



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

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

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

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

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate application.

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

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto:modonnell@cityofmadison.com). We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – [jstoiber@cityofmadison.com](mailto:jstoiber@cityofmadison.com)

Legal Name of Organization:	Tri 4 Schools	Total Amount Requested:	\$ 48,027
Program(s) included in this application:	Program Name: Spring Training Teams	Amount Requested: \$ 34,906	
	Program Type: Elementary Afterschool Multi-Focus		
	Program Name: Summer Training Teams	Amount Requested: \$ 13,121	
	Program Type: Elementary Summer Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at <a href="mailto:jstoiber@cityofmadison.com">jstoiber@cityofmadison.com</a></i>		
Contact Person:	Amanda Marek	Email: amanda@tri4schools.org	
Organization Address:	200 E Verona Ave, #126, Verona WI 53593	Telephone:	708-638-0447
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	NA

## Organizational Qualifications:

### 1. Organization History and Mission Statement

Tri 4 Schools is committed to empowering kids to be happy, healthy, and confident through multisport events and programs that center social and emotional development. As a part of our mission, we donate 100% of youth entry fees to Dane County schools to support the physical education departments through direct funding and grants.

Since its inception in 2011, over 22,000 kids have crossed the finish line of a Tri 4 Schools event, earning over \$450,000 for their schools' physical education departments. Another 3,500+ children have participated in our afterschool and summer programs. The organization initially started with the goal to end childhood obesity. After a successful first-year event, the founder realized that the focus of the organization shouldn't be to combat the program after it occurs, but rather, Tri 4 Schools should strive to develop happy and healthy kids, both physically and emotionally, to prevent health problems from beginning.

In 2015, Tri 4 Schools expanded its reach by introducing the Training Team program. Initially called "Exercise to Achievement," the 8-12 week afterschool programs center social and emotional development through physical fitness.

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

The Tri 4 Schools Training Programs a major pillar towards achieving our mission. The youth events and programming supports our kids and their communities. Since 2011, we have successfully produced over 50 events and over 200 after-school programs. Currently, Tri 4 Schools will produce after-school programs, Training Teams, at 20-25 schools in the spring. Tri 4 Schools will host an additional four programs in the summer. These include Vera Court Neighborhood Center, Bayview Community Center, Allied Learning Center, and Harbor Athletic Club.

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

Prior to COVID, the Tri 4 Schools strategic plan included program and event expansion, specifically to more Title I funded schools in Madison. Tri 4 Schools was unable to host programs and events in 2020. In 2021, Tri 4 Schools was able to host small events and support community based programs instead of school based programs (due to COVID restrictions). Originally, we saw this as a short term shift until we could return to schools. With the success of the community based programs, we decided to continue host the programs after COVID restrictions were lifted. Because we cannot host a Training Team at every area school, the community based team allows us continue expanding our reach to more children.

In November of 2021, Tri 4 Schools transitioned to a new Executive Director for the first time since it's inception in 2011. The new Executive Director, Amanda Marek, arrived at Tri 4 Schools with a wealth of knowledge and experience in business development, event management, program management and planning.

Tri 4 Schools follows a five year strategic planning process. Our current strategic plan will expire in 2025. A experienced committee has been established to begin the 2026-2030 strategic planning process. Tentatively, Tri 4 Schools plans to continue its expansion in Madison and Dane County.

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

Year round, Tri 4 Schools operates with a team of four, two full-time staff and two part-time staff. The Tri 4 Schools staff stays adept in CPR training, first aid, and SafeSport. The team also regularly attends workshops on social and emotional learning, physical fitness and general youth education. We also maintain strong relationships with teachers and administrators in the county. Tri 4 Schools employs part-time seasonal staff to coach our afterschool programs. This staff is comprised of Madison and Dane County teachers.

The Training Team coaches, our seasonal employees, are also required to attend a yearly training that includes a in-depth overview of the Training Team curriculum, SafeSport, first aid & CPR, and active shooter training.

Amanda Marek - Amanda is the Executive Director of Tri 4 Schools. She received a bachelor's degree in Business Management and Entrepreneurship with a minor in Finance from North Central College. Since high school, Amanda has coached youth and adult sports, managed day camps for special-needs children. After working professionally in logistics, Amanda began working as a event manager and has an extensive background in producing races. Before employment with Tri 4 Schools, Amanda was a long-time volunteer and Training Team coach.

Rachael Hagen - Rachael is the Tri 4 Schools Operations Director. Rachael manages the administration, marketing, and finance of Tri 4 schools. Rachael has a BS in Education from University of Wisconsin, with a certificate in Special Education. She is a accomplished swim coach, having coaches athletes in Madison, Tempe AZ, Baltimore MD. She developed and managed the Harbor Swim School & Masters program while being the Director of Competitive Swimming. Her entire life has been dedicated to youth programs.

Katie Brasel - Katie Brasel is the Event and Volunteer Director. She is responsible for the safe, fair, and fun execution of Tri 4 Schools events. She received a BS in Theatre and Drama, working as a stage manager. She has had various on going leadership positions in her children's school, including co-chairing for the school fun run fundraiser. Katie is bilingual and assists Tri 4 Schools with making all our materials accessible to participants.

Melissa Lindemann is the Training Team & Afterschool Program Director. She received a BA in Business Administration from the University of Wisconsin School of Business. Prior to working for Tri 4 Schools, she worked in IT Project Management. She was with Epic for six years and worked directly with clients to create budgets, timelines, workflows, system configuration, and training solutions that met their individual needs. Melissa is heavily involved in youth programming, having been a volunteer in various activities including the PTO, Girl Scout Troop, classroom leader and a parent volunteer at Orchard Ridge School. She helped coordinate the annual school acution fundraiser. When she joined Tri 4 Schools, the programming offered was a pilot program based on a one-time grant. Working with the founder, Tri 4 Schools turned the pilot into a permanent part of the organization.

As a non-profit with a small staff and limited financial resources, efficiency is important. We all use our project management background and experience to create project plans and processes that work with Tri 4 School's limited resources and help us operate as efficiently as possible, so we can maximize our impact.

Tri 4 Schools has budgets for professional development opportunities that are selected by the staff. Staff members are required to attend at least one conference, read one relevant book, or pursue another continuing education opportunity that is approved by the board of directors. Tri 4 Schools also attends an annual Running Industry conference to continue to improve the quality and safety of our events and programs.



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

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

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

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

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

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

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto:modonnell@cityofmadison.com). We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – [jstoiber@cityofmadison.com](mailto:jstoiber@cityofmadison.com)

Legal Name of Organization:	Tri 4 Schools	Total Amount Requested for this Program:		\$ 34,900
Program Name:	Spring Training Teams	Total Program Budget:		\$ 200,400
Program Contact:	Amanda Marek	Email:	<a href="mailto:amanda@tri4schools.org">amanda@tri4schools.org</a>	Phone: 6084164051

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

**Elementary**

- Multi-focus School Year Only       Multi-focus Summer Only
- Multi-focused Year Round               Topical/ Skill/Population

**Middle School**

- Multi-focus School Year Only       Multi-focus Summer Only
- Multi-focused Year Round               Topical/ Skill/Population

**High School**

- Multi-focus School Year Only       Multi-focus Summer Only
- Multi-focused Year Round               Topical/ Skill/Population

**PLEASE NOTE:** Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

## 1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

While we don't know the long-term impacts of the COVID-19 pandemic on our youth, the latest Dane County Health Assessment Data reveals alarming statistics about the mental health of kids in our community. For example, the findings concluded that 53.3% of females and 23.3% of males report having feelings of anxiety often or always.

It is also important to note that dual diagnoses of these mental health conditions are common, has increased over time, and has been exacerbated by the pandemic. Despite these alarming statistics, only about 20% of kids diagnosed with mental health disorders have access to care. Now more than ever, it is critical that youth have access to programming that teaches them the importance of increasing physical health to promote mental and emotional health and vice versa. By reaching kids at an early age with the Training Team program, we can instill healthy habits early in life and help change these statistics. These programs need to be accessible to all and provide kids with the skills and resources to achieve holistic health.

In 2018, the Centers for Disease Control & Prevention (CDC) conducted a survey of 1.2 million people regarding mental health and its relation to physical activity. The study concluded that minimal amounts of exercise, 45-60 minutes per day, 3-5 times per week, can result in a significant reduction in depression, anxiety, and other relations conditions. The study also concluded that the activities that have been found to have the most substantial benefits included team sports, cycling and aerobic activities. Each of these activities is included in the Tri 4 Schools Training Team program.

As identified by Afterschool Alliance and American After 3PM, 38% of kids that want access to afterschool programming, do not have it. Tri 4 Schools provides an alternative to team sports and afterschool care that is affordable and has multifaceted benefits.

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

The goal of the Tri 4 Schools Training Team program is to empower and build healthy, happy, and confident kids inside and out who feel a strong sense of belonging within their communities (both school, neighborhood, and city). The Training Team program develops a positive, lasting impact on children, building a foundation of skills to use inside and outside the classroom. The Tri 4 Schools Training Teams is available and beneficial to all children, regardless of socioeconomic status, race, religion, ethnicity, ability, etc. But Tri 4 Schools targets supporting the underserved population in Madison. Therefore, when planning our Training Teams, we specifically target schools and neighborhoods that have limited or no access to after school programs. Tri 4 Schools has a no-questions-asked financial aid policy. We provide scholarships to economically disadvantaged youth to ensure they can participate.

Our programs have been designed and proven to complement in-school learning and development. Students are given the opportunity to be a part of a team where they can connect with students and with their teachers.

- C. Program Summary (3-5 sentences):

Since 2014, Tri 4 Schools has hosted the Training Team program, 8-12 week after school programs that culminate in completing a Tri 4 Schools event. The program offers an opportunity to be active and engage with peers in a safe and fun way while encouraging lifelong health through completing lessons in swimming, biking, running, and strength conditioning. The program also includes breathing techniques, games, and activities designed to focus on mental health. The program connects our minds and bodies and how our health in one area directly affects the other. Kids emerge from the

program with stronger peer relationships, positive interactions with their teachers and coaches, as well as confidence and self-discipline to be able to achieve the goals they set for themselves.

## 2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

Tri 4 Schools serves all youth ages 3-14. When reaching out to schools, we allow teachers to choose the age group they would most like to serve. The majority of our teams are 3-5th grade but there are teams both younger and older. Tri 4 Schools will host a program at any school interested, providing them with all the resources needed. But we specifically target Title I funded schools, schools with high minority populations and economically disadvantaged families.

We strive to reflect the population of Dane County as measured by school data. We expect that our events and programs will be composed of approximately 42% white/Caucasian participants, 22% Hispanic/Latino participants, 18% Black or African American participants, and 9% Asian/Pacific Islanders participants. Based on data from previous years, we are expecting to those statistics in 2024.

Tri 4 Schools specifically focuses on impacting children from minority and economically disadvantaged families and schools. Our program materials are published in English and Spanish, with several programs being fully conducted in Spanish. To protect our participants' privacy, we do not collect income during registration. But, Tri 4 Schools does offer financial assistance to families that need it. This is a no-questions-ask policy, allowing parents/guardians to choose an affordable amount. Each year, Tri 4 Schools provides \$26,000 in financial aid. For our Madison-based Training Teams, over 90% of participants utilize the financial aid option.

Tri 4 Schools collaborates intimately with schools, Safe Routes to School, little om BIG OM, CoreActive Therapy, SSM Health, Harbor Athletic Club and other educational resources develop a curriculum that challenges participants emotionally, mentally, and physically. Teachers have expressed that social and emotional programming is in great need. Often, schools do not have the budget or time to provide this to children. We have listened to that feedback, designing a curriculum that builds character skills, healthy emotional coping and self-regulation techniques, and social skills through play and exercise.

After each season, we survey the parents of participants and the coaches (teachers) to gain valuable insight into how to improve our programs. Since 2015, we have continually made improvements to our program to better serve the target population.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	221	50
Black/African American	49	11
Asian	40	9
American Indian/Alaskan Native	13	3
Native Hawaiian/Other Pacific Islander	4	1
Multi-Racial	35	8
Balance/Other	84	19
Total:	475	
Ethnicity		
Hispanic or Latino	84	19
Not Hispanic or Latino	361	81
Total:	475	
Gender		
Boy/Man	247	52
Girl/Woman	223	47
Non-binary/GenderQueer	5	1
Prefer Not to Say	0	0
Total:	475	

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

Training Teams serve all kids. The programs are diverse, including kids of different backgrounds including language and culture. This poses a unique challenge, requiring us to create a welcoming environment for all kids. We offer registration in English, Spanish, and Hmong to provide access to kids and parents whose first language is not English. Programs are hosted across 20-25 schools. We use the coaches' discretion regarding language. Many programs are conducted fully in Spanish, while some are hybrid, and others are in English.

Training Teams embrace the culture of the students. While we do have an established curriculum, there is flexibility to include all participants' interests and experiences. Teachers focus on forming relationships with and between students and apply the material in our curriculum to real life social and emotional situations.

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

Each year, we evaluate the data on the Department of Education national registry to determine what schools are on our high priority list. Tri 4 Schools focuses on recruiting the schools that need programs like ours the most. Sites are selected based on multiple factors: either they are located in one of our event communities, are Title 1 eligible, or we feel that they are a good fit with our priority of providing access to healthy opportunities for kids in need. Two-thirds of the schools that hosted the program in 2022 had over 75% of their students on free or reduced lunch, which is one of the main criteria we use to determine if a school can be a host site. Children from low-income families face the biggest barriers to health, so our main priority is offering these opportunities to kids who would not have a chance to otherwise participate. The population of each program site must, at a minimum, reflect the percentage of kids at that school that qualify for free or reduced lunch. In general, 65% of the students are part of low- or moderate-income families across the entire program, that number is 90% for Madison-based programs.

Our staff reach out directly to these schools to support a program, knowing that the school will need significant financial and equipment resources to provide this opportunity. Each year, Tri 4 Schools provides \$26,000+ in scholarships. A "scholarship" is free or reduced entry given to participants in financial need. But we still donate their entry fee back to the school to ensure that the participant is providing the same benefit to their classmates as a participant that can afford to participate at full price.

Beyond financial need, access to equipment and transportation are the two biggest barriers to participation. Tri 4 Schools will provide kids with bikes, shoes, swimsuits, athletic apparel and more, to encourage and allow them to participate in the Training Team. Tri 4 Schools also provides transportation to swim lessons and the events for those that do not have it.

### **3. PROGRAM DESCRIPTION AND STRUCTURE**

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

The Training Team curriculum includes lessons for biking, swimming, running, and strength conditioning over an 8-12-week session. In addition to the physical training aspect of the program, each lesson also includes a social/emotional well-being theme and fitness and nutrition themes designed to instill the holistic concept of health.

The curriculum also incorporates mindfulness and team building activities. We worked with Jamie Gale from little om BIG OM to develop mindfulness visualization activities, and Elevate Wellness, a wellness curriculum/educational company in the Twin Cities to craft lessons based on each "word of the week", as well as strengthen the team building and culture-building components of the program. We also

added in the breathing exercises for the beginning and end of each lesson. These activities aim to create community amongst the children and develop skills to learn inside and outside the classroom.

Our curriculum is compiled by experts, such as physical education teachers, triathlon/swimming coaches, healthcare professionals, the Red Cross (swimming), Safe Routes to School (biking), and the Wisconsin Bike Federation. All lessons focus on safety first, as well as pace, endurance, hydration, skill development, and basic nutrition. We partner with our friends at UnityPoint Health-Meriter and SSM Healthcare on our nutritional content and activities, as well as Elevate Wellness and little om BIG OM for mindfulness and meditation curriculum.

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

**Table 1**

<b>Location(s):</b> Blessed Sacrament, Elvehjem, Gompers, Leopold, Lincoln, Lindberg, Mendota, Midvale, Emerson, Sandburg, Wright, Lakeview			
<b>Day of the Week</b>	<b>Time of Year</b>	<b>Start Time</b>	<b>End Time</b>
Monday	School Year	3:00PM	4:45PM
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year	3:00PM	4:45PM
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

**Table 2**

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



If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above. Training Team schedules are set based on the teacher's/coach's availability. Tri 4 Schools is not able to confirm these days/times until December 2023. But the program duration and length are the same for every training team, regardless of what days they practice.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
<b>Location #1:</b> Blessed Sacrament, Elvehjem, Gompers, Leopold, Lincoln, Lindberg, Mendota, Midvale, Emerson, Sandburg, Wright, Lakeview					
School Year	2 times/week	1.75	12 weeks	10 to 1	25
Summer					
<b>Location #2 (if applicable):</b>					
School Year					
Summer					

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

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

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

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Since the Training Team inception in 2014, Tri 4 Schools has always involved parents, participants, and teachers in the development of our curriculum. At the end of the season, Tri 4 Schools surveys the coaches and participants to identify gaps in the program. During the offseason, the curriculum is adjusted to reflect the needs of the participants. For the following year, our coaches, often teachers, are required to attend a Coach Training seminar at the beginning of each season where we review this material.

B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Training Teams are hosted on-site at schools. There is little neighborhood involvement because the resources required for the program are primarily located on site. Occasionally, the participants will bike around the neighborhood. Tri 4 Schools will involve those people to help support the safety of those activities.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Free Bikes for Kidz	Provide bikes & helmets	Kristie Goforth	No
Dream Bikes	Maintain T4S & MMSD bike trailers	Noah Schneider	No
Fleet Feet	Provide running shoes	Jess Anderson	No
Hycite	Provide healthy snacks	Megan Zielke	No
little om BIG OM	Mindfulness, strength, and team building activities	Jamie Gale	No
Bike Federation	Bike educational and safety	Caitlin Hussey	No

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

In addition to the above partners, Tri 4 Schools is grateful for our sponsors that provide financial support. These companies include TDS, Trek, University of Wisconsin-Unity Point, American Provenance, First Business Bank, Harbor Athletic Club, Dental Health Associates, Madison Top Company and more.

How do these partnerships enhance this proposal?

Because Tri 4 Schools donates 100% of youth entry fees to schools and provides a substantial amount of financial aid to participants, we rely on the support of sponsors to help us fund our programs.

Our key partners of Free Bikes for Kidz, Dream Bikes, Fleet Feet, little om BIG OM and Hycite all provide critical operational and curriculum- based resources and for kids to participate in the Training Program.

What are the decision-making agreements with each partner?

Tri 4 Schools collaborates closely with each partner to determine what the partner will provide and in exchange for benefits from Tri 4 Schools. Tri 4 Schools has a custom sponsorship package for all partners that allows us to create a mutually beneficial relationship.

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

Mindfulness and character building is an emphasis of our program. Each practice includes a “Word of the Week (WOW!)” that incorporates character components that we hope kids learn and apply to areas outside of just triathlon. Some Words of the Week are:

- Confidence (feeling good about yourself and others)
- Perseverance (keep on going even when it’s hard or you are tired)
- Respect (honoring others)
- Caring and Kindness (to be concerned with, encourage, and praise others)
- Integrity (being fair and honest, even when no one is looking and/or when it is hard)
- Enthusiasm (interest and excitement, 100% effort)
- Courage (trying something new, or scary while facing hardships with confidence and control)
- Judgment (making good decisions and choosing wisely)

These are all skills that our participants can carry with them throughout their lives to help them process and persevere through difficult circumstances. Tri 4 Schools provides lessons to coaches that include these words and accompanying videos that parents and students share together.

Tri 4 Schools also provides students with resources on goal setting and nutrition. These are both electronic and paper sent home with students or directly to parents.

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

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

1. Intentional Program Design- the Tri 4 Schools Training Team Curriculum developed by experts in fitness, nutrition, and early childhood education. Programs have been tested and are revised annually to support the development of social and emotional skills through physical activity. Kids use goal setting techniques to set and achieve goals. Coaches meet each child where they are and modify the curriculum to fit. From there, the training builds to help them complete the goal event.

2. Supportive Relationships with Youth- the majority of our coaches are teachers, often physical education teachers, which work at the school where the program is hosted. This is beneficial for the logistics of the program, including access to a site, building, equipment, etc. But we primarily do this to provide teachers with an opportunity to bond with their students outside of the classroom. This often leads to a student-mentor relationship, which has been proven to be impactful later in life. The participants feel supported and safe.

3. Youth Voice & Leadership – The team element of our program gives kids the opportunity to lead portions of the practice. The program often brings forward the “natural leaders” in addition to allowing the more shy children to step outside of their comfort zone. Through team-building activities, all these behaviors are welcome and children feel included, helping them stay engaged in the program.

4. Racial & Cultural Inclusion - our events and programs create safe, fair, and fun opportunities for all kids to be active. Our demographics, between gender and race, prove that we create a supportive environment for all kids.

5. Community & family engagement- one of the main missions of Tri 4 Schools is to create healthy and happy communities. That is why 100% of our entry fees are donated back to schools through cash donations or grants. We indirectly impact and involve every student in Dane County, not just the kids that participate in our programs and events. Tri 4 Schools provides transportation to families to ensure that all supporters can attend the events.

6. Organizational management & staff support - Tri 4 Schools was founded in 2011. Since then, we have donated over \$450,000 to schools, watched 22,000+ kids cross the finish line and have hosted or played a role in over 50 events and 9 years of afterschool programming. Tri 4 Schools has two full-time staff members that manage the operations of the organization. We also have a part time Event Director and a part time Training Team/Afterschool program director. Year after year, Tri 4 Schools proves to be a stable and well-run organization.

7. Environment & safety- a major goal of our afterschool programs is to build a sense of community and safety among peers and teachers. Tri 4 Schools puts in place several safety measures to ensure that kids are well cared for, including a coach training session, SafeSport and CPR curriculum for our staff. Students are provided with all safety equipment for bike riding, and each teacher is provided healthy snacks before each practice.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 500

Total program hours annually: 72-90

C. Program Outcomes

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

Tri 4 Schools collects qualitative and quantitative data on the Training Team programs. During registration, we collect demographic information including race. Tri 4 Schools does not collect household income to protect privacy, but we do calculate the amount of financial aid given each year, helping us to determine what population we are reaching.

Tri 4 Schools also collects data through a survey after every program and event. This survey includes information about the impact the children thought the program had on 1) their physical health, 2) emotional health and confidence 3) sense of community and relationship with peers and 4) their overall impression of the program.

This year, Tri 4 Schools will participate in a study with Sam Houston State University, directed by Dr Mayrena Hernandez to evaluate the impact of Tri 4 Schools Training Teams. 12-16 students of diverse backgrounds will take part in 60 minute interviews with their parents/guardians. They will be asked a series of questions related to the curriculum, what physical benefits (if any) they saw, and how the program affected their emotional well-being. The study will be nationally published.

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

<b>Outcome Objective #1:</b> Help students develop confidence by learning to set goals and overcome challenges.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	100	<b>Targeted Number</b>	500
<b>Measurement Tool(s) and Comments:</b> We build several criteria to the curriculum to help students measure their personal progress towards a variety of goals. Between the first and last practice, students complete a timed run and strength activities, so they can see the progress they have made over the course of the program. They also have the culminating goal event where they can see the result of their practice efforts through the successful completion of an endurance sport race. In 2022, 98% of athletes that participated in the Training Teams completed their goal event.				

<b>Outcome Objective #2:</b> Teach kids how to develop strong peer relationships through team building.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	100	<b>Targeted Number</b>	500
<b>Measurement Tool(s) and Comments:</b> Each lesson of our program includes discussions as well as game-based activities designed to foster a sense of community and positive team culture. Students complete a “name game” on the first practice, as well as the last practice to determine how many other students’ names they know, so they can see how many new friends and teammates they have made over the course of the program. We’ve seen that kids are more likely to cheer on their teammates at practice and the events, a remain friends long after the program ends.				

<b>Outcome Objective #3:</b> Ensure that as many children as possible across our community have access to our program regardless of socioeconomic status.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	100	<b>Targeted Number</b>	500
<b>Measurement Tool(s) and Comments:</b> Our primary method of site selection and recruitment is using Title I data to ensure that schools that qualify for Title I funding make up at least 50% of our school-based Training Team sites in Dane County. We also work with our coaches to ensure that the program’s demographics mirror the demographics of the school population itself, which is a key benefit in hiring school staff to serve as program coaches. We will track the collection of demographic data and scholarship participation through program registration materials. In 2022, the demographics of our Training Team data was 11% Black/African America, 9% Asian, 19% Latino, 51% white, 7% multiracial, and 3% other. Over \$26,000 was allocated to scholarship funds to provide financial aid for kids from low socioeconomic situations. Finally, the tiered fee structure provides another avenue of accessibility to the Training Team for marginalized populations in the community.				

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?  
 Tri 4 Schools collects all demographic information through the registration process and platform. Data collection for program activities and outcome measurements are collected by collaborating intimately with the coaches of the programs to assess kids' progress and experience with the program. We also use attendance at practices and events to determine program engagement and enjoyment, in addition to surveys from participants. Tri 4 Schools closely monitors its expenses through our budget and real-time financial statements.

As mentioned above, Tri 4 Schools will participate in a study through Sam Houston State University, directed by Dr. Mayrena Hernandez.

## 6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:  
 Blessed Sacrament, 2112 Hollister Ave, Madison, WI 53726  
 Elvehjem, 5106 Academy Dr, Madison, WI 53716  
 Gompers, 1502 Wyoming Way, Madison, WI 53704  
 Leopold, 2602 Post Rd, Madison, WI 53713  
 Lindberg, 4500 Kennedy Rd, Madison, WI 53704  
 Mendota, Madison 4002 School Rd, Madison, WI 53704  
 Midvale, 502 Caromar Dr, Madison, WI 53711  
 Lincoln, 909 Sequoia Trail, Madison, WI 53713  
 Emerson, 421 E Johnson St, Madison, WI 53704  
 Sandburg, 4114 Donald Dr, Madison, WI 53704  
 Wright, 1717 Fish Hatchery Rd, Madison, WI 53713  
 Lakeview, 1802 Tennyson Ln, Madison, WI 53704

## 7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Program Director	CPR, Safesport, see organizational narrative	Tri 4 Schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	75	
Coach #1	T4S Coach Training Program	Schools	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	15	
Coach #2	T4S Coach Training Program	Schools	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	15	
Operations Director	CPR, Safesport, see organizational narrative	Tri 4 Schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	100	

Executive Director	CPR, Safesport, see organizational narrative	Tri 4 Schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	100	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period		School Year:		30	
		Year-Round		275	
		Summer			

\*Use one line per individual employee

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

Tri 4 Schools recruits volunteers to assist with specific transition and swim practices. The volunteers recruited are swim instructors and often participate in running and multisport events. Volunteers are background checked.

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

Tri 4 Schools secure pool space for each of the Training Teams to learn to swim. Transportation is also provided for kids to attend swim lesson and the events.

**8. BUDGET**

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

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

**9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:**

A. Disclosure of Conflict of Interest

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

NA

B. Disclosure of Contract Failures, Litigations

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

NA



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

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

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

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

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

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

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto:modonnell@cityofmadison.com). We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – [jstoiber@cityofmadison.com](mailto:jstoiber@cityofmadison.com)

Legal Name of Organization:	Tri 4 Schools	Total Amount Requested for this Program:		\$ 13,100
Program Name:	Summer Training Teams	Total Program Budget:		\$ 13,400
Program Contact:	Amanda Marek	Email:	<a href="mailto:amanda@tri4schools.org">amanda@tri4schools.org</a>	Phone: 6084164051

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

**Elementary**

- Multi-focus School Year Only       Multi-focus Summer Only
- Multi-focused Year Round             Topical/ Skill/Population

**Middle School**

- Multi-focus School Year Only       Multi-focus Summer Only
- Multi-focused Year Round             Topical/ Skill/Population

**High School**

- Multi-focus School Year Only       Multi-focus Summer Only
- Multi-focused Year Round             Topical/ Skill/Population

**PLEASE NOTE:** Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

## 1. PROGRAM OVERVIEW

- A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

While we don't know the long-term impacts of the COVID-19 pandemic on our youth, the latest Dane County Health Assessment Data reveals alarming statistics about the mental health of kids in our community. For example, the findings concluded that 53.3% of females and 23.3% of males report having feelings of anxiety often or always.

It is also important to note that dual diagnoses of these mental health conditions are common, has increased over time, and has been exacerbated by the pandemic. Despite these alarming statistics, only about 20% of kids diagnosed with mental health disorders have access to care. Now more than ever, it's critical that youth have access to programming that teaches them the importance of increasing physical health to promote mental health and vice versa. By reaching kids at a young age with this program, we can instill healthy habits early in life and help change these statistics. These programs need to be accessible to all and provide kids with the skills and resources to achieve holistic health.

In 2018, the Centers for Disease Control & Prevention (CDC) conducted a survey of 1.2 million people regarding mental health and its relation to physical activity. The study concluded that minimal amounts of exercise, 45-60 minutes per day, 3-5 times per week, can result in a significant reduction in depression, anxiety, and other relations conditions. The study also concluded that the activities that have been found to have the most substantial benefits included team sports, cycling and aerobic activities. Each of these activities is included in the Tri 4 Schools Training Team program.

As identified by the First Five Years Fund, the average annual price of childcare has increased nearly 220% in the last three decades, considerably faster than other essential family expenses. For single income or low to mid-income families, this poses a critical problem. Families need access to affordable summer care while children are not in school. Tri 4 Schools is providing an addition to other summer programs with multifaceted benefits.

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

The goal of the Tri 4 Schools Training Team program is to empower and build healthy, happy, and confident kids inside and out who feel a strong sense of belonging within their communities (both school, neighborhood, and city). The Training Team program develops a positive, lasting impact on children, building skills to use inside and outside the classroom. The Tri 4 Schools Training Teams is available and beneficial to all children, regardless of socioeconomic status, race, religion, ethnicity, ability, etc. But, Tri 4 Schools aims to serve the underserved population. The same way we target schools, we specifically target neighborhoods that have limited or no access to summer programs. These programs are a free addition to full-time summer care.

Our programs have been designed and proven to complement in-school learning and development during the summer. This reinforces what the children are learning during the school year, allowing them to continue development while outside of school.

- C. Program Summary (3-5 sentences):

Since 2014, Tri 4 Schools has hosted the Training Team programs, 8-12 week afterschool programs that culminate in completing a Tri 4 Schools events. Shortly after the inception of the program, we recognized that there was a gap in our programming, lack of summer options, especially in low-income neighborhoods. Tri 4 Schools now hosts programs at Bayview Neighborhood Center, Allied Learning Center, and Vera Court Neighborhood Center.

The Summer Training Team program offers an opportunity to be active and engage with peers in a safe and fun way while encouraging lifelong health through completing lessons in swimming, biking, running, and strength conditioning. The program also includes breathing techniques, games, and activities designed to focus on mental health. The program connects our minds and bodies and how our health in one area directly affects the other. Kids emerge from the program with stronger peer



relationships, positive interactions with their coaches and summer-camp staff, as well as confidence and self-discipline to be able to achieve the goals they set for themselves.

## 2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

The served population will be that of Allied Learning Center, Bayview Neighborhood Center and Vera Court Neighborhood Center. These centers serve primarily students of color with estimates as: 90% Black/African American; 6% Hispanic/Latino, 3% White, 1% Asian, and 97% of its students qualify for free/reduced lunch.

Tri 4 Schools works closely with the staff at Bay View and Vera Court to customize the program to meet the needs of the participants. The staff often know the children in the program personally. This provides an advantage to develop the program around their abilities. The staff at Allied Learning Center's club are Tri 4 Schools staff who helped develop our full curriculum and have coached programs for many years.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	3	3
Black/African American	39	52
Asian	19	24
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other	15	21
Total:	76	
Ethnicity		
Hispanic or Latino	22	28
Not Hispanic or Latino	54	72
Total:	76	
Gender		
Boy/Man	40	53
Girl/Woman	36	47
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	76	

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

With our programs being an addition to full-time summer programs, we use the staff discretion regarding language. Programs are hosted in the dominant language used at camp. Many programs are conducted fully in Spanish, while some are hybrid, and others are in English.

While we do have an established curriculum, there is flexibility to include all participants' interests and experiences. Our programs give staff another opportunity to focus on forming relationships with and between students and apply the material in our curriculum to real life social and emotional situations.

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

The Allied Learning Center, Bayview Neighborhood Center and Vera Court Neighborhood center all serve their specific community. The kids that attend our summer programs and the kids that attend the neighborhood centers. Tri 4 Schools does not need to recruit for these programs, unlike our Spring programs.

Beyond providing these programs for free, Tri 4 Schools will provide kids with bikes, shoes, swimsuits, athletic apparel and more to encourage and allow for participation. Tri 4 Schools will also provide transportation to the event or swim lessons if offered.

### 3. PROGRAM DESCRIPTION AND STRUCTURE

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

The Training Team curriculum includes lessons for biking, swimming, running, and strength conditioning over an 8-week session, which is integrated into weekly programming for students who attend the community centers during the summer. The curriculum is the same as our Spring Training Teams, but adjusted to fit the different schedules of the summer programs. In addition to the physical training aspect of the program, each lesson also includes a social/emotional well-being theme and fitness and nutrition themes designed to instill the holistic concept of health.

The curriculum also incorporates mindfulness and team building activities. We worked with Jamie Gale from little om BIG OM to develop mindfulness visualization activities, and Elevate Wellness, a wellness curriculum/educational company in the Twin Cities to craft lessons based on each "word of the week", as well as strengthen the team building and culture-building components of the program. We also added in the breathing exercises for the beginning and end of each lesson. These activities aim to create community amongst the children and develop skills to learn inside and outside the classroom.

Our curriculum is compiled by experts, such as physical education teachers, triathlon/swimming coaches, healthcare professionals, the Red Cross (swimming), Safe Routes to School (biking), and the Wisconsin Bike Federation. All lessons focus on safety first, as well as pace, endurance, hydration, skill development, and basic nutrition. We partner with our friends at UnityPoint Health-Meriter and SSM Healthcare on our nutritional content and activities, as well as Elevate Wellness and little om BIG OM for mindfulness and meditation curriculum.

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

Table 1

Location(s): Bayview Court Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	1:00PM	3:30PM
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer	1:00PM	3:30PM
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s): Vera Court Neighborhood Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer	10:45AM	12:30PM
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer	10:45AM	12:30PM
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above. Allied Learning Center - times/days of week are still to be determined by coaches and Allied Learning Center. Participants will practice twice per week for 1.5 hours/day.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
<b>Location #1: Bayview Neighborhood Center</b>					
School Year					
Summer	Twice/week	2.5	60	8 to 1	25
<b>Location #2 (if applicable): Vera Court Neighborhood Center</b>					
School Year					
Summer	Twice/week	1.75	42	8 to 1	25

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

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

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

Allied Learning Center - twice per week, 1.5 hours per day, ratio is 10 to 1, 30-40 participants expected

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Tri 4 Schools works closely with neighborhood center directors and staff to determine the impact and success of the program and where it needs to be improved. During the offseason, the curriculum is adjusted to reflect the needs of the participants. For the following year, our coaches are required to attend a Coach Training seminar at the beginning of the sessions where we review this material.

B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Summer Training Programs are hosted directly in the communities at the neighborhood centers themselves. We are integrated directly into the summer care that the kids are receiving at these centers. The summer staff are a part of the program, help to monitor the kids, and can see where improvements need to be made, if any.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Free Bikes for Kidz	Provide bikes & Helmets	Kristie Goforth	No
Dream Bikes	Maintain T4S & MMSD bike trailers	Noah Schneider	No
Fleet Feet	Provide running shoes	Jess Anderson	No
little om BIG OM	Mindfulness and strength activities	Jamie Gale	No

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

Madison Fire and Madison Area Technical College Fire Program come out to some of the summer programs to teach kids about fire safety, careers in fire, and to see the equipment. Tri 4 Schools funds these programs through sponsorships from our events but the sponsors are not directly involved with the summer programs.

How do these partnerships enhance this proposal?

Madison Fire and Madison Area Technical College provide a unique experience for the kids, and exposes them to new career opportunities!

Our key partners of Free Bikes for Kidz, Dream Bikes, Fleet Feet, little om BIG OM and Hycite all provide critical operational and curriculum- based resources and for kids to participate in the Training Program.

What are the decision-making agreements with each partner?

Tri 4 Schools collaborates closely with each partner to determine what the partner will provide and in exchange for benefits from Tri 4 Schools. Tri 4 Schools has a custom sponsorship package for all partners that allows us to create a mutually beneficial relationship.

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

Mindfulness and character building is an emphasis of our program. Each practice includes a “Word of the Week (WOW!)” that incorporates character components that we hope kids learn and apply to areas outside of just triathlon. Some Words of the Week are:

- Confidence (feeling good about yourself and others)
- Perseverance (keep on going even when it’s hard or you are tired)

- Respect (honoring others)
- Caring and Kindness (to be concerned with, encourage, and praise others)
- Integrity (being fair and honest, even when no one is looking and/or when it is hard)
- Enthusiasm (interest and excitement, 100% effort)
- Courage (trying something new, or scary while facing hardships with confidence and control)
- Judgment (making good decisions and choosing wisely)

These are all skills that our participants can carry with them throughout their lives to help them process and persevere through difficult circumstances. Tri 4 Schools provides lessons to coaches that include these words and accompanying videos that parents and students share together.

Tri 4 Schools also provides participants with resources on goal setting and nutrition. These are both electronic and paper sent home with students or directly to parents.

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

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

1. Intentional Program Design- the Tri 4 Schools Training Team Curriculum developed by experts in fitness, nutrition, and early childhood education. Programs have been tested and are revised annually to support the development of social and emotional skills through physical activity. Kids use goal setting techniques to set and achieve goals. Coaches meet each child where they are and modify the curriculum to fit. From there, the training builds to help them complete the goal event.

2. Supportive Relationships with Youth- the majority of our coaches are teachers, which work in the schools in the area, and may have these children as students. We primarily hire teachers to provide them with an opportunity to bond with students outside of school. This often leads to a student-mentor relationship, which has been proven to be impactful later in life. The participants feel supported and safe.

3. Youth Voice & Leadership – The team element of our program gives kids the opportunity to lead portions of the practice. The program often brings forward the “natural leaders” in addition to allowing the more shy children to step outside of their comfort zone. Through team-building activities, all these behaviors are welcome and children feel included, helping them stay engaged in the program.

4. Racial & Cultural Inclusion - our events and programs create safe, fair, and fun opportunities for all kids to be active. Our demographics, between gender and race, prove that we create a supportive environment for all kids.

5. Community & family engagement- one of the main missions of Tri 4 Schools is to create healthy and happy communities. That is why 100% of our entry fees are donated back to schools through cash donations or grants. We indirectly impact and involve every student in Dane County, not just the kids that participate in our programs and events. Tri 4 Schools provides transportation to families to ensure that all supporters can attend the events.

6. Organizational management & staff support - Tri 4 Schools was founded in 2011. Since then, we have donated over \$450,000 to schools, watched 22,000+ kids cross the finish line and have hosted or played a role in over 50 events and 9 years of afterschool programming. Tri 4 Schools has two full-time staff members that manage the operations of the organization. We also have a part time Event Director and a part time Training Team/Afterschool program director. Year after year, Tri 4 Schools proves to be a stable and well-run organization.

7. Environment & safety- a major goal of our afterschool programs is to build a sense of community and safety among peers and teachers. Tri 4 Schools puts in place several safety measures to ensure that kids are well cared for, including a coach training session, SafeSport and CPR curriculum for our staff. Students are provided with all safety equipment for bike riding, and each teacher is provided healthy snacks before each practice.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 100

Total program hours annually: 42-72

C. Program Outcomes

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

Tri 4 Schools collects qualitative and quantitative data on the Training Team programs. During registration, we collect demographic information including race/ethnicity.

Tri 4 Schools also collects data through a survey after every program and event. This survey includes information about the impact the children thought the program had on 1) their physical health, 2) emotional health and confidence 3) sense of community and relationship with peers and 4) their overall impression of the program.

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

<b>Outcome Objective #1:</b> Help students develop confidence by learning to set goals and overcome challenges.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	100	<b>Targeted Number</b>	100
<b>Measurement Tool(s) and Comments:</b> We build several criteria to the curriculum to help students measure their personal progress towards a variety of goals. Between the first and last practice, students complete a timed run and strength activities, so they can see the progress they have made over the course of the program. They also have the culminating goal event where they can see the result of their practice efforts through the successful completion of an endurance sport race.				

<b>Outcome Objective #2:</b> Teach kids how to develop strong peer relationships through team building.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	100	<b>Targeted Number</b>	100
<b>Measurement Tool(s) and Comments:</b> Each lesson of our program includes discussions as well as game-based activities designed to foster a sense of community and positive team culture. Students complete a "name game" on the first practice, as well as the last practice to determine how many other students' names they know, so they can see how many new friends and teammates they have made over the course of the program. We've seen that kids are more likely to cheer on their teammates at practice and the events, a remain friends long after the program ends.				

<b>Outcome Objective #3:</b> Provide community centers with a unique and safe opportunity to be active.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	100	<b>Targeted Number</b>	100
<b>Measurement Tool(s) and Comments:</b> Multisport events including swimming, biking, and running are not "mainstream" sports. Summer Training Programs offers students an opportunity to be fit in a new and fun way. They introduce participants to three activities that can be done throughout their life. We measure the success of this based on how many kids participate and how frequently they attend the program.				

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?  
 Tri 4 Schools collects all demographic information through the registration process and platform. Data collection for program activities and outcome measurements are collected by collaborating intimately with the coaches and summer staff of the programs to assess kids' progress and experience with the program. We also use attendance at practices and events to determine program engagement and enjoyment, in addition to surveys from participants. Tri 4 Schools closely monitors its expenses through our budget and real-time financial statements.

**6. PROGRAM LOCATION**

A. Address(es) of the site where programs will occur:

**7. PROGRAM STAFFING AND RESOURCES:**

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Coach #1	T4S Coach Training Program	Bayview	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		15
Coach #2	T4S Coach Training Program	Bayview	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		15
Coach #1	T4S Coach Training Program	Vera	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		15
Coach #2	T4S Coach Training Program	Vera	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		15
Coach #1	T4S Coach Training Program	Allied	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		15
Coach #2	T4S Coach Training Program	Allied	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		15
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round				
	Summer				90

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

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

Tri 4 Schools will provide our bike trailer, helmets, and new running shoes to kids that require them. Tri 4 Schools will also provide transportation to the goal events.

## 8. BUDGET

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

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

## 9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest  
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.  
NA
- B. Disclosure of Contract Failures, Litigations  
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.  
NA



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

**1. ORGANIZATION CONTACT INFORMATION**

Legal Name of Organization	Tri 4 Schools		
Mailing Address	200 E Verona Ave, #126, Verona WI 53593		
Telephone	608-416-4051		
FAX			
Director	Amanda Marek		
Email Address	amanda@tri4schools.org		
Additional Contact	Rachael Hagen		
Email Address	rhagen@tri4schools.org		
Legal Status	Private: Non-Profit		
Federal EIN:	27-4944213		

**2. PROPOSED PROGRAMS**

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Spring Training Teams	A		NA
Contact: Amanda Marek			
Summer Training Teams	B		Na
Contact: Amanda Marek			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
<b>TOTAL REQUEST</b>		\$0	

**DEFINITION OF ACCOUNT CATEGORIES:**

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

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

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

**Special Costs:** Assistance to Individuals - subsidies, allowances, vouchers, and other payments provided to clients. Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling service to an individual practitioner; the agency is a fiscal agent for a collaborative project and provides payment to other agencies.

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

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

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

**6. BOARD-STAFF DEMOGRAPHICS**

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	<b>TOTAL</b>	12	100%	4	100%		
<b>GENDER</b>							
MAN	4	33%		0%			
WOMAN	8	67%	4	100%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	12	100%	4	100%			
<b>AGE</b>							
LESS THAN 18 YRS	0	0%		0%			
18-59 YRS	12	100%	4	100%			
60 AND OLDER		0%		0%			
TOTAL AGE	12	100%	4	100%			
<b>RACE</b>							
WHITE/CAUCASIAN	12	100%	4	100%	80%	67%	16%
BLACK/AFRICAN AMERICAN		0%		0%	7%	15%	39%
ASIAN		0%		0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	12	100%	4	100%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO	0	0%	0	0%	7%	9%	26%
NOT HISPANIC OR LATINO	12	100%	4	100%	93%	81%	74%
TOTAL ETHNICITY	12	100%	4	100%			
<b>PERSONS WITH DISABILITIES</b>		0%		0%			

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

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

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

**7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents**

you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

No. Since taking over the organization as Director in late 2021, I have been actively engaging with people from different races and cultures through events and groups in the Madison community. Many of our board members terms still have several years, but we have plans and people in place with more diversity to fill in once the current board members roll off.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	4
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	4
How many Board seats are indicated in your agency by-laws?	12

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

<b>Name</b>	<b>Greg Cook</b>				
Home Address	1029 Spaight St, Madison WI 53703				
Occupation	Consultant				
Representing	Prominence Advisors				
Term of Office		From:	01/2019	To:	12/2023
<b>Name</b>	<b>Nicole St Clair</b>				
Home Address	6853 Ramsey Rd, Middleton WI 53562				
Occupation	Social worker/therapist				
Representing	University of Wisconsin Pediatrics				
Term of Office		From:	01/2023	To:	12/2026
<b>Name</b>	<b>Kristen Dresen</b>				
Home Address	2738 Allen Drive, Verona WI 53593				
Occupation	Medical consulting				
Representing	Epic				
Term of Office		From:	01/2019	To:	12/2024
<b>Name</b>	<b>Megan Martin</b>				
Home Address	1514 Angel Court, Madison 53716				
Occupation	Marketing Director				
Representing	Red Elephant				
Term of Office		From:	01/2018	To:	12/2023
<b>Name</b>	<b>Treena Hoffman</b>				
Home Address	4318 Wakefield St, Madison WI 53711				
Occupation	Consultant				
Representing	Nordic				
Term of Office		From:	01/2020	To:	12/2026
<b>Name</b>	<b>Jason Schroeder</b>				
Home Address	3722 Ross St, Madison WI 53705				
Occupation	Accountant				
Representing	Trek				
Term of Office		From:	01/2021	To:	12/2027
<b>Name</b>	<b>Joff Pedretti</b>				
Home Address	137 E Wilson Street, Madison WI 53703				
Occupation	Realtor				
Representing	Opportunity Team				
Term of Office		From:	01/2018	To:	12/2023
<b>Name</b>	<b>Cindi Bannink</b>				
Home Address	6104 Scotch Pine Way, Fitchburg WI 53719				
Occupation	Coach				
Representing	Madison Multisport				
Term of Office		From:	01/2021	To:	12/2027

AGENCY GOVERNING BODY cont.

<b>Name</b>	<b>Lori Hickman</b>				
Home Address	6 Cheynne Cir, Madison WI 53705				
Occupation	Lawyer				
Representing	University of Wisconsin Law School				
Term of Office		From:	01/2021	To:	12/2026
<b>Name</b>	<b>Kyle LaFond</b>				
Home Address	9873 Blue Valley, Mt Horeb WI 53572				
Occupation	Business owner				
Representing	American Provenance				
Term of Office		From:	01/2023	To:	12/2026
<b>Name</b>	<b>Ashley Farrell</b>				
Home Address	1915 Keyes Ave, Madison WI 53711				
Occupation	Strategy director				
Representing	Baker Tilly				
Term of Office		From:	01/2023	To:	12/2029
<b>Name</b>	<b>Pam Christenson</b>				
Home Address	2988 Waubesa Ave, Madison WI 53711				
Occupation	Community engagement				
Representing	MG&E				
Term of Office		From:	01/2020	To:	12/2023
<b>Name</b>					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
<b>Name</b>					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
<b>Name</b>					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
<b>Name</b>					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy

**\*\*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	0	0	0				
UNITED WAY DANE CO	0	0	0				
CITY CDD (This Application)	48,100	34,200	13,900				
City CDD (Not this Application)	0	0	0				
OTHER GOV'T*	0	0	0				
FUNDRAISING DONATIONS**	80,950	80,950	0				
USER FEES	70,500	70,500	0				
TOTAL REVENUE	199,550	185,650	13,900	0	0	0	0

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

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









### Program Summary

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

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	Spring Training Teams	PERSONNEL	22,410
		OTHER OPERATING	5,743
		SPACE	393
		SPECIAL COSTS	6,360
		<b>TOTAL</b>	<b>34,906</b>
B	Summer Training Teams	PERSONNEL	3,900
		OTHER OPERATING	4,270
		SPACE	197
		SPECIAL COSTS	4,755
		<b>TOTAL</b>	<b>13,121</b>
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
<b>TOTAL FOR ALL PROGRAMS</b>			<b>48,027</b>