



AGENCY/PROGRAM APPLICATION FOR FUNDING

Fiscal Year 2022-2023

NAME OF AGENCY			
Special Gifts Theatre			
CONTACT PERSON AND TITLE			
Elise Larsen, Executive Director			
ADDRESS			
PO Box 2231			
CITY		STATE	ZIP
Northbrook		IL	60065-2231
PHONE		FAX	
847.564.7704		n/a	
E-MAIL			
elarsen@specialgiftstheatre.org			
WEB			
www.specialgiftstheatre.org			
NO. OF YEARS IN EXISTENCE		TOTAL AGENCY FUNDING REQUEST FOR PROPOSED YEAR	
21		\$ 30,000	
PROGRAMS REQUESTING FUNDING	AMOUNT RECEIVED LAST YEAR	\$ AMOUNT FOR PROPOSED YEAR	FUNDED BY TOWNSHIP SINCE? (Estimate of Year OK)
1. Musical Theatre Program / Winnetka	\$ 25,000	\$ 25,000	2008
2. Creating Outside the Lines	\$ 5,000	\$ 5,000	2015
3. _____	\$ _____	\$ _____	_____
4. _____	\$ _____	\$ _____	_____



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Eligibility Criteria For Funding

New Trier Township General Statement of Policy:

- **Each agency/program requesting funding from the Township will be referred to either the Agency Oversight Committee, the Mental Health Committee, or the Money Follows the Person Committee of the Township. Those committees will make funding and agency/program recommendations to the New Trier Township Board of Trustees. You will be notified of their final decisions sometime in the spring.**
- Agencies considered for funding should have been in existence for one year after receiving their not-for profit status from the State of Illinois and have been providing services to the community during that time.
- No agency with the ability to tax or conduct referendums will receive Township funding.

In order to be eligible for funding an agency must meet the following minimum requirements:

- **Area Served** - While an agency may serve areas other than New Trier Township, its programs must serve residents of New Trier Township.
- **Proportion of Township Residents Served**- For agencies serving more than New Trier Township, the amount of funding requested shall take into consideration the proportion of the agency's service rendered to residents of New Trier Township.
- **Non-Profit** - Funded agencies must be 501 (c) (3) not-for-profits.
- **Needs**- The need for the service must be demonstrated.
- **Standards** - An agency requesting funding must have at least one full-time paid staff person, or its equivalent; the credentials of the applicant's staff shall meet professional standards, commensurate with the responsibilities involved.
- **Employment Practices** - The agency must be an equal opportunity employer.
- **Articles of Incorporation** - Submit a copy, as amended, if changed in the last 12 months.
- **Bylaws** - Submit a copy, as amended, if changed in the last 12 months.
- **Use of Funds** - Funds must be used as specified in the grant application and as approved by the Township. Changes must be cleared with the Township.
- **Accessibility** - *All services must be available to clients with disabilities and the agency must be able to deliver services from a site that is ADA accessible. If not, please explain.*



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- **Accountability** - The agency shall maintain communication with the assigned advisory committee liaison, who must be allowed to attend board meetings upon request. The agency may dismiss the person from a board meeting if they convene into Executive Session. The agency shall provide meeting minutes to the liaison upon request
- **Financial** - *All agencies with budgets of greater than \$300,000 must have an annual audit performed by an independent CPA. Those agencies with a budget of \$300,000 or less must submit to the Township a copy of form AG990 that is sent to the Attorney General's Office. The Township reserves the right to request an audit be performed for agencies with budgets of \$300,000 or less.*
- **Absence of Conflicts of Interest** – The agency certifies, to the best of its knowledge, information, and belief, that it has no current relationship or involvement with any New Trier Township Trustee, Employee, or Committee Member which the Agency reasonably believes could either favorably or unfavorably influence the Township's possible grant of the Agency's funding request.
YES **X**
NO _____ - **If no, please explain.**

Other Certification Issues

Please mark yes, no, or other as appropriate next to each statement. If no, or other, please explain. Supporting documents may be requested at a future date and must be supplied upon request.

YES NO OTHER (PLEASE EXPLAIN)

 Agency maintains a personnel policy manual

 Agency has a non-discrimination policy

 Agency has a sexual harassment policy

 Agency has a grievance procedure

 Agency has a Strategic Plan
Covers years 2020-2022



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- Agency produces an Annual Report
Most recent report covers period _____
- Agency has an effective fiscal management system in place and has disclosed any and all Conflicts of Interest as described in the Eligibility Criteria for Funding.
- Audit or AG990 completed and copy provided to the Township for most recent fiscal year
- Agency maintains general liability insurance coverage and names New Trier Township as additional insurer
Amount of coverage \$1,000,000
Name of insurer AmTrust Insurance Company
Effective dates of coverage 07.01.21 – 07.01.22
- Agency pays all state and federal payroll taxes
- Agency has a conflict of interest policy.

- | YES | NO | OTHER (PLEASE EXPLAIN) |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Agency has by-laws in place
Date last amended/accepted <u>September 17, 2018</u> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> Agency is accredited by recognized accreditation organization (where appropriate)
Date of most recent accreditation <u>n/a</u>
Accreditation Organization <u>n/a</u> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> Agency's board serves without compensation
Number of board members <u>11</u>
Number of Board vacancies <u>0</u>
List board sub-committees <u>Financial Oversight/Audit, Board Governance, Marketing, Fundraising, Strategic Planning</u>
Schedule of board meetings <u>Board meetings are held quarterly. The schedule for 2021-22 will be determined at the September 2021 board meeting.</u> |



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- Agency has Auxiliary or other Advisory/Governing Board. If so, please explain:
For several years, SGT has had a Peer Mentor Advisory Board. Last year, SGT established a Programming / COVID-19 Response Task Force.
- Agency provides staff with opportunities for training and personal development
- Agency has filed its annual report with the Illinois Attorney General
01043061
- Agency has filed its annual report with the Illinois Secretary of State
6104-828-6
Federal Tax ID # 36-4353916

We certify that we meet all the eligibility criteria for funding and that the information contained in this application is true and correct to the best of our knowledge and agree to comply with all requirements of the program and funder if we are awarded and accept funding. Furthermore, our Board has been advised of the Eligibility Criteria and approved our signing of this document.

Agency Director Name Elise Larsen

Signature *Elise Larsen*

Date: September 1, 2021

Board President Name Randall Sylvan

Signature *Randall Sylvan*

Date: September 1, 2021



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Organizational Profile

(A) The Organizational Profile is part of the New Trier Township Application For Funding; and (B) It is the Agency's responsibility to keep the Organizational Profile information current each year and provide New Trier Township with further information on an ongoing basis if there are any significant changes, such as to the mission, organization, board requirements, and/or other changes.

(1) Briefly summarize the agency's mission, history, services, and organizational structure. Have these changed significantly over the lifespan of the organization? (Please attach a current organizational chart, if available.)

The mission of Special Gifts Theatre (SGT) is to foster self-confidence, social, speech and language skills in individuals with disabilities, using educational and therapeutic techniques with the stage as the platform, integrating creativity and fun. The organization pursues its mission with the following goals, to: 1) foster stimulating, creative environments for individuals with intellectual and developmental disabilities to acquire skills they can use in everyday life; 2) provide opportunities for youth and adult of all abilities to interact and develop bonds of friendship; and 3) raise awareness in schools and communities about the abilities of individuals with intellectual and developmental disabilities.

Founded in 2000, SGT typically serves more than 320 youth and adults annually with uniquely designed, comprehensive educational and therapeutic programming for individuals with a range of physical, intellectual, social, emotional and learning disabilities, such as epilepsy, cerebral palsy, autism spectrum disorder, and Down syndrome.

The organization's success is demonstrated by the fact that program classes are typically filled to capacity, and the return rate for program participants is approximately 93%. Since its founding, the organization has provided life-enhancing, transformative experiences for more than 3,255 youth and adults, and presented performances attended by more than 37,000 community members. Program participants, including typically developing peer mentors partnered with youth with disabilities, come from 40 suburban communities and the city of Chicago, and attend 65 area schools.

Programs for which SGT requests grants from New Trier Township include the organization's original Musical Theatre Program in Winnetka for youth with disabilities ages 10-22 and typically developing peer mentors ages 10-18; and Creating Outside the Lines program for adults ages 22 and older, requested in a separate application. SGT is proud to offer individualized, research-based educational and therapeutic theater arts activities for individuals with intellectual and developmental disabilities that serve New Trier Township residents and are located in New Trier Township.



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SGT's organizational structure includes the following program staff: teams of therapists, including special education teachers, behavioral specialists, occupational therapists, speech/language therapists, and dance/movement therapists; professional artists, including choreographers, a costumer and script writer; and production staff, including production managers, and other expressive arts and theater professionals, who are responsible for integrating creative vision, choreography, costumes, and staging the season's productions. During the 2020-21 season of the pandemic, all staff were responsible for using creativity and technology to adapt in-person programming to a virtual format, while retaining support for individual students, nurturing the relationship between each student and their peer mentor, and fostering relationships among all students and peer mentors through small group activities. The focus of virtually adapted programming remained the educational and therapeutic use of musical theater to promote skill development. Beginning Fall 2021, SGT will reintroduce in-person programming at partner schools and other community-based sites, while offering students who prefer to do so the option to participate virtually. The organization is prepared to pivot back to online programs, and to offer hybrid programming, as needed, for the duration of the pandemic.

Overall service goals have not changed since the organization's inception, but SGT updated its mission statement in 2018, and the organizational structure has grown significantly in recent years to accommodate program expansion at several locations. In 2013, SGT established Creating Outside the Lines, a year-round program for adults with intellectual/developmental disabilities. During the 2014-15 season, SGT established two new sites for the Musical Theatre Program, in Palatine and Chicago. In Fall 2018, SGT launched the Musical Theatre Program in a fourth location, in Libertyville. Creating Outside the Lines is now offered in three locations: in Winnetka, Glenview, and Barrington. Creativity in Motion is also offered in Winnetka, Glenview, and Barrington. To guide program and organizational growth, SGT completed a three-year strategic plan, which took effect July 1, 2017. The organization's leadership completed a bridge strategic plan to guide the organization from July 1, 2020 through June 30, 2022—the 2021 and 2022 fiscal years—which addresses continued uncertainty during the COVID-19 pandemic.

The SGT operating budget for fiscal year 2022 is \$531,938. The organization has a full- and part-time staff of more than 60 positions. Program interns and more than 100 volunteers assist with program activities, administrative tasks, and fundraising efforts.

(2) Briefly summarize the role of the board and the requirements for serving on it. What role does the board play in the administration and operation of your organization and what is the desired size of a full and active board? How have your services changed since the onset of the pandemic?

The SGT board of directors oversees the organization's administrative, fiscal, and program management and ensures that organizational direction aligns with SGT's mission. Board members represent diverse professional and geographic communities of Chicago's northern suburbs. Each year, board members elect a board chair and review the annual terms of its members. Board members also meet annually with staff leadership to review past and future goals and outcomes. All board members are obligated to make a meaningful financial contribution to the organization, and to support the



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organization by securing individual, foundation, and corporate contributions. Each board member is required to donate or secure donations of at least \$5,000 over a two-year term of board membership.

Additional requirements for board membership include:

- Advocating for youth and adults with intellectual and developmental disabilities
- Participating in SGT fundraising campaigns and special events
- Attending and supporting SGT theater productions

SGT has 11 board members, with no vacant positions. The organization's goal has been to increase the board size to 12-13 members by 2022. The time frame for achieving this goal has been extended due to the pandemic.

Since the onset of the pandemic, the board of directors has met to discuss, evaluate, and adjust the organization's policy regarding and response to challenges presented by COVID-19. The board and staff are committed to serving SGT students and families as is safe and allowable, especially considering the pandemic's particular threat to and impact on individuals with disabilities: they are significantly more vulnerable to infection and more profoundly affected by the isolation required to stay safe. In Spring 2020, board leadership canceled Spring programs, offered a pro-rated refund to families, and provided complimentary, virtual classes that reached 250 youth and adults students during the summer, until a comprehensive strategy was created for conducting all scheduled 2020-21 season classes online.

The board also committed to retaining all SGT staff. Staff and board leadership created a "Restore SGT Plan" aligned with the State of Illinois' phases and, as noted above, developed a bridge strategic plan to guide the organization through the pandemic crisis. SGT has also increased fundraising efforts, formed a COVID-19 Task Force, and provided careful oversight for virtual programming during the 2020-21 season. Also as noted above, Fall 2021 programs will begin in person, with an option for students to participate online, if they are more comfortable engaging virtually. SGT is committed to maintaining a plan for a return to online-only programming, if deemed necessary for the health and well-being of students and staff. SGT hopes to produce live performances in Spring 2022 and plans to offer a streamed/virtual performance for additional audience members to view. The benefit of providing an online, recorded performance have been among the positive lessons learned during the pandemic.

Agency/Program Funding Request Information

PROGRAM DESCRIPTION

(1) Describe the services provided by this program, eligibility requirements, and the target population.

Musical Theatre Program



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The Musical Theatre Program (MTP), SGT's original, signature program, is a multi-faceted theater arts experience for students with intellectual and developmental disabilities ages 10-22, and typically developing peer mentors, ages 10-18. People with intellectual/developmental disabilities are among the most underserved of communities. Through MTP, SGT provides young people with disabilities opportunities for social/emotional learning and acquiring new life skills unavailable through traditional programming for youth with disabilities. Typically developing peer mentors who are partnered with students learn valuable leadership skills, as well as compassion and respect for differences.

The program explores the musical theater experience, including music/song, movement/dance, and acting to: 1) foster social and emotional literacy skills, such as listening, attention, and following directions, and communication skills; 2) increase creative problem-solving abilities; and 3) foster respect for and collaboration with others.

MTP is unique for providing educational and therapeutic services, and achieving educational and therapeutic goals and outcomes in a recreational format. MTP also supports students in meeting Individualized Education Program (IEP) goals designed for students with disabilities, established by their schools and which align with Illinois Learning Standards, and personal goals they identify in collaboration with parents and SGT staff. Developed by board members who are field experts and professionally trained, experienced staff, MTP combines an educational classroom experience, therapeutic intervention, theatrical training, and expressive arts activities.

Youth with intellectual and developmental disabilities ages 10-22 are eligible to participate in MTP / Winnetka programs. SGT serves students with a full range of disabilities. Prior to program participation, SGT conducts an informal evaluation to determine an individual's needs and the support they require to maximize their skill development. Typically developing youth are also eligible to become MTP/Winnetka program participants as peer mentors. They are interviewed prior to participation to ensure they have the skills and willingness to meet expectations for peer mentors of students with disabilities.

Weekly theater arts programming over seven months is conducted at The Skokie School in Winnetka, from September through March, on Tuesdays and Wednesdays with two separate casts. This year, programming will begin in person, in September, as recently determined by the decision of the partner school and in response to surveys completed by parents. SGT staff and board members compiled a set of policies designed to mitigate the spread of COVID-19 during SGT programs. The program is expected to serve 40 students and 44 peer mentors, and will continue to be conducted in person, unless and until it is determined to be unsafe. As always, the season's programming will culminate in performances, by each of the casts, of a full-length musical theatre production. This year, students will perform *Moana the Musical*, in person, virtually or a combination of both.



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(2) How does this program fit in with one or more of the priorities identified by New Trier Township in its strategic plan? Please explain.

MTP/Winnetka addresses the priorities of the New Trier Township strategic plan, as well as the other mandatory requirements for New Trier Township program grants, as follows:

1. Meets one or more of New Trier Township identified priorities including seniors, youth, economically challenged families and persons with disabilities

MTP/Winnetka serves youth with intellectual and developmental disabilities, as well as typically developing youth who serve as peer mentors.

2. Provides direct services to a significant number of New Trier Township residents

A significant percentage of program participants, 36% of an unduplicated count, are residents of New Trier Township. The youth with disabilities SGT serves represent a significantly underserved community, especially with respect to arts programming.

3. Has a firm sense of mission

Since its founding, SGT has maintained its original commitment to serving individuals with intellectual and developmental disabilities through theater and expressive arts experiences, and to changing perceptions in the larger community about the abilities of people with special needs.

4. Has appropriate non-profit infrastructure in place that ensures accountability and performance to its clients and funders

SGT maintains all appropriate non-profit policies and practices that ensure quality service provision to clients; monitoring of performance goals and outcomes; and fiscal accountability to institutional funders, individual donors, and other community stakeholders.

Please check each priority you feel the program addresses. (Most programs will address only one or two priorities.)

See our website at www.newtriertownship.com for more information.

Aging in Place

Low Income Families

Youth Services

Persons with Disabilities

Other Typically developing youth who participate as peer mentors.

(3) Describe the need and demand for this program in the community and justify that it deserves investment of Township funding. You may include both data and examples of individual clients.

Special Gifts Theatre takes a bold, radical approach to serving youth and adults with intellectual and developmental disabilities. Traditional academic and therapeutic programs view people with intellectual and developmental disabilities, and the challenges they face, through the lens of mainstream society and conventional behaviors. Their differences and needs are largely viewed as attributes that need to be changed, and the onus is placed on people with disabilities to adapt and blend in so as not to appear too different, or cause discomfort for others.



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While getting along with others and participating in civil society are important life skills, developing a strong sense of individual worth and self-determination are also critically important. For people with disabilities, this requires having opportunities to spend time in a world where people are willing to recognize their contributions and needs; in an environment where their abilities are seen, not as liabilities, but as gifts, and where their contributions are recognized and valued.

SGT uses theater—the realm of the imagination and possibilities—to create environments where individuals with intellectual and developmental disabilities can experience, understand, and interpret their own narrative of possibility. Students collaborate to build a collective story, individual characters, and networks of relationships throughout a season of classes, rehearsals, and performances. The experience provides students with enhanced self-awareness and awareness of others, and opportunities to express and demonstrate among their peers and, ultimately, to public audiences, all of their talents and abilities.

The attention, encouragement, and acceptance students experience at SGT foster important social / emotional life skills, including enhanced self-esteem, confidence, and self-determination: the ability to speak and act on their own behalf. Many students who come to SGT are afraid to be seen and to engage in new experiences. The most immediate and significant change in students who participate in SGT programs is newfound confidence and delight in being themselves: pride in being seen and heard.

Chicago's north suburban school districts serve more than 6,500 youth with intellectual and developmental disabilities. Special services are provided by local agencies to support their academic achievement, but students with intellectual/developmental disabilities rarely have access to extra-curricular programs available in abundance to typically developing peers. With respect to access to the arts, youth with intellectual/developmental disabilities are among the most underserved minorities. SGT offers the only educational, therapeutic theater arts programs in the Chicago region for people with intellectual/developmental disabilities that addresses the individual needs of each participant. SGT is committed to serving people with intellectual/developmental disabilities of all ages at their level of need.

The need for SGT programming is best demonstrated by the number of individuals seeking to participate in SGT programming, especially MTP. After many years of operating MTP programming in Winnetka at full capacity, in 2014, the organization opened two new program locations in Chicago and Palatine. Within one month of announcing the new program sites, the Palatine location was filled to capacity and the Chicago location was nearly at capacity. In response to requests for MTP services in, SGT opened its fourth MTP site, in Libertyville, for the 2018-19 season. Another demonstration of the demand for SGT programming became apparent when SGT expanded and program choices significantly increased: nearly 10% of students participate in two different SGT programs during the course of a season.

As described by one parent: "I registered my daughter in two Musical Theatre Programs at the same time because it is something she is successful at and she enjoys. It's worth it to her and to me, even if I have to drive 45 minutes to another program each week."



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As noted above, students with disabilities experience more acutely the isolation imposed during the pandemic, and several parents report that their child regressed socially. As a result, the need for SGT programming was heightened during COVID-19, as indicated by parents who completed surveys, who recognize their value in helping students stay engaged with their individual interests and creativity, and connected with their chosen community of peers. Another parent of an MTP student describes her son's experience during the pandemic:

"When the pandemic started last March, Alex's world was turned upside down. He missed school, his friends, sports, activities, and fun outings. When SGT announced it would be starting the fall season virtually, I wasn't sure what to expect. The "magic" of SGT is in their individualized approach and in-person relationships, both challenging components to translate online. I must say I have been truly impressed with the quality of programming that SGT has provided virtually this season. The staff is incredibly creative and engaging, and Alex is still learning and socializing. During what has been a challenging year, the Wednesday rehearsals for *Frozen* are the highlight of Alex's week—and mine, too! I am looking forward to the virtual performance of *Frozen* and seeing Alex star as Sven!"

The experience of Alex and his mother exemplify the therapeutic goals and social ideals of SGT programming: transferring skills learned on stage to everyday life; and nurturing relationships that overcome social isolation so common, harmful and hurtful, to individuals with disabilities; friendships formed through mutual respect, individual uniqueness, and having fun.

To ensure program effectiveness, a multi-disciplinary approach, and compassionate service provision, SGT employs staff who are experienced professionals and specialists in their fields. Addressing complex needs of people with disabilities also requires a high staff to client ratio; 64% of program costs are personnel expenses. Total budgeted program revenue for the current fiscal year is \$174,704. Tuition fees for MTP/Winnetka students and peer mentors for the current fiscal year are budgeted at \$62,000, projected to cover 36% of budgeted program costs of \$174,468. SGT must raise the balance of revenue to maintain the quality of its programming and to serve as many students and peer mentors as the organizational and staffing infrastructure will allow. Earned revenue, primarily from ticket sales, is projected to be \$18,200. In-kind donations of facility rentals and services, valued at \$18,404, are also an important source of program support. SGT must raise \$76,100 in contributed revenue from individuals and institutional sources, including foundation, corporate, and government grants, to meet the program budget.

A renewed grant of \$25,000 from New Trier Township this year will ensure that SGT is able to maintain the quality and effectiveness of MTP during another challenging season of conducting programming during a pandemic—this season, in person, when staff and program participants will be masked and maintaining physical distancing. During these challenging times, SGT is especially committed to keeping tuition costs affordable for most families, and to providing scholarships to students of families in need of financial support. Families requesting a scholarship will complete a scholarship application form, as usual, and agree to assist with volunteer tasks in exchange for financial assistance. SGT awards partial scholarships and full scholarships, depending upon need. Due to the financial challenges occasioned by the pandemic, SGT has already received, again this season, an increased number of scholarship requests.



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Families of people with intellectual and developmental disabilities often face considerable financial burdens, and SGT is committed to ensuring that no individual is denied participation in SGT programs because of financial need. Grant funding is a critical source of revenue for the organization, and for this reason, SGT is requesting a renewed grant of \$25,000 for the Musical Theatre Program/Winnetka, and a renewed grant of \$5,000 for Creating Outside the Lines.

Given SGT's range of program offerings, degree of intensive, individualized services, financial assistance to families in need, and employment opportunities for adults with disabilities, SGT programs merit continued investment of New Trier Township funding for the year ahead, at the same amount requested and received last year. New Trier Township funding will enable SGT to provide valuable educational and therapeutic skill-building opportunities to youth with intellectual and developmental disabilities, who rely on the organization to provide support they need to enhance their ability to interact with, and feel a part of the larger community—especially during a time when youth with disabilities are likely to experience an increased sense of social isolation.

Funding for MTP/Winnetka is an investment in local programming that continues to support fundamental, critically needed social/emotional skill development that leads to enhanced capacity for pursuing employment opportunities and independent living among New Trier Township residents with disabilities. Most importantly, funding for MTP/Winnetka will ensure that SGT is able to sustain, during another challenging year, the strong infrastructure the organization has built over time, by maintaining a corps of staff who have specialized professional credentials and the demonstrated dedication required to be an effective team member who addresses the unique needs of individual students, and advances the mission of the organization.

(4) Are you able to meet the full demand for this service or is there a waiting list? What new or unmet needs do you see in the community or for the clients served in this program?

Because youth and adults with disabilities from all demographic backgrounds are routinely underserved, particularly with respect to arts programming, SGT serves an ongoing unmet need in the community for theater arts programs. As a result, SGT services elicit tremendous interest throughout the region. After 21 years of developing and implementing model arts programming for people with intellectual and developmental disabilities, the organization continues to be challenged by its own success. SGT raises awareness of its programs, as well as visibility of people with disabilities, throughout the region with outreach and public education activities, such as speaking engagements by board members, staff, and members of the Student Council; MTP and COL public performances, and performances by the Traveling Troupe; and fundraising events—all of which continue to generate new awareness of and interest in SGT programs. First-time audience members often comment on the performances of SGT actors and actresses with disabilities. One parent noted, "You imagine [their abilities] but you don't know they're there. When we found Special Gifts Theatre, [our daughter] came alive."

Since establishing new MTP sites, beginning in 2014, and starting the Creating Outside the Lines program for adults in 2013, SGT has been able to meet the full demand for this service. When MTP



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students 'graduate' from MTP, and join the COL program, they create openings for new, younger students to benefit from MTP.

There continues to be a waiting list of 10-15 typically developing youth who want to participate as peer mentors who SGT has been able to offer other volunteer opportunities until there are openings as peer mentors.

To ensure that all families of youth with intellectual and developmental disabilities are aware of MTP offerings in Winnetka, SGT allocated additional resources toward community outreach by creating the new, full-time position of Program Operations Director in 2019. MTP/Winnetka served 34 students and 34 peer mentors during the 2020-21 season. Given the trajectory of the organization's growth over the previous seven years, SGT had every reason to expect to serve an increased number of participants from the 40 students and 41 peer mentors served during the previous 2019-20 season. The COVID-19 outbreak interrupted many plans for program marketing. SGT retained the majority of previous program participants but was not able to identify many new participants due to cancelled fairs and other events where SGT would usually meet new, interested families. Last season, due to economic challenges precipitated by the pandemic, SGT saw a dramatic increase in the number of families who requested scholarships.

SGT is pleased to have retained 84% of all MTP/Winnetka program participants, students and peer mentors, during the 2020-21 season. The organization expects to serve, during the 2021-22 season, similar numbers of students and peer mentors as were served during the 2019-20 season.

CAPACITY

(5) Demonstrate that the program has the vision, personnel, and skills to successfully carry out the program and achieve its goals, objectives and performance measures. Summarize any major changes in staff or personnel.

Since its founding in 2000, SGT leadership has maintained a team of staff whose dynamic creativity and commitment, collective vision, and professional expertise, as well as focused priorities, enable SGT to successfully implement innovative services, and to monitor and track their effectiveness. From the organization's original program offering, its signature Musical Theatre Program in Winnetka, the organization has grown in carefully designed, incremental stages. The organization's success in addressing the needs of youth, and now adults, with intellectual and developmental disabilities is demonstrated by the fact that program classes are typically filled to capacity, and the return rate for program participants is approximately 93%.

Other indicators of the organization's capacity to sustain its programs and achieve its goals, objectives and performance measures include the very high rate of staff retention; the significant, steady growth of the organization's program and operating budgets during typical years; and the launch and growth of a key fundraising initiative. In 2013, SGT held its first, highly successful Annual Fall 5K Walk and Run. The event, now in its ninth year, will be held again this season as the 5K Your Way event, a peer-to-peer fundraising event which enables participants to select their own 5K activity, with a more flexible time frame, and at a location of their choosing. The organization's capacity and viability were tested and proven last season by the ability and willingness of staff to



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adapt years of proven service provision methods, in just a few weeks, into engaging, compelling online activities. Based on response from students and parents, programming that was reliant on direct, physical engagement and spontaneous expression, was effectively transformed into an engaging online experience for students experiencing significant isolation during the pandemic, many of whom had regressed in some way during quarantine. In a survey SGT conducted about online programming, 93% program participants and their parents reported high satisfaction with the organization's implementation of virtual services. Parents reported how important it was for their child to *"be with everyone," "see my friends," "be part of a group outside of home," and "look forward to class each week."*

SGT benefits from the commitment and talents of a dedicated corps of professionals, each of whom holds academic degrees or possesses professional training in their area of expertise, including expertise in the arts and in serving people with disabilities. Their academic experience and training enable staff members to produce quality theater productions while supporting each student in enjoying creative expression and reaching his or her personal, educational, and artistic goals. Several SGT staff members have worked with the organization for more than five years, and some for more than a decade. The organization's executive director, who assumed the position in Fall 2017, previously served as an SGT teacher, choreographer, and program manager, and was responsible for developing and implementing the Creativity in Motion program.

SGT invests resources in its staff by providing ongoing professional training opportunities that support staff professional development, satisfaction, and longevity, and that enhance organizational capacity. For example, staff are regularly engaged in cross-training, which promotes skill-building and ensures that more than one staff person is able to do a particular task or job. During the past five years, SGT has conducted additional staff trainings, enhancing organizational capacity to accommodate program expansion. Three years ago, SGT added an onsite program manager at each MTP location in Winnetka, Palatine, Chicago—and, two years ago, in Libertyville—to facilitate internal communication and administration, and to strengthen the organization's infrastructure.

The MTP interdisciplinary team includes five special education teachers, including the education manager; two speech therapists; the dance/ movement therapist; and two occupational therapists, who provide individualized, intensive educational and therapeutic services for students and peer mentors, role modeling and support to other staff. This strategy extends the core competencies of staff to anticipate and respond to the needs of students who have complex intellectual and developmental disabilities, with an equally complex set of desires and dreams of success, as follows:

- *Adapt productions to accommodate and support the needs of students.* The musical production is adapted to enable each student to participate to the best of their ability in ways that minimize challenges and maximize opportunities to express personality and engage dynamically.
- *Learn emotional literacy and age-appropriate development of social skills character.* Because social communication is often non-verbal, students learn how to communicate through facial expressions and gestures, as staff model techniques to understand figurative language. Special education teachers and speech therapists together develop lesson plans including specific modifications according to the ability and need of each student.
- *Memorize lyrics and choreography enhance memory and cognition, as supported by research.* Speech therapists use pitch, pacing, and articulation to guide students in expressing emotion



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and projecting messages and meaning. Choreography skills developed by occupational therapists and dance/movement therapists are integrated to guide students in drawing on body language to deliver lines or convey an attitude or emotion when not speaking.

- *Work with students to expand and enhance their movement vocabulary.* The dance/movement therapist builds on each student's typical movements and subtle behavioral cues that suggest communication, directing students toward direct movement that encourages a more comfortable, confident way of relating to others.
- *Facilitate behavioral interventions for specific students.* The lead special education teacher is a behavioral therapist who trains staff in observation techniques that enable them to identify and address challenges that stymie a student's personal growth. The IDT will develop coordinated interventions among SGT staff, parents, and schools to assist and affirm students in developing new patterns of behavior.

SGT completed a three-year Strategic Plan in Spring 2017. In July of last year, as noted above, SGT leadership completed a two-year bridge Strategic Plan to guide the organization through the 2021 and, current, 2022 fiscal years, until June 30, 2022. The bridge plan specifically addresses strategies to deal with COVID-19. Additionally, SGT organized a COVID-19 Task Force to monitor and respond to the pandemic's course.

In August 2019, SGT was honored with the 2019 Excellence in Creative Drama Award from the Illinois Theatre Association, which recognized the quality of SGT's services, and the impact of its programming on Illinois and local communities served by the organization.

In August 2020, SGT was selected to make a presentation for the One State Together virtual conference in September, organized by Illinois Arts Council Agency and Arts Alliance Illinois, about adapting arts programming for people with intellectual and developmental disabilities to an online format: *Using Theatre and Dance to Combat Social Isolation for Persons with Disabilities; and Virtual Adaptations During COVID-19.*

The presentation aligns with SGT's person-first project—funded in 2019 by The MENTOR Network, a national foundation committed to serving people with disabilities—to enhance awareness of the individuality and talents of people with intellectual disabilities through conscious use of language, such as *a student with autism*, rather than *an autistic student*.

In Spring-Summer, 2021, SGT hosted an Occupational Therapy student from Rush University who as part of her doctoral capstone project created and piloted a technical theatre workshop for SGT students and peer mentors and conducted research on using theatre to develop self-determination. The student has since graduated and joined SGT's staff and will be publishing her research as well as presenting on it at the IL Occupational Therapy Association conference this fall.



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SERVICE STATISTICS/DEMOGRAPHICS

(6) Who is being served by this program? Please provide a statistical breakdown of the number of clients served, the total units of service delivered, and costs per unit of service by filling in the chart below. Please state and define your unit of service for this program and why you chose it. To calculate cost per unit of service, divide the total number of units of service into the total budget for the program. (Suggestions for the appropriate unit of service are included in the proposal in the directions. For some programs you may wish to calculate cost per unit of service in more than one manner.)

(6a) Unit of service definition: A unit of service refers to one person who participates in the Musical Theatre Program/Winnetka. Cost per unit of service is calculated by dividing the program budget by the total number of units of service.

Service statistics for each year include students with disabilities and typically developing peer mentors:

2020-21: 34 students; 34 peer mentors = 68 [duplicated count]

2021-22: 40 students; 44 peer mentors = 84 [unduplicated count]

2022-23: 44 students; 48 peer mentors = 92 [unduplicated count]

(6b) SERVICE STATISTICS – Please indicate fiscal year dates for each column

PLEASE INDICATE FISCAL YEAR/DATES IN EACH COLUMN	Prior Year 2020-21	Present Year 2021-22	Proposed Year 2022-23
Number of persons served (unduplicated count)	67	84	92
Number of units of service	67	84	92
Cost per unit of service	\$2,005	\$2,077	\$1,947

(7) What are the demographics of New Trier clients served in the prior year? (breakdown by community).

Musical Theatre Program	Students
Glencoe	1
Glenview	1
Northfield	2
Wilmette	3
Winnetka	5
Total	12



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Musical Theatre Program	Peer Mentors
Glencoe	1
Glenview	0
Northfield	1
Wilmette	1
Winnetka	7
Total	12

(8) Total from New Trier Township (unduplicated).

Musical Theatre Program	Students	Peer Mentors
	12	12

(9) New Trier Township clients are what % of total?

New Trier Township clients are 36% of total (24 of 67).

(10) Units of Service to New Trier clients.

24 Units of Service to New Trier Township clients.

(11) Units of Service to NTT clients are what % of total

Units of Service to New Trier Township clients are 36% of total.

(12) New Trier clients age breakdown

Musical Theatre Program	Students
Ages 10-12	0
Ages 13-15	2
Ages 16-18	2
Ages 19-21	6
Ages 22-26	2
Total	12

Musical Theatre Program	Peer Mentors
Ages 10-12	0
Ages 13-15	5
Ages 16-18	7
Total	12



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OUTCOMES/EVALUATION

- (1) **What outcomes did you achieve for your clients in the prior year? Results should be client-outcome based, specify a target level of achievement, the measurement tool that was used, the rationale for setting the target at a certain level, and a timeframe for accomplishment. Detail any changes made in the program as a result of these outcome results.**

Client outcomes for the program were as follows:

Students:

1. Improve Self-image:

Goal: 80% of students will display an improvement in confidence based on the confidence rubric.

- i. Student looks up and says his/her line loudly on stage (or screen).
- ii. Student participates in group discussions/activities by sharing ideas and thoughts.
- iii. Student participates in conversations with peers and mentors.
- iv. Student keeps his/her head up and engaged and attempts choreography after movements are modeled.

Result: Teachers track the four outcomes three times a year and the average of the four behaviors indicates confidence level: 94% of students met the outcome.

2. Improve Communication Skills:

A. Social Communication:

- i. Goal: 75% of students will improve social communication/conversation with other students and with peer mentors by initiating and reciprocating communication.

Result: 88% of students met the outcome.

- ii. Goal: 75% of students will show improvement in demonstrating age-appropriate conversational skills as measured by volume, clarify, and content.

Result: 88% of students met the outcome.

Improving social communication/conversation skills is always a key outcome; many parents specifically request attention to social communication skills on parent surveys. Speech therapists focus on all communication skills including voice tone, volume, clarity and topic of conversation.

B. Non-Verbal Communication:

- i. Goal: 75% of students will improve their ability to respond to feedback from a conversational partner regarding personal space.

Result: 82% met the outcome.



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3. Improve Developmental / Social Awareness Skills:

- i. Goal: 75% of students will improve developmental skills by following instructions provided by teachers during class.

Result: 73% of students met the outcome.

- ii. Goal: 75% of students will improve participation in class and stage activities with focus and without distraction.

Result: 76% of students met the outcome.

- iii. Goal: 80% of students will identify personal goals prior to the program and will reach personal goals by program completion.

Result: 100% of students met the outcome.

Staff adjust program activities based on outcomes to increase student success and program effectiveness. For example, education managers and special education teachers utilize outcome results to inform concept-based lesson plans and areas of focus for the following season.

Outcomes in 2020-21 were achieved following seven months, or 40 hours, of program participation. Outcomes were measured through a goal assessment tool and goal tracking sheets, developed by Northeastern University, used to monitor program activities by SGT staff.

Peer Mentors:

- i. Goal: 85% will increase social skills, including active listening, responsibility, patience, leadership skills, self-respect and respect for others.

Result: 90% met the outcome.

- ii. Goal: 85% of peer mentors will increase their knowledge in the area of disability awareness.

Result: 90% of peer mentors met the outcome.

Outcomes were achieved following three disability awareness training sessions and 22 weeks of one-to-one interaction with youth with special needs. Outcomes were measured using a pre- and post-program survey developed by the University of Chicago. SGT will closely monitor these outcomes during the year ahead, as many new, young peer mentors join the program this season.

The rationale for Peer Mentor Program outcomes, also achieved over seven months, or 40 hours, is based on research conducted by the University of Chicago, which demonstrates that ongoing interaction between youth with intellectual and developmental disabilities and typically developing peers fosters friendships, as well as patience, leadership skills and increased responsibility among



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typically developing youth. Research has also shown increased appreciation of and respect for people with different abilities by typically developing youth.

(14) What results are you committed to achieving in the present year? (If outcomes are the same as above, simply state that we hope to improve upon the past year's results)

Consistent with SGT's mission to present educational, therapeutic theatre programming that fosters social/emotional learning for youth and adults with developmental disabilities, the organization is committed to the same outcomes, and will continue to identify opportunities to improve outcomes for individual students and peer mentors. Although SGT will begin the season conducting program activities in person, the organization recognizes that program services this season may be affected by the course of the pandemic, and is prepared to return to online programming or to introduce hybrid programming. Whatever the challenges may be, the need for SGT services and support is significantly increased because of the pandemic—and the true impact of services will continue to be significantly greater than in a typical year.

Youth and adults with disabilities often struggle with social isolation, which has been exacerbated by COVID-19. Adapting to the needs of students is central to the SGT mission. Creative, online programming that SGT developed in response to the pandemic presents new opportunities for SGT to provide ongoing connectivity among program participants, enhancing their relationships and social/emotional skills. This fall, students will continue to participate in the 5K Your Way Planning Committee, contributing ideas for branding and organizing the fundraising event.

After careful consideration last year, MTP education managers, with professional experience in special education, decided to keep program outcomes the same for the 2020-21 season. The emphasis for virtual programming continued to be on developing social skills, self-confidence, and speech and language skills, and on disability awareness and leadership skills for peer mentors. Season outcomes for individual students were very high, indicating the overall success of online technology in maintaining a high quality of individualized service delivery.

Last season, SGT provided uninterrupted services during the pandemic; SGT expects to provide uninterrupted services during the 2021-22 season.

(15) Are there any other program effectiveness/evaluation measures you think are important, such as customer/client satisfaction surveys, quality of service measures, or other indicators? Please describe.

Participant feedback is always welcome and encouraged and, each year, SGT provides surveys to be completed by families of students and peer mentors. Surveys after the 2020-21 season were especially valuable because they revealed the effects and effectiveness of virtual programming, and



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provided insights into ways SGT staff might learn from some of the opportunities and innovations created in response to the pandemic. Following are results of the 2020-21 post-season survey:

- 100% of students / parents were satisfied with the program, 93% were highly satisfied
- 92% of parents reported their child demonstrated increased social skills as a result of participating in SGT programming this season
- 83% of parents reported their child demonstrated increased speech and language communication skills as a result of participating in SGT programming this season
- 100% of parents reported their child demonstrated increased self-confidence as a result of participating in SGT programming this season
- 100% of students plan to return for the 2021-22 season

The COVID-19 Task Force, comprised of board members, staff members, and parents who represented all programs, met monthly last season and will continue to meet this season to develop mitigation plans and adjust program delivery in response to feedback. SGT will continue to solicit formal and informal feedback throughout the year from parents, peer mentors, and students, to ensure staff is aware of what is and is not effective with respect to mitigation strategies such as keeping a physical distance.

Parent Danna Staff described the value of SGT to her daughter, Macey, in the early months of the pandemic:

"Since she began participating in SGT's musical theatre activities four years ago, Macey has become increasingly excited about and engaged with the music, movement, and storytelling she learns in class. Macey has played in starring roles, Ursula in the Little Mermaid for one, which has given her increased confidence and pride. Macey loves musical theatre and getting to grow and learn in an environment that is supportive has led to tremendous growth. She is excited to spend time with student friends and peer mentors at SGT and the developing peer relationships has enhanced Macey's ability to develop friendships and interact with other people she sees in everyday life.

Isolation since the start of the pandemic has been especially challenging for Macey, as she is not able to connect with friends like she used to. SGT, and its innovative programs, have filled this gap, and provide a way for Macey, who loves SGT and who loves performing, to stay connected and stimulated. Macey looks forward to virtual classes, as she looked forward to in-person class sessions, and the continuity SGT staff provide is greatly appreciated. Macey can't wait to be back performing on SGT's stage once the pandemic ends.

As a parent of a child with a developmental disability, I am extremely grateful for the programs SGT offers and the hard work of its dedicated staff. Special Gifts Theatre is a lifeline of engagement, encouragement, and creativity to young people like my daughter, Macey."



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CHANGES/CHALLENGES

(16) What changes or challenges (legal, socio-economic, demographic, financial, political or other) did the agency, program, and clients face in the prior year? How did you respond? What challenges or changes do you anticipate in the present year? (If changes/challenges were the same for all programs, do not repeat).

For SGT, the primary challenge presented by the pandemic was the challenging of meeting the social/emotional needs of vulnerable individuals with disabilities, and safeguarding the health and well-being of peer mentors and staff. Despite the difficulties and limitations, conducting SGT programs virtually gave participants opportunities to benefit from ongoing participation. Given the individual outcomes students achieved this past year, online programming clearly continued to result in students meeting or exceeding their goals. Program planning during the pandemic has required that SGT leadership and staff marshal the organization's full range of experience in adapting musical theatre, including the spirit of innovation, sense of fun and humor that always drive SGT programs. As an organization, SGT operates with the knowledge that students, peer mentors and staff have the deep connections, imagination, skills and willingness to make the process, in whatever form technology allows, a success. These principles and resources sustained the organization's creative exploration of musical theatre as a vehicle for social emotional learning during challenging times.

As noted above, SGT will introduce the 2021-22 season with in-person programming, and with options for participating online for students who prefer to participate virtually. SGT is also prepared to pivot back to online-only classes, if needed. The prospects for presenting in-person performances is less certain. If SGT presents performances virtually again this season, the organization will have to organize online ticket sales, concessions, and raffle sales, which have historically been significant sources of earned revenue for MTP. Earned income from these sources decreased substantially last season, and may continue at a decreased level this season.

SGT continues to face financial uncertainty because of the pandemic, and its unknown impact on the organization's revenue streams. Last year, SGT applied for, and received, a Paycheck Protection Program loan, which provided critically needed funds to pay staff salaries. The loan has since been forgiven. SGT hired a new, part-time staff person to conduct fundraising, with a focus on new funds from corporate sources.



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RECOMMENDATION RESPONSES

(17) How did you respond to the recommendations made by New Trier Township, if any? Please describe in detail. (These are contained in the funding letter you received in June).

SGT has always been and will continue to be committed to serving youth and adults across the full spectrum of intellectual and developmental disabilities.



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RESOURCES/BUDGET

(18) What non-financial resources are required to deliver this service? Specify staffing/volunteer requirements, budgetary needs and other resources, inputs, and/or community partners that are needed for this program. If the Township is unable to fund this program at the desired level, what will the impact be on services? Describe how your program will or will not continue without investment by the Township. Complete the attached budget forms. Were any cost reduction measures implemented in the prior year? If there is a sliding fee scale for this program, please attach it and indicate how many clients paid each fee level.

Providing SGT program services requires a high concentration of skilled staff from a range of educational and therapeutic fields, as well as a multi-disciplinary team of artists and arts educators, as described in the Organizational Profile, Question 1. SGT programs also require the assistance of volunteers of all ages who assist SGT staff and program participants.

SGT's operating budget for the 2022 fiscal year, which began July 1, 2021, totals \$531,938. Revenue from program tuition fees is expected to total \$158,760, or approximately 30%, of projected agency revenue of \$534,820. The balance of budgeted, non-in-kind revenue, \$326,400, must be raised from earned revenue sources, including ticket sales and other performance revenue; government and foundation grants, corporate grants and sponsorship, and contributions from civic groups; individual contributions; and fundraising events. Additional revenue of \$1,000, from workshop fees, has been budgeted. SGT has embarked on fiscal year 2022 with an optimistic, but cautious budget: revenue and expenses have been increased by close to 10% from last year's budget.

In-kind donations of classrooms and performance space, as well as volunteer services, are vital to SGT's ability to provide the extensive range and high quality of services for which it is known throughout the community. The full value of in-kind donations of facilities, goods and services committed for the year ahead is \$50,660. Partner schools and organizations have confirmed their commitment to providing in-kind donations of facilities to SGT, as long as they remain open.

In addition to in-kind donations of classroom and performance facilities by area schools and community-based institutions, including The Skokie School and Crow Island School in Winnetka, Walter R. Sundling Jr. High School in Palatine, Ebinger Elementary School in Chicago, Copeland Manor Elementary School in Libertyville, Youth Services of Glenview/Northbrook, the Dance and Music Academy in Glenview, and Bataille Academie of the Danse in Barrington, SGT has traditionally benefitted from in-kind donations of costumes, props, and sets/scenery from area theater programs and schools. More than 100 community volunteers typically assist each season, including 30 volunteers who assist during performances by selling tickets and concessions, and serving as ushers. Parents of SGT students also contribute to the success of the organization by participating in activities related to producing shows, assisting with fundraising, and increasing awareness of SGT in the community.

SGT also relies on and benefits from working relationships with other community institutions and organizations, such as New Trier High School, Glenbrook North and South High Schools, Niles West and Niles North High Schools, Rotary Club of Northbrook, Rotary Club of Winnetka-Northfield, Our Place, Youth Services of Glenview-Northbrook, and Winnetka Community House: institutions and



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organizations that assist in outreach efforts to identify prospective students and peer mentors, and in-kind donations of facilities, supplies, and services.

(19) If your program or agency budget request represents an increase from last year, please explain the reason for the change and what the increase will be used for.

SGT requests a renewed grant of \$25,000—the same grant funding as last year—to ensure the organization has the financial resources required to provide the same quality programming and to meet expenses, especially in the event that it is not possible this season, as was the case last season, to present in-person performances. While SGT did and will charge for viewing online performances, online audiences may be smaller, and SGT does not earn the same level of revenue from sources such as merchandise sales, concessions, and raffle tickets if audiences are not physically present for an event.

Currently, SGT is planning for a return to in-person programming, with options for virtual participation, and for the possibility that programming may have to revert to virtual formats at some point during the 2021-22 season. A full staffing plan is required to present in-person programming; additionally, staff must prepare for dual options to present end-of-season performances, which places additional responsibilities and workload on current staff.

SGT has prepared operating and program budgets that reflect increased program activity from the previous, 2020-21 season.

A renewed grant of \$25,000 for MTP/Winnetka will ensure that SGT is able to sustain its historically strong infrastructure of experienced, dedicated staff, during a continued period of pandemic uncertainty.

ANNUAL FUNDING REQUEST FORM

2022-2023 AGENCY BUDGET FORM

AGENCY NAME: SPECIAL GIFTS THEATRE			
	2020-21	2021-22	2022-23
	PRIOR	PRESENT	PROPOSED
	YEAR	YEAR	YEAR
AGENCY REVENUES			
New Trier Township	25,000	30,000	30,000
Federal Government *	55,523	0	0
State Government	13,700	13,700	13,700
Local Government/Townships	5,300	6,300	6,500
Client Fees	134,658	158,760	165,850
Grants: Foundations, Corporate, Civic	66,600	65,000	68,000
Individual Contributions	91,694	111,600	115,000
Special Events	44,727	49,000	50,500
United Way	0	0	0
Sales	37,746	50,800	52,500
Other Revenues / In-kind Donations of Facilities/Services	4,630	49,660	49,660
TOTAL REVENUES	479,578	534,820	551,710
AGENCY EXPENDITURES			
Program Staff Salaries, Benefits, Taxes	300,317	306,261	315,878
Administrative Staff Salaries, Benefits, Taxes	10,691	11,060	11,568
Fundraising Staff Salaries, Benefits, Taxes	24,365	25,433	26,457
Professional Fees/Contractual Services	35,055	48,250	49,800
General Operating Expenses	41,061	60,724	62,755
Occupancy and Utilities	0	0	0
Specific Assistance to Individuals	17,021	20,950	22,250
Major and Minor Equipment	0	0	0
Major Capital Expenses	0	0	0
Other Fundraising Expenses	5,299	9,600	10,200
Other / In-kind Donations of Facilities & Services	4,630	49,660	49,660
TOTAL EXPENDITURES	438,439	531,938	548,568
SURPLUS (DEFICIT)	41,139	2,882	3,142
NET GAIN/LOSS FROM OTHER FUNDS	100	0	0
SURPLUS (DEFICIT)	41,239	2,882	3,142
TOTAL FUNDRAISING/ADMIN COSTS	40,355	46,093	48,225
* PPP Loan (Forgiven)			

**NEW TRIER TOWNSHIP
ANNUAL FUNDING REQUEST FORM**

2022-2023 PROGRAM BUDGET FORM

PROGRAM NAME: SGT - MUSICAL THEATRE PROGRAM / WINNETKA

	2020-21	2021-22	2022-23
	PRIOR	PRESENT	PROPOSED
	YEAR	YEAR	YEAR
PROGRAM CLIENT FEES/REVENUE	51,530	62,000	64,000
PROGRAM RESTRICTED REVENUE	35,450	50,800	53,000
ALL OTHER REVENUES	45,724	43,500	44,220
IN-KIND FACILITITES & SERVICES	1,688	18,404	18,404
TOTAL REVENUES	134,392	174,704	179,624
PROGRAM EXPENDITURES			
Program Staff Salaries, Benefits, Taxes	95,462	101,932	104,988
Professional Fees/Contractual Services	3,200	9,100	9,370
General Operating Expenses	16,115	22,960	23,698
Occupancy and Utilities	0	0	0
Specific Assistance to Individuals	7,645	8,850	9,050
Administrative/Fundraising Costs	10,282	13,222	13,592
Major and Minor Equipment	0	0	0
Major Capital Expenses	0	0	0
Other/In-kind Facilities & Services	1,688	18,404	18,404
TOTAL EXPENDITURES	134,392	174,468	179,102