



2019 Emerging Opportunities Program Application

Submit Application to: EOPapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on October 16, 2018

Late applications will not be accepted

Please limit your proposal and responses spaces provided in this form. Any materials submitted in addition to this application form will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.*

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Agency or Group:	Goodman Community Center	Amount Requested:	\$20,000
Title of Proposal:	9 th Grade Summer School Collaboration		
Project Type	Programmatic to support academic achievement		
Project Description:	At the end of the 2018 academic year, 200 MMSD 8 th graders were not recommended for promotion to 9 th grade. The majority of the students were low-income and/or students of color. The Bridge Lake Pointe Waunona (BLW), Goodman (GCC) and Lussier Community Education Centers (LCEC) are partnering with MMSD to offer a 9 th grade transition and employment training program which will result in promotion to 9 th grade, 40-80 hours job training and experience, and between .25 and .50 credits earned when they enter high school in the fall.		
Contact Person:	Becky Steinhoff	Email	becky@goodmancenter.org
Address:	214 Waubesa St Madison, WI 53704	Telephone:	608-204-8025
Is this Group a 501 (C) (3)?	Yes or No yes	If no, applicant will need to secure a fiscal agent with 501 (C) (3) status	
Applicant Organization founded (Year):	1954		
Name of Fiscal Agent (if Applicable):	n/a	Fiscal Agent Phone:	n/a
Fiscal Agent Contact Person:	n/a	Fiscal Agent Email:	n/a

Contact Us! CDD staff are committed and willing to help interested groups understand and work through program requirements. Call Nancy Saiz at 266-6520 or check out the staff directory on our website for a list of staff, their focal areas, and contact information.

1. Project Description

a. What is the goal of your project? (500 characters)

The goal is to provide 14-20 students who do not meet HS criteria at the end of 8th grade with programming which results in promotion to HS. Through an innovative collaboration between MMSD, BLW, GCC, and LCEC, students will benefit from these experiential learning opportunities:

- Earn ¼ to ½ of a HS credit
- Complete soft skill employment training and work experience
- Participate in HS transition program that supplements summer school
- Earn a State Youth Leadership Skill Certificate

b. Intended Service Population: (500 characters) Describe the intended service population that will be impacted by this project (e.g., location, ages, ethnicities, income ranges, English language proficiency etc.). This project will serve 8th graders who are struggling or do not meet the criteria necessary to advance to HS. Approximately 85% will be low-income, and 82% will be students of color. Programming will be offered at BLW, GCC, and LCEC for students in the La Follette, East, and Memorial HS service areas. Students will be referred into the program by MMSD or the Middle School they attend.

c. Project Design: (5000 characters) Describe your proposed project activities. How will these activities help you accomplish your stated goals? Include information about key parts of your project that help us understand how you will accomplish your goals and how these funds would be used.

In 2018, 200 8th graders in MMSD were not recommended for 9th grade as they did not meet the criteria described in state statute and Board of Education Policy 3537. As a result, MMSD developed the 8th Grade Non-Promotional Summer School Program to provide students with the necessary requirements so they could transition to HS on time. Additionally, MMSD conducted a pilot with BLW to also offer these students an experiential learning opportunity from which they could receive HS credit. This proposed project is an innovative collaboration that builds upon these 2018 initiatives.

Three community centers (BLW, GCC, LCEC) and MMSD are proposing to enhance the 8th Grade Non-Promotional Summer School Program through project-based learning and leadership opportunities for youth. Specifically, this proposed project will add: 1) a 9th grade transition program; 2) employment training; and, (3) work experience.

As a result, 14-20 (3-5 at BLW and LCEC each, and 8-10 at GCC) completing students will successfully meet the criteria for HS, earn HS credit, gain work experience, and increase their community and school engagement. Additionally students will work through the steps for a State Youth Leadership Skill Certificate. It is critically important to provide more than a traditional summer school experience since this cohort of students are extremely vulnerable to dropping out of school.

As students are identified by MMSD's summer school staff, MMSD will coordinate with each centers' staff to set-up interviews and enroll students. Between June 15 and August 23, the students will complete between 45-80 hours of programming led by the community center (this is in addition to summer school hours).

1. 9th Grade Transition Program (GCC-only)

This weekly program runs throughout the summer in an effort to prepare students for HS. It is held at the HS in order to introduce students to the building and staff and create a sense of belonging. The program includes team building, icebreakers, identity-building projects, creative/critical thinking, problem-solving, restorative justice practices, goal-setting, and development of study skills. The following is an example of the activities in 2018:

- Intro to East: Scavenger Hunt Tour
- Meet Your Principal: Design your Dream School workshop
- What Resources Exist?: Freshmen Finding Help, AVID, Pathways

- What Extracurriculars Can I Be a Part of?
- Meet Your First Year Teachers
- College Prep Visit: MATC ICAN Camp
- Life Skills: Business Financial Literacy
- Who Can I Turn to for Help?: Meet School Counselors
- Share Your Voice: Project Soapbox Competition

2. Employment Training

Employment training (orientation) will occur at the start of August for all participating students. It will focus on soft skills, including customer service, time management, acting as a team player, communication, and problem-solving.

3. Employment Internship

The internship will take place from August 5-23. Activities will vary between the three centers, and will include work experiences such as:

- Receptionist duties (e.g. answering phones, making copies, sending faxes)
- Jr. Counseling in early childhood, elementary camp, or a summer extra week program
- Helping community members with tasks at the centers
- Assistance with food pantry, community and senior meals, workshops and the LCEC radio station
- Gardening, meal prep, and food preservation
- Basic data entry and administrative responsibilities

In addition to the day-to-day center activities, all of the students will participate in one or two career exploration activities and set SMART goals for their internship. Each day the students will journal on what they learned. At the end of the internship they will write and submit an essay on how this experience helped them reach their goals. Students will also be encouraged to attend HS summer programming (currently available at GCC and LCEC). These programs provide additional academic, health and wellness, and social/emotional learning opportunities.

The centers will engage parents through regular communication and invite them to the events their son/daughter is participating in. Barriers to participation will be minimized by providing meals and transportation support, if needed. The centers have experience working with students with disabilities. Students can earn a stipend between \$75 and \$150 depending on the number of hours (45-80) of programming they complete.

The proposed program is designed to help reach intended goals by providing:

1. Academic skills through MMSD with support and mentoring from center staff
2. A positive connection to HS staff, extra-curricular activities, and facility
3. A positive connection to the community facility, skilled staff, and positive peer groups
4. Employment training and hands-on employment experience
5. ¼ to ½ of a HS credit, putting them ahead of many of their peers

d. Proposed Timeline for Implementation

Activity	Estimated Start and Completion Dates
Develop the summer learning experience at each center, including planning for 8th and 9th graders currently attending the centers	March 1 - May 30, 2019
Begin to identify youth, meet parents, interview, and enroll them in the centers' programs	May 1 - June 18, 2019
Gather demographic information and finalize details	June 1 - June 30, 2019
9th Grade Transition Program and academic mentoring begins (GCC)	June 15 - August 23, 2019

Activity	Estimated Start and Completion Dates
Employment Training (orientation)	August 1 & 2, 2019
Employment placements, internships begins	
Final celebration and stipends are awarded to those who complete the program	August 5, 2019 / August 23, 2019

2. Applicant Organization or Group: (2500 characters) Briefly describe the structure of your organization. Include information about your board and/or volunteers. Please describe any successes you have had that relate to the proposed project. (10 Pts)

This proposal was developed in collaboration between Bridge Lakepoint Waunona Neighborhood Center (BLW), Goodman Community Center (GCC), and the Lussier Community Education Center (LCEC).

BLW is a part of the larger Vera Court Neighborhood Center, Inc. non-profit agency which originated in 1994. Vera Court, Inc. is governed by a 13-person Board of Directors and BLW's operations are guided by a 15-person Steering Committee. Both the board and committee have current or retired representatives from MMSD.

GCC was founded in 1954 and is governed by a diverse 17 member Board which includes education experts from MMSD and UW-Madison. The Center founded the Goodman Advisory Council made up of residents who help inform the Board and staff of issues, needs, and trends.

LCEC lives out its mission - building community, creating opportunities, and enriching education – by providing high quality programs that engage people, organizations, and institutions around their strengths and assets. LCEC was founded as the Wexford Ridge Neighborhood Center 40 years ago and today operates out of a 10 year-old facility on Jefferson/Memorial campus. The LCEC's board includes strong low-income leadership, long-tenured neighborhood activists, and a wide variety of professional and educational expertise from MMSD, UW-Madison and Edgewood College.

Relevant experiences include the following:

- The Centers' have decades of experience working with 8th grade students.
- In 2018, BLW piloted the employment internship project with MMSD. Three students completed the project with 45 hours each.
- GCC has run the Seed to Table summer science program for credit deficient 11th and 12th graders for the past 8 years. Each year 100% of the 22 students enrolled completed the program.
- In 2018, GCC successfully piloted a 6th grade summer project-based learning school program completed by 25 students.
- GCC and LCEC have experience running HS programming with a focus on the transitional period into 9th grade.
- GCC and LCEC have youth employment and training experience including paid employment and internships (160 hours) for youth ages 14-18. Each year GCC provides supported employment programming to 140 16-18 year old youth.
- In 2014, LCEC led a city-sponsored summer internship program which included three freshmen interns from Theresa Terrace.

3. Alignment: (2500 characters) Briefly describe how your proposed project aligns with City, neighborhood or community based planning processes, data, or reports. (10 Pts)

Madison, WI has one of the largest disparity gaps between people of color and white residents in the entire United States (Race to Equity 2013). Low-income youth and youth of color dropout of HS at six times the rate of their white and non low-income peers (DPI WINNS database). The youth most vulnerable to dropout are those who are most disengaged in school in 8th grade. Education continues to be the best pathway to eliminate disparities and to break the cycle of poverty.

This collaborative project was developed by three community centers and MMSD in response to an emerging opportunity to address a critical need in our community to help 8th grade non-promotional students. The centers are enhancing the traditional classroom-based summer school offered by MMSD through hands-on, project-based learning and employment training and experience.

As seen from the data sources below, this project will directly benefit the City of Madison by addressing the issue of lower-income students and students of color lacking the criteria necessary to progress to HS:

- In the BLW-area (Waubesa), 82.5% of students are economically-disadvantaged (Neighborhood Indicators). This area also has an unemployment rate of 12.2% (Neighborhood Indicators) as compared to 2.3% for the City of Madison as a whole (Bureau of Labor Statistics). This project will ensure students are on track to graduate which will provide them with greater employment options.
- In the GCC-area (Fair Oaks and Eken Park), between 38% and 48% of students are economically-disadvantaged and 197 families with children are living in poverty. The unemployment rate is 7.9% and there is a higher than average crime rate. (Neighborhood Indicators)
- In the LCEC-area, the percentage of economically-disadvantaged students varies by neighborhood, ranging from 35% to 75% (Neighborhood Indicators). Buried within these numbers are the young people who are isolated and ostracized amongst the affluence of the west side. In Jefferson Middle School's population of 505 students, 217 are economically-disadvantaged.
- This project will also strongly align with the MOST Effective Practices (EP) Guide as all three organizations will specifically weave in quality through Supportive Relationships with Youth (EP2), Youth Voice & Leadership (EP3), Racial and Cultural Inclusion (EP4), and Community and Family Engagement (EP5).

4. Community Engagement: (2500 characters) Briefly describe how residents and the community who may benefit from this project have been involved in the development of this proposal. (10 Pts)

The recently completed Worthington Park Neighborhood Plan and the most Schenk-Atwood Plan both indicated a strong desire for more programming for HS youth, particularly opportunities that build academic and community engagement.

Superintendent Cheatham and her leadership staff recently completed more than 1,000 hours of community listening sessions, including a three-part session at each of the participating centers. Parents expressed frustration with the lack of success their children were experiencing and the ineffective solutions the district has been employing. Programs, such as the one proposed, are in response to what they learned through these listening sessions. In this program, community centers partner with MMSD and build on the centers' existing positive relationships with youth and families that are more disengaged with the school system.

Based on prior experiences working with this population, the community centers gained insights from the participants which shaped this application. Youth voice and participation in decision-making has emerged as the most important determinant of success (UW Madison SoHE, Youth Adult Partnership, 2016). Therefore, youth are at the table to inform the process and content of newly designed programs. This has been highly impactful in reaching desired outcomes for the centers and the individual youth.

At GCC, staff learned that students are most successful during the employment stage of this project if they participate in summer-long programming. The students are young and face multiple barriers to being

successful as a first-time employee. Therefore, setting the stage and building a foundation of trust through the 9th Grade Transition Program ensures greater success during the Employment Internship.

At BLW, staff learned from the employment internship program they piloted in 2018 in collaboration with MMSD, for three students who were promoted to 9th grade. For these students, it was their first time they followed a work schedule and followed tasks delegated by a supervisor. Staff learned that more time for daily training was necessary. When staff were able to invest more time, students were able to grow tremendously.

LCEC's experience with summer HS internships mirror those of GCC and BLW, young students seek connection to the center driven by engaged staff who work to meet their specific needs. Young people have called for this support in the Youth Action Summer Internship and Theresa Terrace i

5. Collaboration: (2500 characters) Briefly describe any collaboration or coordination with other organizations or service providers in the development of this proposal. (5 Pts)

This project is a collaboration between three community centers, the school district, youth, and their parents. Although each centers' program will look slightly different, they will all offer core components of an employment internship experience. GCC will share its employment and soft skill training curriculum, LCEC and GCC will share their internship and employment experiences, and BLW will share the lessons learned from the pilot it completed with MMSD in 2018. Staff will support students in the MMSD summer school and MMSD will support the students and staff at the centers.

Bree MacPhee Lyon, MMSD's summer school director, will oversee the logistics (e.g. recruitment, scheduling, transportation) and lead the journaling and essay component for the Employment Internship portion of the project. Staff at East HS will participate in the planning and implementation of the 9th Grade Transition Program portion of the project and staff at Memorial HS will support LCEC's experiential learning experience. There is an existing School-Community Partnership in place

6. Funding: (5 points)

- a) Has your organization received funding from the City of Madison Community Development Division, City of Madison CDBG office, Community Resources, or the Emerging Opportunities Program in the last 5 years? (Please note: Amount and frequency of funding will be considered in scoring this criteria)

Yes No

- b) What other funding do you anticipate pursuing if the project is expected to continue? (500 characters)

The Centers will continue to work with MMSD to ensure future funding. If the project is successful in transitioning students to 9th grade and engaging them in their school and center communities, this pilot could well grow and become part of the innovative solution needed to ensure better academic outcomes. If the program is successful, the three centers will also look for funding, including allocation of fund raising dollars to support MMSD's growing commitment.

7. Budget (5 points):

a. Summarize your project budget by estimated costs, revenue, and fund sources.

BUDGET EXPENDITURES	TOTAL PROJECT COSTS	AMOUNT OF CITY \$ REQUESTED	AMOUNT OF NON-CITY REVENUES	SOURCE OF NON-City FUNDED PORTION
A. Personnel Costs (Complete Personnel chart below)				
1. Salaries/Wages (show detail below)	18758	11350	7337	MMSD
2. Fringe Benefits and Payroll Taxes	3028	2814	215	MMSD
B. Program/Project Costs				
1. Program/Project supplies and equipment	1700	1770	0	
2. Office Supplies	0	0	0	
3. Transportation	5595	1010	4585	mmsd
4. Insurance	3635	3635	0	
5. Other (explain)				
C. Space Costs				
6. Rent/Utilities/Telephone	0	0	0	MMSD
7. Other (explain):				
D. TOTAL (A + B + C)	32716	20579	13082	

Explanation of "Other" expenses: (500 characters)

Other costs are listed under "insurance" because the cells are blocked from entering data in "other costs". Other costs include meals and snacks to participants and the stipends paid to youth \$75 for those that complete 45 hours and \$150 for those that complete 80 hours.

b. Personnel Chart: List all paid staff that will be working on the proposed program/project.

Title of Staff Position	F.T.E.*	Proposed Hourly Wage*
Bridge Lake Point Staff	.06 %	
Program Director	.02%	\$25.95 per hour including benefits
Program Coordinator		\$27.61 per hour including benefits
Goodman Community Center Staff	.012	\$35 per hour including benefits
Asst. Director of Youth Programs	.021	\$25 per hour including benefits
High School Coordinator	.021	\$23.75 per hour including benefit
Employment Coordinator	.012	\$36.25 per hour including benefits
Assistant Director of Educational Resources		

Title of Staff Position	F.T.E.*	Proposed Hourly Wage*
Lussier Community Education Staff	.025	\$34 per hour including benefits
Youth Program Manager	.067	\$15.54 including benefits
Summer Youth Program Lead	.012	\$29.51 including benefits
Assistant Director	.012	\$26.09 including benefits
Community Engagement Coordinator		
school district staff - not part of the EOP request		\$
		\$
TOTAL	.241	

*FTE = Full Time Equivalent (1.00, .75, .50, etc.) 2080 hours = 1.00 FTE Please identify FTE that will be spent in this project.

-SIGNATURE PAGE-

City of Madison Contracts:

The following information is provided in order to outline city requirements that will apply if your proposal is funded. All allocated funds will be administered through contracts with the City of Madison, Community Development Division. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected organization. If funded, applicants will be required to attend a **mandatory meeting** on contracting requirements. City purchase of service contracts include requirements regarding non-discrimination, consideration of vulnerable populations along with specific requirements in the following three areas:

1. Affirmative Action:

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02, an Affirmative Action Plan with the City Department of Civil Rights (DCR) or an exemption if allowed by City DCR. For more information on these requirements, please visit the Department of Civil Rights website: <http://www.cityofmadison.com/dcr/programsCCP.cfm>.

2. Insurance

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management:

- Commercial General Liability
- Automobile Liability
- Worker's Comp
- Professional Liability

The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of [Madison Risk Management website](#).

A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at (608) 266-6520.

3. Signature:

(Any applications submitted without a signature will be considered incomplete and will not be considered for funding.)

Applicant Signature:

Enter Name: Becky Steinhoff

Date: 10/15/2018

By entering your initials in the box,

BAS

You are electronically signing your name and agreeing to the terms above.