan School District	Provides support for connection with schools and students	Gina Agulia	Yes

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

How do these partnerships enhance this proposal?

RCC has sustaining partnerships and collaborations with many agencies including: Domestic Abuse Intervention Services (DAIS), Rainbow Project, Project Respect, UNIDOS, Latino Health Council, UnityPoint Meriter Hospital Sexual Assault Nurse Examiner's Program, Wisconsin Coalition Against Sexual Assault, MMSD, Edgewood College, Madison College, University of Wisconsin-Madison. For this project specifically, the main partnership that is leveraged is our connection with MMSD. Our collaboration with the district allows for us to have a close connection with community schools, supporting recruitment activities and wider education and outreach activities for our agency.

What are the decision-making agreements with each partner?

MMSD is not directly connected to this grant application. Our MOU allows us to have a foothold in schools and support our prevention and education work and it is this understanding that is the central benefit to supporting this program.

- D. Resource Linkage and Coordination: What resources are provided to youth, individuals, and families participants by your proposed program/service? How does the program coordinate and link participants to these resources?

GameChangers provides participants with a wide range of supportive resources designed to remove barriers to participating in the programming. As previously discussed, RCC will provide compensation for their participation,

transportation assistance, meals, professional mentoring, leadership coaching, career exploration opportunities, and exposure to careers through guest speakers representing nonprofit organizations, public health, education, human services, and advocacy professions.

These services are coordinated through the Prevention Specialist who leads the program and all administrative responsibilities. Compensation and mileage reimbursement is tracked through timesheets that are completed by GC participants that ensures accountability around attendance and ensures a fair coordination of resources.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Program Outputs – Please tell us how you are measuring your output data such as: unduplicated participants, program hours, program completion etc. Please see Guidelines for more examples.

RCC utilizes a combination of quantitative and qualitative data to measure program outputs, monitor participant engagement, and support continuous program improvement. Participant information is collected through Google Suite and Jotforms to collect information on attendance and performance.

Program outputs are measured through multiple data collection methods, including participant attendance records, payroll and timesheet documentation, facilitator logs, participant databases, and partner reporting. Specifically, RCC tracks:

- Unduplicated Participants: Each participant through methods mentioned above
- Program Hours: Attendance records, facilitator logs, and payroll/timesheets are used to document hours of paid work experience, workforce readiness training, leadership development activities, and community impact projects.
- Program Completion: Staff track completion of required program components, including participation in paid work experiences, leadership activities, community impact projects, and other program requirements.
- Additional Outputs: RCC also tracks participant demographics, wages paid, referrals to supportive services, career exploration activities, and participant engagement throughout the program.

In addition to tracking outputs, RCC measures participant progress through pre- and post-program surveys, facilitator observations, regular participant check-ins, and participant feedback. These data are reviewed throughout the program to identify trends, monitor participant engagement and retention, assess program quality, and make timely improvements to program implementation.

RCC is committed to continuous quality improvement. Output data and participant feedback are routinely analyzed to evaluate program effectiveness, strengthen recruitment and retention strategies, identify service gaps, and refine curriculum and program delivery. This is ongoing process that is focused on understanding methods for continually integrating youth voices to improve our program.

Our goal is to also measure long-term success of the program through sampling participants that have completed their participation in GameChangers. This will include reaching out to collect data about the education and jobs individuals after participation.

- B. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives:

RCC's program developed its outcome objectives using multiple sources of quantitative and qualitative data collected over more than 10 years of program implementation that are informed by participant pre- and post-program surveys, facilitator observations, participant check-ins, anonymous evaluations, and alumni feedback that measure changes in leadership development, advocacy skills, workforce readiness, confidence, and career exploration.

Additional data sources include participant work plans, attendance and engagement records, and feedback from GameChangers facilitators and the Prevention Specialist, as well as our experience working directly with MMSD to support student skills assessment.

Our program outcomes are focused directly on the goal of GC which is to ensure that we are reaching students with barriers to participation in these kinds of youth employment programs, providing career directions and opportunities in unique fields, and supporting prevention efforts that address the major issues of sexual violence in schools. The outcomes measured in our program will seek to ensure these areas are being met.

RCC reviews these data annually as part of its continuous quality improvement process to refine curriculum, strengthen participant supports, and ensure the GameChangers program continues to meet its intended workforce development and youth leadership outcomes.

Please complete the table(s) with your selected outcome objectives. Applicants must choose from the measurable outcomes listed in the RFP that correspond to the priority area for which they are applying. Please see the "Measures of Success" section of the RFP guidelines for a list. Applicants may propose additional program-specific outcomes they plan to track and evaluate.

Note: Outcome EXAMPLE Objective is not required and is ONLY meant to serve as an example outcome to reference as you complete the other tables

Outcome EXAMPLE Objective: 75% of program participants obtained an industry recognized certificate by end of program.				
Performance Standard	Targeted Percent	75%	Targeted Number	90 of 120 clients
	Actual Percent	78%	Actual Number	94 out of 120 clients
Measurement Tool(s) and Comments: Client exit survey				
Methodology: The primary measurement tool was an exit survey that used open-ended and multiple-choice prompts to allow participants to elaborate on their experiences. Surveys were distributed to all program participants at time of exit from services/at the point of program completion, surveys are voluntary and anonymous.				

Outcome Objective #1: Youth will complete education/career readiness plans.				
Performance Standard	Targeted Percent	80%	Targeted Number	20
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Education/career readiness plans created				
Methodology: Staff will collect readiness plans and assess throughout the duration of the program				

Outcome Objective #2: Youth with demonstrate improvement in workplace skills that are related to the fields of social work, human services, public health, education, and/or social/civic engagement				
Performance Standard	Targeted Percent	80%	Targeted Number	20
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Facilitator observations, pre/post-surveys and interviews				
Methodology: Staff will hand out participant surveys for program events for pre/post assessment and collect outcome data about participant career and education outcomes				

Outcome Objective #3: Youth will demonstrate increased knowledge of prevention strategies shown through activities and advancements in related soft skills of leadership, communication, organizing and outreach				
Performance Standard	Targeted Percent	80%	Targeted Number	20
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Facilitator observations, pre/post-surveys and interviews				
Methodology: Staff will hand out participant surveys for program events for pre/post assessment				

To add additional outcome objectives, please copy and paste the table below as needed.

- C. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures, and expenses?

Through years of refining our data tracking process, as well as having the experience of tracking data previously for the City of Madison's Youth Employment program, RCC has developed a strong system for ensuring that all data points are recorded and reported. We utilize Google Suite, MIS (MOST Information System), and Jotform. We track participant information, attendance, timesheets, budgets, project management, and other program activities. The Prevention Specialist is responsible for creating and regularly updating sheets and documents, with some support from GC Facilitators. All expenses are tracked through program staff with additional support for our agency accountant.

6. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, with direct program implementation responsibilities. **Please be sure to list all required certifications and training.** FTE = % of 40 hours per week. Use chart below and use one line per individual employee.

Position Title	FTE	Required Certifications and Training	Location(s)
Director of Outreach and Prevention	1.00	WCASA Sexual Assault Victim Advocacy School (SAVAS) Training	RCC office
Prevention Specialist	1.00	WCASA Sexual Assault Victim Advocacy School (SAVAS) Training	RCC office

- B. Volunteers: Describe your process for screening, training, and supervising volunteers who will have direct contact with program participants.

This program will not have any volunteers in the role of supporting of this program.

- C. Other Program Resources Please list any other program resources or inputs (e.g., program space, transportation, equipment, or other supports) that are necessary for the success of your program. Are these resources currently in place? If not, describe your plan and timeline for securing them.

All needed resources are in place, as an agency now over 50 years old in the community we have a solid foundation of program space (including agreements at all three of the major college campuses and the hospital for additional office space), equipment and infrastructure support for providing all areas of our services. No other capital resources are needed for implementing our program.

7. BUDGET

- A. The budget workbook should be submitted with the proposal using the template provided in an Excel document or as a PDF. There are six tabs within the Excel spreadsheet: Cover Page, Board & Staff Demographics, Revenue, Expenses, Personnel, and Program Summary. **The Cover Page, Program Summary, and relevant Program Budgets must be submitted with this document for a proposal to be complete.**

Joint/Multi-Agency Applications

- B. The Lead Applicant will be responsible for submitting the Budget Workbook and Budget Narrative(s) alongside all required materials.

a. The budget template and budget narrative can be found on the [CDD Funding Opportunities Website](#).

8. If applicable, please complete the following:

A. Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

B. Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS**1. ORGANIZATION CONTACT INFORMATION**

Legal Name of Organization	Rape Crisis Center, Inc. (dba RCC: Sexual Violence Resource Center)
Mailing Address	960 Rise Lane, Madison, WI 5370
Telephone	608-251-5126
FAX	608-736-3131
Director	Dana Pellebon
Email Address	dana.pellebon@thercc.org
Additional Contact	Rachel Dietzman
Email Address	rachel.dietzman@thercc.org
Legal Status	Private: Non-Profit
Federal EIN:	23-7329215

2. PROPOSED PROGRAMS		2027	If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
Youth Employment: GameChangers	A	\$55,000	\$55,000	No
Contact:	Rachel Dietzman, rachel.dietzman@thercc.org			
Young Adult Employment Services: GameChangers Facilitators	B	\$50,000	\$50,000	No
Contact:	Rachel Dietzman, rachel.dietzman@thercc.org			
	C			
Contact:				
	D			
Contact:				
	E			
Contact:				
TOTAL REQUEST		\$105,000		

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff. Taxes/benefits include all payroll taxes, unemployment compensation, health insurance, life insurance, retirement benefits, etc.

Operating: Amount reported for operating costs should include all of the following items: insurance, professional fees and audit postage, office and program supplies, utilities, maintenance, equipment and furnishings depreciation, telephone, training and conferences, food and household supplies, travel, vehicle costs and depreciation, and other operating related cost

Space: Amount reported for space costs should include all of the following items: Rent/Utilities/Maintenance: Rental costs for office space; costs of utilities and maintenance for owned or rented space. Mortgage Principal/Interest/Depreciation/Taxes: Costs with owning a building (excluding utilities and maintenance).

Special Costs: Assistance to Individuals - subsidies, allowances, vouchers, and other payments provided to clients.

Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling service to an individual practitioner; the agency is a fiscal agent for a collaborative project and provides payment to other agency

3. SIGNATURE PAGE**AFFIRMATIVE ACTION**

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name: Dana Pellebon

By entering your initials in the box you are electronically signing your name and agreeing to the terms listed above.

DATE 8/2/2026

INITIALS: DP

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5. BOARD-STAFF DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and staff. Refer to application instructions for definitions. You will receive an "ERROR" until you finish completing the demographic information.

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
TOTAL		100%		100%			
GENDER							
MAN	1	14%	2	5%			
WOMAN	6	86%	37	86%			
NON-BINARY/GENDERQUEER	0	0%	4	9%			
PREFER NOT TO SAY	0	0%	0	0%			
TOTAL GENDER	7	100%	43	100%			
AGE							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	5	71%	43	100%			
60 AND OLDER	2	29%	0	0%			
TOTAL AGE	7	100%	43	100%			
RACE							
WHITE/CAUCASIAN	7	100%	28	65%	80%	67%	16%
BLACK/AFRICAN AMERICAN	0	0%	5	12%	7%	15%	39%
ASIAN	0	0%	2	5%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	2	5%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	6	14%	3%	4%	26%
BALANCE/OTHER	0	0%	0	0%	1%	2%	28%
TOTAL RACE	7	100%	43	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%	6	14%	7%	9%	26%
NOT HISPANIC OR LATINO	7	100%	37	86%	93%	81%	74%
TOTAL ETHNICITY	7	100%	43	100%			
PERSONS WITH DISABILITIES	0	0%	15	35%			

*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY FIGURES.

AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of these categories.

**R/POV=Percent of racial group living below the poverty line.

6. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

Over the past several years we have had a history of a representative group of board members. However, in the past year this has not been the case in part due to some tenures ending. We are seeking to address this through intentional recruitment of new members. Our leadership and staff participate in several collaborative efforts, memberships and networking spaces that support multi-cultural collaboration. We are seeking to use these spaces as avenues for recruitment and wider engagement.

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

6

How many Board meetings has your governing body or Board of Directors scheduled for 2025?

6

How many Board seats are indicated in your agency by-laws?

15

List your current Board of Directors or your agency's governing body.

Name	Jill Lundberg			
Home Address	5927 Schumann Dr Fitchburg, WI 53711			
Occupation	Occupation: Community Member, Community Volunteer, 4W Initiative Co-chair Board of Advisors			
Representing	Chair			
Term of Office		From:	01/2020	To: mm/yyyy
Name	MaryAnn Hotchkiss			
Home Address	206 S Jefferson St. Verona, WI 53593			
Occupation	Senior Manager, Recruiting Programs, Epic Games			
Representing	Vice President			
Term of Office		From:	01/2017	To: mm/yyyy
Name	Joe Carpenter			
Home Address	1314 Vilas Ave. Madison, WI 53715			
Occupation	Chief Financial Officer, WHPC			
Representing	Board Treasurer			
Term of Office		From:	01/2017	To: mm/yyyy
Name	Mary Worzala			
Home Address	101 Ferchland Place #308 Monona, WI 53714			
Occupation	Project Manager/Specialist Leader, Deloitte Consulting LLP			
Representing				
Term of Office		From:	01/2022	To: mm/yyyy
Name	Taylor Guthrie			
Home Address	4067 Timber Lane, Cross Plains, WI 53528			
Occupation	Marketing Manager at Bubble Time Express Carwash			
Representing				
Term of Office		From:	01/2022	To: mm/yyyy
Name	Jo Ellen McKenzie			
Home Address	902 Hidden Cave Road Madison, WI 53713			
Occupation	Community Member and volunteer			
Representing				
Term of Office		From:	01/2022	To: mm/yyyy
Name	Megan Phillips			
Home Address	141 Onyx Court Oregon, WI 53575			
Occupation	Founding Partner, Richter & Phillips LLP			
Representing				
Term of Office		From:	01/2022	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

AGENCY GOVERNING BODY cont.

Name

Home Address

Occupation

Representing

Term of Office

From:

mm/yyyy

To:

mm/yyyy

Name

Home Address

Occupation

Representing

Term of Office

From:

mm/yyyy

To:

mm/yyyy

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From:

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Name

Home Address

Occupation

Representing

Term of Office

From:

mm/yyyy

To:

mm/yyyy

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells.**
Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.

Please fill out all expected revenues for the programs you are requesting funding for in this application.
 All programs not requesting funding in this application, should be combined and entered under NON APP PGMS
 (last column)

REVENUE SOURCE	AGENCY 2027	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	239,950			168,487	71,463		
UNITED WAY DANE CO	0						
CITY CDD (This Application)	105,000	55,000	50,000				
City CDD (Not this Application)	210,000			190,000	20,000		
OTHER GOVT*	571,698			417,085	154,613		
FUNDRAISING DONATIONS**	3,536	1,621	1,915				
USER FEES	0						
TOTAL REVENUE	1,130,184	56,621	51,915	775,572	246,076	0	0

*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane County cities, villages, and townships.

**FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.

Enter all expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE

****Use whole numbers only, please.**

ACCOUNT CATEGORY	AGENCY 2025	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	808,588	178,322	43,335	43,335	40,042	40,042	521,233	79,292	203,978	15,653			
Taxes/Benefits	154,189	34,667					112,451	30,320	41,738	4,347			
Subtotal A.	962,777	212,989	43,335	43,335	40,042	40,042	633,684	109,612	245,716	20,000	0	0	0
B. OTHER OPERATING													
Insurance	4,710	2,888	110		100		4,500	2,888					
Professional Fees/Audit	13,410	5,284	2,945	2,945	2,677	2,339	7,788	0					
Postage/Office & Program	254	0	20		16		200		18				
Supplies/Printing/Photocopy	970	0	71		67		700		132				
Equipment/Furnishings/Depr.	254	0	20		16		200		18				
Telephone	1,389	0	100		98		1,000	0	191				
Training/Conferences	0	0											
Food/Household Supplies	0	0											
Travel	3,500	1,000	524	524	476	476	2,500	0					
Vehicle Costs/Depreciation	0	0											
Other	0	0											
Subtotal B.	24,487	9,172	3,790	3,469	3,450	2,815	16,888	2,888	359	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	24,580	2,500	300		280		24,000	2,500					
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	24,580	2,500	300	0	280	0	24,000	2,500	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Partner/Joint Agency/Agencies	100,000	75,000					100,000	75,000	0	0			
Contractors/Subcontractors	1,000	0					1,000	0	0	0			
Pymt to Affiliate Orgs	0	0											
Other (Youth Employment Wages)	17,000	15,339	8,857	8,196	8,143	7,143							
Subtotal D.	118,000	90,339	8,857	8,196	8,143	7,143	101,000	75,000	0	0	0	0	0
TOTAL (A.-D.)	1,129,844	315,000	56,282	55,000	51,915	50,000	775,572	190,000	246,075	20,000	0	0	0

****List all staff positions related to programs requesting funding in this application, and the amount of time they will spend in each program.**

	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Director of Outreach and Prevention	0.25	0.25				0.50	75,000	13,132	88,132	0.00	43,335
Prevention Specialist	0.50	0.50				1.00	50,000	7,571	57,571	0.00	26,043
GameChanger Facilitators (3 Positions .10 FTE)		1.00				1.00	12,000	918	12,918	0.00	12,000
GameChanger Student Facilitators (2 Positions .10 FTE)		1.00				1.00	2,000	230	2,230	0.00	2,000
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	0.75	2.75	0.00	0.00	0.00	3.50	139000.00	21849.96	160849.96	0.00	83378.18

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

**Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE

****List all staff positions related to programs requesting funding in this application, and the amount of time they will spend in each program.**

Title of Staff Position*	2026 FTE**	2026 FTE**	2026 FTE**	2026 FTE**	2026 FTE**	2026 Total FTE	2026 Salary	2026 Taxes and	2026 Amount	2026 Wage***	2026 Requested
						0.00			0	0.00	0
						0.00			0	0.00	0

						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	0.75	2.75	0.00	0.00	0.00	3.50	139000.00	21849.96	160849.96	0.00	83378.18

*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

****Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE**

Program Summary

This tab should be completely filled in by your previous answers.

Pgm Letter	Program Name	Program Expenses	2026 City Request
A	Youth Employment: GameChangers	PERSONNEL	43,335
		OTHER OPERATING	3,469
		SPACE	0
		SPECIAL COSTS	8,196
		TOTAL	55,000
B	Young Adult Employment Services: GameChangers Facilitators	PERSONNEL	40,042
		OTHER OPERATING	2,815
		SPACE	0
		SPECIAL COSTS	7,143
		TOTAL	50,000
C	0	PERSONNEL	109,612
		OTHER OPERATING	2,888
		SPACE	2,500
		SPECIAL COSTS	75,000
		TOTAL	190,000
D	0	PERSONNEL	20,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	20,000
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			315,000