



Youth Violence Prevention 2023

APPLICATION FORM

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 pm CST on **April 3rd 2023**

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

Please limit your proposal and responses to spaces provided in this form. Responses to this funding opportunity should be complete and comprehensive but succinct. Materials submitted in addition to this application form (unless otherwise asked for) will not be considered in the evaluation of the proposal. **Do not attempt to unlock or alter this form.** Font should be no less than 11 pt.

Complete and submit the application and other required documentation **BEFORE** the deadline. **No late applications will be accepted.**

If you have any questions **related to the content of the application**, please contact: Dominic Davis – ddavis2@cityofmadison.com or Yolanda Shelton-Morris – yshelton-morris@cityofmadison.com

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

Legal Name of Organization:	Dane Arts Mural Arts Inc	Total Amount Requested:	\$ 84040
Program Name:	Creative Youth Apprentice Summer Program: A Solution for Positive Outcomes for Youth		
Brief Program Description:	Young participants will have equitable access to opportunities to develop their creative potential, and build employability skills, to live richer, fuller lives and develop the critical learning and life skills they need to become active contributors to their communities.		
Type of Program	<input checked="" type="checkbox"/> New Program <input type="checkbox"/> Program Expansion		
Contact Person:	Veronica Figueroa Velez	Email:	artmvfdesign@gmail.com
EIN and DUNS #	i81-4784610		
Full Address:	5004 Allis Ave Madison WI 53704	Telephone:	608-977-4071
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if applicable)	N/A

Target Population: The target population for this funding opportunity is youth and young adults ages 14-26 who previously have been, currently are, or at-risk of being involved with the juvenile justice system. Responses provided below should elaborate on the organization's experience working with this target population.

Organizational Qualifications:

- Briefly describe your organization's experience implementing services relevant to youth at risk of engaging in violence and/or youth violence prevention programming.

DAMA is a 501c3 organization established in 2016. DAMA exists to foster youth development through collective art experiences and to train local artists to stabilize and sustain community transformation processes. Since its inception, DAMA's goal has been to provide training to local and

emerging artists as well as provide access to employment and training opportunities to young people. For the last 7 years, we have successfully run youth employment and training for youth 14 to 26. Through the mural-making process, artists positively engage youth, many of whom lack opportunity and whose early interaction with trauma has impacted their access to employment and opportunities. Our program is designed to help close the opportunity and achievement gaps that limit the abilities of Madison's youth—especially those from the BIPOC, LGBT, immigrant community, and justice-involved youth—to envision and attain successful futures in their own hometowns.

The same limitations to quality arts programs impact our rural communities as well as poorer inner-city communities. DAMA community artists address the disparities and lack of access to employment programs in both rural and urban Madison. Art is the tool used to address youth self-affirmation, career exploration, community engagement, and urban decay. DAMA engages youth through project-based learning so as to help increase school attendance and improve outcomes in other areas of life. Data from alternative high school programs show increased attendance for students who participate in our mural activities.

DAMA gives youth the opportunity to train alongside community muralists. Depending on the skill level of youth, perhaps some will become community artists themselves; others might learn to be able to paint murals or install mosaics commercially; while others might merely learn how to show up regularly – and on time – for a job. Increase employment and workforce development opportunities for youth is one of our main goals for youth. At DAMA Youth are offered diverse and quality experiences in order to gain and develop skills that directly relate to their future goals including career objectives. Youth are connected to resources that provide them with opportunities and support to help them reach these goals encouraging young people to play meaningful leadership roles and contribute their talents. Our emergent curriculum is based on the learning goals for youth as we get to know a specific participant and build a relationship with them.

DAMA's Youth Apprentice Leadership Summer Program is housed in a safe environment, and it is age specific, developmentally appropriate, and culturally sensitive. With highly qualified and diverse staff who are well trained and committed to our youth development philosophy. This program involves youth gathering information from different sources and experiences, drawing their own meaning from it, and expressing the implications of what they have newly learned to themselves and others. New roles and responsibilities coupled with time for reflection provide youth with critical thinking and self-directed learning opportunities. There are opportunities for youth to participate in formal and informal program activities to nurture interests, talents, and new skills.

In addition, DAMA use a trauma-informed curriculum in our work with youth. The first component of our curriculum is to give youth the chance for a degree of recovery from trauma and the ability to feel safe. The second component of our curriculum is to give youth the opportunity to express their feelings and find their own voice. The third component of our curriculum is the development of social skills through self exploration. Artists model cooperative interaction in their work as community artists. They foster problem-solving skills in youth and are experts in changing negative behavior into positive behavior. They foster the resilience that helps youth learn to make a rewarding place for themselves in the world.

The main facilitators and co-facilitator of our Youth Artist Apprentice Program have an educational background in art . Combined they have 24 years of experience working with youth at risk and youth from diverse backgrounds and linguistic abilities. Young people thrive when they have opportunities to maximize their creative potential. DAMA is working to ensure that all marginalized young have opportunities to benefit from creative youth development participation.

2. Describe how your agency will build relationships and authentically engage with individuals and households served. Specifically include information on previous strategies used to authentically engage with youth who are previously, currently, or at-risk of juvenile justice involvement, BIPOC, and/or low-income households and individuals.

Our community Public art activities intentionally bring people together to take part in decision-making and design murals that address community wants and needs and get to know one another through art-making. It is a highly inclusive process that reaches deep into communities to ensure diverse voices are represented in Public Art. Parents are welcome to participate in paint dates and are encouraged to check in with our staff at any time.

DAMA has a strong place-making component. One of the most effective ways to engage youth is to help them forge strong connections with their neighborhoods and communities. Helping to beautify their neighborhoods and communities through the creation of murals instills a sense of pride in the participants. Many of Madison's neighborhood communities are pleasant, walkable areas. Others, though, are sadly devoid of art or much that is humanizing. DAMA uses survey input and partners with youth, their families, and the community to beautify spaces for as many neighborhoods and communities as possible.

DAMA embraces opportunities for growth and leadership to promote justice, equity, and, unity. Our diverse partners make our program reacher by creating cross cultural and generational connection with our youth. Currently we partner with MMSD, WRTP/Big Steps, Public Health, The Painters Union, variouse community centers and neighborhood associaitons and the City Arts Commission. This grant will increase the opportunity for youth employment and training.

Program Design and Strategies:

1. Describe your organization's program and proposed service delivery plan including recruitment and selection of participants, individual assessment process, anticipated number to be served, who will be served, duration, location, and goals.

DAMA's work centers in youth development and training with youth who come from Madison's underinvested neighborhoods, mostly those served by NRTs. Currently we work with youth in alternative programs in all 4 main high schools – all the youth participants in this program have been identified by the district as being at-risk of failing to graduate high school. Participants are predominantly youth of color and diverse identity and culture.

Participants experience trauma, live in poverty and are expose to a family system the lack the ability to support them in a positive manner due to their own historical trauma. This leads to other forms of discrimination and racism creating disadvantage and lack of opportunity for youth in our community. Furthermore, these social situations are accompanying by mental and emotional issues. Which oftentimes manifest in anxiety, depression, self-harm and criminal activity.

The challenges youths from the identify communities mentioned in this proposal limits the capacity of their families to provide developmentally enriching experiences when they were children either at home or in the community. In turn, youth lack the confidence that they can make a place for

themselves in the world. For youth who are disproportionately affected from these many barriers DAMA

provides creative targeted intervention which helps alleviate risk factors. Using the transformative power of art to provide underinvested Madison youth with the opportunity to work alongside professional community artists & learn all aspects of the mural-making process while earning an income

and exploring career opportunities.

The main goal of the program is to use mural-making as the "hook" through which youth obtain:

- soft skills of job-readiness
- transferable skills of reading, math and computer knowledge
- specific skills needed so that a positive creative experience can become a pathway to a career.

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2. Describe the outreach/marketing and/or referral methods your organization intends to employ to generate participation in the program to reach the target population.

DAMA outreach method includes connecting with high school social workers, BRS and counselors, social media posts, community social workers, parent groups, churches, local radio stations such as La Movidia and WORT, community centers that serve this population, and local artists' venues that provide youth services to refer young people to our program. These methods have proven very successful in connecting with our young population.

3. Describe how the program will facilitate the engagement of participants' families in the program. How will the program work with families to improve outcomes for the youth?

The first step to being part of this program is an interview with the parents or adult caretaker. This gives us an opportunity to meet the parents/caretaker, identify any barriers to accessing our program and work around them and know more about the participant and their needs. Parents are invited to every paint date, are welcome to volunteer, and are invited to two meal gatherings during the program. These events allow parents to socialize with one another, get to know each other, and follow up on the progress and work of our participants. On the last day of our time together, the participants put together a gallery event for parents/caretakers and other family members, friends, colleagues, and community members to embrace their hard work.

4. Describe activities that will be provided to help build youth skill development and community connectedness for youth and their families.

Through the participatory art process, DAMA intentionally creates activities that help participants develop their skills, build connections and explore multiple career paths. Throughout our program, we stay in touch with parents and caretakers. Our youth are fully engaged in public art from beginning to end, including measuring, pricing murals, creating community surveys, developing designs based on community input, and facilitating community engagement paint dates. Building new skills as we also work on strengthening the skills they already know. In addition, young people are exposed to other career paths through our many partners. Last year our partners included WRTP/Big steps, Financial literacy, elected official, the painters union, social workers, Dane Arts, and Attorneys. Young people could ask questions and learn about each individual's trajectory and career path.

5. Proposed Timeline for Implementation (please use an additional sheet if you need more room)

Activity	Estimated Start and Completion Dates
Recrument /Outreach	May 2023
Interviews	June 10-June 16
Parent Orientation	June 19
Studnets Orientation	June 22
Progrma starts (Pre-survey)	June 26
Mural Fundamental Instruction	June 26-July 7
Community Egagement Process	July 10-July 31
Self Reflection mural	August 1-August 16
Evaluations and post-survey	August 17
Program ends Art Galery (Parents evaluations)	August 18

Staffing and Scale:

1. Proposed service numbers: Please complete the table below. Include number of unduplicated participants to be served, adult to youth/young adult ratios, number of service hours to be provided and frequency of activities or meetings. If you are proposing to provide a summer program at more than one location and the program structure is the same for all locations, please list all of the locations in the "Location(s)" cell in the table below. If the program structure varies amongst locations, please complete the rows for "Location #2" and the question following the table for any additional program locations.

Youth & Young Adult Violence Prevention Programming	Frequency* of Activities/Meetings	# of Service Hours Per Program Day	Annual Duration**	Adult to Youth/Young Adult Ratio	Unduplicated Participants
Location(s): DAMA Shop					
Summer	4 days per week	5		12 youth	12 youth
Location #2:					
Summer					

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

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

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

Our partners will determine DAMA's Community paint days in the community. We anticipate six community engagements for 2 hours each. Our community engagements happened in different parts of the city, reaching 10 to 20 people per session.

2. Personnel: List all staff that will be working on the proposed program/project, including volunteers. (please use an additional sheet if you need more room)

Staff Title	FTE	Duties
Executive Director	.25	Supervised program, prepare reports, collect data, interview participants and families.
Mural Production Director	1	Facilitate program, interact with participants, families and community partners
Lead Artist	.5	Support the Mural production Director by supporting the needs of participants and co-facilitating programming
Youth Mentor Artist	.5	Support program participants
Youth Mentor Artist	.5	Support program participants
Youth Apprentice	.5	12 Paid program participants @ \$15.50

3. Outcomes: Funded programs will be required to collect data and report on three outcome measures. Programs are encouraged to identify an additional outcome measure of interest. In the box below, describe the outcome measure and measurement tools and data collection process you might use to document and report the impact of your program.

Outcome Objective #1	Increase employment and workforce development opportunities for youth			
Performance Standard	Targeted Percent	90	Targeted Number	
	Actual Percent of Actual Total Enrollees		Actual Number	
Measurement Tool(s) and Comments: Pre and post survey				

Outcome Objective #2	Opportunities for career exploration (e.g., community partnerships, civil engagement)			
Performance Standard	Targeted Percent	90	Targeted Number	
	Actual Percent of Actual Total Enrollees		Actual Number	
Measurement Tool(s) and Comments: Number of partners supporting youth and youth feedback surveys				

Outcome Objective #3	influence the way young people relate to other individuals and are involved in their communities.			
Performance Standard	Targeted Percent	90	Targeted Number	
	Actual Percent of Actual Total Enrollees		Actual Number	

Measurement Tool(s) and Comments: measured by the presence of relationships with parents, other adults, peers, friends and community engagement sessions. (parent survey)

Cultural Relevance and Language Access

1. Capacity and Strategies: Describe your organization’s capacity and strategies to ensure language access and cultural relevance for your target population.

Last year the majority of our students were Spanish speakers. DAMA's Mural Project Director and Executive Director are fully bilingual in English and Spanish. DAMA counts with multiple artists who speak various languages, such as Chinese, Portuguese, and Spanish. Every year we add more artists to tap into for projects and language access.

2. Staff Demographics: Does the staffing of the program reflect the racial and cultural diversity of program participants? If not, what plans do you have to address this?

Yes

Budget and Funding:

You may be asked to submit additional information on agency finances and/or your most recent audit statement.

1. Project Budget:

BUDGET EXPENDITURES	TOTAL PROJECT COSTS	AMOUNT OF CITY \$ REQUESTED
A. Personnel Costs (Complete Personnel chart below)		
1. Salaries/Wages (show detail above)	78000	63.040
2. Fringe Benefits and Payroll Taxes		
B. Program/Project Costs		
1. Program/Project supplies and equipment	5500	3500
2. Office Supplies	3000	1500
3. Transportation	25,000	15000
4. Food	3840	
5. Other (explain) mileage	2000	1000
C. Space Costs		
1. Rent/Utilities/Telephone		
2. Other (explain)		
D. Special Costs		
1. Other (explain):		
2. Other (explain):		
D. TOTAL (A + B + C +D)	112340	84040

2. Additional Information on Budget (if needed):

This is a pay training program; salaries include the artists and stipends for participating youth. Mileage has two staff members' travel time to paint dates across the city. Transportations refer to taxi and bus tickets to get people to the program. Last year the Executive Director and Mural Project Director over extended themselves, picking up participants and dropping them off. Transportation is a barrier to youth employment services as parents and or caretakers offer work and can't drive them to the work site.

3. What percentage of total Agency Budget is this project?

35% of our agency total budget.

4. Other Funding: What other funding do you anticipate pursuing if the project is expected to continue?

We are actively seeking additional funding and applications have been submitted to the following partners, Hooper's cooperation \$6,000, Kids Funds \$2,500, Madison Community Foundation \$15,000 and Roots for Wings \$10,000.