



# Youth, Young Adult and Adult Employment APPLICATION FORM

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

Deadline: 12:00 pm CST (noon) on **August 19, 2022**

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

Please limit your proposal and responses to spaces provided in this form. Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form will not be considered in the evaluation of the proposal. If you are applying for multiple program or activity areas you must fill out this application for each program or area. **Do not attempt to unlock or alter this form.** Font should be no less than 11 pt.

If you have any questions **related to the content of the application**, please contact: Hugh Wing – [hwing@cityofmadison.com](mailto:hwing@cityofmadison.com) or Yolanda Shelton-Morris – [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@cityofmadison.com)

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:	Rape Crisis Center (RCC)	Total Amount Requested:	\$ 89,553
Program Name:	GameChangers: Sexual Violence Prevention and Youth Employment Program		
Program or Activity are you Applying for:	<input checked="" type="checkbox"/> Youth Employment Services (ages 14-21) <input type="checkbox"/> Youth Employment & Training <input type="checkbox"/> Wanda Fullmore Youth Internship Program <input type="checkbox"/> Young Adult Employment Services (ages 18-26) <input type="checkbox"/> Adult Employment Services (18+)		
Contact Person:	Rachel Dietzman, Grants Specialist	Email:	Rachel.dietzman@thercc.org
Full Address:	2801 Coho St. Madison, WI 53713	Telephone:	608-251-5126
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if applicable)	

## **Organizational Qualifications:**

1. Describe your organization's experience implementing services relevant to the services described in the Youth, Young Adult and Adult Employment RFP, including to those who are furthest from resources and opportunities and who face systemic barriers to employment.

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

The GameChangers (GC) program is a coalition of 18 high school students working across 14 public high schools in Dane County. The program serves as an incubator of leadership and empowerment development for a group majority of BIPOC and LGBTQ+ students seeking to link their educational growth with a commitment to social justice. GameChangers began in 2017 as a paid volunteer opportunity to advise the RCC and educate peers while gaining leadership skills. Today GameChangers is an ongoing program within our Education and Outreach department that provides education and hourly compensations for students as they work on projects that directly impact the landscape of sexual violence in their schools and communities. In addition to pay (\$8.25 per hour) students are provided with transportation assistance and meals to alleviate potential barriers to participation. Each year there are students who use their GameChangers earning to contribute to their household and indicate that without compensation they would not be able to participate in the program. Each year, program participants and young adults are exposed to a variety of career options through guest speakers, networking opportunities, and special projects. They are coached and mentored as they learn how to create project work plans, communicate effectively via telephone and email, coordinate events, and collaborate in teams.

In addition to GameChangers, RCC's Education and Outreach Department provides supportive services and educational opportunities that are culturally specific and linguistically responsive. These programs operate with an informed lens of barriers faced in various communities. The Rape Crisis Center employs two Multicultural Community Outreach Specialists for Black, African American, Hispanic, and Latinx community members. These roles are a part of a continued effort for the RCC to become an immediate resource for marginalized and historically underserved groups in Dane County, as well as improve trust between our organization and these communities. Through these positions, in 2021 the RCC supported over 1,000 African American and Latinx individuals. Their expertise has helped us tailor our education to the needs of each community, which includes educational events and workshops, building relationships with community leaders, conducting school presentations, and providing advocacy to participants or referred clients. For example, in 2022 RCC Launched EmpowerU - a psychoeducational group for young women of color that fosters community while learning about and discussing sex, sexual violence, consent, and healthy relationships.

2. Describe how your agency builds relationships and authentically engages with individuals and households served. Specifically include information on previous strategies used to authentically engage with BIPOC, LGBTQ+, immigrant and/or low-income households and individuals.

In 2020, RCC changed our leadership, organizational structure, mission, vision, and core values. Changes to these aspects of our organization allowed us to reexamine our approach to human services and expand in new directions,

centering those most impacted by sexual violence, specifically Black communities. We recognized that we could not deepen our work and authentically engage without addressing the history of our organization and the harm that we have caused. RCC's new leadership has worked to address the organization's history of embodying white feminism and upholding the values of oppression that have harmed Black women, Black Trans women, and gender non-conforming Black persons throughout our history. Our efforts to center the experience of the Black community align with our new vision statement; RCC envisions our community free from sexual violence and all forms of oppression. In centering the Black experience, RCC acknowledges that oppression is the root cause of sexual violence. Without eradicating all forms of oppression, we cannot eradicate sexual violence.

Building relationships and authentically engaging with these populations looks like supporting agencies whose primary mission is to serve these populations, are already working with and are deeply embedded in these communities. Our intention is to make RCC a viable and successful option for survivors of color and other marginalized survivors even if the service we provide is warm handoff to a culturally-specific agency if that is best for the survivor. Additionally, we understand the importance of collaboration. For example, strong partnerships with teachers, school districts, and state-level administrators have provided opportunities for RCC to connect with youth from underserved communities and to educate staff who interact with them daily. Through these opportunities, RCC staff can either directly provide services or refer survivors to the services of other community agencies. Our Multicultural Outreach Specialists and Bilingual Advocates reach large numbers of youth from underserved communities in schools, which positions RCC as a primary service provider far into the future.

Beyond continuing to maintain two multicultural outreach positions, two bilingual advocate positions, and two bilingual on-call advocates, over the past year, the RCC has made several efforts to ensure that our services are reaching underserved communities, including:

- Creating the first and only support group for LGBTQIA+ identifying survivors in Dane County. This program is now a permanent part of our ongoing services.
- Establishing a three year partnership with the nINA Collective to decolonize and address systemic racism impacting our practices in order to create an equitable and culturally responsive environment for staff and clients to thrive.
- Ensuring that our staff and board of directors is representative of the communities we serve with 55% of staff members identifying as Black, Indigenous, Latinx/Hispanic, Asian, Pacific Islander, Multiracial, or some other race, other than white. Additionally, 44% of staff members belong to the LGBTQIA+ community, and 25% self-disclosed having a disability. The board has nine members with 40% people of color (African American and Latinx).
- Creating new forms of engagement during the pandemic for the African American and Latinx community by offering live mindfulness courses entirely in Spanish, and creating an online workshop for Black mothers to aid in talking about sex and healthy relationships with their children. These projects piloted in 2021 are now concrete programming in 2022.
- Expanding our Therapy Services to increase access to therapy for low-income individuals with or without insurance. Services are free.
- Becoming a Comprehensive Community Services (CCS) Agency. The CCS program offers a wide array of psychosocial rehabilitation services. These are services and support activities that assist CCS clients with mental

health and/substance use conditions to achieve their highest possible level of independent functioning, stability, and independence, and to facilitate recovery.

- Developing and entering the third year of a program that works to address the victimization of individuals with disabilities in the workplace through soft-skills professional training.
  - Instituting a new database that better captures the demographics of clients served.
  - Providing funds that support victim stabilization, including transportation, housing, and emergency funds to overcome financial barriers.
  - Opening our volunteer training program to accept all genders. In the most recent training, the RCC added 8 new helpline volunteers.
3. Describe your organization's experience, education and training requirements for program staff and management staff.

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

In 2021, RCC began a three-year partnership with the nINA Collective, a consulting collective that partners with organizations on systems change initiatives to advance racial equity within their organizations and field. The nINA Collective is comprised of experts who work in the field of Racial Equity and Inclusion. This partnership allows for specific leadership opportunities for staff who choose to join the CORE Team. As a CORE Team member, staff will examine the organizational operations with a racial justice lens to create a more equitable workplace for current and future employees and the clients we serve. This work includes conducting research, surveying staff, presenting findings, and implementing new practices as a team.

Prevention and Education Coordinator, Heather Chun (they/she) oversees the GameChangers program and is an immediate responder in schools following an assault to provide the kind of outreach support for students, staff, and teachers that provides education on how to ensure that victims have reclaimed stability in their school, through increased awareness of trauma informed practices, emotional support, and sexual assault awareness. Heather Chun has a background in gender studies and has conducted research on sexual violence, systems of oppression and health equity. She has worked in youth education with students of color and marginalized populations for over ten years.

She uses this experience to inform her work with students in the Madison Metropolitan School District as she advises students how to advocate for change that directly impacts the climate of sexual violence in their schools in communities. GameChangers Facilitators are graduates of the GameChangers program and have demonstrated that they have the skills to transition to an adult leadership role or they are selected through a traditional interview process. These individuals require a background in working with youth, serving marginalized communities, and working to educate the community.

### **Partnerships, Collaboration & Coordination**

1. Describe your current and recent collaboration and partnerships with the following groups, specifying organization names, collaboration/partnership dates, and information about your shared work and accomplishments.

a. Organizations and groups that work with youth, young adults and/or adults.

In 2021, RCC provided personal advocacy and emotional support to over 300 individuals, responded to over 1,500 calls on the helpline, provided more than 222 accompaniments to victims, and provided education to more than 4,000 people through 225 outreach presentations. RCC envisions a community free of all forms of oppression including sexual violence. We reinforce this work through strong community involvement and collaboration among agencies to uplift and respond to the intersecting needs of our clients. RCC has built and sustained partnerships with organizations in Wisconsin including: Domestic Abuse Intervention Services (DAIS), Rainbow Project, Project Respect, UNIDOS, Latino Health Council, Focused Interruption, Canopy Center, UnityPoint Meriter Hospital Sexual Assault Nurse Examiner's Program, Wisconsin Coalition Against Sexual Assault, Operation Fresh Start, Briar Patch Youth Services, Dane County middle schools and high schools, PATCH, GSAFE, Edgewood College, Madison College, University of Wisconsin-Madison.

RCC's Co-Executive Director Dana Pellebon, is co-chair the Dane County Sexual Assault and Domestic Violence Coordinated Community Response Team (CCRT), and Sexual Assault Response Team (SART), which is a coordination between county agencies, law enforcement, and the district attorney to review practices around investigating and supporting victims of sexual assault organizing efforts to increase cultural responsiveness, victim centered services, and trauma informed approaches. She also serves on the Attorney General's SART, the Commission on Sensitive Crimes, and the Sexual Assault Kit Initiative Team, which works with law enforcement and the district attorney's office to inform survivors of sexual assault results of DNA matching to perpetrators. RCC's Co-Executive Director Missy Mael has served on the CCRT and on the Dane County Sexual and Reproductive Health Alliance. RCC also serves on several committees throughout Dane County, as well as on the Latino Health Council. This presence ensures that we know what each provider is doing, what resources we need, and what we have and to bolster each other's efforts.

b. Organizations that provide pre-employment/career preparation, employment services, and/or training and education.

RCC maintains a strong partnership with the Madison Metropolitan School District through connections with students, teachers, administrative staff, and leadership. RCC provides direct crisis intervention services and refers survivors to the services of other community agencies as well as facilitates the GameChangers program. RCC Co-Executive Directors Dana Pellebon, Missy Mael and Prevention Coordinator, Heather Chun are frequently called in to provide mediation between students and administration as well as provide emotional support, create plans to address harm and provide education. While many programs focused on preventing sexual violence may fail to authentically connect with youth, GameChangers places students in focus to develop initiatives of their choosing that directly impacts the treatment and support of victims in their schools and communities.

- c. Organizations and groups that focus on working with, or have a history of working with, low-income households, women, and those that are Black, Indigenous, People of Color (BIPOC), immigrants, and/or individuals who identify as Lesbian, Gay, Bisexual, Transgender, and Queer + (LGBTQ+).

The GameChangers program provides a unique opportunity for high school students across Dane County to apply and work for RCC as part of a cohort of peers who are passionate about education and advocacy. Black, Indigenous, and all students of color are especially encouraged to apply, along with LGBTQ+ students. Current representation in the GameChangers program exists as 60% of participants identifying as Black, Indigenous, Latinx/Hispanic, Asian, Pacific Islander, Multiracial, or some other race, other than white. Additionally, 85% of participants belong to the LGBTQIA+ community, and 40% self-disclosed having a disability. One of the foundational pillars of the program is examining the intersectionality of sexual violence and the experience of diverse survivors so ensuring the populations we discuss have a seat at the table is mandatory. We also know students from a diverse team are simply stronger than homogeneous ones as lived experience teaches students, and all of us, invaluable tools for community work and education. By paying students who are interested and dedicated to social justice to educate themselves and their community while also building advocacy skills to bring to their schools and into their futures, we ensure the program is accessible and serving the students who are too often marginalized.

Throughout the program, GameChangers work toward two, year-end final projects of their choosing that encompass their work and contribute to the ongoing education and prevention of sexual violence in the schools in communities. Past project and partnerships have included.

- Presenting at the End Abuse Teen Summit to over 90 youth in Wisconsin.
- Partnering with Communication Madison and local youth artists to create a Zine titled Dreaming Ourselves that was featured in the 2021 Madison Print and Resist Zine Fest reaching over 200 youth.
- Planning the 2021 Wisconsin Trans Day of Remembrance that included speeches and performances by transgender nonbinary and gender-expansive community leaders including Elle Halo, Sunshine Raynebow and Osha Towers.
- Partnering with the Madison Metropolitan School District to create a school Administration Tool Kit – a resource guide to help improve the experiences of survivors in school and hosting a workshop for teachers and administrators to practice information learned. (2021)
- Creating the Trans Advocacy Project. This is curriculum designed to train social service agencies how to better serve trans survivors of sexual violence and their support people through skills and tools. This project was piloted in 2021 using RCC staff and our Helpline Volunteers. This training is available for other nonprofit/human services programs to receive from the GameChangers.
- GameChangers partners utilizes guest speakers each year from community partners to model potential career paths for students who have expressed interest in specific fields. For example, GameChangers regularly sees speakers from Harambe Village Doulas, WCASA, OutReach LGBTQ Community Center, PATCH and Summit Credit Union.

GameChangers alumni continue to create lasting social change in Dane County by starting grassroots movements such as Bleed Shamelessly, a campaign to provide accessible menstrual products and cohesive inclusive menstrual education.

2. Describe your plans to partner, collaborate, and coordinate services with organizations and groups, including names and partnership details. Please explain why and how these collaborations benefit the participants served. Organizations that identify key partnerships must provide written documentation of agreement/commitment from each listed partner.

In fall of 2022, RCC will partner with the Madison Metropolitan School District's Work Based Learning Program (WBL) for GameChangers program participants to receive credit for their hours worked (up to five credits). WBL combines on-the-job experiences with coursework that ties opportunities with school and career exploration.

Students who complete all required components of the MMSD Work Based Learning Program and work at minimum 90 hours during the school year are also eligible for a State-Certified Employability Skills Certificate to be added to their transcripts. The State-Certified Employability Skills Certificate recognizes a student's mastery of employability skills valued by employers in a variety of worksite settings while helping students explore career interests.

GameChangers has operated for the past five years, employing students in the program who are interested in linking their educational growth with a commitment to social justice. During that time, students were not receiving credit or certification for the time spent employed in the GameChangers program. This collaboration will benefit participants by allowing them to receive credit towards graduation from their work. Additionally, current skills developed and learned in the GameChangers program meet all of the requirements for the MMSD Employability Skills Certificate. While students are developing real world professional skills and exploring their interests, this collaboration places an emphasis on future possibilities for the student, showing them avenues to continue similar work after graduation and connecting them to adults and agencies both at RCC, MMSD, and community partners to help support this growth.

GameChangers Program Coordinator, Heather Chunn will work with MMSD Experiential Learning Coordinator, Annie Johnston to certify student employment hours and connect with students in coherence to skill development plans. Students will require parents written permission to participate in GameChangers and the Work based Learning Program.

Additionally in 2023, GameChanger Facilitators and an Interns will work to develop a pathway for the Dane County Youth Consortium to establish GameChangers as a youth apprenticeship site. This way students who are in school outside of MMSD in Dane County can earn credit and recognition for hours worked in GameChangers.

### **Program Design**

1. Describe the organization's program and proposed service delivery plan including recruitment and selection of participants, individual assessment process, anticipated number to be served, who will be served, duration, location, and goals.

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

GameChangers merges youth-lead peer-to-peer prevention, to build skills in leadership development and advocacy while empowering participants. During the school year, GC meets six hours a month to engage in discussions and research the contributing causes of sexual violence and unique challenges faced at individual schools. This discussion includes social norms that both reflect and reinforce rape culture (rigid gender roles, culture of hypersexualization,

sexual entitlement and misperceptions of consent, and acceptance of violence over systemically oppressed groups). GC uses their meeting time to develop and advance new understandings around how to address these contributors to rape culture.

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

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

Throughout this process, students learn how to develop large-scale engagement projects, deliver effective public speaking skills, work collaboratively, and connect with wide audiences including policymakers, school administrators and staff. Our program centers inclusivity and amplifying underrepresented voices of Dane County. This includes recruiting from diverse communities and removing financial barriers for participating by including hourly wages (\$8.25 per hour) meals during program meetings, and transportation for students. The result is a unique and truly representative cohort of students capable of connecting across schools.

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

The application for GameChangers opens between June and August. It is available through Google docs and asks questions to learn more about the student, their experience, and gauge their knowledge base. From students we are looking for passion around social justice and community work, a basic acknowledgment that identity affects experience, and strong desire to learn and educate. In answering the short essay questions, we also ensure we know where each student is beginning with their knowledge base so we can appropriately meet each student where they

are. At the end of the application it asks about scheduling, attendance, and commitment to making GameChangers a top priority as consistency from students is vital for program success.

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

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

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

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

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

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

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

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

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

Beginning in February, students are expected to begin meeting 1-2 times a month with their long-term work groups outside of full group meetings. This allows them to ensure they are staying on track as deadlines rapidly approach. Student hours typically increase during this time as they finalize details and arrive at their final products. GameChangers are required attend at least two events that teach them something and most preferably introduce them to new perspectives, and practice weekly self-care. It is important for students to go out into the community to see what local activists, artists, and community leaders are doing, along with showing up to support them. A big part of creating change is showing up and asking them to engage is an important skill.

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

The GameChangers Program supports students to:

- a. Develop early advocacy and activism tools
- b. Build leadership abilities and skills for employment
- c. Teach and empower the use of intersectional lens
- d. Encourage growth of autonomy and confidence
- e. Impart self-care/ mental health skills for longevity
- f. Provide space for student processing of current events

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

Six Month Milestone: September – February 2023

- Respond to and support peers who disclose that sexual violence has happened to them and provide referral to the RCC if needed
- Demonstrate increased knowledge of healthy habits and tools to practice weekly self-care

- Research and identify organizations and social movements to engage with, in their community
- Demonstrate increased knowledge of financial planning
- Achieve ratings of 1-2 on the MMSD Employability Skills Assessment
- Develop group work plans for year-end Community Impact Projects

One Year Milestone: February – June 2023

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

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

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

~ Dija M, graduated from LaFollette High School 2019

2. Describe the outreach/marketing methods the organization intends to employ to generate participation in the program and to reach the targeted populations considered priority for this funding.

RCC Prevention Coordinator (PC) uses Canva to create social media graphics advertising the GameChangers program that are used in outreach emails and that both the GameChangers Instagram (@rcc.gamehanger) page and the RCC Instagram (@rapecrisisdane) will post and share leading up to the application deadline. At the end of every cohort when asking for new interested students, the PC also checks in with students on best ways to do outreach, if RCC is missing any key strategies or if new ways to engage students have emerged. We find the two most frequent and successful ways folks learn about the program is a direct connection or when students hear about it from our other staff in schools doing presentations. Additionally, the RCC sends the information to community partners who also run youth organizations, school counselors and teachers. They are contacted before and when the application opens.

The GameChangers student appointment goes from late September to early June, with the outreach and application and interview process starting much earlier. During the year prior, when the previous cohort of students is actively in programming, the PC asks coworkers who are a part of the RCC Education and Outreach Department and present and engage with youth to ask for interested students contact information and get students excited about GameChangers. The PC provides a script and several outreach slides with information about GameChangers that will appeal to students and asks that these be added to school and community presentations. When students respond to the opportunity, they provide their contact information which goes into a list of interested students who will be contacted when next year's application will be open.

3. Describe how your program includes input or suggestions from target population served in your program design and operation.

The success of GameChangers program will be measured using pre-test and post-test surveys of knowledge gained on program topics and adherence to group work plans for Community Impact projects. Program feedback and participant progress will be tracked through regular check-in meetings with GC Facilitators and RCC's Prevention and Education Coordinator, Heather Chun. Progress towards school credit and State-Certified Employability Skills Certificate will be tracked by MMSD Experiential Learning Coordinator, Annie Johnston who will also collect program input or suggestions from students to improve design and operations.

Another pillar to the GameChangers program is that it is youth run. It functions under the knowledge and assumption that students have enormous power and brilliance when it comes to doing sexual assault prevention and advocacy for youth survivors. They have the answers to the needs of their community, they simply require adults to provide scaffolding to focus their enormous energy to reach those goals. Being youth-run means listening to students, asking a lot of questions, and being prepared to take their suggestions and critiques. In GameChangers the Prevention Coordinator asks for student input every step of the way from the application, to the interview process, to each meeting, and in considering all processes involved in the program. Questions asked range from what content they would like to see to if meeting structure and flow is conducive to their learning styles to what they want their final long-term project topics to be.

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

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

### **Theory of Change & Logic Model**

1. Describe how your proposed services are based on evidence of success, and how you will meet performance outcomes while maintaining quality services customized to each participant's needs. Please include the following in your response:
  - a. Past service outcomes and other accomplishments that validate your approach.
  - b. Best practices and proven resources for youth, young adults, and/or adults you will utilize.
  - c. How you will incorporate past experience with performance tracking and reaching outcomes, including challenges overcome.

Perhaps the best indication of the success of our program is demonstrated in the feedback and comments from the program participants themselves. Here is one example:

"GameChangers helped me grow as an activist and a leader. The program fostered my confidence and coalition building skills. I am about to start my first teaching job, and the skills I learned as a GameChanger will help me foster equitable, inclusive classrooms."

~ Caitlin M, graduated Oregon High School 2018

These words embody the ability for our program to develop the kinds of skills that lead to future success, particularly in the areas important to career development.

Further indications of success can be seen in our retention rate which is 100% with students only leaving the program when they graduate. As the PC develops close mentorship relationships with students the program is also lucky enough to stay in contact with graduated students. The PS serves as a reference for almost all students for both academic and professional pursuits long into their futures, and writes almost every student a letter of recommendation at some point on their journey.

From there we see them go to schools across America and often credit GameChangers for sparking their interest in a career based on a guest speaker or topic we learn about during their time with us. Seeing students transform throughout the year shows the PC that the program is working. While equipping them with knowledge, facilitation skills, and self-care/ advocacy skills student confidence and desire to engage grows. Students who begin the year with debilitating public speaking fears will end having facilitated a workshop of 40-50 people. Because the PS closely monitors and communicates with students on both a professional and personal level they become in tune with the student's overall wellbeing.

The model of a youth led sexual violence prevention program has demonstrated peer-reviewed evidence of efficacy (Banyard, V., Edwards, K. M., Waterman, E. A., Mercer Kollar, L. M., Jones, L. M., & Mitchell, K. J. 2022). Our own program is based on this same approach. We have further developed our approach to education, prevention and youth development on an experienced approach to engaging with Madison students and the greater public. Participants are given access to extensive resources, including networking, to help aide in their development and future placements in work areas.

Our program uses pre/post surveys to collect data about program successes and areas of improvement which are then used to inform decisions and design of subsequent program years. The program coordinator also ensures continued contact with students for 3-12 months after the program to follow-up and collect more information and data to be used to improve the program.

2. Please describe current and past success in engaging community members and service recipients in developing and improving services.

The GameChanger program frequently collaborates with other agencies and community members as part of the development projects and as a means for developing collaborative skills for participants. For example, most recently in developing a resource for trans survivors, program participants and facilitators worked with OutReach LGBT Center, Rights Not Rescue, and community leaders for trans rights.

3. Please describe your plan to meaningfully involve service recipients, including past, present and potential recipients, in ongoing design, flexing and improvement of proposed youth, young adult, and/or adult employment services.

When students graduate and leave the program the coordinator writes each of them a note and in it students are assured the RCC are always there for them, even beyond graduation. They stay connected through social media and sometimes reach back out for help with things like a reference or adjusting to college or living alone. In the future we plan to introduce a one-year post interview where we'll check in with students after they leave the program.

GameChangers also works with previous program participants for support and feedback, by asking interested former program participants to return to discuss past projects and provide training and insight to the current students.

**Budget** - Complete the Budget Worksheet, including all costs for which you request funding through this RFP. All costs included must be reasonable, allowable, necessary, and allocable among the stated cost categories.



## Youth, Young Adult and Adult Employment APPLICATION FORM

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

Deadline: 12:00 pm CST (noon) on **August 19, 2022**

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

Please limit your proposal and responses to spaces provided in this form. Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form will not be considered in the evaluation of the proposal. If you are applying for multiple program or activity areas you must fill out this application for each program or area. **Do not attempt to unlock or alter this form.** Font should be no less than 11 pt.

If you have any questions **related to the content of the application**, please contact: Hugh Wing – [hwing@cityofmadison.com](mailto:hwing@cityofmadison.com) or Yolanda Shelton-Morris – [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@cityofmadison.com)

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:	Rape Crisis Center (RCC)	Total Amount Requested:	\$ 65,339
Program Name:	GameChangers Facilitators: Sexual Violence Prevention and Young Adult Employment Program		
Program or Activity are you Applying for:	<input type="checkbox"/> Youth Employment Services (ages 14-21) <input type="checkbox"/> Youth Employment & Training <input type="checkbox"/> Wanda Fullmore Youth Internship Program <input checked="" type="checkbox"/> Young Adult Employment Services (ages 18-26) <input type="checkbox"/> Adult Employment Services (18+)		
Contact Person:	Rachel Dietzman, Grants Specialist	Email:	Rachel.dietzman@thercc.org
Full Address:	2801 Coho St. Madison, WI 53713	Telephone:	608-251-5126
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if applicable)	

## **Organizational Qualifications:**

1. Describe your organization's experience implementing services relevant to the services described in the Youth, Young Adult and Adult Employment RFP, including to those who are furthest from resources and opportunities and who face systemic barriers to employment.

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

The GameChangers (GC) program is a coalition of 18 high school students working across 14 public high schools in Dane County. The program serves as an incubator of leadership and empowerment development for a group majority of BIPOC and LGBTQ+ students seeking to link their educational growth with a commitment to social justice. GameChangers began in 2017 as a paid volunteer opportunity to advise the RCC and educate peers while gaining leadership skills. Today GameChangers is an ongoing program within our Education and Outreach department that provides education and hourly compensations for students as they work on projects that directly impact the landscape of sexual violence in their schools and communities. In addition to pay (\$8.25 per hour) students are provided with transportation assistance and meals to alleviate potential barriers to participation. Each year there are students who use their GameChangers earning to contribute to their household and indicate that without compensation they would not be able to participate in the program. Each year, program participants and young adults are exposed to a variety of career options through guest speakers, networking opportunities, and special projects. They are coached and mentored as they learn how to create project work plans, communicate effectively via telephone and email, coordinate events, and collaborate in teams.

In addition to GameChangers, RCC's Education and Outreach Department provides supportive services and educational opportunities that are culturally specific and linguistically responsive. These programs operate with an informed lens of barriers faced in various communities. The Rape Crisis Center employs two Multicultural Community Outreach Specialists for Black, African American, Hispanic, and Latinx community members. These roles are a part of a continued effort for the RCC to become an immediate resource for marginalized and historically underserved groups in Dane County, as well as improve trust between our organization and these communities. Through these positions, in 2021 the RCC supported over 1,000 African American and Latinx individuals. Their expertise has helped us tailor our education to the needs of each community, which includes educational events and workshops, building relationships with community leaders, conducting school presentations, and providing advocacy to participants or referred clients. For example, in 2022 RCC Launched EmpowerU - a psychoeducational group for young women of color that fosters community while learning about and discussing sex, sexual violence, consent, and healthy relationships.

2. Describe how your agency builds relationships and authentically engages with individuals and households served. Specifically include information on previous strategies used to authentically engage with BIPOC, LGBTQ+, immigrant and/or low-income households and individuals.

In 2020, RCC changed our leadership, organizational structure, mission, vision, and core values. Changes to these aspects of our organization allowed us to reexamine our approach to human services and expand in new directions,

centering those most impacted by sexual violence, specifically Black communities. We recognized that we could not deepen our work and authentically engage without addressing the history of our organization and the harm that we have caused. RCC's new leadership has worked to address the organization's history of embodying white feminism and upholding the values of oppression that have harmed Black women, Black Trans women, and gender non-conforming Black persons throughout our history. Our efforts to center the experience of the Black community align with our new vision statement; RCC envisions our community free from sexual violence and all forms of oppression. In centering the Black experience, RCC acknowledges that oppression is the root cause of sexual violence. Without eradicating all forms of oppression, we cannot eradicate sexual violence.

Building relationships and authentically engaging with these populations looks like supporting agencies whose primary mission is to serve these populations, are already working with and are deeply embedded in these communities. Our intention is to make RCC a viable and successful option for survivors of color and other marginalized survivors even if the service we provide is warm handoff to a culturally-specific agency if that is best for the survivor. Additionally, we understand the importance of collaboration. For example, strong partnerships with teachers, school districts, and state-level administrators have provided opportunities for RCC to connect with youth from underserved communities and to educate staff who interact with them daily. Through these opportunities, RCC staff can either directly provide services or refer survivors to the services of other community agencies. Our Multicultural Outreach Specialists and Bilingual Advocates reach large numbers of youth from underserved communities in schools, which positions RCC as a primary service provider far into the future.

Beyond continuing to maintain two multicultural outreach positions, two bilingual advocate positions, and two bilingual on-call advocates, over the past year, the RCC has made several efforts to ensure that our services are reaching underserved communities, including:

- Creating the first and only support group for LGBTQIA+ identifying survivors in Dane County. This program is now a permanent part of our ongoing services.
- Establishing a three year partnership with the nINA Collective to decolonize and address systemic racism impacting our practices in order to create an equitable and culturally responsive environment for staff and clients to thrive.
- Ensuring that our staff and board of directors is representative of the communities we serve with 55% of staff members identifying as Black, Indigenous, Latinx/Hispanic, Asian, Pacific Islander, Multiracial, or some other race, other than white. Additionally, 44% of staff members belong to the LGBTQIA+ community, and 25% self-disclosed having a disability. The board has nine members with 40% people of color (African American and Latinx).
- Creating new forms of engagement during the pandemic for the African American and Latinx community by offering live mindfulness courses entirely in Spanish, and creating an online workshop for Black mothers to aid in talking about sex and healthy relationships with their children. These projects piloted in 2021 are now concrete programming in 2022.
- Expanding our Therapy Services to increase access to therapy for low-income individuals with or without insurance. Services are free.
- Becoming a Comprehensive Community Services (CCS) Agency. The CCS program offers a wide array of psychosocial rehabilitation services. These are services and support activities that assist CCS clients with mental

health and/substance use conditions to achieve their highest possible level of independent functioning, stability, and independence, and to facilitate recovery.

- Developing and entering the third year of a program that works to address the victimization of individuals with disabilities in the workplace through soft-skills professional training.
  - Instituting a new database that better captures the demographics of clients served.
  - Providing funds that support victim stabilization, including transportation, housing, and emergency funds to overcome financial barriers.
  - Opening our volunteer training program to accept all genders. In the most recent training, the RCC added 8 new helpline volunteers.
3. Describe your organization's experience, education and training requirements for program staff and management staff.

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

In 2021, RCC began a three-year partnership with the nINA Collective, a consulting collective that partners with organizations on systems change initiatives to advance racial equity within their organizations and field. The nINA Collective is comprised of experts who work in the field of Racial Equity and Inclusion. This partnership allows for specific leadership opportunities for staff who choose to join the CORE Team. As a CORE Team member, staff will examine the organizational operations with a racial justice lens to create a more equitable workplace for current and future employees and the clients we serve. This work includes conducting research, surveying staff, presenting findings, and implementing new practices as a team.

Prevention and Education Coordinator, Heather Chun (they/she) oversees the GameChangers program and is an immediate responder in schools following an assault to provide the kind of outreach support for students, staff, and teachers that provides education on how to ensure that victims have reclaimed stability in their school, through increased awareness of trauma informed practices, emotional support, and sexual assault awareness. Heather Chun has a background in gender studies and has conducted research on sexual violence, systems of oppression and health equity. She has worked in youth education with students of color and marginalized populations for over ten years.

She uses this experience to inform her work with students in the Madison Metropolitan School District as she advises students how to advocate for change that directly impacts the climate of sexual violence in their schools in communities. GameChangers Facilitators are graduates of the GameChangers program and have demonstrated that they have the skills to transition to an adult leadership role or they are selected through a traditional interview process. These individuals require a background in working with youth, serving marginalized communities, and working to educate the community.

### **Partnerships, Collaboration & Coordination**

1. Describe your current and recent collaboration and partnerships with the following groups, specifying organization names, collaboration/partnership dates, and information about your shared work and accomplishments.

a. Organizations and groups that work with youth, young adults and/or adults.

In 2021, RCC provided personal advocacy and emotional support to over 300 individuals, responded to over 1,500 calls on the helpline, provided more than 222 accompaniments to victims, and provided education to more than 4,000 people through 225 outreach presentations. RCC envisions a community free of all forms of oppression including sexual violence. We reinforce this work through strong community involvement and collaboration among agencies to uplift and respond to the intersecting needs of our clients. RCC has built and sustained partnerships with organizations in Wisconsin including: Domestic Abuse Intervention Services (DAIS), Rainbow Project, Project Respect, UNIDOS, Latino Health Council, Focused Interruption, Canopy Center, UnityPoint Meriter Hospital Sexual Assault Nurse Examiner's Program, Wisconsin Coalition Against Sexual Assault, Operation Fresh Start, Briar Patch Youth Services, Dane County middle schools and high schools, PATCH, GSAFE, Edgewood College, Madison College, University of Wisconsin-Madison.

RCC's Co-Executive Director Dana Pellebon, is co-chair the Dane County Sexual Assault and Domestic Violence Coordinated Community Response Team (CCRT), and Sexual Assault Response Team (SART), which is a coordination between county agencies, law enforcement, and the district attorney to review practices around investigating and supporting victims of sexual assault organizing efforts to increase cultural responsiveness, victim centered services, and trauma informed approaches. She also serves on the Attorney General's SART, the Commission on Sensitive Crimes, and the Sexual Assault Kit Initiative Team, which is works with law enforcement and the district attorney's office to inform survivors of sexual assault results of DNA matching to perpetrators. RCC's Co-Executive Director Missy Mael has served on the CCRT and on the Dane County Sexual and Reproductive Health Alliance. RCC also serves on several committees throughout Dane County, as well as on the Latino Health Council. This presence ensures that we know what each provider is doing, what resources we need, and what we have and to bolster each other's efforts.

b. Organizations that provide pre-employment/career preparation, employment services, and/or training and education.

RCC maintains a strong partnership with the Madison Metropolitan School District through connections with students, teachers, administrative staff, and leadership. RCC provides direct crisis intervention services and refers survivors to the services of other community agencies as well as facilitates the GameChangers program. RCC Co-Executive Directors Dana Pellebon, Missy Mael and Prevention Coordinator, Heather Chun are frequently called in to provide mediation between students and administration as well as provide emotional support, create plans to address harm and provide education. While many programs focused on preventing sexual violence may fail to authentically connect with youth, GameChangers places students in focus to develop initiatives of their choosing that directly impacts the treatment and support of victims in their schools and communities.

c. Organizations and groups that focus on working with, or have a history of working with, low-income households, women, and those that are Black, Indigenous, People of Color (BIPOC), immigrants, and/or individuals who identify as Lesbian, Gay, Bisexual, Transgender, and Queer + (LGBTQ+).

This application is requesting support for GameChangers Facilitators who are young adults ages (18-22) employed by the GameChangers program. The Facilitators are adults who have completed the GameChangers program and play a critical role in supporting the program operations and as a result gain and practice skillsets to take into their future career. The GameChangers program provides a unique opportunity for high school students across Dane County to apply and work for RCC as part of a cohort of peers who are passionate about education and advocacy. Black, Indigenous, and all students of color are especially encouraged to apply, along with LGBTQ+ students. Current representation in the GameChangers for students and facilitators program exists as 60% of participants identifying as Black, Indigenous, Latinx/Hispanic, Asian, Pacific Islander, Multiracial, or some other race, other than white. Additionally, 85% of participants belong to the LGBTQIA+ community, and 40% self-disclosed having a disability. One of the foundational pillars of the program is examining the intersectionality of sexual violence and the experience of diverse survivors so ensuring the populations we discuss have a seat at the table is mandatory. We also know students from a diverse team are simply stronger than homogeneous ones as lived experience teaches students, and all of us, invaluable tools for community work and education. By paying students who are interested and dedicated to social justice to educate themselves and their community while also building advocacy skills to bring to their schools and into their futures, we ensure the program is accessible and serving the students who are too often marginalized.

Throughout the program GameChangers work toward two, year-end final projects of their choosing that encompass their work and contribute to the ongoing education and prevention of sexual violence in the schools in communities. Past projects and partnerships have included.

- Presenting at the End Abuse Teen Summit to over 90 youth in Wisconsin.
- Partnering with Communication Madison to create a Zine with local youth artists that was featured in the 2021 Madison Print and Resist Zine Fest reaching 200 youth.
- Planning the 2021 Wisconsin Trans Day of Remembrance that included speeches and performances by transgender nonbinary and gender-expansive community leaders including Elle Halo, Sunshine Raynebow and Osha Towers.
- Partnering with the Madison Metropolitan School District to create a school administration tool kit – a resource guide to help improve the experiences of survivors in school and hosting a workshop for teachers and administrators to practice information learned. (2021)
- Creating the Trans Advocacy Project. This is curriculum designed to train social service agencies how to better serve trans survivors of sexual violence and their support people through skills and tools. This project was piloted in 2021 using RCC staff and our Helpline Volunteers. This training is available for other social services to receive from the GameChangers.
- GameChangers partners utilize guest speakers each year from community partners to model potential career paths for students who have expressed interest in certain fields. For example, GameChangers regularly sees speakers from Harambe Village Doulas, WCASA, Outreach LGBTQ Community Center and PATCH.

GameChangers alumni continue to create lasting social change in Dane County by starting grassroots movements such as Bleed Shamelessly, a campaign to provide accessible menstrual products and cohesive inclusive menstrual education. GameChangers often return to the program as Facilitators to continue their impact in the community by mentoring youth within a program that ignited their passion.

2. Describe your plans to partner, collaborate, and coordinate services with organizations and groups, including names and partnership details. Please explain why and how these collaborations benefit the participants served. Organizations that identify key partnerships must provide written documentation of agreement/commitment from each listed partner.

In fall of 2022, RCC will partner with the Madison Metropolitan School District's Work Based Learning Program (WBL) for GameChangers program participants to receive credit for their hours worked (up to five credits). This qualifies students for a state-certified Employability Skills Certificate upon high school graduation.

However, not all GameChangers students are enrolled in MMSD, many enrolling in the program from public high schools in Dane County. To increase workforce experience and opportunities for GameChanger Students in Dane County, RCC is partnering with the Dane County School Consortium Youth Apprenticeship program. This program is available to high school junior and seniors as a way to explore and gain industry skills and experience before entering a career path or college major. This collaboration would certify the RCC GameChangers program as a Dane County Youth Apprenticeship site and assist current GameChangers and future high school students interested in human services to gain experience and skills.

This future collaboration will take time to develop and the RCC GameChanger Facilitators and Intern will play a key role in the development and planning process to secure this apprenticeship site for future GameChangers in Dane County. GameChangers Facilitators are 18-22-year-old former GameChangers who have demonstrated excellent leadership abilities and interest to carry on the work of the GameChangers program for future cohorts. Throughout this planning process they will continue to build on their skills learned in the program as they engage in program planning, and receive job coaching from GameChangers Program Coordinator, Heather Chun. This work will be supported in partnership Dane County School Consortium Director, Josh Fassal who will approve and oversee future GameChanger youth apprenticeships.

RCC plans to work with Madison College and University Wisconsin - Madison to recruit a Prevention Intern to work alongside GameChanger Facilitators, assist in program development, and conduct outreach on behalf of the GameChangers program to increase community partnership and potential career pathways for GameChangers students to pursue after completion of the program.

### **Program Design**

1. Describe the organization's program and proposed service delivery plan including recruitment and selection of participants, individual assessment process, anticipated number to be served, who will be served, duration, location, and goals.

GameChangers facilitators are 18-22-year-old young adults who are employed by the Rape Crisis Center (\$15.33 per hour). to advise and mentor current members of the RCC GameChangers program throughout the school year from September to June. Facilitators are high school graduates and former members of the GameChangers program who have a desire to build on existing knowledge of social justice and advocacy, continue to gain skills in education and leadership in hopes to pursue a career in social work, human services, education, and the nonprofit sector. RCC employs two Facilitators who support an average of 16 program members on various projects and assist the GameChangers Program Coordinator throughout the year.

Preparation for Facilitators begins in late August to early September. The Prevention Coordinator organizes an introductory meeting to introduce all student and adult facilitators. Facilitators are students who have exemplified they consistently go above and beyond and are stand-out leaders both in GameChangers and outside the program in their community. They serve as liaisons between students and the PC when info is needed to be delivered quickly, help facilitate meetings, and represent RCC at events.

GameChangers Facilitators support the program by maintaining the following:

#### Social Media Management – Overseeing RCC GameChanger (@rcc.gamechanger) Instagram Account

- Review policies at beginning of year students
- Track social media sign up schedule for students
- Send reminders for posts at beginning of week
- Monitor content posted by students
- Provide necessary edits or interference
- Quarterly check-in with group

#### Program Events Head

- Bring several upcoming youth inclusive events to each meeting
- Highly encourage group to contribute
- After each meeting send the details to group
- Check-In w/ students to ensure participation
- Track who has attended & shared about events
- Coordinate food and meals provided for each meeting
- Tips for networking/ interacting at events

#### Self-Care Head

- Bring self-care tools & practices to the group regularly
- Help with self-care kits
- Check-In with students about how they are engaging
- Group self-care accountability

#### Lead Communication and Admin

- Take notes during meetings and email meeting follow
- Track what is needed in follow up after group conversations
- Send an email to Prevention Coordinator with what info is needed
- Send follow up emails about each meeting
- Coordinate with absent students
- Send meeting reminders
- Support the development of the Dane County Consortium Youth Apprenticeship site
- Collaborate with program intern to develop GameChangers Youth Apprenticeship program

#### Community Impact Project Advising

- Coordinate and oversee development of student work plans
- Support students during project development
- Check-in with project groups
- Answer immediate questions that do not require the assistance of the Program Coordinator

Adult facilitators are selected through one of two ways: they are graduated from the program themselves and have shown they have the skills to transition to an adult leadership role or they are selected through a traditional interview and selection process. These individuals require a background in working with youth, serving marginalized communities, and working to educate the community. Based on the PC's over five years of experience, former GameChangers make excellent Facilitators as they are familiar with the program, expectations, and environment.

They have already shown dedication to RCC and representing our agency and program. Facilitators are compensated (\$15.33 per hour).

In September when all Facilitators are introduced, the Program Coordinator lays out the planning document for the upcoming cohort. While not finalized or complete this gives everyone a feel for the flow and content for the year. The PC then asks Facilitators for feedback on this and what they would like to see added. The PC also asks each Facilitator to either in a pair or individually do a lesson for the students on a subject that is important to them; the PC may also make suggestions based on what they see as strengths or interests of the Facilitators. Topics that have been chosen are mental health & suicide, college financial aid and budgeting, tips on safety for demonstrating/ protesting, and trans history 101 to only name a few. Facilitators are expected to do research and present this info in an engaging and impactful way to students.

At this initial meeting we also assign the list of specific Facilitator roles to each individual. This is based on Facilitator natural skill and interest, with the PC asking for preference. To close this meeting, the PC talks about what the group will look like and who our new students will be. The Prevention Intern will work with the GameChangers Facilitators providing education and mentorship to program participants as well as conduct outreach to build relationships with community agencies seen as beneficial to the GameChangers program. Facilitators and the Prevention Intern will also develop and prepare for GameChangers Program to be a Dane County Youth Consortium Youth Apprenticeship site.

Facilitators are sent the agenda for each meeting prior. After the first few meetings in person, there is another meeting where we discuss what student feedback we've gotten on what they want to do for their long term work projects. With this knowledge on needs, desired impacted population, and interest areas of students, we come up with a list of at least 5 long term projects that are realistic, measureable, and impactful while also honoring these student wishes. This list is taken back to students who vote and choose the 2-3 projects they are most interested in. The facilitation team meets again twice to check-in, with one on one's beginning in February. In these meetings we discuss ways they need to be supported, accountability and strategizing for students who are struggling, and any sharing updated. The PC gives facilitators independence to work with their groups in the ways that best serve students and themselves.

At the end of the year the facilitation team meets after the last meeting to reflect on what went well and what we want to change for next year.

2. Describe the outreach/marketing methods the organization intends to employ to generate participation in the program and to reach the targeted populations considered priority for this funding.

Recruitment for GameChangers Facilitators takes place inside the program. GameChangers has a 100% retention rate, with students only leaving the program when they graduate. Although many students have plans after the program, students are made aware of the possibility to become a facilitator. Many students use the opportunity to continue developing their skillset as they experience what the other side of developing and coordinating a youth program can look like. All facilitators must apply for the position and go through an interview process.

The Prevention Internship will be advertised on our Instagram page (@rapecrisisdane) as well as posted on job boards at Madison College and UW Madison in human service and social work fields. RCC maintains connects with Madison College and UW Madison through designated Campus Advocate positions. The position have made connections with departments at both locations who will share the internship position with their networks.

3. Describe how your program includes input or suggestions from target population served in your program design and operation.

The GameChangers program is youth-run. It functions under the knowledge and assumption that students have enormous power and brilliance when it comes to doing sexual assault prevention and advocacy for youth survivors. They have the answers to the needs of their community, they simply require adults to provide scaffolding to focus their enormous energy to reach those goals. Being youth-run means listening to students, asking a lot of questions, and being prepared to take their suggestions and critiques. This same model of feedback is used for program Facilitators and Internships as they are an integral part of the program. GameChangers Prevention Coordinator asks for Facilitator input, during each meeting, and in considering all processes involved in the program.

RCC Prevention Coordinator has bi-weekly one on one meetings with GameChanger Facilitators. Typically, all Facilitators are former GameChangers participants and have an existing relationship with the Prevention Coordinator. Program feedback and Facilitator progress will be tracked through regular check-in meetings with RCC's Prevention and Education Coordinator, Heather Chun. Facilitators and Interns will complete pre-test and post-test surveys measuring professional development and career skills learned as well as gather program feedback.

### **Theory of Change & Logic Model**

1. Describe how your proposed services are based on evidence of success, and how you will meet performance outcomes while maintaining quality services customized to each participant's needs. Please include the following in your response:
  - a. Past service outcomes and other accomplishments that validate your approach.
  - b. Best practices and proven resources for youth, young adults, and/or adults you will utilize.
  - c. How you will incorporate past experience with performance tracking and reaching outcomes, including challenges overcome.

The efficacy of this program has been demonstrated in many ways since its development. This has included the continued growth and interest in the program among Madison high school students. We have frequently seen increases in the number of applications and have worked to continually grow the program to accommodate this success. Our program has specifically been successful in its ability to retain experienced and knowledgeable Facilitators that help to maintain continuity in our networks and build each year on knowledge developed by student lead projects. We have further seen our facilitators continually successful in their ability to support student projects that then go on to be utilized in large conferences, school wide presentations, and the work of community leaders and elected officials.

The model of a youth led sexual violence prevention program has demonstrated peer-reviewed evidence of efficacy (Banyard, V., Edwards, K. M., Waterman, E. A., Mercer Kollar, L. M., Jones, L. M., & Mitchell, K. J. 2022). Our own program is based on this same approach. We have further developed our approach to education, prevention and youth development on an experienced approach to engaging with Madison students and the greater public. This work offers career exploration, leadership development, and structured mentorship and coaching, as well as opportunities to give back to the community through interactions with our GameChangers teens. These positions not only provide career pathways for young adults. They also are essential to making the GameChangers program year-round and implementing the experiential learning and apprenticeship components.

Program facilitators are a critical competent to ensure that we are continually building on past experiences and incorporating them into the development of the program. As the student cohort changes, the continuity in facilitators ensures that we are retaining the knowledge gained by their successes.

2. Please describe current and past success in engaging community members and service recipients in developing and improving services.

Facilitators use their own experience as individuals who have been a part of the program across many years to maintain relationships with external agencies. The continuity created by these positions help to ensure that we are creating a lasting network for collaboration with partnering agencies and community members. This has included working public officials, as well as other non-profits in the community to assist in the development projects and dissemination of information.

3. Please describe your plan to meaningfully involve service recipients, including past, present and potential recipients, in ongoing design, flexing and improvement of proposed youth, young adult, and/or adult employment services.

The GameChangers program is unique in its approach to program development and implementation through how it directly involves program participants. GameChangers Facilitators primary role is to provide the framework and understanding of material to support youth participants in the development of their own projects and learning. These projects serve as the final deliverable of the program and represent a culmination of program learning and an opportunity to develop participant skills in outreach, communication, and peer-to-peer leadership.

Facilitators will organize all the program participants into groups, which will work collaboratively to determine the scope and design of each project. Over the years this has taken several forms including a trans resources survivor education material, podcasts, and regional conference presentations. Facilitator's role in this process is specifically to create the environment for individual youth participants to be empowered and supported in leading their work. This creates a unique experience each year for program participants that is responsive to their interests as well as the important issues they are facing.

**Budget** - Complete the Budget Worksheet, including all costs for which you request funding through this RFP. All costs included must be reasonable, allowable, necessary, and allocable among the stated cost categories.

**YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM**  
**AGENCY AND PROGRAM REVENUES**

**Legal Name of Organization:** Rape Crisis Center

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**Total Amount Requested:** 147,858

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**Contact Name and Email for Budget Info:** Rachel Dietzman, rachel.dietzman@thercc.org

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**\*\*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 2023	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	206,965						206,965
UNITED WAY DANE CO	0						0
CITY CDD-This Application	263,858	85,019	62,839				116,000
OTHER GOVT*	705,042						705,042
FUNDRAISING DONATIONS**	437,944	4,534	2,500				430,910
USER FEES	354,000						354,000
<b>TOTAL REVENUE</b>	<b>1,967,809</b>	<b>89,553</b>	<b>65,339</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,812,917</b>

\*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.

**YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM**  
**AGENCY AND PROGRAM REVENUES**

Enter all expenses for the programs in this application under the PGM A-D columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE column next to the PGM column. Enter all other programs in your agency under NON APP PGMS (last column).

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

ACCOUNT CATEGORY	AGENCY 2023	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
<b>A. PERSONNEL</b>													
Salary	1,386,943	118,135	64,655	64,655	53,480	53,480							1,268,808
Taxes/Benefits	251,370	23,373	14,014	14,014	9,359	9,359							227,997
<b>Subtotal A.</b>	<b>1,638,313</b>	<b>141,508</b>	<b>78,669</b>	<b>78,669</b>	<b>62,839</b>	<b>62,839</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,496,805</b>
<b>B. OTHER OPERATING</b>													
Insurance	16,805	0	608	0	0	0							16,197
Professional Fees/Audit	122,800	1,000	1,000	1,000	0	0							121,800
Postage/Office & Program	2,647	0	65	0	0	0							2,582
Supplies/Printing/Photocopy	20,691	1,000	1,000	1,000	500	0							19,191
Equipment/Furnishings/Depr.	4,170	0	170	0	0	0							4,000
Telephone	30,938	0	609	0	0	0							30,329
Training/Conferences	5,076	2,000	2,000	2,000	0	0							3,076
Food/Household Supplies	7,308	750	1,200	750	500	0							5,608
Travel	17,937	1,500	1,500	1,500	1,500	0							14,937
Vehicle Costs/Depreciation	0	0	0	0	0	0							0
Other	22,587	100	1,175	100	0	0							21,412
<b>Subtotal B.</b>	<b>250,958</b>	<b>6,350</b>	<b>9,326</b>	<b>6,350</b>	<b>2,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>239,132</b>
<b>C. SPACE</b>													
Rent/Utilities/Maintenance	65,057	0	1,557	0	0	0							63,500
Mortgage Principal/Interest	0	0	0	0	0	0							0
Depreciation/Taxes	0	0	0	0	0	0							0
<b>Subtotal C.</b>	<b>65,057</b>	<b>0</b>	<b>1,557</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>63,500</b>
<b>D. SPECIAL COSTS</b>													
Assistance to Individuals	3,000	0											3,000
Participant Wages	9,980	0	0	0	0	0							9,980
Participant Taxes/Benefits	0	0	0	0	0	0							0
Other	0	0					0						0
<b>Subtotal D.</b>	<b>12,980</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12,980</b>
<b>TOTAL (A.-D.)</b>	<b>1,967,309</b>	<b>147,858</b>	<b>89,553</b>	<b>85,019</b>	<b>65,339</b>	<b>62,839</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,812,417</b>

**YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM**  
**AGENCY AND PROGRAM REVENUES**

Rape Crisis Center

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

Title of Staff Position*	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Prevention Coordinator	0.70	0.30				1.00	50,000	8,750	58,750	0.00	58,750
Prevention Intern		0.50				0.50	20,800	3,640	24,440	20.00	24,440
GameChanger Youth (17 teenagers)	0.09					0.09	20,400	1,700	22,100	10.00	22,100
Youth Apprentices (3 teenagers) - Game	0.75					0.75	11,880	3,564	15,444	11.00	15,444
Young Adult Facilitators (2 young adults)		0.50				0.50	17,680	3,094	20,774	17.00	20,774
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
<b>TOTAL:</b>	1.54					2.84	120,760	20,748	141,508	58.00	141,508

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

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

**YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM**  
**AGENCY AND PROGRAM REVENUES**

Please name each program you are requesting funding for next to each funding request.

\*\*Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.

<b>Pgm Letter</b>	<b>Program Name</b>	<b>Program Expenses</b>	<b>2023 City Request</b>
A		PERSONNEL	78,669
		OTHER OPERATING	6,350
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>85,019</b>
B		PERSONNEL	62,839
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>62,839</b>
C		PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
D		PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
E		PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
<b>TOTAL FOR ALL PROGRAMS</b>			<b>147,858</b>

# Appendix B: Logic Model Program A GameChangers Youth Employment

Outcomes (Benefits for which the project is directly responsible)					
Situation	Resources	Activities/Strategies	Short-term Outcomes (3-6 Months)	Intermediate Outcomes (6-12 months)	Impacts
<p>Madison and Dane County teens face social norms and risk factors that make them more likely to perpetrate or be victimized by sexual and/or intimate partner violence. Prevention programming from adults often falls short. Evidence suggests peer education is more effective in creating lasting behavioral and attitude changes in teens and young adults. This evidence-based youth employment program pays teens to gain employment skills by educating their peers and adults about sexual violence and how to prevent it.</p>	<p><b>Organizational resources</b></p> <ul style="list-style-type: none"> <li>Supplies (paper, technology, crafts, etc.)</li> <li>Supervision (Co-Executive Directors)</li> <li>Space (rent, utilities, etc.)</li> <li>Other administrative &amp; operating (insurance, postage, equipment, furnishings, telephone, etc.)</li> </ul>	<ol style="list-style-type: none"> <li>Content knowledge educational sessions</li> <li>Employability skills assessments</li> <li>Formal apprenticeships</li> <li>Career exploration through guest speakers</li> <li>Project management/event coordination</li> <li>Work plan creation</li> <li>Financial literacy education</li> <li>Public speaking and/or workshop facilitation</li> <li>Appropriate social media use</li> <li>Journaling</li> <li>Small group activities (eg., Rose, bud, thorn)</li> </ol>	<p>Teens will be able to:</p> <ul style="list-style-type: none"> <li>Talk about the intersections of oppression and violence to each other and their peers.</li> <li>Achieve ratings of 1-2 on the employability skills assessment.</li> <li>Achieve ratings of 1-2 on the apprenticeship professional skills assessment.</li> <li>Communicate effectively via phone and/or email.</li> <li>Educate their peers by representing the GameChangers on social media.</li> <li>Identify reputable sources of data and information while doing preliminary research.</li> </ul>	<p>Teens will be able to:</p> <ul style="list-style-type: none"> <li>Perform project research utilizing reliable sources of information.</li> <li>Achieve ratings of 2-3 on the employability skills assessment.</li> <li>Achieve ratings of 2-3 on the apprenticeship skills assessment.</li> <li>Educate their peers and adults by speaking or supporting speakers at events and activities sponsored and hosted by GameChangers and RCC.</li> <li>Create eye-catching presentations and participant resources.</li> <li>Plan and execute small, medium, and/or large-scale community outreach events.</li> <li>Support peers who are experiencing mental health struggles during group meetings and at school.</li> </ul>	<p><b>Reduction in...</b></p> <ul style="list-style-type: none"> <li>Out of school time</li> <li>Sexual and/or intimate partner violence</li> <li>Self-harm, suicidal ideation</li> <li>Alcohol and/or other illicit drug use</li> </ul>
	<p><b>External resources</b></p> <ul style="list-style-type: none"> <li>Guest speakers (local leaders &amp; community partners)</li> <li>Dane County School Consortium</li> <li>Annie Johnston, Coordinator of Secondary Pathways &amp; Programs at Madison Metropolitan School District</li> <li>Space</li> <li>Printing (Communications Madison)</li> </ul>				<p><b>Increased or improved...</b></p> <ul style="list-style-type: none"> <li>Self-esteem</li> <li>Self-efficacy</li> <li>Time management</li> <li>Communication skills</li> <li>Healthy relationship skills</li> <li>Employment skills</li> <li>Academic performance</li> <li>Employment prospects</li> <li>Financial literacy</li> </ul>

# Appendix B: Logic Model Program B RCC Young Adult Employment

Outcomes (Benefits for which the project is directly responsible)

Situation	Resources	Activities/Strategies	Short-term Outcomes (3-6 Months)	Intermediate Outcomes (6-12 months)	Impacts
<p>Evidence suggests that, if young adults are given chances to civically engage with their communities, they will achieve more positive outcomes. The RCC Young Adult Internship &amp; Employment Program offers career exploration, leadership development, and structured mentorship and coaching, as well as opportunities to give back to the community through interactions with our GameChangers teens. These positions not only provide career pathways for young adults. They also are essential to making the GameChangers program year-round and implementing the experiential learning and apprenticeship components.</p>	<p><b>Organizational resources</b></p> <ul style="list-style-type: none"> <li>Supplies (paper, technology, crafts, etc.)</li> <li>Supervision (Co-Executive Directors)</li> <li>Space (rent, utilities, etc.)</li> <li>Other administrative &amp; operating (human resources support, insurance, postage, equipment, furnishings, telephone, etc.)</li> </ul> <p><b>External resources</b></p> <ul style="list-style-type: none"> <li>Guest speakers (local leaders &amp; community partners)</li> <li>Dane County School Consortium</li> <li>Annie Johnston, Coordinator of Secondary Pathways &amp; Programs at Madison Metropolitan School District</li> <li>Space</li> <li>Printing</li> </ul>	<ol style="list-style-type: none"> <li>Regular, structured 1:1 supervision meetings</li> <li>Coaching and mentorship</li> <li>Agency orientation and onboarding</li> <li>RCC Volunteer Training (required of all new employees)</li> <li>Quarterly performance assessments</li> <li>Career exploration through guest speakers</li> <li>Project management/event coordination</li> <li>Work plan creation</li> <li>Financial literacy education</li> <li>Public speaking and/or workshop facilitation</li> <li>Appropriate social media use</li> <li>Annual employee performance evaluation (internship assessment, if applicable)</li> </ol>	<p>Employees will be able to:</p> <ul style="list-style-type: none"> <li>Talk about the intersections of oppression and violence to each other, the GameChangers, and their peers.</li> <li>Achieve ratings of at least 2-3 out of 5 on the quarterly performance assessments.</li> <li>Educate the GameChangers, and their peers on basic topics.</li> <li>Identify reputable sources of data and information for GameChangers to aid in preliminary research.</li> <li>Support GameChangers who are experiencing mental health struggles during group meetings and at school.</li> <li>Assist Prevention Coordinator in meeting facilitation.</li> </ul>	<p>Employees will be able to:</p> <ul style="list-style-type: none"> <li>Use professional skills to facilitate work plan completion.</li> <li>Achieve ratings of at least 3-4 out of 5 on quarterly and annual performance assessments (or internship assessment, if applicable).</li> <li>Educate the community by speaking or supporting speakers at events and activities sponsored and hosted by GameChangers and/or RCC.</li> <li>Plan and execute small, medium, and/ or large-scale community outreach events.</li> <li>Complete all monthly tasks related to being an employee at RCC (ex. time card, expense report, etc.)</li> <li>Identify at least five potential pathways for future education or work after their time with RCC (if applicable).</li> </ul>	<p><b>Reduction in...</b></p> <ul style="list-style-type: none"> <li>Barriers to employment</li> <li>Risk-taking behaviors</li> <li>Sexual and/or intimate partner violence</li> <li>Self-harm, suicidal ideation</li> <li>Alcohol and/or other illicit drug use</li> </ul> <p><b>Increased or improved...</b></p> <ul style="list-style-type: none"> <li>Self-esteem</li> <li>Self-efficacy</li> <li>Community support</li> <li>Community engagement</li> <li>Problem solving</li> <li>Conflict resolution</li> <li>Emotional Intelligence</li> <li>Time management</li> <li>Communication skills</li> <li>Healthy relationship skills</li> <li>Employment skills</li> <li>Academic performance</li> <li>Employment prospects</li> <li>Financial literacy</li> </ul>