



School-Age Child and Youth Development Services PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

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

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

Legal Name of Organization:	Irwin A. and Robert D. Goodman Community Center	Total Amount Requested:	\$ 221,601
Program(s) included in this application:	Program Name: Goodman Elementary School Program	Amount Requested: \$ 97,757	
	Program Type: Elementary Year Round Multi-Focus		
	Program Name: Goodman Middle School Program	Amount Requested: \$ 75,251	
	Program Type: Middle School Year Round Multi-Focus		
	Program Name: Goodman High School Program	Amount Requested: \$ 48,593	
	Program Type: High School Year Round Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Lisette Khalil	Email: LKhalil@goodmancenter.org	
Organization Address:	214 Waubesa Street, Madison WI 53704	Telephone:	608-204-8016
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	N/A

Organizational Qualifications:

1. Organization History and Mission Statement

The Goodman Community Center is a 501(c)3 nonprofit that has served a diverse group of neighbors, families, and individuals for nearly 70 years. Our two-buildings are located on Waubesa Street in the Schenk-Atwood neighborhood and most of the individuals we serve are North or East-side City of Madison residents. Goodman reaches over 40,000 people annually through programs for children and youth ages 3 to 18, family engagement opportunities, food pantry and meal services, a fitness center and exercise classes, community meeting spaces, and programming for older adults.

Goodman's mission is to strengthen lives and secure futures. Our vision is to support a community that's thriving because everyone is valued, feels safe, and has the resources they need to be successful. Goodman Community Center's commitment to diversity, equity, inclusion, and accessibility is core to who we are as an organization and the role we play within the community. Our goal is that every participant can see themselves represented in our staff, including our Executive Leadership Team. We have undertaken significant efforts to recruit and retain BIPOC professionals and aim to have authentic engagement with individuals and households of diverse backgrounds. We seek out and value diverse perspectives and treat people with dignity. We make a conscious effort to find the strength in all people and communicate with empathy as we create meaningful connections with individuals and families.

Goodman has a longstanding commitment to providing affordable, reliable, and high quality services for school-aged children and youth. Our accredited and licensed childcare services for children ages 3 to 12 are offered on a sliding-scale fee and 72% of participants receive some type of scholarship or financial assistance. All employees (full time or part time) receive free childcare at Goodman. Services for middle and high school-aged youth are free of charge year round. Our programs primarily serve families in the East High School attendance area and we rely on strong partnerships with local schools to provide a continuity of care for families as youth grow and change schools.

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.

Goodman aims for a diverse group of local families to experience excellence in youth programming, where participants gain the confidence and skills to follow their passions and succeed in school and beyond.

Our organization has decades of extensive experience serving local K-12 participants and developing youth-focused programming. Specifically, Goodman has strong experience supporting marginalized and vulnerable youth through mentoring and enrichment activities. In the last year alone, over 500 unduplicated school-aged youth enrolled in Goodman programming. We provide multiple points of entrance for families to enroll students in age-specific and developmentally appropriate program options throughout the school year and summer sessions. Families register their students to attend program for either/both summer and school year sessions, depending on home childcare availability and extracurricular schedules. Many youth choose to stay with us for the entire year and progress through our programs as they age.

Our youth-serving programs include:

- Elementary School Program – Founded in 1986
- Middle School Program – Founded in 1990
- High School Program – Founded in 1990

- Fit Youth Initiative – Founded in 2014
- Girls Inc of Greater Madison – Founded in 2016

Goodman's experienced staff understand the complexity of serving youth and families and have a track record of providing quality programming where young people are comfortable. Specifically, youth report feeling safe at Goodman. In annual youth surveys, we hear that "Goodman feels like home." And "I can just be myself here." Our team provides a space where youth see themselves represented and where stressors can be discussed/shared with others. Our team is also skilled in prioritizing youth voice and choice. Youth know that their voice matters, they matter, and they can help control what happens at Goodman. This approach yields great rapport and trust between afterschool staff and young people.

Our service and outreach are focused within qualified census tracts near the Goodman campus (census tract #'s 23.01, 24.02, 25.00, 26.01, and 30.02). When comparing Goodman's adolescent participants to the Madison Metropolitan School District's overall population, GCC serves a higher percentage of BIPOC youth (Goodman 70% vs. MMSD 50%), and a higher percentage of youth qualifying for free/reduced lunch (Goodman 60% vs. MMSD 45%). This cohort sometimes experiences challenges and barriers including racism, discrimination, micro-aggressions, and marginalization. Youth have reported significant challenges during and following the COVID-19 pandemic. Our team has the experience, passion, and drive to continue meaningfully serving this group of fantastic young people for years to come.

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".

LEADERSHIP CHANGES:

Letesha Nelson became Goodman's new Executive Director/CEO in January 2021. She succeeded Becky Steinhoff who had been in the role for 20+ years. In April 2021, Dani Lockett became the new Chief Development Officer and joined the Executive Team. Mary Smith, former CFO, retired in 2020 and was succeeded by Dewayne Powell, Senior Director of Business Services.

NEW POSITIONS:

A new position, Director of Grants Management, was created in April 2021 and Lisette Khalil was hired to be a central point person for all of Goodman's grants, contracts, and compliance issues. In February 2023, the VP of Mission & Strategy position was created to work across the organization and assure alignment across programs. Sara Nowakowski is in that new role. These new positions have streamlined internal processes and created efficiencies for contract/grant administration across departments.

STRATEGIC PLANNING:

Goodman will launch a new 3-year strategic plan in September 2023. We have been preparing since summer 2022, gathering feedback from community members, participants, families, staff, Board, and partners around the central question: "What does the Goodman Center need to do in the next three years for our diverse community to feel celebrated, supported, and empowered?" Input has been carefully documented, analyzed, and discussed with the help of a facilitator. As we finalize the strategic plan, we have identified three priority areas to focus on from 2023 to 2026:

1. Intentional Programming: Create program continuity and capacity to innovate and enhance core programs to be responsive to community needs.

2. Workplace Wellness: Enhance holistic supports for staff so they feel recognized as the heart of the organization.
3. Financial Agility: Diversify our funding to efficient shift priorities in response to changing community needs.

FUNDING CHANGES:

Two significant funding changes are occurring currently. The Goodman Foundation is sunsetting in summer 2023 and no additional gifts will be allocated to recipient agencies. This represents roughly \$500,000 per year for our organization. Our previous 5-year grant with the CUNA Mutual Foundation is also ending, meaning another \$200,000 per year needs to be secured to stay budget-neutral. Our Development Team is actively seeking out funding sources and submitting applications to diversify our donor portfolio.

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.

Goodman Community Center is led by CEO Letesha Nelson, who has over 20 years of nonprofit leadership experience. Prior to joining the Goodman Center, Letesha was the Executive Director of Children and Family Enrichment at Idlewild, in Memphis, and before that, she held a number of positions with the Girl Scouts that spanned more than 17 years and a range of responsibilities, including many years of direct service to youth. Thanks to this breadth of experience, Letesha brings expertise in operational efficiency, fiscal responsibility, donor relations, and programming to her role.

Goodman's LOFT Teen Center Staff team (serving Middle & High School youth) has over 100 years of cumulative experience working with youth. Our Childcare Leadership team serving elementary school-aged youth has roughly 30 years of experience working in the field. While most staff in our youth programs do have post-secondary degrees, we also value lived experience and train individuals who have a strong interest in working with youth. We utilize a number of resources for training, including:

- Department of Children & Families' Foundation Child Care Training courses
- Wisconsin Registry online and in-person courses
- Dane County's Mandated Reporter training
- Wisconsin Afterschool Network's Introduction to the School-Age Care Profession course offered through UWM
- MOST Training Courses
- CPR Certification.

We seek out additional targeted training opportunities for staff and frequently engage with consultants/contractors who can provide that specialized knowledge. Recent topics have included restorative justice, DEI facilitated discussions, classroom management techniques, and adolescent mental health trainings.

Every Goodman employee is encouraged to engage in professional development opportunities during paid work time. Our HR Department has an annual budget for Professional Development and every staff has the opportunity to request funds to support their learning via a standard form on our employee portal. Professional development is also stressed during the annual employee performance review process. Every employee chooses a topic or learning goal for the year ahead as part of their SMART Goal setting activity required within the review process.

Goodman's Elementary, Middle School, and High School Programs all have dedicated training weeks throughout the year to focus on staff development, emerging issues, skills development, and team building. These group learning sessions are an important complement to the individualized professional development based on employees' career goals. Teams have group education both specific to their participant age group, and as an agency-wide youth team.

At these larger trainings, we focus on bridging between programs and using consistent language so the transition between Goodman programs is seamless for participants as they age.

In addition to emphasizing professional development, we are also investing significant time and energy in thoughtful recruitment to keep our programs fully-staffed. We are committed to authentically supporting a diverse workforce where all employees know that they are valued, feel that they belong, and can be proud of the work they are accomplishing. Successful recruitment activities have included strategic marketing of open positions on BIPOC-owned media channels, hosting BIPOC student internships, direct outreach, and free community events that authentically welcome diverse attendees. In addition, we continue to aggressively work toward being able to offer a starting wage of at least \$20/hour for every Goodman employee. We can combat staffing shortages by paying a true living wage and compensating direct service providers commensurate with the value and difficulty of the work they complete each day.



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

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

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

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Legal Name of Organization:	Irwin A. and Robert D. Goodman Community Center	Total Amount Requested for this Program:		\$ 97,757
Program Name:	Goodman Elementary School Program	Total Program Budget:		\$ 488,785
Program Contact:	Lisette Khalil	Email:	LKhalil@goodmancen ter.org	Phone: 608-204- 8016
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.				

Elementary

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

There is a need for quality out-of-school time programming for BIPOC-identifying youth in our north/east side neighborhoods. Accessible afterschool and summer care programming supports parents who do not have the luxury of flexible work schedules and have few affordable childcare options.

STUDENT NEEDS:

Goodman Community Center's Elementary School Program primarily serves students in the Emerson and Lowell Elementary School attendance areas. Like most youth their age, our participants experienced significant learning loss during the COVID-19 pandemic. 30.2% of students at Emerson and 25.8% of Lowell Elementary School students scored 'below basic' proficiency in English/LA in the 2021-22 DPI State Report Card. 33.6% of Emerson students and 27.5% of Lowell students scored 'below basic' for mathematics. Black students at both schools scored lower than all other counterparts on English (Emerson: 71.9%, Lowell: 71.4% scored below basic) and Mathematics (Emerson: 78.1%, Lowell: 85.7% scored below basic). Disparities are also seen in chronic absenteeism rates, with up to 40% of Black students missing enough school to qualify as chronically absent compared to only 4% of white students.

The U.S. Department of Education, MOST, and many other organizations widely recognize the value of afterschool/summer programming and potential to improve school day attendance. Out of School Time programs offer chances for socialization and peer attention in a supervised setting. When students engage in challenging but fun afterschool activities, they are developing the same persistence that's needed in school and later in life. When we create a sense of belonging and peer friendships at Goodman, that same sense of connectivity can spill over to school.

FAMILY NEEDS:

Many of the families we serve do not have disposable income available for expensive childcare or youth enrichment activities. The emerging needs of Goodman's current participant families have been recorded through our Annual Family Survey and staff case notes. Three types of needs are commonly reported:

1. Food Insecurity – Families are struggling with the increasing cost of groceries. Families appreciate the free, healthy meals served daily at Goodman and access to our Food Pantry.
2. Household Income – While many home adults are working, they are struggling to make ends meet. Over half of current Elementary School Program participants qualify for Free/Reduced lunch, with household incomes <185% of the federal poverty level. This is far below the living wage in Dane County.

3. Emergency Needs –Families have reported a need for assistance with fuel/gas costs, emergency shelter, and rent assistance. We are actively seeking community partnerships and other funding sources to further support basic needs and emergency situations.

COMMUNITY NEED

While Dane County has more childcare options than others in Wisconsin, we are still experiencing a crisis in childcare. Staffing for our licensed and accredited Elementary Afterschool program continues to be a top priority for our agency and for our community partners. As local childcare providers close, our wait list of children needing care grows. However, without qualified staff to open more classrooms, the problem only compounds.

Goodman's afterschool programming can impact these challenges by providing a safe space for youth to attend every day, complete with free transportation, free meals, and access to enriching activities that would otherwise be cost prohibitive. We can combat the staffing shortage by paying a true living wage and compensating childcare providers commensurate with the value and difficulty of the work they complete each day.

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 goals of Goodman's Elementary Afterschool program are to support academic achievement, social-emotional skill development, and self-efficacy of our program participants. We believe we can increase students' engagement in learning and social-emotional competency if we provide a safe and supportive network and cultivate participant-driven enrichment experiences, so youth feel empowered to create their own academic and career paths. Youth will build confidence through exploring their interests and identities, learning to recognize and manage emotions, and learning to relate to others with acceptance and understanding of diverse perspectives and experiences.

Goodman supports academic growth through play, engaging students in hands-on activities to practice math and develop literacy skills. We build relationships with school-day teachers to collect input to inform how we can better support our students' academic achievement. This occurs through Goodman staff visiting schools during the school day and via email/phone check-ins as needed to support individual student needs. In the 2021-22 school year, 60% of Goodman's Elementary Afterschool students improved their engagement in learning based on teacher reports.

We provide continuing opportunities to practice working with peers, building skills around teamwork, leadership, communication, and self-confidence. We also help youth build skills to manage their emotions while increasing empathy for others. Our teachers model ways to safely show feelings and self-advocate for their needs.

These goals align closely with the RFP guidelines. We keenly felt the impact of the COVID-19 pandemic as schools closed and Goodman remained open and served as a hub for virtual school. While our team did prioritize social emotional learning pre-pandemic, the critical importance of building these skills was amplified by participants' pandemic experiences. Our kids felt the negative impacts of the disruption in their learning, disconnect from social networks, and significant anxiety that came with that new level of unknown and rapid change. The proposed programming aims to address youth learning loss, build social emotional skills, and assure that every child who attends program feels authentically safe in our space. That is how we empower graduating 5th graders who are happy, healthy, confident, and ready to succeed in middle school.

C. Program Summary (3-5 sentences):

Goodman Community Center's Elementary-Age Program is a year-round afterschool and summer program for children in grades K-5. We are a licensed and accredited childcare program with a 5-Star YoungStar rating and sliding scale fees/scholarships so families are never turned away due to finances. Our program focuses on academic support, social-emotional learning, and diverse

enrichment experiences to help participants build the self-efficacy and confidence needed to succeed as they grow.

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.

Our program serves a diverse group of families that are representative of our vibrant East-side community. The intended service population for this proposal is BIPOC-identifying youth in grades K-5 who will eventually attend Madison East High School. While any family is welcome to participate, we typically serve children attending the following nearby elementary schools: Lowell, Marquette, Emerson, Hawthorne, and Schenk.

Our service and outreach are focused within qualified census tracts near the Goodman campus (census tract #'s 23.01, 24.02, 25.00, 26.01, and 30.02). Over half of our current participants have household incomes under 300% of the Federal Poverty Level. 72% of childcare participant families receive some type of financial assistance and/or fee waiver.

Families have been involved in shaping our program and this proposal through their feedback over the last year. We heard from families via Annual Family Survey results, at every-other-month Family Zoom Meetings, and during attendance at Family Fun Events. Our staff are intentional about asking parents how their children are doing and what else we can do to help in a variety of ways (formal, informal, qualitative, quantitative).

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	60	49%
Black/African American	41	34%
Asian	2	2%
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	20	16%
Balance/Other	0	0
Total:	123	
Ethnicity		
Hispanic or Latino	14	11%
Not Hispanic or Latino	74	60%
Total:	123	
Gender		
Boy/Man	48	39%
Girl/Woman	74	60%
Non-binary/GenderQueer	0	0
Prefer Not to Say	1	1%
Total:	123	

- 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.

20% of the families receiving childcare services speak a language other than English in their homes. Our Childcare team at Goodman reflects the diverse community that we serve. We currently have Goodman staff fluent in Spanish, American Sign Language, and Lao. If families present with language needs beyond what our staff can provide, we would secure interpreters to assist with enrollment and parent meetings. As we recruit staff, we are being intentional about hiring new team members who can continue to add to that diversity and expand our ability to serve and communicate with families from different backgrounds. We

have begun translating important documents for families into Spanish and will continue that work in 2024 and beyond.

Our classrooms also reflect the diversity of our community. Family photos are posted in classrooms, along with visual schedules relying on pictures rather than words for communication of directions and steps in daily processes. We have been fortunate to be able to stock our shelves with books and games that are familiar to students and their families' traditions. Our teachers are also very intentional about recognizing the breadth of family experiences and creating ways for students to share about the holidays they celebrate, the foods their families might eat on special occasions, and vocabulary words in different languages. Students have embraced these opportunities to learn about each other's cultures and backgrounds.

- 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 current capacity to serve elementary-age students is limited by our staffing. We have classrooms that are sitting empty until we are able to recruit and hire qualified staff. Our current waitlist is at 68 youth. While recruiting participants is important and will occur in the future, it is unfortunately secondary to our current priority to recruit staff.

Goodman is planning for a robust push for staff recruitment during summer of 2023. Activities will include increased presence at job fairs, social media messaging, grassroots recruitment, additional hiring bonuses, and referral bonuses for current staff. In addition, we continue to aggressively work toward being able to offer a starting wage of at least \$20/hour for every Goodman employee. It is our hope that we will be able to make that formal announcement before the end of the 2023 calendar year. Increased starting wage for Elementary Afterschool Teachers should have a positive impact on recruitment and staff retention, and thus on increasing the number of students we are able to serve.

Goodman's participant recruitment efforts will center around identifying the youth who would most benefit from our services. We do this by connecting with partner school staff, including principals, social workers, and classroom teachers. A silver lining of the COVID pandemic was that our staff built strong relationships with several partner school staff via Google Classroom while we helped students with remote work. We can now build on those connections in-person when we visit schools and check in with staff. Additional recruitment efforts will include social media posts, parent e-newsletter articles, East Side News articles, flyers at community events, and signage at Goodman.

Our intake process admittedly includes a number of forms and questions, but we provide one-on-one support for families during our Registration Days events and on an individual basis as needed. Our Team's Enrollment Specialist assists families to apply for Wisconsin Shares and/or the Child Care Tuition Assistance Program if they are eligible. Goodman participates in USDA meal programs (CACFP – Child and Adult Community Food Program, and SFSP – Summer Food Service Program), requiring families to self-report household income as part of our intake process. Families with incomes under 200% of the Federal Poverty Level are offered assistance applying for FoodShare if they aren't already receiving benefits. Our Enrollment Specialist provides ongoing assistance to help families maintain eligibility for financial assistance programs, submit documentation, and troubleshoot when there are challenges.

We address barriers to participation by providing free transportation, meals, and sliding scale fees for anyone needing financial assistance.

Goodman's Elementary School Program uses the DESSA (Devereux Student Strengths Assessment) tool three times per year: October, February and May. These strength-based assessments are completed by teachers to measure multiple social-emotional skill areas including self-awareness, self-management, social-awareness, relationship skills, responsible decision-making, and goal-directed behavior. Classroom teachers use the assessment results to plan lessons, prioritize goals, and customize the classroom approach for their cohort of children. We have found great benefit using the DESSA assessment because of its whole child approach and strengths-based framework for supporting students to learn and grow.

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.

Daily afterschool programming at Goodman follows a predictable pattern. We begin program with a meal and then a transition activity to ground the group's energy and get prepared to work together on the activities for the day. Transition activities can include icebreakers to help children get to know each other, or physical/movement games to help regulate bodies and focus.

After the transition activity, teachers lead a Group Check-In meeting for the classroom. This is structured time with the full group to check in on how the school day went, assess immediate needs, preview what is happening later in the day, strengthen relationships and/or build community.

Many days, the Group Check-In will be adjacent to a mindfulness activity. This is a formal and intentional opportunity to take a collective breath, release the stresses of the day, and connect. Then classrooms move into Academic Enrichment Centers, including Math, Literacy, Science, and Social Studies/Culture & Community. Examples of literacy activities include creative journaling, reading with a friend, and story time in partnership with local libraries. Cooking Club is a well-received way to teach practical math applications. We also use flash cards, small group games, and Quizlet games to work on math skills. We rely on partnerships to enhance our science learning, including visits from the Aldo Leopold Nature Center and UW-Madison's Physics Lab.

Students also have unstructured time prior to pick-up. When weather permits, we are outside and kids can visit the playground, climb on play structures, ride bikes, swing, jump rope, etc. When we need to be inside, unstructured choice time includes activities like coloring, building with magna-tiles or Legos, dramatic play, makerspace, reading, or sensory tables.

During the academic year, our teachers and staff spend time in Lowell and Emerson Elementary Schools on a regular basis. We connect with teachers, principals, social workers, and school psychologists regarding student needs and to align our afterschool programming with current focus areas in school. This in-school connection is especially important as we support students with different abilities, 504 plans, or IEP plans. Having a coordinated approach to goals and consistency in approach has a positive impact for youth and families.

Summer program at Goodman is similar, beginning with a meal, transition activity, group check-in, and mindfulness before launching into the fun of the day. Summer activities still include academic activities, but in more hands-on, experiential learning settings. We take Elementary School students on a variety of field trips including outings to Troy Gardens, Madison Central Library, swim lessons and the YMCA, the Goodman Pool, Mount Olympus, Cave of the Mounts, and much more.

Goodman follows the Conscious Discipline Framework for our Elementary-aged programming. This construct emphasizes trauma-informed social and emotional learning. Goodman staff have trained on behavior management and classroom structure techniques to help teachers turn everyday situations into learning activities. Each week, we incorporate a theme such as respect, caring, logic, or leadership. The theme is intentionally incorporated throughout the daily activities. This model seeks to build conscious skills of composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences.

- 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): Goodman Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	12:55 pm	5:30 pm
	Summer	8:00 am	5:00 pm
Tuesday	School Year	2:15 pm	5:30 pm
	Summer	8:00 am	5:00 pm
Wednesday	School Year	2:15 pm	5:30 pm
	Summer	8:00 am	5:00 pm
Thursday	School Year	2:15 pm	5:30 pm
	Summer	8:00 am	5:00 pm
Friday	School Year	2:15 pm	5:30 pm
	Summer	8:00 am	5:00 pm
Saturday	School Year	N/A	N/A
	Summer	N/A	N/A
Sunday	School Year	N/A	N/A
	Summer	N/A	N/A

Table 2

Location(s): Lowell & Emerson Elementary Schools			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	As needed	
	Summer	N/A	N/A
Tuesday	School Year	As needed	
	Summer	N/A	N/A
Wednesday	School Year	As needed	
	Summer	N/A	N/A
Thursday	School Year	As needed	
	Summer	N/A	N/A
Friday	School Year	As needed	
	Summer	N/A	N/A
Saturday	School Year	As needed	
	Summer	N/A	N/A
Sunday	School Year	As needed	
	Summer	N/A	N/A

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. Note: Goodman staff are at Elementary schools regularly, but our visits don't follow a regular schedule. We average about 30 minutes per day in schools to meet with teachers, principals, social workers, and support staff when their schedules allow. While most students attend Lowell & Emerson, we also reach out to staff at any additional schools that current participants attend.

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Goodman Community Center					
School Year	5 days per week	3 hours/day	38 weeks	1:15	55
Summer	5 days per week	9 hours/day	9 weeks	1:15	55
Location #2 (if applicable): Lowell & Emerson Elementary Schools					
School Year	2.5 hours per week	0.5 hours/day	38 weeks	N/A	N/A
Summer	N/A	N/A	N/A	N/A	N/A

*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.

Family feedback has been incorporated into this proposal via the activities we are proposing for youth, Goodman’s annual program schedule, and our continued presence at local schools during the academic year. We received this and other feedback from families in a number of ways.

Goodman’s Annual Family Survey provides insights about emerging needs, family preferences, and ideas for improving programming. In our Elementary-age programs, we have frequent face-to-face contact with parents and home adults as they pick up children from program at the end of the day. This gives us opportunities to check in about challenges and how each youth could be better served by programming. We also collect input from families in a group setting during our every-other-month parent meetings. Meetings are held via Zoom and include ample time for discussion and feedback. Finally, families interact with Goodman staff via our Band-App mobile app tool. Classroom teachers use the tool to share out information, and families frequently use the app to privately message teachers and administrators about questions, concerns, needs, and suggestions.

Family engagement also occurs via our Family Fun Night events held three times per year. These multi-age events are a Goodman tradition, bringing together families, siblings, Goodman staff, and volunteers. Families also visit Goodman during our Open House events at the beginning of the academic year and summer. Families and youth are able to visit their new classrooms, meet their teachers, meet the Childcare Admin team, and finish up any missing enrollment paperwork.

Families have the option to attend Parent Teacher Conferences at Goodman each fall and spring. These conference times are especially helpful for students with IEP or 504 plans, and/or who are receiving supportive services (Speech, OT/PT, ABA autism therapy, UCP Inclusive Childcare Services, etc). Conferences are an important time to make sure we are up to date on children’s therapy plans and goals and are working efficiently with the other support providers and home adults.

Finally, families were one of our primary stakeholders for input gathered for Goodman’s 2023-2026

strategic plan. Their feedback was incorporated to help us identify our priorities for the coming years, which align closely with the programming proposed in this application.

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.

Community members and neighbors learn about our program offerings through Goodman’s robust communications efforts, including blog posts, e-Newsletter updates, East Side News newspaper articles, and social media posts. We regularly receive feedback from these communications with questions and/or suggestions from community members.

Goodman’s Community Chat events are another way that we engage with neighbors and stakeholders. These events are held at Goodman and are moderated by CEO Letesha Nelson. Past topics have included DEI (Diversity Equity & Inclusion) efforts, social emotional learning, and women in nonprofit leadership roles. Community members submit questions and provide comments in feedback surveys.

Our Elementary Program engages with the neighborhood in a number of ways. For example, students play at neighborhood parks on a regular basis, we visit Olbrich Gardens, and go to local libraries. We are increasing the number of joint events we attend with local elementary schools, such as the Black History Event at Lowell Elementary School in February 2023. Community members often come into contact with our youth while we’re working in our garden spaces, walking on the bike path, or learning in the outdoor classroom. These interactions allow for great conversations about our activities, what youth are learning, and how community members can get involved as volunteers.

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)?
MMSD	Regular contact to assure alignment of afterschool activities with current academic needs	Jessica Awe	Yes
Aldo Leopold Nature Center	ALNC uses the Nature Nuts Environmental Education curriculum to lead students through a variety of hands-on outdoor experiences	Virginia Wigger	Yes
Girls Inc. STEM Club	Weekly activities ranging from woodworking and cooking to STEM-based field trips	Jade Koenigs	Yes
PEELD Creative Arts	Art activities in partnership with visiting artist, Terrence Adeyanju	Terrance Adeyanju	Yes
Lisetening Hearts Restorative Justice Practices	Circle time group discussions led by Listening Hearts to build connections, community, and empathy	Ericka Brown	Yes
UW Physics Lab	Wonder of Physics presentation and engagement in Family Fun Night activities	Haddie McLean	No

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

- RSVP of Dane County - Foster Grantparent Reading Program
- Mandjou Mara - West African drumming & dancing
- UW Foodwise Program - Holly Simon

How do these partnerships enhance this proposal?

Goodman's Elementary School Program collaborates with 25+ partners per year and our partner list changes year-to-year to center around youth interests and staff passion projects. Partnerships enhance our proposal by broadening the scope of opportunities and experiences that we can offer participants. A diverse combination of enrichment and learning experiences contributes to positive youth development and academic successes. Collaborative work brings our participants unique opportunities and chances to explore the Madison community outside the familiar walls of our Center. We want every child to find something in our program that they absolutely love and are passionate about learning more. Partnerships help us provide the breadth of topics and experiences that make that possible

What are the decision-making agreements with each partner?

Goodman's Elementary School Program works with partners who can provide enriching experiences that complement our core classroom programming. We have found great value working with partners to provide academic enrichment activities, art exploration, and STEM projects for youth. Decision-making around these partnerships is collaborative. Our staff typically reach out to explain the need we are trying to fill, the budget we have available, and ask whether the partner is able to collaborate around that need. If so, we agree upon fair payment and schedule mutually agreeable dates.

- 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?

Every family that participates in Goodman programming has access to all services offered by our Community Center, including free daily meals prepared by our on-site kitchen team, Food Pantry services, sliding-scale-fee fitness center, and community room access. As part of our Childcare enrollment process, we ask families if they have additional needs and assist with eligibility inquiries. While we have already collected their household income information, it is a good time to ask whether they are interested in accessing other resources and benefits available to them.

Our monthly family newsletters feature resource links. For example, the last issue includes information about TEFAP (Temporary Emergency Food Assistance Program), heat & utility assistance through the WI Home Energy Assistance Program, Joining Forces for Families, and Madison Public Library virtual library card services. Regularly sharing out information in this way encourages families to ask us about these and other resources. Those inquiries sometimes go directly to classroom teachers, sometimes to Childcare Admin staff or Enrollment Specialist, and other times directly to our Food Pantry Manager. Regardless of how we learn about a family's needs, we confidentially share information internally to make sure teachers are aware of challenges at home and that we're providing consistent support throughout the program year.

Goodman's staff is also experienced in supporting families through accessing services for children with different abilities and special needs. In some cases, children have received assessments/diagnoses prior to starting Kindergarten and have a therapy routine that we support as it evolves through elementary school. Outside therapists (OT/PT/Speech/ABA/etc) are always welcome in Goodman classrooms. For students who have more recently been identified as having potential needs, our staff are experienced in having conversations with families about how to start the IEP process with their school district and what supports we can provide at Goodman to support the work happening through the school or with private therapy providers.

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

Goodman is fortunate to have an internal evaluation team that helps us set thoughtful, strategic goals agency-wide. We use data from annual youth and family surveys to inform our annual outcomes and priorities, as well as the variety of programming options that youth can access. Within the Elementary School Program, staff meet weekly with a set agenda to review program implementation and plans. Agenda items include reflection on program from the week before, plans and program scheduling for the upcoming week, individual youth concerns, and weekly plans for community and family engagement. We also use the School-Age Program Quality Assessment (SA-PQA) completed by teachers and management for each classroom annually to help our work align with MOST Effective Practices.

Youth Voice & Leadership

Goodman's focus on Social-Emotional Learning has a positive impact on youth voice in our program. Our Restorative Justice Circles have been spaces where youth can talk openly about the program and what is difficult for them. Participants know they are in a safe space to speak honestly about their needs, interests, and concerns.

Supportive Relationships with Youth

We strive to build trust and a sense of community within every Elementary Afterschool classroom. Skill building around communication practices and empathy not only improves relationships between peers, but it also strengthens relationships between our staff and youth. When participants know that Goodman teachers genuinely want to know what they're feeling and thinking, it quickly builds rapport and establishes a firm foundation for a trusting relationship.

Community & Family Engagement

Goodman regularly engages with families via parent newsletters, parent group meetings, an app dedicated to childcare communications, and standing Family Fun Night events. The community is invited to attend Community Chat events at the Center and can learn about our programming through East Side News newspaper articles, agency eNewsletters, our annual report, social media posts, and our recently redesigned website.

Organizational Management & Staff Support

Goodman has strong fiscal controls, is governed by a Board of Directors, undergoes an annual audit, operates with a Board-approved budget, and has robust HR systems. All staff have access to professional development opportunities during paid work hours. Our Employee Handbook details employee benefits, policies and procedures, and how to address concerns within the workplace. Many employees also find value in our cloud-based "Knowledge Base" wiki and SharePoint site for sharing information, templates, and instructions.

Racial & Cultural Inclusion

The majority of both Goodman's staff and youth participants identify as BIPOC. It is our goal that every child receiving care at Goodman can see themselves represented on our staff and within their classrooms. Teachers are thoughtful about creative ways to highlight diverse cultures during activities, in the books they choose to read to the group, and in the materials they posted around classrooms.

Environment & Safety

Youth health and safety is a top concern for our team. We provide nutritious meals and snacks 5 days per week. All Goodman staff are background checked prior to starting employment and any staff who drive youth in our vans have passed a safety examination. Staff complete training on trauma-informed care, developmental milestones, behavioral health concerns, accommodations, signs of depression, and how to engage in conversations with families about emerging needs.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 125

Total program hours annually: 950 (School Year: 600, Summer: 350)

C. Program Outcomes

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

Goodman reviewed several sources to inform outcome objectives including: Afterschool Alliance, SEL, DPI Competencies, US Department of Education, and the Search Institute. We also consulted local and state data sources including the Dane County Youth Assessment and Race to Equity Report.

Overwhelmingly, research on positive youth development underscores the importance of youth feeling a sense of belonging and having positive adult relationships as foundational to their engagement and skill development. Disaggregated data show BIPOC youth most likely to report lacking trusted adults. Students are becoming more and more disengaged in learning: 22% of students do not feel like they belong at school and 17% do not see their education helping them in the future. The Race to Equity Report and DPI State Report Card show dramatic racial disparities in educational outcomes.

Since 2009, significantly more youth report higher rates of increased anxiety and a need for more mental health support. This research and trends highlight the importance of measuring how effectively we are creating a positive program climate, contributing to youth academic engagement, and supporting youth development of social-emotional competency. We use evidence-based evaluation tools to measure these outcomes (e.g., DESSA Social-Emotional Screener) and consult with UW-Madison Wisconsin Center for Education Research (WCER) to design evaluation tools for the outcomes below:

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

Outcome Objective #1: Youth feel they have a supportive network with opportunities for voice and choice.				
Performance Standard	Targeted Percent	80%	Targeted Number	48
Measurement Tool(s) and Comments: At least 80% of regular attendees will report a sense of belonging and that staff care about what students think in the afterschool program based on youth survey responses. We collect youth survey responses annually each Spring. While we anticipate serving a total of 125 unduplicated youth in the calendar year, we anticipate having outcome data for 60 youth. This youth survey was created in collaboration with UW-Madison Wisconsin Center for Education Research (WCER) and integrates questions from evidence-based youth surveys.				

Outcome Objective #2: Youth demonstrate improvement in their engagement in learning.				
Performance Standard	Targeted Percent	60%	Targeted Number	36
Measurement Tool(s) and Comments:				

At least 60% of regular attendees demonstrate improvement in teacher-reported engagement in learning.

We collect teacher surveys each Spring on students' engagement in learning. Engagement in learning includes emotional engagement (enjoyment of the lesson), behavioral engagement (paying attention, asking questions, demonstrating effort), cognitive engagement (motivated to do well in school, formulating personal learning goals), and agentic engagement (constructive contributions to teaching and learning processes). While we anticipate serving 125 unduplicated youth during the calendar year, we estimate having outcome data on 60 youth to report on this outcome.

Outcome Objective #3: Youth improve their social emotional competency and life skills

Performance Standard	Targeted Percent	75%	Targeted Number	45
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Measurement Tool(s) and Comments:

At least 75% of regular attendees will show improvement in their social-emotional competency based on change in their DESSA scores.

We currently use the DESSA (Devereux Student Strengths Assessment) to screen students' social emotional competencies; teachers complete the evidence-based screener each Fall, Winter, and Spring based on observations of students' behavior. We will compare students' Fall and Spring DESSA scores and report those regular attendees who show positive, statistically significant improvement in DESSA scores. While we anticipate serving 125 unduplicated youth during the calendar year, we estimate having pre/post DESSA scores for 60 youth to report on this outcome.

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

- 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? Goodman's Mission Impact Department oversees all data systems and program evaluation. Our team has experience in mixed methods data collection, co-interpreting data with staff and community members, and in managing complex projects. Youth voice has an important role in Goodman quality improvement efforts, especially in providing context and meaning behind the data collected with the help of our Youth Evaluation Team.

Goodman tracks program activities and youth attendance data in established databases including Transact Cayen and Cityspan MOST Information System (MIS). Through a data sharing agreement with MMSD, the MIS gives us access to youth demographic information and academic data including school attendance rate, classroom schedules, homework completion, GPA, and state assessment scores. Data for outcome measures (teacher surveys, youth surveys, DESSA) are stored electronically in a secure file.

We generate monthly data dashboards for snapshots of our reach and deliverables to date. We conduct a formative evaluation annually, reviewing program data and outcomes each August with program staff to drive continuous quality improvement. These meetings and tools aim to develop staff capacity at all levels to use data in decision-making to improve and strengthen their programs.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
 Goodman Community Center's Ironworks Building: 149 Waubesa Street, Madison WI 53704
 Emerson Elementary School, 2421 E. Johnson Street, Madison WI 53704
 Lowell Elementary School, 401 Maple Ave, 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
Afterschool Lead Teacher	Certification, 2+ years experience	Goodman Community Center + Community Schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	3.1	
Afterschool Co-Teachers	Certification, 1+ years experience	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	2.5	
Van Driver	Van Training Certification	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.25	
Director of Childcare Services	5+ years experience, Bachelor's degree	Goodman Community Center + Community Schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.5	
Assistant Director of Childcare Services	3+ years experience, Bachelor's degree	Goodman Community Center + Community Schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.5	
VP of Programming	Advanced degree, 5+ years experience in nonprofit leadership	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.2	
VP of Mission & Strategy	Advanced degree, 5+ years experience in nonprofit evaluation	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.1	
Evaluation/Data Specialist	3+ years experience, bachelor's degree	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.1	
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round			7.25	
	Summer				

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

Goodman's Elementary School program welcomes a variety of volunteers to work with youth. Goodman's Volunteer Manager has built out a robust process for recruiting and vetting volunteers. Program staff are responsible for identifying roles for prospective volunteers and working with the Volunteer Manager to define details of each role. Volunteer opportunities are posted on our online volunteer portal. Potential volunteers interviewed and if there is mutual agreement on a desired volunteer role, the individual is background checked using the process and data fields laid out in State of Wisconsin Dept of Health Services Form #F-82064.

We understand that prospective volunteers have a variety of lived experiences and findings on the background check will not disqualify them from volunteering at Goodman. However, individuals who do not pass the background check are not eligible to work directly with youth or vulnerable adults.

Training on volunteer duties happens within each Goodman program, based on the specifics of the job duties and program needs. These volunteers typically come to support program activities and provide additional socialization and relationship building opportunities for our youth. Examples of recent successful volunteer placements within the Elementary School program include classroom helpers engaging with youth during unstructured/free play times as well as volunteers with arts/maker expertise leading craft and creative projects with youth. One of our volunteers is a biochemist in their day job and has led youth in STEM projects when they come to volunteer. These volunteer roles are very helpful to our classroom teachers, as they expand the breadth of programming and experiences we are able to offer participants.

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

- Program Space – Goodman's Elementary After School program is offered in our Ironworks Building.
- Transportation – Trained Goodman staff provide transportation for students from school to the center afterschool.
- Daily Meals – Goodman's on-site Program Kitchen prepares fresh meals daily that meet all the USDA nutritional requirements for elementary school students. Meals and snacks are provided free of charge.
- Outdoor Learning Spaces – Elementary-age participants frequently use Goodman's Outdoor Classroom near the bike path, community garden space along St. Paul Ave, and green space outside the Goodman gymnasium.
- Gym Space – Goodman's gymnasium is used daily during program for both structured wellness/sports activities and free play time.

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

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

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

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

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

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

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

Legal Name of Organization:	Irwin A. and Robert D. Goodman Community Center	Total Amount Requested for this Program:	\$ 48,593
Program Name:	Goodman High School Program	Total Program Budget:	\$ 242,965
Program Contact:	Lisette Khalil	Email:	LKhalil@goodmancen ter.org
		Phone:	608-204- 8016
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.			

Elementary

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

Middle School

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

High School

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

High school students are navigating complex issues and challenges while preparing for their futures. Many teens find themselves lacking the necessary supports and resources, especially outside of school hours. Goodman’s High School programming is designed to fill those gaps and assure that every participant can pursue their individual goals with confidence and tools to be successful. Based on our location, the majority of our participants attend Madison East High School, and the data below are specific to that school.

STUDENT NEEDS:

40% of students at Madison East High School (EHS) scored ‘below basic’ proficiency in English/LA in the 2021-22 DPI State Report Card. 54.2% of students scored ‘below basic’ for mathematics. Black students at EHS scored lower than all other counterparts on both English (71% scored below basic) and Mathematics (84.8% scored below basic).

The 2021 Dane County Youth Assessment shows a growing trend of high school students struggling with anxiety and mental health concerns. Not surprisingly, teens also experienced academic setbacks with 51% of high school students reporting falling behind in school during the COVID-19 pandemic. Beyond academics, local youth reported varying degrees of comfort and belonging in schools, with only 17% of reporting that they “strongly agree” about feeling safe at their high school. 23% of teens reported that they “strongly agree” that they have adults to talk to at school if they have a problem.

The 2021 Wisconsin Youth Risk Behavior Survey also highlighted growing concerns about anxiety and depression. Specifically Serious risks and negative experiences are disproportionately reported by youth who identify as LGBTQ. 80% of LGBTQ students reported problems with anxiety and 66% reported problems with depression.

FAMILY NEEDS:

Emerging needs of Goodman’s current high school families have been recorded through the annual family survey and staff case notes. Three types of needs are commonly reported:

1. Food Insecurity – Families are struggling with the increasing cost of groceries. Families appreciate the free, healthy meals served daily at Goodman and access to our Food Pantry.

2. Household Income – While many home adults are working, they are struggling to make ends meet. 62% of current high school participants qualify for Free/Reduced lunch, with household incomes <185% of the federal poverty level. This is far below a living wage in Dane County.

3. Emergency Needs –Families have reported a need for assistance with fuel/gas costs, emergency shelter, and rent assistance. We are actively seeking community partnerships and other funding sources to further support basic needs and emergency situations.

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 of Goodman’s High School Program is to provide a stable, safe, and supportive environment that helps teens to explore, set, and achieve their college and career goals for a successful transition post high school. We believe we can increase students’ engagement in learning and social-emotional competencies, so youth feel empowered to create their own academic and career paths. We want youth to feel genuine belonging at Goodman so they can explore their interests, set their own goals for their futures, and enhance social-emotional competency and life skills needed for the future, Our work centers around three main focus areas:

1 - COLLEGE, CAREER & COMMUNITY EXPLORATION

We call this participant-driven focus our “3-C’s” approach:

Career – We collect information from youth about their interest areas and then create career exploration activities, shadowing experiences, and learning opportunities that match those interests. Teens are often exposed to careers they have not yet considered as post-high school options.

College: Our team plans college visits, both group tours and individual visits, based on teens’ interest areas. We support participants as they submit admissions applications and FAFAS/Financial Aid applications, as well as collecting letters of recommendation.

Community: Teens gain a better understanding of themselves and their community through culture/identity-specific clubs and activities such as Africa Club, Black-Made Game Night, and Cultural Meal night events. Youth gain an increased ability to relate to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.

2 - ACADEMIC ENGAGEMENT

Goodman’s Career, College & Community exploration activities lead to youth improving their engagement in high school. When youth identify something they care about pursuing after high school, we help make connections to how their current school activities and earning a high school diploma impact their ability to attain those goals. We provide tools to support them to graduate, including connection with school personnel, tutors, and homework help. We can also identify students who need more tutoring or specific academic supports early in the quarter while grades are still malleable. Our positive rapport and trusted relationships with teens allow us to help address barriers and collaboratively create solutions so teens can keep working toward graduation.

3 - SOCIAL/EMOTIONAL SKILL DEVELOPMENT

Social-Emotional Learning skills help improve teens’ relationships, mental wellness, and academic performance. When students have strong social emotional skills, they are better able to regulate their emotions, make friends, resolve conflicts and make safe choices. Because of the positive rapport and trusted relationships our staff have with teens, we are able to provide targeted supports for social-emotional growth.

Throughout these focus areas, we consistently emphasize youth voice. Our team prioritizes incorporating youth opinions, choices, and suggestions into program activities. In our most recent youth survey, 90% of high school participants reporting feeling that they get to make choices and decisions about what they do in program.

Goodman’s High School Programming aligns closely with the RFP parameters. Our work supports positive youth development, complements in-school learning, and serves marginalized communities. We use a strengths-based perspective and provide high school students with opportunities to develop

a range of skills and competencies needed for success in the future. We build supportive relationships with caring adults who serve as mentors far beyond high school graduation. Our program structure also encourages positive peer relationships and a natural support network among participants.

C. Program Summary (3-5 sentences):

Goodman’s High School Program offers enrichment opportunities that complement in-school learning and build leadership skills for teens. Our flexible program model allows students to participate as much or little as their schedules allow, prioritizing the activities and experiences that best match their interests and needs. Youth explore their interests to increase academic engagement, set their own goals for their futures, and enhance social-emotional competency and life skills needed for the future within a supportive environment.

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.

The intended service population for this grant is BIPOC-identifying youth ages 14 to 18 in the Madison East High School and LaFollette High School attendance areas. Approximately 60% of Goodman participants qualify for free or reduced lunch, and 25% live in a qualified census tract. Our service and outreach are focused within qualified census tracts near the Goodman campus (census tract #'s 23.01, 24.02, 25.00, 26.01, and 30.02).

When comparing Goodman’s adolescent participants to the Madison Metropolitan School District’s overall population, Goodman serves a higher percentage of BIPOC youth (Goodman 70% vs. MMSD 50%), and a higher percentage of youth qualifying for free/reduced lunch (Goodman 60% vs. MMSD 45%). This cohort sometimes experiences challenges and barriers including racism, discrimination, micro-aggressions, and marginalization. Youth have reported significant challenges due to COVID-19 including lack of internet access for virtual learning, classroom closures, mental health diagnoses, and significant illness of family members.

High School participants were involved in the development of the proposed programming through youth voice and incorporating feedback. In addition our Youth Survey, our staff interviewed graduating seniors in 2022 to get their individual feedback on the school year, what would have helped them more, and what they think we should continue doing. Items frequently cited were individualized support around career/college goals, maintaining a wide variety of activity options, and keeping our flexible approach around attendance in recognition of teens’ often busy schedules. Youth want more individualized support on college applications, scholarships, FAFSA and financial aid, and college visits. They also asked for more unstructured times when they can just hang out and get to know each other both at Goodman at in community settings. These recommendations are incorporated into this program proposal.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	47	18%
Black/African American	133	52%
Asian	11	4%
American Indian/Alaskan Native	4	2%
Native Hawaiian/Other Pacific Islander	1	0%
Multi-Racial	45	18%
Balance/Other	14	5%
Total:	255	
Ethnicity		
Hispanic or Latino	30	12%
Not Hispanic or Latino	225	88%
Total:	255	
Gender		
Boy/Man	168	66%
Girl/Woman	86	34%

Non-binary/GenderQueer	1	0%
Prefer Not to Say	0	0%
Total:	255	

- 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.

Goodman provides appropriate language supports for any youth or family needing assistance. While our recent High School participants and families have been fluent English speakers, we do serve a diverse group and several participants are first generation Americans. We are intentional about including learning about youth’s cultures in our activity plans. For example, exploring differently cultures through cooking projects and visiting local markets to learn about different cuisines has been popular with recent cohorts. Our High School Program plans many Black History Month activities, including the well-received Black-Made Games board game night and a Catfish & Spaghetti dinner in 2023. As a final example, we support the Africa Club at East High School and provide Kente cloths for club members as part of their graduation attire.

Several Goodman staff are multi-lingual and are available to assist families who are non-English speaking. Our organization currently employs staff who speak Spanish, Lao, Hmong, and American Sign Language. When families speak other languages, we make arrangements for interpreters to assist us through the enrollment process and during parent meetings. High School program enrollment forms are available in English and Spanish, and can be translated into additional languages if needed.

- 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.

Recruitment strategies for our High School program have shifted from pre-pandemic times. During the pandemic, teens became accustomed to asynchronous learning, virtual meetings, and programming offered during the school day. It has been a transition moving them back to in-person services offered outside of academic time. Goodman staff have successfully bridged this gap through daily presence at local high schools. We reinforce relationships with school staff to help assure we receive referrals for the teens who would most benefit from our services. Our presence at schools is a critical tool for recruitment, through direct relationship building with teens and offering a wide range of activity options for students with different interests, needs, and goals.

Equally important as participant engagement is staff retention. Staffing is a current challenge across most industries, but especially in direct service positions. In order to maintain quality programming and engage with teens, we need to have our program fully-staffed. Goodman is actively working toward being able to pay all direct service staff a living wage of at least \$20/hour. We anticipate that this, along with other enhanced employee benefits, DEI work, and staff engagement efforts will support consistent staffing in the High School program.

The intake procedure for participants is straightforward. Parents complete an enrollment form that is available online or in hard copy. Youth and parents consent to joining the program and sign off on their understanding that youth can choose the activities that are of interest to them. Some activities, such as our HBCU (Historically Black Colleges & Universities) Spring Break trip in 2023, require a minimum level of attendance and participation. These instances are clearly defined for parents and youth to encourage maximum participation.

Youth needs are assessed at enrollment in the program and on an ongoing basis through consultation with school staff. The assessment includes learning about each youth’s interests, strengths, challenges, and goals. Using MMSD academic data, we’re able to pair our assessment with information on current grades and behavior challenges at school. This gives a fairly comprehensive picture of where a teen is at when

then begin program and how we can support them in that moment given their realities and where they're looking to be by graduation day.

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.

Activities in Goodman's High School program between the summer and academic year.

SCHOOL YEAR ACTIVITIES

High School programming is offered after school at Goodman for days per week during the school year with activities including 3 C's College preparation, homework help, career exploration activities, college visits, FAFSA nights, individualized support with college applications and scholarships, and more. Program plans focus on youth voice and choice-driven fun activities including game nights, field trips to movies, bowling, and cookouts followed by transportation to and from high school sports events.

Goodman staff also support participants at Madison East High school via study tables, Africa Club, and GSA (Gay Straight Alliance) Club, as well as informal check-ins with students in the halls, during lunches and breaks. Goodman staff support field trips specific to the clubs (ie Africa Club to the Chazen and Student Athlete of the Month celebration for Study Tables), we bring afterschool snacks to East, and we coordinate Goodman space for use during Club special events and award ceremonies. Club members are also encouraged to participate in after school activities at GCC and are connected with Goodman resources

During the school day, Goodman staff are in school connecting with teachers and counselors to address issues and support participants. Staff also host lunches at East for students to come to decompress and check in with trusted adults.

We encourage teens to choose to participate in the activities that are of most interest to them. We do not expect 100% attendance 5 days per week. Youth know that they are welcome at Goodman activities when their schedules allow. We want youth to participate in extra-curricular activities and secure meaningful work experiences. Our High School program calendar provides in-person programming options to allow students to attend as much or little as fits in their schedules each semester. We find better engagement with teens when we frame our programming as a complement to the other activities they need to fit into their schedules.

SUMMER ACTIVITIES

Summer programming is open for 7 hours per day, with each youth participating for half of the day. Most youth choose to spend the other half of the day working in Goodman's TEENworks employment readiness program or other Center activities. In the summer High School program, teens participate in a variety of activities including career exploration through hands on visits to local businesses (i.e. Sylvee Theater, ETC Lighting, Sassy Cow), UW Madison and other college campus tours, urban agriculture learning in the Goodman Community Gardens, biking (including the opportunity to get a bike and helmet at the end of the summer), hiking in state parks, and field trips (i.e. Wi Dells, Vitense Mini Golf, Goodman Pool, Brittingham Boats, etc.)

In both summer and school year programming, participants receive meals and snacks when on the Goodman campus. All meals are provided free of charge and are cooked daily by our Program Kitchen team.

- 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): Goodman Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:00 pm	7:00 pm
	Summer	8:00 am	3:00 pm
Tuesday	School Year	4:00 pm	7:00 pm
	Summer	8:00 am	3:00 pm
Wednesday	School Year	4:00 pm	7:00 pm
	Summer	8:00 am	3:00 pm
Thursday	School Year	4:00 pm	7:00 pm
	Summer	8:00 am	3:00 pm
Friday	School Year	4:00 pm	9:00 pm
	Summer	8:00 am	3:00 pm
Saturday	School Year	N/A	N/A
	Summer	N/A	N/A
Sunday	School Year	N/A	N/A
	Summer	N/A	N/A

Table 2

Location(s): Madison East High School			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	11:00 am 2:30 pm	1:00 pm 4:00 pm
	Summer	N/A	N/A
Tuesday	School Year	11:00 am 3:30 pm	1:00 pm 5:00 pm
	Summer	N/A	N/A
Wednesday	School Year	11:00 am 3:30 pm	1:00 pm 5:00 pm
	Summer	N/A	N/A
Thursday	School Year	11:00 am 3:30 pm	1:00 pm 5:00 pm
	Summer	N/A	N/A
Friday	School Year	11:00 am 3:30 pm	1:00 pm 5:00 pm
	Summer	N/A	N/A
Saturday	School Year	N/A	N/A
	Summer	N/A	N/A
Sunday	School Year	N/A	N/A
	Summer	N/A	N/A

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. Note regarding the Madison East High School hours - While our staff are generally at school within the time frames above, the weekly schedule varies depending on when Clubs meet, which students need more support, teacher schedules, etc. It would be unlikely that our staff would be at East High School all of the hours listed above on a given week.

- C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for

all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Goodman Community Center					
School Year	4 days per week + 1 Friday per month/special event	M-Th: 3 hours per day F: 5 hours	38 weeks	1:10	10
Summer	5 days per week	3.5 hours/day	8 weeks	1:10	20
Location #2 (if applicable): Madison East High School					
School Year	3 days per week	2 hours per day	38 weeks	1:15	10
Summer	N/A	N/A	N/A	N/A	N/A

*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.

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.

Family feedback and suggestions on programming are collected via Goodman’s Annual Family Survey, as well as informally during check-in calls and conversations during drop-off/pick-up. The Family Survey provides an opportunity to give specific feedback on programming offered to date, gaps in programming, and ways that we can continue to improve our services to meet family needs.

Families were heavily involved in Goodman’s recent HBCU Spring Break trip during March 2023. Families provided feedback on the draft trip itinerary and voiced concerns about youth travel so our staff could make adjustments prior to travel dates. Families have also been very engaged in feedback regarding our FAFSA informational workshop. We learned what additional information, resources, and tools families needed. Parents also voiced a need for families to accompany their teens on more college campus visits. Especially for our participants who will be the first in their families to attend school post-high school, families need more context and information in order to walk aside their teen through this journey.

- 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.

Community members and neighbors learn about our program offerings through Goodman’s robust communications efforts, including blog posts, e-Newsletter updates, East Side News newspaper articles, and social media posts. We regularly receive feedback from these communications with questions and/or suggestions from community members.

Goodman’s Community Chats are another way that we engage with neighbors and stakeholders. These events are held at Goodman and are moderated by CEO Letesha Nelson. Past topics have included DEI (Diversity Equity & Inclusion) efforts, social emotional learning, and women in nonprofit leadership roles. Community members submit questions, watch live-streamed video, and provide comments in feedback surveys.

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)?
East High School	Goodman staff are granted access to the building and given space for shared activities	Mikki Smith	Yes
Summit Credit Union	Work with teens to increase age-appropriate financial literacy and open bank accounts	Sara Gobin	No
Rape Crisis Center	Work with teens to understand, identify, and know their rights around sexual harrassment	Ayden Prehara	No
DreamBikes	Provide bikes, helmets and bike maintenance for teens	Noah Schneider	No

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

How do these partnerships enhance this proposal?
 Our partners allow us to connect teens with specific hands-on experiences and tangible resources we don’t already have internally at Goodman. For example, our partnership with Summit Credit Union removes barriers to financial competency by allowing teens to open bank accounts on site at GCC during program hours. When teens work with community partners, they have a chance to understand their role in the larger community outside of GCC - this increases the feeling of belonging in the community for both the teens and the partners.

What are the decision-making agreements with each partner?
 When our team makes decisions about partnerships, we work closely with potential partners to design programming and offer resources. We seek out partnerships that can fill needs of students or fill a specific area of expertise, as well as being mutually beneficial for all involved. We typically first identify a need and then reach out to specific partners who may be able to meet that need. We are also able to respond to partners in the community that reach out with unique opportunities and collaborate with them to give experiences to teens.

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?

Academic needs are most commonly seen within our High School participants. For some, high school is the first time when their grades “count” and the first time they have experienced homework and tests in this frequency. We regularly reach out to East High School staff to get more detailed information about academic needs and work collaboratively to figure out solutions. Some students need tutoring, others need study skills, some need to learn to take notes, and others need to change their schedule to include a study hall. Personalized responses have been most helpful for recent cohorts.

Goodman's Family Advocacy Manager works with students and families to address needs including transient housing, food insecurity, lack of transportation, and/or financial assistance options. We help families and teens find winter coats/gear, interview clothes, school supplies, and whatever other day-to-day necessities they may need. Families often connect with our Food Pantry and take advantage of our Goodman Groceries summer food program.

Our experience is most often that youth share a need with our staff and then we know to reach out to families to see how we can help. We have conversations with youth, parents, and other home adults to make referrals and trouble-shoot challenges so teens can stay focused on school and their own goals.

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

Goodman's High School program has annual SMART goals that align with our mission as well as youth and family needs. Participants have a variety of opportunities to choose from throughout the academic year and summer, with time-sensitive activities strategically scheduled to meet student needs (example: FASFA Workshop for families prior to application deadlines). High School program staff have weekly meetings with standing agenda items to review program implementation plans. We reflect on programming from the week before, review plans for the week to come, and make adjustments based on feedback, interim outcomes, and/or new opportunities.

Supportive Relationships With Youth

Trusting relationships between staff and teens are a cornerstone of our programming. Some high school participants have previously attended other programming at Goodman (preK-8th grade) and already know see us a reliable, steady presence in their lives. Other teens come to Goodman for the first time in high school. Regardless of our history with a given youth, our team focuses on genuine, personalized interactions building rapport through our presence in and outside of school.

Community & Family Engagement

Family engagement for our high school participants looks different than for our younger program groups. We believe it is age-appropriate for teens to take on more responsibility and independence. Parents engage with our high school programming via parent newsletters/communications, attendance at family events, and via our Annual Family Survey.

Organizational Management & Staff Support

Goodman has strong fiscal controls, is governed by a Board of Directors, undergoes an annual audit, operates with a Board-approved budget, and has robust HR systems. All staff have access to professional development opportunities during paid work hours. Our Employee Handbook details employee benefits, policies and procedures, and how to address concerns within the workplace. Many employees also find value in our cloud-based "Knowledge Base" wiki and SharePoint site for sharing information, templates, and instructions.

Youth Voice & Leadership

Youth of all ages are provided opportunities to build leadership skills at Goodman. In our High School program, teens are able to choose the activities they participate in, including joining our Youth Evaluation Team. The Youth Eval Team works in collaboration with our Mission Impact Department to collect youth feedback and use information to aid future program planning.

Racial & Cultural Inclusion

The majority of both Goodman's staff and youth participants identify as BIPOC. Specifically, within our Teen Services Team, our staff team very closely reflects the diversity of our participants: 77% of adult staff and 83% of teen participants identify as BIPOC.

Environment & Safety

Youth health and safety is a top concern for our team. We provide nutritious meals and snacks every day we offer program. Everyone who works at Goodman is background checked and any staff who drive youth in our vans have passed a safety examination. Staff complete training on trauma-informed care, behavioral health concerns, accommodations, signs of depression, and much more. We have a dedicated staff member, our Family Advocacy Manager, who is experienced in making referrals and finding resources to address needs as they arise.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 125

Total program hours annually: 625 (School year: 500, Summer: 125)

C. Program Outcomes

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

We review several sources to inform outcome objectives including: Afterschool Alliance, SEL, DPI Competencies, US Department of Education, and the Search Institute. We also consult local and state data sources including the Dane County Youth Assessment and Race to Equity Report.

Overwhelmingly, research on positive youth development underscores the importance of youth feeling a sense of belonging and having positive adult relationships as foundational to their engagement and skill development. Locally, the 2021 Dane County Youth Assessment shows that 20% of high schoolers do not have adults outside of parents to talk to when they need help. Disaggregated data show BIPOC youth most likely to report lacking trusted adults. Students are becoming more and more disengaged in learning: 22% of students do not feel like they belong at school and 17% do not see their education helping them in the future. The Race to Equity Report and DPI State Report Card show dramatic racial disparities in educational outcomes. Since 2009, significantly more youth report higher rates of increased anxiety and a need for more mental health support.

This research and trends highlight the importance of measuring how effectively we are creating a positive program climate, contributing to youth academic engagement, and supporting youth development of social-emotional competency. We use evidence-based evaluation tools to measure these outcomes (e.g., DESSA Social-Emotional Screener) and consult with UW-Madison Wisconsin Center for Education Research (WCER) to design evaluation tools for the outcomes below.

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

Outcome Objective #1: Youth feel they have a supportive network with opportunities for voice and choice.				
Performance Standard	Targeted Percent	80%	Targeted Number	48
Measurement Tool(s) and Comments:				

At least 80% of regular attendees will report a sense of belonging and that staff care about what students think in the afterschool program based on youth survey responses.

We collect youth survey responses annually each Spring. While we anticipate serving a total of 125 unduplicated youth in the calendar year, we anticipate having complete outcome data for 60 youth. This youth survey was created in collaboration with UW-Madison Wisconsin Center for Education Research (WCER) and integrates questions from evidence-based youth surveys.

Outcome Objective #2: Youth demonstrate improvement in their engagement in learning.

Performance Standard	Targeted Percent	60%	Targeted Number	36
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Measurement Tool(s) and Comments:

At least 60% of regular attendees will report feeling confident expressing themselves and confident that participation in the afterschool program will help them succeed in the future based on youth survey responses. We collect youth survey responses annually each Spring. While we anticipate serving a total of 125 unduplicated youth in the calendar year, we anticipate having complete outcome data for 60 regular attendees.

We also collect school attendance rate and GPA for all participants each school year and compare data with previous school years to supplement this outcome measure of academic achievement.

Outcome Objective #3: Youth improve their social emotional competency and life skills

Performance Standard	Targeted Percent	75%	Targeted Number	45
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Measurement Tool(s) and Comments:

At least 75% of regular attendees will report increased ability to relate to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences based on youth survey results. We collect youth survey responses annually each Spring. While we anticipate serving a total of 125 unduplicated youth in the calendar year, we anticipate having outcome data for 60 regular attendees.

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? Goodman's Mission Impact Department oversees all data systems and program evaluation. Our team has experience in mixed methods data collection, co-interpreting data with staff and community members, and in managing complex projects. Youth voice has an important role in Goodman quality improvement efforts, especially in providing context and meaning behind the data collected with the help of our Youth Evaluation Team.

Goodman tracks program activities and youth attendance data in established databases including Transact Cayen and Cityspan MOST Information System (MIS). Through a data sharing agreement with Madison Metropolitan School District, the MIS gives us access to youth demographic information and academic data including school attendance rate, classroom schedules, homework completion, GPA, and state assessment scores. Data for outcome measures (teacher surveys, youth surveys) are stored electronically in a secure file. We generate monthly data dashboards for snapshots of our reach and deliverables to date. We conduct a formative evaluation annually, reviewing program data and outcomes each August with program staff to drive continuous quality improvement. These meetings and tools aim to develop staff capacity at all levels to use data in decision-making to improve and strengthen their programs.

6. PROGRAM LOCATION

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

Goodman Brassworks Building (214 Waubesa Street, Madison, WI 53704)

Madison East High School (2222 E. Washington Ave, 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.

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
Family Advocate Manager	5+ years of experience, bachelor's degree	Goodman Community Center & East High School	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.5	
High School Coordinator	High School Degree, 2+ years experience	Goodman Community Center & East High School	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	1.0	
High School Manager	Bachelor's degree, 3+ years experience	Goodman Community Center & East High School	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.5	
Assistant Director - High School	5+ years experience	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.5	
VP of Programming	Advanced degree, 5+ years of nonprofit leadership experiences	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.2	
VP of Mission & Strategy	Advanced degree, 5+ years of evaluation experience	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.1	
Evaluation/Data Specialist	3+ years experience, bachelor's degree	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.1	
Director of Youth Programming	5+ years experience, bachelor's degree	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.33	
		School Year:			

Please complete the total FTE for the applicable time period	Year-Round		3.13	
	Summer			

*Use one line per individual employee

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

Goodman’s High School program welcomes a variety of volunteers to work with our teens. Goodman’s Volunteer Manager has built out a robust process for recruiting and vetting volunteers. Program staff are responsible for identifying roles for perspective volunteers and working with the Volunteer Manager to define details of each role. Volunteer opportunities are posted on our online volunteer portal. Potential volunteers interviewed and if there is mutual agreement on a desired volunteer role, the individual is background checked using the process and data fields laid out in State of Wisconsin Dept of Health Services Form #F-82064.

We understand that prospective volunteers have a variety of lived experiences and findings on the background check will not disqualify them from volunteering at Goodman. However, individuals who do not pass the background check are not eligible to work directly with youth or vulnerable adults.

Training on volunteer duties happens within each Goodman program, based on the specifics of the job duties and program needs. These volunteers typically come to support program activities and provide additional socialization and enrichment opportunities for our youth. Recent examples of impactful volunteer work have included subject-specific homework help (Algebra 2 and Spanish), Badger volunteers accompanying teens on field trips, and STEM/career-specific volunteers bringing one-time experiences/panel discussions/shadowing opportunities to youth.

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

- Program Space – Goodman's High School program is offered in our Brassworks Building
- Transportation from school to Goodman for afterschool program using Goodman vans and trained staff drivers. Transportation is also available after program to participants' homes on an as-needed basis.
- Daily Meals – Goodman's on-site Program Kitchen prepares fresh meals daily that meet all the USDA nutritional requirements for elementary school students. Meals and snacks are provided free of charge.
- Outdoor Learning Spaces – High School participants frequently use Goodman's Outdoor Classroom green spaces, access to the bike path, and community garden space along St. Paul Ave.
- Gym Space – Goodman's gymnasium is used periodically for unstructured open gym time.

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 – We have no conflicts of interest to report.

B. Disclosure of Contract Failures, Litigations

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

N/A – No disclosures necessary



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

Submit Application to: cddapplications@cityofmadison.com

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

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

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

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

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

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

Legal Name of Organization:	Irwin A. and Robert D. Goodman Community Center	Total Amount Requested for this Program:	\$ 75,251
Program Name:	Goodman Middle School Program	Total Program Budget:	\$ 376,254
Program Contact:	Lisette Khalil, Director of Grants Administration	Email:	LKhalil@goodmancen ter.org
		Phone:	608-204- 8016
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.			

Elementary

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

Middle School

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

There is a need for quality out-of-school time programming for BIPOC-identifying youth in Madison's north/east side neighborhoods.

STUDENT NEEDS: Goodman Community Center's Middle School Program primarily serves students in the O'Keeffe and Sherman Middle School attendance areas. 27.5% of students at O'Keeffe and 41% of Sherman Middle School students scored 'below basic' proficiency in English/LA in the 2021-22 DPI State Report Card. 37.7% of O'Keeffe students and 49% of Sherman students scored 'below basic' for mathematics. Black students at O'Keeffe scored lower than all other counterparts on both English (61.8% scored below basic) and Mathematics (76.3% scored below basic). Sherman scored worse than state averages for chronic absenteeism (score: 77.3) and attendance (score: 88.9).

The 2021 Dane County Youth Assessment shows that 22% of local middle schoolers do not have adults outside of parents to talk to when they need help. Disaggregated data show BIPOC youth are most likely to report lacking trusted adults. 22% of students do not feel like they belong at school and 17% do not see their education helping them in the future. Having a sense of belonging and multiple trusted adults are critical for youth development and overall student success.

The families we serve do not have disposable income available for childcare or youth enrichment activities. Youth whose families are struggling financially report more anxiety (65.8%). 63% of Dane County students with significant anxiety report scoring mostly D/F on their report cards (2021 Youth Risk Behavior Survey).

FAMILY NEEDS: Emerging needs of Goodman's current middle school families have been recorded through our annual family survey and staff case notes. Three types of needs are commonly reported:

1. Food Insecurity – Families are struggling with the increasing cost of groceries. Families appreciate the free, healthy meals served daily at Goodman and access to our Food Pantry.
2. Household Income – While many home adults are working, they are struggling to make ends meet. 64% of current middle school participants qualify for Free/Reduced lunch, with household incomes <185% of the federal poverty level. This is far below a living wage in Dane County.
3. Emergency Needs –Families have reported a need for assistance with fuel/gas costs, emergency shelter, and rent assistance. We are actively seeking community partnerships and other funding sources to further support basic needs and emergency situations.

Goodman's afterschool programming can impact these challenges by providing a safe space for youth to spend time every day after school and during the summer, complete with free transportation, free meals, academic supports, and enrichment activities that would otherwise be cost prohibitive.

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?

Our goal is to provide a stable, safe, and supportive environment to meet the needs of BIPOC tweens and teens so they can grow into thriving young adults who are well-equipped to pursue their goals and dreams.

We want to challenge youth to develop as learners and also help them develop other skills and interests that will serve them as they grow. We believe we can increase students' engagement in learning and social-emotional competency if we provide a safe and supportive network and cultivate participant-driven enrichment experiences, so youth feel empowered to create their own academic and career paths. Youth will explore their interests and identities, learn to recognize and manage emotions, and learn to relate to others with acceptance and understanding to their diverse perspectives and experiences.

Goodman's Middle School program is free, providing an accessible option for our community members. Our activities support positive youth development through recognizing each youth's individual strengths and giving opportunities for youth voice in planning programming. We foster positive relationships not only during out-of-school-time programming at Goodman, but also through our regular presence at neighborhood schools during the school day. Middle Schoolers build new friendships with peers, create connections with our caring staff, and increase their self-efficacy through supported community interactions and intentional successes in program activities.

Our proposal aligns closely with the RFP scope of work, providing opportunities for marginalized youth and families living in poverty. When comparing Goodman's current adolescent participants to the Madison Metropolitan School District's overall population, Goodman serves a higher percentage of BIPOC youth (Goodman 70% vs. MMSD 50%), and a higher percentage of youth qualifying for free/reduced lunch (Goodman 60% vs. MMSD 45%). This cohort sometimes experiences challenges and barriers including racism, discrimination, micro-aggressions, and marginalization. Youth have reported significant challenges due to COVID-19 including lack of internet access for virtual learning, classroom closures, mental health diagnoses, and significant illness of family members.

Goodman's programming complements in-school learning, made possible by our existing relationships with O'Keeffe and Sherman Middle School staff. Goodman's Middle School staff team is uniquely equipped to provide these critical services, with over 60 years of collective experience working with youth.

C. Program Summary (3-5 sentences):

Goodman's Middle School Program provides a stable, safe, and supportive environment to meet the needs of BIPOC tweens and teens afterschool and during summers. We support youth with enrichment activities, academic supports, and social-emotional learning so they can grow into thriving young adults who are well-equipped to pursue their goals and dreams. We believe we can increase students' engagement in learning and social-emotional competency if we provide a safe and supportive network and cultivate participant-driven enrichment experiences, so youth feel empowered to create their own academic and career paths.

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.

The intended service population for this project is BIPOC-identifying youth in grades 6 to 8 living in the Madison East High School attendance area. This includes students at O’Keeffe and Sherman Middle Schools, as well as any other north/east-side Madison youth who is interested in participating. In 2022, 49% of participants identified as Black and 23% as multi-racial. Approximately 60% of Goodman total youth participants qualify for free or reduced lunch, and 25% live in a qualified census tract. Our service and outreach are focused within qualified census tracts near the Goodman campus (census tract #'s 23.01, 24.02, 25.00, 26.01, and 30.02).

Utilizing youth voice and input is an integral piece of how Goodman creates quality programming for the specific Middle School students we serve. Annually, we administer a Youth Survey in the spring to gather feedback around four main areas: Supportive Networks, Active Community Members, Self-Advocacy and reflections on Academic Progress. Staff takes time to interpret and analyze the data, as well as reflect up on the results with youth. This process collaboratively shapes decisions about the activities and program offerings that are offered.

In addition, Goodman has recently expanded our Youth Evaluation Team’s work to include more focus groups. High School students on the Youth Eval Team collect feedback from middle school students about current Goodman programming and what could be improved. The Youth Eval Team compiled and presented their results to the Middle School adult staff team. The perspectives the teens were able to garner from the middle school participants were incredibly valuable contributions to the MS staff. Not only has this new evaluative method inspired a series of staff meetings focused on addressing the information presented by the Youth Evaluation team, but also has prompted staff to engage in a new series of Restorative Justice staff training.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	28	17%
Black/African American	81	49%
Asian	4	2%
American Indian/Alaskan Native	1	1%
Native Hawaiian/Other Pacific Islander	1	1%
Multi-Racial	38	23%
Balance/Other	16	10%
Total:	169	
Ethnicity		
Hispanic or Latino	15	9%
Not Hispanic or Latino	154	91%
Total:	169	
Gender		
Boy/Man	102	60%
Girl/Woman	65	38%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	2	1%
Total:	169	

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.

Goodman provides appropriate language supports for any youth or family needing assistance. While our recent Middle School participants and families have been fluent English speakers, we do serve a very diverse group and several participants are first generation Americans. We are intentional about including learning about youth’s cultures in our activity plans. For example, in Cooking Club, we choose recipes from families’ home countries and have discussions about cultural differences while we cook.

Several Goodman staff are multi-lingual and are available to assist families who are non-English speaking. Our organization currently employs staff who speak Spanish, Lao, Hmong, and American Sign Language. When families speak other languages, we make arrangements for interpreters to assist us through the enrollment process and during parent meetings.

- 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.

While any youth who is interested may register for Goodman programming, we will intentionally recruit youth participants who would most benefit from programming. We partner with school social workers, principals, and teachers to identify students who need extra support to attend school regularly and build confidence. Goodman's Communications Team posts program offerings on our website and on social media accounts. In-person outreach occurs at school events, neighborhood gatherings, and community locations as needed.

Parents can enroll youth in Middle School programming at either the fall or summer registration period. An online registration form is used, and staff are available to support families via phone or in-person registration meetings if needed. Because of our data sharing agreement with MMSD, the intake process is fairly efficient; We pull most required data set fields from MMSD school records rather than requiring a lengthy application from parents. However, we do connect with each parent/guardian to learn about their youth's needs, challenges, and strengths. That information helps us structure the first weeks of program to best engage and support new participants from day one.

Assessment of youth and family needs occurs throughout participation in the program. We connect with school staff to learn about academic needs. Our Family Advocacy Manager meets with parents/guardians to ask about food insecurity, transient housing situations, medical/mental health needs, financial challenges, etc. Our team works together to connect youth and families to all the resources we can offer at Goodman, as well as to other community organizations and public benefits to support the family as a whole.

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.

Goodman's Middle School Programming is offered 5 days per week year-round. Afterschool participants are picked up by trained staff using Goodman vans. Youth have the option to request free transportation home after program ends during the school year and summer as needed.

Academic-year programming includes touchpoints at schools during the day and afterschool program at Goodman Community Center. Connections with students at school during non-academic time have proven to be critically important in building rapport, trust, and relationships with youth. A highlight of our work in schools are our MAScK (Men Always Seeking Knowledge) groups that have been operating for over 20 years, initially launched as the "Atwood Community Boys Group" and more recently in collaboration with DAIS (Domestic Abuse Intervention Services). The small group setting allows youth to create connections with each other and our staff while discussing masculinity and their role in violence prevention.

Afterschool programming at Goodman includes time for homework, dinner cooked by Goodman's on-site kitchen team, structured activity options, and opportunities for one-on-one connections with staff. Field trips can sometimes occur on school days, but more often during in-service days or school break during the academic year.

Summer program offers longer time to interact with youth each day and more opportunities for meaningful field trips. A typical summer program day would begin with youth arriving and eating breakfast 8:00 to 9:00 am. From 9:00 am to noon, youth enjoy outdoor activities such as nature walks, visiting the Goodman Youth Grow Local Farm stand-up paddleboarding, kayaking, and/or farming at Troy Gardens. After we provide lunch, we lead youth in a second activity for the day which could include staying at Goodman (art projects, journaling, making jewelry, basketball, pickleball, volleyball, STEM activities, maker-space/craft

time, etc) or field trips (State Capitol Building, college campus tours, hiking/park visits, Goodman Pool, KEVA/TOCA sports centers, biking, and/or other local attractions/activities). We provide dinner around 4:00 pm and program ends at 5:00 pm.

We lean heavily on our numerous partnerships to provide a wide variety of activities to youth. For example, DreamBikes (Trek) has donated bikes for youth to ride for the 5 years during the summers. We have created a bike club where we ride for an average of 6 miles per week to multiple locations throughout the city. In summer 2023, we will partner with Maydm (STEM) to do a weekly club in collaboration with East Madison Community Center where youth will learn coding and other programming skills. We intent to continue partnerships like these throughout the grant cycle, and to seek out new partnerships based on the interests of our participants.

Goodman's Middle School programming uses the following five best practices as defined by the U.S. Department of Education's 21st Century Community Learning Centers program:

1-EXPERIENTIAL LEARNING

Experiential education immerses learners in an experience and then encouraged reflection about the experiences to develop new skills, attitudes, and/or new ways of thinking. Middle School participants frequently engage in experiential learning through activities include gardening, art, cooking club, hiking, field trips, and more.

2-PROJECT-BASED LEARNING

Our program frequently incorporates project-based learning for student-driven inquiries. We use STEM activities like video game development, coding, and workshops that teach students how to set up their own live streams. This sparks imagination and enthusiasm not only for learning real-life career enhancement skills, and also provides opportunities to communicate about their learning.

3-ARTS ENRICHMENT

Our program offers exposure to the arts as we create opportunities for youth to cultivate a more nuanced understanding of themselves and others. For example, a recent Middle School cohort was especially interested in social justice issues, so we partnered with a local artist to collaborate on a mural project in the Goodman Brassworks Building lower level. This project was age-appropriate, driven by student-interest, and connected art-making to discussions on social justice.

4-YOUTH VOICE

Youth voice is a strength and priority for Goodman. We customize lesson plans based on students' interest areas. For example, a recent group STEM activity using drones for filming and photos grew out of youth interest in the topic. We used indoor and outdoor drone sets to expose our students to the field of aviation. We were sure to include related field trips to facilities such as the Physics Museum and the Discovery Center to help bring Science and STEM learning to life. Students were highly engaged because they made the choice to pursue this topic and felt authentic leadership within the activity.

5-SERVICE LEARNING

Goodman encourages youth voice through community activities and service learning. For example, in spring 2022, a group of Middle School boys voiced frustration about how difficult it was to cross Atwood Avenue as a pedestrian. Youth investigated the issue and planned their approach. Goodman staff supported the boys through writing an email to our local Alder, speaking at a Safe Streets Madison meeting, and a site visit from our Alder. Their perseverance resulted in the Transportation Commission approving interim crossing flags with a flashing light crosswalk installation planned for this year (summer 2023). The youth were thrilled to see that their testimony at the meeting made a difference in their

community. This project was celebrated with the youth and highlighted via Goodman’s ‘East Side News’ newspaper.

- 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): Goodman Community Center			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	2:00 pm	6:00 pm
	Summer	8:00 am	5:00 pm
Tuesday	School Year	3:00 pm	6:00 pm
	Summer	8:00 am	6:00 pm
Wednesday	School Year	3:00 pm	5:00 pm
	Summer	8:00 am	6:00 pm
Thursday	School Year	3:00 pm	5:00 pm
	Summer	8:00 am	6:00 pm
Friday	School Year	3:00 pm	5:00 pm
	Summer	8:00 am	6:00 pm
Saturday	School Year	N/A	N/A
	Summer	N/A	N/A
Sunday	School Year	N/A	N/A
	Summer	N/A	N/A

Table 2

Location(s): Local Middle Schools (Sherman, O’Keeffe, Whitehorse)			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	11:00 am	1:00 pm
	Summer	N/A	N/A
Tuesday	School Year	11:00 am	1:00 pm
	Summer	N/A	N/A
Wednesday	School Year	11:00 am	1:00 pm
	Summer	N/A	N/A
Thursday	School Year	11:00 am	1:00 pm
	Summer	N/A	N/A
Friday	School Year	11:00 am	1:00 pm
	Summer	N/A	N/A
Saturday	School Year	N/A	N/A
	Summer	N/A	N/A
Sunday	School Year	N/A	N/A
	Summer	N/A	N/A

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
Location #1: Goodman Community Center					
School Year	Daily	2.5	9.5 months	1 to 15	41
Summer	Daily	9	2.5 months	1 to 15	40
Location #2 (if applicable): Local Middle Schools (O’Keeffe, Sherman, Whitehorse)					
School Year	Daily	2.5	9.5 months	1 to 10	5
Summer	N/A	N/A	N/A	N/A	N/A

*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.

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.

Family feedback and suggestions on programming are collected via Goodman’s Annual Family Survey, as well as informally during check-in calls and conversations during drop-off/pick-up. The Family Survey provides an opportunity to give specific feedback on programming offered to date, gaps in programming, and ways that we can continue to improve our services to meet family needs. We take this feedback seriously and often incorporate family suggestions into programmatic updates. For example, in 2022, families noted that they would like more regular communication from Goodman. We had previously been utilizing email and paper copies of information to disseminate information. After receiving the parent feedback, our team responded by adopting a new text messaging app to help facilitate better two-way communication. Furthermore, to help our youth/ families engage in higher participation of these surveys, staff have created systems of fun group incentives and rewards to increase distribution and collection of information.

Middle School Staff create age-appropriate and engaging ways to welcome home adults into Goodman and to meet other families, building an internal network of support. Our activities generally fall into two categories: 1) Individual Supports, and 2) Family Engagement Activities.

INDIVIDUAL SUPPORTS: Goodman’s Family Advocacy Manager works with youths’ families and teachers to identify youth experiencing challenges, assess needs, and secure resources to address those needs. The Family Advocacy Manager also works closely with family members to build trust and work collaboratively with home adults to support youth. These individual conversations are sometimes informal check-ins in the Goodman parking lot at pick-up, and other times are scheduled meetings with other stakeholders. Previous supports for families have included emergency shelter assistance, emergency food pantry access, attending student IEP/504 meetings at parents’ request, morning phone calls to check on whether a student made it to school that day, etc. We meet families where they are at and provide resources to address issues they raise as priorities.

FAMILY ENGAGEMENT EVENTS: Goodman plans three annual Family Fun Night events. They are held in October, December/January, and May. All participant families are invited to attend, with activities ranging from STEM activities to carnival themed fun with cotton candy and a bouncy house. These multi-generational events are opportunities for siblings to attend together with home adults and meet other families. In addition to these events, we also offer family-engagement activities specific to the Middle School program. Each year, we plan an 8th Grade Graduation Celebration and we always invite families to attend in-house events. For example, this year we invited families to attend the “Wonders of Physics” presentation from UW-Madison Traveling Outreach Program.

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.

The Madison Metropolitan School District (MMSD) is a critical stakeholder in our Middle School work. Principals from Whitehorse, O’Keeffe, and Sherman Middle Schools have asked for our staff to support youth at their buildings during non-academic times in the school day. This collaboration has allowed us to engage with teachers, paraprofessionals, custodians, and administrators, many of whom also live in the communities we mutually serve. We share MMSD’s focus on literacy skills, addressing COVID-related learning loss, and sustaining safe environments for our youth.

Community members and neighbors learn about our program offerings through Goodman’s robust communications efforts, including blog posts, e-Newsletter updates, East Side News newspaper articles, and social media posts. We regularly receive feedback from these communications with questions and/or suggestions from community members.

Goodman’s Community Chats are another way that we engage with neighbors and stakeholders. These events are held at Goodman and are moderated by CEO Letesha Nelson. Past topics have included DEI (Diversity Equity & Inclusion) efforts, social emotional learning, and women in nonprofit leadership roles. Community members submit questions, watch live-streamed video, and provide comments in feedback surveys.

Our Middle School program also engages with our neighborhood and the larger Madison community directly through service projects and field trips. Leaving the familiar Goodman campus provide opportunities for our staff to model behavior in a wide range of situations, while reinforcing to youth that they are safe, seen, and valued. These outings bring frequent opportunities for adults in the community to engage with Middle School participants through interactions supported by our staff. Often, we visit locations that Middle Schoolers assume are “not for them,” like the State Capitol or UW-Madison campus. Our skillful staff facilitate interactions with security guards, tour leaders, etc to demonstrate that youth are indeed welcome in these spaces and that there are adults in the larger community who also see the awesomeness of our tweens and teens.

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)?
DAIS	Co-Design MAScK classes re: domestic violence and sexual assault prevention	Zoe Heitzinger	Yes
Rooted	Provide outdoor education by growing fruits and vegetables with youth during the summer	Travus Maloney	Yes
Maydem	Create a space to code and do other STEM related activities	Ben Pate	No

Brittingham Boats	Weekly summer paddle board and kayak classes and adventures	Stephan Rienke	Yes
UW Biotech Department	Allow youth to gain experience working in a biology lab using scientific equipment	Ziheng Zhang	No
IAMPEELD	Co-designed art projects (ex: mural) with youth	Terrence Adeyanju	Yes

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

Art and Son - Engaged youth in Screen printing project design workshop. Contact: Scott Pauli, No MOU

Camp Manitowish - Provide overnight outdoor and cabin experience grounded in leadership and collaborative learning opportunities for youth. Contact: Bryn Lottig, Yes MOU

Morgridge Center - Used STEM activities as a way to engage youth in career exploration activities. Contact: Jerrod Buckner, No MOU

How do these partnerships enhance this proposal?

Goodman's Middle School program collaborates with 50+ community partners each year. The majority of these interactions involve targeted enrichment activities for youth. For example, we have longstanding and highly valued relationships with Rooted, Brittingham Boats, and Maydem to provide unique experiences for our youth beyond our typical programming at Goodman. The roles and responsibilities of these types of partnerships are fairly straightforward – we contract for specific services on chosen dates, our youth participate in the high-quality activities, and we pay our partner for the mutually-beneficial experience. While these activities may not involve a formal MOU, we do have partnership arrangements in writing, invoicing, etc. as documentation.

Goodman's long-standing partnership with DAIS and our joint work on the MAScK boys' groups warrants specific note. Our staff conduct MAScK groups in Whitehorse, Sherman, and O'Keeffe Middle Schools. Our staff's experience and skill facilitating discussions with youth is genuinely complemented by DAIS's substantive expertise around violence prevention. MAScK groups would not be as successful without either of us working in collaboration. A letter of support from DAIS is included for your reference.

What are the decision-making agreements with each partner?

Decision-making agreements are mutually agreeable and mutually beneficial to both organizations. Several examples follow below:

Rooted and Goodman staff work together to decide "seed menus" and garden plot parameters for youth to individually select fruits and vegetable to grow and harvest. Rooted staff work multiple days per week with GCC youth at a community garden and we reimburse Rooted for their time.

Brittingham Boats and Goodman staff meet prior to the summer to discuss what water sports equipment is necessary for the outings based on individual youth experience, desires and needs. We visit per our pre-agreed up on schedule and reimburse them for their services.

IAMPEELED, Goodman staff, and youth participants made decisions on the design of the co-created mural and also the location of where the mural would be permanently displayed.

Camp Manitowish met with Goodman staff to align goals prior to the overnight trip. During the stay, Goodman staff and Manitowish staff jointly made decisions on activities and daily scheduled events that reflected and incorporated direct feedback from the participating youth

- 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?

Goodman's Family Advocacy Manager works with youths' families to link them to needed resources, and also serves as a link between families and school. We identify youth experiencing challenges, assess needs, and secure resources to address those needs. Frequent referrals include food pantry services, BadgerCare Plus, transportation assistance, Wisconsin Home Energy Assistance Program, FoodShare, and/or Wisconsin Unemployment Insurance. We help stabilize the situation and connect families with longer-term solutions and resources.

Goodman staff focus on removing barriers for families and meeting families where they are at. For some, that means providing transportation and for others it means sending home groceries from the Goodman food pantry when a student gets picked up after programming. Understanding families' social, cultural, academic, and economic barriers is critical in our collaborative approach to help each youth succeed.

Our team is also experienced in helping youth attend school regularly. When needed, we make daily calls/texts to check in on students and make sure they're on their way to school. We trouble-shoot ways to get to school and loop in the school's social worker so they can also assist. We touch base with youth in school during lunches and breaks to see how their day is going and tell them we're looking forward to seeing them afterschool at Goodman. This individualized, relationship-based approach has made a big difference for several students with attendance challenges.

While the root causes for these resource needs are complex issues that are not easily solved, we are confident that the strengths of our afterschool program can help. Specifically, youth feel safe at Goodman. In annual youth surveys, we hear that "Goodman feels like home." And "I can just be myself here." Our diverse team of professionals provides a space where youth see themselves represented and where stressors can be discussed/shared with others. Youth know that their voice matters, they matter, and they can help control what happens at Goodman. This approach tends to yield great rapport and trust between staff, youth, and families.

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

Goodman is fortunate to have an internal evaluation team that helps us set thoughtful, strategic goals agency-wide. We use data from youth and family surveys to inform our annual outcomes and priorities, as well as the variety of programming options that youth can access. Time is built in for youth to process what they learned, reflect on experiences, and identify how their individual strengths and interests can be enhanced through participation at Goodman.

Supportive Relationships with Youth

Building authentic relationships with youth is a strength for our experienced Middle School team. Our staff have exceptional ability to not only de-escalate difficult situations, but also to quickly tune in to youths' needs. Our team is dedicated to the work and have decades of Goodman graduates who can attest to the impact those relationships have had on their lives.

Community & Family Engagement

Our combination of group events, communications, and individual connections provides options for different styles of engagement.

Organizational Management & Staff Support

Goodman Community Center is governed by a Board of Directors that meets 6 times per year. We have a Board-Approved annual budget, undergo annual financial auditing, and maintain compliance with applicable federal, state, and local laws and regulations. We have a well-organized HR Department with a dedicated budget for professional development opportunities. Goodman's Mission Impact Department provides in-house data systems, analysis, and regular data dashboards to monitor emerging needs and progress toward goals.

Youth Voice & Leadership

Goodman's Middle School Program prioritizes youth voice while making program decisions. This is another strength of Goodman's staff team. Our staff are able to quickly pivot to incorporate youth feedback and suggestions into program plans.

Racial & Cultural Inclusion

The majority of both Goodman's staff and youth participants identify as BIPOC. Specifically, within our Teen Services Team, our staff team very closely reflects the diversity of our participants: 77% of adult staff and 83% of teen participants identify as BIPOC.

Environment & Safety

Youth health and safety is a top concern for our team. We provide nutritious meals and snacks every day we offer program. Everyone who works at Goodman is background checked and any staff who drive youth in our vans have passed a safety examination. Staff complete training on trauma-informed care, behavioral health concerns, accommodations, signs of depression, and much more. We have a dedicated staff member, our Family Advocacy Manager, who is experienced in making referrals and finding resources to address needs as they arise.

We use evidence-based evaluation tools to measure outcomes (e.g., DESSA Social-Emotional Screener) and consult with UW-Madison Wisconsin Center for Education Research (WCER) to design evaluation tools, as described in more detail in section 5.C below.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 110

Total program hours annually: 925 (School year = 600, Summer = 325)

C. Program Outcomes

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

Goodman reviews several sources to inform outcome objectives including: Afterschool Alliance, SEL, DPI Competencies, US Department of Education, and the Search Institute. We also consult local and state data sources including the Dane County Youth Assessment and Race to Equity Report. Overwhelmingly, research on positive youth development underscores the importance of youth feeling a sense of belonging and having positive adult relationships as foundational to their engagement and skill development.

Locally, the 2021 Dane County Youth Assessment shows that 20% of high schoolers do not have adults outside of parents to talk to when they need help, and disaggregated data show BIPOC youth most likely to report lacking trusted adults. Students are becoming more and more

disengaged in learning: 22% of students do not feel like they belong at school and 17% do not see their education helping them in the future.

The Race to Equity Report and DPI State Report Card show dramatic racial disparities in educational outcomes. Since 2009, significantly more youth report higher rates of increased anxiety and a need for more mental health support. This research and trends highlight the importance of measuring how effectively we are creating a positive program climate, contributing to youth academic engagement, and supporting youth development of social-emotional competency. We use evidence-based evaluation tools to measure these outcomes (e.g., DESSA Social-Emotional Screener) and consult with UW-Madison Wisconsin Center for Education Research (WCER) to design evaluation tools for the outcomes below:

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

Outcome Objective #1: Youth feel they have a supportive network with opportunities for voice and choice.				
Performance Standard	Targeted Percent	80%	Targeted Number	48
Measurement Tool(s) and Comments: At least 80% of regular attendees will report a sense of belonging and that staff care about what students think in the afterschool program based on youth survey responses. We collect youth survey responses annually each Spring. While we anticipate serving a total of 110 unduplicated youth in the calendar year, we anticipate having outcome data for 60 youth. This youth survey was created in collaboration with UW-Madison Wisconsin Center for Education Research (WCER) and integrates questions from evidence-based youth surveys.				

Outcome Objective #2: Youth demonstrate improvement in their engagement in learning.				
Performance Standard	Targeted Percent	60%	Targeted Number	36
Measurement Tool(s) and Comments: At least 60% of regular attendees improve or maintain their school attendance rate as compared to previous school year attendance rate. While we anticipate serving a total of 110 unduplicated youth in the calendar year, we anticipate having outcome data for 60 youth.				

Outcome Objective #3: Youth improve their social emotional competency and life skills				
Performance Standard	Targeted Percent	80%	Targeted Number	48
Measurement Tool(s) and Comments: 80% of regular attendees will report feeling confident expressing themselves and confident that participation will help them succeed in the future. We collect youth surveys annually each Spring. While we anticipate serving a total of 110 unduplicated youth in the calendar year, we anticipate having outcome data for 60 youth. This youth survey was created in collaboration with UW-Madison Wisconsin Center for Education Research (WCER) and integrates questions from evidence-based youth 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? Goodman’s Mission Impact Department oversees all data systems and program evaluation. Our team has experience in mixed methods data collection, co-interpreting data with staff and community members, and in managing complex projects. Youth voice has an important role in Goodman quality improvement efforts, especially in providing context and meaning behind the data collected with the help of our Youth Evaluation Team.

Goodman tracks program activities and youth attendance data on a daily basis using established databases including Transact Cayen and Cityspan MOST Information System (MIS). Through a data sharing agreement with MMSD, the MIS gives us access to youth demographic information and academic data including school attendance rate, classroom schedules, homework completion, GPA, and state assessment scores. Data for outcome measures (teacher surveys, youth surveys, DESSA) are stored electronically in a secure file. We generate monthly data dashboards for snapshots of our reach and deliverables to date.

Goodman conducts a formative evaluation annually, reviewing every program's data and outcomes each August with program staff to drive continuous quality improvement. These meetings and tools aim to develop staff capacity at all levels to use data in decision-making to improve and strengthen their programs

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
Programming will occur at the Goodman Community Center campus, primarily in the Brassworks building at 214 Waubesa Street. In addition, year-round programming will include a variety of field trips to locations in Dane County and around Wisconsin.

During the academic year, programming also occurs at local middle schools (Sherman Middle School - 1610 Ruskin Street, Madison. Georgia O’Keeffe Middle School - 510 S. Thornton Ave, Madison. Annie Greencrow Whitehorse Middle School - 218 Schenk Street, Madison.)

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Middle School Coordinator	High School Degree, 1+ years experience	Goodman Community Center & partner schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	3.0	
Family Advocacy Manager	5+ years experience, bachelor's degree	Goodman Community Center & partner schools	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.5	
Director of Youth	5+ years experience,	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.33	

Programmin g	bachelor's degree				
Assistant Director- Middle School	5+ years experience	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	1.0	
VP of Mission & Strategy	Advanced Degree, 5+ years of evaluation experience	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.1	
Evaluation/D ata Specialist	3+ years experience, bachelor's degree	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.1	
VP of Programmin g	Advanced Degree, 5+ years of nonprofit leadership experience	Goodman Community Center	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.2	
			<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		5.23	
		Summer			

*Use one line per individual employee

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

Goodman’s Middle School program welcomes a variety of volunteers to work with our youth. Goodman’s Volunteer Manager has built out a robust process for recruiting and vetting volunteers. Program staff are responsible for identifying roles for perspective volunteers and working with the Volunteer Manager to define details of each role. Volunteer opportunities are posted on our online volunteer portal. Potential volunteers interviewed and if there is mutual agreement on a desired volunteer role, the individual is background checked using the process and data fields laid out in State of Wisconsin Dept of Health Services Form #F-82064.

We understand that prospective volunteers have a variety of lived experiences and findings on the background check will not disqualify them from volunteering at Goodman. However, individuals who do not pass the background check are not eligible to work directly with youth or vulnerable adults.

Training on volunteer duties happens within each Goodman program, based on the specifics of the job duties and program needs. These volunteers typically come to support program activities and provide additional socialization and relationship building opportunities for our youth. Examples of recent successful volunteer placements within the Middle School program come from partnerships with the University of Wisconsin-Madison. UW’s Badger Volunteer program typically sends 3 to 6 college students to assist in our Middle School program during the fall and spring semesters. These volunteers are usually specifically looking for community service work experience to help fulfill college credit requirements. University of Madison’s Elementary and Secondary Education Department matches students for volunteer work at Goodman during the summer months.

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

- Program Space – Goodman's High School program is offered in our Brassworks Building
- Transportation from school to Goodman for afterschool program using Goodman vans and trained staff drivers. Transportation is also available after program to participants' homes on an as-needed basis.
- Daily Meals – Goodman's on-site Program Kitchen prepares fresh meals daily that meet all the USDA nutritional requirements for elementary school students. Meals and snacks are provided free of charge.
- Outdoor Learning Spaces – Middle School participants frequently use Goodman's Outdoor Classroom, green spaces, access to the bike path, and community garden space along St. Paul Ave.
- Gym Space – Goodman's gymnasium is used periodically for unstructured open gym time as well as organized group activities.

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	Irwin A. and Robert D. Goodman Community Center		
Mailing Address	214 Waubesa Street, Madison WI 53704		
Telephone	608-204-8016		
FAX	N/A		
Director	Letesha Nelson		
Email Address	Lnelson@goodmancenter.org		
Additional Contact	Lisette Khalil		
Email Address	Lkhalil@goodmancenter.org		
Legal Status	Private: Non-Profit		
Federal EIN:	39-1919172		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Goodman Elementary Program	A	\$97,757	\$89,407
Contact: Lisette Khalil			
Goodman Middle School Program	B	\$75,251	\$35,475
Contact: Lisette Khalil			
Goodman High School Program	C	\$48,593	\$60,552
Contact: Lisette Khalil			
	D		
Contact:			
	E		
Contact:			
TOTAL REQUEST		\$221,601	

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

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

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

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
	TOTAL	13	100%	136	100%		
GENDER							
MAN	6	46%	40	30%			
WOMAN	7	54%	91	67%			
NON-BINARY/GENDERQUEER	0	0%	4	3%			
PREFER NOT TO SAY	0	0%	1	1%			
TOTAL GENDER	13	100%	136	100%			
AGE							
LESS THAN 18 YRS	0	0%	35	26%			
18-59 YRS	11	85%	87	64%			
60 AND OLDER	2	15%	14	10%			
TOTAL AGE	13	100%	136	100%			
RACE							
WHITE/CAUCASIAN	8	62%	68	50%	80%	67%	16%
BLACK/AFRICAN AMERICAN	3	23%	36	26%	7%	15%	39%
ASIAN	1	8%	3	2%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%	0	0%	0%	0%	0%
MULTI-RACIAL	1	8%	26	19%	3%	4%	26%
BALANCE/OTHER	0	0%	3	2%	1%	2%	28%
TOTAL RACE	13	100%	136	100%			
ETHNICITY							
HISPANIC OR LATINO	1	8%	5	4%	7%	9%	26%
NOT HISPANIC OR LATINO	12	92%	131	96%	93%	81%	74%
TOTAL ETHNICITY	13	100%	136	100%			
PERSONS WITH DISABILITIES		0%		0%			

*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)

Yes, Goodman's Board and staff represent the diverse communities we serve. Our goal is for every youth participant to see them represented in the organization as a whole. While our current team largely meets that goal, we can always do more to improve. As we recruit moving forward, we will continue to partner with BIPOC-owned media outlets and be intentional about our grassroots outreach to connect with potential volunteers and staff who are not yet receiving our messaging.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	6
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	6
How many Board seats are indicated in your agency by-laws?	17 max

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

Name	Holly Cremer-Berkenstadt				
Home Address	917 Menominie Ln., Madison, WI 53704-1031				
Occupation	Charitable Foundation Director				
Representing	Cereme Foundation Inc.				
Term of Office		From:	03/2018	To:	03/2024
Name	Rebecca Gerothernas				
Home Address	809 Stoney Hill Ln., Cottage Grove, WI 53527				
Occupation	Chief Operations Officer				
Representing	Summit Credit Union				
Term of Office		From:	03/2018	To:	03/2024
Name	Adam Barnes				
Home Address	2841 Cresecent Drive, McFarland, WI 53558				
Occupation	Chief Financial Officer				
Representing	University of Wisconsin Athletics				
Term of Office		From:	03/2018	To:	03/2024
Name	Alex Thompson				
Home Address	5309 Golden Leaf Trail, Madison WI 53704				
Occupation	Middle School Principal (& Parent of youth participants)				
Representing	Sherman Middle School				
Term of Office		From:	04/2022	To:	04/2025
Name	Kesha Bozeman				
Home Address	1009 Winding Way, Middleton, WI 53562				
Occupation	Marketing Executive				
Representing	American Family Insurance				
Term of Office		From:	03/2018	To:	03/2024
Name	Natalie Erdman				
Home Address	1721 Hickory Dr., Madison WI 53705				
Occupation	Retired - Community Planner				
Representing					
Term of Office		From:	03/2020	To:	03/2026
Name	Kyle Stacey				
Home Address	142 Glenway Street, Madison WI 53705				
Occupation	VP of Finance/Controller				
Representing	Exact Sciences				
Term of Office		From:	09/2018	To:	03/2024
Name	Steve King				
Home Address	4322 Rolla Lane, Madison WI 53711				
Occupation	Retired/Adjunct Faculty				
Representing	University of Wisconsin-Madison				
Term of Office		From:	03/2016	To:	03/2025

AGENCY GOVERNING BODY cont.

Name	George "Gard" Strother			
Home Address	1001 Oak Way, Madison WI 53705			
Occupation	Attorney			
Representing	Krekler Strother, S.C.			
Term of Office		From:	03/2020	To: 03/2026
Name	Dulce Danel			
Home Address	5801 Gemini Drive, Madison WI 53718			
Occupation	Community Engagement Specialist			
Representing	PBS Wisconsin			
Term of Office		From:	08/2021	To: 08/2024
Name	Devon Wilson			
Home Address	407 Bluff Street, Apt 1, Beloit WI 53511			
Occupation	Associate Dean for Diversity Equity & Inclusion			
Representing	University of Wisconsin-Madison			
Term of Office		From:	03/2018	To: 03/2024
Name	Jennifer Wilson			
Home Address	514 Muir Drive, Madison WI 53704			
Occupation	Consultant/Leadership Coach			
Representing	New Leaf Consulting			
Term of Office		From:	08/2021	To: 08/2024
Name	Maya Zahn-Rhine			
Home Address	2813 Kendall Ave, Madison WI 53705			
Occupation	Attorney			
Representing	Reinhart Boerner Van Deuren s.c.			
Term of Office		From:	03/2017	To: 03/2026
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:		To:
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
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 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	141,324		67,610	5,010			68,704
UNITED WAY DANE CO	167,000	12,000	12,500	12,500			130,000
CITY CDD (This Application)	480,168	97,757	75,251	48,593			258,567
City CDD (Not this Application)	0						
OTHER GOV'T*	1,373,294	194,300	77,610	10,010			1,091,374
FUNDRAISING DONATIONS**	4,022,153	59,000	145,000	167,000			3,651,153
USER FEES	1,956,779	126,397					1,830,382
TOTAL REVENUE	8,140,718	489,454	377,971	243,113	0	0	7,030,180

*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 column

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

ACCOUNT CATEGORY	AGENCY 2024	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
A. PERSONNEL													
Salary	4,009,857	188,361	336,592	83,094	251,580	63,963	162,005	41,304					3,259,680
Taxes/Benefits	998,584	33,240	50,489	14,664	37,737	11,288	24,301	7,289					886,057
Subtotal A.	5,008,441	221,601	387,081	97,757	289,317	75,251	186,306	48,593	0	0	0	0	4,145,737
B. OTHER OPERATING													
Insurance	82,792	0											82,792
Professional Fees/Audit	461,782	0	2,000				7,788						451,994
Postage/Office & Program	276,303	0											276,303
Supplies/Printing/Photocopy	871,784	0	35,500		37,590		17,000						781,694
Equipment/Furnishings/Depr.	0	0											
Telephone	0	0											
Training/Conferences	201,063	0	450		270		180						200,163
Food/Household Supplies	0	0											
Travel	0	0											
Vehicle Costs/Depreciation	196,000	0											196,000
Other	144,522	0	63,755		49,077		31,691						
Subtotal B.	2,234,246	0	101,705	0	86,937	0	56,659	0	0	0	0	0	1,988,946
C. SPACE													
Rent/Utilities/Maintenance	0	0											
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	0	0	0	0	0	0	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	7,242,687	221,601	488,785	97,757	376,254	75,251	242,965	48,593	0	0	0	0	6,134,683

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

	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Afterschool Lead Teacher	0.78					0.78	33,852	5,078	38,930	21.00	7,786
Afterschool Lead Teacher	0.78					0.78	33,852	5,078	38,930	21.00	7,786
Afterschool Lead Teacher	0.78					0.78	33,852	5,078	38,930	21.00	7,786
Afterschool Lead Teacher	0.78					0.78	33,852	5,078	38,930	21.00	7,786
Afterschool Co-Teacher	0.63					0.63	26,000	3,900	29,900	20.00	5,980
Afterschool Co-Teacher	0.63					0.63	26,000	3,900	29,900	20.00	5,980
Afterschool Co-Teacher	0.63					0.63	26,000	3,900	29,900	20.00	5,980
Afterschool Co-Teacher	0.63					0.63	26,000	3,900	29,900	20.00	5,980
Van Driver	0.25					0.25	10,400	1,560	11,960	20.00	5,000
Assistant Director of Childcare	0.50					0.50	27,500	4,125	31,625	26.44	11,000
Director of Childcare	0.50					0.50	32,000	4,800	36,800	30.77	11,000
MS Coordinator		1.00				1.00	41,600	6,240	47,840	20.00	11,960
MS Coordinator		1.00				1.00	41,600	6,240	47,840	20.00	11,960
MS Coordinator		1.00				1.00	41,600	6,240	47,840	20.00	11,960
Family Advocate Manager		0.50	0.50			1.00	51,000	7,650	58,650	24.52	12,132
Assistant Director-Middle School		1.00				1.00	51,000	7,650	58,650	24.52	14,663
Director of Youth Programming		0.33	0.33			0.66	42,240	6,336	48,576	30.77	9,500
High School Coordinator			1.00			1.00	41,600	6,240	47,840	20.00	11,960
High School Manager			0.50			0.50	21,000	3,150	24,150	20.19	12,000
Assistant Director-High School			0.50			0.50	25,500	3,825	29,325	24.52	15,000
VP of Mission & Strategy	0.10	0.10	0.10			0.30	22,501	3,375	25,877	36.06	12,693
VP of Programming	0.20	0.20	0.20			0.60	45,003	6,750	51,753	36.06	10,000
SUBTOTAL/TOTAL:	7.15	5.13	3.13	0.00	0.00	15.41	733952.32	110092.85	844045.17	517.85	215892.06

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

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

	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Evaluation/Data Specialist	0.10	0.10	0.10			0.30	14,352	2,153	16,505	23.00	5,709
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	7.25	5.23	3.23	0.00	0.00	15.71	748304.32	112245.65	860549.97	540.85	221600.86

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	Goodman Elementary Program	PERSONNEL	97,757
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	97,757
B	Goodman Middle School Program	PERSONNEL	75,251
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	75,251
C	Goodman High School Program	PERSONNEL	48,593
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	48,593
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			221,601

DAIS

DOMESTIC ABUSE INTERVENTION SERVICES

May 8, 2023

City of Madison
Community Development Division
215 Martin Luther King Jr. Blvd, Ste 300
Madison, WI 53703

Dear Grant Selection Committee

I am writing this letter to express my enthusiastic support for the grant application submitted by Goodman Community Center for their Middle School program.

I have had the pleasure of working with Goodman over the past several years. DAIS collaborates closely with Howard Hayes, Goodman's Assistant Director of Youth & Community Development on our MAScK (Men Always Seeking Knowledge) violence prevention project. The project includes group sessions in local middle and high schools, providing a space for male-identifying youth to create connections, build trust, and talk about masculinity within a context of violence prevention. This collaborative work is planned to not only continue, but to expand to additional schools during the 2023-24 academic year.

Goodman's proposed Middle School program grant would help support Mr. Hayes' time working with MAScK groups. We believe this work aligns strongly with both of our organizations' missions, as well as with the City's Youth Programming RFP. Together, we create a platform for youth from diverse backgrounds to collaborate, exchange ideas, and collectively address social challenges within our community.

Given Goodman's track record and commitment to high quality youth services work, I have full confidence that a grant would be well-invested in their Middle School programming. The impact of this work will extend beyond the immediate participants, positively influencing our community as a whole.

Sincerely,



Faye Zemel
Director of Services

One. And for all.

