



Thank you for applying to the Greater Harrisburg Foundation, a regional foundation of The Foundation for Enhancing Communities. Tell your story clearly and concisely. Attachments are required; follow all directions. Failure to answer questions, utilize this template, or attach required documents will disqualify your application. **Answer all questions using information that applies to the project seeking support of grant funds.** Contact Jennifer Strechay, Program Offer for Community Investment, at [jstrechay@tfec.org](mailto:jstrechay@tfec.org) or 717-236-5040 with questions.

### **APPLICANT PROFILE**

#### **Applicant Organization Name**

Capital Area Girls on the Run

*Provide your organization's name as currently recognized by the IRS*

- Check box if the Applicant Organization Name above is a "Doing Business As" name and the provided 501c3 letter states a different name. To be recognized by the "Doing Business As" name, attach ONE legal document using the provided name. If not provided, TFEC will utilize the 501c3 name.**
  
- Check box if the Applicant Organization uses a Fiscal Sponsor and provide name here**  
Click or tap here to enter text.

#### **Name, Title, Email, Phone of Executive Leader**

Gillian Byerly, Executive Director, 717-802-2516

*All contracts and notifications of grant status will be addressed to the individual provided here*

#### **Applicant Organization's Physical Address**

525 N 12th St., Ste. 205 Lemoyne, PA 17043

#### **Applicant Organization's Address for Mailed Communications**

525 N 12th St., Ste. 205 Lemoyne, PA 17043

*All contracts and notifications of grant status will be sent to the address provided here*

#### **Name, Title, Email, Phone of Contact Completing Application**

Gillian Byerly, Executive Director, [gillian@capareagirsontherun.org](mailto:gillian@capareagirsontherun.org) 717-802-2516

*If application questions arise, this individual will be contacted by TFEC staff*

#### **Organization's Mission Statement**

Girls on the Run inspires girls to be joyful, healthy and confident using a fun, experience based curriculum which creatively integrates running. We envision a world where every girl knows and activates her limitless potential.

#### **Organization History (Do not exceed this page)**

Capital Area Girls on the Run became an independent 501(c)3 organization in 2011 joining a network of 200+ Girls on the Run councils nationwide. In our first year, we served 22 girls at 2 schools in Dauphin and Cumberland Counties. We have responded to community need and demand for the program. As a result we have grown significantly and host programs at 150+ schools across a 6-county territory. We transform the lives of 2,000 girls each year with the assistance of more than 500 trained volunteers. In 2017 we added the Camp GOTR summer program. This year we will pilot a program for girls in 2<sup>nd</sup> grade.

## PROJECT PROFILE

**Project Title**

Girls on the Run

*Project Title must match title listed throughout application and online.*

**Project Areas of Focus**

UPSTREAM GENERAL

*Choose UPstream General if your project utilizes upstream strategies but is not principally centered upon the categories below. See the grant guidelines for additional detail.*

**UPSTREAM: FOCUS AREAS**

*Choose an UPstream Focus Area (if your project is principally centered upon one or more of the categories below). Please select only those area(s) that apply to this project. See the grant guidelines for additional detail.*

<p><b>EDUCATION</b></p> <p><input type="checkbox"/> Programs &amp; projects that focus upon or nurture access to early childhood education</p> <p><input checked="" type="checkbox"/> Education &amp; development programs for children &amp; youth</p> <p><input type="checkbox"/> Educational programs serving adults</p>	<p><b>ENVIRONMENT &amp; PARKS</b></p> <p><input type="checkbox"/> Environmental stewardship</p> <p><input type="checkbox"/> Horticulture &amp; the arts</p> <p><input type="checkbox"/> Health &amp; environment</p> <p><input type="checkbox"/> Park beautification &amp; improvement</p>
<p><b>HEALTH</b></p> <p><input type="checkbox"/> Health &amp; human services</p> <p><input type="checkbox"/> Cancer awareness and/or research</p> <p><input type="checkbox"/> Dental care for those in need</p> <p><input type="checkbox"/> Health &amp; human services</p> <p><input type="checkbox"/> HIV &amp; AIDS</p> <p><input type="checkbox"/> Individuals with debilitating or terminal illness</p> <p><input type="checkbox"/> Individuals with intellectual disabilities</p> <p><input type="checkbox"/> Prevention of head and/or spinal cord injury</p> <p><input type="checkbox"/> Purchasing of devices that improve accessibility</p>	<p><b>HOMELESSNESS</b></p> <p><input type="checkbox"/> Homelessness &amp; hunger</p>
<p><b>MENTAL HEALTH</b></p> <p><input type="checkbox"/> Counseling for children with terminally ill family members</p> <p><input checked="" type="checkbox"/> Guidance, counseling, or programming that includes guidance and/or counseling for youths</p> <p><input type="checkbox"/> Mental health</p>	<p><b>SENIORS</b></p> <p><input type="checkbox"/> Programs &amp; projects serving older adults</p>
<p><b>COMMUNITIES OF FOCUS</b></p> <p><input type="checkbox"/> Disaster relief &amp; human services that serve the communities of Lebanon City, PA and Cressona, PA</p> <p><input type="checkbox"/> Programs and projects that benefit residents of Millersburg, a borough of Dauphin County, PA</p> <p><input type="checkbox"/> Projects to enhance Camp Hill Borough parks provided by youth organizations such as Scout programs or other youth organizations; programs &amp; projects that focus upon or nurture access to early childhood education within Camp Hill.</p>	

**Counties to be served as part of project; check all that apply.**

Cumberland     Dauphin     Franklin     Lebanon     Perry     Northern York (Dillsburg Area)

**Projected Number of Individuals to be served by project**

	Total number of ADULTS served
1,500	Total number of CHILDREN (ages 17 and under) served
1,500	Total number of ALL INDIVIDUALS served by the project

*If above data is not appropriate to project, be sure to fully state the audience type and numbers to be served in Question 2 of the Impact Narrative.*

## PROJECT SNAPSHOT

1. Capture your UPstream project and the community need it seeks to address in 200 words or less.

Girls on the Run's evidence-based curricula address the physical, social and emotional needs of girls in 2<sup>nd</sup> through 8<sup>th</sup> grades in an afterschool setting. The 10-week program is offered twice per year each spring and fall at more than 150 schools, transforming the lives of 2,000 girls each year. Trained volunteers guide participants in dynamic discussions and physical activity. Practice takes place twice a week for 90 minutes. Girls on the Run's positive youth development programs are critically important. Public health scientists observe that school closures due to COVID-19 have increased sedentary behavior in our youth, including a significant increase in screen time leading to higher rates of stress and anxiety. Exercise helps mitigate stress and boosts the immune system. Girls on the Run's core curricula address girls' need for connection, structure, social emotional skills, and physical activity. The program provides tools for girls to navigate life experiences, build resilience to overcome challenges and uncertainty, establish a framework to set and accomplish high yet realistic goals, engage in conversations that deconstruct internalized, restrictive messaging about what being a girl means, and promotes the development of relationships across class, gender, race and ethnicity, thereby offering opportunities to help resist social separations.

## PROJECT NARRATIVE

Answer questions 2-10 clearly and concisely; no limit.

2. The GHCF UPstream grant opportunity seeks to improve our area communities by supporting existing or new "upstream" systems, interventions, programs, or projects that attempt to create positive social change by addressing a problem at its source rather than managing its "downstream" symptoms. Describe your proposed upstream project, the geographic area it will serve, and the audience to be served; state why this audience was selected. Include how/why your project is "upstream" and how your project is working to address a specific need or needs. You MUST use and complete the following statement within your answer, "Grant funds will be used to \_\_\_\_\_".

The Girls on the Run (GOTR) traditional 10-week afterschool program, comprised of 20 lessons, a community impact project, and a season ending 5K, is held each fall and spring at 150+ schools across the region. Small teams of girls in 3<sup>rd</sup> through 5<sup>th</sup> grade or 6<sup>th</sup> through 8<sup>th</sup> grade, meet twice per week for 90 minutes. We will pilot a new program "Wondergirl" for 2<sup>nd</sup> grade girls this year. We also offer Camp GOTR, a weeklong summer experience offering career-focused, experiential field trips designed to inspire and connect girls with a vision beyond their circumstances. All the GOTR intentional curricula are designed to enhance girls' social, psychological and physical skills and behaviors; to establish a framework to set and accomplish high yet, realistic goals and to successfully navigate life experiences with confidence.

As the leading national expert in physical activity-based, positive youth development, (PA-PYD), GOTR understands the importance of physical and mental wellness, particularly in shaping how girls are supported and guided through times of uncertainty. Positive Youth Development helps girls overcome barriers and thrive despite adversity. The characteristics of resilience are developed in relationships and the community. Girls on the Run introduces opportunities for girls to foster trusted relationships with an adult mentor and with peers, and connects them to their power and potential to have a positive impact on their communities.

GOTR programming is critical, now more than ever. At age 6, girls identify boys as smarter than they are. By age 9, girls' self-confidence begins to decline. At a period in their lives when peer relationships are central to girls' emotional wellbeing, 50% of girls ages 10 to 13 experience bullying, in the form of name calling and exclusion. Additionally, physical activity levels decline starting at age 10 as their bodies begin to change. This decline continues throughout adolescence, leading to higher rates of unhealthy outcomes, including anxiety, depression, obesity and diabetes.

Girls' decline in confidence is also reflected in the classroom. They stop raising their hands in class. They are focused on fitting in, versus celebrating their authentic selves. They repress important emotions and their perception of their own competence drops steeply, despite the fact that girls outperform boys in science and math subjects through middle school. Girls become risk averse, are more likely to diminish their accomplishments, and less likely to set high goals for college and their future career. Psychologists have termed this phase in a girl's life "a global loss of voice".

Girls on the Run accomplishes transformational outcomes in girls' lives through a structured series of lessons and experiences that incorporate running, games and other physical activities; focused, dynamic discussion; the facilitation of relationships between peers and with a trusted, adult mentor; and the introduction and practice of critical social emotional skills.

Girls must be able to look out into society and see that they can be anything they want to be, including President, teacher, mother, lawyer, scientist, construction worker, astronaut, activist, engineer, doctor, farmer and more. They need to see women expressing opinions, calling the shots, giving expert advice and supporting each other. Girls on the Run provides these opportunities.

The programs' curricula place an emphasis on the development of competence, confidence, connection, character, and caring in pre-adolescent and teen girls, while also connecting them to their power to impact the community. These are critical components of Positive Youth Development. Social Emotional Learning (SEL) is also a foundation for our programs. Girls practice skills such as emotional regulation, conflict resolution, standing up for themselves and others, collaboration, teamwork, dealing with peer pressure, and many more. Girls on the Run was highlighted by Harvard University's Graduate School of Education in their report on "Navigating Social Emotional Learning from the Inside Out". One of only 3 afterschool programs included in the report, Girls on the Run was identified as "exemplar".

Girls on the Run is also the only national Physical Activity-based Positive Youth Development Program (PA-PYD) for girls with compelling evidence of program impact. A 2016 independent longitudinal study by Dr. Maureen Weiss at the University of Minnesota found that, compared to other Positive Youth Development programs, "Girls on the Run is effective in promoting positive youth development, including season-long and lasting change", and that what distinguished Girls on the Run from other afterschool programs and organized sports, was the participants' "ability to transfer life skills learned" through Girls on the Run lessons and apply them in their daily lives, including "strategies such as those for managing emotions, resolving conflict, helping others, and making intentional decisions."

Girls on the Run participants showed improvements from pre- to post-season on developmental outcomes and retained these improvements three months after season's end. Survey data was analyzed for the entire sample of girls, as well as those scoring below average at pre-season on developmental outcome measurements. The main results were:

Statistically significant improvements for confidence (perceived physical appearance and global self-esteem) and connection (perceived classmate support). Girls were happier with the way they look, liked the kind of person they are, and said classmates were more likely to pay attention to them.

For life skills transfer post-season, girls credited Girls on the Run for learning how to manage emotions ("I take a deep breath to calm myself down"), resolve conflict ("I try to work out a disagreement with my friend"), help others ("I stand up for others when they need support"), and be intentional with decisions ("I stop and think about what might happen before making a big decision"). At 3 months follow-up, scores for all life skills remained stable indicating sustained ability to use life skills learned in Girls on the Run.

Significantly, girls who began the program with below-average scores improved from pre- to post-season on all outcomes—competence, confidence, connection, character, and caring. Girls who were the least active at the start of the season increased their physical activity level by 40% from pre- to post-season and maintained this increased level beyond season's end. Girls who were more sedentary at the start of Girls on the Run reduced time spent watching TV and playing video and computer games by 20% from pre- to post-season. This indicates that girls who need the program the most, are making the greatest gains.

In the words of our girls:

- “This year, I have learned never to give up. To know what's right and what's wrong, so that you can say no. And just to believe in yourself.”
- “It's not OK to gossip. It's not OK to bully. And accept yourself for who you are. You're special.”
- “Being me is great, and no one else can be like me, and I shouldn't try to be anyone else but me.”
- “I like to run to calm me down. ... I made a lot of new friends and learned how to deal with emotions.”

Another important factor differentiating Girls on the Run from other programs, according to Dr. Maureen Weiss, is the robust Girls on the Run volunteer training. This 8-hour coach training incorporates specific trauma-focused exercises—preparing volunteers to recognize and understand the effects of trauma, learn tangible steps they can take to make Girls on the Run a trauma-sensitive space, and facilitate and provide additional support to girls who may have experienced trauma. In addition, coaches learn to create a positive, inclusive environment and a mastery climate. A mastery climate ensures the team is focused exclusively on effort and improvement, meaning that girls of all abilities feel accomplished and can measure their own progress.

We support around 50% of our 2,000+ participants each year with financial assistance in the form of program scholarships, totaling around \$120,000 annually. No girl is ever turned away based on a family's ability to pay the registration fee, and program fees are automatically adjusted during registration using a sliding scale and eligibility based on a family's participation in the free and reduced lunch program. Registration is simple, confidential, and participants are encouraged to simply contribute what they can, according to their current circumstances. While we suggest a minimum investment of \$10 to encourage ongoing engagement, it is not a requirement.

Registration is lottery-based, versus first come, first serve. We began using this system in response to family and teacher/coach feedback. We learned that some families had to wait until payday to register their girls, by which time, the team was full. Some families did not have access to Internet at home, and we also learned that teachers were not always sending the information flyer home on the same day, giving some families additional time to register. With the lottery based system, all families have 2 weeks to register online or submit their paper registration. Only in cases where more girls register than there are spots on the team (maximum 20), we run a random, computer-generated lottery to select the 15-20 girls. This levels the playing field for every family. Girls with referrals from school counselors or case workers can be exempted from the lottery and guaranteed a spot on the team.

As a result of the pandemic, opportunities for children to meet federal movement behavior guidelines have been affected by school closures and physical distancing measures. Children typically obtain their daily physical activity through active travel to school; physical education and

recess; organized sports; active play; and spending time in playgrounds and parks. Studies show that regular physical activity improves mental health outcomes and self-esteem in children and teenagers. Evidence also shows that children are less active and more sedentary, with inconsistent sleep patterns on unstructured or non-school days (ie, when they are not physically at school) than on school days. There are potential longer-term unhealthy outcomes if adverse behavioral adaptations, such as a decrease in activity, become the new normal.

Prior to COVID-19, the activity level of adolescent girls was already lower than their male peers. Among adolescent girls, only 13% were meeting the daily recommended standard of 60 minutes of physical activity per day, as compared to 30% of boys. A study of youth in China recently found that, during the pandemic, the prevalence of physically inactive students increased from 21.3% to 65.6%. Screen time was a primary source of leisure time. In the U.S., summer camps have been cancelled, fall sports have been suspended, and returning to a regular school schedule in the fall seems unlikely. The new schedule will heavily rely on virtual learning, and we are facing the possibility of a long lasting impact on physical activity patterns and sedentary time, posing severe challenges and higher risk for unhealthy outcomes for children and adolescents, especially and disproportionately girls and low-income children, who face immense challenges during the coronavirus pandemic and the subsequent economic impact.

In addition to the physical impact, mental and emotional health are also affected. It's important to note that girls experience higher rates of anxiety and depression caused by stress, than boys. Girls who experience trauma are more likely than boys to show symptoms of PTSD. Exposure to trauma also affects children's ability to regulate, identify, and express emotions. Girls on the Run's curriculum is more vital than ever for girls in light of COVID-19-related stressors. COVID-19 and its related societal effects have had and are having profound effects on girls, including: disruption to children's and caregivers' daily routines from school closures, decreased opportunities for interacting with friends and peers, increased online presence with attendant effects on self-esteem, economic hardship for many families, the loss of loved ones, and tension or even abuse and violence within the household, anxiety around returning to fall in the school and a much altered "normal". These impacts have not and will not be felt equally across socioeconomic and racial lines.

Once schools are back in session, only one thing is certain. Children will need additional support and healthy coping skills to deal with the effects of the COVID-19 pandemic and the subsequent trauma. Teachers will be fully focused on adapting to irregular schedules and online learning. Social emotional learning will not be a priority in classrooms or the virtual space. But Girls on the Run will be there this fall, spring and into the future, in person and in virtual settings, ready to provide opportunities for girls to have experiences which build confidence and resilience, helping them avoid unhealthy outcomes and teeing them up to aim high and achieve future success.

GOTR will be ready in every district, to serve every girl, across a range of abilities, socioeconomic backgrounds and racial lines, providing meaningful opportunities for girls to heal, thrive and succeed – demonstrating our relevance as a critical component in the continuum of care provided by schools. The combination of physical activity and intentional lessons founded in building social emotional skills, makes us uniquely situated to positively impact girls' self-esteem and mental health, address the trauma of this experience and establish healthy behaviors leading to more positive outcomes in the future, both inside and outside the classroom.

For the upcoming fall and through 2021, our trained coaches and dedicated staff are adapting as the landscape of our community changes. Many new and challenging considerations are surrounding the planning for this year's afterschool programming. In response, we are offering new virtual community-based options, residential sites, and a dynamic, engaging "mirror" program offered in a virtual setting. This will provide flexibility enabling girls from different school districts and counties

to be grouped together as a team, providing opportunities for diverse groups of girls to interact and learn from each other. If school resumes in person next year, we will provide in person programming in the traditional way. If schools continue with at-home learning and physical distancing is required in our community, Girls on the Run will continue with flexible programming options and adaptations, including:

- Staggered program start dates for sites.
- Hybrid program, with ability to start in person, and seamlessly transition to virtual and back again as necessary
- Dynamic, engaging, virtual only program
- Reduced team sizes (from 20 down to 12) to accommodate physical distancing requirements and maximize live virtual experience.
- Community based virtual and in person sites
- Residential site options
- A condensed 8-week, 16 lesson season to accommodate a later start date, giving schools and families time to safely adjust to the new schedule.
- Modifications for all games and activities to adhere to physical distancing requirements
- PPE including masks and hand sanitizer provided to every team
- Safety plan including protocols in the event a coach or girl comes into contact with a COVID-19 infected person, aligned with school district policies
- Additional coach volunteer training including virtual facilitation best practices
- Trauma sensitive/Healing Centered training modules for volunteer coaches
- Cinch sacs for girls to keep their own materials (journal, markers, lap counters etc) to avoid sharing of materials
- Individually wrapped snacks.
- A site based "5K in a Box"
- A virtual "My K My Way" option – an alternative to an in person, regional or site based 5K event.

This tiered return to Girls on the Run practice is aligned with school districts' plans, and we will be able to nimbly adapt moving forward in response to changing circumstances. Our staff is committed to meeting community needs and varying access to technology across districts.

The additional resources we have created, including on demand video lessons, an activity adaptations guide for coaches and journals for every girl replacing activity sheets, are changes that may be permanent. It is important to us to ensure remain flexible and innovative in providing upstream solutions because at a time when they need it most, our programming empowers girls to:

- Stand up for themselves and others
- Be a standbeyer instead of a bystander
- Practice empathy, inclusion and acceptance



- Rebuild connections and confidence
- Succeed inside and outside the classroom with a robust toolkit of skills to navigate life experiences
- Build resilience to overcome challenges and uncertainty
- Establish a framework to set and accomplish high yet realistic goals
- Engage in conversations that deconstruct internalized, restrictive messaging about what being a girl means
- Promote the development of relationships across class, gender, race and ethnicity
- Offer opportunities to help our girls resist social separations

Grant funds awarded from The Greater Harrisburg Community Foundation Upstream grant will be used to sustain, support and expand existing Girls on the Run programs at schools, community-based sites and in virtual spaces, within the focus area of Dauphin, Cumberland, Perry, Franklin and Lebanon Counties, for both the spring, summer and fall 2021.

Predicting exactly how many girls the program will impact in 2021 is dependent on whether and/or how long the pandemic remains a factor. During a normal year, we serve almost 700 girls each fall and close to 1,300 each spring. We anticipate serving slightly fewer in the spring 2021 (75%) and fall 2021 remains to be seen how virulent the pandemic remains. This fall 2020, we budgeted for 55% of the number of participating girls we usually serve. By fall 2021, perhaps the pandemic will have subsided and our numbers will return to normal, or even grow as families understand the value and effectiveness of our programs in achieving positive, long term outcomes, and are more comfortable with alternate delivery methods.

The majority of participating girls are at schools in Dauphin, Cumberland and Perry counties. We serve the North Lebanon and Palmyra districts in Lebanon counties and are very new in Franklin County with one school based program there currently. In fact, 82% participating girls last fall attended school in Cumberland and Dauphin Counties. Franklin County had the highest percentage of girls receiving financial assistance in the form of scholarships at 81%. Next was Perry county at 68% and Dauphin County at 56%. We anticipate a bump in scholarship rates for the spring and fall seasons next year due to the impact on families' economic stability caused by COVID-19. Funding from the Greater Harrisburg Community Foundation's Upstream grant will ensure that we are able to continue meeting the needs of girls and place them on a trajectory for a successful future in 2021 and beyond.

### **DATES & LOCATIONS**

3. When and where will the project take place? List dates and locations as appropriate in chronological order. State if provided dates/locations are confirmed, estimated, or to be determined.

Girls on the Run offers programs each spring and fall. New site and coach recruitment are ongoing throughout the year. Sites must submit a site application by July 1 for the Fall Season. Coach training takes place each August. Fall registration for girls opens in mid August and the fall season kicks off in late September once girls are back to school. The season ending fall 5K celebration takes place in mid November.

Spring sites must submit an application by December 1. Coach training takes place in January. Registration opens in mid January and the season begins in late February/early March. The spring 5K celebration takes place in mid May.

Preparation for Camp GOTR including identifying career-focused field trips and recruiting coaches takes place from January to May. Camp registration opens in March. Camp takes place in July. Each year, 150 teams and 2,000 girls participate in Girls on the Run and Heart and Sole programs in elementary schools, middle schools, and community sites across our six county territory. This year we would have hosted 3 Camp GOTR programs for 135 girls at 3 sites. One at the Harrisburg JCC; one in Cumberland Valley School District; and one at Harrisburg University. Our goal will be to add at least one new site in summer 2021.

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## ROLES & RESPONSIBILITIES

4. Does the project involve partnerships, collaborations, service, or affiliations with other organizations that will strengthen the project? If so, LIST their name(s) and corresponding role(s) within the categories below OR if this does not apply to you, state why your project is best positioned for success as a single organization.

**SINGLE ORGANIZATION STATEMENT:** While Girls on the Run values our partnerships with schools in districts across our 6-county region and community-based organizations as host sites for our programs, it is Girls on the Run providing the curriculum and all materials, recruiting and training volunteers to facilitate the program as intended, and providing marketing materials to recruit girls. The schools are providing their permission for us to utilize their facilities. For the purpose of this grant, please consider Girls on the Run Capital Area a single organization.

**PARTNERSHIPS:** *We are equally invested in providing this project and success is dependent upon all organizations and shared roles although one entity serves as the applicant for this grant. Our application includes a letter from each partner that states their role in this relationship.*

Click or tap here to enter text.

**COLLABORATIONS:** *We are working with other organizations to make this project happen, but we serve as the lead organization for this grant opportunity and our project success is enriched by, but not dependent upon, our collaborators. An additional letter is NOT required, but may help the application.*

Click or tap here to enter text.

**SERVICE:** *Our project will serve these organizations and cannot take place without their commitment to accept service. Our application includes a letter from each organization (this includes schools) that states their intent to participate.*

Click or tap here to enter text.

**AFFILIATIONS:** *Our project may be affiliated with these organizations in some way, but is not 100% dependent upon their participation. An additional letter is NOT needed.*

Click or tap here to enter text.

## **COMPARABLES**

5. Are other organizations in your service area providing services that are similar to your proposed project? If yes, state their names or services and explain how your project differs. If no, state NA.

Girls on the Run differentiates itself from other youth serving organizations through our evidence-based curriculum and formal volunteer training. We are the only national, girl-focused, physical activity-based positive youth development program with compelling evidence of impact generated through an independent, longitudinal study. While there are other programs serving girls, and still other positive youth development programs and even some very localized programs using running, Girls on the Run is the only program combining all three with a robust, evidence-based curriculum which intentionally introduces social emotional skills, with a thorough, mandatory volunteer training program, which is readily accessible to girls across a 6-county area. These differentiating factors are key to our impact and are exemplars for other youth programs. Harvard University's Graduate School of Education, highlighted Girls on the Run in their Social-Emotional Learning Guide – one of only 3 afterschool programs included in the guide.

## **ASSESSMENT & IMPACT**

- 6a. What will project success look like? Provide a brief overview of the project's key outcomes, outputs, and/or other results of success.

GOTR continuously evaluates programming to ensure that it remains true to our mission while effectively addressing the needs of the girls served. Dr. Maureen Weiss, Ph.D., University of Minnesota, completed an independent, longitudinal study which provided compelling evidence that Girls on the Run is effective in promoting positive youth development, including season-long and lasting change in competence, confidence, connection, character, caring, physical activity, and life skills. Girls on the Run participants showed improvements from pre- to post-season on developmental outcomes and retained these improvements three months after season's end. Survey data was analyzed for the entire sample of girls, as well as those scoring below average at pre-season on developmental outcome measurements. The main results were:

Statistically significant improvements for confidence (perceived physical appearance and global self-esteem) and connection (perceived classmate support). Girls were happier with the way they look, liked the kind of person they are, and said classmates were more likely to pay attention to them.

For life skills transfer post-season, girls credited Girls on the Run for learning how to manage emotions ("I take a deep breath to calm myself down"), resolve conflict ("I try to work out a disagreement with my friend"), help others ("I stand up for others when they need support"), and be intentional with decisions ("I stop and think about what might happen before making a big decision"). At 3 months follow-up, scores for all life skills remained stable indicating sustained ability to use life skills learned in Girls on the Run.

Girls who began the program with below-average scores significantly improved from pre- to post-season on all outcomes—competence, confidence, connection, character, and caring.

Girls who were the least active at the start of the season increased their physical activity level by 40% from pre- to post-season and maintained this increased level beyond season's end.

Girls who were more sedentary at the start of Girls on the Run reduced time spent watching TV and playing video and computer games by 20% from pre- to post-season.

Most girls (70%) who improved from pre- to post-season sustained improvements in competence, confidence, connection, character, caring, or physical activity three months after the end of the season.

For the proposed project, Girls on the Run will evaluate attendance data, community impact project information, "My K" completion records, participant registration data as well as complete in person and/or virtual site observations. We will solicit coach and parent feedback to track project outcomes via pre and post season surveys.

The project outcomes expected are the following:

- 1.) 1,000 girls who would not have had the financial means to participate in the program will be able to complete the 8 to 10-week GOTR program in the fall, spring and summer of 2021. GOTR will utilize participant registration data to evaluate this outcome.
  - 2.) Of the 2,000 girls who will participate in the program, 95% will train for and complete a physical challenge at the end of the season. GOTR will evaluate results collected from participant registration data and 5K completion records in order to measure this outcome.
  - 3.) Girls who complete the program will have increased confidence, and a robust toolbox of skills they will transfer to real life situations. We will utilize coach surveys and parent feedback to evaluate this outcome.
- 6b. How will project success be measured and documented (i.e.: how will you know the project is successful? Are you collecting value statements, numbers served, surveys, photos, before and after images, or using other methods)?

GOTR relies on girl and adult stakeholder engagement and feedback both locally and nationally. Surveys are conducted a minimum of two times a year to gather opinions, successes, and critiques of current programming opportunities and structure. As an organization we have established Key Performance Indicators to measure our success. These include established goals for scholarship rates, volunteer retention, site retention, saturation rate in our territory, and diversity goals related to volunteers, girls and board members. We collect this data and conduct post season analysis by generating reports from our database.

## **FUNDING & SUPPORT**

7. If this proposal is not funded at the level requested, will you be able to implement the project as stated? Explain as needed.

Girls on the Run has worked towards a sustainability ratio of 60% earned income from program registration fees (we anticipate that will decrease next year due to economic hardship of families) and 40% earned income. While we do predict the demand for subsidized program fees to increase, we have worked hard to establish long term, supportive relationships with other local foundations and corporate partners. We have a loyal and growing donor base and an engaged board of directors. We will be celebrating our 10-year anniversary in 2021, with additional fundraising events planned. For this reason, we would anticipate implementing the project as stated, but would have the option to scale down as necessary.

8. This grant opportunity will not fund 100% of any project. Restate the amount you are seeking and describe other funding sources and amounts.

Girls on the Run is seeking \$10,000 in support from the Upstream grant. We have also applied for the Visionary opportunity through the Fund for Women and Girls (\$20,000). We will seek funding from the Stabler Foundation (\$15,000), Kline Foundation (\$5,000), Mechanicsburg Area Community Foundation (\$5,000), Dicks Sporting Goods Sport for All fund (\$5,000) and the Rite Aid Foundation (\$30,000) among others. We have also developed good relationships with corporate partners including UPMC Pinnacle and UPMC Health Plan; Capital BlueCross, Highmark, Planet Fitness, among others.

9. Did the applicant organization end its most recent fiscal year with a budget surplus or deficit? If so, briefly state the amount of the surplus or deficit and state how the surplus may be used (i.e. is it earmarked for another program) and/or how the deficit may be handled.

Girls on the Run was impacted by the COVID-19 pandemic. As a result of school closures, we were forced to cancel programs for 1,200+ girls and offer refund options to every family. Our largest 5K event, which usually sees more than 3,000 registered runners, was also cancelled. And our spring fundraising breakfast was postponed. This impacted our bottom line, and for the first time, we ended our fiscal year on June 30 with a \$55,000 deficit. In response, we have cut program expenses, devised compelling marketing collateral to support girl recruitment and made program adaptations to ensure that families feel safe and confident registering their girls for our programs. We are headed into our 10<sup>th</sup> anniversary year. We will celebrate all we have accomplished to date and have a robust fundraising plan in place to help address the deficit in revenue. We will launch new events, new products and new programs in 2021, which will assist in our recovery.

## ACCESS & INCLUSION

10. As a community foundation, TFEC fosters a climate of purposeful inclusion that values diversity of gender, age, race, ethnicity, national origin, range of abilities, sexual orientation, and socio-economic status. Please state how your project will be made accessible to all individuals who qualify for participation in the project and describe any accommodations, modifications, technologies, or services you will offer to ensure that all eligible participants experience the best possible services or outcomes.

Girls on the Run is committed to inclusion, diversity, equity and access, from adaptive curriculum for girls with physical, emotional or sensory disabilities, to implicit bias training for volunteer coaches, to ensuring financial assistance and running apparel available to any girl who needs it. We provide transportation by school bus to the season ending GOTR 5K for teams when reliable family transportation is not guaranteed at home, and we have even provided meals after practice when we learned that girls were working up an appetite during the 90 minute sessions, but not going home to a meal on the table.

Girls on the Run's evidence based curricula are designed to address the well documented and researched challenges and unhealthy outcomes uniquely experienced by pre-teen and teen girls. Girls on the Run therefore provides three age appropriate curricula for school-aged girls.

If a child identifies as a girl, and the parent/guardian identifies the child as a girl, then the child is welcome to participate in Girls on the Run. Students who identify as non-binary, gender-fluid or gender-expansive and are interested in Girls on the Run may participate. Participants will be called by the first name and pronoun they request even if their name has not been legally changed.

In order to ensure our programs are accessible to girls of all socioeconomic backgrounds, we provide a highly subsidized registration fee to eligible families. When families indicate in the registration form that they participate in free and reduced lunch, their fee automatically adjusts. It adjusts again based on their household income. They can adjust it still further to a level comfortable for their current circumstances with a recommended minimum contribution of \$10.

We also worked closely with the National Center on Health, Physical Ability and Disability (NCHPAD) to create adaptive curricula so that girls with sensory, cognitive and physical disabilities can achieve health benefits through increased participation in our programs.

Our curricula and marketing materials are available in Spanish and other languages for families who do not use English as their first language.

We track demographic data to ensure we meet key performance indicators related to the diversity of our participants, volunteers and board members. This data informs our strategy as form partnerships to connect with underserved and minority populations.

## BUDGET WORKSHEET

Complete the Budget Worksheet below; a Project Total is required.

<b>ITEM OR SERVICE</b> <i>Examples include: Contracted Services, Equipment, Personnel, Supplies; list your own as appropriate.</i>	<b>DESCRIPTION OF ITEM OR SERVICE</b>	<b>REQUESTED GRANT FUNDS</b> <i>Indicate where funds sought through this grant opportunity will be applied.</i>	<b>OTHER FUNDING SOURCES</b> <i>State the names and amounts of all other funding sources.</i>	<b>PENDING, COMMITTED, OR RECEIVED</b> <i>Using a P, C, or R, indicate the status of all funding sources.</i>	<b>\$ TOTALS</b> <i>Add across to provide a total for each row. Total columns as indicated in bottom row.</i>
Reduced Registration Fees	Scholarship assistance for 10 families experiencing economic hardship	\$4,250	registration fees from full pay families \$18,250	P	<b>\$24,750</b>
Volunteer Appreciation	branded program shirts & bags for volunteers	\$2500	Fund for Women & Girls \$1,500	P	<b>\$4,000</b>
Personnel	Staff time liaising with parents, school admin, coaches	\$2500	The Fund for Women & Girls \$7,500	P	<b>\$10,000</b>
Supplies	First aid kits & snacks for teams	\$750	UPMC Pinnacle \$1,150	R	<b>\$1900</b>
		\$	Stabler Foundation \$2,250	P	<b>\$</b>
		\$			<b>\$</b>
<b>TOTALS</b>		<b>\$10,000</b> <b>Total: Requested Grant Funds</b>	<b>\$30650</b> <b>Total: Other Funding Sources</b>		<b>\$40,650</b> <b>PROJECT TOTAL</b>



## **Girls on the Run Capital Area Board of Directors 2019-2020**

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**Jewish Federation**  
OF GREATER HARRISBURG

3301 North Front Street,  
Harrisburg, PA 17110-1436

Phone: (717) 236-9555 • Fax: (717) 236-0965  
www.jewishharrisburg.org

To Whom It May Concern:

I have had the privilege of coaching Girls on the Run for 10 seasons at the Harrisburg JCC. I have also been fortunate to coach four seasons of Heart and Sole and been involved with the Girls on the Run Summer Camp. Without a doubt the program continues to amaze me.

Each year the girls in our group grow and stretch outside their comfort zone over the course of the program. As a community center location, we normally get girls from 6 to 8 different schools. The girls come from a range of backgrounds with girls varying in religion, socio-economic class and ethnicity. Every season these girls prove that the differences do not matter and instead find common ground with the amazing curriculum. Within a short time this group of very different girls form a unique bond as a team. They learn about each other and realize how much they all have in common. The amount of growth each season is amazing.

The JCC has been fortunate to have many girls want to come back for multiple seasons and it is remarkable watching them mature. While every season is made up of many memorable moments it is the end of season 5K that leaves me with tears in my eyes. The 5K is the culmination of the journey we take each season. Girls cross the finish line feeling like they are ready to climb a mountain or fly for nothing seems impossible. There is a sense of pride felt by everybody who is a part of that day.

I am so thankful I have had the opportunity to be a part of this program. I have learned that for as much time and energy that I put in to the GOTR program I get so much more back in exchange.

Sincerely,

*Terri Travers*

Terri Travers  
Sports and Fitness Director  
Harrisburg JCC

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Bruce J. Warshawsky  
Mervin G. Woolf

✧ Of blessed memory

Jewish Community Centers Association • Jewish Community Foundation of Central Pennsylvania • Jewish Council for Public Affairs •  
Jewish Family Service of Greater Harrisburg, Inc. • Pennsylvania Jewish Coalition • The Campus of the Jewish Home of Greater Harrisburg, Inc. •  
The Jewish Federations of North America • The Silver Academy • United Way of the Capital Region

**UPMC Pinnacle**  
**Mission Effectiveness**

**Tina L. Nixon**  
*Vice President, Mission Effectiveness  
and Chief Diversity Officer*

PO Box 8700  
Harrisburg, PA 17105-8700

T 717-231-8216  
F 717-230-3424

[nixontl@upmc.edu](mailto:nixontl@upmc.edu)

July 16, 2020

**Re: Letter of Support for Girls on the Run Capital Area**

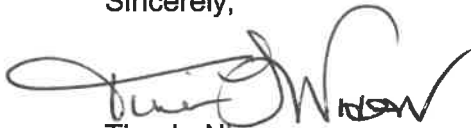
To Whom It May Concern:

In my capacity as Vice President of Mission Effectiveness and Chief Diversity Officer at UPMC Pinnacle, I would like to fully support the efforts of Girls on the Run Capital Area in their funding application to The Foundation for Enhancing Community's Upstream Grant.

This program provides structured and intentional physical, social and emotional learning for girls to learn and practice the critical life skills they need to avoid many of the risk factors that can result in unhealthy outcomes and hinder their academic success at school.

UPMC Pinnacle has supported Girls on the Run since their establishment in 2011, as Founding Sponsor. We have been impressed with the quality and outcomes of the program as well as the strategies used to ensure access and inclusion of girls of all abilities and from all socio-economic and ethnic backgrounds.

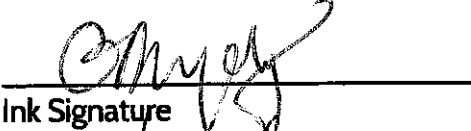
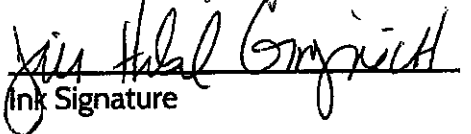
Sincerely,



Tina L. Nixon  
Vice President, Mission Effectiveness and Chief Diversity Officer

**2020 GREATER HARRISBURG COMMUNITY FOUNDATION UPSTREAM SIGN & SUBMIT FORM**  
Provide signatures from the applicant organization, below. Both organization representatives must sign.

By providing your original OR digital signature below, you agree that the provided information in this application is true to the best of your knowledge and may be submitted for review. Completion of this form is one component of your Complete Application.

<input type="checkbox"/>	President/CEO	 Ink Signature	Digital Signature
<input checked="" type="checkbox"/>	Board President	 Ink Signature	Click or tap here to enter text Digital Signature

**REQUIRED ATTACHMENTS TO BE UPLOADED & SUBMITTED BY 4PM ON THE DEADLINE DATE**  
All grant materials must be submitted through the TFEC online application system by 4pm on the deadline date.  
This grant opportunity does not utilize delivered or mailed materials.

- Complete Application:** Applicant Profile, Project Profile, Project Snapshot, Project Narrative, Budget Worksheet, and Sign & Submit Form with original or digital signatures.
- Board of Directors List:** Professional affiliations (ie: work positions and/or titles as applicable) must be included.
- ONE, TWO, or THREE** letters of support with original or digital signatures. Applicants may submit the number of letters that will best support their application. Letters of support from the applicant organization's Board of Directors will not be accepted. Identical form letters are discouraged. A minimum of ONE letter of support is REQUIRED for this grant opportunity regardless of response to Question 4.
- If you have indicated **PARTNERSHIP** with or **SERVICE** to other Agencies as stated in Question 4, you must upload letters with original or digital signatures documenting the relationship. A letter of partnership or service may also serve as a letter of support if support is expressly stated.
- Applicants who utilize a **FISCAL SPONSOR** must include a letter signed by the Executive Leader of the Fiscal Sponsor organization indicating agreement to serve as the Fiscal Sponsor. An original or digital signature is required.
- IRS 501(c)(3) determination letter.**
- 1st Page of Applicant Organization's Most Recent 990.** If 990 is not available, upload applicant organization's most recent audit or financial statement to meet this requirement.

**QUESTIONS**

If you should have any questions regarding this form or TFEC grant opportunities, contact Jennifer Strechay, Program Officer for Community Investment, at [jstrechay@tfec.org](mailto:jstrechay@tfec.org) or 717-236-5040.