School-Age Child Programs for 2020:

Middle School

Multi-Focus Afterschool and Summer,

Weekend and Summer Evenings, and

Topical/Skill/Population (TSP) Focused Program

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **August 5, 2019**
Official submission date and time will be based on the time stamp from the CDD
Applications inbox. Late applications will not be accepted

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for middle school-age youth (Section 2).

Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to 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 opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the required Excel workbook. Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required Excel workbook will not be considered in the evaluation of the proposal. Do not attempt to unlock or alter this form. Font should be no less than 11 pt.

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

Legal Name of Organization:	Maydm, Inc.	Total Amount Requested for this Age Group:	$ 25,000
Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year Weekend or Summer Evening	Multi-focus Summer Topical/ Skills/Population	
Contact Person	Laura Ford-Harris	Email:	laura.ford-harris@ maydm.org
Address:	14 W Mifflin #306 Madison, WI 53703	Telephone:	608.421.2425

SECTION 2: MIDDLE SCHOOL
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)

Program Name: The Wonderful World of Web Development

Brief Project Description: Students will learn about the three basic building blocks of the web—HTML, CSS, and JavaScript—using online code editors like CodePen. We'll also work with text-based code editors similar to professional web developers. By the end of this class, students will have created their own website. Students will also be visiting local tech companies and working with year-long mentors who work in STEM fields.

Amount Requested: $25,000   Total Proposed Program Budget: $35,000

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. **PROGRAM DESCRIPTION**

   a. **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 this program is to provide middle school girls and youth of color with meaningful engagement in the tech sector. In the RFP guidelines, the City of Madison expresses the desire to provide low-income youth and youth of color in middle school and high school access to programs that complement in-school learning and development during out-of-school time. Maydm would use this program and this funding to achieve this exact purpose. 100% of the students who enrolled in

our 2019 summer programs received a scholarship, and 78% qualify for free or reduced lunch. These students are learning the skills that will allow them to begin their futures in STEM.

This program would meet for 7 hours, 5 days per week for 3 weeks over the summer. After the program, students will meet monthly with their mentor for 2 hours per month for the rest of the year.

b. **Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the [Data Tool Kit](#).**

This program primarily intends to serve middle school girls of color in Madison. The program is open to all middle school students, but scholarships are given extra consideration for students who are traditionally underrepresented within the tech field- girls, students of color, students who receive free or reduced lunch. Programs are conducted in English, but accommodations can be made for Spanish-speaking families.

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

When recruiting for our programs, we intentionally reach out to our community center and school district partners first. We visit and present to the Boys and Girls Club, Goodman Community Center, Centro Hispano and Big Brothers Big Sisters. We also work with local schools including Lighthouse Christian School and Badger Rock Middle School which both have diverse student bodies. Maydm programs are hosted at institutes of higher education across the city, with the goal of providing options for students on the West, East, and North sides alike. Transportation to and from Maydm programs has traditionally been a barrier for some families- this coming year, Maydm aims to ease those barriers by looking into additional transportation options for students.

A continual assessment of the barriers to participation is key throughout the program. In the 2019 summer programs, one high schooler was no longer able to attend the program because he didn't have transportation, so we ensured he had a bus pass for the remainder of the program. Another student had a family emergency and wasn't able to attend the program for three days, so Maydm loaned her a laptop to keep up with the class. During and at the end of each program, we ask students to tell us how they think the program can improve and how it can better serve their needs.

d. **Activities: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.**

We propose a three-week middle school web development program that teaches rising 6th to 8th graders essential STEM-related skills including the programming languages of HTML, CSS, and JavaScript. The program will teach students to develop their critical thinking and problem solving skills by building a variety of portfolio projects as well as solving numerous coding challenges.

Middle Programs App

The program will be project based and the core of the curriculum will be guided by a holistic approach to student development by incorporating warm-up games that encourage partnership, collaboration and teamwork. The program will also incorporate athletic leisure time in the afternoons to promote healthy habits that an active lifestyle tends to promote. Additionally, the program will teach students how to read computer languages and technical documentation, as well as how to write and think in a manner that a machine can understand.

At the end of the program, students will possess a breadth and depth of coding that will be reflected in an expansive portfolio of no less than six complete projects that will incorporate a mix of programming languages including HTML, CSS, and JavaScript; languages that are essential to developing websites for the internet.

Maydm has already instructed more than 900 students in the past four years. Over half of our students have been students of color and 66% have been females. After attending our programs, 92% of students state that they believe they can contribute great things to STEM.

Student portfolios, 88% of which were built in 3-weeks time by students that had never coded before, are featured on our website at https://maydm.org/student-portfolios/.

e. Proposed Timeline for Implementation: (for *tentative program start date of June 29*)

Activity	Estimated Start and Completion Date
Applications Created and Released	January 2020
Recruitment presentations at schools/ community centers	*January- May 2020*
Hire Instructors	*December 2019- February 2020*
Develop Curriculum *and Assessments*	March -April *2020*
Pair Students/Mentors	Ma*y - June 2020*
Acceptance and Scholarship Decisions	*February -* May 2020

Other milestones, notes or comments about the proposed timeline (if applicable):

f. **Family and Community Engagement: Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?**

Maydm's mission is to equip girls and students of color in grades 6-12 with the technical skills, exposure to industry professions and mentorship to normalize and realize their own academic and professional futures in STEM fields. Since its inception in 2015, Maydm has grown substantially and has seen an increased demand in program options for older students and in new computer science topics for other students. This past year Maydm grew from 1 and 2 week elementary and

middle school programs into 2, 3, and 5 week middle and high school programs. We seek continual feedback from students and instructors about content, delivery of materials and field trips. Students complete pre- and post- assessments and are encouraged to ask questions, share, and lead discussions throughout the program. Parents receive program updates via email and phone calls. Families are kept abreast of program activities and opportunities to participate. Families are invited to attend an end of program project presentation done by the students. In 2020, it is Maydm's goal to add a community outreach staff member who can work closely as a liaison with families, community resources to engage and further support students growth and development.

g. <u>**Cultural Relevance and Language Access**</u>**: 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.**

Programs are conducted in English, but program applications, releases, and email communications can be translated into Spanish for families. Additionally, Spanish-speaking mentors will be paired with Spanish-speaking students whenever possible.

Maydm requires all instructors to complete a cultural competency training prior to working with any students. This training covers Culturally Relevant Pedagogy, Foundational concepts of implicit bias and representation, and Teaching Models.

Discussion time is built into the program, providing students with opportunities to talk about how different STEM topics relate to their lives.

h. ***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 if the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?***

Intentional Program Design *- Maydm's programs equip girls and students of color with the skills, knowledge, and confidence they need to pursue a future in the tech field. Maydm's holistic approach of teaching to the whole student cultivates multiple experiences to use creativity, critical thinking and logic to solve problems of the 21st century. Students learn HTML, CSS, Javascript and Java and the technical application of these skills. In 2020, we will begin a Technical Advisory Committee, a group of tech professionals that will guide us and ensure Maydm curriculum remains industry-relevant. Ensuring our curriculum matches the skills local companies are looking for will allow us to secure paid internships for our high school students where they gain valuable experience.*

Supportive Relationships with Youth *- Maydm's holistic approach of teaching to the whole student cultivates multiple experiences to use creativity, critical thinking and logic to solve problems of the 21st century. Maydm requires all instructors to complete a cultural competency training prior to working with any students. This training covers Culturally Relevant Pedagogy, Foundational concepts of implicit bias and representation, and Teaching Models. Discussion time is built into the program, providing students with opportunities to talk about how different STEM topics relate to*

their lives. Students continue to meet with their mentors throughout the year, and work alongside a tech professional who looks like them to plan for their future in STEM.

Youth Voice & Leadership *- We seek continual feedback from students and instructors about content, delivery of materials and field trips. Students complete pre- and post- assessments. Students are encouraged to ask questions, share, and lead discussions throughout the program. Students present projects during community and parent demonstrations. Students gain the leadership skills and confidence to pursue futures in STEM fields.*

Racial & Cultural Inclusion *- Maydm requires all instructors to complete a cultural competency training prior to working with any students. This training covers Culturally Relevant Pedagogy, Foundational concepts of implicit bias and representation, and Teaching Models. Programs are conducted in English, but program applications, releases, and email communications can be translated into Spanish for families. Additionally, Spanish-speaking mentors will be paired with Spanish-speaking students whenever possible.*

Community and Family Engagement *- Maydm's partners - Boys and Girls Club of Dane County, Goodman Community Center, Madison College, Centro Hispano, Big Brothers/Big Sisters of Dane County, and Madison Metropolitan School District. Student recruitment - previous participants, community centers, local schools, Boys and Girls Clubs of Dane County and Goodman Community Center. Programs - held in partnership with Centro Hispano and Big Brothers/Big Sisters of Dane County. We work to form meaningful relationships with our students and help to ensure they're being supported by other great organizations in their area to support each child's progress. Families are kept abreast of program activities and opportunities to participate. Families are invited to attend a student end of program project presentation*

Organizational Management & Staff Support *-Winnie Karanja, Founder & Executive Director: self taught programmer, BA in Education and MSc in Development Studies. -John Miller, Curriculum Developer & Programs Lead: BS in Applied Arts, Udacity Nanodegree in Front End Web Development, School of AI Decentralized Applications Certification.*

-Course Instructors: University seniors and grad students in Computer Science or Engineering

Environment & Safety *- Programs are hosted at institutions of higher learning and community centers in the communities where students reside. Child safety standards are supported. Parental controls are established on each computer. To ensure the socio-emotional health and safety of our program participants, Maydm requires all instructors to complete a cultural competency training prior to working with any students. This training covers Culturally Relevant Pedagogy, Foundational concepts of implicit bias and representation, and Teaching Models.*

2. PROGRAM STRUCTURE AND STAFFING

a. **Anticipated Frequency, Duration and Attendance**: Please complete the table below. If you are proposing to provide a middle school topical, skill or population focused at more than one location and the program structure is the same for all locations, please list all of the locations in the

Middle Programs App

"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 locations.

Middle School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration*	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Madison College or *Edgewood College*					
Afterschool					
Summer	5 days a week	7 hrs	3 weeks	1:10	90 %
~~Location #2:~~					
~~Afterschool~~					
~~Summer~~					

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

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

If applicable, please list any other locations with differences in the program structure as compared to the two middle school topical, skill or population focused included in the table above.

a. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: **20**

b. Program Schedule: If you are proposing to provide a topical, skill or population focused 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.
N/A- only proposing one program location

~~Table 1~~

~~n(s):~~			
~~Day~~	~~Middle School TSP~~	~~Start Time~~	~~End Time~~
~~Mo~~	~~School Year~~		

Day		Start Time	End Time
n.	*Summer*	‒‒‒‒	‒‒‒‒
Tues.	*School Year*	‒‒‒‒	‒‒‒‒
	Summer	‒‒‒‒	‒‒‒‒
Wed.	*School Year*	‒‒‒‒	‒‒‒‒
	Summer	‒‒‒‒	‒‒‒‒
Thur.	*School Year*	‒‒‒‒	‒‒‒‒
	Summer	‒‒‒‒	‒‒‒‒
Fri.	*School Year*	‒‒‒‒	‒‒‒‒
	Summer	‒‒‒‒	‒‒‒‒
Sat.	*School Year*	‒‒‒‒	‒‒‒‒
	Summer	‒‒‒‒	‒‒‒‒
Sun.	*School Year*	‒‒‒‒	‒‒‒‒
	Summer	‒‒‒‒	‒‒‒‒

Table 2

n #2: ‒‒‒‒			
Day	*Middle School TSP*	*Start Time*	*End Time*
Mon.	*School Year*	‒‒‒‒	‒‒‒‒
	Summer	‒‒‒‒	‒‒‒‒

Middle Programs App

Tues.	*School Year*	_____	_____
	Summer	_____	_____
Wed.	*School Year*	_____	_____
	Summer	_____	_____
Thur.	*School Year*	_____	_____
	Summer	_____	_____
Fri.	*School Year*	_____	_____
	Summer	_____	_____
Sat.	*School Year*	_____	_____
	Summer	_____	_____
Sun.	*School Year*	_____	_____
	Summer	_____	_____

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the two middle school topical, skill or population-focused programs included in the tables above.

c. **Additional Activities: Do you anticipate providing activities for the middle school evening program that are not included in the table above? Please describe these activities, including location, frequency, hours and duration (i.e. special event, field trips, workshops or meetings).**

   No

d. 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	FTE		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Curriculum Developer & Program Lead	*Bachelor of Applied Sciences,*			*.20*	
Program Liaison	*Bachelor of Science, Economics (Math Emphasis), International Studies*			*.10*	
Instructor 1	*Computer Science, Engineering*			*1*	
Instructor 2	*Computer Science, Engineering*			*1*	
Executive Director	*Bachelor of Arts in Education, Master of Science In Development Studies from London School of Economics*			*.02*	
Director of Operations	*Bachelors of Arts in Criminal Justice*			*.02*	
Director of Development	*Bachelors of Arts in Interdisciplinary Studies - Business, Communications and Africana Studies*			*.02*	
		Total:		*236*	

Middle Programs App

e. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

Maydm volunteers typically begin volunteering as employees of corporate partners, and most serve as mentors. Any volunteer who serves as a mentor must complete a background check and a phone call interview with the Maydm Programs Lead. They complete a training with our Curriculum Developer, and are supervised by Maydm staff when they come in throughout the program.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

a. <u>Collaboration</u>: Please complete the table below and respond to the narrative questions regarding program collaboration or coordination with community partners.

Partner Organization	*Role & Responsibilities*	*Contact Person*	*Signed MOU (Yes/No)?*
TDS Telecommunications	Site *Visit and Mentors*	Theresa *Klindt*	No
American Family Insurance	*Site Visit and Mentors*	Todd Micholic	No
Strang	Site Visit	Randy Banks	No
CUNA Mutual Group	Site Visit	Cristina Ruth	No
Zendesk	Site Visit and Mentors	De*Shawn Witter*	No
Old National Bank	Site Visit	Kingsley Gobourne	No

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

How do these partnerships enhance this proposal?

Each of these partners greatly enhances the student experience during our immersive summer programs. Students go on weekly site visits to gain exposure to the variety of careers and opportunities in STEM fields. Our corporate partners welcome Maydm students into their spaces, show them around, speak with them about their work, and work on a project together. In the proposed program, students will visit these companies and form memorable out of classroom experiences in tech. Site visits provide students with fun, hands-on trips which help them see themselves more tangibly as belonging in the tech sphere, which is a long-term goal of everything Maydm does.

Many of these partners also provide mentors. These mentors meet regularly with the students guiding them through academic, professional, and community goals. These partners and mentors guarantee the lasting impact of the proposed program.

What are the decision-making agreements with each partner?

We work in conjunction with the companies to plan activities and tours during the site visits. Maydm always retains the ability to make decisions as they pertain to the students.

b. <u>Resource Linkage and Coordination</u>: **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?**

Maydm delivers programs in web and app development for middle and high school students in Madison. Students learn HTML, CSS, Javascript and Java (coding language used for Android Studio) and develop their own Android Apps. Students utilize laptops and MIT App inventor, Visual Studio - text editor, Android Studio - software programs for design web and app development. In addition, programs are hosted at institutions of higher learning and students visit corporate partner's offices ie. Zendesk, Strang, and American Family Insurance. Scholarships are provided to ensure students have access to participate in Maydm programs.

When recruiting for our programs, we intentionally reach out to our community center and school district partners first. We visit and present to the Boys and Girls Club, Goodman Community Center, Centro Hispano and Big Brothers Big Sisters. We also work with local schools including Lighthouse Christian School and Badger Rock Middle School which both have diverse student bodies. Maydm programs are hosted at institutes of higher education across the city, with the goal of providing options for students on the West, East, and North sides alike. Students participate in presentations with college admissions staff and professional partners regarding STEM professions. Parents receive program updates via email and phone calls. In 2020, it is Maydm's goal to add a community outreach staff member who can work closely as a liaison with families, community resources to engage and further support students growth and development.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

Improved eighth grade math and reading scores, by race and ethnicity.

b. Did the Data Tool Kit or other sources of data affect your program design, recruitment strategies, and choice of outcome objectives? If yes, how?

Since school data is sensitive, the 6-6-6 rule obscured some key data, but we did use the sources cited in the Data Tool Kit to get more intersectional data, which affected program design.
As we begin recruitment for the summer of 2020, using the maps of racial demographics across the city neighborhoods will help Maydm better inform where to present and send applications.

c. 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 below.

School Topical/ Skills/Population Program Outcome(s)				
***Outcome Objective #** 1*	*Sense of belonging to community and/or school*			
Performance Standard	*Results comparing entrance and exit survey results*		***Targeted Number***	
	Targeted Percent	*90%*		*80*

Measurement Tool(s) and Comments:

Consistent polling of students on the first and final days of the program will show an increase in community engagement, a sense of belonging to a group of one's peers as well as a sense of ownership of their education and a boost in confidence after successfully completing complicated technical challenges, in addition to the development of a robust portfolio proving their skills and abilities to themselves, friends, family and the world.

In pre- and post-surveys students will be asked questions such as:

* When you think about STEM what do you think?

* How many friends do you have that are interested in STEM?

* How likely are you to pursue STEM-related programs in high school?

* Do you agree with this statement: I am confident in my ability to learn new things

* Do you agree with this statement: I like to challenge myself

* Do you agree with this statement: I have high hopes for my future

Outcome Objective # 2					
Performance Standard	***Targeted Percent***		***Targeted Number***		
Measurement Tool(s) and Comments:					

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

d. What <u>data tracking systems</u> are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

   Maydm tracks data using Google forms and other survey tools, Spreadsheets, Kahoot Quizzes, and captures qualitative data in small focus groups. We are currently pursuing a Tableau license in order to more efficiently analyze and visualize student data and are actively working with parents to gain access to infinite campus in order to track long-term student academic progress.

   We keep data safe and private by safeguarding passwords, never releasing student's personal information and only present public facing data in aggregate. We work to reduce paper documents in our offices and prefer to securely scan documents and hold them in the cloud behind Google's firewalls.

Middle Programs App

SECTION 5: DISCLOSURES

If applicable, please include the following:

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*

Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or

> *N/A*

SECTION 6. BUDGET

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 Other Funding Opportunities webpage: https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/

Middle Programs App

APPLICATION FOR 2020 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Maydm Inc
Mailing Address	14 W Mifflin St Suite 306, Madison, WI 53703
Telephone	608-421-2425
FAX	
Director	Laura Ford-Harris
Email Address	laura.ford-harris@maydm.org
Additional Contact	Calley Mannion
Email Address	calleym@maydm.org
Legal Status	Private: Non-Profit
Federal EIN:	81-0991008

2. PROPOSED PROGRAMS

Program Type	Letter	2020 Request New?	Program Name
Elementary Programs	A	$0	Elementary School Program
Contact:		Phone:	Email:
Middle School Programs	B	$25,000	Middle School Youth Program: Web Development
Contact: Laura Ford-Harris		Phone: 608-421-2425	Email: admin@maydm.org
High School Programs	C	$0	High School Youth Program
Contact:		Phone:	Email:
TOTAL REQUEST		**$25,000**	

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

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

4. SIGNATURE

Enter name: Winnie Karanja

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

DATE   08/05/2019   INITIALS: w.k.

ORGANIZATION:	Maydm Inc

ORGANIZATIONAL PROFILE

1. ORGANIZATION HISTORY, VISION STATEMENT, MISSION STATEMENT AND VALUES

At Maydm, we envision a world where all students know that a career in Science, Technology, Engineering and Mathematics (STEM) is possible. Founded in 2015, Maydm's mission is to equip girls and students of color in grades 6-12 with the technical skills, exposure to industry professions and mentorship to normalize and realize their own academic and professional futures in STEM fields. Maydm's holistic approach of teaching to the whole student cultivates multiple experiences to use creativity, critical thinking and logic to solve problems of the 21st century.

2. ORGANIZATION EXPERIENCE AND QUALIFICATIONS PROVIDING PROPOSED PROGRAM(S): Describe length of experience and specific qualifications. List current child and youth programs with their inception date.

Maydm delivers programs in web and app development for middle and high school students in Madison and Milwaukee. Funding from this grant will support the 2020 Madison Middle School (Mid Sch) Web Development summer program. In summer 2019, Maydm had three immersive summer programs incorporating technical skill learning, year-long mentorship, and exposure trips. -The Wonderful World of Web Development (2019, Madison, Mid Sch.) 3 wk web development.
-Dev{Girls} (2018, Milwaukee Mid Sch) 2 wk web development program with Boys and Girls Club of Greater Milwaukee.
-An Appetite for App Development: (2019, Madison, High Sch) 5 week program. Students learned Java (coding language used for Android Studio) and developed their own Android Apps.
Also in 2019, Maydm hosted a series of workshops covering hardware programming, app development, and block coding
-Centro Hispano (2019) Nine one-day after school workshops at East and West High Schools.
-Middle School U (2018) Six one-week program workshops with the Wisconsin Youth Company.
In Fall 2019, Badger Rock Web Development (2018) - 2 days x 12 weeks, class at Badger Rock Middle School.
The Maydm staff for program design and implementation

3. ORGANIZATION UPDATE: Describe any significant change or shifts that the agency has experienced in the last few years, or that you may anticipate in the next few years. For example, changes in leadership, significant turnover in staffing, strategic planning processes, expansions or loss of funding. What, if any, affects will these shifts have on the agency's ability to provide contracted services? If there are no changes, write "no changes" in box below.

Since its inception in 2015, Maydm has grown substantially and has seen an increased demand in program options for older students and in new computer science topics for other students. This past year Maydm grew from 1 and 2 week elementary and middle school programs into 2, 3, and 5 week middle and high school programs. These new immersive programs give students more opportunities including: -Learning more coding languages and creating more complex websites and apps
-Expanded mentorships, meeting monthly throughout the year and forming a relationship that will explore academic, personal, and professional growth
-Earning school credit
In order to support this growth and manage it well, Maydm staff increased from 2 to 5 full-time employees, including:
-Curriculum Developer and Programs Lead with the technical background necessary to develop curriculum and refine mentorship program
-Director of Development to create and implement Maydm corporate development,grantmaking, fundraising and stewardship plans
-Director of Operations to manage daily operations, community relations, corporate partnerships and contracts and financial accountability
These changes will allow the Executive Director to focus on strategic partnerships, program development, growth and planning.
Maydm is also relocating to a larger space in fall 2019 to better serve students, parents, partners, donors, and staff. The office will provide better access to bus transportation and parking. In the coming years, we

4. COMMUNITY ENGAGEMENT:
Describe your organization's relationship with the community served. Include how you solicit feedback from the community, ada
work to meet the needs of the community, community members are included in planning activities or programs, and service reci|
are included in the governing structure of your organization. How do these efforts improve your your services?
 Include specific strategies that address client, participant, and community engagement.

Maydm provides girls and youth of color in grades 6-12 with skill based training that teaches technical skills, provides exposure to industry professions and mentorship to normalize and realize their own academic and professional futures in STEM fields. Maydm's holistic approach of teaching to the whole student cultivates multiple experiences to use creativity, critical thinking and logic to solve problems of the 21st century. Maydm's partners - Boys and Girls Club of Dane County, Goodman Community Center, Madison College, Centro Hispano, Big Brothers/Big Sisters of Dane County, and Madison Metropolitan School District. Corporate partners - Amerian Family Insurance, Zendesk, CUNA Mutual Insurance Group, TDS, Strang and Old National Bank. Student recruitment - previous participants, community centers, local schools, Boys and Girls Clubs of Dane County and Goodman Community Center. Programs - held in partnership with Centro Hispano and Big Brothers/Big Sisters of Dane County. We work to form meaningful relationships with our students and help to ensure they're being supported by other great organizations in their area to support each child's progress. In Dane County, girls and students of color are faced with profound and persistent disparities in education, employment, and income. At the same time, Wisconsin's technology industry, which offers long-term careers at an average salary of $75,858, is in great need of qualified programmers (Code.org). Maydm views this as both a challenge and an amazing opportunity. Maydm's programs equip girls and students of color with the skills, knowledge, and confidence they need to pursue a future in the tech field, improving the quality of life for underrepresented populations in our community and creating a more diverse STEM workforce. 2020, we will begin a Technical Advisory Committee, a group of tech professionals that will guide us and ensure Maydm curriculum remains industry-relevant. Ensuring our curriculum matches the skills local companies are looking for will allow us to secure paid internships for our high school students

 5. DATA: Describe any qualitative or quantitative data sources about the community served that you use to inform your decision
(e.g., input or involvement in the creation, design, implementation, and feedback for services)?
How does the use of this data improve your your services?

-The State of Wisconsin was ranked the worst state for Black people in various quality-of-life metrics
-The 2013 report "Race to Equity" and subsequent analyses have identified Dane County as
among the worst in the country with regard to Black/White disparities in well-being.
-2017 median income for Black families was $29,669 but $62,435 for White families.
-Not surprisingly, the same racial and ethnic disparities persist in the tech sector. Dane County's
tech industry has experienced rapid growth over the past 10 years but faces a shortage of
-In 2017, Wisconsin had only 1,190 computer science graduates (only 17% of which were female)
to fill 6,712 open computing jobs (code.org). Moreover, only 17% of high schools in Wisconsin
-In 2017, 1,036 AP Computer Science exams were taken by high school students in Wisconsin;
only 17% were taken by female students and less than 1% by Hispanic, Black, and Native
Maydm is uniquely designed to combat these gender and racial disparities. Maydm programs are
located in minority communities accessible by car or bus and program lengths are one day during
the school year and half-day or full-day during the summer. The data we collect from our programs
and the responses we get from those involved reassure us of the positive impact we are having on
After our two-week "Dev{Girls}" course for 15 middle school girls in Milwaukee, the number of
students who said they wanted a career in STEM doubled, and 75% of students reported wanting
to continue learning to program in their spare time.
At a program with Centro Hispano, 79% of students reported to either like or love STEM after
participating in the sessions.
We strive to provide programs in our community for girls and youth of color that help them
overcome adversity by exposing them to high-paying STEM career paths. With the average
starting computer science salary being about $70,900, the $25,000 investment from the City of
Madison would yield a substantial return if even a single Maydm student attains a technology
position in the future. We dare to imagine the exponential impact from several of our students
pursuing careers in technology and STEM.

6. BOARD-VOLUNTEER DEMOGRAPHICS

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

| DESCRIPTOR | BOARD | | VOLUNTEER | | MADISON* | | |
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
TOTAL		100%		100%			
GENDER							
MALE	3	33%	6	30%			
FEMALE	6	67%	13	65%			
UNKNOWN/OTHER	0	0%	1	5%			
TOTAL GENDER	9	100%	20	100%			
AGE							
LESS THAN 18 YRS	0	0%	1	5%			
18-59 YRS	9	100%	17	85%			
60 AND OLDER	0	0%	2	10%			
TOTAL AGE	9	100%	20	100%			
RACE							
WHITE/CAUCASIAN	5	56%	13	65%	80%	67%	16%
BLACK/AFRICAN AMERICAN	3	33%	3	15%	7%	15%	39%
ASIAN	1	11%	2	10%	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%	0%
MULTI-RACIAL	0	0%	2	10%	3%	4%	26%
BALANCE/OTHER	0	0%	0	0%	1%	2%	28%
TOTAL RACE	9	100%	20	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%	3	15%	7%	9%	26%
NOT HISPANIC OR LATINO	9	100%	17	85%	93%	81%	74%
TOTAL ETHNICITY	9	100%	20	100%			
PERSONS WITH DISABILITIES	0	0%	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 volunteer pool of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this?

In all of our programs, it is a primary goal for students to feel they can relate to and see themselves in their instructors and their mentors. In our organization as a whole, we similarly want our decisions to be shaped by people who understand the communities we serve, people who represent the diverse group of students we serve. The Maydm board and volunteer pool is 66% female, and over the past year, Maydm has worked with a group of students that have been 62% female. Female students are paired with female mentors, and male students are mostly with male mentors. Maydm programs are comprised of 82% students of color, and Maydm's board and volunteers are 44% and 35% people of color, respectively. We welcome adults who are willing and able to volunteer with and support our organization. Volunteers who specifically volunteer with students as mentors are even more representative. In our 2019 Web Development program, there were two Latinx students who were more comfortable speaking Spanish than English; these students were paired with a Latinx mentor who was able to relate more personally to those students. Students continue to meet with their mentors throughout the year, and work alongside a tech professional who looks like them to plan for their future in STEM. We are actively seeking partnerships with professional associations

8. ORGANIZATION REVENUE DETAILED BY PROPOSED PROGRAM

REVENUE SOURCE	2020 PROPOSED	2020 PROPOSED PROGRAMS			OTHER PROGRAMS
		A	B	C	
DANE CO HUMAN SVCS	0	0	0	0	
DANE CO CDBG	0	0	0	0	
MADISON-CDD	25,000	0	25,000	0	
UNITED WAY ALLOC	0	0	0	0	
UNITED WAY DESIG	0	0	0	0	
OTHER GOVT	0	0	0	0	
FUNDRAISING DONATIONS	10,000	0	10,000	0	
USER FEES	0	0	0	0	
OTHER	0	0	0	0	
TOTAL REVENUE	35,000	0	35,000	0	0

9. List the funding sources included in "Other"; describe your organizations fundraising history, structure and results. Include any other relevant information about revenue and expenses.

Traditionally, Maydm's funding has primarily come from grants and corporate sponsorships. These grants and sponsorships have been single year awards, not multi-year commitments. Maydm also has a pool of committed donors who fund scholarships for students as well as give to the organization without restrictions. These grants and donations have served us well to date, but as we continue to grow, fundraising well is becoming even more important. In the coming year, in the hopes to diversify funding sources, Maydm aims to grow our individual donor pool. In 2019, Maydm hired a Director of Development who will help Maydm to develop a new fundraising strategy and development plan.

10. PERSONNEL DATA: Personnel Schedule

Indicate the number of 2020 Proposed Full-Time Equivalents (FTEs) in each staff position, across all agency programs.
Indicate the total salaries for all FTEs in that staff position. Do NOT include payroll taxes or benefits in this table.
Indicate base hourly wage for each position.

Staff Position/Category	2020 Proposed FTE	2020 Proposed Salary	2020 PROPOSED FTES BY PROGRAM Hourly Wage	Elem FTE	Middle FTE	High FTE	Other FTE
Director of Operations	1.00	$61,000	$0.00	0.00	0.02	0.00	0.00
Director of Development	1.00	$58,000	$0.00	0.00	0.02	0.00	0.00
Curriculum Developer	1.00	$50,000	$0.00	0.00	0.20	0.00	0.00
Community Outreach	1.00	$40,000	$0.00	0.00	0.10	0.00	0.00
Programs Liason	1.00	$0	$18.00	0.00	0.10	0.00	0.00
Executive Director	1.00	$82,000	$0.00	0.00	0.02	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
	0.00	$0	$0.00	0.00	0.00	0.00	0.00
TOTAL FTEs	**6.00**			**0.00**	**0.46**	**0.00**	**0.00**

11. AGENCY GOVERNING BODY

How many Board meetings were held in 2018?	4
How many Board meetings has your governing body or Board of Directors scheduled for 2019?	4
How many Board seats are indicated in your agency by-laws?	8-11

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

Name	**Rachel Neill**					
Home Address	316 W. Washington Avenue, Suite 975 Madison, WI					
Occupation	CEO					
Representing	Carex Consulting Group					
Term of Office		From:	02/2019	To:	02/2021	

Name	**Jeff Mack**					
Home Address	1815 Greenway Cross Fitchburg, WI					
Occupation	1st Vice President- Business Banking					
Representing	Park Bank					
Term of Office		From:	02/2019	To:	02/2021	

Name	**Amy Carrick**					
Home Address	2702 Moland Drive Madison, WI					
Occupation	Human Resources Consultant					
Representing	Mindful HR					
Term of Office		From:	02/2019	To:	02/2020	

Name	**Nhi Lee**					
Home Address	610 Walnut Street Madison, WI					
Occupation	Consultant					
Representing	Wisconsin Alumni Research Foundation					
Term of Office		From:	02/2019	To:	02/2020	

Name	**Mark Gehring**					
Home Address	551 W. Main Street, Madison, WI					
Occupation	Chief Technology Officer					
Representing	ImageMover MD					
Term of Office		From:	02/2019	To:	02/2020	

Name	**Fritz Grutzner**					
Home Address	613 Williamson St. #205 Madison, WI					
Occupation	Founder and Owner					
Representing	Brandgarten					
Term of Office		From:	02/2019	To:	02/2021	

Name	**Gwyneth Hughes**					
Home Address	264 Teacher Education, 225 N Mills St. Madison, WI 53706					
Occupation	Lecturer					
Representing	University of Wisconsin-Madison					
Term of Office		From:	02/2019	To:	02/2020	

Name	**Vanessa Richmond**					
Home Address	71 S. Wacker Drive Chicago, IL					
Occupation	Attorney					
Representing	Benesch Law					
Term of Office		From:	02/2019	To:	02/2020	

ORGANIZATION:	Maydm Inc	REQUESTED AMOUNT:
PROGRAM:	Middle School Programs	25,000

1. Total unduplicated number of individual middle school-age youth across all of your proposed programs: **20**

   What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch? **78%**

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by **this program** in 2018. Indicate the number
and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.
You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	54	33%	3	60%
BLACK/AFRICAN AMERICAN	73	45%	2	40%
ASIAN	29	18%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	6	4%	0	0%
MULTI-RACIAL	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	162	100%	5	100%
ETHNICITY				
HISPANIC OR LATINO	33	20%	0	0%
NOT HISPANIC OR LATINO	129	80%	5	100%
TOTAL ETHNICITY	162	100%	5	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	128	79%		
13 - 17	34	21%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	162	100%		
PERSONS WITH DISABILITIES	0	0%		
RESIDENCY				
CITY OF MADISON	130	80%		
DANE COUNTY (NOT IN CITY)	32	20%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	162	100%		
TOTAL	162	100%		
MALE	62	38%		
FEMALE	100	62%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:	Maydm Inc
PROGRAM:	Middle School Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s). Explain how you understand any disparities and plans you have to address these issues.

Maydm middle school programs currently primarily serve low-income girls and students of color in Dane county. To achieve this, Maydm: offers full scholarships to students who receive free or reduced lunch, presents to racially diverse classrooms and community centers, works closely with school counselors, and creates program materials in English and Spanish. In 2018, Maydm worked with 86.5% students of color, including 20% hispanic/latinx students and 45% black students. Every student who participated in a 2019 summer immersive program received a scholarship and 78% qualify for free or reduced lunch. Maydm reaches students who are historically underrepresented in meaningful ways, and we aim to do this even more. In 2018, 62.4% of Maydm's students were girls. Maydm is unique in reaching these students and serving them well, providing them with a space where they're with people who look like them and feel like they belong.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served? If not, what plans do you have to address this?

The Maydm staff reflects the black students served well. 40% of Maydm's full-time staff are black women. Maydm does not currently have any Hispanic or Latinx staff, but we work with volunteers who ensure that our Spanish speaking students continue to be served well. In the classroom, we desire to hire more racially diverse instructors. To achieve this, we will work closer with black and latinx student organizations in computer science and engineering for recruitment.

ORGANIZATION:	Maydm Inc
PROGRAM:	Middle School Programs

PROGRAM BUDGET

5. 2019 BUDGET

		ACCOUNT CATEGORY			
REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	0				
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	25,000	15,400	9,600		
USER FEES	0				
OTHER	0				
TOTAL REVENUE	25,000	15,400	9,600	0	0

6. 2020 PROPOSED BUDGET

		ACCOUNT CATEGORY			
REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	25,000	17,500	7,500		
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	0				
FUNDRAISING DONATIONS	10,000	2,000	8,000		
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	35,000	19,500	15,500	0	0

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	