



# School-Age Child and Youth Development Services

## PART 1 – ORGANIZATION NARRATIVE FORM

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

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

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

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

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

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

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

Legal Name of Organization:	Kennedy Heights Neighborhood Association	Total Amount Requested:	\$ 113,000
Program(s) included in this application:	Program Name: Elementary	Amount Requested: \$ 75,000	
	Program Type: Elementary Year Round Multi-Focus		
	Program Name: Middle School	Amount Requested: \$ 38,000	
	Program Type: Middle 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 <a href="mailto:jstoiber@cityofmadison.com">jstoiber@cityofmadison.com</a></i>		
Contact Person:	Elsa Caetano	Email:	director@khcommunitycenter.org
Organization Address:	199 Kennedy Heights, Madison WI 53704	Telephone:	6082440767
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	No

## Organizational Qualifications:

### 1. Organization History and Mission Statement

#### Kennedy Heights History

The Kennedy Heights apartment complex was built in 1968-70. It is a HUD subsidized complex of 104 Townhouse apartment units. It was among the first affordable housing complexes on Madison's Northside, for low to moderate-income persons.

In 1983, there was growing resident concern about the lack of affordable activities for the many youth of the community. Since the late 1970's and the early 1980's, Juvenile delinquency, vandalism, drug use/abuse and activity, and police calls had been at an all-time high. Residents banded together, and through a series of meetings, formed the Kennedy Heights Neighborhood Association. (KHNA)

The charge of KHNA was to start a resident board, which would sponsor activities for the community children geared toward combating concerns and problems. KHNA elected a 15 member Board of Directors and the complex owners donated the use of one apartment for a small community center in which activities were conducted.

In 1985 the KHNA Board of Directors wrote a grant to the Community Development Block Grant (CDBG) Commission and the owners of the complex to secure funding to build and operate a community center on the complex grounds. In 1986 monies were awarded and Kennedy Heights Community Center (KHCC) had a home. That same year KHNA was incorporated as a private, non-profit agency and began to receive funding from local funding sources to operate programs for neighborhood residents.

Due to the growth of successful programming at the center, funding was sought out and obtained to expand the existing center. Construction began in late summer 1993 and was finished in the first quarter of 1994. In March of 1994, KHCC moved into its new, bigger home. This much-needed expansion has since tripled our program and office areas.

The mission of the Kennedy Heights Community Center is to create a community support network for low to moderate income families; increase available resources and programs to improve the lives of residents, and to develop and present social, educational, recreational, and cultural programs for children, youth, and adults.

### 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.

Kennedy Heights continues to offer a fundamental, sustainable, and life-enriching after school program that promotes healthy peer-to-peer engagement, community involvement, and investment in a positive youth environment now and moving forward. Kennedy Heights has been successfully operating School-Age programs over two decades. We currently offer: Elementary and Teen After-School and Summer Camp Programs and within this program we offer many other programs such as STEAM, Outdoor and Nature Learning, Nutrition Education, Leadership Opportunities and more. This program provides a safe space where youth work together in developing healthy relationships with peers and adults as well as provide safe opportunities for social, emotional and physical explorations and academic support as needed while cultivating self sufficiency, resilience and self reliance.

### 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".

Unfortunately since 2019 Kennedy Heights has suffered a great deal of staff turnover. We had three executive directors between 2020-2021 as well as the loss of all of the youth programming staff in 2021. We have had to restart almost from zero with staff recruitment. Currently all of our youth staff are relatively new. These changes have presented enormous challenges with community members and youth participation. The bulk of our work has consisted of community and youth trust building efforts which have proven to be challenging and slow moving.

In addition, retaining staff in the current economy has been a challenge. While this is one of the most mentally demanding jobs, it is often not well compensated. With the recent increase in the cost of living and inflation and without a city budget increase in the last 12 years, our employees are struggling to make ends meet with the pay they earn. Employees are weighing the costs and benefits between working in this field with working in another less mentally demanding field such as Amazon delivery which pays a lot more in comparison. In order to make sure employees stay, we have had to get extremely creative by offering more hours through different roles in the agency, more vacation hours, team building opportunities and more.

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.

We do not have any specific requirements around educational experience needed to work in these roles; however, we strongly seek candidates with prior youth work experiences, ServeSafe, and First Aid and CPR training, which we provide for those who don't already have it. All of our youth staff is allotted a sum per year for professional development and most will complete at least 60 hours of Professional Development training each year.



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

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

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

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

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

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

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Legal Name of Organization:	Kennedy Heights Neighborhood Association	Total Amount Requested for this Program:		\$ 75,000
Program Name:	Elementary	Total Program Budget:		\$ 116,980
Program Contact:	Elsa Caetano	Email:	director@khcommunitycenter.org	Phone: 6082440767

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

### Elementary

- |  |  |
|--|--|
| <input type="checkbox"/> Multi-focus School Year Only        | <input type="checkbox"/> Multi-focus Summer Only   |
| <input checked="" 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.

The need for an Elementary Year Round Multi-Focus Program is beneficial as it provides a safe space and environment for children to be at, especially since being outside without much productive guidance from peers and safe adults is a phenomenon that leads to many many high risk behaviors in our current society. Additionally it has been widely known that it only takes one safe adult to positively influence a child and make a difference in the child's future. It is also understood that when underserved youth are afforded the opportunity to attend after school programs there are great returns on the investments of making these programs available in the first place. As found by MOST through SAYO-Y surveys on mental and emotional health, participants felt better at their neighborhood centers than they did at school: emotionally healthy at school: 17% vs emotionally healthy at their neighborhood center: 75%.

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

The goal is to continue to provide a good, fundamental, sustainable, after school program and summer camp programs that promote healthy youth and their interaction their peers, community and their environment now and moving forward. By offering an enriching, safe program for elementary-age children with activities that support academic and social skill development through structured free time, homework assistance, and opportunities students build positive relationships with safe adults and their peers. Participants in kindergarten through 5th grade are enrolled in the program. However, all programs serving elementary-age children may only include a maximum of three children ages 5 and 6 unless licensed by the State of Wisconsin.

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

The Elementary Afterschool Program will provide holistic activities that focus on the social, academic and physical health of participants. Scheduled activities will include mental wellness, SEL, nutritional clubs, physical activities, STEAM activities and academic support Monday-Thursday. The program will encourage parental/guardian involvement during homework time and for other activities as well. The program will provide a meal upon arrival, a snack option before dismissal, large and small group engagement opportunities, free play time, enrichment clubs and outdoor time.

Program participants will be encouraged to try planned activities and most of the time have an alternative activity to choose from what is being offered. Physical activity and exercise will be regular parts of the After School and Summer Camp. KHCC will seek collaborations with local partners to provide access to movement activities such as swimming lessons during summer camp

and all weather outdoor activities such as hiking, canoeing, fishing, snowshoeing, sledding and skiing during the school year.

Activities that support social development and support positive behavior will be provided daily. These will include creating jobs/responsibilities for each child, engaging children as program decision makers, and developing activities that encourage participants to work together over a period of time, community art projects, performing plays, and discussions. However, all programs serving elementary-age children may only include a maximum of three children ages 5 and 6 unless licensed by the State of Wisconsin.

## 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.

Kennedy Heights is an extremely diverse community. There has been a shift in the demographics in the last decade or so. Currently we are looking at approximately 30% Southeast Asian, 50% African and African-American and about 10% Hispanic and 10% Caucasian households. With the COVID-19 Pandemic the unemployment rate in the community is close to 50%. Most of the Asian community have little to no English language proficiency. We have not conducted any surveys related to resident's incomes in the last 2 years thus are unable to be specific on the income range in the community.

Our understanding is that the community was involved in developing this program through the last Center Strategic Plan. We continue to get residents feedback on the programs relevant to them through the creation of the Resident Advisory Committee which meets regularly once per month additionally are planning to hold another Center Strategic Planning this fall.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	3	13
Black/African American	14	64
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial	4	18
Balance/Other		
Total:		
Ethnicity		
Hispanic or Latino	1	5
Not Hispanic or Latino		
Total:		
Gender		
Boy/Man	9	
Girl/Woman	13	
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	22	

- 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.

Kennedy Heights has in place a Language Access Plan as well as 2-3 staff who are bilingual and trilingual to support the needs of our participants. Our program is mindful of all people and groups and we work together with participants and their families to address their needs to make their experience at KH as holistic as possible. We work with our participants to understand what is relevant to their families and how we can support that. We make sure that our space offers appropriate opportunities for our participants to

see their cultural identities through the books we read, the food we cook, and the artifacts on our walls. We continue to work to increase opportunities that validate participant's cultural identities.

- 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.

Our program recruitment happens through communication with Lindbergh Elementary School, our website, newsletter, word of mouth, and more. Our elementary participants enroll in the programs through a paperwork application process. We meet with the participant and their parents/guardians prior to enrolling a child so that we get to know the family. Parents are encouraged to visit programming at any time to engage with staff and their child. At this time we have not encountered any barriers in recruitment and engagement.

### 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.

KHCC will seek collaborations with local partners to provide access to movement activities such as swimming lessons during summer camp, boxing classes and all weather outdoor activities such as hiking, canoeing, fishing, snowshoeing, sledding and skiing during the school year.

Activities that support social and emotional development and support positive behavior will be provided daily as their implementation will aid in emotional competencies and higher sense of self worth as reported by <https://youth.gov/>. These activities will include daily SEL check-ins, engaging children as program decision makers in creating expectations and program ideas, developing activities that encourage participants to work together over a period of time, community such as group and individual art projects, performing plays, and discussions and creating jobs/responsibilities for each child. As quoted by Abigail Buren, if you want children to keep their feet on the ground, put some responsibility on their shoulders, with this in mind we help foster the sense of belonging, responsibilities and a sense of self-esteem. Source: [https://www.canr.msu.edu/news/the\\_benefits\\_of\\_chores\\_for\\_your\\_child](https://www.canr.msu.edu/news/the_benefits_of_chores_for_your_child).

- 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): 199 Kennedy Heights, Madison, WI 53704			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	2:15 PM	5:30 PM
	Summer	10:00 AM	5:00 PM
Tuesday	School Year	3:45 PM	5:30 PM
	Summer	10:00 AM	5:00 PM
Wednesday	School Year	3:45 PM	5:30 PM
	Summer	10:00 AM	5:00 PM
Thursday	School Year	3:45 PM	5:30 PM
	Summer	10:00 AM	5:00 PM
Friday	School Year	3:45 PM	5:30 PM
	Summer	10:00 AM	5:00 PM
Saturday	School Year	3:45 PM	5:30 PM
	Summer	10:00 AM	5:00 PM
Sunday	School Year	3:45 PM	5:30 PM
	Summer	10:00 AM	5:00 PM

Table 2

Location(s):			
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.  
N/A

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
<b>Location #1:</b>					
School Year					
Summer					
<b>Location #2 (if applicable):</b>					
School Year					
Summer					

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

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

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

**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.

Parents' Night Out: The Parents' Night Out program has been widely well-received and participated in as a great tool for community building and resiliency. This program is modeled after the Nationwide Parent Cafe in response to the recent global trouble to address the needs of our residents in a communal safe-space. Kennedy Heights, like all other low income communities, has faced harsh inequalities along with health and economic disparities. Through the program, parents from the community have the opportunity to discuss challenges, successes and opportunities they face as parents. They receive support from one another while working together to address issues they face personally as well as those they encounter as a wider community. The opportunity to discuss these successes and challenges openly in a safe space provides opportunity to explore and discover solutions while creating a space for community leadership to address issues faced on a wider scale. With support from each other as well as from community center staff and stakeholders, participants learn from each other while pooling knowledge, skills and resources to address challenges and opportunities they face as parents. The group addresses concerns around quality education and opportunities for their children, access to equitable health and economic resources for the community and increased representation in the community and schools amongst other things. One way the Parents' Night Out program has embraced representation and leadership opportunities for parents and residents is by coupling it with a community Cooking Demo. Community Cooking Demos are led by residents and local chefs of African, Indigenous, Latin American and Asian descent who share their traditional recipes and nutritional values with the rest of the community. This program has been so successful that we would like to make it a permanent feature of Kennedy Heights Programs.

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.

Kennedy Heights Community Center partners with Second Harvest Food Pantry who provides food ingredients used for Community Cooking Demos. Kennedy Heights also partners with Be Well Madison, a local group dedicated to empowering and improving individual and community health by providing preventative wellness services for all with a special focus on groups and communities that have been historically marginalized.

Kennedy Heights Community Center also has ongoing partnerships with local schools in the Madison Public School District, allowing the center to serve as a liaison between the community's parents and the school. Kennedy Heights serves nearby residents in addition to the residents of the complex and, as such, partners with other local neighborhood centers and community organizations to best leverage resources. These partners include: The City of Madison, Troy Gardens, Vera Court Neighborhood Center, Meridian Group, Inc., Warner Park Community Center, Madison Public Library System amongst others.

Kennedy Heights Community Center values community partnerships as they allow the community to leverage resources to broaden and deepen the availability of resources and the impact the center is able to have on residents.

Resident engagement has happened in many forms at Kennedy Heights in the last two and a half years. However, the creation of Parents' Night Out and the Resident Advisory Committee have been the most widely successful and effective efforts.

The Parents' Night Out program has been widely well-received and participated in as a great tool for community building and resiliency. This program is modeled after the Nationwide Parent Cafe in response to the recent global trouble to address the needs of our residents in a communal safe space. Kennedy Heights, like all other low income communities, has faced harsh inequalities along with health and economic disparities. Through the program, parents from the community have the opportunity to discuss challenges, successes and opportunities they face as parents. They receive support from one another while working together to address issues they face personally as well as those they encounter as a wider community. The opportunity to discuss these successes and challenges openly in a safe space provides opportunity to explore and discover solutions while creating a space for community leadership to address issues faced on a

wider scale. With support from each other as well as from community center staff and stakeholders, participants learn from each other while pooling knowledge, skills and resources to address challenges and opportunities they face as parents. The group addresses concerns around quality education and opportunities for their children, access to equitable health and economic resources for the community and increased representation in the community and schools amongst other things.

One way the Parents' Night Out program has embraced representation and leadership opportunities for parents and residents is by coupling it with a community Cooking Demo.

Community Cooking Demos are led by residents and local chefs of African, Indigenous, Latin American and Asian descent who share their traditional recipes and nutritional values with the rest of the community.

This program has been so successful that we would like to make it a permanent feature of Kennedy Heights Programs.

The second program Kennedy Heights Community Center developed in 2022 is a paid Resident Advisory Committee made up of eight community residents who represent the diversity in our community. Of the eight Resident Advisory Committee members, 5 are parents and grandparents with students engaged in local community and school programs.

The advisory committee has been an essential component of community input on the work that we do, and we would like to make it a permanent feature of our community center. The members of the committee receive a monthly stipend for their valuable participation. By providing a stipend for participation, Kennedy Heights is able to show residents that their time, input and work on the Committee is valued while also providing direct financial resources for them and their families. Kennedy Heights recognizes the intellectual, physical, and emotional labor that is often put upon members of marginalized and underserved, underrepresented communities and seeks to be intentional in counteracting this by compensating participants to show the value of their input to the community.

Participation in the Resident Advisory Committee gives a voice to community members, a number of whom are parents with children who live in the community and attend community programming. The Resident Advisory Committee provides invaluable dialogue amongst community members and between community members and community center staff, leadership and stakeholders. The Committee provides a voice for parents to address concerns and make suggestions around the programs and opportunities offered for both children and families through the community center. This opportunity improves learning outcomes for parents and children by giving them the chance to influence the activities and engagements that take place for parents and children at the center. They are able to directly influence what and how they learn through center programming and opportunities. The Committee also gives a voice for parents to address concerns about the larger community including school participation for their children, housing concerns about property management within the complex and community, societal and economic issues of concern that impact them directly and indirectly. Through the Committee, their voices are heard and amplified by community center staff who work with them in facilitating and advocating for change and progress for the community and its members.

In further commitment to increasing community representation in the center's programs and operations, the Kennedy Heights Community Center Board of Directors appointed two residents to the positions of chair and vice chair of the board to amplify the community's voice and help address the needs of the community.

Through intentional, guided interactions between parenting adults, these programs provide opportunities for community residents to come together to learn how to lead within their own households as well as in the community while promoting positive connections between families to create support networks. These programs seek to empower parents and families to rely on one

another and the community while learning from and about themselves, each other and the larger community they are a part of.

- 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)?
Madison Reading Project	Program provider-provide Literacy opprortunity and activities	Nathalie Holdahl	No
Lussier Family Heritage Center	Program provider provide a varity of outdoor activities in our County Parks	Amy Cox	No
Second Harvest	Food Security-Food Pantry and Kids Café funding for daily meals	Multiple Contacts-Joanne Marquez	Yes
UW Madison	SWYiS-Service with Youth in STEM	Anna Courtier	No
North Side Wellness Partnership-UW Madison School of Mediceine	Program Facilitator and funder, community wellness programs	Tyson Jackson	Yes
Be Well Madison	Service Provider -wellness practitioners for our SEL and nutrition program	Jamie Pekarek Krohn	Yes

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

YWCA-we have recently partnered with WYCA to engage our participants in Restorative Justice practice to show our participants a more constructive way to handle conflict resolution. We do not have an MOU with this partner.

How do these partnerships enhance this proposal?

These partnerships are of immense value as they allow the community to leverage resources to broaden and deepen the availability of resources and the impact the center is able to have on our program participants.

What are the decision-making agreements with each partner?

Our partnerships are very collaborative, mindful of everyone's needs and two sided, everyone involved feels safe and valued in the collaboration process. We achieve this by having meaningful conversation and discussion on the needs of each organization and the needs in the communities we serve.

- 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?

Kennedy Heights Community Center provides resources for families including: a weekly food pantry, translation services for individuals with limited English proficiency, assistance with job applications and transportation to interviews; medical services navigation, legal assistance resources, immigration resources and more. Over the past couple of years, Kennedy Heights Community Center has been working to increase and improve resources provided to residents and their families. This work has led to the development and implementation of two new programs for adults in the community. These programs are Parents' Night Out and the Resident Advisory Committee (RAC). Parents' Night Out and Resident Advisory Committee programs seek to increase parenting adult participation in the planning, implementation and evaluation of the center's programs and initiatives while fostering a safe space for parents and adult residents to gather and discuss the challenges, successes and opportunities they face within their homes, community and larger society.

## 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:** Our program design upholds the high expectations we have of every program participant and it focuses on the goals and outcomes we set. From encouraging participants to work together to accomplish certain tasks for team building experiences, to encouraging participants to have a consistent attendance in program so that we are all on the same page around the needs of the group, their families and adults working with them, to offering a variety of opportunities for nutrition and food exploration and to offering opportunities such as collaborative keeping of their space through chores to help develop responsibility and foster self esteem.

**Supportive Relationships with Youth:** The adults providing services to the youth at Kennedy Heights know that building genuine, positive, supportive and strong relationships with youth is crucial for their engagement in the program. From always greeting participants by name, to checking in with them daily when in program to giving them space to get to know the staff at their own pace to the point where our greetings involve hugs each time we see one another. In order to ensure youth are around safe adults, each adult in the program is properly vetted and screened through a background check, an interview process and reference checks to ensure they are safe to engage with the youth. They are also afforded opportunities to continue to develop their skills through professional development opportunities such as trauma informed care training which informs us in this evolving wellness landscape to better support the youth we serve.

**Youth Voice & Leadership:** Our programs and program activities are often derived from participant's input. We engage the participants in the decision making when appropriate and in program expectations setting. We strive to offer our participants leadership opportunities throughout our programming by for example: working together to make sure their community play areas are free of debris giving space for children that enjoy teacher role playing to lead an activity and gather input from other participant's for future activities.

**Racial & Cultural Inclusion:** Our organization is committed to addressing the needs of our community around this area. In the last year we made sure to diversify our Board Of Directors to include community residents and have and continue to engage our staff in continuous training opportunities that address cultural competence, implicit biases and racial equity with more than 60 hours of professional development training per year. Our staff and youth engage in numerous conversations regarding racial equity and cultural differences in our space and how it makes our center and community a very special place.

**Community & Family Engagement:** We have developed and implemented a number of monthly programs to uphold our commitment to holistic community engagement practices. Some of these programs include, Parent's Night Outs, Cooking Demos, Resident Advisory Committee and Pizza with Police where the community engages in a variety of topics of interest with our local enforcement in an effort to help bridge the gap with police and community members.

**Organizational Management & Staff Support:** We are working diligently to develop an organization that takes to heart the wellbeing of its team members by building a work environment that fosters community and love of every individual and is respectful of all of everyone's values and differences. All of our team members are allotted a sum per year for each year and most will complete at least 60 hours of PD training yearly. We are very mindful of creating an environment where team members feel well supported and appreciated for their work and that their work is valued.

**Environment & Safety:** Fundamentally we want to make sure that when our youth and families walk into the community center space, they feel safe, comfortable and welcomed. We want to be a space where the children have their basic needs met while here. We accomplish this by first having our staff being another adult in the community that children and their families can connect to with the understanding that we care about them and that this space is theirs and we are here for them. We do this by having our staff always greet youth and families by name with a friendly welcome to the facility; by offering a home like space where children know that they will always have food security by providing them with daily freshly prepared meals and snacks, by having comfortable couches where they can hang out and rest, rugs, plants, lots of windows, artifacts the children and family can relate to; by allowing children and family private spaces when needed and we make it clear that we are here to assist them to build a thriving future.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 40

Total program hours annually: 630

C. Program Outcomes

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

Our program outcomes were based on widely known research evidence and literature reviews that for example, children that participated three or more days of an after school program improved their cardiovascular fitness and were less likely to be or become obese as the children are exposed to many opportunities to engage in physical and nutritional activities. Literature review:

[https://aspe.hhs.gov/sites/default/files/private/pdf/265236/4\\_MCASP\\_LiteratureReview.pdf](https://aspe.hhs.gov/sites/default/files/private/pdf/265236/4_MCASP_LiteratureReview.pdf)

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

<b>Outcome Objective #1:</b> Participants will attend the program an average of at least 3 days per week.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80	<b>Targeted Number</b>	15
<b>Measurement Tool(s) and Comments:</b> Daily attendance records in house and through MOST.				

<b>Outcome Objective #2:</b> Participants will demonstrate growth in at least one indicator of social emotional learning.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80	<b>Targeted Number</b>	14
<b>Measurement Tool(s) and Comments:</b> DESSA or other identified tool.				

<b>Outcome Objective #3:</b> Participants will report food security and food knowledge through our daily meal program and cooking and food exploration.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80	<b>Targeted Number</b>	14
<b>Measurement Tool(s) and Comments:</b> Collecting data from participants and parents/guardians and program staff through end of the year surveys.				

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

N/A

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?

Kennedy Heights uses the MOST data tracking system as well the city's quarterly sample surveys.

6. **PROGRAM LOCATION**

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

199 Kennedy Heights Rd. Madison WI, 53704

**7. PROGRAM STAFFING AND RESOURCES:**

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Executive Director	Bachelors Degree CPR	199 Kennedy Heights Rd. Madison WI 53704	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.20	
Elementary Program Lead	N/A CPR	199 Kennedy Heights Rd. Madison WI 53704	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	1.0	
Teen Program Coordinator	N/A CPR	199 Kennedy Heights Rd. Madison WI 53704	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.27	
Food Equity Coordinator	N/A CPR	199 Kennedy Heights Rd. Madison WI 53704	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.65	
Custodian	N/A	199 Kennedy Heights Rd. Madison WI 53704	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.15	
Office Manager and Elementary Program Assistant Teacher		199 Kennedy Heights Rd. Madison WI 53704	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.25	
Madison College intern		199 Kennedy Heights Rd. Madison WI 53704	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	.30	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>		
Please complete the total FTE for the applicable time period	<b>School Year:</b>				
	<b>Year-Round</b>			2.82	
	<b>Summer</b>				

direct contact with program participants, how are they vetted, trained and supervised?  
 Everyone employed or volunteering at Kennedy Heights Community Center goes through a Background Check process.

**Leadership & Staffing:**

Executive Director, Elsa Caetano leads Kennedy Heights Community Center managing staff, programming, operations, and mission and vision development and implementation. Caetano brings close to a decade of experience to the role having previously led the youth programs of another local nonprofit. Additionally, she brings to the position fluency in 3 languages (English,

Portuguese and Spanish) as well as a diverse cultural background and understanding of our community immigration needs as an immigrant herself. Under her leadership, Caetano has worked to foster a welcoming and supportive environment for staff and community members. As a leader, she understands the importance of staff retention & community member involvement. These leadership values are evident in her development and implementation of staff professional development and wellness initiatives and community member involvement initiatives including Parents' Night Out, Community Cooking Demos and the Resident Advisory Committee. She has also increased resident representation on the center's Board of Directors.

Adult Resource Coordinator—with a focus on the Asian Community, Ricky Vang has served as the Adult Resource Coordinator and Asian Outreach Coordinator with Kennedy Heights for 3 years. Prior to joining staff, he cultivated relationships with community members as a Food Pantry volunteer. He brings to the position fluency in 3 languages (English, Hmong, Laotian) as well as experience in Asian resources coordination and services translation and expertise in community engagement.

Food Equity Coordinator Chase Carver has been with Kennedy Heights Community Center for a little over a year. In his role he is responsible for food inventory, ordering, preparing freshly cooked meals 5 days per week, coordinating the community center garden plot and raised beds as well as supporting the agency with its social media needs and has recently taken on the role of the janitor to bring his hours to a full time position.

Lead Elementary Teacher, Kira Ruechel leads elementary after school programming. She has been with Kennedy Heights for over 1 year. Prior to joining Kennedy Heights, she gained experience as an AmeriCorps member with two plus years of service and with two years of youth work experience.

Middle School Program Coordinator, Brittney Kuster leads middle school after school programming. She has been with Kennedy Heights for a little over a year. Prior to joining Kennedy Heights, she gained experience in the social criminal justice system with young adults.

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

Luckily Kennedy Heights has enough vehicles to transport our participants. Our program space may need to increase in the future to accommodate more participants. We would also like to build a basketball hoop around the property in the near future. Otherwise at the moment we have adequate space for our needs.

## 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.

N/A

B. Disclosure of Contract Failures, Litigations

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

N/A





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

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

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

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

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

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

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

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

Legal Name of Organization:	Kennedy Heights Neighborhood Association	Total Amount Requested for this Program:		\$ 38,000
Program Name:	Middle School	Total Program Budget:		\$ 41,083
Program Contact:	Elsa Caetano	Email:	<a href="mailto:director@khcommunitycenter.org">director@khcommunitycenter.org</a>	Phone: 6082440767
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.				

**Elementary**

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

**Middle School**

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

**High School**

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

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

**1. PROGRAM OVERVIEW**

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

The need for a Middle School Multi-Focus Year Round Program is beneficial as it provides a safe, welcoming space for youth to inhabit, especially since being outside without much productive guidance from peers and safe adults is a phenomenon that leads to many many high risk behaviors in our current society. Additionally it has been widely known that it only takes one safe adult to positively influence a child and make a difference in the child's future. It is also understood that when economically vulnerable youth are afforded the opportunity to attend after school programs, there are great returns on the investments of making these programs available in the first place. As found by MOST through the SAYO-Y surveys on mental and emotional health:

- Those who participate in Out of School Time (OST) and have no adults to trust “other than parents”: 4.4%
- Those who don’t participate in OST and have no adults to trust: 6.8%
- Those who don’t participate in OST and cite barriers, and have no adults to trust: 10.4%
- Those who participate in OST and “feel sad or hopeless almost every day for at least two weeks in a row”:16.4%
- Those who don’t participate and “feel sad...”: 18.9%
- Those who don’t participate, cite barriers and “feel sad...” 27.2%

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 Kennedy Heights Community Center (KHCC) Middle School Program will provide a high quality, holistic, and positive youth development program for middle school age youth that reflects the needs and identities of the youth in the community. The program will provide participants with new learning and skill building opportunities, allow opportunities for new discoveries, mental stimulation, social and emotional learning, and peer-to-peer engagement instilling confidence and allowing ample opportunities for fun and play. Academic support will be offered on an as needed basis.

C. Program Summary (3-5 sentences):

From specific programming with community based partners and field trips, to completing community service projects and developing job skills that enhance youths' ability to be contributing members of the community, the Middle School Summer Camp program will provide youth going into the 6th through the 9th grades with an eight-week summer enrichment program. The half day program includes a variety of enrichment activities from which youth can choose.

## 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.

Kennedy Heights is an extremely diverse community. There has been a shift in the demographics in the last decade or so. Currently we are looking at approximately 30% Southeast Asian, 50% African and African-American and about 10% Hispanic and 10% Caucasian households. With the COVID-19 Pandemic, the unemployment rate in the community is close to 50%. Most of the Asian community have little to no English language proficiency. We have not conducted any surveys related to resident's incomes in the last 2 years and thus are unable to be specific on the income range in the community.

Our understanding is that the community was involved in developing this program through the last Center Strategic Plan. We continue to get residents' feedback of the programs relevant to them through the creation of the Resident Advisory Committee which meets regularly once per month. Additionally, we are planning to hold another Center Strategic Planning this fall.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American	6	75
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial	2	25
Balance/Other		
Total:		
Ethnicity		
Hispanic or Latino		
Not Hispanic or Latino		
Total:		
Gender		
Boy/Man	4	50
Girl/Woman	4	50
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	8	

- 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.

Kennedy Heights has in place a Language Access Plan as well as staff who are trilingual and bilingual to support the needs of our participants. Our program is mindful of all people and groups and we work together with participants and their families to address their needs to make their experience at KH as holistic as possible. We work with our families to understand what is relevant to their families and how we can support that. We make sure that our space offers appropriate opportunities for our participants see their cultural identities through the books we read, the food we cook and the artifacts in our walls. We continue to work to increase opportunities that validate participant's cultural identities.

- 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.

When a new resident moves into the Kennedy Heights townhouses, they will receive a neighborhood welcome packet that includes information about the community center, program enrollment information and a tour of the center if they wish to explore the space. KHCC will publish a monthly newsletter that highlights program activities to be distributed door-to-door in the KH neighborhood, as well as posted in the community center office. In addition, KHCC will have an information table at school registration or open house events. Blackhawk Middle School staff and community social workers will be informed about the program and encouraged to refer families. We meet with the participant and their parents/guardians prior to enrolling a child so that we get to know the family. Parents are encouraged to visit programming at any time to engage with staff and their child. At this time we have not encountered any barriers to recruitment and engagement. Lastly, KHCC programs will be included in the Madison area Out-of-School Time (MOST) Program Finder.

### 3. PROGRAM DESCRIPTION AND STRUCTURE

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

The Middle School Summer Camp will provide youth going into the 6th through the 9th grades with an eight-week summer enrichment program. The half day program includes a variety of enrichment activities from which youth can choose. Activities include but are not limited to enrichment clubs, swimming, library visits, golf, technology exploration, outdoor play, gardening, basketball, tennis, volleyball, art, community service, youth-run business, money management, fishing, cooking/nutrition and many field trips throughout the Madison area. Lunch and snacks will be provided.

- 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): 199 Kennedy Heights, Madison, WI 53704			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	12:00 PM	5:00 PM
Tuesday	School Year	3:00 PM	5:30 PM
	Summer	12:00 PM	5:00 PM
Wednesday	School Year		
	Summer	12:00 PM	5:00 PM
Thursday	School Year	3:00 PM	5:30 PM
	Summer	12:00 PM	5:00 PM

Friday	School Year	3:00 PM	5:30 PM
	Summer	12:00 PM	5:00 PM
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

**Table 2**

Location(s):			
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.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
<b>Location #1:</b>					
School Year					
Summer					
<b>Location #2 (if applicable):</b>					
School Year					
Summer					

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

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

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

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

Parents' Night Out: The Parents' Night Out program has been widely well-received and participated in as a great tool for community building and resiliency. This program is modeled after the Nationwide Parent Cafe in response to the recent global trouble to address the needs of our residents in a communal safe-space. Kennedy Heights, like all other low income communities, has faced harsh inequalities along with health and economic disparities. Through the program, parents from the community have the opportunity to discuss challenges, successes and opportunities they face as parents. They receive support from one another while working together to address issues they face personally as well as those they encounter as a wider community. The opportunity to discuss these successes and challenges openly in a safe space provides opportunity to explore and discover solutions while creating a space for community leadership to address issues faced on a wider scale. With support from each other as well as from community center staff and stakeholders, participants learn from each other while pooling knowledge, skills and resources to address challenges and opportunities they face as parents. The group addresses concerns around quality education and opportunities for their children, access to equitable health and economic resources for the community and increased representation in the community and schools amongst other things. One way the Parents' Night Out program has embraced representation and leadership opportunities for parents and residents is by coupling it with a community Cooking Demo. Community Cooking Demos are led by residents and local chefs of African, Indigenous, Latin American and Asian descent who share their traditional recipes and nutritional values with the rest of the community. This program has been so successful that we would like to make it a permanent feature of Kennedy Heights Programs.

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.

A. 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.

Kennedy Heights Community Center partners with Second Harvest Food Pantry who provides food ingredients used for Community Cooking Demos. Kennedy Heights also partners with Be Well Madison, a local group dedicated to empowering and improving individual and community health outcomes by providing preventative wellness services for all with a special focus on groups and

communities that have been historically marginalized.

Kennedy Heights Community Center also has ongoing partnerships with local schools in the Madison Public School District, allowing the center to serve as a liaison between the community's parents and the school. Kennedy Heights serves nearby residents in addition to the residents of the complex and, as such, partners with other local neighborhood centers and community organizations to best leverage resources. These partners include: The City of Madison, Troy Gardens, Vera Court Neighborhood Center, Meridian Group, Inc., Warner Park Community Center, Madison Public Library System and others.

Kennedy Heights Community Center values community partnerships as they allow the community to leverage resources to broaden and deepen the availability of resources and the impact the center is able to have on residents.

Resident engagement has happened in many forms at Kennedy Heights in the last two and a half years; however, the creation of Parents' Night Out and the Resident Advisory Committee have been the most widely successful and effective efforts.

The Parents' Night Out program has been widely well-received and participated in as a great tool for community building and resiliency. This program is modeled after the Nationwide Parent Cafe in response to the recent global trouble to address the needs of our residents in a communal safe-space. Kennedy Heights, like all other low income communities, has faced harsh inequalities along with health and economic disparities. Through the program, parents from the community have the opportunity to discuss challenges, successes and opportunities they face as parents. They receive support from one another while working together to address issues they face personally as well as those they encounter as a wider community. The opportunity to discuss these successes and challenges openly in a safe space provides opportunity to explore and discover solutions while creating a space for community leadership to address issues faced on a wider scale. With support from each other as well as from community center staff and stakeholders, participants learn from each other while pooling knowledge, skills and resources to address challenges and opportunities they face as parents. The group addresses concerns around quality education and opportunities for their children, access to equitable health and economic resources for the community and increased representation in the community and schools amongst other things.

One way the Parents' Night Out program has embraced representation and leadership opportunities for parents and residents is by coupling it with a community Cooking Demo.

Community Cooking Demos are led by residents and local chefs of African, Indigenous, Latin American

and Asian descent who share their traditional recipes and nutritional values with the rest of the community.

This program has been so successful that we would like to make it a permanent feature of Kennedy Heights Programs.

The second program Kennedy Heights Community Center developed in 2022 was a paid Resident Advisory Committee made up of eight community residents who represent the diversity in our community. Of the eight Resident Advisory Committee members, 5 are parents and grandparents with students engaged in local community and school programs.

The advisory committee has been an essential component of community input on the work that we do, and we would like to make it a permanent feature of our community center. The members of the committee receive a monthly stipend for their valuable participation. By providing a stipend for participation, Kennedy Heights is able to show residents that their time, input and work on the Committee is valued while also providing direct financial resources for them and their families. Kennedy Heights recognizes the intellectual, physical and emotional labor that is often put upon members of marginalized and underserved, underrepresented communities and seeks to be intentional in counteracting this by compensating participants to show the value of their input to the community.

Participation in the Resident Advisory Committee gives a voice to community members, a number of whom are parents with children who live in the community and attend community programming. The Resident Advisory Committee provides invaluable dialogue amongst community members and between community members and community center staff, leadership and stakeholders. The Committee provides a voice for parents to address concerns and make suggestions around the programs and opportunities offered for both children and families through the community center. This opportunity improves learning outcomes for parents and children by giving them the chance to influence the activities and engagements that take place for parents and children at the center. They are able to directly influence what and how they learn through center programming and opportunities. The Committee also gives a voice for parents to address concerns about the larger community including school participation for their children, housing concerns about property management within the complex and community, societal and economic issues of concern that impact them directly and indirectly. Through the Committee, their voices are heard and amplified by community center staff who work with them in facilitating and advocating for change and progress for the community and its members.

In further commitment to increasing community representation in the center's programs and operations, the Kennedy Heights Community Center Board of Directors appointed two residents to the positions of chair and vice chair of the board to amplify the community's voice and help

address the needs of the community.

Through intentional, guided interactions between parenting adults, these programs provide opportunities for community residents to come together to learn how to lead within their own households as well as in the community while promoting positive connections between families to create support networks. These programs seek to empower parents and families to rely on one

another and the community while learning from and about themselves, each other and the larger community they are a part of.

- 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)?
Lussier Family Heritage Center	Program provider provide a variety of outdoor activities in our County Parks	Amy Cox	No
Second Harvest	Food Security-Food Pantry and Kids Café funding for daily meals	Multiple Contacts- Joanne Marquez	Yes
UW Madison	SWYiS-Service with Youth in STEM	Anna Courtier	No
North Side Wellness Partnership-UW Madison School of Medicine	Program Facilitator and funder, community wellness programs	Tyson Jackson	Yes
YWCA-	Restorative Justice practice	Mya Williams	No
Be Well Madison	Service Provider -wellness practitioners for our SEL and nutrition program	Jamie Pekarek Krohn	Yes

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

How do these partnerships enhance this proposal?

These partnerships are of immense value as they allow the community to leverage resources to broaden and deepen the availability of resources and the impact the center is able to have on our program participants.

What are the decision-making agreements with each partner?

These partnerships are of immense value as they allow the community to leverage resources to broaden and deepen the availability of resources and the impact the center is able to have on our program participants.

- 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?

Kennedy Heights Community Center provides resources for families including: a weekly food pantry, translation services for individuals with limited English proficiency, assistance with job applications and transportation to interviews; medical services navigation, legal assistance resources, immigration resources and more. Over the past couple of years, Kennedy Heights Community Center has been working to increase and improve resources provided to residents and their families. This work has led to the development and implementation of two new programs for adults in the community. These programs are Parents' Night Out and the Resident Advisory Committee (RAC). Parents' Night Out and Resident Advisory Committee programs seek to increase parenting-adult participation in the planning, implementation and evaluation of the center's programs and initiatives while fostering a safe space for parents and adult



residents to gather and discuss the challenges, successes and opportunities they face within their homes, community and larger society.

## 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:** Our program design upholds the high expectations we have of every program participant and it focuses on the goals and outcomes we set. From encouraging participants to work together to accomplish certain tasks for team building experiences, to encouraging participants to have a consistent attendance in program so that we are all on the same page around the needs of the group, their families and adults working with them, to offering a variety of opportunities for nutrition and food exploration and to offering opportunities such as collaborative keeping of their space through chores to help develop responsibility and foster self esteem.

**Supportive Relationships with Youth:** The adults providing services to the youth at Kennedy Heights know that building genuine, positive, supportive and strong relationships with youth is crucial for their engagement in the program. From always greeting participants by name, to checking in with them daily when in program to giving them space to get to know the staff at their own pace to the point where our greetings involve hugs each time we see one another. In order to ensure youth are around safe adults, each adult in the program is properly vetted and screened through a background check, an interview process and reference checks to ensure they are safe to engage with the youth. They are also afforded opportunities to continue to develop their skills through professional development opportunities such as trauma informed care training which inform us in this evolving wellness landscape to better support the youth we serve.

**Youth Voice & Leadership:** Our programs and program activities are often derived from participants' input. We engage the participants in decision making when appropriate and in the program expectation setting process. We strive to offer our participants leadership opportunities throughout our programming by, for example: working together to make sure their community play areas are free of debris, giving space for children that enjoy teacher role playing to lead an activity, and gathering input from other participant's for future activities.

**Racial & Cultural Inclusion:** Our organization is committed to addressing the needs of our community around this area. In the last year we made sure to diversify our Board Of Directors to include community residents and have and continue to engage our staff in continuous training opportunities that address cultural competence, implicit biases and racial equity with more than 60 hours of professional development training per year. Our staff and youth engage in numerous conversations regarding racial equity and cultural differences in our space and how it makes our center and community a very special place.

**Community & Family Engagement:** We have developed and implemented a number of monthly programs to uphold our commitment to holistic community engagement practices. Some of these programs include, Parent's Nights Out, Cooking Demos, Resident Advisory Committee and Pizza with Police where the community engages in a variety of topics of interest with our local law enforcement in an effort to help bridge the gap between police and community members.

**Organizational Management & Staff Support:** We are working diligently to develop an organization that takes to heart the wellbeing of its team members by building a work environment that fosters community and love of every individual and is respectful of all of everyone's values and differences. All of our team members are allotted a sum each year toward completing at least 60 hours of PD training. We are very mindful of creating an environment where team members feel well supported and appreciated for their work and that their work is valued.

**Environment & Safety:** Fundamentally we want to make sure that when our youth and families walk into the community center space, they feel safe, comfortable and welcomed. We want to be a space where the children have their basic needs met while here. We accomplish this by first having our staff being another adult in the community that children and their families can connect to with the understanding that we care about them and that this space is theirs and we are here for them. We do this by having our staff

always greet youth and families by name with a friendly welcome to the facility; by offering a home like space where children know that they will always have food security by providing them with daily freshly prepared meals and snacks, by having comfortable couches where they can hang out and rest, rugs, plants, lots of windows, artifacts the children and family can relate to; by allowing children and family private spaces when needed and we make it clear that we are here to assist them to build a thriving future.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 15

Total program hours annually: 480

**C. Program Outcomes**

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

Our program outcomes were based on widely known research evidence and literature reviews that for example, youth that participated three or more days of an after school program improved their cardiovascular fitness and were less likely to be or become obese as the children are exposed to many opportunities to engage in physical and nutritional activities. Literature review: [https://aspe.hhs.gov/sites/default/files/private/pdf/265236/4\\_MCASP\\_LiteratureReview.pdf](https://aspe.hhs.gov/sites/default/files/private/pdf/265236/4_MCASP_LiteratureReview.pdf)

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

<b>Outcome Objective #1:</b> Participants will attend the program an average of at least 3 days per week				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	7
<b>Measurement Tool(s) and Comments:</b> Daily attendance records				

<b>Outcome Objective #2:</b> Participants will demonstrate growth in conflict resolution skills.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75	<b>Targeted Number</b>	7
<b>Measurement Tool(s) and Comments:</b> WYCA Restorative Justice assessment tools.				

<b>Outcome Objective #3:</b> Participants will report food security and food knowledge through our daily meal program and cooking and food exploration.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	75	<b>Targeted Number</b>	7
<b>Measurement Tool(s) and Comments:</b> Collecting data from participants and parents/guardians and program staff through end of the year surveys.				

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

N/A

**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?**

Kennedy Heights uses the MOST data tracking system as well the city's quarterly sample surveys and our internal monthly financial reconciliation process.

## 6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:  
199 Kennedy Heights Rd. Madison WI, 53704

## 7. PROGRAM STAFFING AND RESOURCES:

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

\*Use one line per individual employee

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Executive Director			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.12	
Middle School Coordinator			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.35	
Food Equity Coordinator			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.25	
Custodian			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.13	
			<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		.85	
		Summer			

unteers will have direct contact with program participants, how are they vetted, trained and supervised?

Everyone employed or volunteering at Kennedy Heights Community Center goes through a Background Check process.

Leadership & Staffing:

Executive Director, Elsa Caetano leads Kennedy Heights Community Center managing staff, programming, operations, and mission and vision development and implementation. Caetano brings close to a decade of experience to the role having previously led the youth programs of another local nonprofit. Additionally, she brings to the position fluency in 3 languages (English, Portuguese and Spanish) as well as a diverse cultural background and understanding of our community immigration needs as an immigrant herself. Under her leadership, Caetano has worked to foster a welcoming and supportive environment for staff and community members. As a leader, she understands the importance of staff retention & community member involvement. These leadership values are evident in her development and implementation of staff professional development and wellness initiatives and community member involvement initiatives including Parents' Night Out, Community Cooking Demos and the Resident Advisory Committee. She has also increased resident representation on the center's Board of Directors.

Adult Resource Coordinator—with a focus on the Asian Community, Ricky Vang has served as the Adult Resource Coordinator and Asian Outreach Coordinator with Kennedy Heights for 3 years. Prior to joining staff, he cultivated relationships with community members as a Food Pantry volunteer. He brings to the position fluency in 3 languages (English, Hmong, Laotian) as well as

experience in Asian resources coordination and services translation and expertise in community engagement.

Food Equity Coordinator Chase Carver has been with Kennedy Heights Community Center for a little over a year. In his role he is responsible for food inventory, ordering, preparing freshly cooked meals 5 days per week, coordinating the community center garden plot and raised beds as well as supporting the agency with its social media needs and has recently taken on the role of the janitor to bring his hours to a full time position.

Lead Elementary Teacher, Kira Ruechel leads elementary after school programming. She has been with Kennedy Heights for over 1 year. Prior to joining Kennedy Heights, she gained experience as an AmeriCorps member with two plus years of service and with two years of youth work experience.

Middle School Program Coordinator, Brittney Kuster leads middle school after school programming. She has been with Kennedy Heights for a little over a year. Prior to joining Kennedy Heights, she gained experience in the social criminal justice system with young adults.

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

Luckily Kennedy Heights has enough vehicles to transport our participants. Our program space may need to increase in the future to accommodate more participants. We would also like to build a basketball hoop around the property in the near future. Otherwise at the moment we have adequate space for our needs.

## 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.

N/A

B. Disclosure of Contract Failures, Litigations

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

N/A

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

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Kennedy Heights Neighborhood Association
Mailing Address	199 Kennedy Heights Madison, WI 53704
Telephone	6082440767
FAX	6086619190
Director	Elsa Caetano
Email Address	director@khcommunitycenter.org
Additional Contact	Aida Leflore- Accountant and Erik Larson- Treasurer
Email Address	lefloreaservices@gmail.com and larsone10@prodigy.net
Legal Status	Private: Non-Profit
Federal EIN:	39-1519846

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary Multifocus Yearround	A	75,000	\$63,315
Contact: Elsa Caetano			
Middle School Multifocus Yearround	B	38,000	\$32,566
Contact: Elsa Caetano			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
<b>TOTAL REQUEST</b>		\$113,000	

**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](http://cityofmadison.com/civil-rights/contract-compliance).

## CITY OF MADISON CONTRACTS

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

## INSURANCE

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

## 4. SIGNATURE

Enter name:

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

DATE

INITIALS:

6. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	<b>TOTAL</b>		<b>100%</b>		<b>100%</b>		
<b>GENDER</b>							
MAN	2	33%	3	30%			
WOMAN	4	67%	6	60%			
NON-BINARY/GENDERQUEER		0%	1	10%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	6	100%	10	100%			
<b>AGE</b>							
LESS THAN 18 YRS		0%		0%			
18-59 YRS	6	100%	9	90%			
60 AND OLDER		0%	1	10%			
TOTAL AGE	6	100%	10	100%			
<b>RACE</b>							
WHITE/CAUCASIAN	3	50%	5	50%	80%	67%	16%
BLACK/AFRICAN AMERICAN	2	33%	2	20%	7%	15%	39%
ASIAN	1	17%	2	20%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%	1	10%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	6	100%	10	100%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO		0%	1	10%	7%	9%	26%
NOT HISPANIC OR LATINO	6	100%	9	90%	93%	81%	74%
TOTAL ETHNICITY	6	100%	10	100%			
<b>PERSONS WITH DISABILITIES</b>		0%	2	20%			

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

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

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

7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

Our board reflects the racial and cultural diversity of our community. Our staff does not quite 100% represent the racial and cultural diversity of our community; we are at about 60 percent of representation. This is mainly because we had a very limited number of applicants when these positions were posted and hire. To balance this out we have created an Advisory Committee which is 80% representative of the community and plan to address the composition of our staff a priority in future hiring procedures.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	10
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	12
How many Board seats are indicated in your agency by-laws?	12-Jun

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

<b>Name</b>	<b>Colleen Sonderberg--Chair</b>			
Home Address	217 Kennedy Heights, Madison WI 53704			
Occupation	Community Garden Coordinator/Home School Parent			
Representing	Chair			
Term of Office	2	From:	08/2022	To: Present
<b>Name</b>	<b>Valeese Adams-Vice Chair</b>			
Home Address	212 Kennedy Heights, Madison WI 53704			
Occupation	Senior Financial Coordinator, Finance at Madison College			
Representing	Vice Chair			
Term of Office	1	From:	02/2023	To: Present
<b>Name</b>	<b>Erik Larson</b>			
Home Address	2536 Gregory St. Madison, WI 53716			
Occupation	Grants Specialist			
Representing	Treasurer			
Term of Office	13	From:	05/2010	To: Present
<b>Name</b>	<b>Francesca Hong</b>			
Home Address	101 N Blount St. Madison, WI 53703			
Occupation	State Representative			
Representing	Board member at large			
Term of Office	3	From:	10/2020	To: Present
<b>Name</b>	<b>Everette Mulroe</b>			
Home Address	1212 Sweeney Dr. Apt 7, Middletonm WI 53562			
Occupation	Grants Manager			
Representing	Board member at large			
Term of Office	3	From:	08/2021	To: Present
<b>Name</b>	<b>Charles Myadze</b>			
Home Address	1509 Drewry Lane Madison, WI 53704			
Occupation	District 18 Alderman			
Representing	Board member at large			
Term of Office	1	From:	10/2022	To: Present
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy





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

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

REVENUE SOURCE	AGENCY 2023	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	0						
CITY CDD (This Application)	113,000	75,000	38,000				
City CDD (Not this Application)	0						
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	0						
USER FEES	0						
TOTAL REVENUE	113,000	75,000	38,000	0	0	0	0

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

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

Enter all expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE

**\*\*Use whole numbers only, please.**

ACCOUNT CATEGORY	AGENCY 2023	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
<b>A. PERSONNEL</b>													
Salary	157,516	90,400	115,707	60,000	41,809	30,400							
Taxes/Benefits	47,030	22,600	27,715	15,000	19,315	7,600							
<b>Subtotal A.</b>	204,546	113,000	143,422	75,000	61,124	38,000	0	0	0	0	0	0	0
<b>B. OTHER OPERATING</b>													
Insurance	0	0											
Professional Fees/Audit	0	0											
Postage/Office & Program	0	0											
Supplies/Printing/Photocopy	0	0											
Equipment/Furnishings/Depr.	0	0											
Telephone	0	0											
Training/Conferences	0	0											
Food/Household Supplies	0	0											
Travel	0	0											
Vehicle Costs/Depreciation	0	0											
Other	0	0											
<b>Subtotal B.</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>C. SPACE</b>													
Rent/Utilities/Maintenance	0	0											
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
<b>Subtotal C.</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>D. SPECIAL COSTS</b>													
Assistance to Individuals	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
<b>Subtotal D.</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL (A.-D.)</b>	204,546	113,000	143,422	75,000	61,124	38,000	0	0	0	0	0	0	0





### Program Summary

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

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	Elementary Youth Programming	PERSONNEL	75,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>75,000</b>
B	Middle School Youth Programming	PERSONNEL	38,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>38,000</b>
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
<b>TOTAL FOR ALL PROGRAMS</b>			<b>113,000</b>