



Goodman Community Center

Proposal – Goodman Early Childhood Education Program

APPLICANT INFORMATION

Organization Name: Irwin A. and Robert D. Goodman Community Center
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Email Address: LKhalil@goodmancenter.org
Federal EIN: 39-1919172
Legal Status: 501(c)3
9/14 Presentation: Yes

ORGANIZATIONAL CAPACITY

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

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

Goodman’s mission is to strengthen lives and secure futures. Our vision is to support a community that's thriving because everyone is valued, feels safe, and has the resources they need to be successful.

Goodman Community Center's commitment to diversity, equity, inclusion, and access is core to who we are as an organization and the role we play within the community. We seek out and value diverse perspectives and treat all people with dignity. We make a conscious effort to find strength in all people and communicate with intentionality and empathy as we create meaningful connections with individuals and families.

Goodman has a longstanding commitment to providing affordable, reliable, and high quality services for children and youth. Our accredited and licensed childcare services for children ages 3 to 12 are offered on a sliding-scale fee and 72% of participants receive some type of scholarship or financial assistance, so families are never turned away due to finances. All employees (full time or part time) receive free childcare at Goodman. Services for middle and high school-aged youth are free of charge year round. We rely on strong partnerships with local schools to provide a continuity of care for families as youth grow and interact with the school system.

2. Describe your organization’s experience in providing early childhood services. Include current work similar to the proposed work and outcomes. Include demographics of individuals being served (number, age, race/ethnicity, income, geographic area of the City, and any other relevant information).

Goodman Community Center has been providing Early Childhood Education (ECE) services for 3- to 5-year-olds for nearly 30 years. We opened our first ECE classroom in 1994. Over time, we grew to four classrooms including 4K and robust wrap care. This proposal aims to provide a continuation of high-quality early childhood education services and supports for Madison families.

In 2022, we served 76 children in our ECE program. 75 children lived in the City of Madison, and one child lived outside of Madison but in Dane County. 46% of the children identified as male, and 54% as female. The charts below show reported race/ethnicity ages of our 2022 participants:

Race/Ethnicity	Number of Participants	Percent
American Indian/Alaskan Native	0	0%
Asian	2	2%
Black	35	46%
Hispanic	8	11%
Multi-Racial	8	11%
Native Hawaiian/Other Pacific Islander	0	0%
White	22	29%
Other	1	1%
TOTAL	76	100%

Age as of 9/1/2022	Number of Participants	Percent
3	17	22%
4	31	41%
5	28	37%
TOTAL	76	100%

In addition to serving a racially and ethnically diverse community, Goodman’s ECE program also serves families from diverse socioeconomic backgrounds; As of 7/15/23, 56% of our ECE participants are from low-income households.¹

The intent of the proposed project is to continue providing high-quality early childhood education programming with an emphasis on reaching families who face barriers. Our work leans heavily into social emotional learning. In addition to foundational academic skills, children also learn how to name their emotions, use tools and strategies to stay regulated, and build relationships with other children and trusted adults. We provide continuing opportunities to practice working with peers, building skills around teamwork, leadership, communication, and self-confidence. We also help children build skills to manage their emotions while increasing empathy for others. Our teachers model ways to safely show feelings and self-advocate for their needs.

Our experienced staff prioritize ongoing professional development and training on topics including trauma informed care, restorative justice, regulatory requirements and mandated reporting rules, equitable teaching practices, strategies to incorporate literacy into classroom activities, and much more.

¹ We define low-income as $\leq 300\%$ of the Federal Poverty Level.

The outcomes from our previous work have been very promising. Goodman uses the GOLD Standard Creative Curriculum Developmental Continuum Assessment to measure student progress toward developmental milestones. During the 2022-23 academic year, 100% of preschool students ages 3-5 scored at or above proficiency for social emotional learning. Only 1 student scored below proficient in physical movement, 1 student scored below proficient in literacy skills, and 2 students scored below proficiency in math. We are thrilled with the tremendous growth that our youngest learners have shown and the hard work by their teachers and families.

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

Goodman's Childcare Leadership Team is comprised of three seasoned professionals who are dedicated to excellence in early childhood education. The Childcare Leadership Team is demographically representative of the population we serve. Roughly 70% of our ECE participants identify as BIPOC, as does 66% of the leadership team.

Samantha Brown serves as Goodman's Director of Childcare Services. She has 12 years of professional experience in education and childcare settings. This includes working as a Special Education Assistant in MMSD schools and serving as the After School Director at MSCR (Madison School Community Recreation). Sam has worked at Goodman Community Center since 2021 with increasing responsibilities and promotion to the Director position in 2022. She is passionate about creating genuine connections with families and using a whole child approach. Sam is currently pursuing her bachelor's degree in Early Childhood Education through the University of Wisconsin-Stout.

Susan Neeley is Goodman's Assistant Director of Childcare Services. She was previously a preschool teacher at Goodman from 2007 to 2011 and rejoined our organization in 2021. In the interim, Sue worked as a substitute teacher (K-5) and as a preschool teacher at the Waisman Early Childhood Program. Sue earned her bachelor's degree from Winona State University and is a certified children's yoga instructor. She is also an accomplished dancer, performing with Wongai Africa and Li Chiao-Ping Dance. Sue is passionate about anti-racism work, community building, and volunteerism.

Caiden Weatherwax was recently promoted to the Childcare Program Manager position. They have worked at Goodman since 2022, with increasing responsibilities and wonderful ability to build rapport with children and families. Prior to Goodman, Caiden worked in MMSD at Wright Middle School, in the Sun Prairie School District as a 5th grade teacher and a high school cross-categorical teacher, at Wingra School in a multi-age classroom, and as a 4K teacher at KinderCare. Caiden completed their bachelor's degree in Elementary Education from Carroll University and earned a master's degree in Literacy from Concordia University. They are currently working toward their Reading Specialist License at Edgewood College.

4. Please describe your organization's relationships to the community & the broader early childhood community in Madison. Include how you solicit feedback and adapt your work to meet the needs of your community and examples of partnerships with various service providers.

Goodman is committed to being responsive to community needs and being a welcoming space for all community members. Roughly 40,000 people visit Goodman each year for programming, childcare, youth

services, events, and more. We want every guest and participant to feel safe, seen and heard, and connected to the larger community.

Goodman partners with a wide range of community-based organizations and collaborates with others in the early childhood community. We share our colleagues' struggle to fill open childcare positions and are very much experiencing the current caregiver crisis alongside others in the industry. Staffing for our licensed and accredited Early Childhood Education program continues to be a top priority for our agency and for our community partners. As local childcare providers close, our wait list of children needing care grows. However, without qualified staff to open more classrooms, the problem only compounds. Goodman recently secured funding to raise our minimum wage for childcare positions to \$20/hour.² We are using this opportunity to measure the (hopeful) improvement in applications and position vacancies in ECE. We will share our lessons learned with others in the ECE community and with City partners as well.

We partner with a number of organizations specific to our ECE classrooms. For example, Goodman has a partnership with Madison Children's Museum bringing Museum staff into classrooms with hands-on activities, Goodman group/family visits at the Museum, and Museum participation in Goodman Family Fun Night Events. We work closely with The Rainbow Project to complete in-classroom observations and offer behavioral health supports to families. Our ECE program also collaborated with ARTS for ALL to co-write and produce an [original song](#). These are just a few of the many ways we partner with local organizations.

Goodman values feedback from neighbors, partners and participants. For example, as part of our 2023-2026 Strategic Planning process, Goodman collected feedback from a diverse group of stakeholders including community members, parents, youth, Board members, staff, volunteers, and funders. This included focus groups, surveys, and individual interviews, in addition to workshop meetings where the community contributed to and edited Goodman's new Strategic Plan document. A second example is Goodman's Childcare Parent Advisory group. We offer every other month meetings for parents/guardians, home adults, and staff to connect and share updates. We collect suggestions for improvement and aim for positive ongoing communication and collaboration with families year-round. Goodman ECE teachers also conduct semi-annual family/teacher conferences where parent/guardian feedback is received in a private setting and then utilized to make program improvements.

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

Goodman prioritizes DEIA (Diversity, Equity, Inclusion, and Accessibility) efforts agency wide. Here are just a few examples of how we raise up equity issues across our organization:

- Human Resources - Our goal at Goodman is that every participant can see themselves represented in our staff. We have undertaken significant efforts to recruit and retain BIPOC professionals and aim to have authentic engagement with individuals and households of diverse backgrounds.
- Accessible Programming – Income is never a barrier for services at Goodman. All programming is available for free or on a sliding scale fee (as with ECE/Childcare). 56% of Goodman's ECE participants have household incomes under 300% of the Federal Poverty Level.
- Linguistically-Responsive Work - We provide translations and interpreters for program registrations, family events, and parent-teacher conferences. Our Food Pantry signage is translated into Spanish,

² Summary of Goodman's new \$20/hour minimum wage: <https://www.goodmancenter.org/blog/goodman-center-announces-new-living-wage>

Hmong, Cantonese, Farsi, and Arabic to accommodate our diverse customer pool.

- Celebrating Diversity – Just a few examples: Goodman’s ECE program participates in West African drumming & dance lessons with Limanya Drum & Dance Ensemble and celebrates Black History Month in partnership with Lowell Elementary School.³ Teachers are thoughtful about finding creative ways to highlight diverse cultures during activities, in the books they choose to read to the group, and in the materials posted around classrooms.

We see efforts like these impacting equity through:

- A diverse group of participant families continuing to choose Goodman year after year.
- Children graduating from Goodman’s ECE program ready for Kindergarten.
- Parent/Family representation on the Goodman Board of Directors.
- Goodman employees better able to support their own families with our recent \$20/hour minimum wage announcement.



Drumming with Mandjou Mara (master drummer from Guinea)

PROPOSED PROGRAMS/SERVICES

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

A. Increasing availability and access to high-quality care for children especially those who face multiple barriers to success (i.e. children living in poverty or facing housing insecurity, children with special needs, English language learners, etc.)

2. Please describe the specific programming or services proposed. Include a detailed description of:

a. The specific methods for contributing to one or more of the goals stated in the RFP section 1.4

Goodman will operate an accredited and licensed (YoungStar 5 Rating) Early Childhood Education (ECE) program serving students ages 3 to 5. During the school year, we offer full-day ECE classrooms serving children from 8:00 am to 5:00 pm. We also offer a half-day program during the school year for 4K students (4K is onsite at Goodman four mornings per week). In the summer, we offer a 9-week program from 8:00 am to 5:00 pm. Our focus areas will include parent engagement, social-emotional learning, and community outreach.

Goodman has strong experience serving children who face multiple barriers to success. We welcome participants from all socioeconomic backgrounds and are committed to maintaining at least 51% of ECE slots for low-income families.⁴ We collaborate internally, making referrals for families to access all Goodman services regardless of which program they contact first. Goodman also has strong relationships with neighborhood schools and often receives referrals for families new to the area and have younger children who need care. We also receive referrals from our partners and service providers, as they know Goodman welcomes children with developmental disabilities and that we have experience collaborating with therapists and providers in the classroom setting.

³ Video from 2023 Black History Month celebration: <https://shorturl.at/ejGJZ>

⁴ Goodman defines “low income” as $\leq 300\%$ of the Federal Poverty Level. In our current ECE cohort, 56% of families qualify as low-income.

We have recently seen an increasing need to address food insecurity among ECE participants. Goodman provides free meals and snacks for all children, prepared in our Program Food Kitchen. Of course, all participant families have access to the Goodman Food Pantry. We also offer “Goodman Groceries,” a summer initiative providing groceries to participant families for weekend meals.⁵ Families can also access pre-packed bags of grocery essentials at our front desk any time that Goodman is open.

In the new grant cycle, we will continue to focus on culturally- and linguistically relevant programming. At the time of this application, 20% of the families receiving Goodman’s childcare services speak a language other than English in their homes. Our Childcare team at Goodman reflects the diverse community that we serve. We currently have childcare staff fluent in Spanish, American Sign Language, and Lao. If families present with language needs beyond what our staff can provide, we would secure interpreters to assist with enrollment and parent meetings. As we recruit staff, we are being intentional about hiring new team members who can continue to add to that diversity and expand our ability to serve and communicate with families from different backgrounds. We have begun translating important documents for families into Spanish and will continue that work in 2024 and beyond.

b. Explanation of the evidence, research or documentation of promising practice that supports the programming or service proposed.

Goodman’s ECE program uses the Conscious Discipline evidence-based framework. This includes trauma-informed, age-appropriate evidence-based social emotional learning strategies and practices. Students learn about self-awareness, self-regulation, social awareness, relationships skills, problem-solving, and decision-making.⁶ Our teachers report that the framework has helped them connect with hard-to-reach students, address classroom behavior challenges, and build a collective sense of empathy and caring within classrooms.

Goodman also uses The Creative Curriculum and related assessment tools. The curriculum helps build children’s confidence, creativity, and critical thinking skills. Hands-on activities and project-based investigations are central in the modules, nurturing individual skill progression for the whole child. The curriculum is aligned with early learning standards and builds early language and literacy skills, while balancing the academic rigor with physical skills, social emotional growth, and plenty of fun.

Our staff are intentional about a whole-child focus. Goodman's early childhood education staff have completed trainings on trauma-informed care, social emotional learning, and mental health first aid. Our team is prepared to address a broad range of needs, to identify potential developmental delays, and to quickly engage with local service providers to best meet family needs. We strive to live out our "Goodman 6" values in all programs. Our six values: Trust, Integrity, Caring, Respect, Community, and Equity. Participants of all ages relate to these important themes and actively participate in living out those values on a daily basis.

3. Where will services be provided and to whom? Include demographics (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information).

Where: Childcare services are provided on the Goodman Community Center campus in our Ironworks building (149 Waubesa Street, Madison WI).

⁵ Facebook post explaining Goodman Groceries project: <https://shorturl.at/hpyW2>

⁶ Blog post with examples of SEL strategies at work in classrooms: <https://www.goodmancenter.org/blog/serious-about-play>

Who: We anticipate serving 90 unduplicated ECE participants (ages 3-5) per calendar year, with an average enrollment of 70 children at any given time. As detailed in #2 on page 2, Goodman serves a very diverse group of families through our Early Childhood Education program. Last year, 71% of ECE students identified as BIPOC, 35% received Birth to Three services or are on an IEP, and 20% speak languages other than English in their homes. We anticipate continuing to serve a similar demographic in 2024 and beyond, with nearly all participants living in the City of Madison and maintaining at least 51% of ECE slots for low-income families.

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

Our program serves a diverse group of families that are representative of our vibrant East-side community. Goodman's service and outreach are focused within qualified census tracts near the Goodman campus (census tract #'s 23.01, 24.02, 25.00, 26.01, and 30.02). In 2022, 72% of childcare participant families receive some type of financial assistance and/or fee waiver. Moving forward, we commit to maintaining at least 51% of our ECE participant slots for low-income families.

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

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

Families will also continue to be involved in shaping our ECE program. In the last year, we have heard from families via Annual Family Survey results, at every other month Family Advisory Group Zoom Meetings, during parent-teacher conferences, and at Family Fun Night Events. Our staff are intentional about asking parents how their children are doing and what else we can do to help. These interactions and feedback results are very helpful in identifying new ways we can make our classrooms more accessible and better meet the needs of our diverse participant families.

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

We will begin offering funded services on January 2, 2024 and continue year-round. Programming will be offered Monday-Friday from 8:00 am to 5:00 pm. Below are a list of key activities within our annual ECE

program timeline. Exact dates/months may vary year to year.

Month	Key Activities
January	<ul style="list-style-type: none"> • Winter Family Fun Night event • MLK Day Celebration
February	<ul style="list-style-type: none"> • Mid-Year GOLD Assessment for academic year • Black History Month Celebrations & Activities • Family Advisory Group Meeting
March	<ul style="list-style-type: none"> • Spring Break Week
April	<ul style="list-style-type: none"> • Outreach for Summer ECE Program Registration • Family Advisory Group Meeting • Parent Teacher Conferences
May	<ul style="list-style-type: none"> • Year-end GOLD Assessment for academic year • Family Fun Night event
June	<ul style="list-style-type: none"> • 4K Graduation • Staff continuing education days prior to launch of summer program • Summer ECE Program begins • Family Advisory Group Meeting • Bridging Activities for 4K Graduates entering Kindergarten
July	<ul style="list-style-type: none"> • Outreach for Fall ECE Program Registration
August	<ul style="list-style-type: none"> • Staff continuing education days prior to launch of fall program • School Supply & Backpack Drive • Family Advisory Group Meeting
September	<ul style="list-style-type: none"> • Open House for fall classrooms/new teachers • 4K Classes & School-Year ECE Programming Begin
October	<ul style="list-style-type: none"> • Baseline GOLD Assessments for academic year • Family Fun Night event • Family Advisory Group Meeting
November	<ul style="list-style-type: none"> • Thanksgiving Baskets Event • Parent Teacher Conferences
December	<ul style="list-style-type: none"> • Winter Break (Dec 23rd to January 1st) • Family Advisory Group Meeting • Annual Holiday Gift Drive for childcare families

6. Collaborations

Goodman’s ECE program will continue to partner with a wide range of community organizations and other agencies. These organizations support our work through access to unique enrichment experiences, field trip opportunities, guest speakers, behavioral health specialists, service providers, and much more. Every partnership involves some type of agreement between parties, with the formality varying depending on whether payment is involved and the complexity of arrangements. Goodman’s Finance and Administrative staff are available to assist in drafting and negotiating contracts when needed. A few examples of recent ECE collaborations include work with:

- Aldo Leopold Nature Center
- Limanya Drum & Dance Ensemble
- Madison Children’s Museum
- Madison Metropolitan School District
- Madison Public Libraries
- Madison Children’s Theater
- Olbrich Botanical Gardens
- Rooted/Troy Farms⁷
- Rainbow Project Child & Family Counseling Center
- UW-Extension FoodWise Program



Blue classroom visiting Olbrich Botanical Gardens

Partnering with these and other partners helps avoid duplication of efforts. We gladly rely on our partners’ expertise in their areas of practice and welcome their leadership on planning meaningful, age-appropriate class activities and family supports.

MEASUREMENT OF SUCCESS

1. Which System Level Indicator (see RFP section 1.4) will your proposal address and how?

Expansion of the capacity of all early childhood professionals to serve children with high barriers to success.

Goodman provides reliable employment at a living wage for early childhood education professionals. Staff learn to use evidence-based tools and teaching strategies to reach children with barriers to success. Goodman provides regular, paid professional development opportunities, free childcare for staff, and opportunities for advancement within the organization. We also support ECE staff in efforts to raise up the childcare profession through education and advocacy opportunities. For example, our recent “Day Without Childcare” initiative and teacher visits to the State Capitol provided meaningful ways to celebrate the critical nature of early childhood education work and raise awareness of the childcare crisis facing families and Wisconsin communities.

2. Which Population Level Indicator (see RFP section 1.4) will your proposal address and how?

Increased number of children served by high-quality childcare programs including children & families participating in childcare assistance programs.

Goodman has a staff member dedicated to supporting families with applications for Wisconsin Shares subsidies, the City of Madison Child Care Assistance Program, and FoodShare. In the process of supporting these applications, we also often learn about other family needs and provide additional referrals and resources. We provide winter coats, school supplies, groceries, and referrals to many community partners (mental health service providers, housing assistance agencies, job skills development, BadgerCare Plus, autism service providers, speech/language Therapists, occupational therapists, WIC and nutrition resources, legal aid organizations, child support resources, and much more).

⁷ Examples from recent collaborations: [Rooted](#), [Aldo Leopold and Limanya Drum & Dance at Family Fun Night](#), and [Madison Children’s Theater](#).

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

Goodman’s Strategy Department oversees all data systems and program evaluation for our organization. Our Evaluation Team, led by Sara Nowakowski, has experience in mixed methods data collection, co-interpreting data with staff and community members, and in managing complex projects. Monthly data dashboards are generated with key data points about every Goodman program, providing snapshots of our reach and deliverables to date. We conduct a formative evaluation annually, reviewing program data and outcomes each fall with program staff to drive continuous quality improvement going into the new academic/fiscal year. These meetings and tools aim to develop staff capacity at all levels to use data in decision-making to improve and strengthen their programs. Goodman's standard program evaluation process also includes family surveys and teacher surveys. These findings are very helpful as we look to prioritize family engagement.

Success in our early childhood classrooms looks like children graduating 4K confident that they can be successful scholars in kindergarten and beyond. Their caregivers and parents feel empowered, knowledgeable, and able to affect change when they experience barriers or challenges in school settings in the future. We work toward this goal by we simultaneously focusing on social emotional learning, developmental milestones, and academic readiness for children and multiple family-engagement opportunities throughout the year to connect with as diverse a group of parents and caregivers as possible.



Participants playing inside one of Goodman’s Early Childhood Education classrooms.

Success will be measured by:

- Maintaining at least 51% low-income participation rate (defined as $\leq 300\%$ FLP). This data will be captured using the “Household Size-Income Statement” form required for our USDA Child & Adult Care Food Program.
- At least 80% of children ages 3 to 5 years will be at or above developmental expectations for their age. We will use the GOLD Standard Creative Curriculum Assessment Tool and measuring performance standards within the following domains: Social-Emotional Learning, Physical, Language, Cognitive, Literacy, and Math. The assessments will take place in October, February, and May of each academic year.
- At least 80% of ECE participants ages 3 to 5 will be at or above developmental expectations for growth during the academic year in each domain area (Social-Emotional Learning, Physical, Language, Cognitive, Literacy, and Math.). This will also be measured via the GOLD Assessment, comparing results from the beginning and end of each academic year.

DISCLOSURES

Goodman Community Center has no conflicts of interest, contractual breaches, or litigation to disclose.

Early Childhood Funding RFP Total Budget

Name of Agency: Irwin A. and Robert D. Goodman Community Center

Name of Proposal: Goodman Early Childhood Education Program

Instructions

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

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

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

Please contact Monty Marsh (mmarsh@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Revenue Source	Agency 2024 Total	Program A	Program B	Program C
Dane County	\$ 204,600.00	\$ -	\$ -	\$ -
United Way of Dane County	\$ 122,000.00	\$ 80,000.00	\$ -	\$ -
City of Madison-This program	\$ 320,000.00	\$ 130,000.00	\$ -	\$ -
City of Madison-Other Funding	\$ -	\$ 76,900.00	\$ -	\$ -
Other Government*	\$ 1,581,814.00	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ 5,454,206.00	\$ 150,002.00	\$ -	\$ -
User Fee	\$ 601,271.00	\$ 246,846.00	\$ -	\$ -
Total Revenue	\$8,283,891.00	\$683,748.00	\$0.00	\$0.00

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

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

Early Childhood Funding RFP Program Budget Breakout

Name of Agency: Irwin A. and Robert D. Goodman Community Center

Instructions

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

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Please contact Monty Marsh (mmarsh@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Account Category	Agency 2024	Program A Budget	Program B Budget	Program C Budget	Total City Request
A. Personnel					
Salary	\$ 4,465,285.00	\$ 117,000.00	\$ -	\$ -	\$ 117,000.00
Taxes/Benefits	\$ 1,254,434.00	\$ 13,000.00	\$ -	\$ -	\$ 13,000.00
Subtotal	\$ 5,719,719.00	\$ 130,000.00	\$ -	\$ -	\$ 130,000.00
B. Other Operating					
Insurance	\$ 86,777.00	\$ -	\$ -	\$ -	\$ -
Professional Fees/Audit	\$ 664,675.00	\$ -	\$ -	\$ -	\$ -
Postage/Office & Program	\$ 583,500.00	\$ -	\$ -	\$ -	\$ -
Supplies/Printing/Photocopy	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment/Furnishings/Depr.	\$ 357,031.00	\$ -	\$ -	\$ -	\$ -
Telecommunications	\$ 30,180.00	\$ -	\$ -	\$ -	\$ -
Training/Conferences	\$ 133,325.00	\$ -	\$ -	\$ -	\$ -
Food/Household Supplies	\$ 405,604.00	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Vehicle Costs/Depreciation	\$ 173,080.00	\$ -	\$ -	\$ -	\$ -
Other*	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 2,434,172.00	\$ -	\$ -	\$ -	\$ -
B. Space					
Rent/Utilities/Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -
Mortgage Principal/Interest	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation/Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -
D. Special Costs					
Assistance to Individuals	\$ -	\$ -	\$ -	\$ -	\$ -
Payment to Affiliate Orgs.	\$ -	\$ -	\$ -	\$ -	\$ -
Sercie/Program Subcontrs.	\$ -	\$ -	\$ -	\$ -	\$ -
Other*	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 8,153,891.00	\$ 130,000.00	\$ -	\$ -	\$ 130,000.00

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

Other Operating: N/A

Other Special Costs: N/A

