



# Current City Funded Neighborhood Centers: Center Support Application for 2020

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

Deadline: 12:00 pm CST (noon) on July 29, 2019

*Late applications will not be accepted. Applications will be considered late based on the time stamp of receipt in the CDD Applications inbox.*

Please limit your proposal and responses to the spaces provided in this form. Any materials submitted in addition to this application form and requested documents will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.*

**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.**

Neighborhood Center:	Goodman Community Center		
Contact Person:	Becky Steinhoff	Email:	becky@goodmancenter.org
Address:	214 Waubesa St. 53704	Telephone:	608-204-8025

***Below are a series of questions about characteristics of the neighborhood center and how the agency meets or plans to meet a range of benchmarks. The answers to these questions will determine if the neighborhood center should receive be assigned to Tier 1 or Tier 2 for purposes of determining Center Support funding.***

## **Section 1: Geography and Populations Served**

To answer questions in section 1, please use the [Neighborhood Center Data Toolkit](#). This toolkit is intended to help neighborhood centers view data on geographic areas surrounding their center. One data source in the toolkit specifically provides data on the ½ mile and ¾ mile around each City funded neighborhood center. CDD recognizes, however, that neighborhood centers often serve areas beyond the ½ mile or ¾ mile surrounding their center. As such, other data sources are provided with data both at the school-level and for neighborhoods beyond those immediately adjacent to each neighborhood center. Neighborhood centers are encouraged to amend and supplement the data provided to accurately reflect additional neighborhoods served or natural boundaries that exist which impact services areas.

### **Using the Data Toolkit (LINK)**

#### **1. Geography and Demographics**

- a. Refer to the [Neighborhood Center Data Toolkit](#) and any other relevant data you wish to use. Review the ½ to ¾ mile area surrounding your neighborhood. Please share any information about how the geography or other features of the neighborhoods impact the ½ mile or ¾ geography around the neighborhood center. For example, note if there is a natural barrier (highway, lake, etc.) in your ¾ mile radius that makes access for nearby residents difficult (i.e. children don't cross the highway).

There exist very few minor geographic obstacles that are found within Goodman Community Center's (GCC) 3/4 mile catchment area, none of which impede access for the great majority of regular participants. Any transportation challenges that exist are mitigated by GCC's fleet of eleven vans, which provide frequent and consistent access for elementary, middle and high school students, as well as for older adults who visit the center. Madison's public transportation system is used by many, parents provide some transportation for younger participants, but many prefer to walk to GCC, as distances are easy, pleasant, and safe to traverse.

For students that GCC serves from East High and Emerson Elementary, the E. Washington Avenue corridor is the only impediment that exists, but is easily crossed at multiple points. Many make use of GCC provided transportation.

Participants from Sherman Middle School and the Brentwood Village area (outside of GCC's 3/4 mile radius) have only the additional minor barrier of Packers Avenue to cross, which is traversible at N. First Street, N. 6<sup>th</sup> Street, Commerical Avenue, and Aberg Avenue.

Students from Marquette/O'Keefe (outside of GCC's 3/4 mile radius) encounter the natural barrier of the Yahara River, which is easily crossed at Rutledge Street, East Washington Ave., and via a dedicated walk bridge adjacent to the schools. The Starkweather Creek is the only remaining natural barrier within the immediate area, but is very crossable at Atwood Avenue, S. Fair Oaks Avenue, Milwaukee Street, and Darbo Drive.

Although East High is only five blocks from GCC, the students who attend can live as far as three miles from the center. East High students can walk or take a GCC van to the center. GCC transports students home, or to bus stops and transfer points.

The great majority of GCC participants within the 3/4 mile radius of the center encounter no geographic obstacle of consequence: these include participants from the Stark-Atwood-Starweather-Yahara Neighborhood and, most notably, the Worthington Park Neighborhood.

Highway 30 is just outside of the 3/4 mile radius surrounding GCC, and is the only immediate barrier that would present any difficulty for participants from the Hawthorne and Carpenter-Ridgeway Neighborhoods, as it is only crossable at a reduced number of locations: N. Fair Oaks Ave., E. Washington Ave, and via crosswalk at Shopko Drive. However, GCC serves only a small number of participants from those areas, and no students. If any access difficulty exists, it has never been raised as a matter of concern.

- b. Using at least 2 sources of data from the data toolkit, describe the population in the neighborhoods immediately surrounding your neighborhood center. Be sure to include data that describes the demographics and income level of children and families in the area. If you noted an area near to your neighborhood center that you do not serve due to natural barriers, you can exclude that in this description.

The City of Madison Neighborhoods Indicator Projects fails to list Median Household Income for the great majority of area that GCC serves: no data is available for Marquette N.A., SASY N.A., Emerson East N.A., Worthington Park N.A. (the lowest income area that GCC serves), Eken Park N.S, Carpenter-Ridgeway N.A., or Hawthorne N.A. Given this lacuna, it is very difficult to gauge the average or median income levels of children and families in the GCC catchment area. However, some information may be gleaned from looking at the number of subsidized housing units within the GCC catchment area. Other than the Capitol Neighborhoods (467) (which is nearly the population of SASY, Eastmorland, Eken Park, Worthington, and Emerson East combined), and the Monona Bay N.S. (435), the neighborhoods surrounding GCC have the highest concentrations of subsidized housing in the city: SASY N.S. (230), Marquette N.S. (230), Tenney-Laphma (207), Eastmorland C.A. (156). This does not count the hundreds of affordable units that are currently being constructed as part of the Fair Oaks, Grandparents Housing, and Carbon Apartments projects in the immediate vicinity of GCC (listed in d. below).

Another useful metric is the number and percentage of economically disadvantaged students that attend the schools that GCC directly serves: East High (926 disadvantaged students: 57.3%); Lowell Elementary (134 disadvantaged students: 38.2%); O'Keefe Middle (226 disadvantaged students: 50.2%); Emerson Elementary (235 disadvantaged students: 56.8%); and Sherman Middle (297 disadvantaged students: 69.2%).

A more refined metric, rather than simply examining the household income of all residents within 3/4 mile of GCC, is to examine the incomes of those that GCC actually serves. Ninety percent of GCC's youth participants are youth of color, and approximately 90% of the young people served are from low-income backgrounds, with about 70% struggling in school. As for those in GCC's older adults program (864 unduplicated in 2018): 90% are low-income, of which 60% are very low-income, and 10% are homeless. Moreover, of the 6,062 unduplicated households that made use of GCC's food pantry last year, all are low-income or very low-income.

Regarding race, while Madison as a whole is 75.7% white, and the SASY N.A. is 88% white, the demographics of the students that GCC serves are dramatically different. East High is only 35.6% white, Emerson Elementary is 45.4% white, O'Keefe Middle is 45.6% white, Sherman Middle is 27.7% white, and Lowell Elementary is 61.8% (the only school over 50% white that GCC serves).

Moreover, GCC draws heavily from the Worthington Park neighborhood (just north of GCC), which has one of the very highest percentages of youth between ages 0-17 in the city, at 38.6% (the Madison average is 17.5%), as well as the highest percentage of Black residents: 47%.

- c. If your agency serves a significant number of individuals and families beyond the ¾ mile geographic area surrounding your neighborhood center, please identify the areas they come from, services used, and any support you provide to make the facility accessible (bus, vans, coordination with schools).

Goodman Community Center (GCC) is a true community center in the full sense of the term. Its catchment area extends well beyond the ¾ mile radius surrounding the center, taking in the entirety of Madison's east side, including areas that overlap Wil-Mar Neighborhood Center and East Madison Community Center. Moreover, depending on the program, GCC serves a large part of the city of Madison. It is no exaggeration to claim that GCC offers services that no other local neighborhood or community center has the capacity to offer.

GCC serves our local schools, whose boundaries are much bigger than ¾ of a mile. The elementary schools include: Emerson, Lowell, Lapham/Marquette. Middle Schools include O'Keefe and Sherman (Emerson children attend Sherman) and East High School. GCC accepts any children or youth within these school boundaries. Therefore, GCC serves a large number of children in the Brentwood neighborhood and provides transportation to and from that neighborhood. Likewise, GCC serves a growing number of families in subsidized and transitional housing located behind the Taco Bell on East Washington Ave which is .8 to 1.25 miles from the center. GCC serves Worthington park, much of which is within ¾ of a mile from the center, but the larger neighborhood extends to about 1.5 miles from the center.

Within the food pantry and older adult programs GCC serves a much broader area. The County nutrition site service radius for Goodman includes the Monona corridor and a large part of the near north side. The food pantry serves anyone in need of food resources and serves customers from all over Madison and surrounding communities. Probably no program has more diverse and broad geographic reach than the neighborhood support program. Some resources are neighborhood based, but many groups who use the center attract participants from all over the city.

GCC has worked hard to build a base of participation across the central, east and north sides, and truly believes that some of the impact the center has on the participants is enhanced by not segregating

communities by small geographic boundaries, often concentrations of low-income housing. Overcoming inequity and creating inclusive communities requires bringing diverse residents together to create genuine connections and relationships. GCC is proud that we have intentionally worked toward creating this environment.

- d. Aside from the information shared based on the data in the toolkit, what other information is relevant to share about the individuals and families living in the areas near to the neighborhood center.

The data tool kit does not include information about the increase in affordable housing that is being built within  $\frac{3}{4}$  of a mile of the center. This includes Carbon Apartments, Grandparents Housing that will open later in 2019, and the Fair Oaks Development. These units alone add several hundred new apartments for low-income residents of all ages. Also, slightly over one mile away, the low-income family veterans' housing is being built at the former Messner site on East Washington. Also, not obvious from the data map, is the fact that Emerson and Lapham/Marquette serve a significant percentage of homeless children, as they house the districts transitional education program (TEP).

- e. Describe any significant changes you anticipate in 2020 to the population and/or geographic area served. Other than continued growth in numbers due to expansion in affordable housing and better community outreach, GCC does not see any significant changes in the population or geographic area to be served in 2020.

## 2. Meeting the Needs and Interests of Residents

- a. Describe how your neighborhood center currently meets the needs and interests of the populations you described in the area immediately surrounding the neighborhood center.

GCC determines program focuses, activities based on the expressed desires of the community we work with. In 2017 as part of the strategic planning process, GCC did a neighborhood wide survey, conducted a series of 4 community cafes to talk about needs, issues trends in the community. Each year the center conducts school-wide surveys of parents, teachers and students to gauge what these populations know about the center and what resources/services the community would like to see offered. GCC also does customer satisfaction surveys within each of our programs twice per year. All of this information is used to inform the strategic plan and the annual work plan. Within our children and youth programs, GCC has adopted the youth adult partnership model, which brings young people into the basic decision making of the center, as a result all programs and program decisions reflect direct input from young people.

- b. Does the population who participates in activities, services, and programs match the diversity reflected in your neighborhoods? Draw from your prior sampling reports and program participation information.

The community that surrounds GCC is extremely diverse. The people who attend center programming and use center resources are likewise diverse. The demographics of the center vary by program area. For example, the senior program is largely white, and the teen program is largely African American. However, overall, the participation at the center is higher among African Americans than the overall demographics within  $\frac{3}{4}$  of a mile. On the other end of the spectrum, GCC participation is under-represented by the Latinx population and GCC equity and inclusion and strategic plans include a priority on increasing connections, developing relationships and conducting outreach to increase participation of the Latinx community. Regarding the income level of the center participants, it is skewed significantly higher among low-income residents than what is represented by the surrounding community. This is a result of strong connections with the low-income residents and housing areas and effective outreach. It also represents a commitment of the staff and board to maintain enrollment practices that do not use a

first come first serve, but rather need based enrollment approach.

The GCC sampling data for 2017 and 2018 indicates that GCC serves an extremely diverse racial and socio-economic population. More than 65% of users self report being low-income and/or people of color. The program demographics indicate that GCC does a great job of meeting our goal of having a 75% minimum of all program participants being from low-income backgrounds. 82% in EARly Childhood, 78% in elementary, 90% in MS, 93% in HS, 100% in the Food pantry, 87% of older adults, and 68% of facility use groups.

- c. Describe any significant changes you anticipate in 2020 to the way the neighborhood center meets the needs and interests of the population (for example: hiring bi-lingual staff, adding new programming, etc).

The center is actively working to increase participation of the Latinx community through better engagement, building genuine connections and stronger relationships, recruiting more Latinx staff, and better outreach. The goal is to increase participation by 5% annually. Additionally, GCC started a Goodman Community Advisory Committee (GCAC) in 2016 to better connect the center to ongoing needs, trends and issues in the community. The GCAC was made up primarily of neighbors who are not regular attendees at the center as a way of connecting with residents we may not hear from. The GCAC lead the communitywide survey with support from MGE. The staff that led the GCAC left the center and given construction and other pressing agency priorities, there was not another staff person to assume these responsibilities. GCC intends to restart this group in 2020.

## **Section 2: Physical Description of the Neighborhood Center**

Please put an "X" in the boxes below to indicate if your neighborhood center has the following spaces.

Description	Current	Specific Expansion Noted in Strategic Plan
Meeting Rooms/Classrooms for Public or Facility Users	X	just completed- 20 community spaces of varying size from 10-300.
Gymnasium	X	
Large Activity Room	X	
Reception Area	X	
Executive Director Office	X	
Staff Office Space	X	
Commercial Kitchen	X	4 commercial kitchens
Non-Commercial Kitchen	X	1
Food Pantry	X	
Outdoor Green Space	X	
Outdoor Play Area - without Equipment	X	
Outdoor Play Area - with Equipment	X	
Exercise Room	X	
Computer Lab	X	mobile labs
Recording Studio		
Performance Space	X	

Other: splash pad, outdoor classroom, dedicated children and youth space, older adult lounge	X	
--	---	--

**Directions for Sections 3-8:**

The following sections are used to assess if the neighborhood center is a Tier 1 or Tier 2 facility. At the start of each section you will see a colored chart which reviews the benchmarks associated with the section. Please answer the questions in each section, which guide you through each benchmark. Then fill out the chart to indicate if your agency meets Tier 1 or Tier 2 expectations. **Mark only one box when indicating if you believe the neighborhood center meets Tier 1 or Tier 2 expectations.**

- Select “Tier 2” only if the neighborhood center currently meets **all** Tier 2 criteria for that benchmark.
- Select “Tier 1” only if the neighborhood center meets **all** Tier 1 criteria for that benchmark and not all Tier 2 criteria.
- Select “Neither Met” only if the neighborhood center does not currently meet all Tier 1 criteria for that benchmark.

Please note that at the end of the application there is space to share how the neighborhood center is working towards meeting Tier 1 or Tier 2 benchmarks, if appropriate.

**Section 3: Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility**

<b>Requirement:</b>	<b>Benchmark:</b>	<b>Tier 1 Expectation:</b>	<b>Tier 2 Expectation:</b>	<b>Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i></b>
Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility	Square footage	5,000-9,999 square feet	10,000+ square feet	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use hours	250-2,140 facility use hours per year	2,141+ facility use hours per year	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use participants	200-2,150 unduplicated facility use participants per year	2,151+ unduplicated facility use participants per year	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility policies and plan	<ul style="list-style-type: none"> <li>• Have a facility use policy that provides low/no cost options for residents.</li> <li>• Have a maintenance and facility update plan.</li> <li>• Have a language access plan for facility and programs.</li> </ul>		<input checked="" type="checkbox"/> Expectations Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility available for community use on weekends and evenings	<ul style="list-style-type: none"> <li>• Center is available for facility use at least 5 or more Saturdays or Sundays per year.</li> <li>• Center is available for facility use until 7pm at least 2 days per week.</li> </ul>	<ul style="list-style-type: none"> <li>• Center is available for facility use at least 12 Saturdays or Sundays per year.</li> <li>• Center is available for facility use until 8 pm at least 3 days per week.</li> </ul>	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

## 1. Square Footage

a. List the current square footage of the neighborhood center:

73,000

b. Describe any anticipated changes to your square footage in 2020.

None. We just added 29,000 sq. ft. building and increased community access spaces in the 149 Waubesa building as well.

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
BW Christensen Room in BW Bea and Lau rooms- two halves of the Christensen room which have a divider wall	2900/1500	tables, chairs, wireless AV, surround speakers, large automatic screen	300 at tables 500 auditorium style or 150/250 on each side divided
Gymnasium- full gym or two halves.	9000/4500	table, chairs, lg. TV monitor and wireless connection, white boards	depends on use, but can hold 800 plus
BW - NGL, Tasc A and Tasc B Room	700 each	Table, chairs, lg. TV monitor and wireless connection, white boards	35-50 each
IW Gantry Conference room and Morton Mezzanines	400/200/100	table, chairs, lg. TV monitor and wireless connection, white boards/ tables and chairs and portable AV and screen upon request	15-25 and 5-10 in Mezz B

CM Vantage conference room	250	table, chairs, lg. TV monitor and wireless connection, white boards	15
BW Atruim Conference room	200	table, chairs, lg. TV monitor and wireless connection, white boards	12
IW Evjue Room	1700	tables, chairs, wireless AV, surround speakers, large automatic screen	150
IW Merrill Lynch	500	tables, chairs, wireless AV, surround speakers, large automatic screen	35
Evjue and Merril combined	2300	tables, chairs, wireless AV, surround speakers, large automatic screen	185/400 auditorium style
Hicks and Rashke community rooms (two new rooms off the IW lobby) Bloz A and B, the new Grace Room, the rail road room in the former teen center	these spaces all vary in size from 400 sq ft to 1500	table, chairs, lg. TV monitor and wireless connection, white boards	varies

## 2. Facility Use Hours

- a. In 2018 how many hours did the neighborhood center report to CDD for facility use?

5,732. Plus there were an additonal 1,324 in other hours (this represents private rentals and uses that are not open to the public.)

- b. Describe any anticipated changes to expected facility use hours in 2020.

GCC expects growth in facility use hours due to the expansion of space (as we added seven spaces in the BrassWorks building and six additional spaces in the IronWorks building). As part of the strategic plan, GCC is doing targeted development and outreach based on community input gathered through a variety of sources (Community cafes. Community-wide survey, school-based surveys to parents and school staff. We expect that you will see impact of the expansion of use in the 2nd half of 2019 reports.

## 3. Facility Use Participants

- a. In 2018 how many unduplicated facility use participants did the neighborhood center report to CDD?

GCC reported 12,108 facility use customers in 2018, and 34,050 unduplicated center customers overall. This includes customers in all programs (excluding the Girls Inc and FYI outreach programs, private users) and residents accessing resources the center offers.

- b. Is the neighborhood center open to residents for private events (baby showers, parties, etc.)? If yes, please provide examples. If no, please explain.

Yes, the center rents the rooms to private users. This generates income to support center operations, lowering the overhead burden to the programs. GCC also offers a sliding scale to provide private use access to the center for low-income residents. The private rentals are also part of the teen and adult employment training program, teen and adult employment trainees are given experience in the set-up, maintenance, custodial, and food preparation and service at private events. Examples of private uses include weddings (we host ceremonies



or receptions an average of 3x per month), anniversaries, birthday parties, retirement parties, memorial services, baby showers, Bar and Bat Mitzvahs.

- c. Describe any anticipated changes to your expected facility use participants in 2020.

GCC expects growth in facility use participants due to the expansion of space (we added seven spaces in the BrassWorks building and six additional spaces in the IronWorks building). As part of the strategic plan, GCC is doing targeted development and outreach based on community input gathered through a variety of sources (community cafes. Community-wide survey, school-based surveys to parents and school staff. We expect that you will see impact of the expansion of use in the 2nd half of 2019 reports.

#### 4. Facility Policies and Plans

- a. Do you have a maintenance and facility update plan?

Yes  No

*\*Attach your maintenance and facility update plan.*

- b. Do you have a facility use policy that provides consistent low/no cost options for residents?

Yes  No

- c. Is it posted on your website?

Yes  No

*\*Attach your facility use policy.*

- d. Do you have a language access plan and resources for the facility?

Yes  No

*\*Attach your language access plan and resources.*

- e. Describe any anticipated changes to your facility policies and plans in 2020.

Given the recent expansion of space and more targeted recruitment of facility use partners to address community needs/desires expressed by residents, GCC is expecting that the policy and implementation may need to be updated to reflect unforeseen issues/needs that result from this growth.

#### 5. Facility is Available for Community Use on Nights and Weekends

- a. How many Saturdays and Sundays is the center available per year for facility use?

0-4 days per year  5-11 days per year  12 or more days per year

- b. Is the center available for facility use until 7pm at least 2 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?

Yes  No

- c. Is the center available for facility use until 8pm at least 3 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?

Yes  No

- d. What is the schedule for evening and weekend availability (example: every M/W/F until 8pm and the first Saturday each month)? If the schedule is not yet set, how is it determined?

GCC is open from 6 am until 9 pm Monday - Friday and 8 am to 9 pm on Saturday. Hours are extended on Friday and Saturday based on facility users. The center is open beyond 9 pm almost every Saturday of the year. The center is open from 8:30 am until 8 pm on Sunday. The fitness center is open from 5 am until 11 pm 7 days a week.

e. How is the neighborhood center staffed during open hours on evenings and weekends?

Whenever the center is open for use, there is a front desk staffperson present. In the early mornings and evenings after 6 pm, there is also a custodian or maintenance staff person on site. A few exceptions are made for long term users or partners who are given access before the center opens at 8:30 am on weekends or after 8:00 pm on Sunday. Examples include El Dia De Los Ninos and various 12 step groups.

f. How does the community find out about available spaces and reserve rooms at the neighborhood center?

They are online, on Facebook, posted in the Eastside News, and in other local publications. All information (room sizes, various rate structures, other available resources AV, catering, etc) is on the GCC website and there is an online request form that residents/nonprofits and community groups can submit. Inquiries can also be initiated at the front desk, by phone, or email.

g. When are your scheduled closings (holidays, maintenance, cleaning, etc.)?

Although there are breaks in programming at the end of the year and before summer and fall programs begin, GCC rarely closes the entire building. Routine maintenance may close a particular room or area, it does not close the building. Total building closures are all major holidays, and sometimes a few days in late August to rebuff floors and clean carpets. The majority of custodial work is done after hours between 9 and midnight. GCC has a front desk sub list for the 4x a year mandatory all-staff training are held.

h. Describe any anticipated changes to your facility policies and plans in 2020.

None are expected but may be necessary as we settle into the “new normal” of expended access and targeted facility use growth (see section 4 e)

**Section 4: Engage and Connect with the Community**

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? Check only one box.
Engage and Connect with the Community	Resident Involved Planning or Governing	<ul style="list-style-type: none"> <li>At least 4 events or processes that provide documented resident input into planning for center functions.</li> <li>Center staff should reflect the demographics of the participants served.</li> <li>Center Board should reflect the demographics of the participants served.</li> </ul>		<input checked="" type="checkbox"/> Expectations Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Engage and Connect with the Community	Community outreach	<ul style="list-style-type: none"> <li>At least 2 resident informed community-building events per year.</li> </ul>	<ul style="list-style-type: none"> <li>At least 4 resident informed community-building events per year.</li> </ul>	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met

				<input type="checkbox"/> Not yet meeting Tier 1 Expectation
--	--	--	--	---

## 1. Resident Involved Planning or Governing

- a. How does the neighborhood center involve residents in planning or governing? Provide specific examples of how the input gathered from residents is reflected in planning, programming, activities, and/or services at the center. Describe the level of participation in these events and how you track number of participants.

GCC updates its strategic plan every three years. As part of this process, a variety of methods are employed to get neighborhood input into the planning process including community café's, community-wide surveys (online and hardcopies), and focus groups within programs. The data gathered through these are central to the strategic planning. For example, the strategic plan includes a section of anticipating community needs and developing more opportunities to bring the diverse community together through enrichment activities for people of all ages. As part of the previous strategic planning process, GCC launched the Goodman Community Advisory Council or GCAC, to help inform the Board of issues, needs, trends in the community. The GCAC is made up of residents who use the centers services regularly as well as residents who do not. One Board member serves as the chair of the committee and reports back to the Goodman Board. The GCAC conducted a community-wide survey and the results are being used in program implementation.

The Older Adult program has a planning council that works with the Older Adult Manager to plan program activities and events. Examples include: health fairs, social events, cultural outings and the addition of the short story group. The older adult lounge in the IronWorks remodeling resulted from input from older adults for a dedicated quiet space for small group activities and a place to hangout and socialize outside of program hours.

The Center has a permanent seat on the Neighborhood Association Board and the staff reports back to the Center's Directing team.

GCC conducts annual surveys with our schools seeking input from students, parents, and school staff. This data is used to support the strategic plan and develop program focus and topics for the next year. Examples include: mini-course topics, program hours, and most notably the feedback received has shaped the GCC commitment to focusing on social emotional and mental health.

Older elementary, middle, and high school each have Leadership Councils which plan activities and events for their programs. There are numerous examples, but a few include the drone clubs and the annual high school R U Ready for Change conference.

GCC conducts user surveys and feedback through programs twice annually. The data collected here is used in the center's commitment to continuous quality improvement, or CQI.

GCC plans a variety of events that include residents in the planning or reflect community needs/requests. These happen at a community-wide level as well as within each program. Examples include: monthly family fun nights, equity film series sponsored by WI PBS, Children's Talent Show with Lowell School PTO.

- b. How many events of this type did the Center have?

0-3 events     4 or more events

- c. Describe any anticipated changes to resident involved planning or governing in 2020.

None, the GCAC was temporarily suspended due to a personnel change, but will be re-started in 2020.

## 2. Community Outreach

- a. How many community-building events did the center have in 2018?

0-1 events    2-3 events    4 or more events

b. Describe the events.

We worked with the Lowell PTO to organize a talent show, we worked with the Emerson PTIO to host a family science night, we worked with a community committee to plan the Juneteenth Brunch, and we worked with the WPNA to support the Worthington park picnic. We host Family Fun Nights 10x a year that are themed and planned by staff, youth and the community. Themes include: literacy, health and wellness, STEM, community engagement, cultural appreciation nights.

**Section 5: Offer Programs and Services to a Variety of Age Groups**

<b>Requirement:</b>	<b>Benchmark:</b>	<b>Tier 1 Expectation:</b>	<b>Tier 2 Expectation:</b>	<b>Tier 1 or Tier 2 Expectations Met? Check only one box.</b>
Offer Programs and Services to a Variety of Age Groups	Programming and Resources Offered	<ul style="list-style-type: none"> <li>• Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming.</li> <li>• 12 or more planned activities at the Center for adults per year.</li> <li>• Have a plan to connect residents with needed resources and services.</li> <li>• Have a food pantry in Center or relationship with food pantry in area.</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year.</li> <li>• Have a plan to connect residents with needed resources and services.</li> <li>• Have a food pantry in Center or close relationship with food pantry in area.</li> <li>• One or more of the following: Adult Employment, Early Childhood, and Older Adult programming.</li> </ul>	<input checked="" type="checkbox"/> Tier 2 Expectation Met  <input type="checkbox"/> Tier 1 Expectation Met  <input type="checkbox"/> Not yet meeting Tier 1 Expectation

**1. Programming and Resources Offered**

a. Please indicate what type of programming is available at the neighborhood center in the following chart.

<b>Program Type</b>	<b>Program Timing: Select one</b>	<b>City Funded? Select one</b>	<b>Continuing or Proposed Program? Select one</b>
<b>Elementary</b>	School Year	Yes	Continuing
<b>Middle</b>	School Year	Yes	Continuing
<b>High School</b>	School Year	Yes	Continuing
<b>Early Childhood</b>	School Year	Yes	Continuing
<b>Older Adult</b>	School Year	Yes	Continuing
<b>Adult Employment</b>	School Year	Yes	Continuing

- b. How many planned activities for adults did you have at the neighborhood center in 2018?  
 0-11    12-23    24 or more

Please describe the types of activities.

We have an older adult program which meets daily, 50 weeks of the year. We also offer fitness classes for adults of all ages multiple times per week. The fitness center is open 360 days a year, 14 hours per day. In addition to these programs and resources GCC offers a wide variety of resources to parents whose children attend programming, and classes, meetings and enrichment programming that serves adults throughout the community.

- c. Describe your plan to connect residents with needed resources and services that are not available at the neighborhood center.

GCC does this through the Eastside News, the website, emails and flyers that go home with children, posters in the building, and through social media. GCC is working on the development of a GCC App with the volunteer support of a group from American Family.

- d. Do you have a food pantry in-house?  
 Yes    No

- f. If you do have a food pantry, please describe the types of food typically available (i.e. fresh produce, non-perishable items, toiletries), the hours it is available, the number of residents who use the pantry, and if it is staffed.

The GCC pantry just moved to a larger location at the north end of the IW building, where the teen center was formerly located. They have large store quality coolers and freezers (thanks to a generous donation from the Rabin Group who owns the Oscar Mayer property) and a walk in cooler and freezer (thanks to a generous donation from McCormick Realty who owns the building where Jamba Juice was on State St). In addition to non-perishable goods, GCC serves as much fresh and healthy foods as we can get ahold of, and a teen and volunteer program preserves excess produce donated by local growers into canned and frozen products to distribute in the non-growing season. GCC also provides frozen meat and often has milk, butter and cheese. GCC provides community meals at each of the pantry distributions and offers cooking demos with ingredients in the pantry, and in the new kitchen next to the pantry. The pantry also distributes diapers, toiletries and pet food upon request. The pantry serves more than 10,000 house holds and 30,000 individuals annually

- g. If you do not have a food pantry in-house, do you have a strong relationship with a food pantry in area? Describe your relationship and identify your contact at the food pantry.

NA

- h. Describe anticipated changes to your programs and resources offered in 2020.

As the Center has expanded space and a larger food pantry, we expect resources to grow. As per the strategic plan, we will be adding more enrichment opportunities, classes, discussion and issue topics for adults and for children, outside of the daily afterschool programs.

**Section 6: Build Organizations and Administrative Capacity**

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
--------------	------------	---------------------	---------------------	--

Build Organizational and Administrative Capacity	Total Agency Budget	\$200,000-\$520,699	\$520,700+	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Total Agency FTE	3-7.9 FTE	8.0+ FTE	<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Policy and Planning	<ul style="list-style-type: none"> <li>• Have a current strategic plan.</li> <li>• Submit annual reports on board and staff demographics.</li> <li>• Have an existing personnel policy that addresses key elements required in contract.</li> </ul>		<input checked="" type="checkbox"/> Tier 2 Expectation Met <input type="checkbox"/> Tier 1 Expectation Met <input type="checkbox"/> Not yet meeting Tier 1 Expectation

### 1. Total Agency Budget

- a. Indicate the total agency budget for 2019 for the neighborhood center.  
 Below \$200,000    \$200,000-\$520,699    \$520,700 or more
- b. If you anticipate significant changes to the total agency budget in 2020, please describe.  
 No significant changes

### 2. Total Agency FTE

- a. Indicate the total agency FTE for the neighborhood center.  
 Below 3.0 FTE    3.0-7.9 FTE    8 or more FTE
- b. Indicate staff positions that will be supported with Center Support Funds

Position Title <i>Enter one position title per line</i>	Qualifications or Required Training
Asst Director of Hospitality	Customer service, front of house catering, building and room management. Training includes: working with teens, trauma informed care, equity and inclusion training and various other all staff training topics . This position also supervises the Program and Catering kitchen staff
Manager of Hospitality services.	Customer service, front of house catering, building and room management. Training includes:

	working with teens, trauma informed care, equity and inclusion training and various other all staff training topics. this position supervises the hospitality clerks, teen staff and interns.
Hospitality clerk	Customer service, facility management, catering, computer savvy
Maintenance Manager	Manages all building repairs and upgrades, supervises custodial staff, on call for emergencies.

- c. If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

GCC has a full-time volunteer manager and two fulltime AmeriCorp members dedicated to developing and supporting the volunteer program. All volunteers go through an application process, an interest screening, and a background check. Then they complete a general GCC orientation, followed by a program orientation and training or orientation to their volunteer position. All ongoing volunteer opportunities have job descriptions and we try to do follow up check-ins. All core, ongoing volunteers are invited to most all-staff (equity inclusion and recognizing bias, active shooter, customer service for people with mental health challenges, trauma informed care, successfully supporting teenagers for staff who do not work with teens) and department trainings (for example, serve safe, conscious discipline, youth adult partnership overview, understanding GCC logic models, CACFP or senior food service requirements).

- d. If you anticipate significant changes to the total agency FTE in 2020 please describe.

The 2020 budget includes several new positions related to the second building and related program growth, including: a new 75% Maintenance position, a new HR and Admin support person, since GCCs payroll includes more than 100 employees including the youth and adult employment training program.

### 3. Organizational Policies and Plans

- a. Does the neighborhood center have a current strategic plan?  
 Yes  No
- b. Is it posted on your website? Please attach if it is not posted.  
 Yes  No
- c. When was it last updated?  
 2017 and will be updated for 2020-2023 by mid- 2020
- d. Do you agree to submit annual reports on board and staff demographics?  
 Yes  No
- e. Does the neighborhood center have existing agency and personnel policies that address key elements required in the contract? Check all currently in use by the center.  
 Vulnerable Populations  
 Ban the Box  
 Weapons Prohibitions  
 Use of City logo on website and communications about the neighborhood center  
 ADA accessibility  
 At least one meeting per year is open and accessible to the public

## Section 7: Collect and Use Data

Requirement:	Benchmark:	Tier 1 and Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? <i>Check only one box.</i>
Collect and Use Data	Sampling and Data Informed Decision-Making	<ul style="list-style-type: none"> <li>● Participate in sampling.</li> <li>● Use data in decision-making (data toolkit and other resources).</li> <li>● Collect data to track program outcomes.</li> </ul>	<input checked="" type="checkbox"/> Expectations Met  <input type="checkbox"/> Not yet meeting Expectations

### 1. Sampling and Data Informed Decision-Making

a. Describe how you anticipate using data in decision-making and what data you will likely use.

GCC collects data in each of the programs offered. The data is used for a variety of purposes, all ultimately supporting the fulfillment of the GCC Mission. This includes:

- a. Demographic data from schools, neighborhoods, crime data, housing information is used to develop that better outreach and recruitment strategies.
- b. Communitywide data is collected through surveys and focus groups which support the development of programs and resources that reflect the desires/needs of the broad and diverse community.
- c. Program Data through assessments, surveys, observations that support GCC’s commitment to offering quality best practice programming.
- d. Individual data from schools, parents, school day and GCC teacher observations, one on one discussions with older adults and teens through case management is used to support the successful outcomes of individuals. Staff use this data to develop individualized portfolios and plans with participants.
- e. GCC analyzes all of this data to evaluate whether we are providing the best programming and hat it is creating the desired short and long term impacts and how we can use the data to engage in a continuous quality improvement process to create even better outcomes.
- f. GCC also uses neighborhood and individual data for reports, grants and with donors to create a picture of the demographics of the participants, the barriers they face, and GCCs impact.

b. How do you track facility use data?

By 2020, we will be tracking all facility use data in the Centers ERP system, NetSuite. The facility use contract will include OPTIONAL questions of race, income, purpose, and customer satisfaction. Every facility user will complete a user agreement or contract which is entered into the NewSuite system. GCC hospitality staff will work with facility use customers to make sure attendance and other required data is collected.

c. Describe any anticipated changes to the way you use and track data in 2020.

We will be better able to track data in NetSuite. We should be able to get user satisfaction surveys and sampling data on a more ongoing basis from the ongoing facility use groups, and largely eliminate paper attendance.

## Section 8: Benchmark summary



Review sections three through seven and count the number of Tier 1 and Tier 2 benchmarks the neighborhood center met based on the boxes you checked in each table. To receive Tier 1 funding you must meet 12/12 Tier 1 benchmarks or propose a plan to meet all 12 over the next 2 years. To receive Tier 2 funding you must either meet 12/12 Tier 2 benchmarks or meet 10 or more Tier 2 benchmarks and propose a plan to meet all 12 over the next 2 years.

**Total number of Tier 1 Benchmarks Currently Meeting: 12/12**

**Total number of Tier 1 Benchmarks not currently meeting: 0/12**

1. If your agency is not currently meeting Tier 1 benchmarks, please list the benchmarks not yet met and describe how you plan to meet them in the next 2 years.  
NA

**Total number of Tier 2 Benchmarks Currently Meeting: 12/12**

2. If your agency currently meets 10 or 11 Tier 2 benchmarks, and you aspire to be a Tier 2 Center, describe how you plan to meet the additional 1 to 2 benchmarks in the next 2 years.  
NA

### **Section 9: Funding Projection**

Please enter your 2019 allocation amounts in the first blank column. Group your existing City funded child and youth programs into Elementary, Middle, and High School. In the second blank column indicate any dollar amounts shifting from Center Support to City funded programming. In the third blank column indicate the total amount of funding you anticipate receiving if the \$80,000 and \$100,000 tiered funding scenario is incorporated into the 2020 City budget. **Please be sure to fill out sections 1-8 of the application for Center Support prior to determine which tier level your agency falls into.** As you know, we are recommending a minimum of a 5% increase over the 2019 allocations for all City funded neighborhood centers. This is still being proposed, however, **do not include the additional 5% your agency may receive in this chart.** This will be incorporated into the detailed budget submitted with the 2020 contract.

<b>Program Type</b>	<b>2019 Allocation</b>	<b>Amount Shifted</b>	<b>2020 Proposal</b>
Center Support	56,750		\$100,000
Elementary Programs	89,407		89,407
Middle School Programs	35,475		35,475
High School Programs	60,552		60,552
Other City-funded Programs	<del> </del>	<del> </del>	
<b>Total</b>	<b>242,184</b>		<b>285,434</b>

1. Describe uses of funds shifted to City funded programs. This includes dollars shifted from Center support and dollars shifted among Elementary, Middle, and High School age programming.  
NA
2. Describe any anticipated, significant changes in your 2020 budget outside of impacts related to the new tiered system.  
NA

## Section 10: City Funded Child and Youth Program Schedule for 2020

Program Type	Start Time	End Time
<b>MONDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	1 pm	6 pm
Multi Focused Summer	7 am	6 pm
Topical/Skill/Population Focused	varies	
<b>Middle School</b>		
Multi Focused Afterschool	1:30 Pm	7 pm
Multi Focused Summer	9 am	5:30 pm
Summer Evening	BA	NA
Weekends Day	varies	
Weekend Eve.	varies	
Topical/Skill/Population Focused	varies	
<b>High School</b>		
Multi Focused Afterschool	4 pm	7 pm
Multi Focused Summer	12	6
Summer Evening	varies	
Weekends Day	afternoons	
Weekend Eve.	varies	0
Topical/Skill/Population Focused	varies	

Program Type	Start Time	End Time
<b>TUESDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:30	6
Multi Focused Summer	7	6
Topical/Skill/Population Focused	varies	
<b>Middle School</b>		
Multi Focused Afterschool	2:45	7:30
Multi Focused Summer	9	6
Summer Evening	na	
Weekends Day	varies	
Weekend Eve.	varies	
Topical/Skill/Population Focused	varies	
<b>High School</b>		
Multi Focused Afterschool	4	7
Multi Focused Summer	12	6
Summer Evening	varies	
Weekends Day	varies	
Weekend Eve.	Friday from 6-10 Saturday varies	
Topical/Skill/Population Focused	varies	

Program Type	Start Time	End Time
<b>WEDNESDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:30	6
Multi Focused Summer	7 am	6 pm
Topical/Skill/Population Focused	varies	
<b>Middle School</b>		
Multi Focused Afterschool	3 pm	7 or 8 pm
Multi Focused Summer	8:30 am	6 pm
Summer Evening	varies	
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
<b>High School</b>		
Multi Focused Afterschool	4	7 or 8 pm
Multi Focused Summer	12	7
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused	varies	

Program Type	Start Time	End Time
<b>THURSDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:30	6
Multi Focused Summer	7 am	6 pmp
Topical/Skill/Population Focused	varies	
<b>Middle School</b>		
Multi Focused Afterschool	3	7 or 8 pm
Multi Focused Summer	8:30 am	6 pm
Summer Evening	NA	
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		
<b>High School</b>		
Multi Focused Afterschool	4	7 or 8
Multi Focused Summer	12	7
Summer Evening	varies	
Weekends Day		
Weekend Eve.		
Topical/Skill/Population Focused		

Program Type	Start Time	End Time
<b>FRIDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	2:30	6
Multi Focused Summer	7 am	6 pm
Topical/Skill/Population Focused	vareis	
<b>Middle School</b>		
Multi Focused Afterschool	3	5:30
Multi Focused Summer	8:30	6
Summer Evening	varies	
Weekends Day		
Weekend Eve.	2x per month 6	9 pm
Topical/Skill/Population Focused	varies	
<b>High School</b>		
Multi Focused Afterschool	4 pm	5:30
Multi Focused Summer	12	5:30
Summer Evening	vareis	
Weekends Day		
Weekend Eve.	2x per month 6	10 pm
Topical/Skill/Population Focused	varies	

Program Type	Start Time	End Time
<b>SATURDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool	varies	
Multi Focused Summer	NA	
Topical/Skill/Population Focused	varies	
<b>Middle School</b>		
Multi Focused Afterschool	2x per month	times vary
Multi Focused Summer	NA	
Summer Evening	NA	
Weekends Day	2x per month	
Weekend Eve.	varies	
Topical/Skill/Population Focused	varies	
<b>High School</b>		
Multi Focused Afterschool	varies	
Multi Focused Summer	NA	
Summer Evening	NA	
Weekends Day	2x per month	times vary
Weekend Eve.	varies	
Topical/Skill/Population Focused	varies	

<b>Program Type</b>	<b>Start Time</b>	<b>End Time</b>
<b>SUNDAY</b>		
<b>Elementary</b>		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		
<b>Middle School</b>		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
<b>High School</b>		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		

**-SIGNATURE PAGE-**

City of Madison Contracts:

The following information is provided in order to outline city requirements that will apply if your proposal is funded. All allocated funds will be administered through contracts with the City of Madison, Community Development Division. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected organization. City purchase of service contracts include requirements regarding non-discrimination, consideration of vulnerable populations along with specific requirements in the following three areas:

1. Affirmative Action:

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02, an Affirmative Action Plan with the City Department of Civil Rights (DCR) or an exemption if allowed by City DCR. A model Affirmative Action Plan and instructions are available at:

<https://www.cityofmadison.com/dcr/aaFormsCBO.cfm>

2. 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 Comp
- Professional Liability

The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of [Madison Risk Management website](#).

A sample contract that includes standard provisions is available on the [CDD Funding Process website](#).

Attachment Checklist; the following materials are requested as part of the Center Support Application:

- Facility Maintenance and Update Plan
- Facility Use Policy
- Language Access Plan
- Strategic Plan

Signature:

***Any applications submitted without a signature will be considered incomplete and will not be considered for funding.***

Applicant Signature:

Enter Name:           Becky Steinhoff

Date:                 7/29/2019

By entering your initials in the box,

B.S.
------

You are electronically signing your name and agreeing to the terms above.



## School-Age Youth Services for 2020: Elementary School Services at Current City-funded Neighborhood Centers

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

Deadline: 12:00 pm CST (noon) on **July 29, 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 and multi-focused summer programs (section 1), and topical/skill/population focused programs (section 2) for elementary-age youth implemented by current City-funded Neighborhood Centers. 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 program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

***Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center’s proposed programming schedule and staffing distribution across programs.***

Organization:	Goodman Community Center	Amount Requested:	\$ 89,407
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer <input type="checkbox"/> Topical/ Skills/Population		
Contact Person	Jennifer Lord	Email:	<a href="mailto:jennifer@goodmancenter.org">jennifer@goodmancenter.org</a>
Address:	214 Waubesa St. Madison, WI 53704	Telephone:	608-241-1574

## **SECTION 1: ELEMENTARY MULTI-FOCUSED PROGRAMMING**

### **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?

Goodman's elementary comprehensive out-of-school time program works to improve the social-emotional, leadership and academic outcomes of its participants by offering high quality enrichment programs to underserved, low-income, children of color in K-5th, through engaging, hands-on informal social-emotional and intellectual enrichment activities and a formal community-school collaboration, 21<sup>st</sup> Century Community Learning Center. Our goals are to: 1) provide supportive relationships and opportunities for children to practice problem solving and effective coping strategies, and 2) increase children's social-emotional learning, leadership and academic performance in reading comprehension, 3) provide families with case management and a variety of resources and adult education opportunities to meet needs of their families.

We engage the youth, families and community by learning about the needs and hopes for programming at Goodman. We survey GCC families and youth and the school community.

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

The elementary program serves children primarily who live in the Darbo-Worthington and Brentwood neighborhoods and those children in the Emerson and Lowell elementary school attendance areas. Our programs target students who are low-income, homeless, students of color and those who would benefit from additional social-emotional learning and support. We serve children ages 6-12 and work to retain children/youth in our programs through 21 years and have intentional bridging programs for our elementary to middle and middle to high school programs.

Emerson is a Title 1 school that experiences significant disparities in outcomes for minority children and while Lowell lost its Title 1 status last year both schools have significant numbers of low-income and minority children who struggle and are below proficient on state tests. Poverty creates stress that negatively impacts learning and social emotional health, resulting in poor academic performance and behavior challenges (Vandell, 2002). Emerson houses the districts transitional education program (TEP). The mobility rate is 8.2% but most of those are TEP students with high absenteeism, 11% are habitually truant making learning almost impossible.



The 2018-19 student body of Emerson is 51.1% non-White: 19.6% Black, 11.2% Hispanic, 14.9% Two of More Races, and 5.1% Asian. The demographics of Emerson are significantly more diverse than Madison as a whole, which is 75.7% White.

Lowell's students body is 36.8% non-White: 15.5% Black, 10.9% Hispanic, 7.8% Two of more races, and 2.6% Asian.

The median household income of the Emerson-Eken Plan District (which includes Emerson Elementary) is \$45,302. This is significantly below the city of Madison median household income of \$59,387 by \$14,085 per annum. However, the financial status of families of Emerson students is more dire, as a full 56.8% of Emerson students are classified as economically disadvantaged by WI DPI.

Information for median household income surrounding Lowell is not available via the Neighborhood Indicators Project, but 38.2% of Lowell students are classified as economically disadvantaged.

Emerson also has a suspension rate of 11% (WISEdash) with 98% of the suspensions being Black students. The principal has received 178 behavioral referral incidents so far this academic year, 78% are for children of color and 68% are from black children (Principal).

When data is disaggregated by race and economic status, stark differences emerge between Black, Hispanic, low-income, and White students. There are 51 English Language Learners (ELL) at Emerson, or only 12.3% of the enrollment. However, on Emerson's most recent Forward test, a striking 93.1% of Black students tested as not proficient in English Language Arts (ELA), as did 82.4% of Hispanics, 75% of Asians, and 77.5% of economically disadvantaged students; compared to only 28.3% of White students.

On the Badger test, Emerson's Black students were rated as 82.1% not proficient in ELA, as were 70.8% of Hispanics, and 58.5% of economically disadvantaged students: compared to 17.3% of White students.

Lowell has 45 English Language Learners (ELL), or 12.8% of the enrollment. However, 67.8% of Black student, 60% of Hispanic students, 54.5% of economically disadvantaged students, (compared to 22.8% of White students) tested as not proficient in ELA on the Badger test. On the Wisconsin Forward Exam, a striking 92.9% of Black students, 52% of Hispanic students, and 70.8% of economically disadvantaged students; (compared to 29% of White students) tested as not proficient on ELA.

Low-income, minority students often have deficits related to resiliency and school engagement which often results in increased behavior issues (Finn et al, 1997) and eventually high drop-out rates. There were 178 behavioral referral incidents last

academic year, 78% were for children of color and 68% were from black children, compared to only 21% from whites (principal).

According to police data, in the last twelve months, 1,492 incidents of crime (non-traffic/parking) occurred within one mile of Emerson. The highest concentration occurred in two areas with the highest number of children and the highest concentration of poverty. Within a one mile radius of Lowell (July 2018 to July 2019), there were 1,151 criminal incidents reported.

Goodman surveys parents, youth and school community to also help determine needs within the communities we serve. We survey various stakeholders including parents, children and Emerson and Lowell parents, teachers and staff. The stakeholder assessment revealed:

- Parents are highly satisfied and want programs to expand. 74.5% want more programs that improve behavior/academic outcomes
- 21% of EAS families have children enrolled in other Goodman programs
- 71.93% of parents rely on other Goodman resources like the food pantry, community meals and case management. Surveys indicate that 45.83% want more fitness opportunities, 22.92% cooking classes and 37.5% financial literacy and 23% more employment svc.

Needs from the school staff:

- Increased efforts to support SEL, especially for homeless students and those whose behavior result in a lack of school success.
- Improve alignment of afterschool enrichment to specific school strategies that address academic goals around math/literacy
- Support school's plan for parent engagement through increased opportunities to build positive, trusting relationships
- Support children who attend less than 95% in getting to school

GCC has been successfully running elementary afterschool programs for years with positive outcomes. Students who attend our programs for 3+ years are proficient as they transition to middle school. Of the black youth who test proficient, 72.7% in math and 63.8% in reading are regular participants. In a statewide CLC study conducted by Dr. Janel Holstead, UW Green Bay, only 6 CLC's in the state met the quality standards for "Making the Connection: Next Generation learning and expanded learning opportunities," and the GCC's CLC had the highest rank, meeting all 5 of the criteria.

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

Recruitment: Goodman gives first priority enrollment to previously enrolled families because research shows that sustained programming has measurable impact, but we also actively advertise and recruit for EAS. We advertise in the EastSide News, a bi-monthly paper and place fliers in gas stations with markets (which have been very successful in getting information out to families in our most challenged neighborhoods.) We also go door to door in Brentwood and Darbo-Worthington to talk to families and facilitate enrollment. Staff attends/hosts events in high need areas so they are known by residents. Referrals are ongoing from Emerson and Lowell's admin team, teachers and support staff, and partners like Joining Forces for Families social workers. Materials and fliers will be made available in English and Spanish this year.

Intake: First line of contact is with the Elementary Assistant Manager. We check to see if the family is from our partner schools or from our targeted communities, free/reduced or not needy. If they are from our partner schools and F/R, we enroll them immediately if there is space. If they are not needy, we check to ensure we are at our minimum of 75% F/R. If so, we enroll the not needy family. After a family is pre-screened, they work through an enrollment packet and scholarship application with the Elementary Assistant Manager or Assistant Director. The child starts the following Monday after all paperwork is complete. If this enrollment happens early enough in the season families attend orientations a month prior to programming begins then the child starts the first day of the new programming cycle.

Retention: GCC employs multiple strategies for retaining students one is by articulating expectations of participation, developing strong relationships with youth, high student and family engagement, quality programming that includes youth voice and parent and student feedback.

Dosage and consistency of attendance are important to producing outcomes ([www.expandinglearning.org/research/vandell](http://www.expandinglearning.org/research/vandell)) so attendance a min of 2 days/wk until 5 pm is required. To increase regularity, the program is offered 39 weeks a year, on early-release days and during breaks.

The stakeholder needs assessment we conducted indicated that the extra resources offered and the fact that GCC supports the entire family, helps retention. Staff have regular contact with families during pick-up/drop-off, through phone calls and when parents are at GCC for other resources. Staff work hard at connecting and developing positive relationships. Families also complete surveys 2x a year.

Retention is also high because children are engaged. They have voice and choice and are part of deciding activities. They receive a high quality, well-rounded experience that includes a meal, hands-on literacy/math games, fun project-based learning designed to develop SEL and leadership. Children attend field trips that build on curriculum.

Additional children are reached through Emerson enrichment clubs allowing attendance 2 to 4x a wk.

Barriers to Participation: While there are barriers to participation in afterschool programs, Goodman makes every effort to mitigate them. Transportation is not a barrier. Students at Emerson, Lowell and Lapham/Marquette schools are transported on buses or one of the 8 GCC vans. All of Goodman's drivers have received training and are approved drivers through our insurance. At program close, any children whose parents can't come pick them up at the center are driven home in a GCC van. On no-school days, if parents cannot drop off, GCC picks up from homes, transports them to scheduled activities, and drives them home at the end of program. Goodman is committed to ensure that every child has access to programs and will modify transportation plans as a child's needs change.

Cost of elementary programs are an issue citywide. Programs are available free to families with identified need. Goodman has a robust scholarship program so that families can access a quality program for free.

Another barrier in Madison is often having staff who don't reflect the youth who come to center. The way we ensure that we are culturally and linguistically relevant is that we hire staff who reflect the demographics of the students who in our program. And, all information will be available in English and Spanish.

Assessment: Goodman strives to make data-driven programmatic changes. Staff will collect process and outcome data multiple times year. GCCs continuous quality improvement cycle (plan, do, check & adjust) begins in May with the Asst. Director, Dir. of Programs, Goodman's Program Committee, Assistant Director of Children's Programming and Director of Programs will analyze the collected data to determine if the program is meeting intended impact and progress targets. All stakeholders are invited to engage in a strengths, opportunities, weaknesses and threats (SWOT) analysis regarding targets and identify how and where the program can improve. After the analysis is complete, the Dir. of Programs, Asst. Dir. and staff will identify the processes and supports needed to be successful. Staff will engage in this quality improvement cycle annually.

Frequency assessment data is collected and who's involved

Daily:

- Staff will track program and school attendance and school behavior referrals and enter them into CitySpan weekly.
- Staff will communicate with teachers about homework and immediate needs through a secured google doc.
- Communication with day school staff and parents as needed.

Weekly:

- Staff will connect with home room or classroom teachers in courses students are struggling with in the school

Monthly:

- Staff will meet with students to discuss and set personal and academic goals, complete a learning styles inventory and discuss and address issues students might have.
- All data will be reviewed by the Asst. Dir. of Children's Programs to ensure completion and accuracy.
- Lead teachers will monitor student portfolios ensuring their classroom is implementing the CQI outlined in the WACIP work plan.
- Check-in meetings with Principal and support staff

Every two months:

- Lead teachers will collect pre/post test data to measure content knowledge and behavior changes.

Quarterly:

- CLC coordinator and Asst. Dir. of Children's Programs will meet with Emerson and Lowell's Principal and support staff to map the math, literacy and STEM plans so that teachers' work is aligned with the school day.
- Each school quarter staff will look at grades and test score to gauge growth in English and Math.

Twice Yearly

- Staff will analyze parent, student and teacher surveys
- Teen Leadership Council will conduct elementary student surveys and focus groups to determine youth interests and satisfaction

Annually:

- Asst. Dir. will conduct a WASCIP assessment and will develop a work plan based on the areas identified as needing improvement.
- Asst. Dir. and Dir. of Programs complete annual report to demonstrate progress toward goals and areas for improvement and training.
- Asst. Dir. Children's Programs will analyze Young Star report card
- Program Director will conduct a strategic planning and logic model review process with all CLC staff and school principal and student support personnel from May through August. The team will analyze data and identify how to continue to improve building blocks and indicators

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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.

The Elementary Out-of-School Time (OST) program is licensed and accredited and maintains a YoungStar 5 rating. The program serves 300 5k-5<sup>th</sup> grade children annually

and is open 48 weeks a year, including 10 weeks in the summer. Program begins following school dismissal until 6pm, M-F and from 7am to 6pm in the summer.

The program directly addresses the achievement gap of children of color and low-income youth in Madison. Children are assigned to classrooms based on their age, and programming is rooted in best practices and, is age appropriate and evidenced-based. The classes use Conscious Discipline and is intentionally designed to address the short and long-term goals of the program and individual children.

Students choose between a menu of daily programming that is planned by the OST teachers with input from the students in the programs and those enrolled at Lowell and Emerson elementary schools. Activities are intentionally designed around Goodman's three concentration areas: Life Long Learning (Academics), Health and Wellness (physical and mental health) and Leadership and Community Engagements (youth voice, advocacy and community service). Programs have a logic model with identified clear short, medium and longer term goals in each focus area. Research has clearly proved that a multi-system approach is required to create long-term impact and Goodman had employed this approach with significant positive impact. In addition to programming for elementary school children, Goodman offers a wide variety of programming and support to parents and families.

Mental Health & SEL: 68% of the behavior referrals at Emerson are from black youth and 78% from low income youth and 78% of the behavioral referrals at Lowell are from youth of color with 51% coming from Black youth and The SIP noted the need for more SEL and mental health resources due to the significant number of referrals and the challenges they create.

Goodman works with children suffering the trauma caused by the stress of chronic poverty, to those suffering from severe trauma caused by AODA and community/family violence. A new GCC mental health/wellness program addresses stress and trauma at all levels. In collaboration with Anesis Counseling Center (all therapists of color), participants will have access to Real Talk SEL groups and individual and family therapy held at the center. Staff will have trauma informed care training to improve the emotional regulation and positive behaviors and decrease behavioral referrals among students.

Responsive classroom strategies are embedded into program. Staff use Conscious Discipline (CD), an evidence-based, trauma informed approach to learning healthy coping strategies rooted in mindful practices like simple breathing strategies.

Expected Outcomes:

70% of regular attendees will have a decline in behavioral referrals and zero suspensions  
70% of regular CLC attendees will demonstrate growth in controlling their anger/  
expressing feelings.

85% of CLC staff will improve their knowledge of best practices related to handling dysregulated behaviors in children

Youth Voice: Research indicates the positive impact of incorporating children's voice and decision-making into the design (Collera and Gaulty 2015). Staff completed a Youth Adult Partnership (YAP) training on mutual decision making. Teachers work with children on ways to incorporate their ideas and work together to create YAP projects, which builds team work, communication, negotiating, problem-solving skills. This approach is linked to the state goal of providing a supportive environment for youth. YAP develops a sense of belonging, efficacy and empowerment, civic competence, and community connections (Zeldin & Collura, 2010). "Youth are never too young to have a voice" (Afterschool Alliance 2018). One YAP-literacy project isn't the creation of our EAS newsletter that is created and written by both staff and students.

Expected Outcomes:

70% of students will report that YAP has increased their sense of belonging and ownership in the program

Goodman teachers will report increases in leadership and effective communication strategies in 75% of regular attendees.

Additional examples of youth development enrichment activities including:

- Nutrition Education and cooking clubs;
- Performing Ourselves Dance Program;
- Drum Power and Con Brio music
- Gender specific activities-Girls Inc. and Boys 2 Men

Literacy Education: Goodman will implement Literacy Clubs (creative writing, word games, drama club, and book club) each semester. Each student will select the club they wish to participate in. The clubs are project-based learning (PBL) activities that are designed to teach students reading comprehension strategies with short reading, writing and improvisation activities. These activities provide students with opportunities to shine by showcasing their understanding creatively (Holm, 2011) The program activities are aligned with state K-5 literacy standards: forming key ideas, reading structure, integration of knowledge and ideas (CCSS p. 103).

Literacy Outcomes:

70% of students will be able to:

- 1) Present information that serves the purpose of the message, context and audience
- 2) Signal listening according to the rules/norms of the context of the audience
- 3) Asks questions to deepen and/or clarify one's understanding when listening to others.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
A handful of the activities have been scheduled for the 2020 calendar year, but they tend to be 4-8 weeks in length and between 45 and 90 minutes long.	
Look at 2019 Lowell and Emerson Surveys	June – Aug
Select club themes for the semester and year	June -Aug
School Year Enrollment	May-Sept
School Year Orientation	August
Fall Clubs	Sept. - Dec
Spring Clubs	Jan - May
Survey Students re. interests etc	Jan-Feb
Summer Enrollment	March-June
Summer Orientation	May

- f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

The simple answer to how youth, families and community engage with the Goodman is that we ask them, both formally and informally. One of Goodman’s strengths is the strong relationships we develop with our community and the families who attend the center. The Center’s board and staff use community feedback to inform program design in numerous way. 1) Goodman Community Advisory Council: a group of 15 diverse residents who support the development of the center by informing the board of neighborhood issues, trends and desired responses. 2) Parents Evaluation Survey’s occur twice annually giving parents opportunities to evaluate how programs meet their family’s needs and to gather suggestions on improvement. 3) Annual parent-teacher conference to review children’s individual learn portfolio goals and progress, as well as discuss ways that GCC can better support their child(ren) and family. 4) Annual School-wide online survey of parents and teachers specifically designed to get input for next year’s programming. 5) Bi-Annual community cafes which are facilitated conversations open to the entire community. 6) Monthly Family Fun Nights where Goodman high school Youth Evaluators conduct a survey designed for children and parents specifically around the theme of the family Fun Night. For example, the health and fitness events or the family literacy event would ask questions about what they would like to see offered to their child or their family in these areas.

Goodman uses the data collected in all six areas to inform our strategic plan, and to inform the design and content of the program for children.

And, as new families enroll youth in the program, they are asked to complete a parent engagement survey. This information informs the structure and offerings of parent programming, mini-course schedules and field trip opportunities.



In addition, we survey children twice a year about their program satisfaction and they vote for the programs they are most interested participating in. It is from this compiled list of clubs and activities that staff and children work together to create schedules.

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

Please see the Language Access Plan submitted as part of the Neighborhood Support Application

GCC serves a relatively small number of ELL children and families, although the current strategic plan includes outreach and recruitment of Latinx participants throughout the centers programs. GCC has not made enough efforts in the past to recruit and retain members of our Latinx community, but in the next 3 years GCC will place significant emphasis on this.

The ELL population at GCC primarily consists of youth and families from African countries, with a smaller percentage (but growing) of Latinx youth. GCC works to create an environment that is welcoming to all. GCC has bilingual staff (Spanish) and uses community volunteers (often parents or relatives of current participants) to provide translation services to youth and parents who have minimal English language skill. GCC is in the process of translating written materials, adding basic information on our website, improving signage, and adding I Speak cards and other language access resources at the front desk.

GCC supports African families by never serving pork in any of the meals served at the center, supporting children through Muslim holidays through education and cultural activities. Each year the theme of a family fun night is focused around cultural awareness where foods, dress, music and traditions are shared.

GCC has reached out and engaged leaders in the Latinx community and have begun outreach with our school partners to families whose children attend our partner schools. GCC staff have also tried to make sure our ELL families are aware of immigrant rights, have the most current information about resources, and have worked with Jewish Social Services Migrant Support program to protect families vulnerable to deportation.

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

In 2018, all Child and Youth staff participated in a retreat to look at the MOST Effective Practices and asses our current programs using this framework and outline our continuous quality improvement (CQI) process implementing the MOST effective practices. All programs assess throughout the year and the 7 Effective Practices are embedded within our continuous quality improvement process.

Intentional Programming: Teachers receive paid lesson-planning time and submit lesson plans focusing on positive youth development (PYD) demonstrating intentional learning

and scaffolding of lessons. Lessons and clubs build on themselves in order to develop skills and competencies. EAS uses a social emotional curriculum that builds o

**Supportive Relationships with Youth:** We use Conscious Discipline as a research based curriculum that offers solutions for social-emotional learning, discipline and self-regulation. The goal is to help parents and schools reach and teach every child. Once instilled, these essential skills will last a lifetime and positively impact generations to come. Also, Goodman has a new partnership with Anesis Therapy Center that provides trauma informed care training to support teachers in having the skills to manage dysregulated behaviors without having to remove the child from the classroom. And any child or family that identifies in need of individual or family counseling and families without insurance will be supported through a grant from Dane County. Goodman also has classroom observation from administration to support positive teacher-child interactions.

**Youth Voice and Leadership:** We solicit youth voice several times a year to get their what kind of clubs they are interested in attending to help us with program planning. Youth-adult partnership (Y-AP) is an evidence-based approach to improving SEL, leadership and problem-solving skills. SEL is a best practice that is proven to increase academic outcomes and positive social behaviors ([casel.org/impact](http://casel.org/impact)). Children who struggle in a traditional class benefit from SEL leadership opportunities in an OST environment (Clewell, Ibid) and particularly low SES and youth of color (Collera and Gaulty 2015). YAP supports leadership, communication skills, problem-solving, planning for success and better behaviors at school, which support the development of skills necessary for student success. Children develop a sense of belonging, efficacy and empowerment, civic competence, and community connections (Zeldin & Collura, 2010).

**Racial and Cultural Inclusion:** Goodman has engaged in center-wide racial equity and inclusion through hosting Equity Café's and implicit bias training. Goodman is also in the process of hiring an Assistant Director Equity, Inclusion & Human Resources who play a vital role in delivering Goodman's commitment to creating and maintaining a work community that respects and values diverse life experiences. This role will help drive the implementation of programs and best practices that will attract, develop, and retain a diverse workforce and volunteer basis well as cultivate an environment of inclusion across programs at GCC.

**Community and Family Engagement:** Conscious Discipline's parenting education curriculum was found to improve parenting knowledge and skills, increase parents' ability to manage their own emotions and respond to children's challenging behaviors, and improve emotional management and behavior in children

**Organizational Management & Staff Support:** Goodman provides \$500 of professional development per staff a year and also provides several guest trainings that support the annual goals set by the Asst. Director and director of programs. Anesis Therapy Center

will be hosting a series of Trauma Informed Care trainings in 2019-2020. Goodman also has several directors who manage key aspects of running the organization ie. HR, finance and facilities directors as well as a program director to support program managers and assistant directors. Goodman has an engaged Board of Directors with a variety of committees that include both board and community members (Organization Develop and Human Resources, Fund Development, Finance, Programs and Executive) to support oversight.

Environment and Safety: Goodman provides developmentally appropriate environments for our programs that enhance safety, health and nutrition. We attend to both the physical and emotional health of our participants. This is reflected in the design and layout of the elementary classrooms, the use of the curriculum Conscious Discipline that provides a framework about classroom safety, design and emotional management. Furthermore, our policies were reviewed this year with the renewal of our State License and City Re-accreditation.

## **2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Emerson Elementary	Provides in-kind office and classroom space and participation in student support meetings. Teachers work with GCC staff to support homework completion, and communicate daily in a secure google doc about missing assignments or upcoming tests for individual students. GCC staff meet with teachers to learn the individual academic and behavioral needs of students.	Brad Kose	Y
Madison Out-of-School Time	Increases access to and quality of OST programming. Provides access to CitySpan and professional development for front-line staff, particularly in facilitation and behavioral management.	Nathan Beck	Y
Anesis Therapy	Provides weekly instruction in outdoor education and environmental awareness through hands-on experiences directly linked to the local watershed near GCC.	Myra McNair	Y
Friends of StarkWeather Creek	Provides weekly instruction in outdoor education and environmental awareness through hands-on experiences directly linked to the local watershed near GCC.	John Stines	Y
Sector 67	Provides space for building projects based upon the interests of the students, e.g., go-carts, art pieces, etc.	Scott Hasse	Y
Trek Bikes	Provides bike clubs, helmets, locks, family bike rides and field trips.	John Burke	Y

How do these partnerships enhance this proposal?

The various partnerships provide a depth and richness to our offerings, and an access to information and resources that GCC would not be able to provide on its own. Emerson provides space and staff that are essential in helping GCC meet the academic and social-emotional needs of the students. MOST provides access to vital data and professional development. Anesis Therapy provides mental health resources and social-emotional learning opportunities that GCC would not be able to duplicate. Sector 67 provides equipment, tools, and a unique knowledge base, while Trek Bikes provides equipment and biking opportunities that GCC cannot provide on its own.

What are the decision-making agreements with each partner?

Decision-making agreements are detailed in the Memorandums of Understanding that GCC has with each entity

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

Goodman provides comprehensive programming for families with 48% of existing families using other programs and service at Goodman. We have a food pantry and community meal for families who are food insecure and a case manager who connects families to other family supporting services like housing and paying utilities, etc. The case manager makes every attempt to provide a warm hand-off to the other providers so that they can leverage their relationship with both the family/caregiver and the provider.

Goodman also currently provides mental health services at the Center through a new partnership with Anesis Therapy Center for parents/caregiver and/or their children. With the funding from the United Way, Goodman is able to expand its case management support to provide more comprehensive case management and to support families with children under 5 who are referred to us through Dane County's Comprehensive Community Services and our collaboration partner agencies.

### 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

Elementary Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day

Multi-Focused Afterschool	5 days a week	3.5 Tuesday-Friday 4.5 on Monday	36 weeks	1 to 10 or 12 depending on age	95
Multi-Focused Summer	5 days	7 am – 6 pm	9 weeks	1 to 10 or 12 depending on age	90

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

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:  
300
- c. Additional Activities: Do you anticipate providing activities for the multi-focused elementary age program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
- i. Each activity and program hosted by Goodman is directly connected to our three core values: Education & Instruction, Health, Wellness & Life Skills, and Community Engagement. For Education and Instruction, we have fieldtrips planned for non school days including the Geology Museum and Wisconsin Institute of Discovery- Science Expeditions. Education Partners include: SCRACH programming, Audubon Society, Hawthorne Library, and Children’s Dyslexia Center. Related to Health & Wellness, we will have nutritional experiences, Troy Gardens, Martial Arts, Friends of Starkweather creek, Girls on the Run, participate in Fit Youth Initiatives and partnerships such as music & movement and sports camps. We have returning workshops and a new partnership beginning. Science Club- UW Madison, Performing Ourselves, CTM, Drum Power and, Music Con Brio. Our new partnership is hosted through House Inc for Hip Hop dance, which will be held on Mondays and Wednesdays for 2 hours during program. For Community Engagement, we will also host monthly family fun nights, which will be hosted for two hours and dinner is provided. Additionally, we host special events throughout the year such as a Harvest Lunch, Pancake Breakfast, Muffins with Moms, Donuts with Dads, Winter & Spring Carnival and Lights Off in partnership with the school district.
- a. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Director of Programs	Masters Degree	1 FTE			1 FTE
Assistant Director	Level 16: Center director for 51+	.5 FTE			1 FTE

Elementary Assistant Manager	Lead Teacher	Qualified				1 FTE
CLC Coordinator	Lead Teacher	Qualified	975 hours	325 hours		1300 hrs
Purple Lead	Lead Teacher	Qualified	1170 hours	400 hours	18 hrs	1588 hours
Purple Co-Teacher	Lead Teacher	Qualified		400 hours	18 hrs	1198 hrs
Red Lead	Lead Teacher	Qualified	1170 hours	400 hours	18 hrs	1588 hrs
Re Co-Teacher	Lead Teacher	Qualified	780 hrs	400 hours	18 hrs	1198 hrs
Teal Lead	Lead Teacher	Qualified	1170 hrs	400 hours	18 hrs	1588 hrs
Teal Co-Teacher	Lead Teacher	Qualified	780 hrs	400 hours	18 hrs	1198 hrs
Gold Lead	Lead Teacher	Qualified	1170 hrs	400 hours	18 hrs	1588 hrs
Gold Co-Teacher	Lead Teacher	Qualified	780 hrs	400 hours	18 hrs	1198 hrs
Silver Lead	Lead Teacher	Qualified	1170 hrs	400 hours	18 hrs	1588 hrs
Silver Co-Teacher	Lead Teacher	Qualified	780 hrs	400 hours	18 hrs	1198 hrs

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

c.

GCC partners with UW-Madison and Madison College service-learning courses. The UW-Madison Morgridge Center for Public Service also provides qualified academic Badger Volunteer tutors at no cost. Badger volunteers lead min-course as well as tutor in their areas of study. GCC also has an extensive list of partners who provide in-kind enrichment opportunities. As new partners begin, a meeting takes place to determine the scope of the services that will be offered and provided an orientation.

**Training:** All volunteers complete an application, background check, GCC orientation, an interview with CLC staff and a program specific orientation. Volunteers are given a schedule, information about the classroom, teaching team and/or youth. Volunteers can attend PD trainings with staff (trauma informed care, first aid, and positive youth development). When volunteers tutor youth or are in programs that strive to improve academic outcomes, they complete a tutor training.

**Supervision:** Volunteers are supervised the volunteer liaison in the department. This person meets with the volunteer regularly and supports them so they have the tools they need to do their job well and to help them meet the goals, both personal and professional.

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

- a. What systems 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.

GCC has a data sharing agreement with MMSD and will be able to access participant demographic data through an online data system, Cityspan, which is connected to Infinite Campus, the school district's data system. Parent release of information forms have been added to MMSD's school enrollment packet and will be handled by the district. Annually on October 15, GCC will submit a list of students enrolled in the CLC with DOB to MMSD's Research Dept. Who will "turn on" access providing real-time student data.

Emerson and Lowell's principals have identified a school support counselor and staff person to ensure access to other student-level data, as needed. GCC will meet twice a year with school support staff and principal to align strategies for children most in need of support services. In addition, GCC has created a secure Google doc that enables teachers to share homework assignments and emergent needs of the youth.

MMSD has agreed to participate in surveying that supports evaluation and to provide data for participants and a similar cohort of unenrolled youth for comparison. The district also recognizes that data needs evolve and have provided an MOU addendum stating that if any new data needs emerge, the team will work to address them.

Goodman houses the demographic data, program and school attendance, program activity enrollment, GCC teacher and YPQA and other formative and summative assessments and case management notes within Cityspan.

Confidentiality will be maintained ensuring only those staff people who need access to data will have it. If any information Goodman collects is to be shared with any partners, we will seek parent consent beforehand.

***PLEASE NOTE:** At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*



**SECTION 2: ELEMENTARY  
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)**

*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."*

**PROGRAM NAME:** \_\_\_\_\_

**1. PROGRAM DESCRIPTION**

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

*See Multi-focused Program Response*

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

*See Multi-focused Program Response*

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

*See Multi-focused Program Response*

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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.

*See Multi-focused Program Response*

- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
<i>See Multi-focused Program Response</i>	

- f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

*See Multi-focused Program Response*

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

*See Multi-focused Program Response*

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

*See Multi-focused Program Response*

## 2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
<i>See Multi-focused Program Response</i>			

How do these partnerships enhance this proposal?

*See Multi-focused Program Response*

What are the decision-making agreements with each partner?

*See Multi-focused Program Response*

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

*See Multi-focused Program Response*

## 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

Elementary Topical, Skill or Population Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year	<i>See Multi-focused Program Response</i>				
Summer					

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

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- a. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in proposed program:

*See Multi-focused Program Response*

- b. Additional Activities: Do you anticipate providing activities for the topical, skill or population focused Elementary program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

*See Multi-focused Program Response*

- c. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
<i>See Multi-focused Program Response</i>					

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

*See Multi-focused Program Response*

**4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

- a. What systems 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.

*See Multi-focused Program Response*

***PLEASE NOTE:*** At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.





## School-Age Youth Services for 2020: Middle School Services at Current City-Funded Neighborhood Centers

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

Deadline: 12:00 pm CST (noon) on **July 29, 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 and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for middle school-age youth implemented by current City-funded Neighborhood Centers. 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 program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

***Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center’s proposed programming schedule and staffing distribution across programs.***

Organization:	Goodman Community Center	Amount Requested:	\$ 35,475
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer <input type="checkbox"/> Topical/ Skills/Population <input checked="" type="checkbox"/> Weekend and/or Summer Evenings		
Contact Person	Jennifer Lord	Email:	<a href="mailto:jennifer@goodmancenter.org">jennifer@goodmancenter.org</a>
Address:	214 Waubesa St.	Telephone:	608-204-8029

## **SECTION 1: MIDDLE SCHOOL MULTI-FOCUSED PROGRAMMING**

### **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?

Goodman's Middle School comprehensive out-of-school time program works to improve the social-emotional, leadership and academic outcomes of its participants by offering high quality enrichment programs to underserved, low-income, youth in 6<sup>th</sup>-8<sup>th</sup> grade, through engaging, hands-on informal social-emotional and intellectual enrichment activities and a formal community-school collaboration, 21<sup>st</sup> Century Community Learning Center. Our goals are to: 1) provide supportive relationships and opportunities for youth to practice youth voice, problem solving and effective coping strategies, and 2) increase youth's social-emotional learning, leadership and academic performance; 3) provide youth/families with case management and a variety of resources and opportunities to meet needs of their families.

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

The middle school program serves children primarily who live in the Darbo-Worthington and Brentwood neighborhoods and those children in the O'Keefe and Sherman (Sherman is primarily low-income students who attended Emerson Elementary and GCC elementary program) school attendance areas. Our programs target students who are low-income, homeless, and/or students of color and those who would benefit from additional social-emotional learning and support. All youth in this program are in middle school, graduated from 5<sup>th</sup> grade but not completed 8<sup>th</sup> grade. HCC has intentional bridging programs for our middle to high school programs to retain and support youth through this transition.

Enrollment for O'Keefe is 450 students. The 2018-19 student body of O'Keefe is 45.6% White non-Hispanic, and 54.4% non-White: 22% Black, 18.2% Hispanic, 9.8% Two of More Races, 3.8% Asian, and 0.7% American Indian. The demographics of O'Keefe are significantly more diverse than Madison as a whole, which is 75.7% White. Moreover, approximately 90% of the students from O'Keefe that GCC serves are non-White.

The median household income of the Marquette Plan District (that includes O'Keefe is \$57,128. This is somewhat below the city of Madison median household income of \$59,387 by \$2,259 per annum. However, the financial status of the families of O'Keefe

students is more telling, as slightly over half (226 students) are classified as economically disadvantaged by WI DPI.

There has been significant criminal activity within one mile radius of the school over the past year, with 1,190 incidents listed on Madison's Community Crime Map.

Related to English language proficiency, there are 51 English language learners (ELL) at O'Keefe, which is a significant 11.3% of the student body. This is nearly double the state school average of 6%.

Over half (53.7%) of all O'Keefe students are not proficient in English, according to the Wisconsin Forward Exam, of which a striking 82.1% of Blacks are rated as not proficient, as well as 64.6% of Hispanics, and 77.8% of economically disadvantaged students.

According to the Badger Exam, a lower 37% of all O'Keefe students are not proficient in ELA, but when disaggregated for race a different picture emerges: 70.5% of Blacks, 56.9% of Hispanics, 55.2% of two or more races, and 56% of economically disadvantaged students are not proficient.

O'Keefe's minority students also struggle with behavior referrals. Last year, O'Keefe had 302 referrals for Black, 118 for Latino, 105 for multiracial and 100 for white students. Research shows that minority students from low-income households are found to have learning deficits related to resiliency and school engagement (Finn & Rock, 1997).

Seven percent qualify for homeless support services. Homelessness and higher mobility correlates with lower achievement (Isernhagen & Bulkin, 2011)

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

Recruitment: Goodman gives first priority enrollment to previously enrolled families because research shows that sustained programming has measurable impact, but we also actively advertise and recruit for the middle school program. We advertise in the EastSide News, a bi-monthly paper and place fliers in gas stations with markets (which have been very successful in getting information out to families in our most challenged neighborhoods.) We also go door to door in Brentwood and Darbo-Worthington and other low-income housing areas to talk to families and facilitate enrollment. Staff attends/hosts events in high need areas so they are known by residents. Referrals are ongoing from O'Keefe and Sherman admin team, teachers and support staff, and partners like Joining Forces for Families social workers, and County CCS providers. Materials and fliers will be made available in English and Spanish this year (see language access plan).

Intake: First line of contact is with the Middle School Manager and the Assistant Director of Youth Programming. GCC staff check to see if the family is from partner schools of our targeted communities, and eligibility for USDA free/reduced or not needy meal program. If they are from our partner schools and F/R, they are enrolled immediately if there is space. After a family is pre-screened, they work through an enrollment packet and scholarship application. The child starts the Monday after all paperwork is complete. GCC hosts youth and family orientation twice annually for all families and mini-orientations on an individual basis throughout the year.

Retention: GCC employs multiple strategies for retaining students one is by articulating expectations of participation, developing strong relationships with youth, high student and family engagement, quality programming that includes youth voice and parent and student feedback. GCC staff also is a regular presence in the school which supports student retention as staff serve as advocates for youth and their families and support school engagement and success.

Retention is also high because youth are engaged. They have voice and choice and are part of deciding activities. They receive a high quality, well-rounded experience that includes a meal, hands-on literacy/math activities, fun project-based learning designed to develop SEL and leadership. Youth attend field trips that build on curriculum. Additional youth are reached through O’Keeffe enrichment clubs allowing attendance 2 to 4x a wk.

Dosage and consistency of attendance are important to producing outcomes ([www.expandinglearning.org/research/vandell](http://www.expandinglearning.org/research/vandell)) so attendance a min of 2 days/wk until 7 pm is required. To increase regularity, the program is offered 39 weeks a year, on early-release days and during breaks and for 9 weeks during the summer.

The stakeholder needs assessment GCC conducted in February 2019 indicated that the extra resources offered and the fact that GCC supports the entire family, helps retention and increases satisfaction. Staff have regular contact with families during pick-up/drop-off, through phone calls and when parents are at GCC for other resources. Staff work hard at connecting and developing positive relationships. Families also complete surveys 2x a year.

Barriers to Participation: While there are barriers to participation in afterschool programs, Goodman makes every effort to mitigate them. Transportation is not a barrier. Students at O’Keeffe and Sherman schools are transported from school on GCC vans. All of Goodman's drivers have received training and are approved drivers through our insurance. At program close, any youth whose parents can't come pick them up at the center are driven home in a GCC van. On no-school days, GCC picks up from homes, transports them to scheduled activities, and drives them home at the end of program.

Middle School Programs are available free to all families.

Another barrier in Madison is often having staff who don’t reflect the youth who come to center. The way we ensure that we are culturally and linguistically relevant is that we



hire staff who reflect the demographics of the students who in our program. And, all information will be available in English and Spanish.

Assessment: Goodman strives to make data-driven programmatic changes. Staff will collect process and outcome data multiple times year. GCCs continuous quality improvement cycle (plan, do, check & adjust) begins in May with Goodman's Program Committee, Assistant Director of Youth Programming and Director of Programs will analyze the collected data to determine if the program is meeting intended impact and progress targets. All stakeholders are invited to engage in a strengths, opportunities, weaknesses and threats (SWOT) analysis regarding targets and identify how and where the program can improve. After the analysis is complete, the Dir. of Programs, Asst. Dir. and staff will identify the processes and supports needed to be successful. Staff will engage in this quality improvement cycle annually. Staff use the Youth Quality Program Assessment annually as a self-assessment tool and to develop their CQI plan and focus for the year.

Frequency assessment data is collected and who's involved

Daily:

- Staff will track program and school attendance and school behavior referrals and enter them into CitySpan weekly.
- Staff will communicate with teachers about homework and immediate needs through a secured google doc and through infinite campus.
- Communication with day school staff and parents as needed.

Weekly:

- Staff will connect with home room or classroom teachers in courses students are struggling with in the school

Monthly:

- Staff will meet with students to discuss and set personal and academic goals, complete a learning styles inventory and discuss and address issues students might have.
- All data will be reviewed by the Asst. Dir. of Youth Programs to ensure completion and accuracy.
- Middle School Program Manager will monitor student portfolios ensuring their classroom is implementing the CQI outlined in the WACIP work plan.
- Check-in meetings with Principal and support staff

Every two months:

- Lead teachers will collect pre/post test data to measure content knowledge and behavior changes.

Quarterly:

- MS Manager and Asst. Dir. of Youth Programs will meet with O'Keeffe and Sherman's Principal and support staff to map the math, literacy and STEM plans so that GCC activities align with the school day.
- Each school quarter staff will look at grades and test score to gauge growth in English and Math.

Twice Yearly

- Staff will analyze parent, student and teacher surveys
- Teen Leadership Council will conduct elementary student surveys and focus groups to determine youth interests and satisfaction

Annually:

- Asst. Dir. will conduct a YQPA assessment and will develop a work plan based on the areas identified as needing improvement.
- Asst. Dir. and Dir. of Programs complete annual report to demonstrate progress toward goals and areas for improvement and training.
- Program Director will conduct a strategic planning and logic model review process with all CLC staff and school principal and student support personnel from May through August. The team will analyze data and identify how to continue to improve building blocks and indicators

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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.

Here are sample activities that occur, but activities' change based on the interest/needs/input from youth, survey data. These activities represent a sampling some of the more popular activities' GCC has done with MS youth. None of these activities have been scheduled yet for the 2020 calendar year, but they tend to be 4-8 weeks in length and between 45 and 90 minutes long.

These activities help GCC reach its goals because they reflect the interests of the youth and in many cases youth help plan and recruit participants to the activities. The activities are designed to engage youth in hands on learning activities that are fun, encourage cooperation and team work and promote school and community engagement. BY providing an environment where youth see their voice reflected in the design, engaging them in leadership roles, and where positive, supportive relationships are built between staff and youth and between youth, GCC is building the social emotional health of the youth who participate.

#### Building SEL skills

Last year, O'Keeffe had 625 behavior referrals with 48% involving Black students despite the fact that they represent only 17% of the student body. **YOUTH-ADULT PARTNERSHIP (Y-AP) COMMITTEES** are an evidence-based approach to improving social-emotional learning (SEL) and problem-solving skills. Youth who struggle in a traditional classroom especially benefit from SEL leadership opportunities in an OST environment (Clewell, Ibid). Y-AP committees support leadership, verbal communication skills, problem solving, planning for success and ultimately better behaviors at school. Through Y-AP, youth develop a sense of belonging, efficacy and empowerment, civic competence, and community connections (Zeldin & Collura, 2010). Youth select from 3 opportunities; 1) Justice Council, 2) Community Ambassadors or 3) co-designing a mini-course they have expertise or deep interest in with staff.

For example, the Justice Council committee trains youth in restorative justice techniques and helps them mediate conflicts in the CLC. Youth partner with adults to create behavior policies and other systems to keep the program successful. They also attend trainings and workshops related to social justice and human rights. Justice Circles are implemented throughout MMSD and have shown success during the school day and are also appropriate in an afterschool setting as well. Using the same problem-solving practices implemented during the school day helps youth who struggle with behavior at school make connections to their positive behavior at the CLC and transfer that learning to school.

**Drone Zone:** As previously mentioned, low-income, minority students often have deficits related to resiliency and school engagement (Finn et al, 1997) which often results in increased behavior issues and high drop-out rates. At Madison East, the high school O'Keeffe feeds to, only 52% of Black students graduate on time, but students who attend our CLC program throughout middle and high school have a 77% on-time graduation rate (City of Madison report, 2018). Utilizing PBL, youth will learn problem solving, design thinking, planning for success skills and task persistence through learning to fly, build and code a drone. Working in teams, youth will compete in aerial races where they demonstrate their understanding of Bernoulli's theory and aviation concepts of pitch, roll & yaw as they fly through an obstacle course. Drone Zone also has a career component. One way students begin to see themselves in different careers is to literally "see" themselves in those places of work. Therefore, youth will participate in a 1-day career day to learn about the UAV field and the varied paths of professionals working in the field and participate in an Eagle Flight where they'll be able to fly in a Cessna.

### **Building Academic Skills**

**Word!** | Reading Group Choices works with us to pick out books relevant to participants lives. Participants will learn new reading comprehension strategies, design their own graphic novels, and meet local authors and illustrators. Participants also see movie/play versions of the books after we finish reading.

At O'Keeffe. 80% of Black, 75% of Latino, and 77% low-income students are not proficient in English compared to 32% of white students. **Word!** uses a project-based learning (PBL) best-practice approach (T. Markham, 2011) to teach evidence-based literacy skills to improve reading comprehension.

**Word!** helps students develop reading comprehension strategies to become purposeful, active readers in control of their own reading comprehension (C.R. Adler 2016). These 7 strategies help youth follow a set of steps that good readers use to make sense of text, they are: monitoring comprehension; metacognition (thinking about what they are reading); using graphic organizers to help organize thinking; answering and generating questions; recognizing story structure and sequence; and summarizing.

There are 3 main components to the **Word!** course. Youth:

1) Read a graphic novel of their choice, implementing the reading comprehension strategies;

- 2) Either individually or in small groups, create a parody of the graphic novel they've read and then,
- 3) Meet a novelist to learn about the writer's creative process and share their own process.

This PBL approach is student centered where youth are learning in an authentic, inquiry-based environment. The fact that the students have the opportunity to select their own graphic novels, meet with the writer and explore any aspect of the story that intrigues them, encourages students to drive their own experience, collaborate, and reflect on their knowledge (Bell, 2010).

**Math Buddies** | Improves math grades, develops leadership and mentoring skills by tutor elementary kids, and exposure to post-secondary education through college campus tours. Participants spend time researching how to be mentors and tutors to younger kids, help them with their math homework, and then have dinner at Madison College where they get their own math tutor.

88% of Black, 77% of Latino, and 80% of low-income students are not proficient in math. **MATH BUDDIES** uses the best practice of service-learning to engage students not proficient in math in an authentic way by having them tutor an elementary student.

**MATH BUDDIES** will foster a positive mindset toward math, improve foundational math skills and ultimately improve math homework completion and grades.

Youth will:

- 1) Review 3 foundational math concepts that middle school students often struggle with: computation (O'Keeffe Middle School Teacher Survey, 2018) identifying key mathematical terms and determining what information is needed to solve the problem (WGBH Educational Foundation, 2002);
- 2) Learn how to engage and tutor younger children by leading math activities in a GCC elementary classroom. Research shows that engaging youth in ongoing service-learning through a meaningful, authentic environment (tutoring elementary students) has the greatest impact (21<sup>st</sup> CCLC Program Guidelines, 2017)
- 3) Improve their self-concept from being a person who struggles in math to being a relative "expert" because **MATH BUDDIES** is a low risk, high interest environment (Clewell, 1998)
- 4) Change the perception that math isn't for them or people like them because they will be paired with a Madison College tutor/mentor of color (Clewell et al., 1998). The Madison College tutors will meet weekly with the student to help them complete homework and study for exams.

**a. Additional activity examples include:**

**Baskektball Bootcamp** | Youth will learn basketball techniques, work outs, and practice drills! If you love basketball – this is the mini-course for you. The Women's basketball team at UW-Madison is a partner and will push youth to be disciplined and perfect the technical skills necessary to excel in the game. We'll study angles and physics to learn the science behind shooting techniques, as well practice statistics by completing stats sheets as we watch games.

**Community Service** | Youth will have the opportunity to engage in a wide range of community service opportunities. We will work together to come up with ideas of where you want to volunteer. Some ideas we already have are: trash pick-up, community car wash, volunteering within different programs at Goodman, cooking nutritious meals for shelters in our community, and knitting scarves to distribute this winter. The goal is for youth to learn how to give back to the community. Youth will learn how to engage in their community in a positive way.

**Community Wellness/Madison Adventures** | We will take tours of organizations that are focusing on promoting wellness in our community. Some places we might go are hospitals, co-ops, and restaurants that support a healthy life style. We will also have guest speakers come to Goodman and teach a course, do a demo or an activity with the youth. At the end of this mini-course, youth will have learned about the different definitions of wellness, how they can engage in a healthy lifestyle, and what community resources exist to help them on their journeys.

**Drone Zone** | Youth participate in hands-on drone building, coding and flying activities. Working in teams, they will learn that Drones and Unmanned Systems (UAVs) can go beyond what they may have seen on the news. Youth will also participate in aerial competitions where competitors will race against the clock as they go through a variety of challenges. Youth will participate in internships to learn about the unmanned aviation careers.

**Engineering Design: Metalworking** | In this mini-course, we will be creating our own project from a variety of metals. We will explore Sector67's makerspace and use the design thinking process to create our own piece of art. Each day, we will learn about an engineer or artist whose work might inspire new project ideas and get trained in how to use a variety of tools. We will display our finished projects in the teen center, and invite the Goodman Community to view it and talk to us about our creations!

**GIRLS INC Adventures-Rock Climbing** | In this mini course, we will explore the world of rock climbing. We will learn about a world champion rock climber, who is a 14 year old girl. We will learn some skills from some women rock climbers at Boulders Climbing Gym and also learn how to challenge and support each other. We'll also study All girls will set a personal goal for the experience, which could be specific to climbing or could also be about other benefits of the experience like increased self-discipline and confidence, team-building, leadership skills, and overcoming fears/obstacles. Girls who participate by setting and working on personal goals and attending climbing sessions at Boulders Climbing Gym will celebrate their successes by climbing the final day at Rockin' Jump!

**Math Buddies** | Do you want to improve your math grades, tutor elementary kids, and hang out on a college campus? We'll spend time researching how to be mentors and

tutors to younger kids, help them with their math homework, and then have dinner at Madison College where you'll get your very own math tutor.

**Science Labs** | We are continuing our relationship with the UW Science Outreach Dept. and Community GroundWorks. In this session, one group will be working with Jerrod Buckner at the Wisconsin Institute of Discovery to become more proficient at programming Lego EV3 robotics. Another group will study biology and head to the Youth Grow Local farm to plant and harvest produce for the Goodman food pantry.

**Swimming Science** | We'll be working with a coach from the Goodman Waves swim team on becoming efficient swimmers. By the end of the 6-week session, you'll be able to float and swim at least 2 different strokes. We will look at principles of motion and dynamics in staying a float and moving in water.

**Spoken Word Workshops** | The JVN Project is a non-profit organization in Madison that teaches Hip Hop and spoken word to young people. They will be offering a weekly writing and performing workshop at East. There will also be monthly slams happening around the city where youth have the chance to work toward winning a spot on the Madison Youth Poetry Slam team, which will be representing at the 2018 Brave New Voices Poetry Festival!!!

**MERIT** |stands for Madison Empowering Responsibility in Teens which is a program designed to help teens learn to make safe decisions about their sexual health. Providing gender specific space will give our youth the opportunity to feel empowered about their unique needs and experiences. The course will include discussions about healthy relationships, peer pressure, and physical health with a strong focus on safety and confident decision making. The goal of this session is increased capacity for healthy sexuality and relationships as well as decreased risk of domestic violence and unplanned pregnancy.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
See above	

f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

The simple answer to how youth, families and community engage with the Goodman is that GCC staff and Board ask them regularly, both formally and informally. One of Goodman's strengths is the strong relationships we develop with our community and the families who attend the center. The Center's board and staff use community feedback to inform program

design in numerous way. 1) Goodman Community Advisory Council: a group of 15 diverse residents who support the development of the center by informing the board of neighborhood issues, trends and desired responses. 2) Parents Evaluation Survey's occur twice annually giving parents opportunities to evaluate how programs meet their family's needs and to gather suggestions on improvement. 3) Annual parent-teacher conference to review children's individual learn portfolio goals and progress, as well as discuss ways that GCC can better support their youth and family. 4) Annual School-wide online survey of parents and teachers specifically designed to get input for next year's programming. 5) Bi-Annual community cafes which are facilitated conversations open to the entire community. 6) Monthly Family Fun Nights where Goodman high school Youth Evaluators conduct a survey designed for children and parents specifically around the theme of the family Fun Night. For example, the health and fitness events or the family literacy event would ask questions about what they would like to see offered to their child or their family in these areas.

Goodman uses the data collected in all six areas to inform our strategic plan, and to inform the design and content of the program for children.

And, as new families enroll youth in the program, they are asked to complete a parent engagement survey. This information informs the structure and offerings of parent programming, mini-course schedules and field trip opportunities.

In addition, we survey children twice a year about their program satisfaction and they vote for the programs they are most interested participating in. It is from this compiled list of clubs and activities that staff and children work together to create schedules.

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

Please see the Language Access Plan submitted as part of the Neighborhood Support Application

GCC serves a relatively small number of ELL children and families, although the current strategic plan includes outreach and recruitment of Latinx participants throughout the centers programs. GCC has not made enough efforts in the past to recruit and retain members of our Latinx community, but in the next 3 years GCC will place significant emphasis on this.

The ELL population at GCC primarily consists of youth and families from African countries, with a smaller percentage (but growing) of Latinx youth. GCC works to create an environment that is welcoming to all. GCC has bilingual staff (Spanish) and uses community volunteers (often parents or relatives of current participants) to provide translation services to youth and parents who have minimal English language skill. GCC is in the process of translating written materials, adding basic information on our website, improving signage, and adding I Speak cards and other language access resources at the front desk.

GCC supports African families by never serving pork in any of the meals served at the center, supporting children through Muslim holidays through education and cultural

activities. Each year the theme of a family fun night is focused around cultural awareness where foods, dress, music and traditions are shared.

GCC has reached out and engaged leaders in the Latinx community and have begun outreach with our school partners to families whose children attend our partner schools. GCC staff have also tried to make sure our ELL families are aware of immigrant rights, have the most current information about resources, and have worked with Jewish Social Services Migrant Support program to protect families vulnerable to deportation.

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

In 2018, all Child and Youth staff participated in a retreat to look at the MOST Effective Practices, as current programs using this framework, and outline our continuous quality improvement (CQI) process implementing the MOST effective practices. All programs assess throughout the year and the 7 Effective Practices are embedded within our continuous quality improvement process.

**Intentional Programming:** Teachers receive paid lesson-planning time and submit lesson plans focusing on positive youth development (PYD) demonstrating intentional learning and scaffolding of lessons. Lessons and clubs build on themselves in order to develop skills and competencies. The Asst. Director of Middle and High school programs outlines the program goals for the year and works with the Goodman Youth Staff to meet them

**Supportive Relationships with Youth:** LOFT programs focus more importantly on social-emotional learning by developing meaningful relationships with youth people. Every student has an assigned Goodman staff person who is their case manager who checks-in with them regularly to see how school and family life are going and where they are in reaching their yearly goals (personal and academic). We know young people feel supported at Goodman from the number of youth who disclose trauma and personal challenges to staff which unfortunately results in calls to child protective services every year. Goodman also has a new partnership with Anesis Therapy Center that provides trauma informed care training to support teachers in having the skills to manage dysregulated behaviors without having to remove the student from the room. And any youth or family that identifies in need of individual or family counseling and families without insurance will be supported through a grant from Dane County.

**Youth Voice and Leadership:** We solicit youth voice several times a year to get their what kind of clubs they are interested in attending to help us with program planning. Youth-adult partnership (Y-AP) is an evidence-based approach to improving SEL, leadership and problem-solving skills. SEL is a best practice that is proven to increase academic outcomes and positive social behaviors ([casel.org/impact](http://casel.org/impact)). Children who struggle in a traditional class benefit from SEL leadership opportunities in an OST environment (Clewel, Ibid) and



particularly low SES and youth of color (Collera and Gaulty 2015). YAP supports leadership, communication skills, problem-solving, planning for success and better behaviors at school, which support the development of skills necessary for student success. Children develop a sense of belonging, efficacy and empowerment, civic competence, and community connections (Zeldin & Collura, 2010).

**Racial and Cultural Inclusion:** Goodman has engaged in center-wide racial equity and inclusion through hosting Equity Café's and implicit bias training. Goodman is also in the process of hiring an Assistant Director Equity, Inclusion & Human Resources who play a vital role in delivering Goodman's commitment to creating and maintaining a work community that respects and values diverse life experiences. This role will help drive the implementation of programs and best practices that will attract, develop, and retain a diverse workforce and volunteer basis well as cultivate an environment of inclusion across programs at GCC.

**Community and Family Engagement:** Goodman has a strong community and family engagement program. LOFT students engage in service learning projects and learn how to advocate for their needs and the needs of their community; ie. Students are currently interested in having a basketball court next to the new 214 Waubesa building and will survey the community to get input on their idea and design and will then propose their idea to Madison's Common Council. Goodman host 6 Family Fun Nights a year that are advertised well in advance where families are invited to participate in center-wide activities around a theme and where dinner is provided.

**Organizational Management & Staff Support:** Goodman provides \$500 of professional development per staff a year and also provides several guest trainings that support the annual goals set by the Ast. Director and director of youth programs. Anesis Therapy Center will be hosting a series of Trauma Informed Care trainings in 2019-2020. Goodman also has several directors who manage key aspects of running the organization ie. HR, finance and facilities directors as well as a program director to support program managers and assistant directors. Goodman has an engaged Board of Directors with a variety of committees that include both board and community members (Organization Develop and Human Resources, Fund Development, Finance, Programs and Executive) to support oversight.

**Environment and Safety:** Goodman provides developmentally appropriate environments for our programs that enhance safety, health and nutrition. We attend to both the physical and emotional health of our participants. This is reflected in the design and layout of the Middle School Space. In fact, both middle and high school students toured the City of Madison looking at space they liked, survey the youth in the program and put together a poster board and presented to the architects. Many of their ideas are incorporated into the design.

## **2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
O'Keefe Middle School	Provides in-kind office and classroom space, and access to select meetings		Y
PASS Americorps	Provides three AmeriCorps members, access to AmeriCorps professional development, and resources (shared cost).		Y
Girls Inc.	Provide gender-specific curriculum and program design. Lead daily groups and activities for girls that focuses on service learning, leadership, relationships, advocacy and discussion groups around issues that young women face.		Y
Darbo-Worthington Salvation Army	In-kind program space for basketball bootcamps		Y
Hoofers	Provides sailing, horseback riding, and other outdoor activities (in-kind and fee-based)		Y
Overture Center for the Arts	Provides in-kind tickets to performances and events for youth and families.		Y

How do these partnerships enhance this proposal?

These various partnerships provide a depth and richness to our offerings, and an access to information and resources that GCC would not be able to provide singularly. O'Keefe provides space and resources that are essential to the program's success. PASS Americorps provide professional development opportunities, and Girls Inc provides unique and powerful gender-specific programming, that GCC cannot provide singularly. Darbo-Worthington Salvation Army and Hoofers provide unique sports and outdoor activities, and the Overture Center unique arts offerings, all of which are not replicable at GCC.

What are the decision-making agreements with each partner?

Decision-making agreements are detailed in the Memorandums of Understanding that GCC has with each entity.

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

Goodman provides comprehensive programming for families with 48% of existing families using other programs and service at Goodman. We have a food pantry and community meal for families who are food insecure and a case manager who connects families to other family supporting services like housing and paying utilities, etc. The case manager makes every attempt to provide a warm hand-off to the other providers so that they can leverage their relationship with both the family/caregiver and the provider.

Goodman also currently provides mental health services at the Center through a new partnership with Anesis Therapy Center for parents/caregiver and/or their children. With the funding from the United Way, Goodman is able to expand its case management support to provide more comprehensive case management and to support families with children under 5 who are referred to us through Dane County's Comprehensive Community Services and our collaboration partner agencies.

**Program Structure and staffing**

In addition to the programs described above, GCC hosts family fun nights 10x per year from 5-7:30 pm. Each month offers a different theme and each program and participating families take turns organizing the activities.

The MS program hosts family book clubs and field trips 4x per year.

MS program has many special program opportunities like plays at Forward Theater, events at Overture, sporting events, and cultural events that staff take youth to. These vary on days, times and frequency.

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

<b>Middle School Multi-Focused Program</b>	<b>Frequency*</b>	<b># of Hours Per Program Day</b>	<b>Annual Duration**</b>	<b>Adult to Youth Ratio</b>	<b>Anticipated Average Attendance per Program Day</b>
Multi-Focused Afterschool	5 days a week	4	36 weeks of school year	1 to 12	55
Multi-Focused Summer	5 days a week	9.5 hours	9 weeks	1 to 12	55

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

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Anticipated Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 150
- c. Additional Activities: Do you anticipate providing activities for the multi-focused middle school program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

### **Leadership Camping Trips**

Middle school Girls Inc and MAScK (Men Always Seeking Change and Knowledge) participants rotate between leadership camps at Camp Hometown Heroes and Camp Manitowish. Youth are challenged to set a goal for themselves and work hard to achieve it before the end of the weekend (ex: eat a vegetable at every meal, push myself outside my comfort zone and try something new, get closer to the students on the trip). We hike, build campfires, rock wall climb, have talent shows, team building challenges and service projects. Youth are vulnerable with each other, practice SEL and team building skills, and make lots of memories together.

This leadership retreat is an opportunity for middle schoolers to unplug and build skills! Cell phones and other devices are not allowed on the trip. Youth get a chance to challenge themselves physically, mentally, and emotionally. We focus on team building and support for all members of the group. Elements of the program include the following:

- Healthy meals
- Community service by helping set up for meals for all campers and clean up afterwards
- Games that challenge body and mind
- A safe space to take healthy risks
- A place to build new friendships
- A chance to try low and high ropes course challenges
- Hiking
- Campfire building
- Community building

#### **Outcomes:**

- Increased self confidence
- Increased problem-solving skills
- Increased sense of community and support
- Increased comfort in outdoor environments

### **MLK Day of Service**

Youth take part in a day of service in honor of Dr. Martin Luther King Jr. at the Goodman Community Center. Students rotate through different stations of hands-on service projects (ex from 2018-19: making blankets for children in the hospital, tug toys for dogs at the Underground Pet Rescue, cards of encouragement for children in a California immigration detention center, and feminine hygiene kits for women in a domestic violence shelter). Adult volunteers, Goodman staff, and young people work side by side to complete the projects and discuss the importance of service to honor the legacy of Dr. King.

### **Conferences and Trainings**

- Black Women's Wellness
- Black Women's Leadership
- YWCA Racial Justice Summit
- Teen Summit

### **Book Clubs**

Youth who participate in a book club receive their own copy of a culturally relevant novel. Youth meet weekly to discuss readings and work on projects related to the books. The clubs culminate in an author or movie event where youth invite their families to celebrate learning together. Past groups have included meeting Angie Thomas, author of *The Hate U Give* and attending a private screening of *Wrinkle in Time*. Parents have enjoyed the opportunity to read books with their teens and have discussions around challenging, relevant topics.

### **Dance Battles**

In partnership with the Badgerettes dance team, Goodman will be providing late night dance classes for middle school students from 6-8pm on Mondays and Wednesdays. The group will participate in academic tutoring to stay eligible, and will perform and compete throughout the Midwest.

### **Incentive Trips**

We celebrate the end of each quarter with an incentive trip to a place picked by the youth council and Goodman staff. Youth council sets expectations at the beginning of every year. Last year, students made sure 95% of their homework assignments were turned in on infinite campus in order to earn a spot on the trip, and they participated in 3 service projects or random acts of kindness.

### **FAMILY ENGAGEMENT**

Every fall GCC hosts an open house where parents meet staff, explore classrooms, go over schedules and expectations and explore the academic and enrichment opportunities available to their child. At the Winter Celebration dinner in January, staff share individual progress reports and work portfolios to celebrate strengths and plans to further progress.

GCC staff provide themed Family Fun Nights (FFN) on the 3rd Thursday of every month. Family Fun Nights, with themes such as STEAM, leadership, environmental citizenship, and

health and nutrition, reinforce school and CLC learning in a fun, communal setting. FFN include dinner and transportation and allow parents to engage in hands-on activities led by GCC teachers, community partners, and school staff. These popular nights attract several hundred family members.

Two FFN examples:

- November —Don't Break the Bank

During Winter Break, consumers' spending habits increase. To help alleviate some the pressures of spending, this FFN is designed to heighten families' awareness of successful money practices. Consumer tips are shared to save families money, and parents will actively participate in a variety of scenarios that convey tools needed to be financially literate.

- February —Black History Program

This FFN will highlight the contributions of African-American people throughout various time periods. This program is literacy-based and culturally relevant. Families will read and view short videos of multiple contributors to Black culture.

- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Asst. Director	4 year degree	.50	.50		.50
HS Manager	5 years experience/related training	1.0	1.0		1.0
HS Coord. and HS Staff	3 years experience/related training	.75	1.0		.85
3 Americorps	No previous experience required	.75	.75		.75

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

GCC partners with UW-Madison and Madison College service-learning courses. The UW-Madison Morgridge Center for Public Service also provides qualified academic Badger Volunteer tutors at no cost. Badger volunteers lead min-course as well as tutor in their areas of study. GCC also has an extensive list of partners who provide in-kind enrichment opportunities. As new partners begin, a meeting takes place to determine the scope of the services that will be offered and provided an orientation.

**Training:** All volunteers complete an application, background check, GCC orientation, an interview with staff and a program specific orientation. Volunteers are given a schedule, information about the classroom, teaching team and/or youth. Volunteers can attend PD

trainings with staff (trauma informed care, first aid, and positive youth development). When volunteers tutor youth or are in programs that strive to improve academic outcomes, they complete a tutor training.

**Supervision:** Volunteers are supervised the volunteer liaison in the department. This person meets with the volunteer regularly and supports them so they have the tools they need to do their job well and to help them meet the goals, both personal and professional.

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

- a. What systems 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.

What systems 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.

GCC has a data sharing agreement with MMSD and will be able to access participant demographic data through an online data system, Cityspan, which is connected to Infinite Campus, the school district's data system. Parent release of information forms have been added to MMSD's school enrollment packet and will be handled by the district. Annually on October 15, GCC will submit a list of students enrolled in the CLC with DOB to MMSD's Research Dept. Who will "turn on" access providing real-time student data.

Emerson and Lowell's principals have identified a school support counselor and staff person to ensure access to other student-level data, as needed. GCC will meet twice a year with school support staff and principal to align strategies for children most in need of support services. In addition, GCC has created a secure Google doc that enables teachers to share homework assignments and emergent needs of the youth.

MMSD has agreed to participate in surveying that supports evaluation and to provide data for participants and a similar cohort of unenrolled youth for comparison. The district also recognizes that data needs evolve and have provided an MOU addendum stating that if any new data needs emerge, the team will work to address them.

Goodman houses the demographic data, program and school attendance, program activity enrollment, GCC teacher and YPQA and other formative and summative assessments and case management notes within Cityspan.

Confidentiality will be maintained ensuring only those staff people who need access to data will have it. If any information Goodman collects is to be shared with any partners, we will seek parent consent beforehand.

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*



**SECTION 2: MIDDLE SCHOOL WEEKEND AND SUMMER EVENING PROGRAM**

*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?  
See multi-focused response
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).  
See multi-focused response
- c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.  
See multi-focused response
- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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.  
See multi-focused response
- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
See multi-focused response	
<p>The types of activities that are offered in the evenings and weekends will be largely similar to the types of activities that were described in the multi-focused response. The evenings will include an interest based activity, opportunity to complete homework with tutor support. Friday and weekend program activities will be more recreational, sports and health related, and field trip based. Examples include: swimming, bike rides, hikes in state parks, organized sports- skills clinics or games, plays, movies, or cultural events.</p>	

- f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this

proposal and/or will be involved in the implementation and assessment of program activities and outcomes.  
See multi-focused response

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.  
See multi-focused response
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?  
See multi-focused response

**2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
See multi-focused response			

How do these partnerships enhance this proposal?  
See multi-focused response

What are the decision-making agreements with each partner?  
See multi-focused response

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.  
See multi-focused response

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

Middle School Evening	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day

School Year	5 evenings a week	5:30-7 or 8pm depending on day	30 weeks	1 to 12	20
Summer	5 days a week	9.5 hours a day	9 weeks	1 to 12	55

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

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed program:  
75

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

See multi-focused response

d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
See multi-focused response					

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

See multi-focused response

#### 4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems 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.

See multi-focused response

***PLEASE NOTE:** At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*



**SECTION 3: MIDDLE SCHOOL  
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)**

*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."*

**PROGRAM NAME:** \_\_\_\_\_

**1. PROGRAM DESCRIPTION**

a. Goal Statement: What is the goal of your program and how does it align with the strategies described in the RFP guidelines?  
See multi-focused response

b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).  
See multi-focused response

c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.  
See multi-focused response

d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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.  
See multi-focused response

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
See multi-focused response	

f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

See multi-focused response

- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

See multi-focused response

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

See multi-focused response

## 2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
See multi-focused response			

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

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

How do these partnerships enhance this proposal?

See multi-focused response

What are the decision-making agreements with each partner?

See multi-focused response

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.  
See multi-focused response

**3. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance:

Middle School TSP	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year					
Summer					

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

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

- d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and Adult Interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total

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

## **2. DATA MANAGEMENT AND MEASURES OF SUCCESS**

- a. What systems 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.

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*





## School-Age Youth Services for 2020: High School Services at Current City Funded Neighborhood Centers

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

Deadline: 12:00 pm CST (noon) on **July 29, 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 comprehensive multi-focused afterschool, summer and year round programs for high school-age youth implemented by current City-funded Neighborhood Centers. 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 program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

***Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center’s proposed programming schedule and staffing distribution across programs.***

Organization:	Goodman Community Center	Amount Requested:	\$ 60,552
Programs applied for:	<input checked="" type="checkbox"/> Multi-focus School Year <input checked="" type="checkbox"/> Multi-focus Summer Topical/ Skills/Population <input checked="" type="checkbox"/> Weekend and/or Summer Evenings		
Contact Person	Jennifer Lord	Email:	jennifer@goodmancenter.org
Address:	214 Waubesa St.	Telephone:	608-204-8029

## **SECTION 1: HIGH SCHOOL MULTI-FOCUSED PROGRAMMING**

### **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?

Goodman's High School comprehensive out-of-school time program works to improve the social-emotional, leadership and academic outcomes of its participants by offering High quality enrichment programs to underserved, low-income, youth in 9th-12th grade, through engaging, hands-on informal social-emotional and intellectual enrichment activities and a formal community-school collaboration. Our goals are to: 1) provide supportive relationships and opportunities for youth to practice youth voice, problem solving and effective coping strategies, and 2) increase youth's social-emotional learning, leadership and academic performance; 3) provide youth/families with case management and a variety of resources and opportunities to meet needs of their families.

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

GCC's High school program serves youth primarily from the East High attendance area, with priority being given to lower-income youth living in the Darbo-Worthington, Carbon, East Washington corridor and Brentwood neighborhoods. Our programs target students who are low-income, and/or homeless, and/or students of color and those who would benefit from additional social-emotional learning and support. All youth in this program are in High school, graduated from 8th grade but not completed 12th grade. HCC has intentional 9th grade bridging programs and has a relatively High retention rate through 9th grade.

Enrollment for East High is 1,616, and of this GCC intends to serve a minimum of 86 underserved/underachieving youth (ages 14-18) from grades 9-12.

The 2018-19 student body of East is 35.6% White non-Hispanic, and 64.4% non-White: 24.7% Black, 22.2% Hispanic, 8.5% Two of More Races, 8.7% Asian, and 0.3% American Indian. The demographics of East High are significantly more diverse than Madison as a whole, which is 75.7% White. However, approximately 90% of the students from East that GCC serves are Black.

The median household income of the Emerson-Eken Plan District (which includes East High) is \$45,302. This is significantly below the city of Madison median household income of \$59,387 by \$14,085 per annum. However, the financial status of the families of East High students is more dire, as a full 57.3% (926 students) are classified as economically disadvantaged by WI DPI.

There has been significant criminal activity within 1/2 mile radius of the school over the past year, with 494 incidents listed on Madison's Community Crime Map. Moreover, the most recent data from WISEdash show that there have been an unusual 363 disciplinary violations at East High in 2017-18 of which 93.8% (326 incidents) involve students of color,

and 61.6% involved African American students specifically. Three hundred and forty (93.6%) of these incidents involve students classified as economically disadvantaged. However, only 22 of these incidents are serious: Assault (7), Endangering Behavior (14) and Weapon-related (1). While there have been no expulsions, there have been 363 suspensions related to these violations.

Related to English language proficiency, there are 278 English language learners (ELL) at East High, which is significant, being 17.2% of the student body. This is nearly triple the state school average of 6%.

A total of 41.9% of all East High students are not proficient in English, according to the ACT Aspire Test, of which 61.9% of Blacks are not proficient, as well as 55.1% of economically disadvantaged students.

Moreover, 51.8% of East High students are rated as not proficient in English Language Arts (ELA)

The racial breakdown of current participants is 87% are black (African and African American), multi-racial 6%, Latinx 3% and 3% white, 1% other. Currently 93% are low-income as defined by the free and reduced meal program. 4% are ELL (Latinx and African languages). The intended service population will basically mirror the current service population, with increased participation from Latinx students.

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

Recruitment: Goodman gives first priority enrollment to previously enrolled families because research shows that sustained programming has measurable impact, but we also actively advertise and recruit for the High school program. GCC maintains an office and meeting space within East High and by far the most successful recruiting tool is to be present in the building, talking to students during lunch, in the halls and working directly with school staff to identify students from the intended population to be served. GCC also advertises in the Eastside News, on Facebook, and place fliers in gas stations with markets (which have been very successful in getting information out to families in our most challenged neighborhoods). Staff also go door to door in Brentwood and Darbo-Worthington and other low-income housing areas to talk to families and facilitate enrollment. Staff attends/hosts events in high need areas so they are known by residents. Referrals are ongoing from East admin team, teachers and support staff, and partners like Joining Forces for Families social workers, and County CCS providers. Materials and fliers will be made available in English and Spanish this year (see language access plan).

Intake: First line of contact is with the High School Manager and the Assistant Director of Youth Programming. GCC staff check to see if the family is from partner schools or our targeted communities, and eligibility for USDA free/reduced or not needy meal program. If they are from our partner schools and F/R, they are enrolled immediately, if there is space. After a family is pre-screened, they work through an enrollment packet. GCC hosts youth and family orientation twice annually for all families and mini-orientations on an individual basis throughout the year.

Retention: GCC employs multiple strategies for retaining students one is by articulating expectations of participation, developing strong relationships with youth, High student and family engagement, quality programming that includes youth voice and parent and student feedback. GCC staff also is a regular presence in the school which supports student

retention as staff serve as advocates for youth and their families and support school engagement and success.

Retention is also High because youth are engaged. They have voice and choice and are part of deciding activities. They receive a High quality, well-rounded experience that includes a meal, hands-on literacy/math activities, fun project-based learning designed to develop SEL and leadership. Youth attend field trips that build on curriculum. Additional youth are reached through East enrichment clubs allowing attendance 2 to 4x a wk.

Dosage and consistency of attendance are important to producing outcomes ([www.expandinglearning.org/research/vandell](http://www.expandinglearning.org/research/vandell)) so attendance a min of 2 days/wk until 7 pm is required. To increase regularity, the program is offered 39 weeks during the school year, on early-release days and during breaks and for 9 weeks during the summer.

The stakeholder needs assessment GCC conducted in February 2019 indicated that the extra resources offered and the fact that GCC supports the entire family, helps retention and increases satisfaction. Staff have regular contact with families through phone calls, texts and by stopping by homes. Staff work hard at connecting and developing positive relationships. Families also complete surveys 2x a year.

Barriers to Participation: While there are barriers to participation in OST programs, Goodman makes every effort to mitigate them. Transportation is not a barrier. Students at East and can walk or are transported from school on GCC vans. All of Goodman's drivers have received training and are approved drivers through our insurance. At program close, participants are driven home in a GCC van or dropped at a bus stop or transfer point. On no-school days, GCC picks up from homes, transports them to scheduled activities, and drives them home at the end of program.

High School Programs are available free to all families.

Another barrier in Madison is often having staff who don't reflect the youth who come to center. The way we ensure that we are culturally and linguistically relevant is that we hire staff who reflect the demographics of the students who in our program. And, all information will be available in English and Spanish.

Assessment: Goodman strives to make data-driven programmatic changes. Staff will collect process and outcome data multiple times year. GCCs continuous quality improvement cycle (plan, do, check & adjust) begins in May with Goodman's Program Committee, Assistant Director of Youth Programming and Director of Programs will analyze the collected data to determine if the program is meeting intended impact and progress targets. All stakeholders are invited to engage in a strengths, opportunities, weaknesses and threats (SWOT) analysis regarding targets and identify how and where the program can improve. After the analysis is complete, the Dir. of Programs, Asst. Dir. and staff will identify the processes and supports needed to be successful. Staff will engage in this quality improvement cycle annually. Staff use the Youth Quality Program

Assessment annually as a self-assessment tool and to develop their CQI plan and focus for the year.

Frequency assessment data is collected and who's involved

Daily:

- Staff will track program and school attendance and school behavior referrals and enter them into CitySpan weekly.
- Staff will communicate with teachers about homework and immediate needs through a secured google doc and through infinante campus.
- Communication with day school staff and parents as needed.

Weekly:

- Staff will connect with home room or classroom teachers in courses students are struggling with in the school

Monthly:

- Staff will meet with students to discuss and set personal and academic goals, complete a learning styles inventory and discuss and address issues students might have.
- All data will be reviewed by the Asst. Dir. of Youth Programs to ensure completion and accuracy.
- High School Program Manager will monitor student portfolios ensuring their classroom is implementing the CQI outlined in the YQPA work plan.
- Check-in meetings with Principal and support staff

Every two months:

- Lead teachers will collect pre/post test data to measure content knowledge and behavior changes.

Quarterly:

- MS Manager and Asst. Dir. of Youth Programs will meet with East and Sherman's Principal and support staff to map the math, literacy and STEM plans so that GCC activities align with the school day.
- Each school quarter staff will look at grades and test score to gauge growth in English and Math.

Twice Yearly

- Staff will analyze parent, student and teacher surveys
- Teen Leadership Council will conduct elementary student surveys and focus groups to determine youth interests and satisfaction

Annually:

- Asst. Dir. will conduct a YQPA assessment and will develop a work plan based on the areas identified as needing improvement.
- Ast. Dir. and Dir. of Programs complete annual report to demonstrate progress toward goals and areas for improvement and training.
- Program Director will conduct a strategic planning and logic model review process with all GCC staff and school principal and student support personnel from May through August. The team will analyze data and identify how to continue to improve building blocks and indicators

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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. Here are sample activities that occur, but activities' change based on the interest/needs/input from youth, survey data. These activities represent a sampling some of the more popular activities' GCC has done with HS youth. None of these activities have

been scheduled yet for the 2020 calendar year, but they tend to be 4-8 weeks in length and between 45 and 90 minutes long.

These activities help GCC reach its goals because they reflect the interests of the youth and in many cases youth help plan and recruit participants to the activities. The activities are designed to engage youth in hands on learning activities that are fun, encourage cooperation and team work and promote school and community engagement. BY providing an environment where youth see their voice reflected in the design, engaging them in leadership roles, and where positive, supportive relationships are built between staff and youth and between youth, GCC is building the social emotional health of the youth who participate.

#### Building SEL skills

Last year, East had 911 behavior referrals with 93.8% involving students of color and 93% of low-income youth. YOUTH-ADULT PARTNERSHIP (Y-AP) COMMITTEES are an evidence-based approach to improving social-emotional learning (SEL) and problem-solving skills. Youth who struggle in a traditional classroom especially benefit from SEL leadership opportunities in an OST environment (Clewell, Ibid). Y-AP committees support leadership, verbal communication skills, problem solving, planning for success and ultimately better behaviors at school. Through Y-AP, youth develop a sense of belonging, efficacy and empowerment, civic competence, and community connections (Zeldin & Collura, 2010). Youth select from 3 opportunities; 1) Justice Council, 2) Community Ambassadors or 3) co-designing a mini-course they have expertise or deep interest in with staff.

For example, the Justice Council committee trains youth in restorative justice techniques and helps them mediate conflicts in the CLC. Youth partner with adults to create behavior policies and other systems to keep the program successful. They also attend trainings and workshops related to social justice and human rights. Justice Circles are implemented throughout MMSD and have shown success during the school day and are also appropriate in an afterschool setting as well. Using the same problem-solving practices implemented during the school day helps youth who struggle with behavior at school make connections to their positive behavior at the CLC and transfer that learning to school.

Building Academic Skills- evidence based best practice. Word! And Math buddies are two examples of how GCC approaches development of mini-courses that are designed to support academic outcomes in a fun, hands on environment that promotes leadership, school and community engagement.

Drone Zone: As previously mentioned, low-income, minority students often have deficits related to resiliency and school engagement (Finn et al, 1997) which often results in increased behavior issues and High drop-out rates. At Madison East, the High school East feeds to, only 52% of Black students graduate on time, but students who attend GCC's program throughout middle and High school have a 77% on-time graduation rate (Wisedash and MMSD data with support from East High). Utilizing PBL, youth will learn problem solving, design thinking, planning for success skills and task persistence through learning to fly, build and code a drone. Working in teams, youth will compete in aerial races where they demonstrate their understanding of Bernoulli's theory and aviation concepts of pitch, roll & yaw as they fly through an obstacle course. Drone Zone also has a career component. One way students begin to see themselves in different careers is to literally "see" themselves in those places of work. Therefore, youth will participate in a 1-

day career day to learn about the UAV field and the varied paths of professionals working in the field and participate in an Eagle Flight where they'll be able to fly in a Cessna.

Word! | Reading Group Choices works with us to pick out books relevant to participants lives. Participants will learn new reading comprehension strategies, design their own graphic novels, and meet local authors and illustrators. Participants also see movie/play versions of the books after we finish reading.

At East. 80% of Black, 75% of Latino, and 77% low-income students are not proficient in English compared to 32% of white students. Word! uses a project-based learning (PBL) best-practice approach (T. Markham, 2011) to teach evidence-based literacy skills to improve reading comprehension.

Word! helps students develop reading comprehension strategies to become purposeful, active readers in control of their own reading comprehension (C.R. Adler 2016). These 7 strategies help youth follow a set of steps that good readers use to make sense of text, they are: monitoring comprehension; metacognition (thinking about what they are reading); using graphic organizers to help organize thinking; answering and generating questions; recognizing story structure and sequence; and summarizing.

There are 3 main components to the Word! course. Youth:

- 1) read a graphic novel of their choice, implementing the reading comprehension strategies;
- 2) either individually or in small groups, create a parody of the graphic novel they've read and then,
- 3) meet a novelist to learn about the writer's creative process and share their own process.

This PBL approach is student centered where youth are learning in an authentic, inquiry-based environment. The fact that the students have the opportunity to select their own graphic novels, meet with the writer and explore any aspect of the story that intrigues them, encourages students to drive their own experience, collaborate, and reflect on their knowledge (Bell, 2010).

Math Buddies | Improves math grades, develops leadership and mentoring skills by tutor elementary kids, and exposure to post-secondary education through college campus tours. Participants spend time researching how to be mentors and tutors to younger kids, help them with their math homework, and then have dinner at Madison College where they get their own math tutor.

88% of Black, 77% of Latino, and 80% of low-income students are not proficient in math. MATH BUDDIES uses the best practice of service-learning to engage students not proficient in math in an authentic way by having them tutor an elementary student.

MATH BUDDIES will foster a positive mindset toward math, improve foundational math skills and ultimately improve math homework completion and grades.

Youth will:

- 1) Review 3 foundational math concepts that High school students often struggle with: computation (East High School Teacher Survey, 2018) identifying key mathematical terms and determining what information is needed to solve the problem (WGBH Educational Foundation, 2002);
- 2) Learn how to engage and tutor younger children by leading math activities in a GCC elementary classroom. Research shows that engaging youth in ongoing service-learning

through a meaningful, authentic environment (tutoring elementary students) has the greatest impact (21st CCLC Program Guidelines, 2017)

3) Improve their self-concept from being a person who struggles in math to being a relative "expert" because MATH BUDDIES is a low risk, High interest environment (Clewell, 1998)

4) Change the perception that math isn't for them or people like them because they will be paired with a Madison College tutor/mentor of color (Clewell et al., 1998). The Madison College tutors will meet weekly with the student to help them complete homework and study for exams.

Additional activity examples include:

7 Mindsets | This capacity building alliance empowers youth, equips educators and activates community leaders to spark positive community change. 7 Mindsets engages young people with principles of success by incorporating media, movement, and original Hip-Hop music to empower youth to develop critical service learning projects.

Basektball Bootcamp and Referee Training| Youth will learn basketball techniques, work outs, and practice drills! If you love basketball – this is the mini-course for you. Women's basketball team at UW-Madison and will push youth to be disciplined and perfect the technical skills necessary to excel in the game. We'll study angles and physics to learn the science behind shooting techniques, as well practice statistics by completing stats sheets as we watch games. Students also have the option of be trained and certified to referee and serve as Asst. coaches (both paid youth employment positions) for the Fit Youth INitiative Sports leagues and clinics fro ages 4 through middle school.

Community Wellness | We will take tours of organizations that are focusing on promoting wellness in our community. Some places we might go are hospitals, co-ops, and restaurants that support a healthy life style. We will also have guest speakers come to Goodman and teach a course, do a demo or an activity with the youth. At the end of this mini-course, youth will have learned about the different definitions of wellness, how they can engage in a healthy lifestyle, and what community resources exist to help them on their journeys.

Engineering Design | In this mini-course, we will be creating our own project from a variety of metals. We will explore Sector67's makerspace and use the design thinking process to create our own piece. Each day, we will learn about an engineer or artist whose work might inspire new project ideas and get trained in how to use a variety of tools. We will display our finished projects in the Goodman Lobby and teen center, and invite the community to view it and talk to us about our creations!

GIRLS INC (ex: Self Care for Mental Health) | In this mini-course, we will focus on self-care as a way to promote mental health. We will create a self-care plan for mind, body, and spirit and learn to identify who supports us to be our best selves. We will set some self-care goals and support each other to achieve them. We will also do some fun DIY projects to promote wellbeing, like home-made bath products and heat pillows. At the end of the mini-course, each person will create their own self-care kit filled with tools to help them be their best!

JVN Spoken Word Workshops | The JVN Project is a non-profit organization in Madison that teaches Hip Hop and spoken word to young people. They will be offering a weekly



writing and performing workshop at East. There will also be monthly slams happening around the city where youth have the chance to work toward winning a spot on the Madison Youth Poetry Slam team, which will be representing at the 2018 Brave New Voices Poetry Festival!!!

Science Labs | We are continuing our programming with the UW Science Outreach Dept. and Community GroundWorks. This session one group will be working with Jerrod Buckner at the Wisconsin Institute of Discovery to program Lego EV3 robotics. Another group will study biology and head to the Youth Grow Local farm to plant and harvest produce for the Goodman food pantry.

#### Youth-Adult Partnership Committees

Are you a LOFT leader? Do you want to help plan activities and make the LOFT a better place? Join Y-AP and practice your leadership skills! We will plan parties, do service projects, get trained to run justice council sessions, meet with community leaders, and continue developing systems to make the LOFT better. This is an awesome opportunity for you to make sure your voice is heard and for you to develop leadership skills. Which committee will you choose to be part of?!

YAP Community Coordinators | Plan events for our community to unite and talk about the issues facing us. How can we work together to improve the city we live in? What do we have to celebrate? You'll learn all the components of event planning and work with staff to coordinate events from start to finish.

YAP Justice Council | Are you a leader amongst your peers? Do your friends frequently come to you for advice? In this committee you'll be trained in restorative justice techniques and help mediate conflicts in the LOFT – both in the High School and Middle School programs. You'll also help develop behavior policies and other systems the LOFT needs to be successful.

YAP Mini-Course Co-Teachers – for JUNIORS AND SENIORS | If you have great ideas for mini-courses, we need your help! Let us know what skills you can share with our middle school youth! We'll create lesson plans together and you'll also have the opportunity to get paid and earn incentives from gift-cards to extra field trips if you decide to co-teach with Goodman staff in the O'Keeffe middle school CLC program.

YAP Newsletter Club | This quarter, we'll create a LOFT newsletter that will highlight the things going on in the High School program as well as some upcoming events at Goodman. This will be a chance to showcase youth's photography, writing, and leadership skills as youth decide what information they want featured in the newsletter. Also, there will be chances to interview and spotlight youth and leaders in our broader community, volunteers in our programs, and local artists.

YAP Reading Buddies | Do you want to be a teacher? The 4k and preschool kids wake up from their nap when you get to Goodman and they're always looking for reading buddies. Work as a team to teach preschoolers new songs, lead activities, and read one-on-one with them.

#### MERIT

MERIT stands for Madison Empowering Responsibility in Teens which is a program designed to help teens learn to make safe decisions about their sexual health. Providing

gender specific space will give youth the opportunity to feel empowered about their unique needs and experiences. The course will include discussions about healthy relationships, peer pressure, and physical health with a strong focus on safety and confident decision-making. The goal of this session is increased capacity for healthy sexuality and relationships as well as decreased risk of relationship violence and unplanned pregnancy.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
see above	

f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

The simple answer to how youth, families and community engage with the Goodman is that GCC staff and Board ask them regularly, both formally and informally. One of Goodman’s strengths is the strong relationships we develop with our community and the families who attend the center. The Center’s board and staff use community feedback to inform program design in numerous way. 1) Goodman Community Advisory Council: a group of 15 diverse residents who support the development of the center by informing the board of neighborhood issues, trends and desired responses. 2) Parents Evaluation Survey’s occur twice annually giving parents opportunities to evaluate how programs meet their family’s needs and to gather suggestions on improvement. 3) Annual parent-teacher conference to review children’s individual learn portfolio goals and progress, as well as discuss ways that GCC can better support their youth and family. 4) Annual School-wide online survey of parents and teachers specifically designed to get input for next year’s programming. 5) Bi-Annual community cafes which are facilitated conversations open to the entire community. 6) Monthly Family Fun Nights where Goodman High school Youth Evaluators conduct a survey designed for children and parents specifically around the theme of the family Fun Night. For example, the health and fitness events or the family literacy event would ask questions about what they would like to see offered to their child or their family in these areas.

Goodman uses the data collected in all six areas to inform our strategic plan, and to inform the design and content of the program for children.

And, as new families enroll youth in the program, they are asked to complete a parent engagement survey. This information informs the structure and offerings of parent programming, mini-course schedules and field trip opportunities.

In addition, we survey children twice a year about their program satisfaction and they vote for the programs they are most interested participating in. It is from this compiled list of clubs and activities that staff and children work together to create schedules.

g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

GCC serves a relatively small number of ELL HS students and families, although the current strategic plan includes outreach and recruitment of Latinx participants throughout the centers programs. GCC has not made enough efforts in the past to recruit and retain

members of our Latinx community, but in the next 3 years GCC will place significant emphasis on this.

The ELL population at GCC primarily consists of youth and families from African countries, with a smaller percentage (but growing) of Latinx youth. GCC works to create an environment that is welcoming to all. GCC has bilingual staff (Spanish) and uses community volunteers (often parents or relatives of current participants) to provide translation services to youth and parents who have minimal English language skill. GCC is in the process of translating written materials, adding basic information on our website, improving signage, and adding I Speak cards and other language access resources at the front desk.

GCC supports African families by never serving pork in any of the meals served at the center, supporting children through Muslim holidays through education and cultural activities. Each year the theme of a family fun night is focused around cultural awareness where foods, dress, music and traditions are shared.

GCC has reached out and engaged leaders in the Latinx community and have begun outreach with our school partners to families whose children attend our partner schools. GCC staff have also tried to make sure our ELL families are aware of immigrant rights, have the most current information about resources, and have worked with Jewish Social Services Migrant Support program to protect families vulnerable to deportation.

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

In 2018, all Child and Youth staff participated in a retreat to look at the MOST Effective Practices, ascertain current programs using this framework, and outline our continuous quality improvement (CQI) process implementing the MOST effective practices. All programs assess throughout the year and the 7 Effective Practices are embedded within our continuous quality improvement process.

**Intentional Programming:** Teachers receive paid lesson-planning time and submit lesson plans focusing on positive youth development (PYD) demonstrating intentional learning and scaffolding of lessons. Lessons and clubs build on themselves in order to develop skills and competencies. The Ast. Director of Middle and High school programs outlines the program goals for the year and works with the Goodman Youth Staff to meet them

**Supportive Relationships with Youth:** LOFT programs focus more importantly on social-emotional learning by developing meaningful relationships with youth people. Every student has an assigned Goodman staff person who is their case manager who checks-in with them regularly to see how school and family life are going and where they are in reaching their yearly goals (personal and academic). We know young people feel supported at Goodman from the number of youth who disclose trauma and personal challenges to staff which unfortunately results in calls to child protective services every year. Goodman also has a new partnership with Anesis Therapy Center that provides trauma informed care training to support teachers in having the skills to manage dysregulated behaviors without having to remove the student from the room. And any youth or family that identifies in need of individual or family

counseling and families without insurance will be supported through a grant from Dane County.

**Youth Voice and Leadership:** We solicit youth voice several times a year to get their what kind of clubs they are interested in attending to help us with program planning. Youth-adult partnership (Y-AP) is an evidence-based approach to improving SEL, leadership and problem-solving skills. SEL is a best practice that is proven to increase academic outcomes and positive social behaviors (casel.org/impact). Children who struggle in a traditional class benefit from SEL leadership opportunities in an OST environment (Clewell, Ibid) and particularly low SES and youth of color (Collera and Gaulty 2015). YAP supports leadership, communication skills, problem-solving, planning for success and better behaviors at school, which support the development of skills necessary for student success. Children develop a sense of belonging, efficacy and empowerment, civic competence, and community connections (Zeldin & Collura, 2010).

**Racial and Cultural Inclusion:** Goodman has engaged in center-wide racial equity and inclusion through hosting Equity Café's and implicit bias training. Goodman is also in the process of hiring an Assistant Director Equity, Inclusion & Human Resources who play a vital role in delivering Goodman's commitment to creating and maintaining a work community that respects and values diverse life experiences. This role will help drive the implementation of programs and best practices that will attract, develop, and retain a diverse workforce and volunteer basis well as cultivate an environment of inclusion across programs at GCC.

**Community and Family Engagement:** Goodman has a strong community and family engagement program. LOFT students engage in service learning projects and learn how to advocate for their needs and the needs of their community; ie. Students are currently interested in having a basketball court next to the new 214 Waubesa building and will survey the community to get input on their idea and design and will then propose their idea to Madison's Common Council. Goodman host 6 Family Fun Nights a year that are advertised well in advance where families are invited to participate in center-wide activities around a theme and where dinner is provided.

**Organizational Management & Staff Support:** Goodman provides \$500 of professional development per staff a year and also provides several guest trainings that support the annual goals set by the Ast. Director and director of youth programs. Anesis Therapy Center will be hosting a series of Trauma Informed Care trainings in 2019-2020. Goodman also has several directors who manage key aspects of running the organization ie. HR, finance and facilities directors as well as a program director to support program managers and assistant directors. Goodman has an engaged Board of Directors with a variety of committees that include both board and community members (Organization Develop and Human Resources, Fund Development, Finance, Programs and Executive) to support oversight.

**Environment and Safety:** Goodman provides developmentally appropriate environments for our programs that enhance safety, health and nutrition. We attend to both the physical and emotional health of our participants. This is reflected in the design and layout of the High School Space. In fact, both middle and High school students toured the City of Madison

looking at space they liked, survey the youth in the program and put together a poster board and presented to the architects. Many of their ideas are incorporated into the design.

## **2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
East High School	The Principal, Support Teacher (SST) and Guidance Counselors participate in standing meetings to ensure effective communication. The school provides an office, and access to students during the day for surveys, focus groups, individual meetings and enrollment. East provides use of classrooms, gym, cafeteria, theater for special events. GCC staff are invited to attend professional development at East.	Michael Hernandez	Y
Anesis Therapy	Provides 20 hours per week of mental health services for youth and families with individual and group sessions.	Myra McNair	Y
Girls Inc.	Increases access to and quality of OST programming. Provides access to CitySpan and professional development topics aligned with quality standards.		Y
Madison Out-of-School Time (MOST)	Increases access to and quality of OST programming. Provides access to CitySpan and professional development topics aligned with quality standards.		Y
Joining Forces for Families	Provides social worker case management support.		Y
PASS Americorps	Provides Americorps members, and access to Americorps professional development and technical support.		Y

How do these partnerships enhance this proposal?

The various partnerships provide a depth and richness to our offerings, and an access to information and resources that GCC would not be able to have on its own. Anesis Therapy and Joining Forces for Families provide mental health resources and social-emotional learning opportunities that GCC would not be able to duplicate. East High, MOST and PASS Americorps provide professional development opportunities that GCC could not provide. East High provides space and staff that make this program possible.

Girls Inc provides unique and powerful gender-specific programming that GCC cannot provide on its own

What are the decision-making agreements with each partner?

Decision-making agreements are detailed in the Memorandums of Understanding that GCC has with each entity.

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

Goodman provides comprehensive programming for families with 48% of existing families using other programs and service at Goodman. We have a food pantry and community meal for families who are food insecure and a case manager who connects families to other family supporting services like housing and paying utilities, etc. The case manager makes every attempt to provide a warm hand-off to the other providers so that they can leverage their relationship with both the family/caregiver and the provider.

Goodman also currently provides mental health services at the Center through a new partnership with Anesis Therapy Center for parents/caregiver and/or their children. With the funding from the United Way, Goodman is able to expand its case management support to provide more comprehensive case management and to support families with children under 5 who are referred to us through Dane County's Comprehensive Community Services and our collaboration partner agencies

### 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

High School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	5 days/week	2.5	36 weeks, 9 months	1:12	71-85
Multi-Focused Summer	4 days/week	5	9 weeks, 3 months	1:12	40-54

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

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Anticipated Unduplicated High School-Age Youth:

Unduplicated individual youth participating across all of your organization's high school multi focus programs: 300

- c. Additional Activities: Do you anticipate providing activities for the multi-focused high school program that are not included in the table above? Please describe these activities,

including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

#### Global Service Learning

This year youth will be planning and participating in a Global Service Learning program. This proposed 15 week mini course and 6-day global service-learning trip, through a partnership with Amizade (fair trade learning organization) and CARAS con Causa (a NPO in Puerto Rico) will focus on hurricane relief and interact with themes of land rights, environmental justice, Puerto Rico-US relationships, social change, democratic citizenship, leadership, and international development. This program will include re-building mangrove forests that were destroyed by the recent Hurricane Maria. In addition, there are other clean up or rebuilding activities related to communities near the forests. Participants will spend the program based in and around San Juan meeting with local community and professional leaders; serving with local organizations on the frontline of community development; and exploring the country and culture through excursions and community events - including hikes through El Yunque and visits to Old San Juan.

Students who have participated in Goodman programs for more than 1.5 years, who are juniors or seniors in high school, and who meet expectations outlined by the youth-council and Goodman staff will be eligible for participation. Requirements include participation in a fall semester-mini course (Global Service Learning: Ethical Standards for Community-Engaged International Education); submitting letters of recommendation from school day teachers, completing an application, and presenting on research prior to departure, as well as submitting a reflection piece or project upon return.

#### Open Mic Nights

LOFT High School Programming, in conjunction with Supafriends, host monthly Open Mic Nights on the first Friday of each month from 5pm-10pm. These community events have increased in popularity this spring!!!! There were 103 youth and adults in attendance on Friday, April 5th. Youth and young adults have been creating original work and performing those pieces at Open Mic nights. Participants have shared with our program how grateful they are to have the space to build community and create art together.

#### Conferences and Trainings

- Black Women's Wellness
- Black Women's Leadership
- YWCA Racial Justice Summit
- White Privilege Conference

#### Ready for Change

Every year, the high school teen leadership council plans and hosts the Ready for Change Social Justice Conference. More than 100 youth and community members attend workshop and activities organized by young people with support from GCC staff. Participants enjoy performances from



Drum Power, Murishi, Brandi Grayson, and K Sankofa. Attendees participate in two breakout sessions of their choice:

Examples from 2018-19

- Krumping | Buckerfly
- Hip-Hop Triva | Freedom Inc
- African Head Wraps | Girls Inc.
- Students’ Rights | Teen Leadership Council
- Social Justice and Technology | UW Education Policy Interns
- African Drumming | Drum Power
- History of African Countries | Africa Club

Dinner is prepared and served by African parents of Goodman families. Benachin or jollof rice, domoda, chicken yassa, lamb vermicelli, fish pie, couscous, and wongo - so delicious! The evening ends with a social justice song competition and an all styles dance battle. Check out highlights from the 2018-19 song contest: <https://vimeo.com/333444776>

- d. **Program Staffing:** Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Asst Director of Youth Programs	4 year degree and 5 years of experience	.25	.25		.25
HS Manager	5 yearrs of Experience and related training	1.0	1.0		1.0
2 Youth Leaders	min of 2 years of experience	.75	1.0		.85
2 AmeriCorp Members	no previous experience required	.75	.75		.75

- e. **Volunteers:** If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?  
 GCC partners with UW-Madison and Madison College service-learning courses. The UW-Madison Morgridge Center for Public Service also provides qualified academic Badger Volunteer tutors at no cost. Badger volunteers lead min-course as well as tutor in their areas of study. GCC also has an extensive list of partners who provide in-kind enrichment

opportunities. As new partners begin, a meeting takes place to determine the scope of the services that will be offered and provided an orientation.

**Training:** All volunteers complete an application, background check, GCC orientation, an interview with staff and a program specific orientation. Volunteers are given a schedule, information about the classroom, teaching team and/or youth. Volunteers can attend PD trainings with staff (trauma informed care, first aid, and positive youth development). When volunteers tutor youth or are in programs that strive to improve academic outcomes, they complete a tutor training.

**Supervision:** Volunteers are supervised the volunteer liaison in the department. This person meets with the volunteer regularly and supports them so they have the tools they need to do their job well and to help them meet the goals, both personal and professional.

#### **4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

- a. What systems 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.

GCC has a data sharing agreement with MMSD and will be able to access participant demographic data through an online data system, Cityspan, which is connected to Infinite Campus, the school district's data system. Parent release of information forms have been added to MMSD's school enrollment packet and will be handled by the district. Annually on October 15, GCC will submit a list of students enrolled in the CLC with DOB to MMSD's Research Dept. Who will "turn on" access providing real-time student data.

East's principals have identified a school support counselor and staff person to ensure access to other student-level data, as needed. GCC will meet twice a year with school support staff and principal to align strategies for children most in need of support services. In addition, GCC has created a secure Google doc that enables teachers to share homework assignments and emergent needs of the youth.

MMSD has agreed to participate in surveying that supports evaluation and to provide data for participants and a similar cohort of unenrolled youth for comparison. The district also recognizes that data needs evolve and have provided an MOU addendum stating that if any new data needs emerge, the team will work to address them.

Goodman houses the demographic data, program and school attendance, program activity enrollment, GCC teacher and YPQA and other formative and summative assessments and case management notes within Cityspan.

Confidentiality will be maintained ensuring only those staff people who need access to data will have it. If any information Goodman collects is to be shared with any partners, we will seek parent consent beforehand.

*PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

## **SECTION 2: HIGH SCHOOL WEEKEND AND SUMMER EVENING PROGRAM**

*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?

See multi-focused response

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

See multi-focused response

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

See multi-focused response

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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

GCC offers programming 2x a week until 7 pm that is a continuation of the mini-course and youth directed programming offered during the immediate afterschool hours.

GCC will offer programming 2x a week until 8 pm, offering a 1 hour, small group activity lead by the AmeriCorps members. This time will also include time for participants to complete homework with Badger volunteer tutors available.

GCC will offer Friday night programming 2x per month which will be organized by the HS Leadership Council and will be enrollment based.

GCC will do Saturday afternoon programming 2x per month and it will largely be field trip based.

GCC staff are with HS staff for 9 hours a day in the summer and will only do evening or weekend activities in the summer if special opportunities arise.

- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
See multi-focused response-The types of activities that are offered in the evenings and weekends will be largely similar to the types of activities that were described in the multi-focused response. The evenings will include an interest based activity, opportunity to complete homework with tutor support. Friday and weekend program activities will be more recreational, sports and health related, and field trip based. Examples include: swimming, bike rides, hikes in state parks, organized sports-skills clinics or games, plays, movies, or cultural events.	

- f. Community Engagement: Briefly describe how youth, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.  
See multi-focused response
- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.  
See multi-focused response
- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?  
See multi-focused response

**2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
See multi-focused response			

How do these partnerships enhance this proposal?  
See multi-focused response

What are the decision-making agreements with each partner?  
See multi-focused response

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.  
See multi-focused response

### 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

High School Evening	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year	See multi-focused response				
Summer	See multi-focused response				

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

\*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. Total Annual Unduplicated High School-Age Youth:  
Unduplicated individual youth participating across all of your organization's high school multi focus programs: 75
- c. Additional Activities: Do you anticipate providing activities for the weekend and summer evenings high school program that are not included in the table above? Please describe

these activities, including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

See multi-focused response

- d. **Program Staffing:** Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
See multi-focused response					

- e. **Volunteers:** If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?  
See multi-focused response

**4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

- a. What systems 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.  
See multi-focused response

***PLEASE NOTE:** At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

**SECTION 3: HIGH SCHOOL  
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)**

**PROGRAM NAME:** \_\_\_\_\_

**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?

See multi-focused program response

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

See multi-focused program response

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

See multi-focused program response

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand 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

See multi-focused program response

- e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
See multi-focused program response	

- f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

See multi-focused program response



- g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

See multi-focused program response

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

See multi-focused program response

## 2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. Collaboration: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
See multi-focused program response			

How do these partnerships enhance this proposal?  
See multi-focused program response

What are the decision-making agreements with each partner?  
See multi-focused program response

- b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

See multi-focused program response

## 3. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance:

High School TSP	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year	See multi-focused				

	program response				
Summer					

\*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)  
 \*\*Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

- b. **Total Annual Unduplicated High School-Age Youth:**  
 Unduplicated individual youth participating across all of your organization’s high school multi focus programs: See multi-focused program response
- c. **Additional Activities:** Do you anticipate providing activities for the TSP high school program that are not included in the table above? Please describe these activities, including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).  
 See multi-focused program response
- d. **Program Staffing:** Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
See multi-focused program response					

- e. **Volunteers:** If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?  
 See multi-focused program response

**4. DATA MANAGEMENT AND MEASURES OF SUCCESS**

- a. What systems 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.  
 See multi-focused program response

***PLEASE NOTE:** At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.*

AGENCY NAME:

**STAFF-BOARD-VOLUNTEER DEMOGRAPHICS**

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

DESCRIPTOR	STAFF		BOARD		VOLUNTEER	
	Number	Percent	Number	Percent	Number	Percent
<b>TOTAL</b>	151	100%	15	100%	480	100%
<b>GENDER</b>						
MALE	71	47%	8	53%	175	36%
FEMALE	80	53%	7	47%	305	64%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	151	100%	15	100%	480	100%
<b>AGE</b>						
LESS THAN 18 YRS	36	24%	0	0%	84	18%
18-59 YRS	99	66%	12	80%	325	68%
60 AND OLDER	16	11%	3	20%	71	15%
TOTAL AGE	151	100%	15	100%	480	100%
<b>RACE*</b>						
WHITE/CAUCASIAN	79	52%	7	47%	332	69%
BLACK/AFRICAN AMERICAN	47	31%	5	33%	68	14%
ASIAN	7	5%	2	13%	17	4%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	2	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	1	0%
MULTI-RACIAL:	18	12%	1	7%	60	13%
Black/AA & White/Caucasian	18	12%	1	7%	47	10%
Asian & White/Caucasian	0	0%	0	0%	13	3%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
Am Indian/Alaskan Native	0	0%	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%	0	0%
TOTAL RACE	151	100%	15	100%	480	100%
<b>ETHNICITY</b>						
HISPANIC OR LATINO	8	5%	1	7%	46	10%
NOT HISPANIC OR LATINO	143	95%	14	93%	434	90%
TOTAL ETHNICITY	151	100%	15	100%	480	100%
<b>PERSONS WITH DISABILITIES</b>	0	0%	0	0%	0	0%

\*These categories are identified in HUD standards.

Based on the demographics in the chart above and the demographic data on the neighborhoods surrounding your Center available in the Data Toolkit, how does your staff and board align with the demographics of the neighborhood?

# Language Access Plan (LAP) for The Goodman Community Center

## Adopted August 2019

### **Introduction and Purpose**

In compliance with Title VI of the Civil Rights Act of 1964 “Improving Access to Services for Persons with Limited English Proficiency”, The Goodman Community Center has established the following LAP to ensure that individuals with limited English proficiency (LEP) may access all resources and services provided by our agency. An “LEP individual” is defined as “an individual who does not speak English as their primary language and who has a limited ability to read, speak, write, or understand English.”

The purpose of this plan is to establish strategies for interacting with and providing services to LEP individuals in order to ensure equity and inclusion across participants and customers of the Center. This is essential to our:

### **Our Mission**

The Goodman Community Center strengthens lives and secure futures.

### **Our Vision**

A community that’s thriving because everyone is valued and has the resources they need to be successful.

### **Our 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.

A Four-Factor Analysis which balanced the following factors:

1. The number or proportion of LEP persons served or encountered in the eligible service population;
  - Latinx are the fastest growing population in our community.
  - There continues to be a core population of South East Asian speaking families
  - There is a strong and growing presence of families from African countries, mostly west Africa.
2. The frequency with which the LEP persons come into contact with the agency;
  - The vast majority of the participants who interact with the center are English speaking
  - More attention to LEP language access could increase participation of LEP residents
3. The nature and importance of the program, activity, or service provided by the agency;
  - GCC is the primary access point to social services for many families on the north and east side.
  - The positive impact of GCC programs makes it critical to increase access to all residents of our community who could benefit from the programs and resources offered at GCC.
4. The resources available and costs to the recipient.
  - The cost of language access resources needs to be provided to the community free of charge to the recipients. GCC will work to develop a network of free resources and volunteer translators to support communication with LEP individuals.

## **Persons Charged with Implementing the Plan**

The Assistant Director of Equity, Inclusion and HR is responsible for overseeing the implementation of this plan. In addition to their oversight duties, they will be charged with maintaining and updating this plan as the need for changes arises. They will report to the Director of Human Resources and will need to coordinate with each department leader (Director's, Assistant Director's and Managers) in order to carry out the directives established by this plan.

The Assistant Director of Equity and Inclusion and HR will have the responsibility to maintain the language access plan. These tasks include, but are not limited to:

- Overseeing the organization's language access plan;
- Maintaining a database of qualified interpreters and translators;
- Training staff on how to utilize language assistance services when serving customers;
- Coordinating and managing requests for interpretation and translation;
- Managing a budget to provide language assistance services; and
- Regularly assessing and improving the language assistance program.

As our community evolves over time, we will continue to monitor shifts in our population's demographics through biennial assessments to ensure that we are adequately tracking LEP representation in our community.

We will also work to identify LEP individuals in our normal encounters with customers as they access the center by:

- Assuming LEP if communication seems impaired;
- Responding to individual requests for language assistance services;
- Relying on self-identification by the non-English speaker or LEP individual;
- Asking open-ended questions to determine language proficiency;
- Using "I Speak" language identification cards;
- Collecting and recording primary language data from individuals when they first engage with our programs.

## **Language Assistance Services**

It is our understanding that these LEP individuals may interact with our staff in a number of ways: at the (choose all that apply; may include others not listed here):

- Walk-ins at the front desk
- information calls;
- Public meetings and hearings;
- Public access to agency websites;
- Written materials;
- Agency brochures.

Due to the variety of encounters that LEP individuals may have with our agencies, language assistance services will be provided.

Oral language assistance may be necessitated by encounters with LEP individuals either over the phone, in person, or at public hearings. When one of these encounters occurs, staff members will carry out the following protocol:

*For communication over the phone:*

The staff member will first make an effort to identify the primary language of the individual. If that staff member is bilingual in the individual's primary language by the agency, then that staff member may assist the LEP individual directly. If the staff member is not bilingual in that language, then that

staff member will contact a bilingual staff member or the Asst. Director of Equity Inclusion and HR . If no bilingual staff member is available to assist the individual, then the staff member will contact: may be used to communicate with the LEP individual.

*For communication in person:*

The staff member will first make an effort to identify the primary language of the individual, using an “I Speak” language card if necessary. If that staff member is ap bilingual in the individual’s primary language by the agency, then that staff member may assist the LEP individual directly. If the staff member is not bilingual in that language, then that staff member will contact another staff member who has been approved as bilingual, or the Assistant Director of Equity and Inclusion and HR, to come and assist the individual.

The GCC staff will try to see if the LRP individual has someone who can help with translation.

If no bilingual staff member is available to assist the individual, then a the staff will contact: to communicate with the LEP individual.

*For public meetings sponsored by GCC:*

In all public notices of hearings, we will announce in the languages previously identified that an approved interpreter will be provided at the hearing upon advance request. A phone number will be provided in the notice for LEP individuals to call and request the interpreter.

Written Language Assistance

Written language assistance may be necessitated for a number of documents, notices, program information, forms, etc. “Vital documents” will be translated proactively and made accessible to the LEP communities previously identified.

Documents not considered vital will be available for oral or written translation upon request. Translated documents will also be accompanied with the following disclaimer:

**Guidelines for Interpreters and Translators**

Interpreters, translators, or staff members listed in the Staff Directory as bilingual, individuals providing interpretation or translation services must:

- Be reasonably proficient in and able to communicate information accurately in both English and the other applicable language;

- Act in an ethical manner and ensure confidentiality and impartiality in their role as an interpreter/translator;

### **Providing Notice of Language Assistance Services**

To ensure that members of LEP communities are aware of the language access services available steps will be taken:

- Provide “I Speak” language identification cards to front office staff;
- Place translated materials in conspicuous locations describing different services;
- Make note of the language access services on the GCC website;
- Indicate on GCC materials that documents are available in other languages and explain how to access language resources;
- During enrollment and outreach, publish notices in non-English media about programs and services offered;
- Train Staff on LEP Policies and Services

All staff will receive training on the importance of providing meaningful information and services to LEP communities. After completion of the training, staff should understand:

- Their obligation to provide meaningful access to information and services to LEP individuals;
- The protocol for handling various encounters with LEP individuals, as established by this plan;
- How to use the Staff Directory to identify approved bilingual staff members;



- How to access translated materials and interpretation services for provision to LEP individuals.

### **Monitoring, Evaluating, and Updating this Plan**

As part of their responsibilities, the Assistant Director of Equity, Inclusion and HR, will monitor and evaluate the effectiveness of this plan and make updates accordingly. To do this, they will make use of the following mechanisms:

- Survey staff on how often language assistance services are used and how they could be improved;
- Solicit feedback from community-based organizations and other stakeholders;
- Maintain a record of funds and staff time spent on language assistance services.

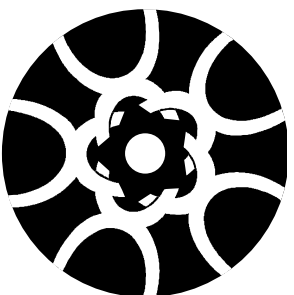
**Adopted:**

**Date Adopted**

# Strategy Roadmap Overview

---

JAN 23, 2017



**Goodman**  
Community Center

# Agenda

---

Review stages of the strategy process with Strategic Planning Work Group staff leaders:

- Background
- Organizational Commitment Statements
- Big Questions
- Competitive Advantages
- Strategy Screen
- Strategic Goals
- Action Steps: Objectives, Strategies & Tactics
- Questions
- Immediate Next Steps: BOD Approval



**Goodman**  
Community Center

# Background

---

With an overlying goal to build the next strategic plan from the ground (staff) up:

- Program Strategy Development (7/15 – 6/16)
- Organizational Strategy Development:
  - Board Retreat (4/16)
  - Strategy Refinement (5/16 – 6/16)
  - Community Cafes (7/16)
  - Action Planning (8/16 – 9/16)
- Board & Staff Review (9/16 – 10/16)
- Implementation Planning (11/16 – 1/17)



# Organizational Commitment Statements

<b>Purpose</b>	Inequity in our community creates the disparities that challenge our rights, engagement, and authentic human connection. Bringing people together to leverage collective assets unites us all.
<b>Mission</b>	Goodman Community Center strengthens lives and secures futures.
<b>Vision</b>	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.
<b>Values</b>	Inequity in our community creates the disparities that challenge our rights, engagement, and authentic human connection. Bringing people together to leverage collective assets unites us all.



**Goodman**  
Community Center

# Biggest Questions (April Board Retreat)

---

1. How do we build a sustainable business model that maximizes mission impact? (Mary, Jenny, & Kristin)
2. How do we work intentionally to integrate equity/inclusion? (Lisa & Kristin)
3. How do we anticipate/address the growing needs of families? (Kshinte)
4. How do we more effectively develop & retain staff?  
(Lisa & Derek)



# Competitive Advantages

---

**Brand:** People who know GCC recognize us a trusted, quality name with a proven reputation. We are known for being open to ideas and not adverse to risk. The GCC brand is looked upon as a leader amongst community organizations.

**Community:** GCC radiates a sense of family, connecting our community members and engaging their best attributes to build a mutually supportive system. Healthy food is an ingredient of our community that is integrated into our culture and helps bring us together. We have a strong, supportive donor and volunteer base that provide both time and money resources. Alumni of the Center, both employees and recipients of our services, openly demonstrate their pride and lasting bond with GCC, and are among our greatest advocates.

**Facility:** GCC operates a beautiful historic and sustainable campus located in a diverse, culturally-rich community, managed by a professional staff offering a wide range of venues that facilitate educational, social, recreational and physical fitness activities. We are proud of our safe and welcoming atmosphere and our commitment to an inclusive environment.

**Leadership:** GCC reflects the strength and diversity of the community we serve, from its Board of Directors to its devoted, tenured staff. Our executive director has built strong networks with city and school-district leaders, prominent philanthropists and other non-profit organizations in the greater-Madison area, which allows us to collaborate and partner to make a maximum impact with limited resources. Our directors possess the professional credentials and experience to maintain and improve the quality of programs and services, and sustain a strong fiscal foundation. Our managers and coordinators exude a pride and passion for the work we do, and this fosters dedication and loyalty among all employees.

**Programming:** GCC offers a broad and holistic approach to services provided, which encompass evidenced-based education, community engagement and life skills, and health and wellness through natural, nutritious food, and fitness facilities and instruction. We strive for a continuum of programming that will serve and strengthen individuals of all ages.



**Goodman**  
Community Center

# Updated Strategy Screen

---

Does it align/is consistent with our mission, values, competitive advantages, and organizational priorities

- Mission: GCC strengthens lives and secures futures.
- Values: Inequity in our community creates the disparities that challenge our rights, engagement, and authentic human connection. Bringing people together to leverage collective assets unites us all.
- Competitive Advantages: brand, community, facility, leadership, and programming.
- Next Level Impact – transforming lives through a social justice framework.

Do we have the resources?

- Which resources will be required: staff time, talent, space, and money?
- What trade-offs need to be made: what will we stop doing?
- Do we or can we obtain the resources to sustain it?

Are we the best organization to offer this service?

- Does this leverage our unique capacity-building competency?
- Can we meet our quality standards?
- Is there anyone better or equally positioned to do the work?

Does this provide a partnership opportunity?

- Do partners currently have skills?
- Will this impact enough partners?
- Is there opportunity/value in developing skills?
- Will the engagement positively impact the community?

Will these outcomes maximize our impact on at least two of the following stakeholders: clients, partners, funders, and community?

How well will this opportunity promote equity among staff, volunteers, and our community?

What are some of the unintended consequences of pursuing or not pursuing?



**Goodman**  
Community Center



# GCC Strategic Goals

---

1. Build a sustainable business model that maximizes mission impact
2. Anticipate & address the growing needs of families and communities
3. Create an organizational environment that promotes vibrant leadership through staff development & engagement
4. Work intentionally to integrate equity & inclusion both internally and externally
5. Communicate our impact to create & foster sustainability of the work



# Build a sustainable business model that maximizes mission impact

---

- Improve budgeting practices and outcomes
- Strengthen business model through social impact understanding
- Engage staff in financial leadership development
- Grow development by 10% annually to achieve 50-60% of budget through Development.
- Create stable pipeline of new/prospective donors to offset year over year attrition
- Establish capital campaign strategy
- Procure more private (foundation) grants
- Procure more government grants
- Establish Endowment and Legacy Giving Policies
- Review and revise Planning Giving Program
- Establish endowment for long-term operational funding
- Manage expenses to ensure return on development/marketing investment is realized
- Determine Development Team staffing model for success of this plan
- Operational development

# Anticipate and address the growing needs of families & communities

---

- Expand our definition and understanding of what it means for families to be engaged and involved
- Engage with community leaders to strengthen relationship/connection with diverse communities
- Conduct regular, ongoing needs assessment (internal focus)
- Strengthen current programs for Youth
- Strengthen and expand Older Adult programming
- Identify future programming opportunities
- Formally adopt a collective impact model
- Scan and review to Identify local, regional and national trends



Create an organizational environment that promotes vibrant leadership through staff development & engagement

---

#### REVIEW AND UPDATE OD PLAN

- Recruit and develop a strong talent pool
- Retain talent at GCC
- Develop performance standards for all GCC Staff
- Continually re-recruit GCC Staff in new directions and challenges
- Accelerate the development of GCC Staff

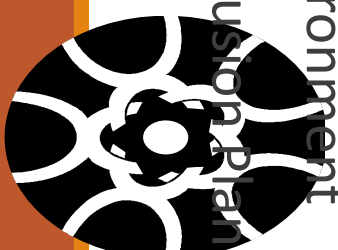
#### DEVELOP STRONG VOLUNTEER LEADERSHIP AND MANAGEMENT

- Establish Volunteer liaison for each department
- All new Staff attend volunteer orientation
- Evaluate volunteer experience
- Continue to utilize skill-based volunteers
- Support high-quality volunteer management for all Supv/Mgr/Directors
- Develop leadership planning for volunteers

# Work intentionally to integrate equity & inclusion both internally and externally

---

- Hire an equity consultant, while developing internal expertise
- Conduct Diversity Audit (staff, board, Advisory Council, programming, clients/stakeholders)
- Administer Climate Survey for participants/guests (post peak period, by program area)
- Build relationships with less engaged groups
- Identify representative Change Team to ensure focus is sustained
- Build affirming practices, culture, and environment
- Annual “re-certification” of the Equity/Inclusion Plan



# Communicate our impact to create & foster sustainability of the work

---

- Create policies and procedures to support internal communications
- Design and execute promotion and brand awareness of GCC



**Goodman**  
Community Center

# Action Items

---

Strategy Roadmap & Implementation Plan provided

For each of the goals, objectives, strategies & tactics have been identified with outcomes, internal champion, timeframe & estimated budget implications

Plan is effective upon board approval and will take us through 2019



**Goodman**  
Community Center

# Questions?

---

?



**Goodman**  
Community Center



# Immediate Next Steps

---

- Board Approval of Strategic Plan



**Goodman**  
Community Center

# Thank You!

---

CONTACT ME AT ANYTIME: [DENNIS@SORTSOLGROUP.ORG](mailto:DENNIS@SORTSOLGROUP.ORG)

**Phone: 608/347.1928**

# GCC Maintenance Policy

(Use Arial Font size 10 for everything below)

<b>Policy Name:</b>	Maintenance of GCC Facilities				
<b>Section #:</b>	104	<b>Section Title:</b>		<b>Formerly Book:</b>	
<b>Approval Authority:</b>	Pete Vogel Board of Directors		<b>Adopted:</b>	6/1/14	<b>Reviewed:</b>
<b>Responsible Director:</b>	Derek Kruzicki		<b>Revised:</b>	7/1/2019	
<b>Responsible Dept:</b>	Operations-Maintenance		<b>Contact:</b>	Derek Kruzicki	

**1. Policy Statement**

In order to keep all GCC facilities and equipment in top shape, we need to have periodic/scheduled maintenance. We will have trusted vendors and staff perform maintenance on our buildings and equipment.

**2. Reason for Policy**

To be operating at peak efficiency and reliability, we need to make sure our equipment and buildings are maintained at their recommended maintenance intervals. Anything that can be scheduled for regular preventative maintenance will fit into this category.

**3. Who Should Read This Policy**

**Directors, Operations staff to include maintenance, hospitality and Receptionists.**

**4. Resources**

**Preventative Maintenance Spreadsheet.**

**5. Definitions**

**Preventative Maintenance is anything that can be scheduled to be maintained before a breakdown or before a customer would notice it being excessively used. An example may be changing a filter or cleaning carpets.**

**6. The Policy/Procedure**

**The Preventative Maintenance Spreadsheet houses annual checklists for each piece of equipment or building component. There are different schedules for each piece that is broken down on different tabs. There is also a staff person assigned to each task at a different interval. (Need to make instructions for each task). There is also places on here to date when a vendor has performed this service.**

**If any staff notice repairs, or they are notified about repairs needed from a customer of the center, they should write up a work order to [help@goodmancenter.org](mailto:help@goodmancenter.org) so that that repair can be scheduled, or notify the front desk and ask them to send the email to [help@goodmancenter.org](mailto:help@goodmancenter.org) . Once maintenance staff have completed the task, they should sign off and date the completion.**

Goodman Community Center  
Capital Replacement Schedule  
10/9/2014

**GCC Long term capital maintenance and Replacement plan** (has not been updated to include the BrassWorks building or the recent renovation of the  
\*GCC has a plan through 2065

Class	Description	Life	Date	Cost	Aug-15	Aug-16	Aug-17	Aug-18
Fitness	Fitness room video screens	5.00	3/31/2009	5,225.00		5,225.00		
Fitness	Fitness room lockers	5.00	3/31/2009	4,398.00				
Fitness	Exercise equipment	0.00	5/1/2014	79,052.25			8,000.00	8,000.00
Flooring	Carpet for Loft	5.00	8/22/2012	3,081.00				3,100.00
Flooring	Carpet for New AS room in Gym	5.00	8/22/2012	2,177.00				
Flooring	Bolz Carpet	10.00	3/5/2013	3,900.00				
Flooring	Flooring Evjue	5.00		10000		1,000.00		
Flooring	Flooring Admin	5.00		5000				5,000.00
Flooring	Flooring Orange Room	5.00		3000				5,000.00
Flooring	Flooring Yellow Room	5.00		3000				5,000.00
Flooring	Flooring Green Room	5.00		3000				5,000.00
Flooring	Gym Floor	10.00		25000				
Flooring	Flooring Merrill Lynch	10.00		10000				
Flooring	Flooring Bolz B	10.00		10000				
Flooring	Flooring Kitchen	10.00		5000				
Flooring	Flooring Service Kitchen	10.00		2000				
Flooring	Flooring Girls Inc Room	5.00		2000				2,000.00
Flooring	Flooring Main Entrance	5.00		3000				3,000.00
Flooring	Flooring Fitness Center	10.00		7000				
Gym Equip	Equipment placed in service with Gym	5.00	8/1/2008	19,899.80		5,000.00		
Kitchen Equip	Espresso Machine	5.00	6/24/2011	3,000.00			3,000.00	
Kitchen Equip	Galley kitchen-Backbar cabinet, refrigerated	10.00	12/1/2012	3,639.82				
Kitchen Equip	Galley kitchen-Backbar cabinet, refrigerated	10.00	12/1/2012	3,639.82				
Kitchen Equip	Galley kitchen-Restaurant Gas Range 36"	10.00	12/1/2012	4,426.06				
Kitchen Equip	Galley kitchen-Tilting skillet/brasing pan, gas	10.00	12/1/2012	18,545.17				
Kitchen Equip	Galley kitchen-exhaust hood	10.00	12/1/2012	5,877.66				
Kitchen Equip	Galley kitchen-fire supersession system	10.00	12/1/2012	4,333.18				
Kitchen Equip	Galley kitchen-walk in cooler/freezer	10.00	12/1/2012	26,997.80				
Kitchen Equip	Galley kitchen-walk in cooler/freezer	10.00	12/1/2012	15,911.67				
Kitchen Equip	STT Coolers	40.00	4/1/2013	273,048.85				
Kitchen Equip	Dehydrator	5.00	5/21/2013	16,350.00				
Kitchen Equip	Vacuum Sealer	5.00	5/16/2013	2,949.00				
Kitchen Equip	Boelter Kitchen Equipment Main kitchen	0.00	5/1/2014	99,335.00				
Kitchen Equip	48" Gas range (Service kitchen	0.00	5/1/2014	5,730.00				6,000.00
Kitchen Equip	1 ct ADS ET-AF Undercounter commercial dishw	0.00	5/1/2014	2,400.00				2,400.00
Main Equip	149 Waubesa - Initial building equipment and ins	5.00	9/1/2008	24,573.34				
Main Equip	Window shades	10.00	1/9/2009	3,426.00				
Main Equip	Evjue projector system	5.00	2/3/2009	10,325.00				
Main Equip	Accoustical blankets	10.00	3/12/2009	6,037.00				
Main Equip	Exterior drinking fountain	5.00	8/31/2009	2,793.00				
Main Equip	Exterior Doors	10.00	7/1/2010	15,680.00				
Main Equip	Loft Lighting	10.00	4/8/2013	2,052.95				
Main Equip	Equipment - 149 Waubesa	1.50	5/1/2014	12,000.00				
Main Equip	Bolz Lighting	20.00	12/1/2014	7000	7,000.00			
Main Equip	Loading Dock Doors	10.00	7/8/2014	7385				
Main Equip	Condenser Coils	5.00	5/29/2014	15650				
Parking Lot	2 Waubesa Court - Parking lot/sidewalk/landscap	10.00	8/1/2008	287,281.00	3,500.00			3,500.00
Parking Lot	Parking curbs	10.00	4/26/2009	2,587.50		15,000.00		
Parking Lot	Landscaping	10.00	6/26/2009	4,200.00				
Playground Equip	149 Waubesa - Initial playground equipment and	5.00	8/1/2008	82,634.00				10,000.00
Playground Equip	Playground shade	10.00	6/14/2013	12,000.00				
Server	Server	5.00	5/18/2009	2,918.91	6,000.00			
Special	1 ct floor scrubber - Gym	0.00	5/1/2014	2,638.75			3,000.00	
Special	1 ct Stage Curtain	0.00	5/1/2014	6,975.00				7,000.00
Special	LTC Sound System	0.00	5/1/2014	22,402.93				10,000.00
Special	Chairs/Tables/Furniture	10.00				10,000.00	15,000.00	
Special	Lift	20.00						
Special	Fire Alarm Main	20.00						
Special	Fire Alarm Gym	20.00						
Special	Cameras	10.00			5,000.00	2,000.00		
Special	Door Locks	15.00						
Special	Lighting Controls	15.00						
Special	Solar Electric Panels	15.00						
Splash	Splash Pad Equipment	10.00	8/31/2014	141408				
Tech Equip	Projector	5.00	10/24/2013	2,812.00				
Tech Equip	ATM Machine	5.00	5/1/2013	2,145.00				
Tech Equip	Computers	5.00			18,000.00	18,000.00	20,000.00	20,000.00
Van	1995 Ford 15 Passenger Van	5.00	6/1/2000	7,000.00	20,000.00			
Van	1996 Ford 15 Passenger Van Black	5.00	3/1/2003	8,100.00		20,000.00		
Van	1999 GMC It Blue	3.00	5/11/2007	7,098.64			25,000.00	
Van	2005 Chevy White	5.00	7/10/2007	17,252.00				25,000.00
Van	2004 Ford 15 Passenger Van Tan	3.00	6/28/2008	5,047.50				
Van	2007 Ford Econoline Van - 15 passenger (silver)	5.00	6/30/2009	17,951.50				
Van	2010 Ford E350 Econoli	5.00	7/6/2012	19,802.50				
Van	Van GCC1	5.00	6/6/2014	15000				
Van	Van GCC2	5.00	6/6/2014	25000				
main Equip	Boilers	10.00					50,000.00	
main Equip	Chiller Solution	8.00				25,000.00		
main Equip	VAV Additions				5,000.00		5,000.00	
main Equip	Water Heater	8.00			8,500.00			
main Equip	Roof							
					73,000.00	101,225.00	129,000.00	120,000.00

Goodman Community Center  
Capital Replacement Schedule  
10/9/2014

**GCC Long term capital maintenance and Replacement p**

\*GCC has a plan through 2065

Class	Description	Aug-19	Aug-20	Aug-21	Aug-22	Aug-23	Aug-24	Aug-25	Aug-26	Aug-27	Aug-28	Aug-29	Aug-30
Fitness	Fitness room video screens			5,225.00					5,225.00				
Fitness	Fitness room lockers		4,500.00										4,500.00
Fitness	Exercise equipment	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
Flooring	Carpet for Loft					3,100.00					3,100.00		
Flooring	Carpet for New AS room in Gym	2,500.00					2,500.00					2,500.00	
Flooring	Bolz Carpet	4,000.00					4,000.00					4,000.00	
Flooring	Flooring Evjue		10,000.00					10,000.00					10,000.00
Flooring	Flooring Admin					5,000.00					5,000.00		
Flooring	Flooring Orange Room					5,000.00					5,000.00		
Flooring	Flooring Yellow Room					5,000.00					5,000.00		
Flooring	Flooring Green Room					5,000.00					5,000.00		
Flooring	Gym Floor		25,000.00										25,000.00
Flooring	Flooring Merrill Lynch		10,000.00										10,000.00
Flooring	Flooring Bolz B		5,000.00										5,000.00
Flooring	Flooring Kitchen		5,000.00										5,000.00
Flooring	Flooring Service Kitchen		2,000.00										2,000.00
Flooring	Flooring Girls Inc Room					2,000.00					2,000.00		
Flooring	Flooring Main Entrance					3,000.00					3,000.00		
Flooring	Flooring Fitness Center		7,000.00										7,000.00
Gym Equip	Equipment placed in service with Gym			5,000.00				5,000.00					
Kitchen Equip	Espresso Machine				3,000.00					3,000.00			
Kitchen Equip	Galley kitchen-Backbar cabinet, refrigerated			3,800.00									
Kitchen Equip	Galley kitchen-Backbar cabinet, refrigerated			3,800.00									
Kitchen Equip	Galley kitchen-Restaurant Gas Range 36"			4,500.00									
Kitchen Equip	Galley kitchen-Tilting skillet/brasing pan, gas			19,000.00									
Kitchen Equip	Galley kitchen-exhaust hood			6,000.00									
Kitchen Equip	Galley kitchen-fire supersession system			4,500.00									
Kitchen Equip	Galley kitchen-walk in cooler/freezer			27,000.00									
Kitchen Equip	Galley kitchen-walk in cooler/freezer			16,000.00									
Kitchen Equip	STT Coolers				10,000.00								
Kitchen Equip	Dehydrator					17,000.00							
Kitchen Equip	Vacuum Sealer					3,000.00							
Kitchen Equip	Boelter Kitchen Equipment Main kitchen					10,000.00							
Kitchen Equip	48" Gas range (Service kitchen										6,000.00		
Kitchen Equip	1 ct ADS ET-AF Undercounter commercial dishw										2,400.00		
Main Equip	149 Waubesa - Initial building equipment and ins			5,000.00									
Main Equip	Window shades						5,000.00						
Main Equip	Evjue projector system		12,000.00				12,000.00						12,000.00
Main Equip	Accoustical blankets						7,000.00						
Main Equip	Exterior drinking fountain								3,000.00				
Main Equip	Exterior Doors							5,000.00					
Main Equip	Loft Lighting									3,000.00			
Main Equip	Equipment - 149 Waubesa												
Main Equip	Bolz Lighting												
Main Equip	Loading Dock Doors						7,500.00						
Main Equip	Condenser Coils			15,650.00									
Parking Lot	2 Waubesa Court - Parking lot/sidewalk/landscap			3,500.00				3,500.00		3,500.00			3,500.00
Parking Lot	Parking curbs						15,000.00						
Parking Lot	Landscaping				1,000.00								1,000.00
Playground Equip	149 Waubesa - Initial playground equipment and					10,000.00					10,000.00		
Playground Equip	Playground shade					12,000.00							
Server	Server		6,000.00					6,000.00					6,000.00
Special	1 ct floor scrubber - Gym									3,000.00			
Special	1 ct Stage Curtain										7,000.00		
Special	LTC Sound System										10,000.00		
Special	Chairs/Tables/Furniture			10,000.00	15,000.00			10,000.00	15,000.00				
Special	Lift												
Special	Fire Alarm Main												
Special	Fire Alarm Gym												
Special	Cameras							5,000.00	2,000.00				
Special	Door Locks												
Special	Lighting Controls												
Special	Solar Electric Panels												
Splash	Splash Pad Equipment						75,000.00						
Tech Equip	Projector		3,000.00					3,000.00					3,000.00
Tech Equip	ATM Machine		3,000.00					3,000.00					3,000.00
Tech Equip	Computers	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
Van	1995 Ford 15 Passenger Van						20,000.00						
Van	1996 Ford 15 Passenger Van Black							20,000.00					
Van	1999 GMC It Blue								25,000.00				
Van	2005 Chevy White									25,000.00			
Van	2004 Ford 15 Passenger Van Tan	25,000.00									25,000.00		
Van	2007 Ford Econoline Van - 15 passenger (silver)		25,000.00									25,000.00	
Van	2010 Ford E350 Econoli			25,000.00									25,000.00
Van	Van GCC1				25,000.00								
Van	Van GCC2					25,000.00							
main Equip	Boilers								50,000.00				
main Equip	Chiller Solution						25,000.00						
main Equip	VAV Additions	5,000.00		5,000.00		5,000.00		5,000.00		5,000.00		5,000.00	
main Equip	Water Heater					8,500.00							
main Equip	Roof												
		64,500.00	145,500.00	186,975.00	82,000.00	146,600.00	204,500.00	85,000.00	78,225.00	135,500.00	116,500.00	64,500.00	150,000.00

Goodman Center HVAC Maintenance								2019 Schedule			
Unit	Model #	Serial #	Location	Serves	Filters - MERV8	Belts	Jan-March	B/G/F	F	B/G/F	
AHU-1	MCCB012	K07M48454A	North Mezz	LOFT	(6) 20x20	AX40	Keith 3/12	Keith 6/15			
AHU-2	MCCB017	K07M48233A	North Mezz	OFFICE/PRE	(4) 16x25, (8) 16x20	BX45	Keith 3/12	Keith 6/15			
AHU-3	MCCB012	K07M48239A	South Mezz	PANTRY/MTG	(6) 20x20	BX38	Keith 3/12	Keith 6/15			
AHU-4	MCCB012	K07M48245A	South Mezz	MTG RMS	(6) 20x20	AX40	Keith 3/12	Keith 6/15			
AHU-5	MCCB014	K07M48251A	South Mezz	KITCHEN	(12) 16x20	BX41	Keith 3/12	Keith 6/15			
ERV-2	HE4XINV	L079173	North Mezz	AHU2	(8) 20x20	A40,A41	Keith 3/12	Keith 6/15			
ERV-3	HE3XINV	L079174	South Mezz	AHU-3	(6) 20x20	A40,A41	Keith 3/12	Keith 6/15			
RA Fan1	BSQ-240-20	11197748 0802				AX67	Keith 3/12	Keith 6/15			
RA Fan2	BSQ-180-30	11197749 0802				AX56	Keith 3/12	Keith 6/15			
RA Fan3	BSQ-160-15	11197750 0802				AP49	Keith 3/12	Keith 6/15			
RA Fan4	BSQ-160-15	11197551 0802				AP49	Keith 3/12	Keith 6/15			
Ea Fan1	CUBE-180HP-15	11198487					Keith 3/12	Keith 6/15			
Ea Fan2	CUBE-161HP-10	11198488					Keith 3/12	Keith 6/15			
Ea Fan3	CUBE-161HP-10	11198489					Keith 3/12	Keith 6/15			
Ea Fan4	CUBE-121-3	11198490					Keith 3/12	Keith 6/15			
Ea Fan 5	CUBE-141HP-7	11198491					Keith 3/12	Keith 6/15			
ERV-1		HE3XRT	Gym Roof	RTU-1	(4) 20x20x2	A40	Keith 3/12	Keith 6/15			
RTU-1		YFD301C3HG	Gym Roof	Gym &Storage	(4) 20x25x2		Keith 3/12	Keith 6/15			
RTU-2		YHC063A3RZA	Gym Roof	Classrooms	(8) 20x20x2		Keith 3/12	Keith 6/15			
HWP-1			South Mezz				Keith 3/12	Keith 6/15			
HWP-2			South Mezz				Keith 3/12	Keith 6/15			
BP-1			South Mezz		TB Wood	3JE FAZ	Keith 3/12	Keith 6/15			
BP-2			South Mezz			5JE PXN	Keith 3/12	Keith 6/15			
CP-3A			South Mezz				Keith 3/12	Keith 6/15			
CP-3B			South Mezz				Keith 3/12	Keith 6/15			
CH-1							Keith 3/12	Keith 6/15			
CH-2							Keith 3/12	Keith 6/15			
CH-3							Keith 3/12	Keith 6/15			
CH-4							Keith 3/12	Keith 6/15			
CH-5							Keith 3/12	Keith 6/15			
CH-6							Keith 3/12	Keith 6/15			
FCU			Kitchen Storage	Ed Kitchen	(2) 20x20x2		Keith 3/12	Keith 6/15			
RTU 1			BW Roof				Keith 3/12	Keith 6/15			

RTU2		BW Roof					Keith 3/12	Keith 6/15		
FCU 1		Basement	Kitchen				Keith 3/12	Keith 6/15		
FCU 2		CM Vantage	CM Vantage				Keith 3/12	Keith 6/15		
CUH-1							Keith 3/12	Keith 6/15		
CUH-2							Keith 3/12	Keith 6/15		







System	Location	Vendor	Frequency
Grease Trap	Brassworks	Honeywagon	Quarterly
Grease Trap	Ironworks	Honeywagon	Semi-annual
Turn On Heat Tape	Ironworks	GCC	November
Turn Off Heat Tape	Ironworks	GCC	April
Clean Out Gutters	Ironworks		April & November
Clean out Floor Drains	BW & Gym		April & November
High Dust Community Rooms	BW & IW		August
Walk In Cooler PM	BW, IW, Gym	Just in Time Refrigeration	Semi-annual
Clean Refrigeraton coils	BW, IW, Gym	GCC	Semi-annual
Wash Exterior Windows	BW, IW, Gym	GCC	Annual
Wash Interior High Windows	BW, IW, Gym	GCC	Annual

Goodman Center Extinguishers Maintenance 2019 Schedule													
#	Location	January	February	March	April	May	June	July	August	September	October	November	December
E1	Older Adult Lounge	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E2	Main Kitchen	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E3	Bolz B Alcove	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E4	Education Kitchen	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E5	Service Kitchen	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E6	Lobby	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E7	Orange Classroom	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E8	Wood Hall	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E9	Blue Classroom	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E10	Afterschool hallway	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E11	Hall near Grace room	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E12	Grace Room	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E13	Grace Welcoming Area	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E14	Food Pantry Exit	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E15	Concession area	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E16	Boiler Room	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E17	Gym Storage	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E18	Gym Maintenance	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E19	Gym Restrooms	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E20	Gym Court	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E21	Gym Court	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E22	Gym Freezers	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E23	BW 2nd Floor	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E24	BW 2nd Floor	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E25	BW Boiler Room	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E26	BW Kitchen	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E27	BW Basement	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E28	BW Shop	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E29	BW 1st Floor	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					
E30	BW 1st Floor	JP 1/11	JP 2/20	JP 3/10	JP 4/14	JP 5/2	JP 6/10	JP 7/20					



Goodman Center Sprinkler Maintenance

2019 Schedule

Main Building Wet System				Johnson Control Monitoring Information: Phone #: 888-746-7539	
Static Water PSI	Jan-March	April-June	July-Sept	Oct-Dec	
Residual Water PSI	15	14			
Did Alarms Operate?	4	4			
Water Flow Time	Yes	Yes			
Water Supply&	30s	30s			Brassworks Fire Monitoring: Acct #: Johnson Control:
Valve Left Open	Yes	Yes			
Date/Initials:	dk 3/26/19	dk 4/29/19			Ironworks & Gym Fire Monitoring: Acct #: Johnson Control:

Gym Building Wet System				Acct #:	
Static Water PSI	Jan-March	April-June	July-Sept	Oct-Dec	BW Elevator Monitoring: Acct #: Schindler 469-290-6018
Residual Water PSI	19	20			
Did Alarms Operate?	3	3			BW Area of Rescue Assistance: Acct #: Johnson Control:
Water Flow Time	Yes	Yes			
Water Supply&	30s	30s			
Valve Left Open	Yes	Yes			
Date/Initials:	dk 3/26/19	dk 4/29/19			

Gym Building Dry System					
Satttic Water PSI	Jan-March	April-June	July-Sept	Oct-Dec	
Residual Water PSI	20	20			
Did Alarms Operate?	2	2			
Air Pressure	Yes	Yes			
Air Pressure	60	60			
Air Pressure Trip Pnt					
Trip Time (Seconds)	9	14			
Water Flow Time	30	30			
Water Supply&					
Low Pnts Drained?	Yes	Yes			
Valve Left Open					
Date/Initials:	dk 3/26/19	dk 4/29/19			
BW Wet System					



Type	Company Name		Numbers	
Dividor Door Repair	Hufcor	Jim/Derek	262-522-9100	262-844-5717
Johnson Control			888-746-7539	
Masters Building			608-275-001	
Bassett Mechanical			608-838-6362	
Monona Plumbing			608-273-4556	
Dane Net		Matt Eberly	608-577-1772	
Honeywagon			608-873-6726	
Audio Contractors			608-835-0556	

# Goodman Facility Use Policy

(Use Arial Font size 10 for everything below)

<b>Policy Name:</b>	<b>Room Discounts for Facility Use</b>				
<b>Dept #:</b>	150/16	<b>Section Title:</b>	Facility Use	<b>Formerly Book:</b>	
<b>Approval Authority:</b>			<b>Adopted:</b>	9/1/19	<b>Reviewed:</b> BAS
<b>Responsible Director:</b>	Derek Kruzicki		<b>Revised:</b>	7/21/2019	
<b>Responsible Dept:</b>	Hospitality		<b>Contact:</b>	Amy Mantefeul	

1. **Policy Statement-** The Goodman Community Center has community rooms that are used for internal program needs and external users. External users are offered rooms in two categories or normal rate and non-profit/community/staff. Goodman wishes to be a place for everyone, regardless of their financial means. We would like to offer rooms and services to our community on a variety of price levels with the opportunities for free and reduced room rates.
  
2. **Reason for Policy –** We need to offer consistent pricing and services rates. As part of being a community center we want to offer free and reduced rooms to community groups, community individuals and certain donors. We have individuals in the community that would like to hold a larger event that may not have the means, but we still would like the opportunity to serve them.
  
3. **Who Should Read This Policy –** Directors, Development, Volunteer Management, Operations staff to include: receptionists and Hospitality.
  
4. **Resources –** Federal Poverty Guidelines (maybe from food pantry or childcare). Grant for One-time room use application (TBD). Application for discounted Community Groups application (TBD).
  
5. **Definitions –** Community groups can be defined as a group or organization that serves city of Madison residents and has a budget of less than \$1 mil operating. Community individuals are residents of the city of Madison that aren't able to afford our normal rates for a private party room rental. Certain donors are defined by donors that have donated over \$10k and wish to have a reduced rate room rental. Staff is defined by any staff that that is active in GCC records.

---

All policies are subject to amendment. Please refer to the Goodman Center Policies Site. ([policies.goodmancenter.org](http://policies.goodmancenter.org)) for the official, most recent version.



6. **The Policy – Individuals, groups and donors may request for a greater discount than the normal rates. One technique to help these groups could be to ask if they have a budget they are working with for their event.**
  - a. **For individuals requesting, we could use the application for one-time room use.**
  - b. **For Community Groups, we could use the Community Groups application.**
  - c. **For Donors and Volunteer groups we could fill out the application for one-time events and take this to the Chief Development Officer or Volunteer manager to see how we can make this event happen for the individual/group.**

**For non-profit and government/school groups, make sure to collect tax exempt information. Events that are open to the public for free that don't require extensive setup are allowed to be given free or by donate what you can status.**

**Goodman Community Rate Structure 2019.** Goodman is committed to providing access to quality space to incomes and groups who align with the GCC mission and lack financial resources to pay for space. This includes nonprofits, Community groups and individuals and families. Please contact any of the Hospitality staff if you need free or greatly reduced cost beyond the nonprofit and community rates.

	Weekdays & Sundays (Saturday until 4:00pm)		Saturday Evenings						
Space	Private Rate	Community and Nonprofit	Private Rate	Community and Nonprofit Rate					
Small gathering spaces 450-600 sq ft meeting rooms- NGL, Bolz B, Gantry, Triangle Room, Railroad Studio	\$15 per hour	free (as is) up to 3 hours \$10 for each additional hour	\$15 per hour	free (as is) up to 3 hours \$10 for each additional hour					
Medium gathering spaces 850-1,100 sq. ft. Bolz A, Merrill Lynch, Waubesa Room, Prairie View	\$25 per hour	\$15 per hour	\$40 per hour	\$30 per hour					
Large gathering spaces 1600-2200 sq ft Bea Christensen, Eyjue, Railroad Room	\$45 per hour	\$25 per hour	\$55 per hour	\$35 per hour					
Extra Large gathering spaces Lau Community Room 2500 sq ft	\$55 per hour	\$30 per hour	\$70 per hour	\$50 per hour					
Combined Spaces:									
Eyjue/Merrill Lynch	\$70 per hour	\$40 per hour	\$95 per hour	\$65 per hour					
Railroad Room/Studio	\$60 per hour	\$35 per hour	\$70 per hour	\$45 per hour					
Bea & Lau Christensen Room	\$100 per hour	\$55 per hour	\$125 per hour	\$85 per hour					
Bolz A & B	\$40 per hour	\$25 per hour	\$55 per hour	\$40 per hour					
Full Gym	\$70 per hour	\$25 per hour	\$70 per hour	\$25 per hour					
1/2 gym	\$35 per hour	\$15 per hour	\$35 per hour	\$10 per hour					
3 small kitchens	\$40 per day	Free	\$40 per day	Free					
Lang Sollinger Green	\$40 for 4 hour increments	Free	\$40 for 4 hour increments	Free					
<p>All community groups without budgets are free and asked for a donation of \$2 per person up to the rental rate (must align with Goodman's mission, be free to the public, and community/non-profit)</p> <p>Top partners are free (need list), other partners are 50% off private rate</p> <p>Create a partnership/scholarship form to request lower or free rates.</p>									