



# School-Age Child and Youth Development Services PART 1 – ORGANIZATION NARRATIVE FORM

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

**Deadline: 4:30 pm CDT, MAY 15, 2023**

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

The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate application.

Responses to this RFP should be complete but succinct. Materials submitted in addition to Part 1 - Organization Narrative, Part 2 - Program Narrative(s) and Part 3 - Budget Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto:modonnell@cityofmadison.com). We are committed to assisting interested organizations understand and work through this application and funding process.

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Legal Name of Organization:	Champions4Kids, Inc.	Total Amount Requested:	\$ 50,000
Program(s) included in this application:	Program Name: Learning Center Afterschool Program	Amount Requested: \$ 50,000	
	Program Type: Elementary Afterschool Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Elementary Summer Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at <a href="mailto:jstoiber@cityofmadison.com">jstoiber@cityofmadison.com</a></i>		
Contact Person:	Jenny Wartinbee	Email: <a href="mailto:jenny@firstteescw.org">jenny@firstteescw.org</a>	
Organization Address:	5511 Odana Rd., Madison, WI 53719	Telephone:	608-446-0046
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

## Organizational Qualifications:

### 1. Organization History and Mission Statement

The mission of First Tee - South Central Wisconsin is to impact the lives of youth by providing educational programs that build character, instill life-enhancing values, promote healthy choices, and close Wisconsin's opportunity gap for underserved communities, while making the game of golf inclusive for all. Established in 1997, First Tee currently has over 160 chapters around the world with our chapter becoming chartered in March of 2011. First Tee - South Central Wisconsin currently serves over 12,000 youth through our Green Grass Program, Learning Center Program, and School and Community Program. These three programming areas help us to empower vulnerable youth and inspire their life possibilities by providing value-based sports training and educational-based enrichment. First Tee uses the game of golf as a tool to teach important values, healthy habits, and skills that will last a lifetime.

### 2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

First Tee - South Central Wisconsin has been implementing youth development programs for over 12 years and impacted the lives of over 12,000 youth every year ages 5 to 18 years old. We offer three types of programs in order to deepen relationships, retain participants, and instill our core value curriculum: Green Grass (Golf Program), Learning Center Program, and School and Community Program.

#### Green Grass (Golf) Programs (Serving youth since 2011)

Last year our Green Grass (Golf) Program served 717 youth participants. This program focuses on teaching the game of golf to kids ages 5-18 years old, while incorporating our Nine Core Values into each lesson. This program measures success in knowledge and demonstration of The First Tee Nine Core Values, number of kids served and retention in the program, certification and progression in our Life Skills Education, golf skill level improvement and certification, as well as employment opportunities in the golf industry (caddying, etc.).

#### Program Sites - Number of kids served

Bishops Bay - 99

Bullseye - 90

Edelweiss - 52

Monona - 50

Nine Springs - 27

Nine Springs Scholarships - 128

Odana - 76

Reedsburg - 81

Spring Green - 24

Vitens - 77

Yahara - 13

Total - 717

#### Learning Center Programs (Serving youth since 2014)

We partner with many local schools and community centers to run our Learning Center Program where over 85% of participants are racially diverse, over 80% qualify for free or reduced lunch, and 45% are girls. Last year we saw 65% improvement in site word identification, 26% improvement in reading comprehension, and 25% improvement in math facts in our Madison Learning Center. Our role is to identify kids, provide our Life Skills curriculum, leverage our

iReady Learning Program, as well as provide resources and tutors to help empower kids with skills that benefit them far beyond the game of golf.

This school year we have consolidated our three Learning Centers into one to better serve our youth and build a deeper relationship with the kids. We have expanded our partnership with East Madison Community Center (EMCC), where we run our Learning Center program, and have seen a big improvement in retention rates. Kids in this program come from other Community Centers as well as MMSD elementary schools. The Community Centers we partner with for this program are: Theresa Terrace Community Center, East Madison Community Center, Packers Community Center, Vera Court Neighborhood Center, and Northport Community Center. The MMSD kids come from: Thoreau Elementary, Lowell Elementary, Lakeview Elementary, and Midvale Elementary. In total, our Learning Center Program served 125 youth this year.

#### School and Community Programs (Serving youth since 2011)

Our School and Community Program partners with local schools and community centers and give physical educators all they need to get started in making the game of golf accessible to all. We provide training, equipment, and lesson plans that integrate life skills and values with the game of golf. This program equips physical education teachers, coaches, and community center leaders with our golf SNAG equipment to maximize our reach in providing all kids with access to the game of golf. SNAG equipment includes plastic golf clubs, plastic golf balls, and various games to help beginners learn the game of golf safely. We also train and certify teachers to use the equipment and to effectively teach the fundamentals of golf to local students. This program reaches over 12,000 youth throughout South Central Wisconsin.

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency's ability to provide proposed services? If there are no changes, write "No changes".

Our executive director, Ashlyn Mehlhaff, started with First Tee in November of 2019, replacing former executive director, Joe Loehnis. Coming up on 4 years with our organization, Ashlyn has improved many organization processes, rebuilt foundational relationships, and improved record-keeping of the impact of our programs. Shortly after she began her role serving as First Tee's executive director, the pandemic came upon us at the beginning of 2020 and forced us to take a deeper look at how we are serving our youth. This resulted in many changes affecting our golf programs, learning center programs, and location of our First Tee office.

We considered ourselves very grateful to be able to continue to offer golf as a socially distanced sport during the pandemic. We reduced our class sizes to serve fewer kids in each class, but added more classes, resulting in an increased number of participants served.

Our Learning Center program changed drastically as we went from serving over 100 kids in 2019 at 3 Learning Centers to only 24 kids in 2020 at one Learning Center, EMCC. Because in-person school was not taking place, our afterschool programs also could not operate. Thankfully, because of our strong partnership with East Madison Community Center, we were able to provide an all-day in-person learning environment for 24 kids who were not able to stay home all day due to lack of resources or parent supervision. As we bounced back from the pandemic, our partnership with EMCC grew stronger and we were able to bring kids from all around the area to the community center and provide our programs to them. One large challenge was finding a solution for transportation, which we have now solved thanks to Badger Youth Service, which takes kids to and from EMCC. First Tee covers the costs of transporting kids from over 10 locations to EMCC and back home. Over 90% of the youth we serve are not EMCC kids, but kids from surrounding Neighborhood Centers and Schools. Another huge change was our shift from our educational software program, Renaissance, to our new iReady Program. We are so excited about the changes we've seen in

reading comprehension with iReady, as students are now able to read along on their tablets, answer questions, and sync their own tablet to their reading comprehension level.

Lastly, our staff office location changed and we are planning another exciting move within the next year. Vitense Golfland did not renew our lease after the pandemic, resulting in our temporary relocation to an office space on Odana road. Our dream has always been to build our own First Tee facility in a central location in order to provide all of our programs to local youth. We are about to embark on a capital campaign to raise funds in order to build a secondary Learning Center, combined with an indoor golf facility that would include putting, chipping, and three simulators. This new home would also serve as an office space for our staff and a secondary location in addition to our programs and EMCC, Nine Springs, and our partner programming sites.

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

We are very proud to have the retention of our two Program Directors since the inception of our First Tee Programs.

Our full time staff PGA Professional, Brad Munn, has been with us since our inception in 2011 and continues to provide golf lessons and our Core Value Curriculum to our local youth. Coach Brad is a leader among other First Tee chapters as well with the ability to certify First Tee Level 1 coaches. He also maintains his continuing education credits in order to earn his PGA Professional title every 3 years. In 2018, Coach Brad won the Wisconsin PGA Youth Player Development Award for his work in serving our local youth. We are grateful to have Coach Brad's leadership, knowledge, and experience as part of our service offerings.

We are also grateful to have Coach Nate Savado on staff since 2014 as our Director of Programming and Community Outreach. Coach Nate has been a firm foundation for our kids since the inception of our Learning Center Programs, teaching them so much more than golf and life skill instruction. Coach Nate, along with his staff, has successfully helped kids improve their grades by over 2 grade levels in school through his academic remediation program, using the iReady Program, in addition to his individualized remediation curriculum. Nate and his staff have also maintained their mental health certifications to properly care for students going through challenging situations. In 2019, Coach Nate received the Madison Out-of-School Time (MOST) Empowering the Youth Award.

First Tee - South Central Wisconsin makes an intentional effort to retain, train, and empower our employees, part-time staff, mentors, and volunteers. All staff and volunteers must get SAFE Sport trained in order to serve our kids and watch for indicators of abuse or unhealthy relationships. We take great pride in making sure we provide a safe environment where kids can be free to learn and grow.



# School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

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Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

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Legal Name of Organization:	Champions4Kids, Inc.	Total Amount Requested for this Program:	\$ 50,000
Program Name:	Learning Center Afterschool Program	Total Program Budget:	\$ 341,986.20
Program Contact:	Jenny Wartinbee	Email: <a href="mailto:jenny@firstteescw.org">jenny@firstteescw.org</a>	Phone: 608-446-0046

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

**Elementary**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only   |
| <input type="checkbox"/> Multi-focused Year Round                | <input type="checkbox"/> Topical/ Skill/Population |

**Middle School**

- |   |  |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only   |
| <input type="checkbox"/> Multi-focused Year Round     | <input type="checkbox"/> Topical/ Skill/Population |

**High School**

- |   |  |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only   |
| <input type="checkbox"/> Multi-focused Year Round     | <input type="checkbox"/> Topical/ Skill/Population |

**PLEASE NOTE:** Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

**1. PROGRAM OVERVIEW**

A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

Quality after school programs have been identified as one of the main factors in helping to reduce the opportunity gap, however, many children that reside on the southwest side of Madison do not have a safe, enriching environment in which to spend time after school. According to the National Institute on Out-of- School time, kids left unsupervised 3 days a week after school are twice as likely to join a gang and three times as likely to commit a crime.

Our goal is to close the opportunity gap found in our community and school system. Our hope is that through our Learning Center Program, we are able to identify and redirect the lives of kids who are falling behind in school. According to the National Assessment of Educational Progress (NAEP), Wisconsin has the largest opportunity gap of all 50 states, and it has only gotten worse during the pandemic. The NAEP tests kids grades K - 12 in math and literacy and has shown results that prove that our students of color need urgent intervention. In 2019, 40% of white students across Wisconsin tested grade-level proficient in math, as opposed to only 11% of black students. The pandemic only made things worse. In 2021, only 4% of black students in Wisconsin tested proficient in math! White students decreased as well from 40% in 2019 to 34% in 2021. This 30-point difference between white and black students is what we call the 'opportunity gap'. Our Learning Center Afterschool Program exists to close this gap! Source: Maciverinstitute.com

B. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

The goal of our Learning Center Afterschool Program is to close the local opportunity gap by providing transportation, caring instructors that create a safe learning environment, academic remediation programs leveraging our iReady software, and Core Value training through the game of golf.

This very closely aligns with the scope of work described in the RFP guidelines as we provide our services free of charge to elementary aged students during the school year who are in need of more resources. Our programs incorporate a mental health component, academic remediation, and provide kids a unique opportunity to learn the game of golf. Our retention rates are at 94% and over 90% of our kids come from schools and community centers outside the walls of East Madison Community Center.

C. Program Summary (3-5 sentences):

First Tee's Learning Center Afterschool Program serves 125 kids, ages 6 - 11 years old, who are falling behind in school. Our programs aim to close Wisconsin's opportunity gap through our academic remediation programs, which saw a 25% improvement in math skills, 26% improvement in reading comprehension, and 65% improvement in site word identification in 2022. Over 85% of our students are racially diverse, over 75% qualify for free and reduced lunch, and 45% are girls.

**2. POPULATION SERVED**

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.

This year we served 125 kids in our Learning Center Afterschool Program at East Madison Community Center. Students are ages 6 to 11 years old in grades 1 through 5. Over 85% of students are racially diverse and over 75% qualify for free and reduced lunch. Income ranges from very low to moderate. This population was our inspiration for creating and growing our Learning Center Program to what it is today. We love serving these kids and we believe all kids should have the opportunities and resources necessary to develop their skills to their full potential.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
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White/Caucasian	13	10%
Black/African American	94	75%
Asian	6	5%
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial	6	5%
Balance/Other	6	5%
Total:	125	
Ethnicity		
Hispanic or Latino	6	5%
Not Hispanic or Latino	119	95%
Total:	125	
Gender		
Boy/Man	69	55%
Girl/Woman	56	45%
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	125	

- C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

Our iReady curriculum has been a big tool for us in helping kids who are not proficient in their English language skills. As we work with the kids in reading and literacy, we are able to leverage the iReady software, which meets the kids at their skill level. The iReady software can be set to Spanish if need be, however our goal is to help kids comprehend what they read and hear in English, since that is how they will be tested in school.

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

Using the criteria that we have developed with MMSD administrators, we are able to identify students scoring below basic and at the intervention marker. Our program takes community youth from 'urgent intervention' and 'intervention' to 'above basic'. Teachers identify students who are testing below intervention and refer them to our program. We have good relationships with many Elementary School staff personnel who help us in identifying and referring students. Once a student is in our program, we make it easy for them to come consistently by paying for transportation, providing healthy snacks, and by creating a fun learning environment. Kids love our golf games in the gym, which helps motivate them to stay engaged during our academic portion of the program.

We test all kids at the beginning and end of each semester using our iReady software. In 2022, we saw a 25% improvement in math skills, 26% improvement in reading comprehension, and 65% improvement in sight word identification. On average kids improve between 1-2.5 grade levels in school. We share these test results with parents, teachers, and anonymously with our supporters.

By giving kids the confidence to succeed in school, we are seeing kids have more confidence outside of the classroom as well. First Tee focuses each day on one of our Nine Core Values so that kids focus on their character instead of their scores. Our Nine Core Values are Honesty, Integrity, Confidence, Responsibility, Respect, Perseverance, Sportsmanship, Courtesy, and Judgment.

### 3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

**Structure:**

Our afterschool program operates at East Madison Community Center 5 days a week from 3:30 to 5:30pm Tuesday through Friday and 2:30 to 5:30pm on Mondays. Each youth will receive a healthy snack, one hour of academic tutoring/ iReady remediation, and one hour of The First Tee golf programming.

**Transportation:**

First Tee pays for buses to shuttle all the students from their schools and community centers to EMCC. This is a significant portion of our Learning Center costs. We are partnering with Theresa Terrace Community Center, East Madison Community Center, Packers Community Center, Vera Court Neighborhood Center, Northport Community Center, Thoreau Elementary, Lowell Elementary, Lakeview Elementary, and Midvale Elementary.

**Curriculum:**

During the academic portion of the Learning Center after school program, youth are exposed to STEM programs through iReady, financial courses, and speakers that will discuss meaningful topics. Our Learning Center Director works with the schools to determine math and reading levels of each child so supplemental work aligns with the students' current ability. We test the kids at the beginning and end of each semester to track improvement in math skills, reading comprehension, and site word identification. We also implement a socio-emotional component to our program to address any additional needs the students might have and offer a safe space for them to learn and grow.

Coaches and staff will use First Tee's philosophy of seamlessly integrating golf and life skills to teach our Nine Core Values and Nine Healthy Habits curricula. Kids will be placed on a certification path of progressing through our certification levels. They will be assessed on their knowledge and application of our core values, not only in our programming, but in school and home life as well. Through the certification process and assessments, we will be able to track improvement in their ability to understand and apply the transferrable life skills found in golf.

**Staffing:**

We have a very diverse staff as both of our full time Learning Center leads are African American as well as a few of our volunteer mentors. We feel that it is important to have a diverse staff to reflect the population served. First Tee has a low staff to student ratio of 1:6 to allow for individualized attention and relationship building. Our coaching staff has over 100 hours of training and 20 years in the golfing industry, and our Learning Center Coordinator has over 12 years of experience working in community centers.

Tutors are comprised of retired teachers, educated volunteers, and students from the University. This year, we also had three past First Tee participants who have come back to mentor other First Tee participants during their lessons. These graduates of First Tee are using leadership skills gained in the program and directly applying their use back into the program.

**Results:**

We have seen positive improvements in math skills, reading comprehension, and site words every year since our inception in 2014. We have also seen positive changes in behaviors in over 85% of our Learning Center students who come consistently to the program. Our partner community centers and teachers consistently compliment our program and refer students to our Learning Center. We are grateful to have developed an afterschool program that is making an impact for kids in the Madison area.

- B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell



in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

**Table 1**

<b>Location(s): East Madison Community Center</b>			
<b>Day of the Week</b>	<b>Time of Year</b>	<b>Start Time</b>	<b>End Time</b>
Monday	School Year	2:30pm	5:30
	Summer		
Tuesday	School Year	3:30pm	5:30
	Summer		
Wednesday	School Year	3:30pm	5:30
	Summer		
Thursday	School Year	3:30pm	5:30
	Summer		
Friday	School Year	3:30pm	5:30
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

**Table 2**

<b>Location(s):</b>			
<b>Day of the Week</b>	<b>Time of Year</b>	<b>Start Time</b>	<b>End Time</b>
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above.  
N/A

- C. **Frequency, Duration and Anticipated Attendance:** Please complete the table below. If you are proposing to provide a 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.

	<b>Frequency*</b>	<b># of Program Hours Per Program Day</b>	<b>Annual Duration**</b>	<b>Adult to Youth Ratio</b>	<b>Anticipated Average Attendance</b>

					per Program Day
<b>Location #1: East Madison Community Center</b>					
School Year	5 days per week	2-3 hours	24 weeks	1:6	50
Summer					
<b>Location #2 (if applicable):</b>					
School Year					
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 and note any differences in the program structure as compared programs included in the table above.

N/A

#### 4. ENGAGEMENT, COORDINATION AND COLLABORATION

A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Low-income families face many barriers to after school program participation, including expensive fees and lack of transportation. At The First Tee, we want to be sure these barriers are removed so that vulnerable youth in our community have the same opportunity to learn life skills as their peers. We provide transportation to make it easier for parents/guardians and families to send their kids to our programs. We engage parents/guardians by sending emails, sending home a behavioral survey at the end of the year, sending information home in students backpacks, and providing resources and opportunities that we have access to. We like to connect with parents and ask for feedback whenever we can.

B. Neighborhood/Community Engagement: Describe how your program will engage neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Our program stretches outside the community of EMCC and reaches the far North and East side of Madison. We work closely with leaders at Theresa Terrace Community Center, East Madison Community Center, Packers Community Center, Vera Court Neighborhood Center, and Northport Community Center to deliver quality programs that serve the needs of their community youth. Our primary goal is to best serve our youth and offer unique opportunities to them in order to help them build strong interpersonal skills, academic skills, and learn the game of golf.

We engage these partners as well as many others in the summer by inviting them to our Summer Golf Scholarship Program. This program takes place at Nine Springs Golf Course and served 128 kids in the summer of 2022. This summer we are hoping to serve 200 youth from all of our community center partners, MMSD summer camp partners, as well as other organizations like Black Girl Magic, Mocha Moms of Dane County, and Madison Gospel 5k. We strive to build intentional partnerships where we can make an impact on the kids in the communities we serve.

Our Board of Directors is very helpful in leading us in a direction where we can make the biggest impact for the kids in our community and they have been a big reason why First Tee is serving kids in an academic afterschool program today. Our chairman, Jeff Cressman, and executive team have worked hard to make our Learning Center Afterschool Program and our mission to close the opportunity gap a top focus for First Tee - South Central Wisconsin.

- C. Collaboration: Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?

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

Although East Madison Community Center provides the space for us to run our First Tee program, we are not collaborating with them on this proposal since our programs are very separate. EMCC runs separate programs out of the community center, benefiting EMCC kids, which we are not a part of as most of our students come from other community partners. EMCC gives us access to the large community room, kitchen, and the gym during our program. Our Learning Center Director works with EMCC Executive Director John Harmelink to arrange times and details.

How do these partnerships enhance this proposal?

Our partnership with EMCC has helped us build trusting partners with other community centers and schools. Families feel safe sending their kids to community center locations for afterschool programs and look for programs that help their kids both academically and physically. EMCC has graciously given us enough space to teach 50 kids in the classroom as well as coach them in the gym.

What are the decision-making agreements with each partner?

First Tee is a tenant of EMCC and doesn't make any decisions for the community center.

- D. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

N/A

## 5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

1. Intentional Program Design - Our program was designed to address the wide opportunity gap found in Southern Wisconsin. This is a part of our mission statement and is a clear objective that supports positive youth development. By offering our unique mix of educational and golf activities, we offer youth the opportunity to take initiative, explore, and be creative.

2. Supportive Relationships with Youth - The primary focus of our teachers and mentors is to build authentic relationships with youth that develop trust and provide positive guidance in their lives. Our teachers and coaches believe that all kids can recognize their value and learn to believe in themselves to develop to their fullest potential. Our staff does an excellent job with building relationships, which is why our Learning Center Director, Nate Savado, won the MOST Empowering Youth Award in 2019.

3. Youth Voice and Leadership - We offer leadership opportunities to participants within our afterschool program and also for graduates of our program. Our teachers look for ways to engage youth

with responsibilities and leadership positions to help build their confidence. We also offer leadership positions once they graduate from the program for them to come volunteer as a volunteer mentor.

4. **Racial & Cultural Inclusion** - We promote diversity at all levels of our organization and are always looking to identify areas to promote diversity. Both of our lead Learning Center teachers can relate to kids who are racially diverse and help to create an inclusive environment for them to learn. Our board of directors has also significantly improved its diversity in the past few years, adding decision-makers who have a closer understanding of cultural backgrounds and behaviors.

5. **Community & Family Engagement** - First Tee teachers and staff do everything we can to engage the families and communities of our students. We believe that a clear communication and responsiveness is essential to building and deepening relationships. We continue to check in with families and school teachers as much as possible and monitor any information we have to better support our kids.

6. **Organizational Management & Staff Support** - First Tee's afterschool program has grown and developed significantly since its inception in 2014. Our processes and strategies have become refined as we have learned and adjusted our programs based on the needs of our students. Our data collection and evaluation is an important way to monitor the success of our programs. We've also grown as an organization geographically with more programming sites, hired new employees, and refined our mission statement to reflect our focus on the opportunity gap. The importance of the work that we do makes it essential to keep a close eye on our financials and organizational oversight.

7. **Environment & Safety** - Creating a safe learning environment is one of our top focus areas for our afterschool program, as many of our kids have a difficult time learning in the school system learning environment. Every day we provide a healthy snack for each child to make sure they are not distracted by any hunger they may be experiencing. We also have created a system to focus on socio-emotional health so that they can talk to one of our instructors if they have any health issues or concerns. Our program is engaging and developmentally stimulating for kids to focus and enhance their emotional and physical well-being. Our Nine Healthy Habits also help teach kids about basic health habits that will help them throughout their lives. All of our staff, volunteers, and mentors are required to be SAFE Sport trained in order to be watchful of various health and safety concerns that might be present outside of our program.

**B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours**

Total Annual Unduplicated Children or Youth participating in proposed program: 125 youth

Total program hours annually: 264 hours annually (11 hours per week x 24 weeks)

**C. Program Outcomes**

Please describe the data and the data source used to choose your outcome objectives?

First Tee's teachers and staff collect all testing and improvement data through our iReady program software. iReady has been very helpful for keeping each child on track with their work and customizing the program to their learning level. This helps us be able to work with different ages of kids all at the same time through their customized program.

We also use Salesforce to track all demographic and attendance data.

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

<b>Outcome Objective #1:</b> Increase Total Average Reading Comprehension by 25%				
<b>Performance Standard</b>	<b>Targeted Percent</b>	100%	<b>Targeted Number</b>	125
<b>Measurement Tool(s) and Comments:</b>				

Every year at the beginning and end of our Afterschool Program we test the kids in their reading comprehension to track improvement via our iReady software program. We compare the results to where the kids should be according to their grade level proficiency and many of the kids are 2 to 3 grade levels behind proficient at the beginning of the program. Typically by the end of the program they are only 1 to 2 grade levels behind. It might not seem like much, but it takes significant work to become proficient when a child is 3 grade levels behind, and we celebrate the improvement that we see in each child in order to encourage them and teach them the patience and perseverance they need to get back on track. During this process, we continually go back to our Nine core values, which we also test them on and require them to memorize. In 2022, we saw a 26% improvement in Reading Comprehension and our goal is to maintain this standard as an average every year.

**Outcome Objective #2:** See improved differences in behavior and application of 9 Core Values

<b>Performance Standard</b>	<b>Targeted Percent</b>	100%	<b>Targeted Number</b>	125
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**Measurement Tool(s) and Comments:**

It may be harder to track behavioral changes, but this is a big part of our program's purpose and mission. We believe that change starts with one's attitude and mindset and many kids who have fallen behind in school have lost hope in their ability to learn. Through teaching our Nine Core Values, we discuss how you can apply principals like integrity and responsibility into your life in order to achieve your goals. Our Nine Core Values are: confidence, respect, honesty, responsibility, perseverance, integrity, courtesy, judgment, and sportsmanship. We test the kids on the core values at the end of the program and also survey their parents and teachers to track improvement in behavior. Our teachers typically notice improvement in behavior as well.

**Outcome Objective #3:** Improve total average math skills by 15%

<b>Performance Standard</b>	<b>Targeted Percent</b>	100%	<b>Targeted Number</b>	125
-----------------------------	-------------------------	------	------------------------	-----

**Measurement Tool(s) and Comments:**

Every year at the beginning and end of our Afterschool Program we test the kids in their math skills to track improvement using iReady. Just like with reading comprehension, we compare the results to test grade level proficiency and many of the kids are 2 to 3 grade levels behind proficient at the beginning of the program. Typically by the end of the program they are only 1 to 2 grade levels behind. These testing statistics are crucial to monitoring the success of our Learning Center program. Last year, we had an outstanding year where we saw a 25% increase in math scores from the beginning to the end of the program.

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

The third category we test is sight word identification where we saw an astonishing 65% improvement in 2022. We typically aim to see a 25% improvement in this category and the kids surprised us by memorizing all of their sight words to go from 35% at the beginning of the program to 100% at the end of the program, earning a pizza party.

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?

We track all participant demographic data and attendance numbers in Salesforce, which helps us stay organized on the performance of each child.

We also have each child registered to their own iReady personalized account and iPad so that they can pick up where they left off from the day before. The iReady program significantly helps us track the improvement of each child and creates a gamification way of learning to keep them engaged. iReady also helps us measure outcomes and make sure the kids are tracking throughout the program.

We use QuickBooks to track expenses, which has been very helpful with our various programs. We use DonorSnap to track our donor outreach.

## 6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:  
 East Madison Community Center  
 8 Straubel Ct.,  
 Madison, WI 53704

## 7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.  
 \*Use one line per individual employee

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Learning Center Director	Masters Degree, First Tee certified, mental health certified, 15+ years of experience	EMCC	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	1	
Learning Center Teacher	20+ years of experience teaching kids, First Tee Certified, mental health certified		<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	.75	
Assistant Teacher	High School Degree, Current College Student	EMCC	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	.25	
Executive Director	Business Degree and 15 years of experience as a non-profit leader		<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	.25	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:			2.25	
	Year-Round				
	Summer				

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

We typically have 3-5 volunteers per day come to read with the kids, help them with their work, and build trusting relationships with them. We vet volunteers through a background check as well as require them to complete our SAFE Sport Training which takes about 3 hours to complete and

trains employees on how to watch for various behaviors that may indicate something is wrong. Volunteers are trained and supervised by one of our two Learning Center Teachers, Nate Savado and Cynthia Walton-Jackson. All volunteers must complete a virtual training prior to volunteering as well.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

Program Space: East Madison Community Center

Transportation: Our partnership with Badger Youth Services has been very helpful in busing kids from their schools or community centers to EMCC. We also use cabs, Ubers and bus companies if necessary to make sure all kids have a safe ride.

## 8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

## 9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

A. Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

N/A

B. Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

N/A

**APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS**

**1. ORGANIZATION CONTACT INFORMATION**

Legal Name of Organization	Champions4Kids, Inc.		
Mailing Address	5511 Odana Rd., Madison WI 53719		
Telephone	608-467-7113		
FAX	N/A		
Director	Ashlyn Mehlhaff		
Email Address	ashlyn@firstteescw.org		
Additional Contact	Jenny Wartinbee		
Email Address	jenny@firstteescw.org		
Legal Status	Select Status from Drop-Down		
Federal EIN:	20-5779146		

**2. PROPOSED PROGRAMS**

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Learning Center Afterschool Program	A	\$50,000	
Contact: Jenny Wartinbee			
	B		
Contact:			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
<b>TOTAL REQUEST</b>		\$50,000	

**DEFINITION OF ACCOUNT CATEGORIES:**

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

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

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

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



3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

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

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

**6. BOARD-STAFF DEMOGRAPHICS**

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	<b>TOTAL</b>	19	100%	6	100%		
<b>GENDER</b>							
MAN	12	63%	2	33%			
WOMAN	7	37%	4	67%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	19	100%	6	100%			
<b>AGE</b>							
LESS THAN 18 YRS		0%		0%			
18-59 YRS	14	74%	6	100%			
60 AND OLDER	5	26%		0%			
TOTAL AGE	19	100%	6	100%			
<b>RACE</b>							
WHITE/CAUCASIAN	15	79%	4	67%	80%	67%	16%
BLACK/AFRICAN AMERICAN	4	21%	2	33%	7%	15%	39%
ASIAN		0%		0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	19	100%	6	100%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO	0	0%		0%	7%	9%	26%
NOT HISPANIC OR LATINO	19	100%	6	100%	93%	81%	74%
TOTAL ETHNICITY	19	100%	6	100%			
<b>PERSONS WITH DISABILITIES</b>		0%		0%			

\*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY FIGURES.

AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of these categories.

\*\*R/POV=Percent of racial group living below the poverty line.

**7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents**

you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

First Tee's two lead staff members running our Learning Center Afterschool Program are both African American. This accurately reflects the diversity of the population we serve as 85% of the participants are people of color. We believe that it is crucial for youth to have mentors and leaders who they can relate to and identify with in order to build trusting relationships and be able to learn effectively. This helps to create a trusting and safe environment for them to get the academic remediation they need.

Although our board members and total staff is much more diverse than Madison's general population, it does not accurately represent the residents we serve in our afterschool program. Our afterschool program is committed to serving low-income, racially diverse youth who are not exposed to many resources and opportunities due to living in poverty. As a result, the demographics of the population we serve is over 85% people of color and over 75% qualify for free or reduced lunch. Although the staff and board is not 85% people of color, we are committed to serving this diverse population and recognize the need for an investment in the future of the youth in this community. We are actively seeking diverse candidates to apply to our board of directors and welcome any new applicants who have a passion for helping youth in our community.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	4
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	4
How many Board seats are indicated in your agency by-laws?	20

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

<b>Name</b>	<b>Jeff Cressman</b>				
Home Address					
Occupation	Senior Vice President, Wells Fargo				
Representing	Chair				
Term of Office		From:	01/2021	To:	12/2026
<b>Name</b>	<b>Lindsay Koth</b>				
Home Address					
Occupation	Bunburry & Associates Realtors				
Representing	Vice-Chair				
Term of Office		From:	01/2019	To:	12/2024
<b>Name</b>	<b>Tony Balistreri</b>				
Home Address					
Occupation	Partner, FORVIS				
Representing	Treasurer				
Term of Office		From:	01/2021	To:	12/2026
<b>Name</b>	<b>Amy Flesch</b>				
Home Address					
Occupation	Senior Account Executive, Gordon Flesch				
Representing	Secretary				
Term of Office		From:	01/2021	To:	12/2026
<b>Name</b>	<b>Jim Metz</b>				
Home Address					
Occupation	Retired CEO, CUNA Brokerage				
Representing	Past Chair				
Term of Office		From:	01/2014	To:	12/2023
<b>Name</b>	<b>Brian Burn</b>				
Home Address					
Occupation	EVP/COO Morgan Murphy Media				
Representing	Board member				
Term of Office		From:	01/2018	To:	12/2023
<b>Name</b>	<b>Laura Clifton, MD</b>				
Home Address					
Occupation	Dermatologist, SSM Health Dean Medical Group				
Representing	Board member				
Term of Office		From:	01/2021	To:	12/2026
<b>Name</b>	<b>Jim Krogstad</b>				
Home Address					
Occupation	Retired VP M3				
Representing	Board member				
Term of Office		From:	01/2020	To:	12/2025

AGENCY GOVERNING BODY cont.

<b>Name</b>	<b>Karen Moser</b>				
Home Address					
Occupation	Nurse Educator				
Representing	Board member				
Term of Office		From:	01/2018	To:	12/2023
<b>Name</b>	<b>Greg Newman</b>				
Home Address					
Occupation	Senior Director, Exact Sciences				
Representing	Board member				
Term of Office		From:	01/2021	To:	12/2026
<b>Name</b>	<b>Al Steinhauer</b>				
Home Address					
Occupation	Broker, Steinhauer Real Estate Development				
Representing	Board member				
Term of Office		From:	01/2015	To:	12/2023
<b>Name</b>	<b>Carol Vander Sluis</b>				
Home Address					
Occupation	Kovitz Financial Advisor				
Representing	Board member				
Term of Office		From:	01/2022	To:	12/2027
<b>Name</b>	<b>Geroge Adams</b>				
Home Address					
Occupation	American Family Insurance				
Representing	Board member				
Term of Office		From:	01/2023	To:	12/2028
<b>Name</b>	<b>Jamar Gary</b>				
Home Address					
Occupation	City of Madison Police Captain				
Representing	Board member				
Term of Office		From:	01/2023	To:	12/2028
<b>Name</b>	<b>Kristin Lucy Greimel</b>				
Home Address					
Occupation	Director, One City Schools				
Representing	Board member				
Term of Office		From:	01/2023	To:	12/2028
<b>Name</b>	<b>Shari Kathe</b>				
Home Address					
Occupation	RSM				
Representing	Board member				
Term of Office		From:	01/2023	To:	12/2028
<b>Name</b>	<b>Derrick Smith</b>				
Home Address					
Occupation	Retired				
Representing	Board member				
Term of Office		From:	01/2023	To:	12/2028

**\*\*Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application. All programs not requesting funding in this application, should be combined and entered under NON APP PGMS (last column)

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	0						
CITY CDD (This Application)	50,000	50,000					
City CDD (Not this Application)	0						
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	604,500	146,500					458,000
USER FEES	43,000	0					43,000
TOTAL REVENUE	697,500	196,500	0	0	0	0	501,000

\*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane County cities, villages, and townships.

\*\*FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.



**\*\*List all staff positions related to programs requesting funding in this application, and the amount of time they will spend in each program.**

	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Executive Director	0.25					0.25	27,500	2,700	30,200	52.00	0
Learning Center Director	1.00					1.00	45,000	4,500	49,500	0.00	10,000
Learning Center Teacher	0.75					0.75	18,000	0	18,000	25.00	10,000
Learning Center Assistant	0.25					0.25	3,600	0	3,600	15.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
<b>SUBTOTAL/TOTAL:</b>	2.25	0.00	0.00	0.00	0.00	2.25	94100.00	7200.00	101300.00	92.00	20000.00

**CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS**

\*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

\*\*Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE

**\*\*List all staff positions related to programs requesting funding in this application, and the amount of time they will spend in each program.**

	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
<b>TOTAL:</b>	2.25	0.00	0.00	0.00	0.00	2.25	94100.00	7200.00	101300.00	92.00	20000.00

\*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

\*\*Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE



### Program Summary

This tab should be completely filled in by your previous answers.

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	Learning Center Afterschool Program	PERSONNEL	20,000
		OTHER OPERATING	27,000
		SPACE	3,000
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>50,000</b>
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		<b>TOTAL</b>	<b>0</b>
<b>TOTAL FOR ALL PROGRAMS</b>			<b>50,000</b>

May 11, 2023

John Harmelink

Youth Program Manager

East Madison Community Center

8 Straubel Court Madison WI. 53704

### Letter of Support

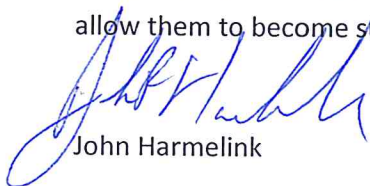
To : City Of Madison

I am writing this letter in support for the First Tee leaning center program. The program has had a tremendous impact on children from low income neighborhoods that don't have access to quality reading programs and wellness activities. The staff uses the I Ready reading program which is a top of the line reading software program.

The program has excellent staff that have worked with at-risk for the past 13 years. One of the staff is currently a teacher with the Madison school district and the learning center director has been a youth counselor at a community center for the past 12 years nights and weekends.

The majority of the youth participating come from schools that have low reading scores and there has been even more of a decrease since COVID. First Tee offers top quality wellness activities after reading such as golf, basketball, dodgeball and many other gym games.

I believe that First Tee has had a major impact in assisting at-risk students achieve reading skills that will allow them to become successful students.



John Harmelink

Youth Program Manager