



School-Age Child and Youth Development Services

PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

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

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

Legal Name of Organization:	Nehemiah Community Development Corporation, Inc.	Total Amount Requested:	\$ 40,000
Program(s) included in this application:	Program Name: ACE (Academic Center for Excellence)	Amount Requested: \$ 40,000	
	Program Type: Elementary Summer Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: High School Year Round Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Andrea Dearlove	Email: adearlove@nehemiah.org	
Organization Address:	655 West Badger Road, Madison 53713	Telephone:	608-257-2453
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

Organizational Qualifications:

1. Organization History and Mission Statement

HISTORY: Nehemiah opened its doors in 1992 to fill a critical need in our community - the provision of services to the growing number of Black families by community-based Black professionals who had both expertise and an understanding of the experience of being Black in a predominantly white place. Nehemiah's programs were designed by people who had walked in the shoes of those they served and our very first programming was focused on the needs of young Black children during school, after-school and summer hours. Thirty years ago and still today, all of Nehemiah programs are strength-based, emanating from the unwavering belief that every child has value and leadership potential.

MISSION STATEMENT: Nehemiah cultivates Black and non-black leaders through culturally grounded programs and dynamic educational experiences; resulting in collaborative partnerships that build transformational relationships, equitable systems and just solutions.

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

When Nehemiah opened its doors in the early 1990s, the main message that its founders, leadership and staff consistently heard from parents was, "We want our children to be seen as leaders to be developed, not problems to be fixed." Three culturally-grounded programs were implemented in the early 1990s that established Nehemiah as a home and safe space for Madison's Black youth: YES (Youth Enrichment Services) for teens, ACE (Academic Center for Excellence) for elementary school children, and Family Management Services to provide support and parenting education.

These programs may have changed directors and staff over the past 30 years, but the underlying purpose was leadership development, accomplished through relationship building, conflict resolution, developing self esteem and positive attitudes, and preparing for a positive future. Curriculum included physical activity, games, field trips including visits to colleges, and guest speakers who were selected for their ability to serve as positive role models. Over the decades hundreds of girls and boys have been served - the positive impact on those young people not only influenced the course of their lives, but reached into the lives of their offspring as they became parents and passed on the values they had learned at Nehemiah to their children.

in 2023, ACE continues to provide a safe haven for Black and Brown children as in this setting, they are in the majority and everything is framed in their own culture. The curriculum stresses the contributions of African Americans throughout the world and locally. Perhaps most importantly, Black staff and guests are role models in positions of authority who look like them, love them and affirm them.

Current school age child/youth programs (inception date):

Over the past three decades, Nehemiah's youth programming has included curriculum for children in grade school, middle school and high school. Our ability to offer continuous programming has been dependent on funding more than demand - which still exists. Of all the programs we Nehemiah offers, the Summer ACE program has been continuous with few exceptions.

ACE (inception date 1993) is a leadership development and academic enrichment program designed for children Kindergarten through fifth grade. We currently offer a six-week, full-day, summer program that leads up to the

beginning of the school year - to boost the confidence of children as they return to the classroom. While programming focuses on the fundamentals of math and literacy to strengthen core academic skills, the coaching staff also reinforce positive cultural identity, teaching the children how to cultivate a moment-by-moment awareness of thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. The ACE team creates space each day for the youth to love, learn, and thrive.

GIRLS ACHIEVE! (inception date 2020). Black middle and high-school aged children face an increasingly complex environment in majority-white Dane County schools - exacerbated by issues of housing insecurity and related school transitions. Based on feedback from teens and parents - Nehemiah created the GIRLS ACHIEVE! program for high school girls that explores the art of dance, social/emotional and physical health, mentorship, academic success, and leadership development. GIRLS ACHIEVE! participants express an interest or passion for dance and have a need for additional supports both academically and socially. GIRLS ACHIEVE! students are led through movement practices in both Hip-Hop and African dance techniques, as well as discussions surrounding the history, consistency, development, and impact of black dance in our country throughout time. Our hope is that through studying and experiencing their own cultural 'Dancestry,' these girls and young women will begin to connect various techniques and concepts to their overall daily life. We strive to give them permission to not only practice "taking up space" on the dance floor, but also doing so through making goals, finding mentors, and making their needs known. In addition to the dance components of the program, students attend sessions that combine mentorship from women of color with ongoing peer support and leadership development. GIRLS ACHIEVE! creates a supportive network of individualized coaching in the social and emotional skills required for academic success. The ultimate goal is to increase high school graduation rates and to also spark the desire for girls to aim higher and achieve at higher levels.

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

The most obvious changes to programming came in 2020 due to the COVID-19 pandemic - but even then, Nehemiah staff found creative and innovative ways to continue its support of children and teens. Nehemiah staff created a unique "pod" of Black families who sent their children - of all ages - to the Fountain of Life Church each school day. There the children would support each other accessing online classes, completing homework, staying focused, and keeping their spirits up during this scary and uncertain time. For 30 years Nehemiah has been deeply embedded in its community; we will create innovative responses to whatever challenges arise. Nehemiah has since returned to its normal year-round programming, with existing staff, management and planning/implementation policies, as restrictions have been lifted.

With regard to strategic planning processes and leadership positions: 1) We are in an expansion phase for our Board of Directors. We have had two members cycle off in the past year and are bringing up to three new members on the fall of this year. 2) Nehemiah's origins were in direct service - which we have sustained for three decades. As the organization evolves, we recognize that in addition to providing direct service, we also have the will, staffing and expertise to seek the structural and systems changes that will ultimately lead to a reduced need for direct service provision. We are also looking at our funding sources and working to find partners who want to walk alongside us to ensure that we can provide sustained and excellent programming continuously, without breaks in service because this is what our children and families need. This is especially true for our youth programming. We are currently in discussions with Madison Metropolitan School District and others partners who share our values and approach to supporting youth - but who lack the expertise and perspective that Nehemiah brings - to determine how best to structure services. We hope that the City of Madison will become one of these critical partners.

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

As mentioned above, Nehemiah has been providing academic, social/emotional and leadership programming for children for 30 years. Lead staff include licensed professional social workers with early education degrees; and they are also parents - of their own children and of the community's children.

Nehemiah's Youth programming is currently led by Ms. Ozanne Anderson. Coach O, as she is known by the children, students and staff. Ms. Anderson is a state certified Early Childhood Education Director who has adapted the ACE curriculum based on her 15 years of experience in early childhood education. Coach O is responsible for hiring all staff associated with Nehemiah's youth programming. The characteristics she seeks in her staff include an innate love of children, personal responsibility and accountability, acceptance of self and others, interest in leadership and a willingness to learn. All her staff undergo a three week training prior to each ACE session.

While ACE is first and foremost a program for elementary school children, it is also a training ground for middle and high school children who "graduate" from being participants to becoming "junior coaches." Children in grades 6 - 10 transition to a more applied focus on leadership development. Trained by Nehemiah staff (who have often known these children for years), middle and high school children participate in curriculum designed to address the transition to adulthood - and the unique barriers and opportunities faced by children of color. Nehemiah takes a highly relational approach through the use of consistent, mature, long-term coaches and mentors.

To become part of ACE, aspiring junior coaches must advance through a "regular" hiring process which includes a written application, screening and an interview. This process is designed to familiarize them with the job search process they will encounter as adults ready to enter the competitive job market. Junior coaches each have their own adult coach in ACE, who is responsible for their academic and leadership development. Junior coaches receive leadership experience by functioning as managers for the younger children, planning schedules for each day and receiving feedback from their adult coaches.

Kira Hogan leads the GIRLS ACHIEVE! program and she herself started working as an ACE coach. Her experiences with ACE led her to chose to major in early childhood development and GIRLS ACHIEVE! at West High School.

In addition to the specialized education and training for our youth programming, all Nehemiah staff meet weekly on Monday mornings for two hours. While the first hour is dedicated to topics and discussions that foster trust and relationship-building, the second hour is intended to provide training and professional developmpent that staff have expressed interest in and a need for - based on the work we do in our community.



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

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

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

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

Legal Name of Organization:	Nehemiah Community Development Corporation, Inc.	Total Amount Requested for this Program:		\$ 40,000
Program Name:	Academic Center for Excellence (ACE)	Total Program Budget:		\$ 92,641
Program Contact:	Ozanne Anderson	Email:	oanderson@nehemiah.org	Phone: 608-512-7636
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.				

Elementary

- | | |
|---|---|
| <input type="checkbox"/> Multi-focus School Year Only | <input checked="" type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

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

1. PROGRAM OVERVIEW

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

Much data has been shared about the achievement gap for Madison's Black students. A recent article in the Wisconsin State Journal ("Terrifying Statistics": State of Black Students even promotes change. April 30, 2023) cited a 2019 report by the Center on Wisconsin Strategy which identified Wisconsin as the second worst state in the country for out-of-school suspensions and incarcerations and worst overall for eighth grade math scores. Discussion at that event - as well as conclusions from many other studies - have shown that turning these statistics around will require multi-system changes and commitments, including an increase in the availability of programs like the one that Nehemiah is proposing which prioritize exposure to Black teachers, counselors, role models and spaces.

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

The multifaceted goal of the ACE programming is to provide Madison's Black and Brown children and families with a culturally-grounded, welcoming, supportive space that strengthens grade-level core competency skills of the individual child, serves as an empowerment resource for children and families, acts as a bridge for families and neighborhood schools, and creates a community of young leaders. We have successfully run this program and know it works - and the need far exceeds our current ability to serve. Our goals over the next five years include making ACE available in several neighborhoods where there is a need and a call for our presence.

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

ACE is a leadership development and academic enrichment program designed for children Kindergarten through fifth grade. Nehemiah's Summer ACE is a six-week, full-day program that focuses on the fundamentals of math and literacy to strengthen core academic skills in the six weeks immediately preceding the school year. While preparing children for the start of the school year is critical, the driving intention of this program is to build confident young leaders. In addition to those children who are ACE participants - children in grades 6 through 10 (most of whom were ACE

campers) are engaged as ACE junior coaches; thereby transitioning to a more applied focus on leadership development and engagement with their community.

2. POPULATION SERVED

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

In the summer of 2023, ACE will be offered at Lincoln Elementary and will serve approximately 80 children ages K-5 and 15 junior coaches ages 6th through 10th grade. As described below, the ACE program was intentionally designed by Black social workers, educators, parents, and youth to serve their own community's children. The numbers shared below reflect our 2022 Summer ACE which included 70 elementary school children and 18 junior coaches (6-10th grade). Demographics below only include elementary school aged participants. Nehemiah's ACE program historically has been located in primarily Black neighborhoods and has collaborated with Black churches as the home location. However, in 2022, Nehemiah partnered with Lighthouse Church to house the Summer ACE program - which provided the opportunity to work with more Latino and Hispanic children and families - these numbers are reflected below.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	4	5%
Black/African American	40	58%
Asian	2	2%
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial	13	19%
Balance/Other	11	16%
Total:	70	
Ethnicity		
Hispanic or Latino	11	16%
Not Hispanic or Latino	59	84%
Total:	70	
Gender		
Boy/Man	40	57%
Girl/Woman	30	43%
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	70	

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

Nehemiah's ACE program historically has not had many Spanish-speaking children enroll in the programming as it has been located in primarily Black neighborhoods and has collaborated with Black churches as the home location. However, in 2022, Nehemiah partnered with Lighthouse Church to house the Summer ACE program - which provided the opportunity to work with more Latino and Hispanic children and families. To ensure we were making these families feel included, Nehemiah hired Spanish speaking coaches (who were familiar with the children as they attended church together) to ensure that activities were accessible from both linguistic and cultural perspectives.

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

Nehemiah's staff work throughout the year to recruit children and families for the ACE program. We intentionally meet with educational stakeholders in the community; specifically, churches, schools and

community organizations, to inform them about the curriculum/program and learn about their needs. Our outreach also includes marketing via school websites and community news outlets. Because all of Nehemiah's work is relationship-based, staff stay in touch with our families and children throughout the school and calendar year to keep them updated on any programming changes and opportunities. Word of mouth and the recommendations of school teachers and counselors also contribute to our engagement efforts. Our intake procedure includes academic assessments at the beginning and completion of programming to measure impact. Our junior coaches undergo a "traditional" interview process that also includes parent meetings and open houses.

Summer ACE includes a closing ceremony where we share with the children and families culminating thoughts and hopes for the children as they embark on a new school year.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

Nehemiah's ACE program employs a Creative Learning Approach with a group mentoring concept where learning is a community activity. Although traditional approaches to learning involve teacher-centered facilitation, we are intentional about creating community learning spaces. In this setting, we employ Academic/social mentoring coaches who are equally engaged with the students in the learning process.

ACE children are divided into three groups based on age/grade: Shining Stars, Fabulous Firecrackers and Talented Transformers. Academic-based instruction during the day is designed to be both age/grade-appropriate as well as child-appropriate. Every child is given a chance to lead and teach as well as learn.

A sample daily schedule includes the following:

7:30 am. Children arrive and congregate in a large room where table top activities (books, games, art) are set out for them to engage in during the arrival time period.

8:00 am. All children and coaches share breakfast together. When we are located in a facility with a kitchen, we make our own food. This is a very important component of leadership development as the children and junior coaches learn about both nutrition and community service.

8:30 am. This time period sets the tone for the day. All children and coaches gather for what we call a "community learning jam." The "pulse" of the group is taken and activities are determined based on the needs and emotions expressed by the children during arrival and breakfast. If there is an abundance of energy in the group, this time will allow for dancing and large motor movement. If the tone is more somber, coaches will lead a mindfulness and self-awareness activities. This time is devoted to addressing social-emotional health and community building and is a unique component of this curriculum as it is malleable and determined in real-time.

9:00 am. Research has shown that children of color in particular have less access to environmental and outdoor experiences - so weather permitting, time is set aside for the group to enjoy and experience the outdoors - whether it is a nature walk or doing work in a garden - it is for the children to literally and figuratively get their hands dirty. Outdoor time in this setting does not mean playing in a playground - it is not just about "being" outdoors - it is about experiencing nature and the natural world.

Snack is served at 10:30 am and lunch is spent eating together at 11:45 am. The bulk of the remaining hours are for academic learning spaces: language arts, reading and math classes where the children are given opportunities for peer learning, peer mentoring and hands-on learning. Critical social emotional skills such as journaling are incorporated into reading and writing time.

The latter part of each day includes additional opportunities for being outside and then everyone is expected to take part in cleaning up, or "housekeeping" duties. Taking responsibility for the space you occupy is another important component of leadership development. A final "community gathering and learning" to wrap up the day's activities and prepare for returning home is scheduled every day at 4:00. Dismissal is at 4:30 pm.

- B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell

in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): Leopold Elementary School			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	7:30	4:30
Tuesday	School Year		
	Summer	7:30	4:30
Wednesday	School Year		
	Summer	7:30	4:30
Thursday	School Year		
	Summer	7:30	4:30
Friday	School Year		
	Summer	7:30	4:30
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s): We plan to expand locations in 2024 and beyond but will not know those locations until later in 2023 or early in 2024. The schedule will be the same.			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above. We plan to expand locations in 2024 and beyond but will not know those locations until later in 2023 or early in 2024. The schedule will be the same.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Leopold Elementary School					
School Year					
Summer	Monday - Friday	9	6 weeks	1:10	70-80
Location #2 (if applicable): We plan to expand locations in 2024 and beyond but will not know those locations until later in 2023 or early in 2024.					
School Year					
Summer					

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

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

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

We plan to expand locations in 2024 and beyond but will not know those locations until later in 2023 or early in 2024. The schedule for each location will be the same.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Family engagement is critical to all Nehemiah youth programming. Continuity with children and their families has been sought since the inception of the ACE program. The program was designed with families of Madison's Black school-aged children, to counteract the achievement gap not just with summer academic programming, but with nurturing and affirming spaces and approaches. Not only do coaches meet with families during the 6-weeks of Summer ACE, they maintain that connection throughout the school year, well past the completion of the summer programming.

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

ACE was designed to engage not just community families as explained above, but other community residents, organizations and businesses as well. The most critical community stakeholders in the development of ACE programming is the churches, schools and community centers that have provided space for the children each summer. Nehemiah staff are in communication with ACE hosts throughout the year, especially around the needs of the families immediately surrounding that location. ACE also engages with sites for field trips and with community stakeholders who come to teach the children a skill.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Leopold Elementary School	ACE home location		Not yet
Saranghae Desserts	Teach baking skills to children	Kaitlyn Ko (West High School senior)	Not yet

The Center for Black Excellence & Culture	Cultural enrichment	Rev. Alex Gee	Not yet
Additional collaborators still being determined			

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

How do these partnerships enhance this proposal?

These various partnerships are intended to expand the children's knowledge of their larger community and expose them to things they can't learn or experience inside a classroom. Emphasis is placed on highlighting Black culture - but also other non-majority cultures.

What are the decision-making agreements with each partner?

We routinely have insurance / liability agreements with our host partners - but we have not used (or needed) other decision-making agreements to date.

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

As mentioned in our Organizational Narrative, Nehemiah was created 30 years ago to address unmet needs and desires of a growing Black population in Madison - seeking direct service supports from people with shared lived experiences and cultural understanding. While ACE is one of Nehemiah's flagship programs, our organization's staff have social work, housing, employment, health care access, and crisis-response expertise and connections. Nehemiah's staff have deep roots and trust-based relationships throughout the community to link children and families to whatever resources are sought.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

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

Intentional Program Design - The Nehemiah K-12 programs use a Creative Learning Approach with a group mentoring concept where learning is a community activity. Although traditional approaches to learning involve teacher-centered facilitation, we are intentional about creating community learning spaces. In this setting, we employ Academic/Social mentoring coaches who are equally engaged with the students in the learning process.

Coaches and students are both considered learners in the process of "Getting into the Know" of any given subject matter. We create environments where all involved learners are encouraged to take the lead when a subject matter is an area of strength to them. Academic/Social mentoring coaches are trained to facilitate and set the stage or environment for learning while also staying open to gain knowledge from the participating learners.

We believe that every student comes to us equipped with the tools they need to learn. Our goal is to help students discover their own tool boxes and to empower them to use those tools to unlock new learning. Participating students are the essential contributors to our academic journey as we consider that each individual brings to the table the raw materials for the intended learning outcomes.

Learning through Play (hands-on learning) is strongly woven through our methods. In general, we take learning off the page and create active, creative thinking activities that challenge learners to use their “whole person” to absorb new information or to reinforce previous learning. We are also very intentional to, wherever possible, take learning out of the formal classroom, and to encourage learners to experience learning through their natural senses. These experiences often include the goal of giving learners exposure to activities, environments, and to people that they would have not ordinarily been exposed to.

Supportive Relationships with Youth - Program staff take action to foster strong, supportive, and sustained relationships with youth as well as their families and caretakers. These relationships create an emotionally safe place where youth have a sense of security, belonging, and ownership.

Youth Voice & Leadership - As shared elsewhere in this application, the driving goal of ACE is building confident young leaders. The coaching staff achieve this by reinforcing positive cultural identity, teaching the children how to cultivate a moment-by-moment awareness of thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. As described above, the ACE team creates space and opportunities each day for the youth to love, learn, and thrive.

Racial & Cultural Inclusion - ACE was created specifically to give Madison's Black and Brown children a space where they could learn and explore as the "majority" - where Black culture is not just present, it is celebrated. Children can experience what it is like to have other learners, coaches, mentors and teachers who look like them and have shared experiences - a rare opportunity in a majority white city and state.

Family & Community Engagement - Family engagement is critical to all Nehemiah youth programming. Continuity with children and their families has been sought since the inception of the ACE program. The program was designed with families of Madison's Black school-aged children, to counteract the achievement gap not just with summer academic programming, but with nurturing and affirming spaces and approaches. Not only do coaches meet with families during the 6-weeks of Summer ACE, they maintain that connection throughout the school year, well past the completion of the summer programming.

Organizational Management & Staff Support - Leadership training is not only a goal for ACE programming, it is also central to Nehemiah's overall mission; therefore, as an organization we seek to ensure that all staff and volunteers feel supported and have the resources they need to serve. Program Director Ozanne Anderson is the lead trainer for all of ACE's coaches and volunteers. ACE staff also receive CPR and supervision training. All Nehemiah staff meet for two hours every Monday morning throughout the entire year to discuss issues that staff may be grappling with and to reinforce our internal community culture of support and appreciation.

Environment & Safety - ACE leaders, coaches and volunteers are trained in and practice active supervision as well as CPR.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 70-80

Total program hours annually: 270 program hours (this number represents time in active ACE programming. It does not including training hours for junior coach staff.)

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?
Data and sources used reflect skills sets and competencies sought by families, caretakers and educational partners - and the children themselves.

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

Outcome Objective #1: Social-emotional competency				
Performance Standard	Targeted Percent	100	Targeted Number	80
Measurement Tool(s) and Comments: Pre(intake) and post-assessment, coach reporting, small group interviews with individuals and families				

Outcome Objective #2: Academic achievement				
Performance Standard	Targeted Percent	100	Targeted Number	80
Measurement Tool(s) and Comments: Pre/post-ACE assessment, coach reporting, small group interviews, teacher feedback				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

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

We want to note that because this program's design has reflected long-accepted community practices, formal evaluation has not been a critical component of this work. However, Nehemiah's Vice President of Research and Education, Dr. Karen Reece, will be designing a dynamic evaluation process for the youth programming that will support staff in utilizing evidence-based, culturally-grounded data collection and analysis tools in 2023 and beyond.

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?
Attendance, pre and post social and academic assessments, family engagement, teacher feedback, monthly reporting

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
In 2024, we plan to host ACE at at least one location - Leopold Elementary School - but ideally expand to additional sites in other parts of the city, based on available funding.

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Program Director	Certified Program Director	Leopold Elementary	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		1.0
Learning Coaches	ACE training, in-house program training	Leopold Elementary	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		13.0

			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round				
	Summer				14.0

*Use one line per individual employee

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

Nehemiah always conducts background checks, requires volunteer training and Coach Ozanne Anderson is responsible for training and supervision all ACE staff and volunteers.

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

Transportation for at least 30 children at a time - 2 15-passenger vehicles

8. BUDGET

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

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

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
 Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
 No COI to disclose.
- B. Disclosure of Contract Failures, Litigations
 Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
 No failures or litigations to disclose.

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Nehemiah Community Development Corporation
Mailing Address	655 West Badger Road, Madison, WI 53713
Telephone	608-257-2453
FAX	
Director	Mr Harry Hawkins, Executive Vice President
Email Address	hhawkins@nehemiah.org
Additional Contact	Andrea Dearlove
Email Address	adearlove@nehemiah.org
Legal Status	Private: Non-Profit
Federal EIN:	39-1736091

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
ACE (Academic Center for Excellence) Contact: Ms. Ozanne Anderson	A	\$40,000	
Contact:	B		
Contact:	C		
Contact:	D		
Contact:	E		
TOTAL REQUEST		\$40,000	

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

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

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

ice
nal Liability.

6. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*	
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent
	TOTAL	3	100%	22	100%	
GENDER						
MAN	3	100%	10	45%		
WOMAN	0	0%	11	50%		
NON-BINARY/GENDERQUEER		0%	1	5%		
PREFER NOT TO SAY		0%		0%		
TOTAL GENDER	3	100%	22	100%		
AGE						
LESS THAN 18 YRS	0	0%		0%		
18-59 YRS	2	67%	21	95%		
60 AND OLDER	1	33%	1	5%		
TOTAL AGE	3	100%	22	100%		
RACE						
WHITE/CAUCASIAN	2	67%	6	27%	80%	67%
BLACK/AFRICAN AMERICAN	1	33%	16	73%	7%	15%
ASIAN		0%		0%	8%	11%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%
BALANCE/OTHER		0%		0%	1%	2%
TOTAL RACE	3	100%	22	100%		
ETHNICITY						
HISPANIC OR LATINO	0	0%		0%	7%	9%
NOT HISPANIC OR LATINO	3	100%	22	100%	93%	81%
TOTAL ETHNICITY	3	100%	22	100%		
PERSONS WITH DISABILITIES		0%		0%		

*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY DATA. AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of data.

**R/POV=Percent of racial group living below poverty level

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

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

The staff in particular represent the racial/cultural diversity of the community Nehemiah serves. The Board of Directors is currently in a growth phase and within 3-6 months will again have majority representation of Black members.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022

How many Board meetings has your governing body or Board of Directors scheduled for 2023?

How many Board seats are indicated in your agency by-laws?

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

Name	Dr. Alex Gee			
Home Address	2827 Charleston Drive, Madison, WI 53711			
Occupation	Pastor, Fountain of Life Church, Director, Nehemiah / Center for Black Excellence and Cultur			
Representing	Nehemiah Community Development Corporation			
Term of Office	President	From:	11/2022	To:
Name	Eric Farnsworth			
Home Address	3012 Woodland Trail, Middleton, WI 53562			
Occupation	Lawyer, Adjunct Professor UW Law School			
Representing				
Term of Office	Vice President	From:	11/2022	To:
Name	Jeremy Morton			
Home Address	661 Matts Drive, Verona, WI 53593			
Occupation	Accounting			
Representing				
Term of Office	Secretary	From:	11/2022	To:
Name	Pending			
Home Address				
Occupation				
Representing				
Term of Office		From:	09/2023	To:
Name	Pending			
Home Address				
Occupation				
Representing				
Term of Office		From:	09/2023	To:
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To:
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To:
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To:

	4
	4
	3

e
11/2023
11/2023
11/2023
mm/yyyy
mm/yyyy
mm/yyyy
mm/yyyy
mm/yyyy

AGENCY GOVERNING BODY cont.

Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:
Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:
Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:
Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:
Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:
Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:
Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:
Name			
Home Address			
Occupation			
Representing			
Term of Office	From:	mm/yyyy	To:

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application. All programs not requesting funding in this application, should be combined and entered under NON APP PGM (last column)

REVENUE SOURCE	AGENCY 2023	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E
DANE CO HUMAN SVCS	0	0				
UNITED WAY DANE CO	0	0				
CITY CDD (This Application)	40,000	40,000				
City CDD (Not this Application)	0	0				
OTHER GOVT*	0	0				
FUNDRAISING DONATIONS**	52,641	52,641				
USER FEES	0					
TOTAL REVENUE	92,641	92,641	0	0	0	0

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

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

S

NON APP PGMS
0

County cities,

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

Title of Staff Position*	2023 Program A FTE**	2023 Program B FTE**	2023 Program C FTE**	2023 Program D FTE**	2023 Program E FTE**	2023 Total FTE	2023 Annualized Salary	2023 Payroll Taxes and Fringe Benefits	2023 Total Amount	2023 Hourly Wage***	2023 Amount Requested from the City of Madison
Director	0.25					0.25	52,850	4,069	56,919	0.00	2,000
Program Coordinator	0.25					0.25	42,860	3,300	46,160	0.00	2,000
Youth Coach, adult (8 weeks)	0.15					0.15	29,120	2,038	31,158	14.00	3,000
Youth Coach, adult (8 weeks)	0.15					0.15	29,120	2,038	31,158	14.00	3,000
Youth Coach, adult (8 weeks)	0.15					0.15	29,120	2,038	31,158	14.00	3,000
Youth Coach, adult (8 weeks)	0.15					0.15	29,120	2,038	31,158	14.00	3,000
Youth Coach, adult (8 weeks)	0.15					0.15	29,120	2,038	31,158	14.00	3,000
Youth Coach, youth (8 weeks)	0.15					0.15	20,800	1,456	22,256	10.00	3,000
Youth Coach, youth (8 weeks)	0.15					0.15	20,800	1,456	22,256	10.00	3,000
Youth Coach, youth (8 weeks)	0.15					0.15	20,800	1,456	22,256	10.00	3,000
Youth Coach, youth (8 weeks)	0.15					0.15	20,800	1,456	22,256	10.00	3,000
Youth Coach, youth (8 weeks)	0.15					0.15	20,800	1,456	22,256	10.00	3,000
Youth Coach, youth (8 weeks)	0.15					0.15	20,800	1,456	22,256	10.00	3,000
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	2.30	0.00	0.00	0.00	0.00	2.30	386910.00	27751.00	414661.00	140.00	40000.00

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	ACE (Academic Center for Excellence)	PERSONNEL	40,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	40,000
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			40,000