



# School-Age Child and Youth Development Services

## PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

**Deadline: 4:30 pm CDT, MAY 15, 2023**

*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 application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate 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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* 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](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto:modonnell@cityofmadison.com). We are committed to assisting interested organizations understand and work 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 Jen Stoiber – [jstoiber@cityofmadison.com](mailto:jstoiber@cityofmadison.com)

Legal Name of Organization:	Arts & Literature Laboratory Inc.	Total Amount Requested:	\$ 31,090
Program(s) included in this application:	Program Name: High School Visual Art Salon	Amount Requested: \$ 31,090	
	Program Type: High School Topic, Skill or Population Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name: Amount Requested: \$ Program Type: Choose an item. ➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at <a href="mailto:jstoiber@cityofmadison.com">jstoiber@cityofmadison.com</a></i>		
Contact Person:	Ceara Yahn	Email: <a href="mailto:ceara@artlitlab.org">ceara@artlitlab.org</a>	
Organization Address:	111 S Livingston St #100, Madison, WI 53703	Telephone:	860-550-5726
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

## Organizational Qualifications:

### 1. Organization History and Mission Statement

Arts + Literature Laboratory (ALL) is a community-driven center for the visual, literary, and performing arts that engages people of all ages and backgrounds in meaningful cultural experiences. Our mission is to steward a community laboratory for creative experimentation, collaboration, and excellence in contemporary visual, literary, and performing arts. Our vision is a thriving creative culture where artistic labor is valued and all people can have meaningful experiences with the arts and literature of today. Founded by local artists and writers in November 2015, the grassroots arts organization quickly grew to host over 200 events per year plus year-round arts education for all ages. In 2020, ALL moved to a new location with three levels and five times the space to support exhibitions, concerts, readings, artist studios, a lending library, and classes across all artistic disciplines.

### 2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

#### ALL Arts Outreach Program

Since 2018, what is now known as the ALL Arts Outreach Program has gone through rapid stages of growth and development. This initiative encompasses youth arts education, Indigenous Arts, ALL (LGBTQIA+) Youth Book Club, programs with community partner organizations, and a new addition of programs for seniors that will increase intergenerational learning opportunities. We provide high quality programming taught by professional artists in our Education Studio and at partner organization sites to foster prolonged access to arts education and promote social-emotional wellbeing among these populations throughout Madison. By supplementing school and community centers' creative portfolios, we contribute to an arts-rich community of learners who demonstrate leadership, curiosity, creative problem solving, empathy, self-confidence, and an increased motivation to learn.

By offering classes and workshops that are free or low-cost, ALL Arts Outreach Program works to ensure that all members of our community are able to have arts-filled lives by removing or lowering the barriers which prevent participation. This is especially important given the disparities of access faced by families in Madison.

#### Youth Summer Arts Camp

This program also began in 2018 (offered in more limited outdoor and virtual formats during the COVID-19 pandemic). ALL's Youth Summer Arts Camp takes place over the course of 10 weeks in June, July and August. Each week of Camp has at least two Teaching Artists teaching to two different themes/artistic mediums within their personal areas of expertise. Students in the program are grouped by age, either ages 6-10 or 11-14. A quarter of our overall enrollment spots are reserved for scholarships, for which families self-identify or community partners make referrals. Applicants interested in financial assistance complete a simple application form. Interns are hired from UW Madison to support the summer programming administratively and in the role of teaching assistants.

### 3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency's ability to provide proposed services? If there are no changes, write "No changes".

In 2019, ALL secured a permanent home for community arts in the rapidly growing Capitol East District through a long-term (up to 40 years), below-market lease of a new building owned by the City and attached to the South Livingston Parking Garage. In July 2020, we completed construction and moved in. While this transformative opportunity coincided with the pandemic, five artists were able to move into their studios and begin creating new art, and we began showing exhibitions in the galleries. We were unable to utilize the space for all of the programming

we had anticipated (i.e. we had to cancel among other things, in-person Summer Art Camps for youth), but we quickly pivoted to providing virtual and outdoor options in order to safely continue serving the community.

Against the challenges of the pandemic and financial crisis, we successfully raised the funds needed to complete the building and furnishings, which has increased our capacity through the additional space. Essential staff has been added to meet the possibilities contained within our new physical resources. Prior to Fall 2021, we relied on substantial volunteer power and independent contractors for administrative work, but our plan had always been to create stable jobs in the arts in Madison. Since then, we have hired the following full-time positions in order: Education Director, two Co-Directors, Public Programs Coordinator, Director of Development. By professionalizing the operations of the organization, we have greatly increased our capacity, which will in turn ensure that we can deliver the proposed services successfully.

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

Ceara Yahn, Education & Outreach Director, received her Master of Arts in Teaching with a focus on Art Education, in August 2010 and has over a decade of experience as an arts educator in both museum and public school settings. ALL's Teaching Artists, who are hired as independent contractors, are local, practicing professional artists and/or educators with many years experience in their art form, many of whom also have advanced degrees ranging from BFAs, MFAs, and even PhDs. Any Teaching Artist who works with youth must complete and pass a background check.



# School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

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Legal Name of Organization:	Arts & Literature Laboratory Inc.	Total Amount Requested for this Program:		\$ 31,090
Program Name:	High School Visual Art Salon	Total Program Budget:		\$ 31,090
Program Contact:	Ceara Yahn	Email:	<a href="mailto:ceara@artlitlab.org">ceara@artlitlab.org</a>	Phone: 860-550-5726

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

## Elementary

- |   |  |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only   |
| <input type="checkbox"/> Multi-focused Year Round     | <input type="checkbox"/> Topical/ Skill/Population |

## Middle School

- |   |  |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only   |
| <input type="checkbox"/> Multi-focused Year Round     | <input type="checkbox"/> Topical/ Skill/Population |

## High School

- |   |   |
|---|---|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only              |
| <input type="checkbox"/> Multi-focused Year Round     | <input checked="" type="checkbox"/> Topical/ Skill/Population |

**PLEASE NOTE:** Separate applications are required for each age group and 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:** Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

Young people living in Madison are fortunate to have an incredible number of artistic outlets and opportunities provided by Madison Metropolitan School District (MMSD) and nonprofit organizations. Highly skilled and/or motivated students can pursue more intensive extracurricular activity to supplement or complement public school offerings through options/programs/venues including Wisconsin Youth Symphony Orchestras, Madison Youth Choirs, the School of Madison Ballet, the High School Apprentice Program of Madison Opera, or Children's Theater of Madison. Missing from this list are opportunities in the visual arts. While Madison Museum of Contemporary Art organizes Young at Art biennially in collaboration with MMSD's Fine Art Department, the exhibition serves more as recognition for outstanding work by K-12 students rather than promoting further skill development, as teachers determine the submissions. Imaging Self (<https://precollege.wisc.edu/imaging-self/>), a weeklong summer course offered at UW-Madison through Badger Precollege Senior, is not being run in 2023.

This shortage of extracurricular visual arts options is exacerbated by the lack of advanced coursework offered through MMSD. According to the most recent data (2020-21 school year) from the Wisconsin Department of Public Instruction's Wisconsin Arts Education Data Project (<https://dpi.wi.gov/fine-arts/data/dashboard>) only two of six MMSD high schools offered portfolio/AP level arts classes. These were Advanced Portfolio at Shabazz and Portfolio Development at West. AP Studio Art is offered every other year at Memorial while East offers Art Advanced as an independent study, unless there are enough students to justify a separate class. Portfolio is listed as a course offered at La Follette, but there is no publicly available information about its frequency.

[Sources for above paragraph]

<https://shabazz.madison.k12.wi.us/students/course-descriptions/course-catalog-article/~board/shabazz-course-catalog/post/advanced-portfolio>

<https://west.madison.k12.wi.us/students/west-high-school-course-catalog/course-catalog-article/~board/west-course-catalog/post/portfolio-development>

<https://memorial.madison.k12.wi.us/students/memorial-high-school-course-catalog/course-catalog-article/~board/memorial-course-catalog/post/ap-studio-art>

<https://east.madison.k12.wi.us/students/east-high-school-course-catalog/course-catalog-article/~board/east-course-catalog/post/art-advanced>

<https://lafollette.madison.k12.wi.us/students/la-follette-high-school-course-catalog/course-catalog-article/~board/la-follette-course-catalog/post/portfolio>

All of the above exists within a context where MMSD recognizes portfolios and portfolio presentations as a beneficial practice in academic and career planning (<https://www.madison.k12.wi.us/secondary-programs-and-personalized-pathways/academic-and-career-planning>). Portfolios can be a required piece of one's admissions application to institutions such as Milwaukee Institute of Art & Design (<https://www.miad.edu/admissions/application->

process) or necessary to be considered for incoming student scholarships such as at the UW-Madison Art Department (<https://art.wisc.edu/undergraduate/undergraduate-application/>). Even if considering a post-secondary program that does not require a portfolio, such as Graphic Design at Madison College or a course of study completely unrelated to visual arts, a portfolio can help strengthen one's application. Regardless of a participant's future pursuits, we intend to foster a sense of accomplishment and confidence.

B. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

High School Visual Art Salon aims to cultivate the next generation of artists by giving them the space for creative expression, inspiration and Information by learning from local experts, and opportunities to integrate these experiences. By creating a support structure and collaborative environment, we are filling a community need that is sometimes only addressed by independent study, if at all. We take inspiration from the historic concept of a salon, where individuals gather to share in knowledge and grow in their intellectual and artistic pursuits.

Since its inception, Arts + Literature Laboratory (ALL) has prioritized the inclusion of artists historically denied access to creative career paths, including Black artists, Indigenous artists, artists of color, women and LGBTQ+ artists, and artists with disabilities. This program will build on our successes.

C. Program Summary (3-5 sentences):

High School Visual Art Salon intends to provide highly skilled and/or motivated students interested in visual arts with an outlet to reflect on their work and artistic practice. Although ostensibly about creating a visual arts portfolio, we are not attempting to replicate the AP Art curriculum. Rather, we will empower participants to strengthen and deepen their own artistic practices. We will also give them community tools and resources to consider their career prospects in the arts, including interaction with and mentorship from working artists and arts professionals. All of this will take place in a professional studio setting that fosters experimentation and creative risk taking without the onus of grades.

**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 this population was involved in the development of this program proposal.

We intend to serve City of Madison high school students who are driven to develop their interest in artmaking. Students from all MMSD schools will be invited to participate as we complement course offerings at Shabazz, West, and sometimes Memorial, while supplementing the lack of similar curriculum at East, La Follette, and Capital. Home school and private school students are also welcome, benefiting from the structure and access we will provide.

This population was not directly involved in the development of this program proposal. If funded, the current and future iterations will be shaped by the young people who participate, as this is a new program. It does however build upon past teen leadership programs at ALL that provided high school students with experience assisting adult teaching artists as well as addresses the reported difficulty accessing visual arts classes from teenagers enrolled at MMSD.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:		
Ethnicity		

Hispanic or Latino		
Not Hispanic or Latino		
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:		

C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

As a programmatic practice, ALL matches teaching artists—all of whom are local professional, practicing artists, writers and/or educators—with specific educational classes and workshops based on the artist’s skills and experience and the goals of the program/partner. ALL seeks to hire and provide professional development to teaching artists whose experiences reflect the students we seek to serve (including LGBTQ, POC, disabled, and bilingual teaching artists).

Furthermore, we will act in accordance with one of ALL’s core values, responsiveness; ALL believes in nimbly designing, facilitating and adapting programs to make meaningful, evolving connections with our community members’ cultures, languages, and life experiences.

D. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

ALL has established relationships with many local organizations who serve historically resilient populations. In addition to working with these organizations throughout the academic year on collaborations and outreach programming, we partner with them to provide scholarship spots to young people from their communities in ALL’s Youth Summer Arts Camp. These organizations include - but are not limited to - Bayview, Odyssey Junior, Big Brothers/Big Sisters, Briarpatch, Centro Hispano, Goodman Community Center, Pathways for Parents After Incarceration, River Food Pantry, and Healing House. ALL is also continuously strengthening ties with local Native Peoples. We do this through consciously creating opportunities with Indigenous artists, such as weekend workshops and our Native Art Market (<https://artlitlab.org/events/native-art-market-spring-2023>).

Recruitment will also rely on the encouragement of art teachers who have identified students for whom this program would benefit. Given ALL’s overall positioning within the Greater Madison arts ecosystem, participants can be identified and encouraged by individuals already within our creative community, or they can be referred by Maydm or the various organizations operating out of Madison Youth Arts Center, both located just a few blocks away. Although we cannot anticipate every barrier to participation, especially given the newness of this program, the subsequent information in this application speaks to our intentional program design to reduce/limit barriers.

Potential participants will complete a short application communicating their interest in the program and will submit at least 3 examples of their artwork. Education Director, Ceara Yahn, will have follow up conversations as needed with high school faculty/guidance counselors. ALL’s Visual Arts Curatorial Team, composed of local professional artists and curators who curate ALL’s gallery exhibition program and provide mentorship to adult emerging artists, may be consulted about potential participants’ artwork.

### 3. PROGRAM DESCRIPTION AND STRUCTURE

A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

High School Visual Art Salon will be run by a Lead Teaching Artist, an independent contractor who has experience working with teenagers, the ability to teach and give feedback on a range of artistic mediums, and ideally will have a rapport with some of the program's Visiting Artists. The Lead Teaching Artist will be charged with developing camaraderie amongst the cohort of participants, as well as helping each individual participant to find and develop the "thread" that weaves their portfolio pieces together.

Our program will meet twice monthly for two hours at a time. It will be held on Saturday mornings. After an introductory week, we will structure meetings into a three-session rotation (Creation, Inspiration and Information, Integration) which repeats for the remainder of nine months, and a culminating reception the final week.

Core activities happening each session:

Snack and Social Time:

Each meeting will include this, as social emotional growth is a key goal of this program. Producing and sharing artwork can put people in vulnerable emotional places. For this reason, in addition to the other benefits of socializing, we'll want our students to feel that they are respected and safe within the cohort.

Self-Reflection/Sketchbooking:

Students will be encouraged to journal/sketch throughout each class as a means of organizing ideas and encouraging connectivity between sessions.

Online Image/Discussion Board:

By using a website such as Padlet, we intend to create an online space for students to connect with one another outside of regular sessions

The schedule will look as follows:

Introduction (First meeting):

Since students may not know one another, our first meeting will begin with an introduction of names, pronouns, and hopes for program outcomes. This will also create the foundation for the camaraderie that we hope to foster in the cohort.

The group will discuss the concept of portfolios and the purposes of them, which may include:

- application to "art schools" or collegiate art programs
- as a supplement to a college application to showcase a student's breadth of abilities
- as a means of reflecting on, organizing, and developing one's own artistic practice

Homework Assignment: to document existing art projects and conceive of a possible "thread" for the portfolio. Consider: what topic or medium excites you most?

Creation (Session 1 of three week rotation):

This is Open Studio time during which students will have the opportunity to use ALL's Education Studio space and artmaking materials to create artwork. Open Studio time will be unstructured and self-directed, but there will be ample opportunity for one-on-one conversations about the artmaking process with Lead Teaching Artist and other students.

Homework Assignment:

Prep for next session's Visiting Artist by doing one of the following assigned tasks: read a particular interview, read a show review, listen to a podcast, peruse the artist's website, etc. Come with a question for the Visiting Artist.

Inspiration and Information (Session 2):

During this session, students will share their recent artwork, artistic process, and the progress towards assembling a portfolio during a "studio" visit from a Visiting Artist. Full group Q&A will allow students to learn more about the Visiting Artist's own journey in pursuing work in their respective creative field. We will make use of ALL's many contacts and partners in the arts to make sure that students can see



themselves in the Visiting Artists, by having a variety of backgrounds, stages of career, and even artistic mediums represented.

**Homework Assignment:**

Consider feedback from the Visiting Artist and how to potentially incorporate it. Continue working independently on portfolio.

**Integration (Session 3):**

The session will begin with a mini artmaking challenge inspired by the previous Visiting Artist to ground students in their practices and rekindle the momentum of the prior two sessions. The Integration session is most similar to the concept of a salon, as referenced in the program’s title. During Integration sessions, students will be guided through the process of self-reflecting and group critique. How does one speak about their own artwork? How do we speak about others’ artwork - in and out of their presence? These are invaluable skills for any critical thinker, to be applied to visual arts and other areas. As students are guided in having these types of conversations and self-reflective sessions, then moving forward based on the information gathered, they are preparing themselves for higher level learning in addition to making progress on their art portfolios.

Integration sessions also offer great opportunities to reference contemporary practicing artists, who may include artists currently exhibiting at ALL in our 1st floor and mezzanine galleries.

**Homework assignment:**

Continue independent work on portfolio. Determine what materials you will be working with during the upcoming session, which is Creativity/Open Studio.

- B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

**Table 1**

<b>Location(s): Arts + Literature Laboratory, 111 S Livingston St #100, Madison, WI 53703</b>			
<b>Day of the Week</b>	<b>Time of Year</b>	<b>Start Time</b>	<b>End Time</b>
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year	10:00am	12:00pm
	Summer		
Sunday	School Year		
	Summer		

**Table 2**

<b>Location(s):</b>			
<b>Day of the Week</b>	<b>Time of Year</b>	<b>Start Time</b>	<b>End Time</b>
Monday	School Year		
	Summer		
Tuesday	School Year		

	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above. ALL is the primary and default location for the program. It is likely, however, that the group will take occasional field trips or may meet at different locations. These one-off visits would probably occur during the Integration sessions. For example, students might travel to potential Visiting Artist Philip Salamone’s Atwood Atelier (located one block away from ALL), to Strang Inc. (an architecture and engineering firm located across the street), or to Madison College’s Printmaking Studio. We anticipate no schedule changes and travel arrangements will be coordinated in advance.

- C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
<b>Location #1: Arts + Literature Laboratory, 111 S Livingston St #100, Madison, WI 53703</b>					
School Year	2x per month	2	9 months	10 to 1	10
Summer					
<b>Location #2 (if applicable):</b>					
School Year					
Summer					

\*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

\*\*Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Family engagement is a critical part of the Academic and Career Planning (ACP) Process in MMSD. Portfolios and portfolio presentations have also become an essential part of students concluding their time at MMSD (<https://www.madison.k12.wi.us/secondary-programs-and-personalized-pathways/academic-and-career-planning>). Academic portfolios allow students to represent themselves and their accomplishments holistically. Art portfolios allow young people to present the breadth of their creative abilities, as well as to represent their identities and individuality. The visual nature of art portfolios lets young people share these qualities with others, including their families. Portfolios will also exist digitally, which will allow students to share them more widely in easy, quick, cost effective ways.

This program is designed for high school students, but ALL as an organization provides programming for all ages. Youth participation in this program will raise families' awareness of ALL as a community space with a robust education schedule. For example, program participants may elect to stay and attend an afternoon workshop with their family members on some Saturdays. Additionally, they might have younger siblings that elect to participate in ALL's Afterschool Art classes or Summer Youth Arts Camp (ages 6-14). Participants and their families will be invited to attend ALL's exhibition openings and closings to engage with Madison's visual arts community.

High School Visual Art Salon will include a culminating reception that takes the form of a presentation or portfolio share. Families would be encouraged to attend this event to recognize their children's accomplishments. Participants will help determine what this final celebration entails. At the end of the program, both families and participants will be asked to complete program evaluations.

B. Neighborhood/Community Engagement: Describe how your program will engage 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.

We expect that participants will come from across Madison, so anticipating specific neighborhood engagement is challenging. One way to connect with residents from disparate parts of the city is the potential to help participants show their artwork in their own neighborhood in a location such as a coffee shop, community center, school, or place of worship.

Just as this program intends to empower young people, it will do the same for Madison's artistic community. The program will provide Visiting Artists with their own opportunities for professional development by working inside an environment driven by young people's goals.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Madison Metropolitan School District	recruitment of students, communication of how portfolio fits into student academic and career plans	district-level Arts Education Coordinator, art teachers, guidance counselors	No
Other organizations that work with teenagers including Operation Fresh Start, Omega School, GSAFE, Briarpatch, neighborhood community centers	Referral of students	Program staff	No

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

Visiting Artists will be invited from our preexisting roster of teaching artists and may also be sourced from our various visual arts programs including ALL Prize, Bridge Work, studio artists, Women Artist Forward Fund Forward Art Prize. Visual arts faculty from local educational institutions such as the University of Wisconsin - Madison Art Department and School of Human Ecology Design Studies Program, Madison College, and Edgewood College will also be considered. Options could finally include local gallerists, staff from the Chazen Museum of Art or Madison Museum of Contemporary Art, and other visual arts organization leaders. They will serve as guests of honor during Inspiration and Information sessions. Visiting Artists will be contracted individually for their time.

How do these partnerships enhance this proposal?

These partnerships speak to the unique role Arts + Literature Laboratory fills in Madison, by being a community-driven contemporary arts center. Referrals will allow us to reach any young person who may benefit from this program, while our connections within the Greater Madison arts community will provide them an experience that no other organization in town can.

This program will offer students two critical things:

1. The time, materials, opportunity, space and mentorship to craft a comprehensive visual arts portfolio, which can be used for multiple purposes of their choosing.
2. The real-world connections with ALL's many partners that will allow young people to learn about the many future paths available to them in arts-related fields. Students will have the chance to engage with these experts, and to ask them questions in real time. They will, if they want, have the opportunity to share their artwork with them. Being someone who makes and enjoys art can take many different forms; it is invaluable for students to be aware of their options before pursuing higher education or a career in the arts.

What are the decision-making agreements with each partner?

ALL intends to be the lead driver of this program. Decision-making agreements will occur on an individual basis to support each participant and their specific needs/desires.

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

The program budget includes funds for transportation, which may be given to families in the form of Uber gift cards, city bus passes, reimbursements for cabs, and/or gas cards. Participants will also receive a monthly stipend to support their artistic practice and encourage their commitment to the program. Snacks will be provided at each session.

Participants will receive many intangibles in the form of mentorship, guidance, and real-world connections as they prepare their visual arts portfolios, which can be used in numerous ways. This also includes leveraging the multitude of strong partnerships we have with local organizations that serve the community.

## 5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional Program Design: This program will help guide young people on a self-directed journey of creative discovery, providing them with the knowledge and skills necessary for future success. By limiting

socio-economic barriers to participation and creating an opportunity for students not dependent on which school they happen to attend, we aim to provide opportunities for any City of Madison high school student passionate about their artistic practice.

**Supportive Relationships with Youth:** Young people will not only build meaningful relationships with the Lead Teaching Artist and Visiting Artists, but also with one another through the sharing of their art, opinions, and selves.

**Youth Voice & Leadership:** Student interest will drive program planning through art critique, Q&As with Visiting Artists, discussion, and program evaluation.

**Racial & Cultural Inclusion:** From our first exhibition which highlighted the experiences of queer youth and youth of color incarcerated in Dane County, ALL has been a safe, uncensored space for projects advancing social justice. Equity is a core value for the organization; ALL supports a multitude of artistic voices with a curatorial framework that prioritizes the inclusion of BIPOC, LGBTQ+, disabled, and women artists.

**Community & Family Engagement:** Young people will build meaningful relationships within the Greater Madison arts community. School and family play a vital role in supporting participants, as this program is not intended to be the sole avenue for their artistic pursuits.

**Organizational Management & Staff Support:** High School Visual Art Salon is in some ways modeled after Bridge Work, a ALL program since 2017 which provides critical opportunities for emerging artists to broaden the scope of their professional connections and experiences. The organization has a strong understanding of what it takes to run a program with similar goals and objectives and can successfully execute this one.

**Environment & Safety:** The program will be primarily held in ALL's 3rd Floor Education Studio, which is an established space where educational programs for people of all ages and all abilities take classes and workshops. It is both a physically and emotionally safe environment for the vulnerable practice of making art. Responsiveness is a core value for the organization; ALL's space and programs will be safe, inclusive, and accessible to all people. This value extends to partner programs and programs that take place off-site.

ALL's Education Director, Ceara Yahn, will be in regular communication with the Lead Teaching Artist to assess the group's progress and to collaboratively determine next steps. Ceara will also visit some of the group's sessions to observe performance.

#### B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 8 - 12

Total program hours annually: 36

#### C. Program Outcomes

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

Throughout Wisconsin, 34% of high school students report feeling sad and hopeless nearly every day, a 10 percentage point increase over the past decade, according to an annual report released in 2023 by the Office of Children's Mental Health. The mental health benefits of making art are clear: art activates reward pathways, helps students become more motivated in other areas of their lives, reduces stress, decreases anxiety, and improves mood. Importantly, these benefits are best achieved when artmaking and interactions with others occur simultaneously.

At a time when many schools are making cuts to their arts programming, this program will ensure that young people have the support and access to continue making art. It will also educate participants about the many art-related academic and career pathways available.

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

<b>Outcome Objective #1:</b> Social-emotional competency and enhanced life skills				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80 - 100%	<b>Targeted Number</b>	7 - 12
<b>Measurement Tool(s) and Comments:</b> survey questions about increased social wellbeing in one or more of the following areas: leadership; sense of belonging; creative problem-solving; self-confidence; motivation to learn; and decreased anxiety				

<b>Outcome Objective #2:</b> Academic achievement				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80 - 100%	<b>Targeted Number</b>	7 - 12
<b>Measurement Tool(s) and Comments:</b> survey questions about increased knowledge and understanding of career paths in the arts and acquiring new art skills				

<b>Outcome Objective #3:</b> Sense of belonging to community and/or school				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80 - 100%	<b>Targeted Number</b>	7 - 12
<b>Measurement Tool(s) and Comments:</b> survey questions about sense of connection with other participants in the program and a greater sense of connection with the Madison Arts Community				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

- D. 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? Participants will complete evaluations prior to entering the program, and upon completing the program, to reinforce program goals and assess the perceived impact on their artistic development and socio-emotional well-being. Reflection logs will be gathered from the Lead Teaching Artist at the end of sessions to capture observations about program progress and student learning. Student artifacts will be documented to assess the nature and quality of student output, without interrupting the learning experience; this documentation will be utilized during teaching artist development and reflection sessions to improve instructional strategies, and will serve as a tool to celebrate program outcomes.

## 6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:  
111 S Livingston St #100, Madison, WI 53703

## 7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

\*Use one line per individual employee

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Education Director	Master of Arts in Teaching, Art Education, received in August 2010 and over a decade of experience as an arts educator in both museum and public school settings.	Arts + Literature Laboratory	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.1	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:			.1	
	Year-Round				
	Summer				

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

Volunteers will not have direct contact with participants of High School Visual Art Salon. Visiting Artists will be compensated for their time and under the supervision of the Lead Teaching Artist.

**B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):**

ALL's 10,500 square foot space in Madison's downtown Capitol East District houses galleries and performance space, a writing center and small press library, artist studios, and a dedicated education studio. It is one block off of East Washington Avenue and its many bus lines and is attached to the South Livingston Street Garage.

**8. BUDGET**

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

**9. 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.

Arts + Literature Laboratory rents from the City of Madison and receives grants from the Madison Arts Commission for programs that are not related to this request.

**B. Disclosure of Contract Failures, Litigations**

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



**APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS**

**1. ORGANIZATION CONTACT INFORMATION**

Legal Name of Organization	Arts & Literature Laboratory Inc.		
Mailing Address	111 S Livingston St #100, Madison, WI 53703		
Telephone	608-556-7415		
FAX			
Director	Jolynne Roorda		
Email Address	jolynne@artlittlab.org		
Additional Contact	Rita Mae Reese		
Email Address	ritamae@artlittlab.org		
Legal Status	Private: Non-Profit		
Federal EIN:	81-1197708		

**2. PROPOSED PROGRAMS**

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
High School Visual Art Salon	A	\$31,090	
Contact: Ceara Yahn			
	B		
Contact:			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
<b>TOTAL REQUEST</b>		\$31,090	

**DEFINITION OF ACCOUNT CATEGORIES:**

**Personnel:** Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs. 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 costs.

**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 agencies.

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](http://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:

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

DATE

INITIALS:

**6. 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
	<b>TOTAL</b>	9	100%	5	100%		
<b>GENDER</b>							
MAN	4	44%	1	20%			
WOMAN	4	44%	3	60%			
NON-BINARY/GENDERQUEER	1	11%	1	20%			
PREFER NOT TO SAY	0	0%	0	0%			
TOTAL GENDER	9	100%	5	100%			
<b>AGE</b>							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	6	67%	5	100%			
60 AND OLDER	3	33%	0	0%			
TOTAL AGE	9	100%	5	100%			
<b>RACE</b>							
WHITE/CAUCASIAN	6	67%	4	80%	80%	67%	16%
BLACK/AFRICAN AMERICAN	2	22%	0	0%	7%	15%	39%
ASIAN	1	11%	1	20%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	0	0%	3%	4%	26%
BALANCE/OTHER	0	0%	0	0%	1%	2%	28%
TOTAL RACE	9	100%	5	100%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO	0	0%	0	0%	7%	9%	26%
NOT HISPANIC OR LATINO	9	100%	5	100%	93%	81%	74%
TOTAL ETHNICITY	9	100%	5	100%			
<b>PERSONS WITH DISABILITIES</b>	0	0%	1	20%			

\*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.

**7. 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)

Yes

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	11
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	11
How many Board seats are indicated in your agency by-laws?	3 to 15

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

<b>Name</b>	<b>Faisal Abdu'Allah</b>			
Home Address	1106 Shorewood Blvd Madison, WI 53705-1425			
Occupation	Associate Dean of the Arts			
Representing	University of Wisconsin-Madison School of Education			
Term of Office	Three years, renewable	From:	01/2021	To: mm/yyyy
<b>Name</b>	<b>Chad Bartell</b>			
Home Address	3902 Priscilla Ln Madison, WI 53705-5216			
Occupation	Senior Counsel			
Representing	Carlson Black O'Callaghan & Battenberg LLP			
Term of Office	Three years, renewable	From:	02/2020	To: mm/yyyy
<b>Name</b>	<b>Mariana Cameli</b>			
Home Address	1503 Morrison St Madison, WI 53703-3815			
Occupation	Director of Development			
Representing	University of Wisconsin Foundation			
Term of Office	Three years, renewable	From:	09/2021	To: mm/yyyy
<b>Name</b>	<b>Genia Daniels</b>			
Home Address	412 S Dickinson St Madison, WI 53703-3713			
Occupation	Massage Therapist			
Representing	Genia Daniels Massage			
Term of Office	Three years, renewable	From:	11/2015	To: mm/yyyy
<b>Name</b>	<b>Mrill Ingram</b>			
Home Address	2151 Oakridge Ave Madison, WI 53704-5654			
Occupation	Participatory Action Research Scientist			
Representing	University of Wisconsin-Madison Center for Integrated Agricultural Systems			
Term of Office	Three years, renewable	From:	06/2018	To: mm/yyyy
<b>Name</b>	<b>Cedric Johnson</b>			
Home Address	1010 E Washington Ave Apt 1017 Madison, WI 53703-4414			
Occupation	Manager of Inclusion & Community Partnerships			
Representing	Exact Sciences			
Term of Office	Three years, renewable	From:	07/2021	To: mm/yyyy
<b>Name</b>	<b>Tu Le</b>			
Home Address	6215 Roselawn Ave Monona, WI 53716-3705			
Occupation	Realtor			
Representing	Realty Executives Cooper Spransy			
Term of Office	Three years, renewable	From:	09/2021	To: mm/yyyy
<b>Name</b>	<b>Jenny Pressman</b>			
Home Address	1133 Rutledge St Madison, WI 53703-3825			
Occupation	Director of Development and Community Partnerships			
Representing	University of Wisconsin-Madison Odyssey Project			
Term of Office	Three years, renewable	From:	08/2018	To: mm/yyyy

AGENCY GOVERNING BODY cont.

<b>Name</b>	<b>Phil Redman</b>			
Home Address	14 S Blackhawk Ave Madison, WI 53705-3317			
Occupation	Web Developer & Project Manager			
Representing	Cricket Design Works			
Term of Office	Three years, renewable	From:	01/2019	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
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Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
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 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0	0					0
UNITED WAY DANE CO	0	0					0
CITY CDD (This Application)	31,090	31,090					0
City CDD (Not this Application)	0	0					0
OTHER GOV'T*	103,428	0					103,428
FUNDRAISING DONATIONS**	329,010	0					329,010
USER FEES	224,427	0					224,427
TOTAL REVENUE	687,955	31,090	0	0	0	0	656,865

\*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.









### Program Summary

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

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	High School Visual Art Salon	PERSONNEL	5,000
		OTHER OPERATING	5,990
		SPACE	2,500
		SPECIAL COSTS	17,600
		<b>TOTAL</b>	<b>31,090</b>
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
<b>TOTAL FOR ALL PROGRAMS</b>			<b>31,090</b>