

City of Madison Community Development Division: 2020 Early Childhood Funding Application

Organization Name: Irwin A and Robert D Goodman Community Center, Inc.

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Federal EIN: 39-1919172

Legal Status : 501(c)3, Other (please list)

Will you present for 3-5 minutes at the March 14, 2:30-4:30 PM Early Childhood Care and Education Committee Meeting held in room 215 of the Madison Municipal Building, 215 Martin Luther King, Jr. Blvd., Madison, WI?
YES

2. Required Proposal Narrative

Please respond to each question individually and fully. There is no word count limit for each question. Applicants have discretion regarding the use of space within the ten pages. However, the entire proposal should not exceed ten (10) pages.

Organizational Capacity

1. Please describe your organization. Include any relevant information about the mission, vision, values and history of the organization as it relates to the services or programming you are proposing to provide.

GCC Mission: The Goodman Community Center (GCC) strengthens lives and secures futures.

GCC Vision: A community that's thriving because everyone is valued and has the resources they need to be successful.

GCC Values: GCC is committed to creating and maintaining a community that respects and values diverse life experiences. Everyone deserves respect and acceptance without bias. We engage the perspectives and voices of our community and ensure they are reflected in our culture.

GCC has been providing high quality early childhood education and preschool services to the greater Schenk-Atwood-Worthington Park community for the past 24 years. During this time, the program has grown from a half-day program serving 25 children to 4.5 fulltime classrooms enrolling 75 3-4 year olds. For the past 11 years, GCC has been an extremely successful Madison Metropolitan School District 4K community-based site with a proven track record of preparing children emotionally, cognitively, and physically for success in 5K. GCC's Early Childhood program is licensed, accredited, and maintains a YoungStar 5 rating. GCC also has a long and productive history of serving diverse communities, including maintaining an average of 85% low-income families.

Please describe in detail your organization's experience and abilities in successfully providing early childhood services or programming. Include current work that is the same or similar to the work you are proposing to provide and any outcomes that can be highlighted from this work. Include detailed information about the demographics of individuals currently being served (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information).

GCC has successfully been providing the proposed services for more than two decades, and has accomplished this by

using a solid foundation of proven best practices, which have produced highly positive outcomes for the children who have participated. In the summer of 2019, GCC will open an additional full-day classroom, and in the fall of 2019, GCC will further add an additional 0.75 day (7 am - 2 pm) classroom.

GCC has unparalleled space, staff, and program structure, allowing GCC to offer the highest quality ECE programming to families who are in most need of it's benefits.

Physical Environment: GCC has three dedicated EC classrooms that enroll 60 children for full day programming, and up to 20 in a part-day classroom. The classrooms are beautifully designed and furnished, and stocked with stimulating, age-appropriate materials that encourage learning through independent exploration and play. Each classroom has a dedicated bathroom and small kitchenette. The Center also has seven additional multi-purpose spaces of varying sizes for break-out activities, a full size gymnasium, a large playground, green space, and a splash pad for outside water play in warm weather. By 2020, GCC will have completed the addition of an Outdoor Classroom at the eastern end of the property. The classroom will allow purposeful play and environmental education.

Staff: GCC employs a highly diverse Early Childhood Education staff. Of the nine staff, four staff members are Black, one is Latina, two are men, and seven are women. All staff members are highly qualified, including five members who hold DPI teaching licenses. All meet, and many exceed, accreditation requirements. GCC mandates a minimum of 24 hours of continuing education annually, and has an annual staff SMART goal performance review process, where annual work goals are divided between organizational wide goals and program specific goals. Individual needs-based and training opportunities are fully aligned with goals.

The Early Childhood Program: For the past 24 years, GCC has offered an exceptionally high quality program for early childhood participants and their families. It is rooted in play-based learning that encourages child-centered, independent, and cooperative exploration. The classroom has themed centers, and incorporates intentional skill-building activities within each activity centers. Teachers follow children's leads, adding activities that encourage further exploration. Teachers observe, and guide children through questions that enhance learning and develop critical thinking and problem solving skills. GCC follows the National Association Education of Young Children's (NAEYC) guidelines on best practices in play based learning.

Fit Youth Initiative (FYI): GCC leads the FYI program for the east and north sides of Madison, providing an evidence-based sports, fitness, and nutrition program for children 3-18. This program is a best-practice curriculum (SPARK) that offers hundreds of cooperative and gross motor skill building games. FYI 's program structure supports physical health and wellness through active movement, healthy eating, and fun, age-appropriate nutrition education, in addition to environmental education. FYI provides swimming lessons and, by 2020, a biking-for-life program (in partnership with Trek bikes) that will provide children with a firm foundation for using bicycles as part of an active life style.

SEL and Mental Health program: GCC staff have partnered with Anesis Mental Family Counseling Center and Dane County to improve the SEL and mental health services that the center offers to children and their families. GCC has onsite therapists who conduct skill-building, trauma-informed therapy groups, who provide individual and family counseling, and who offer quarterly professional development training for GCC staff, as well as ongoing reflective consultation for staff members in support of their work with children.

Family Engagement: GCC offers ongoing opportunities for parents to connect directly with their children's school, to communicate with their teachers, and to engage with the classroom, through educationally-themed Family Fun Nights and other special events. Additionally, GCC offers take-home literacy backpacks that have books and literacy games that families can read and play together at home. Staff are currently exploring a Vroom partnership with the Madison Children's Museum, with plans of the partnership being operational in 2020. Vroom was developed by the Bezos Foundation, and offers easy activities (through activity cards and a free online app) that provide a consistent platform for teaching critical thinking, problem-solving, and factual knowledge for non-educators. Each activity has been intentionally designed to develop a specific cognitive skill. Vroom can enhance the teaching ability of many GCC staff members who are not specifically trained as educators, and it is invaluable for parents – especially those who do not have the background or knowledge of its educational efficacy.

Evaluation: GCC uses the Creative Curriculum Gold Standard edition to monitor children's individual progress across a variety of important social and cognitive benchmarks. GCC staff also make use of the PALS Literacy Assessment as part of GCC's 4K contract with MMSD, and maintain individual portfolios to track each student's progress towards goals –

as well as to share with parents at parent teach conferences. Additionally, the Center annually uses the ECERS as a self-assessment tool. GCC meets accreditation and Youngstar 5 criteria. As a matter of course, 100% of GCC's Early Childhood participants sail easily through kindergarten screenings. Until just recently, none of the participants has been recommended for special summer school programming for 4K. However, this year (2019) GCC had an exceptionally high number of children who have experienced trauma and who require extra support. The Anesis partnership should allow staff to be more proactive and effective in partnering with families to address these needs.

Demographics: In 2018 the EC program served 87 unduplicated children. 45% were white and 55% were children of color. 84% were low income and received scholarships from the Center in varying levels. 74 of the 87 children lived within 3 miles of the center.

2. Please describe the staff with direct responsibilities for this programming or service including required qualifications, experience and training. Include if the staff are demographically representative of the population served.

Precious Woodley is GCC's brand new Assistant Director of Children's Programming. Precious holds a Masters in Educational Leadership and Policy, and an undergraduate degree in human development and family studies. She has more than seven years in childcare leadership roles.

Nick Howard, the Assistant Manager of Early Childhood Education, has been with GCC for eight years and is certified to direct a center of 51 or more children.

Tanya Walker, the Childcare Assistant Manager, has been with the Center for 20 years and serves the childcare coordinator supporting EC and elementary programs. One of Tanya's greatest strengths is her connection with families, and her exceptional ability to connect with, and support, families who face the most significant barriers and trauma. Tanya is lead certified, but her skill and shared experiences with families makes her invaluable to the program.

GCC also has five teachers who are DPI certified – four of whom are certified for 4 and 5K.

8 of the 13 staff who support the EC have been with the Center for three years or more, and six staff members for five years or more.

Of the 13 staff, five are staff of color, and half come from similar socio-economic backgrounds and/or similar backgrounds as the participants.

3. Please describe your organization's relationships to the community you serve and the broader early childhood community in Madison. Include in your answer how you solicit feedback and adapt your work to meet the needs of your community. Include any qualitative or quantitative data sources used to inform these decisions.

GCC has been providing community-based social and educational services to children, youth, families, and older adults since 1954, and has been providing preschool and early childhood education since the mid-1990's. GCC is integrated into most aspects of the community's life, and is strongly connected to the neighborhoods and families within three miles of the Center. GCC works closely with schools, families, local businesses, libraries, nonprofits, and other institutions (such as the University), in providing the highest quality programming to children.

GCC has a representative on the neighborhood association council and the City Neighborhood Resource Team. GCC has a close working relationship with the County's JFF team and GCC staff have served numerous committees and task forces including: MMSD strategic planning, MMSD High school reform initiative, MMSD Community School committee, City's school-age collaborative, MOST action team, MOST quality work group and city planning committees.

GCC works closely with our schools to identify families with younger siblings who will require preschool services. GCC also engages in active outreach and recruitment with families in lower income communities (including Worthington Park, the surrounding Milwaukee/Fair Oaks Corridor, East Washington corridor, and Brentwood and Carbon apartments). Additionally, there are three low-income housing developments currently being built within two miles of the Center: Gorman Grand Family Housing, the former Messner Property, and the Stone

House Development project on Fair Oaks Avenue. These three projects will add 183 family housing units within our service area.

GCC conducts parent evaluations three times a year via paper and online survey forms. Additionally, GCC conducts Community Cafes as part of each three-year strategic planning cycle. The Cafes are offered at varying times of the day and at different locations: the Center, Worthington Park, and Hawthorne Library. GCC also holds quarterly outreach/enrollment sessions at Carbon Apartments, and will include the Grand Family Housing project, once it is complete. In the last strategic planning cycle, GCC formed the Goodman Community Advisory Council, whose charter is to measure needs and trends in the community and to subsequently report to the Board of Directors. They conducted their first community-wide survey in 2018. In 2019, GCC also conducted parent surveys through East High, O’Keeffe, Emerson and Lowell Elementary. The results from all of these community input sessions were largely consistent with the Community Cafes conducted in 2017.

Programming for children and youth ranked highest in need, along with a desire to see more enrichment classes, particularly opportunities that parents can attend with their children. Additionally, opportunities for parents and adults to engage both with the Center and each other also ranked high. GCC is working on addressing these community needs (as well as others) in the fall of 2019 and 2020, when additional space becomes available.

4. Please describe how your organization provides programming and services that have an impact on poverty, racial equity and social justice.

GCC serves a very diverse community, both racially and socio-economically. Creating truly inclusive communities requires people to have authentic opportunities to interact with each other and to build relationships. Segregating children and families by race and/or income greatly impedes the goal of achieving racial equity and social justice. GCC’s diversity and strong sense of community is truly unique and highly prized. One would be hard pressed to find a more genuine and inclusive community within Madison, where people of all ages, races, socio-economic statuses, and abilities come together.

GCC employs a diverse staff, and has a diverse Board of Directors and Advisory Council. The GCC Board adopted Equity and Inclusion Goals in both the 2014 and 2017 Strategic Plans. In 2016, the Board adopted an Equity and Inclusion Plan that called for specific actions with corresponding timelines for completion.

In 2017 and 2018, as part of the Continuous Quality Improvement and Smart Goal Employee Performance Review Model, each staff member in the organization was required to choose an equity and inclusion goal that aligned with the strategic plan. As part of this process, staff members that need additional training to better understand equity issues are referred for additional training. These goals are reviewed and discussed at monthly check-ins with supervisors.

GCC also conducts yearly professional development training that focusses on equity, poverty, and social justice – including recognizing bias, white privilege, and diverse work environments. For the past two years, staff have hosted Equity Cafes that encourage conversation around community issues, books, movies, and topics of interest to staff.

GCC addresses local poverty by directly providing more than \$3,000,000 in scholarships and free programming annually to children 3-18, and to their families. This provides much-needed support for parents as they attend school, and allows them to stretch their dollars further as they labor in low-wage jobs. GCC provides additional support including: transportation services to and from programming, a food pantry, community meals, and programming for parents based on their expressed needs.

Proposed Programs/Services

1. Which method(s) of programming/services are you proposing (see RFP for a description of each)?

Direct provision of care for children ages birth to five years old. GCC will provide direct provision of care for 75 enrolled children (125 annual unduplicated), ages 3-5 years old. GCC will offer three full-day classes that run from 7 am to 6 pm, Monday to Friday, and one partial-day class that runs from 7 am to 2 pm, Monday through Friday.

In the fall of 2020, GCC will open a 2nd shift classroom, providing care to 20 children whose parents work in the evening. There are only nine centers in all of Madison offering evening hours, and of those, most close at 7 or 9 pm. Most are located on the west side. There are no evening care centers at all located in the area around GCC.

2. Please describe the specific programming or services proposed. Include a detailed description of:
The specific methods for contributing to one or more of the goals stated in the RFP section 1.4

GCC's Early Childhood program offers a holistic and collaborative approach to early childhood education. GCC programming employs an evidence-based best practice methodology provided by well trained, experienced, and diverse educators. GCC understands the importance of purposeful play and the essentials of meaningful play: children make decisions, children are intrinsically motivated, children become immersed in the moment, play is spontaneous and enjoyable. These essentials are the building blocks to social, emotional and cognitive growth of preschool-aged children.

Children are dropped off by parents/guardians between 7-9 am, and explore the classroom centers (science, literacy, math, art). During this time, breakfast is offered. After 9 am, teachers have rug time, where children talk about a particular question or topic, share and discuss a story, or engage in a group activity. Children continue to explore their sensory stimulating classroom, which is rich in learning materials that are intentionally designed to engage and teach specific skills. Teachers observe, ask questions that facilitate play-based learning, and guide children if needed. Children may also break into small groups for specific activities during this time. Examples include: Moove and Groove Dance Therapy class, Anesis Play Therapy groups, various special art projects, or Community Service Clubs, where children begin to learn civic engagement. Following this, children engage in active play, either outside or in the gym. Then it's lunch, served family-style, followed by nap time. Children arise from nap between 1:30 and 2:30 pm and play quietly. This is often an opportunity for teachers to work one-on-one, or in small groups, with children on interactive activities in areas of need for specific children. During the afternoon, children may have a special classroom project that they engage in, such as FYI Cooking and Nutrition, or SPARK Physical Education games. During the summer months, they may be outside enjoying Goodman's Splash Park, or taking a trip to the city park just next door. Pick up occurs between 4 and 6 pm.

Punctuated throughout the weekly/monthly schedule are other engaging activities, such as swimming lessons, field trips, visits to the library and neighborhood parks, gardening, walking trips to local businesses, ventures to University resources or excursions to the state Capitol. As the school year winds down, 4K children have opportunities to visit Lowell or Emerson to meet their future teachers and tour the schools.

Although GCC offers ongoing opportunities for parents to engage directly with the Center and their children's classroom, GCC has also been working to redefine what engagement means for families. Many of our families do not have the luxury of being able to spend time in the classroom, or to attend family and parent events. They may not have flexible work schedules, or they may have other younger or older children to care for. Or, they may struggle with working two jobs. So, rather than define engagement as simply being physically present, GCC defines it as: being engaged with teachers and the program through regular communication, responding to emails and classroom materials, or working on activities and books in the take-home literacy backpacks. Shifting this definition has led to greatly improved relationships with some of the parents who struggle most with being physically present, and ironically, they have become *more* present.

GCC is increasing access to high quality care for children who face multiple barriers to success. Following the completion of remodeling of the Goodman Brassworks building (across the street from the Goodman Ironworks building), GCC will be adding a full classroom of children, and expanding our capacity to 75 FTE enrolled children (125 unduplicated children annually). The program will continue to prioritize low-income children, children who have encountered challenges in other childcare settings, and children referred to us from school and partnering

agencies. To support parents' schedules, GCC offers partial day and full day options, as well as irregular schedules for parents who do not have consistent work schedules. GCC provides transportation to families who need it, free of charge.

When children struggle, GCC does not resort to expulsion, and only very rarely suspends children. Instead, GCC directly involves parents, MMSD resources, Rainbow Project, and other community partners, to employ strategies that allow children to remain in the program, and whenever possible, in the classroom. Staff are trained in strategies to support young people who struggle, without removing them from the classroom setting. Over the last 11 years, GCC has *never* expelled a child, and has only suspended children from attendance an average of six times per year.

GCC invests significant resources in training staff so that they understand the history and impact of trauma, current best practices in trauma-informed care, and, thanks to our new partnership with Anesis, they will receive reflective consultation and real-time support as they work with children and families.

GCC is not requesting an increase of funding for the currently funded early childhood program. GCC is only requesting additional funding, at the identical rate, for serving additional children in the 3rd school day classroom and the 2nd shift classroom. In 2019 CDD awarded the GCC EC program \$41,913 to operate 2.5 classrooms. The is \$16,700 per full-day class. In 2010 GCC is adding the equivalent of 2 additional full classrooms. \$16,700 x 4 classrooms is \$66,800. This expansion is addressing a serious need for evening care and increasing access to quality, culturally competent, equity focused early childhood programming for families who face barriers to success.

Indicators of success:

GCC will increase the number of slots available to low-income children needing full and partial day early childhood programming.

GCC will employ strategies and training that will allow teachers to work with children within the classroom, not only eliminating suspensions, but minimizing the need to remove children from the classroom as they work through their challenges.

Through a new collaborative mental health partnership, children who face barriers will develop new skills that support the development of empathy and social emotional health.

In order to reduce turnover in the childcare field GCC will:

Increase wages from the current \$13.50 - \$16.50 range to \$14-\$17 and/or a variable pay program by 2020; offer low deductible, full coverage health insurance; a 403B retirement plan with a 4% employer contribution; short and long term disabilities; 20% off on employee childcare, free fitness center memberships, and generous vacation and sick leave policies. GCC also supports employees by offering a sick time pool to support employees with medical emergencies and by being as flexible as possible to support staff through challenges that arise. GCC also works to provide a welcoming work environment and rewards staff with small bonuses for going above and beyond and working through challenging program events. GCC also has increased professional development training that is offered to staff, and allocates each staff member a personal training and education budget of \$500 per year.

Children

- a. A clear explanation of the evidence, research or documentation of promising practice that supports the programming or service proposed

A compelling body of research has concluded that play-based learning is genuinely and positively impactful on student learning and development. Kathryn Hirsh-Pasek, a nationally recognized child development expert, concludes that children learn best when they are mentally active, engaged, social, and are empowered to make meaningful connections to their lives – all of which are strong components of play.

Neuroscientists have found that play activates the brain in meaningful ways that rote memorization, testing, worksheets, and traditional classroom techniques do not. “Beyond stimulating young minds to be receptive to learning, play is a necessary component of brain development for children. Not only is it an incredible source of fun and socialization, but *play* is also crucial to children’s learning and development. Their intellectual, physical, and social-emotional abilities emerge and are strengthened through play. It is in the context of play that children test out new knowledge and theories. They reenact experiences to solidify understanding. And it is where children first learn and express symbolic thought, a necessary precursor to literacy. Play is the earliest form of storytelling. And, it is how children learn how to negotiate with peers, problem-solve, and improvise” (*Katie Chiavarone, author of The Undeniable Power of Play: 101 Tips, Activities and Play-Based Learning Strategies to Engage Your Child*).

Purposeful play experiences can be constructed to create deeper learning experiences that a child will remember and internalize. “High-quality classrooms that utilize play-based, hands-on learning activities are well-thought-out, intentional spaces (Gabel, 2016). When play-based learning is done well, the classroom becomes a teacher. “Play-based learning at its finest utilizes the environment as a third teacher, in conjunction with the students and classroom facilitator. A place where every activity and object placed in the space has a purpose, adds to the learning, and helps scaffold information across the learning domains,” adds Gabel.

GCC uses a PURPOSEFUL play model that allows child-centered self-exploration and cooperative play within themed centers that are intentionally designed towards learning goals. Research has proven that guided play has consistently produced better outcomes than teacher-directed lessons. Guided play is a model setting for language learning. For example, infusing vocabulary instruction in guided play fosters word learning for preschoolers, especially those from disadvantaged backgrounds (Toub et al. 2016; Han et al. 2010). Similarly, Guided play is also effective for fostering spatial skills—important in and of themselves and also tied to later mathematics success (Verdine et al., 2019).

- Parent involvement is traditionally defined as being physically present in the school and classroom. However, for many families this is not possible. It is vitally important that schools do not turn their back on parents that are “non-school joiners”. For these parents, several kinds of approaches hold promise. Simple take-home activities to engage with their child’s homework have proven to be quite successful. Home visits are another important strategy that increases parental involvement. These visits can help school staff gets to know their parents as individuals in a non-threatening environment. Educators can learn how their families monitor their child’s academic progress during out-of-school time. It is critically important to recognize that “parent involvement” is about family members’ commitment to support their child’s education... it is decidedly not about how many events they attended in a school year. *Child Trends. (2013). Parental Involvement in Schools. Available at: <http://www.childtrends.org/?indicators=parental-involvement-in-schools#sthash.J04CB81u.dpuf>*
3. Where will services be provided and to whom? Include detailed information about the demographics of individuals that will be served (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information).

Services will be provided in four designated early childhood and kindergarten classrooms at the Goodman Community Center IronWorks building (149 Waubesa Avenue). The program will enroll 75 full and part-time children. The Center will serve 125 unduplicated children and their families annually. All participating children will be 3-5 years of age, and will live primarily within a three mile radius of the Center – although children do come from all over the central, north, and east sides of Madison. GCC continues to serve low-income families who move to other parts of Madison, but wish to stay connected to GCC. Currently participating children are 45% white and 55% children of color. In 2018, 87% qualified for scholarships from GCC due to low income. GCC

also serves a high number of African families who speak a variety of languages, making communication with parents challenging.

GCG has a long history of successfully preparing children to succeed, who have encountered barriers to success for 5K. GCC primarily serves children within a 3-mile radius of the Center and engages in regular and proactive outreach to ensure that the children and families with the highest needs are prioritized. Although the map on attachment B page 18 of the RFP guidelines indicates an overall percentage of low-income population, there are many pockets of poverty in the community that have consistently resulted in a waiting list of targeted families. These pockets will grow as four nearby low-income housing development projects will be completed in the next year. Additionally, GCC has been successful in serving higher needs children and families who have not flourished in other childcare facilities in the area. While there may be other accredited and quality programs in the greater Schenk/Atwood/Worthington Park community, they are neither as experienced nor as successful with the targeted population as GCC.

4. Please describe how you will maintain a commitment to equity as demonstrated by the promotion of diversity (racial, socio-economic, ability, etc.) at all levels of programming or services.

The promotion of diversity within the programs is clearly evident when attending a monthly Family Fun Night, or other GCC-sponsored community event. While the diversity of those attending is quite obvious to the eye, what is more remarkable is the degree and depth of relationship that staff have fostered with all participating parents, and indeed, that most parents have formed with each other. As mentioned in Section 5 of the Organizational Capacity, there are few places in Madison, if any, where truly inclusive communities exist across ages (GCC serves ages 3 through 100), races and ethnicities, socio-economic levels, and even religious backgrounds. GCC works hard, and with great intention, at creating an environment where all are welcome, and are met *where they are*, without judgement.

As stated in section the Organizational Capacity, Section 5, GCC has a Board adopted Equity Plan that includes intentionality around recruitment, leadership development, and retention of staff of color, women, and other protected classes.

As an organization, GCC has worked to strengthen its relationship with diverse communities and individuals throughout Madison. GCC engages in direct outreach to individual community leaders, rather than just posting job openings to organizations on an AA list. It has resulted in a much more diverse applicant pool.

GCC is instituting a 90-day onboarding process and staff mentor program to improve connection to the whole organization and improve the welcoming workplace environment which should increase employee **engagement**, **satisfaction**, and retention for all staff.

GCC has begun identifying staff who have leadership aspirations, and has been providing professional development training in order to develop skills in management and supervision, so that staff are ready to be promoted into leadership positions.

GCC has begun offering more agency wide PD and opportunities for staff to work together across programs. The GCC Equity plan calls for intentional activities that bring staff together to create better understanding of each other's experiences and how they shape who we are today. Staff have hosted Equity Cafes and other discussions around community events. For the past three years, GCC has offered all-staff professional development training around bias, inclusive work environments, and white privilege.

GCC's staff body has always been diverse, but is becoming more so as a result of more recent efforts. Moreover, staff diversity is evident at all levels of the organization. Two of the six staff Directors are people of color, one of

the four Assistant Directors, and four of the eight program leadership staff are people of color. Currently, more than 50% of the total staff are non-white.

5. Please describe your timeline for implementing services. If you are proposing direct provision of care, describe any relevant hours of service as well as a timeline for any assessment within the program.

GCC is continuing programming that is already in place, with the expansion to the 4th classroom and addition of the outside classroom seeing completion by 2020. Hours of service are 7 am to 6 pm, Monday to Friday, for a full 48 weeks a year (one week at the need of the year, one week, before summer, one week after summer and misc. PD, parent-teacher conference days, etc. throughout the year).

GCC does individual child assessments throughout the year starting with base assessment and development of the portfolio. Observations, examples of children's "work," and progress, are documented on an ongoing basis. GCC uses the Creative Curriculum Gold standard as well as PALS as part of the 4K contract with MMSD. The ECERS self-assessment tool is conducted annually, usually in late fall. Parent evaluations are conducted twice annually, at the end of the school year and end of summer.

6. If the proposal is a collaboration of multiple agencies, please describe the following:
- Why does collaboration enhance this proposal? 1) Although City funds are not being allocated for this collaboration, GCC has a partnership with Anesis for SEL, mental health services to children and families, and PD and reflective consultation for staff. 2) MMSD for 4K services, GCC provides programming to children, MMSD provides district resources for children who need additional resources, PD for staff, and financial support.
 - What formal agreements are/will be in place between the agencies to support this proposal? There are formal MOUs in place with both partnerships that outline scope of services, roles and financial arrangements.
 - How will decisions about programming and services be made within the collaboration? Although roles are clearly defined, decisions are made through inclusive and collaborative discussions
 - Any other relevant information about the collaboration

Measurement of Success

- Which *System Level Indicator* (see RFP section 1.4) will your proposal address and how?
Although GCC addresses all system level indicators within the GCC childcare program the Reduction of expulsion rate in GCC childcare is most relevant to the direct service delivery. GCC has a strong commitment to retaining ALL children, and working with families and community partners to support every child's success. Beyond expulsion, GCC has worked diligently to eliminate suspensions, and will continue its work towards the goal of not removing children from the classroom when a child is struggling (unless there is a safety issue). GCC will work with Anesis and the child's family to address the root causes of a child's barriers. GCC will engage other resources such as the CDD Daycare Specialist or MMSD ChildFind. GCC will contact Rainbow project if deemed appropriate.
- Which *Population Level Indicator* (see RFP section 1.4) will your proposal address and how?
- GCC serves a high level of children with barriers to success, and has enjoyed a long history of successfully serving this population. GCC serves them through proactive outreach, by providing staff with PD, by providing a higher level of administrative support to classroom teachers, and by engaging Anesis to support staff as they work with children and provide mental health services to families.

GCC is also going to offer a 3rd shift classroom starting in the fall of 2020. GCC will begin planning and enrolling in 2020, so the 2nd shift classroom will be ready to open with the beginning of the fall program cycle.

- How will success be assessed and evaluated? Include a description of the tools, screeners or assessments that will be used.

System Level Indicator: No child will be expelled from programming. 75% of children who face barriers will improve their social-emotional and coping skills. The portfolio system will document need and progress throughout. Measurements include teacher observation, parent feedback, and summary of Anesis play therapy and family counseling (if applicable).

Population level indicator: GCC will enroll a minimum of 75% low-income children, and/or children who face other barriers to success. Measurement includes: family income and information gathered from referral source (school, social services, directly from family).

GCC will open a 2nd shift classroom by September 2020. Success will be determined by the opening the 2nd classroom and the enrollment of targeted children.

Early Childhood Funding RFP Total Budget

Name of Agency:
Name of Proposal:

Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B and C.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Revenue Source	Agency 2020 Total	Program A	Program B	Program C
Dane County	\$ -	\$ -	\$ -	\$ -
United Way of Dane County	\$ -	\$ -	\$ -	\$ -
City of Madison-This program	\$ 66,657.49	\$ 66,657.49	\$ -	\$ -
City of Madison-Other Funding- Stabilization	\$ 47,600.00	\$ -	\$ -	\$ -
Other Government*	\$ 254,288.00	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ 195,113.00	\$ -	\$ -	\$ -
User Fee	\$ 73,735.00	\$ -	\$ -	\$ -
Total Revenue	\$637,393	\$66,657	0	0

*Other Government: includes all federal and state funds, as well as funds from other counties (outside Dane County), other cities, villages or townships

**Fundraising: includes funds received from foundations, corporations, churches and individuals, as well as those raised from fundraising events

Early Childhood Funding RFP Program Budget Breakout

Name of Agency:

Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B and C.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Account Category	Agency 2020	Program A Budget	Program B Budget	Program C Budget	Total City Request
A. Personnel					
Salary	\$ 431,000.00	\$ 48,899.58	\$ -	\$ -	\$ 48,899.58
Taxes/Benefits	\$ 94,820.00	\$ 10,757.91	\$ -	\$ -	\$ 10,757.91
Subtotal	\$ 525,820.00	\$ 59,657.49	\$ -	\$ -	\$ 59,657.49
B. Other Operating					
Insurance	In direct	\$ -	\$ -	\$ -	\$ -
Professional Fees/Audit	In direct	\$ -	\$ -	\$ -	\$ -
Postage/Office & Program	In direct	\$ -	\$ -	\$ -	\$ -
Supplies and activities	\$ 30,000.00	\$ 6,000.00	\$ -	\$ -	\$ 6,000.00
Equipment/Furnishings/Depri.	In direct	\$ -	\$ -	\$ -	\$ -
Telecommunications	In direct	\$ -	\$ -	\$ -	\$ -
Training/Conferences	In direct	\$ -	\$ -	\$ -	\$ -
Food/Household Supplies	food resource bud	\$ -	\$ -	\$ -	\$ -
Travel	\$ 2,700.00	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
Vehicle Costs/Depreciation	Indirect	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 32,700.00	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00
B. Space					
Rent/Utilities/Maintenance	In direct	\$ -	\$ -	\$ -	\$ -
Mortgage Principal/Interest	In direct	\$ -	\$ -	\$ -	\$ -
Depreciation/Taxes	In direct	\$ -	\$ -	\$ -	\$ -
Subtotal		\$ -	\$ -	\$ -	\$ -
D. Special Costs					
Assistance to Individuals	\$ -	\$ -	\$ -	\$ -	\$ -
Payment to Affiliate Orgs.	\$ -	\$ -	\$ -	\$ -	\$ -
Service/Program Subcontrs.	\$ -	\$ -	\$ -	\$ -	\$ -
Total Indirect costs	\$ 78,873.00	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 78,873.00	\$ -	\$ -	\$ -	\$ -
Total	\$ 637,393.00	\$ 66,657.49	\$ -	\$ -	\$ 66,657.49

*If costs are included in Other rows, please provide an explanation of those costs below:

Other Operating:

Other Special Costs: total indirects are 16% of personnel costs.