



School-Age Child and Youth Development Services PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: 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 or Mary O'Donnell, Community Development Specialist 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

Legal Name of Organization:	Girls on the Run of South Central Wisconsin	Total Amount Requested:	\$ 25,000
Program(s) included in this application:	Program Name: GOTR Fully Funded Programming at 7 Madison high-need schools	Amount Requested: \$ 25,000	
	Program Type: Elementary 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 jstoiber@cityofmadison.com</i>		
Contact Person:	Christine Benedict	Email: christine.benedict@girlsontherun.org	
Organization Address:	901 Deming Way Suite 11, Madison, WI 53717	Telephone:	608-831-4687

Organizational Qualifications:

1. Organization History and Mission Statement

Girls on the Run's mission is to inspire girls to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates running. Girls on the Run envisions a world where every girl knows and activates her limitless potential and is free to boldly pursue her dreams. Our mission and vision align beautifully with CDD's goals to create conditions for Madison residents to realize their potential and prepare for lifelong success.

Girls on the Run International was founded in 1996 by an incredible visionary, educator, and professional triathlete, Molly Barker. Her lived experiences and work as a teacher and coach led her to develop this innovative empowerment programming so that "when girls are beginning to feel the influences of those outer forces that would suggest they're not good enough, smart enough, or strong enough, that they have the skills to weather that time, and stay true to the essence of who they are."

In 2004, a small group of local women learned about Girls on the Run through an article in Runner's World. Girls on the Run's national headquarters got them connected and encouraged them to work together to incorporate a local, independent council serving Dane County, Wisconsin. The small but mighty group developed a charter, met Molly Barker for training in Chicago, and launched the first local team – 13 girls at Shorewood Hills Elementary School – in Spring 2005. Since that, interest and programming have expanded far beyond Molly or our local founders' visions and expectations.

Over the past 18 years, Girls on the Run of South Central Wisconsin has served nearly 20,000 girls on over 1,000 teams at 120 different school and community center sites throughout our 8-county territory. Interest and support continue to grow and we anticipate serving a record-setting 2,100 girls and non-binary youth in 2023 alone. This application outlines our needs and impact exclusively in Madison.

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.

Girls on the Run has a long and successful history of providing affordable and free, high quality, neighborhood based programming to schools and communities throughout Madison. In addition to serving 26 of 29 Madison Metropolitan School District Elementary Schools (that serve 3-5th graders) and 5-7 private/parochial schools, parks, or community centers in Madison annually, we are particularly committed to serving low-income youth and youth of color. Girls on the Run has been providing the programming outlined in this proposal locally for 18 years. Over 8,500 Madison residents/youth participants have been served during that time.

Girls on the Run exclusively focuses on two child and youth programs:

Girls on the Run (3-5th grade) - inception Spring 2005

Heart and Sole (6-8th grade) - inception Fall 2008

Girls on the Run is particularly well equipped to deliver the 3-5th grade programming outlined in this application. The staff and volunteers are well-trained to deliver the intentionally developed curriculum to maximize impact for our youth. Our board of directors is committed to supporting high-quality programming.

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".

No significant leadership changes are expected in the next two years, but some important changes should be noted. The organization is currently working updating our strategic plan and we expect to deepen our commitment to fully-funded programming in this process. Girls on the Run was a proud recipient of funds from Wisconsin's Department of Administration's Equitable Recovery Grant to fund some of the organization's fully funded programming in Madison from 2022-2024. That grant will have been fully spent by the end of 2024 and ongoing funding for those teams (noted in the Program Narrative Section 3.C.) is being sought. Girls on the Run made a significant investment in Fall 2022 when we added our first-ever staff member with a focus on fundraising. Our Director of Philanthropy is charged with diversifying the organization's sources of contributed revenue including corporate sponsorships, individual gifts, and grant funding.

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.

The professional staff at Girls on the Run have a combined 45 years of experience in the education, volunteer-management, program management, and youth development sectors. In addition to their undergraduate and/or graduate degrees, Girls on the Run staff members have participated in extensive organizational training including "train the trainer" workshops to prepare volunteers. Girls on the Run staff participate in regular virtual and in-person professional development opportunities including a biannual national meeting to gain exposure to changing landscapes and best practices.

Before they are eligible to deliver programming, each year, hundreds of coach/mentors participate in a comprehensive National Coach Training Program (all led by Girls on the Run's 3-person programming staff) that prepares them to build relationships with girls, create a positive, inclusive, supportive environment, support individual improvement in a mastery (vs performance) climate, create trauma-sensitive spaces, and deliver the psychology-based curriculum as intended. The curriculum includes lessons that specifically target girls' improvements in health and social-emotional learning. Each coach completes an initial application outlining their interests and qualifications, a background check, an introductory online training module (~2 hours) and the in-person training experience (~5 hours) outlined above. To the extent that it is possible, new coaches are paired with returning/experienced coaches.

Girls on the Run is proud to report a 50% coach retention rate and of the 150-200 coaches that serve Madison annually, 10% have been serving our program for more than 5 years. Returning coaches are provided with the opportunity to participate in refresher training annually and they are required to complete additional online modules every 3 years.



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

Submit Application to: 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:	Girls on the Run of South Central Wisconsin, Inc	Total Amount Requested for this Program:		\$ 25,000
Program Name:	GOTR Fully Funded Programming at 7 Madison high-need schools	Total Program Budget:		\$ 85,000
Program Contact:	Christine Benedict	Email:	christine.benedict@girlsontherun.org	Phone: 608-831-4687
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> 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 checked="" 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 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.

The 2021 Dane County Youth Assessment indicates that over 50% of high school females report feelings of anxiety - rates significantly higher than their male counterparts. The 2021 CDC Youth Risk Behavior Survey reported that 57% of girls (compared to 29% of boys) experience persistent feelings of sadness or hopelessness and 30% (compared to 14% of boys) report serious suicidal ideation. Both of these statistics are up markedly from 2011.

Additional studies show that girls' confidence peaks at age 9 and activity levels at age 10. During adolescence, girls' confidence drops about twice as much as boys', friendships become more complicated, girls' perceptions of their academic success declines, their risk for anxiety and depression goes up and their participation in physical activity plummets. Girls and women who are active have increased confidence, and yet today's kids are the least active in history. More and more research supports the fact that regular physical activity reduces the risk of developing depression, and even a single session of physical activity can help improve cognition, including the ability to control emotions. Specifically among young people, physical activity can improve cognition, including performance on academic achievement tests, executive function, processing speed, attention, and memory. Physical activity also reduces the risk of depression and can reduce depressed mood. This underscores the RFP's case that there is a need for affordable, stable and high-quality school/community based afterschool programming that complements the skills our youth are learning in school.

Lastly, in direct alignment with the pandemic's impact on out of school time programming noted in the RFP, Girls on the Run experienced similar trends. In 2020, while affluent schools and communities were able to sustain programming, high-need schools and community centers were stretched too thin (due to providing support for other basic needs) and families were unable to access programming at other locations (due to lack of transportation or scheduling/availability). It is critical that Girls on the Run returns to pre-pandemic service levels and grows access for high-need schools and BIPOC communities that already have disproportionately high barriers to high impact programming and systemic health disparities.

- 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?

The short-term goals of Girls on the Run programming include increasing 3-5th girls' confidence, competence, connection, caring, character, and contribution. Additionally, we expect that girls will use their enhanced social-emotional and life skills at home, at school and with friends and they will increase activity levels and decrease sedentary behaviors. The long-term goals of Girls on the Run

programming include increased healthy behaviors, decreased risky behaviors, improved mental health outcomes and a more physically active lifestyle.

Girls on the Run is also designed to create a positive, inclusive, supportive environment for all girls including gender-expansive youth and girls with disabilities. We strive to support individual improvement, create trauma-sensitive spaces, and increase participants' sense of belonging to their school and community.

We also inspire participants to build lives of purpose and to make a meaningful contribution to community and society. This message comes to life through a key element of the curricula when each team creates and executes a community service project. The season concludes with a celebratory, non-competitive 5K run, which provides the girls with a tangible sense of achievement as well as a framework for setting and achieving life goals.

Girls on the Run programming aligns exceptionally well with the RFP guidelines in that it aligns with all 7 of MOST's Effective Practices, we serve the exact target population, we maintain strong collaborative relationships with key partners, we are supported by varied funding sources, and our logic model has powerful outcomes directly in line with our community's need to support youth wellness and social-emotional learning.

The goal of this proposal is to bring the only national physical activity-based positive youth development program for girls with compelling evidence of program impact to some of the highest-need schools and communities in Madison that are not currently funded through other sources.

C. Program Summary (3-5 sentences):

Girls on the Run seeks to provide our transformational programming and fully-funded wraparound afterschool experience at no-cost to over 100 high need Madison-based participants and families in 2024. Girls on the Run's physical activity-based positive youth development (PYD) program is designed to strengthen participants' social, psychological and physical skills and behaviors to successfully navigate life experiences. Our intentional program design develops competence, confidence, connection, character, caring, and contribution in girls and gender-expansive youth through lessons that creatively incorporate running.

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.

The people this program will serve are Madison kids and families. Our program sites are predominantly (but not exclusively) school based. The schools/sites served by this funding would include the following: Anana, Gompers, Hawthorne, Lindbergh, One City, Sandburg, and Schenk Elementary Schools. These schools have been selected because they serve a high-need student population (participant free/reduced-lunch rate exceeds 80%), there are currently no funds earmarked to support the free programming that Girls on the Run intends to offer, and there is interest from building leadership and staff. The majority of the participants at these sites will identify as BIPOC, female, and under-resourced, but people of all backgrounds and identities are welcome within Girls on the Run.

While not outlined in detail in this proposal, Girls on the Run will be offered as a fee-based program at a number of other schools in Madison in 2024 and other high-need program sites will be funded through Equitable Recovery Grant funds through the Fall 2024 season.

This program has been developed in partnership with some of the schools that would benefit from this funding. Anana and Gompers were part of the initial pilot and fully-funded program development season in Fall 2021. Their coaches and building leadership helped us identify the full needs of their participants including new running shoes, clothes, sport hijabs (if needed), healthy snacks, bus transportation to our end-of-season celebratory event and a free 5K run entry for a participant's family member/support person. We learned during the pandemic that the volunteers and

school staff were personally subsidizing participant needs prior to the pilot launch in 2021. Since that time, additional schools have shared helpful feedback regarding the program structure and new schools have expressed interest in offering Girls on the Run for the first time because the free program offering now matches their school/participant needs. Funding from the City of Madison would allow us to bring Girls on the Run programming to Schenk and Lindbergh for the first time in the organization's history.

The demographics listed below specifically represent the youth served at the schools outlined above in 2022.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	42	40%
Black/African American	25	24%
Asian	3	3%
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	9	9%
Balance/Other	27	24%
Total:	104	
Ethnicity		
Hispanic or Latino	23	22%
Not Hispanic or Latino	81	78%
Total:	104	
Gender		
Boy/Man	0	0
Girl/Woman	100	96%
Non-binary/GenderQueer	4	0
Prefer Not to Say	0	4%
Total:	104	

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.

Girls on the Run programming is delivered in English, but a number of supplemental materials (including all recruitment materials and parent/guardian communication) are provided in Spanish. Families can opt-in to Spanish language communication by completing the program registration form (online or on paper) in Spanish. End of season surveys are also provided in Spanish.

The Girls on the Run curriculum has been intentionally designed to be inclusive and culturally relevant. Skill building scenarios are built to reflect a diverse set of lived experiences. Coaches are trained to create a "positive and inclusive environment" at practice by seeking input from participants, using inclusive language, and considering participant context as they guide discussions. Spanish-speaking coaches provide an inclusive experience at sites with Spanish-speaking participants. An ASL-speaking coach has been provided at a site where two deaf participants are enjoying the program this year. Additionally, an ASL interpreter joins us at the end-of-season culminating 5K run. The program is also accessible to non-verbal participants. Girls on the Run programming can be adapted in many ways so that it is truly accessible to anyone with interest.

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.

Our Girls on the Run program is successful in part due to its personalized approach and customized site administration. We work hard to establish relationships and strong partnerships with each school and club location we serve. Each school site is required to have a "Site Liaison" who helps us meet the specific needs of their community. They help us connect directly with teachers and staff that know the

children best. They help us identify at-risk and high-need girls/youth who might benefit most from the program. Girls on the Run seeks to support the many girls that face seen and unseen challenges and barriers to health equity due to their lived experiences and identities. Additionally, during the registration process, families and care-givers are provided with the opportunity to explain the specific needs their kids might have as they take on the Girls on the Run programming. For example, families have shared information about their participants' intellectual disabilities (autism, down syndrome, etc.), physical disabilities (CP, hearing impairments, low-vision, etc.), behavioral health (ADHD, anxiety) and gender-identity.

To better engage participants of all abilities, the organization provides an inclusion guide to all Girls on the Run coaches prior to implementing programming. This guide, which was created with the assistance of the National Center on Health, Physical Activity and Disability (NCHPAD), helps volunteer coaches understand how to provide an inclusive Girls on the Run experience to girls with sensory, physical, and intellectual disabilities. It includes curricula adaptations that were developed utilizing the Guidelines, Recommendations, Adaptations Including Disability (GRAIDs) framework, a framework used to highlight and add information, guidance, and resources to make physical activity programs inclusive of people with disability. The guide includes inclusion best practices, specific lesson and exercise adaptations, as well as guidance on physical environments of the program.

In a 2021 survey conducted by the Mid-Atlantic Equity Consortium (coordinated by Girls on the Run International, but administered locally), 96% of caregivers (150+ respondents) agreed with the statement "My child feels included and welcomed in all activities at Girls on the Run that they want to participate in."

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.

Girls on the Run participants (3-5th grade) meet twice a week for 10-weeks each fall and spring on small teams of 15 to learn life skills through engaging lessons and fun movement activities. Our psychology-based curriculum focuses on a number of key confidence-building concepts.

The curriculum is divided into three parts: Understanding Ourselves and Our Emotions, Valuing Relationships & Teamwork, and Understanding How We Shape the World. In part one, the girls explore their personal strengths and how to identify different kinds of emotions - learning to classify them as comfortable or uncomfortable, rather than good or bad. In part two they focus on what to do when they experience a strong emotion, such as anger, jealousy, or nervousness. The girls learn specific strategies to help them engage effectively with others: Stop Breathe, Think, Respond, Review (Stop and Take a BrThRR). This strategy allows girls to press pause on the strong emotion they are feeling and think through the choices they have for responding to the situation that caused that emotion. In part three, they learn about the concept of empathy and their connections to their community.

Nearing the end of the season, each team creates and executes a girl-developed and girl-led community service project. Additionally, girls spend at least 45 minutes of each 90-minute practice being active and moving their bodies. They set running goals for each workout and learn important fitness principles related to pace, mobility, and speed. The program culminates with the completion of a celebratory, non-competitive 5K run which provides the girls with a tangible sense of achievement as well as a framework for setting and achieving life goals.

Unlike traditional athletic programs, Girls on the Run cultivates the positive benefits of physical activity and running while consciously mitigating the risk of unhealthy attitudes around body image and food that girls are particularly vulnerable to, in addition to harmful habits like negative self-talk, poor self-esteem and more that are prevalent among adolescent girls. Staff and coaches work to promote strong mind-body awareness within each girl, walking (and running) alongside them on their path to building confidence, deepening their self-efficacy, and accelerating their sense of independence to make

responsible decisions as they move into adolescence. The fall and spring seasons feature different curricular experiences with the same intended learning outcomes. Research shows that continued participation in the program adds to the efficacy of the skill development.

There is strong evidence from an independent long-range study conducted in 2016 by Dr. Maureen Weiss, Ph.D., University of Minnesota, showing that the program is effective in driving transformative change in the lives of young girls. This research was published in 2019 in the Journal of Pediatric Exercise Science and found that almost all girls (97%) said they learned critical life skills including managing emotions, resolving conflict, helping others or making intentional decisions at Girls on the Run that they are using at home, at school and with their friends. Dr. Weiss also found that Girls on the Run makes a stronger impact than organized sports and physical education programs in the areas noted above. More recently, Girls on the Run included as a top research-based program in a 2021 Social-Emotional Learning Guide developed by researchers at Harvard University and the Wallace Foundation. GOTR was named as one of just three social-emotional learning programs with an integral emphasis on equitable and inclusive education. Local surveys completed in 2022 indicated that 95% of caregivers found Girls on the Run to be valuable for their child and 89% indicated that Girls on the Run helped their child gain skills that are helping them handle stress. (positive thinking, emotional management, how to be a good friend, etc.) Families also report a significant increase (91% indicated increased levels) in activity levels associated with participation in Girls on the Run. And just this month, the US Surgeon General showcased Girls on the Run in his Public Health Report entitled "Physical Activity: An Untapped Resource to Address our Nation's Mental Health Crisis Among Children and Adolescents."

- 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

Location(s): Anana, Gompers, Hawthorne, Lindbergh, One City, Sandburg, and Schenk Elementary Schools			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year	2:45/4:15pm	4:15/5:30pm
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year	2:45/4:15pm	4:15/5:30pm
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
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.

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
Location #1: Anana, Gompers, Hawthorne, Lindbergh, One City, Sandburg, and Schenk Elementary Schools					
School Year	2x week	1.5	20 weeks	1 to 7.5	105
Summer					
Location #2 (if applicable):					
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 to the programs included in the table above.

Fully funded GOTR programming will also take place in 2024 at the following Madison sites - Lakeview, Leopold, Lincoln x2, Mendota, and Randall x2 Elementary Schools and Vilas Park.

Fee-based (using a sliding-fee scale where all requests for financial assistance are automatically approved) GOTR programming will also take place in 2024 at the following Madison sites - Chavez, Crestwood, Eagle School, Elvehjem, John Muir, Kennedy, Lowell/Olbrich, Madison Country Day, Marquette, Nuestro Mundo, Olson, Shorewood Hills, St. Dennis Catholic School, Stephens, Thoreau and Van Hise Elementary Schools.

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.

Families are regularly engaged as partners in Girls on the Run programming. Families receive weekly newsletters from Girls on the Run throughout the season to help them understand the intended learning outcomes of the week's lessons and offer tips for reinforcing the skill development. Families/caregivers are also provided with a 5K training plan as they are invited to participate actively in the team's Practice 5K run and the end-of-season culminating 5K run.

Families are offered the opportunity to provide feedback related to their program experience at least twice per year. Recent assessment results have led us to modify the registration process, communicate with families more frequently, and increase access to transportation to our end-of-season celebratory event. About one-third of Girls on the Run coach/mentors are participant parents.

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.

Our program engages schools, community volunteers, families, and neighborhoods wholeheartedly. Our program regularly communicates with school/program site stakeholders and provides formal surveys to sites that are receiving fully-funded programming. It is critical to our organization that we are providing community-centric support that effectively meets the needs of the individual school site. For example, some fully-funded sites request bussing assistance to our end-of-season 5K run, others do not. Other neighborhood residents simply benefit from the joy of Girls on the Run being offered near their home. Many residents regularly report enjoying the encouraging sidewalk chalk notes our participants leave behind after practice and appreciate the impact of each team's end of season community service project.

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 Metro School District	Site Liaisons and Coaches	School Specific	No
One City School	Site Liaison and Coaches	Jeremy Clements	No

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

Anana Elementary - Poppy Paynter, Site Liaison
 Gompers Elementary - Katie O'Duffy, Site Liaison
 Hawthorne Elementary - Christine Hettinger, Site Liaison
 Lindbergh Elementary - TBD, Site Liaison
 One City School - Jeremy Clements, Site Liaison
 Sandburg Elementary - Mackenzie Andres, Site Liaison
 Schenk Elementary - Tracy Woock, Site Liaison

How do these partnerships enhance this proposal?

The partnerships we have with our districts/schools are critical to our success. Our partners provide safe and secure locations for our programming and share our commitment to improving girls' social, emotional and physical health.

What are the decision-making agreements with each partner?

Partners determine the time of day and days of the week that are best for their site's programming. Partners recruit their own coach/mentors and recruit/select participants with support from Girls on the Run staff.

- 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?

Girls on the Run connects participants and their families to resources that are relevant to their program experience including: access to shoes and clothes, health and wellness tips from SSM Health (hydrating, sun protection, sleep, etc.), and civic engagement.

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.

Girls on the Run programming meets each of the seven MOST Effective Practices and we monitor and assess our alignment to those regularly through end of season surveys and organizational program audits.

Intentional Program Design - Girls on the Run has been implementing our research-based curriculum since our local founding in 2005. In 2021, a Harvard University/Wallace Foundation study highlighted our high focus on the development of self-knowledge, self-efficacy, and self-esteem among adolescent girls; our strong focus on equitable and inclusive education; and the strong service-learning component embedded in our core curriculum.

Supportive Relationships with Youth - A key tenet of the Girls on the Run program is relationship building. Coaches are specifically trained to focus on both building relationships with youth participants and facilitating relationships between participants. Coaches are encouraged to greet each participant by name at each practice, connect individually with participants during practice and to find areas of connectedness to deepen relationships. To facilitate strong participant relationships, coaches are trained to pair/partner kids strategically during activities, rely on curricular scenarios for kids to find areas of common interest, and encourage celebratory "energy awards" where kids recognize one another for positive behaviors and demonstration of skills.

Youth Voice and Leadership - Girls on the Run empowers adolescent girls by helping them recognize and activate the limitless potential that they already possess within themselves. Girls on the Run believes that every girl is inherently full of power and that, by learning they are the leaders of their lives, these girls will be able to change the world. The Girls on the Run program helps girls activate the strengths they already possess by building their confidence levels, so they can recognize and believe in their own abilities – whether those are academic abilities, physical activity aptitudes, or social-emotional skills. The 10-week curriculum encourages positive self-image and self-talk - as well as the development of skills and behaviors such as persistence, empathy, confidence, and more – that encourage girls to identify and build upon their own individual strengths, in addition to celebrating and supporting the unique strengths of others.

Every Girls on the Run lesson is structured to include time for input and discussion from participants. Contributions from girls through sharing their experiences and thoughts regarding lesson topics are critical to the implementation of the Girls on the Run program. Additionally, girls plan and develop a key component of the program – the community impact project – by themselves at the end of the season. Girls decide upon what community service project to do and how to execute the project as a team. Program participants also set their own lap goals for each practice, playing an important role in keeping themselves accountable for training to complete the end-of-season 5K.

Racial & Cultural Inclusion - Girls on the Run is committed to addressing the root causes of inequities in physical, social, and emotional health outcomes among the adolescent girl (3rd-5th grade) population. The program's curriculum emphasizes that all girls are different and provides specific ideas and suggestions for honoring cultural and human diversity throughout the program, including differences in background, identity, abilities, and talent. Girls on the Run volunteer coaches are also equipped with training and resources to ensure an inclusive and equitable program experience for all girls through honoring cultural and human diversity, setting up clear expectations, building positive relationships, motivating girls, setting goals, celebrating success, and providing behavior supports. At the local and national level, Girls on the Run continues to strengthen its longstanding commitment to inclusion, diversity, equity, and access (IDEA) by recognizing and ensuring that ongoing instances of social injustice, oppression, and systemic racism are addressed. Our council's operations and strategic plan focus on eliminating barriers to participation, creating programming that engages all communities, being intentional about staff and volunteer diversity, and promoting a culture of inclusion across the organization.

Community & Family Engagement - School communities, families and caregivers are regularly engaged in Girls on the Run programming. At the end of each lesson, participants are encouraged to practice that lesson's theme/skill with a member of their community. For example, in the lesson where participants learn how to effectively use "I feel" statements, they are encouraged to practice their new skill to communicate their feelings to someone close to them. In addition to receiving weekly newsletters that outline the learning outcomes for each lesson's programming, school communities, families and caregivers are invited to participate actively in the team's Practice 5K run and the end-of-season culminating 5K run. Families/caregivers are also provided with a 5K training plan. One of the program components that was expanded during the pilot included free access for family members or support people to join their GOTR participant during the end-of-season 5K run. Offering these entries has successfully broadened access, diversified participation, and offered additional exposure to healthy activities to additional members of our community.

Organizational Management & Staff Support - Girls on the Run programming extremely well-run by 5 full-time staff that support the operation. Additionally, our local council is supported by the team at Girls on the Run International. We participate in regular professional development and training opportunities. These opportunities include best practice trainings for council operations and attending the YWCA's local Racial Justice Summit.

Environment and Safety - Girls on the Run has in-depth program safety implementation standards, which include multiple policies to ensure the health and safety of each participant. These policies include standards related to our coaches and volunteers, such as a coach and volunteer policy; program volunteer age and gender requirements; volunteer applications; volunteer background checks; coach requirements per team; substitute coach policies; CPR/First Aid training requirements for coaches; National Coach Training requirements; and additional mandatory policies and procedures for the program's volunteer coaches.

Additionally, to further ensure girl safety, the organization also has policies on how to handle the program in the event of inclement weather; a Lost Child policy; a Threatening Behavior/Bullying Policy; Accident and Incident Procedures (including required preparations for teams; accident/injury procedures; and incident/crisis procedures); a Youth Protection policy that includes policies on the supervision of youth, external interaction with minors, and incidence of abuse procedures; a Sexual Abuse and Molestation policy; Disabilities and Gender Inclusion policies; Transportation policy and Parent/Guardian release procedures; 5K Safety planning policy; and more.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 105+

Total program hours annually: 60

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?
Data is collected through pre and post-season surveys distributed to participants at practice.

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.

Outcome Objective #1: Social Emotional Competency				
Performance Standard	Targeted Percent	85%	Targeted Number	85
Measurement Tool(s) and Comments: Pre/Post program survey questions related to competencies and skill development for identifying and managing strong emotions				

Outcome Objective #2: Enhanced Life Skills				
Performance Standard	Targeted Percent	85%	Targeted Number	85
Measurement Tool(s) and Comments: Pre/Post program survey questions related to competencies and skill development for confidence - including standing up for oneself and others				

Outcome Objective #3: Sence of Belonging to Community/School				
Performance Standard	Targeted Percent	90%	Targeted Number	90
Measurement Tool(s) and Comments: Post program survey question related to belonging at Girls on the Run				

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, families and coaches provide feedback through an pre/post-season surveys to help ensure that all of the program's intended goals outcomes are met. Girls on the Run staff administer the survey on paper (with the youth participants) by email (for families/coaches) and analyze the results in-house.

6. **PROGRAM LOCATION**

- A. Address(es) of the site where programs will occur:
Anana Elementary - 6323 Woodington Way, Madison, WI 53711
Gompers Elementary - 1502 Wyoming Way, Madison, WI 53704
Hawthorne Elementary - 3344 Concord Ave, Madison, WI 53714
Lindbergh Elementary - 4500 Kennedy Rd, Madison, WI 53704
One City School - 2012 Fisher St, Madison, WI 53713
Sandburg Elementary - 4114 Donald Dr, Madison, WI 53704

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.

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
Director of Programming	Bachelor's Degree, Train the Trainer Program Completion	GOTR Office	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.1	
Program Coordinator 1	Bachelor's Degree, Train the Trainer Program Completion	GOTR Office	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.25	
Program Coordinator 2	Background check, online GOTR training modules (2 hrs)	All sites	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.1	
Coach/Mentor #1	Background check, online GOTR training modules (2 hrs), in-person GOTR training experience (5 hrs), CPR/First Aid	All sites	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	.1	
Coach/Mentor #2	Background check, online GOTR training modules (2 hrs), in-person GOTR training experience (5 hrs), CPR/First Aid	All sites	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	.1	
Site Liaison	Background check, online GOTR training modules (2 hrs)	All sites	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input 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"/>		
School Year:				.75	

Please complete the total FTE for the applicable time period	Year-Round		.45	
	Summer			

*Use one line per individual employee

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

Volunteers will have direct contact with program participants. Volunteers submit a formal application, they are background checked, they receive extensive online and in-person training, including CPR and First Aid training. They are on-boarded by Girls on the Run programming staff and transitioned to a site based team where they work collaboratively with the Site Liaison and Funded Coaches. Girls on the Run staff provide weekly newsletters to coaches and volunteers. Additionally, the Director of Programming and Programming Coordinators provide a mid-season check-in training session and conduct site visits during each season.

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

Girls on the Run is largely held outside and does not require significant facility use or equipment to be successfully implemented. Sites are expected to provide an indoor space in the event of inclement weather. All other program materials are provided by Girls on the Run to the coaches and participants. These include curricular materials, running shoes, clothes, healthy snacks, supplies for games and activities at practice, cones, first-aid kits, and participant journals. The same set of supplies and inputs are provided to each site to ensure consistency and equity.

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.
None
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
None

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Girls on the Run of South Central Wisconsin, Inc		
Mailing Address	901 Deming Way Suite 11 Madison, WI 53717		
Telephone	(608) 831-4687		
FAX	N/A		
Director	Christine Benedict		
Email Address	christine.benedict@girlsontherun.org		
Additional Contact	Mary Salisbury		
Email Address	mary.salisbury@girlsontherun.org		
Legal Status	Private: Non-Profit		
Federal EIN:	11-3732108		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
GOTR Fully Funded Programming	A	\$25,000	
Contact: Christine Benedict			
	B		
Contact:			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
TOTAL REQUEST		\$25,000	

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.

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
	TOTAL	12	100%	5	100%		
GENDER							
MAN	1	8%		0%			
WOMAN	11	92%	5	100%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	12	100%	5	100%			
AGE							
LESS THAN 18 YRS	0	0%		0%			
18-59 YRS	12	100%	5	100%			
60 AND OLDER		0%		0%			
TOTAL AGE	12	100%	5	100%			
RACE							
WHITE/CAUCASIAN	10	83%	3	60%	80%	67%	16%
BLACK/AFRICAN AMERICAN	1	8%		0%	7%	15%	39%
ASIAN	1	8%	2	40%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	12	100%	5	100%			
ETHNICITY							
HISPANIC OR LATINO	1	8%	0	0%	7%	9%	26%
NOT HISPANIC OR LATINO	11	92%	5	100%	93%	81%	74%
TOTAL ETHNICITY	12	100%	5	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

*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)

Our staff is 100% female and 40% BIPOC. Our board is 92% female and 25% BIPOC. While they do not mirror the communities we serve, by over-representing women and people of color, we feel that we are able hear and amplify diverse perspectives that have been historically marginalized in board and leadership roles. That said, the composition does accurately reflect the participants we serve.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	6
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	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	Scott Brinen			
Home Address	8418 Shale Dr Madison, WI 53719			
Occupation	IT Director			
Representing	Wisconsin Veterinary Diagnostic Laboratory and Badger Track Club			
Term of Office	Term 2 of 3	From:	08/2022	To: 08/2024
Name	Liz Deihs			
Home Address	905 Harbor House Dr #3 Madison, WI 53719			
Occupation	Chief Experience Officer			
Representing	One Community Bank			
Term of Office	Term 1 of 3	From:	02/2022	To: 02/2024
Name	Brittany Gill			
Home Address	N8295 Shoenfeld Rd Beaver Dam WI 53916			
Occupation	HR Administrator			
Representing	Palmer Johnson Enterprises			
Term of Office	Term 3 of 3	From:	04/2022	To: 04/2024
Name	Jessica Karls-Ruplinger			
Home Address	820 Woods Glen Ct Deforest, WI 53532			
Occupation	Chief of Staff - Human Resources			
Representing	University of Wisconsin-Madison			
Term of Office	Term 1 of 3	From:	04/2023	To: 04/2025
Name	Virginia Lee			
Home Address	1528 Jenifer Street Madison, WI 53703			
Occupation	Residence Life Program Manager			
Representing	University of Wisconsin-Madison			
Term of Office	Term 1 of 3	From:	02/2022	To: 02/2024
Name	Veronica Mantilla			
Home Address	20 N. Blair St #405 Madison, WI 53703			
Occupation	Attorney			
Representing	Michael Best & Friedrich LLP			
Term of Office	Term 1 of 3	From:	04/2023	To: 04/2025
Name	Kristen Martens			
Home Address	3926 Nakoma Rd Madison, WI 53711			
Occupation	Physician			
Representing	UW Health Pediatrics			
Term of Office	Term 1 of 3	From:	04/2023	To: 04/2025
Name	BethAnn Meier			
Home Address	1021 Schuster Rd Sun Prairie, WI 53590			
Occupation	Marketing Manager			
Representing	American Family Insurance			
Term of Office	Term 1 of 3	From:	10/2021	To: 10/2023

AGENCY GOVERNING BODY cont.

Name	Kimberly Noyce			
Home Address	6122 Pine Ridge Way McFarland, WI 53558			
Occupation	Director			
Representing	WEAC Region 6			
Term of Office	Term 2 of 3	From:	04/2022	To: 04/2024
Name	Shreena Patel			
Home Address	205 N. Segoe Rd Madison, WI 53705			
Occupation	Project Manager			
Representing	Epic Systems			
Term of Office	Term 1 of 3	From:	04/2023	To: 04/2025
Name	Lori Pulvermacher			
Home Address	28960 WI-130 Lone Rock, WI 53556			
Occupation	Practice Advisor			
Representing	Atticus			
Term of Office	Term 1 of 3	From:	04/2022	To: 04/2024
Name	Jenn Woolson			
Home Address	3818 Meyer Ave Madison, WI 53711			
Occupation	Copywriter/Editor			
Representing	Freelance			
Term of Office	Term 3 of 3	From:	04/2022	To: 04/2024
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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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

****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)	25,000	25,000					0
City CDD (Not this Application)	0	0					0
OTHER GOV'T*	20,000	0					20,000
FUNDRAISING DONATIONS**	170,000	60,000					110,000
USER FEES	170,000	0					170,000
TOTAL REVENUE	385,000	85,000	0	0	0	0	300,000

*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	GOTR Fully Funded Programming	PERSONNEL	13,500
		OTHER OPERATING	6,650
		SPACE	850
		SPECIAL COSTS	4,000
		TOTAL	25,000
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			25,000