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

Submit Application to: 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 or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

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

Legal Name of Organization:	Maydm		Total Amount Requested:	$ 45,000
Program(s) included in this application:	Program Name: Summer Immersive Programs Program Type: Middle School Topic, Skill or Population Focus		Amount Requested: $ 45,000	
	Program Name: Program Type: Choose an item.		Amount Requested: $	
	Program Name: Program Type: Choose an item.		Amount Requested: $	
	Program Name: Program Type: Choose an item.		Amount Requested: $	
	➢ *If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com*			
Contact Person:	Melissa Pfahl		Email: melissa.pfahl@maydm.org	
Organization Address:	203 S. Paterson St. Suite 400 Madison, WI 53703	Telephone:		608-819-6616
501 (c) 3 Status:	☒ Yes ☐ No		Fiscal Agent *(if no)*	

<u>**Organizational Qualifications:**</u>

1. Organization History and Mission Statement
   Maydm was founded in 2015, with the mission to provide girls and youth of color in grades 6 - 12 with the skills, experiences, and connections to pursue careers in and change the face of science, technology, engineering, and math. Maydm's approach prepares students from traditionally underrepresented populations to engage in and revolutionize STEM. Since its founding in 2015, Maydm has served over 2,400 students. In 2022, 92% of our participants were students of color and 56% were girls.

   We focus on girls and students of color because these are groups who are traditionally underrepresented populations in STEM fields. We offer a holistic approach that combines several elements: one-day workshops, after-school programs, multi-week immersive programs, and paid STEM internships with employer partners to youth across Dane County. Our programs, including internships, span various topics, such as, 3D CAD modeling, 2D and 3D graphic design, mechanical and structural engineering, electronics, game development, robotics, data analytics, and more. We partner with other local organizations and employers in Dane County to provide our students with career relevant knowledge through our educational programs and site visits as well as real life experiences through our internship program.

   Dane County's tech industry has experienced rapid growth the past 10 years, but in 2020, Wisconsin had only 1,261 computer science graduates to fill 6,419 open computing jobs (code.org). Only 21% of such jobs are held by women and only 6% by Black and Latino people, combined (Census Bureau). These disparities are persistent at even earlier ages too. Of the 2,051 AP Computer Science exams taken in Wisconsin: 21% by females, 5.7% by Latino students and 1.4% by African American students. As a part of Maydm's mission, we actively work to provide diverse youth with paid internships in the Madison community. We want to see the underrepresented groups in Madison fill in those STEM jobs as the industry continues to grow.

   We have initial touchpoints with students starting in middle school to expose them to introductory programs in game development, data analytics, robotics, engineering and other STEM topics. It is our goal to have students build on their skills throughout our multiple workshops, after-school programs, and immersive programs to ultimately become a part of our internship program as a final step in our pathway before entering a STEM career or pursuing a degree in a STEM field.

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.
   Since Maydm's inception, we have provided industry relevant programming for students in grades 6 - 12. In 2019, we began our focus on immersive STEM programming during the summer months. In our immersive programs, students learn topics in STEM, such as, robotics, game development, data analytics, CAD modeling, web development, and more through project-based learning.

   By providing programs for girls and collaborating with the community to reach underrepresented youth, Maydm works to build our student's confidence and skills within the STEM fields. Students can learn to design, create, and build on their STEM skills while engaging in critical conversations around equity in STEM, learning from STEM professionals, and visiting local STEM companies. We give our students the confidence to feel comfortable in STEM settings and the foundational knowledge to match that of their peers who may have had more access to earlier STEM learning. Though our vision is to bring long-term change, we must also acknowledge the pronounced impact we see in the classroom each day. As our students engage with our curriculum, we witness each individual move through the stages of curiosity, confidence, then pride.

Like the City of Madison, we want to increase exposure and opportunity in STEM for our students to provide them with an experience they would not have access to outside of our program. By running some of our main programs in the summer, we are offering students a chance to build on skills they have learned in school, or other Maydm programs, all while providing a safe and inclusive environment where students can bring their whole selves to our programs to focus on learning.

We have had a variety of STEM focused programming, many of which we continue to bring back every summer for our students. In the summer of 2019, we offered the Wonderful World of Web Development Program. In this program, students learned how to create their own websites using foundational coding languages: HTML, CSS, and JavaScript. In the summer of 2020, we offered SolidWorks: Draft Your Model for the Future. During this 8-week session, students used their creativity, imagination, and knowledge to create a 3D model in SolidWorks. Students were able to take advantage of an opportunity to earn certification as a SolidWorks Apprentice.

This past year, we have been able to provide in-school and after-school programs to a variety of schools and organizations in Dane County. So far in 2023, we have worked with Lighthouse Christian School, Patrick Marsh Middle School, Prairie View Middle School, Goodman Community Center, Glacier Creek Middle School, and Sherman Middle School. At these schools, our staff lead immersive STEM programming for multiple weeks during the school year.

This summer, we are hosting five immersive programs targeting girls and youth of color in middle and high school. Maydm's ultimate goal is to create a pathway for students to enter our programs and grow in their knowledge to work towards entering our paid summer internship program.

Two of our introductory level programs are targeted for middle school students: STEM Power and STEMinism. In both of these project-based programs, students work through topics including, robotics, game development, and VR. During the summer, students make projects like their own pet robot and a virtual world that they are able to view with VR headsets. STEM Power is for students of all genders, while STEMinism is a specific space for girls. Girls who complete STEM Power or STEMinism are eligible to move on to our (STEM) Femme Scholar - Social Media Apps program. This program for girls will be a rotating focus program that will change each year to cater to a specific topic of interest in STEM. This summer, girls will use more advanced tools for front-end development to create their own social media apps, while learning about feminism in app development.

A separate track we have in our immersive programs is Video Game Development. During this program, students work for six weeks on developing their own video game. Students are able to build and use their creativity while learning about how to animate and code their own game using C# on Unity Game Engine. This is one of the most popular programs that we offer as the video game development industry continues to grow in Dane County.

Finally, we have our Creators Lab program, which is a high school program for students to expand their knowledge of STEM concepts through research-based projects. This program is great for our students who have taken our previous programs and want to learn more about a specific STEM topic to help prepare them for an internship with Maydm and our corporate partners. In this program, students take weekly trips to various companies and organizations where they can be exposed to real careers in STEM. Additionally, students work through soft skill development every week in addition to technical skills through their projects.

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".

In October of 2021, our Founder and Executive Director of Maydm stepped down to pursue other endeavors. In January 2022, we welcomed our new Executive Director, Dr. Christina Outlay. While this was a shift in leadership, it did not affect the work that we provide at Maydm. We anticipate being able to fully provide programs to our community for the foreseeable future.

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.

   Maydm full-time staff that work within our programs have at least a Bachelor's Degree within various disciplines and additionally have applicable skills and experience in areas such as leadership development, program development, communication, and more. Maydm's additional full time staff have specific backgrounds and skill sets that vary, but are directly related to their job position. All staff members are required to have experience and passion for working with diverse youth, knowledge of the local population demographics, knowledge of opportunities to engage with diverse populations, and community connections. All staff members are required to demonstrate prior training and experience and/or complete ongoing training in Youth Mental Health First Aid, Diversity, Equity, and Inclusion, and CPR. In 2023, we have added LGBTQ+ Inclusivity training to this list, since we have a growing number of program youth who identify as LGBTQ+. We have also added incentives for Maydm staff to complete new or additional STEM training so that our youth can interact with all staff on some level when discussing STEM topics, not only program instructors

   Our Program Manager, Ben Pate, who oversees all of Maydm's immersive programs, has worked in non-profits for over 10 years ranging from Pre-K education to 12th grade, including working with students as a Behavior Therapist. Ben studied Community Engagement and Educational Development at the University of Wisconsin - Milwaukee. Currently, Ben is taking part in the Madison Out of School Time (MOST) Fellowship, learning skills in leadership, development, and evaluation to help grow after-school youth programs in Madison. Ben's participation in the MOST Fellowship has been an outstanding addition as he continues to develop our immersive programs.

   Maydm Summer Program Instructors are college-aged students or local professionals that work with us to deliver our summer program curriculum. They are a key part in our programming as they interact with our students during our programs, many of which are with our students on a daily basis. We require instructors to have a background in one or more of the topics covered by our programs, as well as experience working with and engaging diverse populations, preferably youth. Upon hiring, we provide our instructors with training in Youth Mental Health First Aid, Diversity, Equity and Inclusion, Mandated Reporting, CPR, and LGBTQ+ Inclusivity training.

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

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

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Legal Name of Organization:	Maydm	Total Amount Requested for this Program:		$ 45,000
Program Name:	Summer Immersive Programs	Total Program Budget:		$ 349,200
Program Contact:	Ben Pate	Email: ben.pate@maydm.org	Phone:	608-819-6616

AGE Group and Program TYPE**:** Select <u>ONE Program Type under ONE Age Group for this form</u>.

Elementary
☐ Multi-focus School Year Only   ☐ Multi-focus Summer Only
☐ Multi-focused Year Round   ☐ Topical/ Skill/Population

Middle School
☐ Multi-focus School Year Only   ☐ Multi-focus Summer Only
☐ Multi-focused Year Round   ☒ Topical/ Skill/Population

High School
☐ Multi-focus School Year Only   ☐ Multi-focus Summer Only
☐ Multi-focused Year Round   ☒ 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. <u>Need</u>: 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.

Maydm aspires to help girls and underrepresented youth in the City of Madison to overcome adversity and reach great potential through holistic STEM programming. In just one area of STEM, Dane County's tech industry has experienced rapid growth over the past 10 years, but in 2020, Wisconsin had only 1,261 computer science graduates to fill 6,419 open computing jobs (code.org). Only 21% of such jobs are held by women and only 6% by Black and Latino people, combined (Census Bureau). Additionally, we want to provide a safe, and inclusive space for our students to join their peers to learn and gain confidence in STEM.

By providing programs for girls and collaborating with the community to reach underrepresented youth, Maydm works to build our student's confidence and skills within the STEM field. Students can learn to design, create, and build on their STEM skills while engaging in critical conversations around equity in STEM, learning from STEM mentors, and visiting local STEM companies. We give our students the confidence to feel comfortable in STEM settings and the foundational knowledge to match that of their peers who sometimes have had more access to earlier STEM learning. Though Maydm's vision is to bring about long-term change, we must also acknowledge the pronounced impact we see in the classroom each day. As our students engage with our curriculum, we witness each individual move through the stages of curiosity, confidence, then pride.

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

The goal of this program is to provide holistic, inclusive, culturally and career-relevant STEM programming for underrepresented students, such as students of color, girls, and LGBTQ+ youth in grades 6 - 12. We want to increase our access to our immersive programs by partnering with organizations in the Madison area so that we may support positive youth development in our community during the summer.

C. <u>Program Summary</u> (3-5 sentences):

In the summer of 2024, we plan to provide our immersive programs to our Maydm students in subjects, such as 3D CAD modeling, 2D and 3D graphic design, mechanical and structural engineering, electronics, game development, robotics, data analytics, and more. In addition, we plan to partner with other local organizations in Madison to provide our programs to their students. By providing programs to these community organizations, we are increasing the time that the students spend in these safe, community spaces all while being exposed to STEM programming that they may not otherwise receive during school time. Per permission from the City of Madison's Community Development Specialist, our programs will cater to a combination of both middle and high school students in one program. Many of our immersive programs are designed based on the skill level of students, rather than their age.

2. POPULATION SERVED

A. <u>Proposed Participant Population</u>: 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.

At Maydm, we work with underrepresented youth that are rising into grades 6 - 12, more specifically for our immersive programs we work with students in the greater City of Madison area. We hold our immersive programs at locations such as Madison College and Edgewood College in order for our programs to be accessible to students in multiple areas across the City of Madison. Over 90% of our students consist of students of color, and around 30% of them qualified for the free/reduced lunch program during the school year.

We want to make sure that our programs are not only culturally and career-relevant, but also student involved. When we develop our programs, we invite students to participate in focus groups and testing to ensure the content is

student-centered. Additionally, we have worked with the Wisconsin Center for Education Research (WCER) to help develop strategies to improve our student involvement in our program development and evaluation.

B. <u>2022 Participant Demographics</u> (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	28	6
Black/African American	232	49
Asian	59	12
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial	23	5
Balance/Other	117	24
Total:	478	
Ethnicity		
Hispanic or Latino	19	4
Not Hispanic or Latino	459	96
Total:	478	
Gender		
Boy/Man	219	45.5
Girl/Woman	257	54
Non-binary/GenderQueer	2	.5
Prefer Not to Say		
Total:	478	

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

As we are working towards expanding our reach across the City of Madison, we want to ensure that our programs are inclusive as possible. Carmelo Dávila, our Program & Outreach Manager, is the main touchpoint between our programs and our families. Carmelo is able to develop close relationships with our families as their students move through our programs. Carmelo is a native Spanish speaker, so he is also the main touchpoint for all of our Spanish-speaking families. If families have any trouble registering, or if they have questions about our programs, Carmelo is able to help families individually, so that they have full access to our programs. Carmelo has also helped translate many of our marketing materials to Spanish so that we can pass those materials to groups such as Centro Hispano and other Spanish-speaking communities.

It is within our mission to bring our programs to youth that are normally underrepresented in STEM, like girls and students of color. As our program staff develops our programs, it is imperative that the content is culturally relevant to the students we work with. For example, when discussing ground-break professionals in STEM, our content emphasizes of women and people of color specifically. We want our students to see a reflection of themselves in our program materials.

Additionally, we want our staff to be a reflection of our students. When hiring instructors for our programs, we strongly encourage, and seek out women and people of color to apply for our positions. In 2022, all of our instructors were either women or a person of color. Our diverse instructors lead our students through our program content and also serve as their mentors in STEM.

D. <u>Recruitment, Engagement, Intake and Assessment</u>: 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.

As we continue to partner with other community organizations that work with students, we are able to expose a larger number of students to our programs. When we have in-school programming, after-school programming, and one-day workshops, we have a direct touch point to bring many of those students into our immersive summer programs.

We work through barriers for our students as well. For instance, we specifically place our programs in locations throughout Madison, like Madison College and Edgewood College that are easily accessible to many of our students. If transportation is still a barrier to a student, we are also able to provide bus passes, coordinate a carpool, or provide a taxi for them as well. With each registration, families are able to voice the need for transportation assistance and we work with them to help get their students to our programs. We also provide lunch for many of our programs. We know that at least 30% of our students are eligible for free/reduced lunch, so we want to ensure that our students are provided with a healthy meal even outside of school.

An important part of our recruitment is having individual relationships with our families through our staff members. Our Progam & Outreach Manager, Carmelo, works with our families to get their students in our programs every year as we continue to develop strong relationships with them so they come back every year to build and grow in their knowledge. Additionally, Carmelo, along with our Program Manager Ben Pate, works directly with our community partners and schools to bring students into our programs. Carmelo works with teachers and community leaders to talk directly with students in the Madison area to introduce more students to Maydm. Our team works hard to create these individual relationships with students, so that they feel welcome and included in our programs.

For our assessment, at the beginning of our programs, students take a pre-assessment survey to determine their level of comfort with the materials they will be working on during their program. Based on these results, our instructors are able to cater our curriculum to fit the needs of our student's knowledge and ability. All of our programs are project-based, so students are able to complete projects at the end of the program that encompasses the skills they have learned throughout the summer. Along with the final project, students complete post-program surveys for an evaluation of our programs.

3. PROGRAM DESCRIPTION AND STRUCTURE

A. <u>Activities</u>: 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.

As we know, in society, technology is becoming an increasingly integral part of our everyday lives and preparation for careers in STEM is becoming even more relevant. According to the Bureau of Labor Statistics, STEM occupations will increase by 10.5%, while non-STEM careers will only increase by 7.5%. Additionally, the International Journal of STEM Education noted that women make up less than a quarter of STEM occupations, and the representation of Hispanic, Asian, and Black women is much lower. Those statistics motivate our programs. We want our programs to not interest students in STEM, but to find themselves excited for a career in STEM. Our programs are based on career-relevant skills that can lead students to prepare themselves for jobs in STEM. We work with industry professionals to ensure that our programs are developed to those high standards.

Additionally, STEM projects, specifically those in our programs, provide chances for teamwork. Not only do we want to teach our students technical skills, but we also want to teach them imperative soft skills to prepare them for their future careers. All projects that our students complete in our programs are teamwork based. Students collaborate within pairs or groups to create an idea and implement the assigned project.

Each summer, we host at least five immersive programs for our students. These programs can vary based on the successes of the previous year's programs. In 2023 we will be hosting multiple programs for middle school and high school-aged students.

Two of our introductory level programs include STEM Power and STEMinism. In both of these project-based programs, students work through topics like, robotics, game development, and VR. Students will be making projects like their own pet robot and a virtual world that they are able to view in virtual reality. STEM Power is for students of all genders, while STEMinism is a specific space for girls. Girls who complete STEM Power or STEMinism are eligible to move on to our (STEM) Femme Scholar - Social

Media Apps program. This program for girls uses more advanced tools for front-end development to create their own apps, while learning about feminism in app development.

A separate track we have in our immersive programs is Video Game Development. During this program, students work for six weeks on developing their own video game. Students are able to learn more about animating and coding their own game on Unity Game Engine. This is our most popular program among students in our community. Finally, we have our Creators Lab program, which is a high school program for students to expand their knowledge of STEM concepts through research-based projects. This program is great for our students who have taken our previous programs, and want to learn more about a specific STEM topic to help prepare them for an internship.

In addition to the programs we are implementing, we will also be partnering with other community organizations to bring our immersive programs to their students. We will be working with Bayview Foundation and Lussier Community Education Center to bring them a Maydm program that is specific for their students. This is an exciting opportunity for us and these organizations as we are able to create new relationships with their students and help bring them through our program pathway. By bringing our programs to these partners, they are able to do the outreach and recruitment of students, and Maydm is able to provide our high-quality programs to students that may not be able to attend our regular programs in the summer. Partner programming is an important part of our work at Maydm. It not only exposes more students to our programming, but it builds a network of community partners that work within a mutually beneficial relationship. In the summer of 2024, we plan to increase the number of our partner programs.

B. <u>Program Schedule:</u> 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

Location(s):			
Day of the Week	**Time of Year**	**Start Time**	**End Time**
Monday	School Year		
	Summer	9:00 am	3:00 pm
Tuesday	School Year		
	Summer	9:00 am	3:00 pm
Wednesday	School Year		
	Summer	9:00 am	3:00 pm
Thursday	School Year		
	Summer	9:00 am	3:00 pm
Friday	School Year		
	Summer	9:00 am	3:00 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	**Time of Year**	**Start Time**	**End Time**
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.

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.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Madison College, Edgewood College, Maydm Program Office					
School Year					
Summer	Monday - Friday	8 hours	8 weeks	1 to 12	20
Location #2 (if applicable):					
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.

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.

Families are an important part of Maydm. We want to ensure that the voices of our students, as well as their families, are heard as we develop our programs. It is key that we gather information from our students about the content that we are teaching, but we find it crucial to discuss with parents additional information about our programs, such as timing and location. We also work directly with parents and guardians to bring students to our programs. Our Program Outreach Manager creates relationships with parents and works with them to make sure they are able to get students registered for our programs and answer any questions they may have..

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.

Working with our community partners is an important part of our program activities. We work with our partners in great detail leading up to our programs. We have multiple program options for community partners to choose from when working with us, but we are also able to cater to the needs of their programs, based on the age or skill level of their students. Our staff are in continual communication with our partners to ensure that our programs are a good fit for their students, and how we can continue our partnerships for multiple years

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)?
Bayview Foundation	Student recruitment & outreach	Nate Schorr - nateschorr@bayviewfoundation.org	No
Centro Hispano	Student recruitment & outreach	Jackelyn Velasquez- Jackelyn@micentro.org	No
Packer Community Learning Center	Student recruitment & outreach	Atasha Pinnell- atashapinnell@gmail.com	No

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

We intend to work with a number of community partners in the summer of 2024. Because we are in the beginning stages of developing our summer 2024 programs, we have not received signed commitments from our intended partners. Many of them have committed verbally to our Program Manager, or we have meetings in place to work through plans for next summer.

How do these partnerships enhance this proposal?

By bringing our programs to these partners, they are able to do the outreach and recruitment of students, and Maydm is able to provide our high-quality programs to students that may not be able to attend our regular programs in the summer. Partner programming is an important part of our work at Maydm. It not only exposes more students to our programming, but it builds a network of community partners that work within a mutually beneficial relationship. In the summer of 2024, we plan to increase the number of our partner programs.

What are the decision-making agreements with each partner?

It is a collaborative effort to provide our programs to community partners. We are able to provide multiple options of programs to our partners, and we work with them to decide what program would be best for their students. We consider all of our partners to be integral in any decision-making for their programs, as they know their students the best and are able to help us decide what program content would be appropriate for their students. We want to make our programs accessible to our partners, so they are a key part of the decision-making process of our partnership.

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?

Our Program Outreach Manager is able to coordinate and link our families and participants to a variety of resources. For instance, if a family is working through a transportation barrier, our Program Outreach Manager works with the family to overcome this barrier. Additionally, once a family and students become involved in our programs, we are able to point students to opportunities and resources outside of

our Maydm programming. As a community organization, we are connected to many other organizations and opportunities that are beneficial to our students and families..

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

A. <u>Madison Out-of-School Time (MOST) Effective Practices</u>: 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 <u>MOST Effective Practices</u>? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

We are grateful to have our Program Manager, Ben Pate, be involved in the MOST Fellowship program. As Program Manager, Ben oversees all of our immersive programs and with the help of this Fellowship, is able to ensure that our programs will follow the MOST Effective Practices. By following the Building Blocks of MOST Effective Practices, we create high-quality programs for the youth in our community.

Intentional Program Design - Our programs are designed with the goal of bringing diverse youth, such as girls and students of color, into STEM fields where they are greatly underrepresented. Our immersive programs are developed to build upon skills that students are learning every day through project-based learning. Every week students work towards a different project related to the skill they are learning at that time, and then by the end of the program, students have a finished product that is an accumulation of the knowledge that they have gained. Because of our small classroom design, students are able to get individualized instruction on topics covered in our programs. If students are struggling or exceeding a task that is assigned for the day, our instructors work to meet the student at their skill level and adjust the curriculum accordingly.

Supportive Relationships with Youth - Multiple staff members at Maydm are able to create supportive relationships with our students. Students that are in our immersive programs have the same instructor throughout the entirety of the program. The instructors are able to develop a trusting, and supportive relationship with our students. Being with the students on a daily basis helps our instructors get to know our students outside of the work that they are doing in our programs. Last summer, students in our STEMinism program at Madison College had a trusting relationship with the instructors. When asked if they would like to come back to programs this summer, they wanted to come back if those instructors were leading their programs. Our instructors are leaders and mentors for our students, which leads to a trusting relationship. Additionally, outside of our daily programs, our Program Manager and Program Outreach Manager have supportive relationships with our students to help them stay engaged with Maydm.

Youth Voice & Leadership - As our programs are dedicated to youth, their voice and leadership is a key part of their success. At the beginning of our programs, instructors and students work together to develop the rules and expectations of the classroom. These are student led with assistance from the instructors. The goal of this is to have the students set these expectations for themselves and their peers so that they know that their voices are heard when it comes to classroom management. It also helps establish trust between the instructors and students. Students are also involved in testing groups as we develop new programs to make sure the content fits their needs and our goals to increase diversity in STEM.

Racial & Cultural Inclusion - Racial and Cultural inclusion is at the core of what we do at Maydm. It is our mission to provide girls and youth of color in grades 6-12 with the skills, experiences, and connections to pursue careers in and change the face of STEM. Having inclusivity at all levels of our organization is integral to our success. At Maydm, we have a diverse Board of Directors and staff. In our Board, 8 out of 9 members are women or people of color. For our Maydm staff, including our instructors and interns, 9 out of 10 are women or people of color. All Maydm staff are required to take Diversity, Equity, and Inclusion training, which includes instructors that return each summer to promote ongoing learning of implicit bias, racial equity, and cultural inclusion. Because over 90% of our students are youth of color, we want to ensure that our program environment is inclusive and equitable for them.

Community & Family Engagement - The support and engagement of Maydm families and our community partners are seen throughout our organization and programs. When we work with other community organizations, we want to create meaningful relationships with them. We want to work with organizations that are similar in their commitment to our youth in the community. Our partnerships are mutually beneficial all while supporting our students. We have a dedicated staff member on our team, our Programs Outreach Manager, who works directly with our partners and families. We are able to communicate and create meaningful relationships with our community and families because of this dedicated staff member.

Organizational Management & Staff Support - While Maydm is a young organization, we have become an established one that has efficient support. We have been able to grow and add imperative staff members to our organization to ensure that our programs run smoothly for our students. Maydm has an established management hierarchy that helps staff know who to report to on the completion of goals and daily tasks.

Environment & Safety - Our top priority in our programs, above all else, is ensuring the safety of our students. We host our programs in safe, reliable places that are welcoming and accessible to program participants. As part of their training, our instructors work through various situations to ensure the safety of our students. Our instructors always follow a 2:1 student-to-instructor ratio and attendance is checked throughout the day. Additionally, all of our instructors, and full-time staff take part in Mandatory Reporter training.

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

Total Annual Unduplicated Children or Youth participating in proposed program**: 120

Total program hours annually: 240

C. Program Outcomes
Please describe the data and the data source used to choose your outcome objectives?
For our academic achievement objective, we will use our project-based curriculum to determine the completion of this outcome. Our final projects at the end of our programs are indicative of the cumulation of skills that are learned during program time. Students who complete their final projects will be considered successful within this outcome. Instructors will be able to record the number of completed projects as compared to the total number of students that are registered.

For our social-emotional competency outcome, we want to track our student's ability to cope with their emotions and see improvement in their abilities to cope with various emotions, such as frustration, sadness, or excitement. We will determine this outcome by using self-evaluation during our pre and post-assessments during our programs. During training, our instructors will be trained in methods from our Program Manager on how to work with students to increase their emotional competency. While our goal is to always have our students improve their technical skills, it is also important that they grow in soft skills and social-emotional learning as well.

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.

Outcome Objective #1: Academic Achievement				
Performance Standard	**Targeted Percent**	80%	**Targeted Number**	96
Measurement Tool(s) and Comments: We will use our project-based curriculum to determine academic achievement. Completion of the outcome objective will be determined by the completion of the final program project, which exhibits all of the skills students learn during our programs.				

Outcome Objective #2: Social-Emotional Competency					
Performance Standard	**Targeted Percent**		65%	**Targeted Number**	78

Measurement Tool(s) and Comments:
We will use pre and post-assessment surveys to ask students questions surrounding their ability to cope with their emotions. Our instructors will be trained in methods on how to work with students to increase their emotional competency.

Outcome Objective #3:					
Performance Standard	**Targeted Percent**			**Targeted Number**	

Measurement Tool(s) and Comments:

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

D. <u>Data Tracking</u>: 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?
With our registration system, Amilia, we are able to track our program registration numbers and our student demographics. We also have full documentation of our curriculum for each program that we host during the summer. For our measurable outcomes listed, we are able to track that through student and instructor surveys and data collection of project completion. All of our expenses for our summer programs are tracked through Quickbooks specifically to ensure we have budgeted accurately for each program. .

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:
Madison College 1701 Wright Street Madison, WI 53704
Edgewood College 1000 Edgewood College Dr. Madison, WI 53711
Maydm Program Office 203 S. Paterson St. Suite 400 Madison, WI 53703

7. PROGRAM STAFFING AND RESOURCES:

A. <u>Program Staffing</u>: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with <u>direct program implementation responsibilities</u>. FTE = % of 40 hours per week.

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
Program Manager	Bachelor's Degree, CPR, Mandated Reported, DEI, LGBTQ+ Inclusivity	All	☐ SY, ☐ SU or YR ☒	YR 100% FTE	
Lead Instructor	Bachelor's Degree, CPR, Mandated Reported, DEI,	All	☐ SY, ☐ SU or YR ☒	YR 100% FTE	

	LGBTQ+ Inclusivity				
Outreach Manager	Bachelor's Degree, CPR, Mandated Reported, DEI, LGBTQ+ Inclusivity	All	☐ SY, ☐ SU or YR ☒	YR 100% FTE	
Program Coordinator	Bachelor's Degree, CPR, Mandated Reported, DEI, LGBTQ+ Inclusivity	All	☐ SY, ☐ SU or YR ☒	YR 100% FTE	
Summer Instructor	CPR, Mandated Reported, DEI, LGBTQ+ Inclusivity	All	☐ SY, ☒ SU or YR ☐		SU 100%FTE
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
Please complete the total FTE for the applicable time period	**School Year:**				
	Year-Round		4		
	Summer			8	

*Use one line per individual employee

<u>Volunteers</u>: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?
The majority of our volunteers consist of corporate partners that provide our students with site visits. When we work with partners to have visits with our students, we ensure that their employees are comfortable with working with students, specifically diverse students. Our top priority is to make sure our students feel safe and included in our programs. If students are visiting a company, we work with leaders that bring diverse employees to work with our students so that they truly see a reflection of themselves in these employers. We make that expectation very clear when we are planning any site visits.

B. <u>Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program</u>:
Program space is necessary for the success of our program. We are grateful to have meaningful partnerships with Edgewood College and Madison College where they have allowed us to use their spaces during our summer programs as an in-kind donation to Maydm. Additionally, with our recent move to our larger Youth Innovation Space, we are able to host some of our programs right in our office.

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. <u>Disclosure of Conflict of Interest</u>
        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. <u>Disclosure of Contract Failures, Litigations</u>
        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	Maydm, Inc.
Mailing Address	203 S. Paterson St. Suite 400 Madison, WI 53703
Telephone	608-819-6616
FAX	
Director	Christina Outlay
Email Address	christina.outlay@maydm.org
Additional Contact	Rebecca Hildebrandt
Email Address	rebecca.hildebrandt@maydm.org
Legal Status	Private: Non-Profit
Federal EIN:	81-0991008

2. PROPOSED PROGRAMS

Program Nam	2024 Summer Partner Pro	Letter	2024 Amount Requested	If currently City funded 2023 Allocation
		A	$45,000	$0
Contact:	Rebecca Hildebrandt			
		B		
Contact:				
		C		
Contact:				
		D		
Contact:				
		E		
Contact:				
	TOTAL REQUEST		$45,000	

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE

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

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

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

4. SIGNATURE

Enter name: Rebecca Hildebrandt

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

DATE   5/15/23   INITIALS: RH

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*		
					GENERAL	POVERTY	R/POV**
	Number	Percent	Number	Percent	Percent	Percent	Percent
TOTAL		100%		100%			
GENDER							
MAN	4	50%	2	33%			
WOMAN	4	50%	4	67%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	8	100%	6	100%			
AGE							
LESS THAN 18 YRS		0%		0%			
18-59 YRS	8	100%	6	100%			
60 AND OLDER		0%		0%			
TOTAL AGE	8	100%	6	100%			
RACE							
WHITE/CAUCASIAN	4	50%	2	33%	80%	67%	16%
BLACK/AFRICAN AMERICAN	1	13%	2	33%	7%	15%	39%
ASIAN	1	13%		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	2	25%		0%	3%	4%	26%
BALANCE/OTHER		0%	2	33%	1%	2%	28%
TOTAL RACE	8	100%	6	100%			
ETHNICITY							
HISPANIC OR LATINO		0%	3	50%	7%	9%	26%
NOT HISPANIC OR LATINO	8	100%	3	50%	93%	81%	74%
TOTAL ETHNICITY	8	100%	6	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

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

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

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

7. Does the board composition and 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)

Yes

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?	max of 11

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

Name	Jeff Mack					
Home Address	4214 Yuma Drive Madison, WI 53711					
Occupation	Bank Vice President					
Representing						
Term of Office	n/a		From:	03/2019	To:	
Name	Ryan Zerwer					
Home Address	1111 Oak Way Madison, WI 53705					
Occupation	Non profit CEO					
Representing						
Term of Office	n/a		From:	03/2020	To:	
Name	Amy Carrick					
Home Address	2702 Moland St Madison, WI 53704					
Occupation	HR Consultant					
Representing						
Term of Office	n/a		From:	03/2018	To:	mm/yyyy
Name	Gwyn Hughes					
Home Address	15 S. Broom St. #204 Madison, WI 53703					
Occupation	MMSD Math Teacher					
Representing						
Term of Office	n/a		From:	03/2018	To:	mm/yyyy
Name	Anna Burish					
Home Address	4273 Blackstone Court Middleton, WI 53562					
Occupation	Investment Advisor					
Representing						
Term of Office	n/a		From:	03/2021	To:	mm/yyyy
Name	Jennifer Ilk					
Home Address	3585 Sabaka Trail Verona, WI 53593					
Occupation	IT Director					
Representing						
Term of Office	n/a		From:	12/2022	To:	mm/yyyy
Name	Jeremy Wodajo					
Home Address	1130 Ireland Drive Waunakee WI 53597					
Occupation	Attorney					
Representing						
Term of Office	n/a		From:	03/2020	To:	mm/yyyy
Name	Mark Gehring					
Home Address	5513 Tonyawatha Trail Monona WI 53716					
Occupation	BioSciences Executive					
Representing						
Term of Office	n/a		From:	03/2019	To:	mm/yyyy

AGENCY GOVERNING BODY cont.

Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name				
Home Address				
Occupation				
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Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To:	mm/yyyy

*__**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 2023	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)	45,000	45,000					
City CDD (Not this Application)	0						
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	294,200	294,200					
USER FEES	10,000	10,000					
TOTAL REVENUE	349,200	349,200	0	0	0	0	0

*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.

Enter <u>all</u> expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE
Use whole numbers only, please.

ACCOUNT CATEGORY	AGENCY 2023	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	248,000	45,000	248,000	45,000									
Taxes/Benefits	31,200	0	31,200										
Subtotal A.	279,200	45,000	279,200	45,000	0	0	0	0	0	0	0	0	0
B. OTHER OPERATING													
Insurance	0	0											
Professional Fees/Audit	0	0											
Postage/Office & Program	0	0											
Supplies/Printing/Photocopy	20,000	0	20,000										
Equipment/Furnishings/Depr.	5,000	0	5,000										
Telephone	0	0											
Training/Conferences	5,000	0	5,000										
Food/Household Supplies	20,000	0	20,000										
Travel	10,000	0	10,000										
Vehicle Costs/Depreciation	0	0											
Other	0	0											
Subtotal B.	60,000	0	60,000	0	0	0	0	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	5,000	0	5,000										
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	5,000	0	5,000	0	0	0	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Contractors/Subcontractors	5,000	0	5,000										
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	5,000	0	5,000	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	349,200	45,000	349,200	45,000	0	0	0	0	0	0	0	0	0

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

Title of Staff Position*	2023 Program A FTE**	2023 Program B FTE**	2023 Program C FTE**	2023 Program D FTE**	2023 Program E FTE**	2023 Total FTE	2023 Annualized Salary	2023 Payroll Taxes and Fringe Benefits	2023 Total Amount	2023 Hourly Wage***	2023 Amount Requested from the City of Madison
Program Manager	0.25					0.25	55,000	7,500	62,500	0.00	0
Lead Instructor	0.75					0.75	48,000	6,000	54,000	0.00	0
Outreach Manager	0.50					0.50	55,000	7,500	62,500	0.00	0
Program Coordinator	0.50					0.50	40,000	5,000	45,000	0.00	0
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
Summer Instructor	1.00					1.00	6,250	650	6,900	0.00	5,625
						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
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	10.00	0.00	0.00	0.00	0.00	10.00	248000.00	31200.00	279200.00	0.00	45000.00

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 requestiong funding in this application, and the amount of time they will spend in each program.*

Title of Staff Position*	2023 FTE**	2023 FTE**	2023 FTE**	2023 FTE**	2023 FTE**	2023 Total FTE	2023 Salary	2023 Taxes and	2023 Amount	2023 Wage***	2023 Requested
						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
						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
						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
						0.00			0	0.00	0
TOTAL:	10.00	0.00	0.00	0.00	0.00	10.00	248000.00	31200.00	279200.00	0.00	45000.00

*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	2023 City Request
A	2024 Summer Partner Program	PERSONNEL	45,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**45,000**
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**0**
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**0**
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**0**
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**0**
		TOTAL FOR ALL PROGRAMS	**45,000**