Current City Funded Neighborhood Centers: Center Support Application for 2020

Submit Application to: cddapplications@cityofmadison.com

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

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

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

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Neighborhood Center:	Vera Court Neighborhood Center		
Contact Person:	Thomas Solyst	Email:	tsolyst@veracourt.org
Address:	614 Vera Court, Madison, WI 53704	Telephone:	608-246-8372

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

Section 1: Geography and Populations Served

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

Using the Data Toolkit (LINK)

1. Geography and Demographics

   a. Refer to the Neighborhood Center Data Toolkit and any other relevant data you wish to use. Review the ½ to ¾ mile area surrounding your neighborhood. Please share any information about how the geography or other features of the neighborhoods impact the ½ mile or ¾ geography around the

neighborhood center. For example, note if there is a natural barrier (highway, lake, etc.) in your ¾ mile radius that makes access for nearby residents difficult (i.e. children don't cross the highway).

Vera Court is adjacent to Mendota Elementary School where the majority of our students attend, making the after-school programming easily accessible. The center is located within the Vera Court apartments. Highway 113 is less than ½ mile but Vera Court and MMSD provide transportation to children who would otherwise not be able to access the center due to this barrier.

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

According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 21% Black, 9% Latino, and 6% Multiracial. According to the City Funded Neighborhood Center Map, 29% of residents are youth, and 80-89% of students are considered economically disadvantaged.

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

Students from Gompers Elementary and Lindbergh Elementary attend Vera Court Neighborhood Center's after-school programming. Both of these schools are beyond the 3/4 mile geographic area and are located across Highway 113. Vera Court uses vans to shuttle the students from the school to the center.

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

There has been a recent increase in African immigrants in the neighborhood. Vera Court prioritizes cultural competency in its programming to welcome these new families to the neighborhood. Many of these students travel to their home country during the summer. Therefore Vera Court staff is adjusting how they provide academic support to these students in order to ensure they do not lose reading and math proficiency during the summer months.

With the Road Home apartments in Vera Court's neighborhood, there are often students facing housing instability in our programming.

e. Describe any significant changes you anticipate in 2020 to the population and/or geographic area served.

Vera Court will be prioritizing the growth of adult programming and facility use in 2020, offering programming to residents from all over the Northside.

2. **Meeting the Needs and Interests of Residents**

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

Our neighborhood center provides free after-school and summer camp programming, nutritious food, academic support, cultural events, the Latino Family Resource Center, and events/classes developed

specifically in response resident feedback.

The predominant need in the Vera Court neighborhood that VCNC is addressing through all of our programming is boosting our students' reading and math proficiencies.

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

Yes. According to the City of Madison Neighborhood Center Sampling Report, the population who uses the community center are predominantly Black (49%) and Latino (32%). This matches the diversity of the neighborhood which is 21% Black, 9% Latino, and 6% Multiracial (Neighborhood Indicators). However, the Sampling Report is more representative of Vera Court's participants since the Neighborhood Indicators shows the demographics for the entire Warner Park Plan District.

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

VCNC plans to increase adult programming and facility use.

Section 2: Physical Description of the Neighborhood Center

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

Description	Current	Specific Expansion Noted in Strategic Plan
Meeting Rooms/Classrooms for Public or Facility Users	X	
Gymnasium		
Large Activity Room	X	
Reception Area	X	
Executive Director Office	X	
Staff Office Space	X	
Commercial Kitchen	X	
Non-Commercial Kitchen		
Food Pantry		
Outdoor Green Space	X	
Outdoor Play Area - without Equipment	X	
Outdoor Play Area - with Equipment	X	
Exercise Room		
Computer Lab	X	
Recording Studio		
Performance Space		
Other: Exercise Room (without equipment, for group fitness classes)	X	

Directions for Sections 3-8:

The following sections are used to assess if the neighborhood center is a Tier 1 or Tier 2 facility. At the start of each section you will see a colored chart which reviews the benchmarks associated with the section. Please

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answer the questions in each section, which guide you through each benchmark. Then fill out the chart to indicate if your agency meets Tier 1 or Tier 2 expectations. **Mark only one box when indicating if you believe the neighborhood center meets Tier 1 or Tier 2 expectations.**

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

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

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

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility	Square footage	5,000-9,999 square feet	10,000+ square feet	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use hours	250-2,140 facility use hours per year	2,141+ facility use hours per year	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use participants	200-2,150 unduplicated facility use participants per year	2,151+ unduplicated facility use participants per year	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility policies and plan	● Have a facility use policy that provides low/no cost options for residents. ● Have a maintenance and facility update plan. ● Have a language access plan for facility and programs.		☒ Expectations Met ☐Not yet meeting Tier 1 Expectation

| Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility | Facility available for community use on weekends and evenings | ● Center is available for facility use at least 5 or more Saturdays or Sundays per year.
● Center is available for facility use until 7pm at least 2 days per week. | ● Center is available for facility use at least 12 Saturdays or Sundays per year.
● Center is available for facility use until 8 pm at least 3 days per week. | ☒Tier 2 Expectation Met

☐Tier 1 Expectation Met

☐Not yet meeting Tier 1 Expectation |

1. Square Footage

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

   10,230 square feet

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

   None

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Community Room	1,729	Tables, chairs, A/V	86
Multi-Purpose Room	1,116	Tables, chairs, A/V	56
Classroom I	508	Tables, chairs	25
Classroom II	508	Tables, chairs	25
Computer Lab	589	Tables, chairs, computers, A/V	29
Kitchen	230	Food preparation area, kitchen appliances, refrigerator, freezer	2
Playground	2,430	Playground equipment for outdoor play	121

2. Facility Use Hours

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

   VCNC reported 2,020 facility use hours, which exceeded our City contract by 170 hours.

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

VCNC will be expanding adult programming hours. We were only 121 hours short of meeting the Tier 2 expectation. Therefore, we anticipate exceeding 2,141 hours in 2019.

3. Facility Use Participants

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

1,506

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

Yes. For example, the neighborhood center has been open for baby showers, quinceneara practice, exercise classes, and African heritage events.

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

VCNC will be expanding programming for adults in the community and facility users to exceed Tier 2 expectations. For example, we plan to open the center up to more local businesses and associations, parties (such as graduation, baby showers, wedding showers, anniversaries, quinceneara parties, etc.), educational classes, and additional cultural events. We are now able to host more events due to the expanded space.

4. Facility Policies and Plans

a. Do you have a maintenance and facility update plan?
☒Yes ☐ No

Attach your maintenance and facility update plan.

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

c. Is it posted on your website?
☒Yes ☐ No

Attach your facility use policy.

d. Do you have a language access plan and resources for the facility?
☒Yes ☐ No

Attach your language access plan and resources.

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

N/A

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

a. How many Saturdays and Sundays is the center available per year for facility use?
☐ 0-4 days per year ☐ 5-11 days per year ☒ 12 or more days per year

b. Is the center available for facility use until 7pm at least 2 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
☒Yes ☐ No

c. Is the center available for facility use until 8pm at least 3 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
☒Yes ☐ No

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

Monday through Friday until 9pm and every weekend.

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

The center Outreach Coordinator is the staff member available on evenings and weekends.

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

Our website, Facebook, and/or communication with the Outreach Coordinator.

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

Holidays

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

See answer to 4e.

Section 4: Engage and Connect with the Community

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Engage and Connect with the Community	Resident Involved Planning or Governing	● At least 4 events or processes that provide documented resident input into planning for center functions. ● Center staff should reflect the demographics of the participants served. ● Center Board should reflect the demographics of the participants served.		☒Expectations Met ☐Not yet meeting Tier 1 Expectation
Engage and Connect with the Community	Community outreach	● At least 2 resident informed community-building events per year.	● At least 4 resident informed community-building events per year.	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. Resident Involved Planning or Governing

a. How does the neighborhood center involve residents in planning or governing? Provide specific examples of how the input gathered from residents is reflected in planning, programming, activities,

and/or services at the center. Describe the level of participation in these events and how you track number of participants.

Input is gathered from residents through regular surveys, board meetings, and Latino Academy of Workforce Development Sub-Committee meetings. Residents are involved in hiring committees. Residents are actively engaged in planning and leading science nights and African cultural events. Our youth take an active role in the design of their own Youth Leadership Program, children vote on which enrichment activities they want to participate in during programming, and middle school students determine which life skills they want to learn about during Rise, such as budgeting and how to apply for jobs. Staff are hired from the community. The level of participation in our events range from volunteering to leading them. Surveys are distributetd to all parents of youth in our programming. The number of participants are tracked through required sign-ins for every person who walks through our doors.

b. How many events of this type did the Center have?
☐ 0-3 events   ☒ 4 or more events

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

VCNC plans to host resident panels and revitalize a Youth Action Board (student council) to drive programming and services offered at the center.

2. Community Outreach

a. How many community-building events did the center have in 2018?
☐ 0-1 events   ☐ 2-3 events ☒ 4 or more events

b. Describe the events.

Some of our events and family engagement nights include: African Cultural Night, Science Night, Black History Month Celebration, Baseball & BBQ, Vera Court Block Party, Literacy Workshops with MMSD teachers, Cooking Classes, Resident Panels, Latino Picnic, Community Garden Events, LGBTQ Picnic, Latino Academy of Workforce Development graduation, Spoken Word Night, and a youth talent show.

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

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Offer Programs and Services to a Variety of Age Groups	Programming and Resources Offered	● Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming. ● 12 or more planned activities at the Center for adults per year. ● Have a plan to connect residents with needed resources and services. ● Have a food pantry	● Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year. ● Have a plan to connect residents with needed resources and services. ● Have a food pantry in Center or close relationship with food pantry in area. ● One or more of the	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

		in Center or relationship with food pantry in area.	following: Adult Employment, Early Childhood, and Older Adult programming.	

1. Programming and Resources Offered

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

Program Type	Program Timing: *Select one*	City Funded? *Select one*	Continuing or Proposed Program? *Select one*
Elementary	Year Round	Yes	Continuing
Middle	Year Round	Yes	Continuing
High School	Year Round	Yes	Continuing
Early Childhood	School Year	No	Continuing
Older Adult	Year Round	No	Continuing
Adult Employment	Year Round	Yes	Continuing

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

Please describe the types of activities.

Activities include computer classes, nutrition and cooking classes, cultural celebrations, fitness classes, ESL tutoring, citizenship classes, senior enrichment activities, and gardening classes.

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

Our Latino Family Resource Center works with both Spanish- and English-speaking clients. The Latino Academy of Workforce Development works with individuals to connect them with employment. VCNC also has a partnership with Ascendium for legal support, the Road Home for housing support, Joining Forces for Families for additional community resources, and Warner Park for additional senior programming.

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

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

While we do not have a food pantry, we have a community Kids' Café program.

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

Yes, we have a strong relationship with the River Food Pantry. Our middle school program volunteers at the River Food Pantry once per month during the school year, and the River Food Pantry brings a mobile food pantry to Vera Court every day during the summer. We also have a strong relationship with Lakeview Lutheran Church in that we promote their weekly food pantry among community members.

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

    We plan to continue expanding our adult and high school programming.

Section 6: Build Organizations and Administrative Capacity

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Build Organizational and Administrative Capacity	Total Agency Budget	$200,000-$520,699	$520,700+	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Total Agency FTE	3-7.9 FTE	8.0+ FTE	☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Policy and Planning	● Have a current strategic plan. ● Submit annual reports on board and staff demographics. ● Have an existing personnel policy that addresses key elements required in contract.		☒Tier 2 Expectation Met ☐Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. **Total Agency Budget**

    a. Indicate the total agency budget for 2019 for the neighborhood center.
       ☐Below $200,000　☐ $200,000-$520,699　☒ $520,700 or more

    b. If you anticipate significant changes to the total agency budget in 2020, please describe.
       N/A

2. **Total Agency FTE**

    a. Indicate the total agency FTE for the neighborhood center.
       ☐Below 3.0 FTE　☐ 3.0-7.9 FTE　☒ 8 or more FTE

    b. Indicate staff positions that will be supported with Center Support Funds

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Position Title *Enter one position title per line*	Qualifications or Required Training
Executive Director	Nonprofit management, supervisory, and budget experience
Development Director	Fundraising experience, Master's degree, experience in youth education
Development Associate	Fundraising experience, Bachelor's Degree, experience in youth education
Program Director	Bachelor's Degree, 20+ years of experience in education for at-risk youth

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

All volunteers who work with center program participants must fill out an application, pass a background check, and complete an orientation with and are supervised by program coordinators.

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

We may add two full-time positions and two part-time positions in 2020.

3. Organizational Policies and Plans

a. Does the neighborhood center have a current strategic plan?
☒Yes ☐ No

b. Is it posted on your website? Please attach if it is not posted.
☒Yes ☐ No

c. When was it last updated?

2017

d. Do you agree to submit annual reports on board and staff demographics?
☒Yes ☐ No

e. Does the neighborhood center have existing agency and personnel policies that address key elements required in the contract? Check all currently in use by the center.
☒ Vulnerable Populations
☒ Ban the Box
☒ Weapons Prohibitions
☒ Use of City logo on website and communications about the neighborhood center
☒ ADA accessibility
☒ At least one meeting per year is open and accessible to the public

Section 7: Collect and Use Data

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Requirement:	Benchmark:	Tier 1 and Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Collect and Use Data	Sampling and Data Informed Decision-Making	● Participate in sampling. ● Use data in decision-making (data toolkit and other resources). ● Collect data to track program outcomes.	☒Expectations Met ☐Not yet meeting Expectations

1. Sampling and Data Informed Decision-Making

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

        We will conduct surveys to determine expanded adult programs and use the data toolkit to identify gaps in available programs and services in the neighborhood.

    b. How do you track facility use data?

        All facility users must sign in.

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

        We plan to use the MOST MIS.

Section 8: Benchmark summary

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

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

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

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

Total number of Tier 2 Benchmarks Currently Meeting: 10**/12**

2. If your agency currently meets 10 or 11 Tier 2 benchmarks, and you aspire to be a Tier 2 Center, describe how you plan to meet the additional 1 to 2 benchmarks in the next 2 years.
    1. We obtained 2,020 facility use hours in 2018 which is 121 hours short of the Tier 2 requirement. We intend to significantly increase facility use hours now that we have completed our pilot year of adult programming in the new, expanded center.
2. We also will increase facility users through the increased adult programming we are launching to reach 2,151 facility users.

Section 9: Funding Projection

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

Program Type	2019 Allocation	Amount Shifted	2020 Proposal
Center Support	$128,521	$-28,521	$100,000
Elementary Programs	$84,799	$14,260	$99,059
Middle School Programs	$61,071	$14,261	$75,332
High School Programs	$10,384	$0	$10,384
Other City-funded Programs			$127,877
Total	**$284,775**	**$28,521**	**$412,652**

1. Describe uses of funds shifted to City funded programs. This includes dollars shifted from Center support and dollars shifted among Elementary, Middle, and High School age programming.

   The $28,251 that will be shifted will be split evenly between Elementary and Middle School Programs for administrative, space, and general overhead costs.

2. Describe any anticipated, significant changes in your 2020 budget outside of impacts related to the new tiered system.

   We anticipate $100,000 of growth in the Latino Academy of Workforce Development budget.

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

Program Type	Start Time	End Time
MONDAY		
Elementary		
Multi Focused Afterschool	1:15	8:00
Multi Focused Summer	9:00	4:30
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	2:00	8:00
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
TUESDAY		
Elementary		
Multi Focused Afterschool	2:45	5:45
Multi Focused Summer	9:00	4:30
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	3:00	8:00
Multi Focused Summer	10:00	5:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	5:30	8:30
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

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Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	2:45	5:45
Multi Focused Summer	9:00	4:30
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	3:00	8:00
Multi Focused Summer	12:00	5:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	5:30	8:30
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	2:45	5:45
Multi Focused Summer	9:00	4:30
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	3:00	8:00
Multi Focused Summer	12:00	5:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

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Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	2:45	5:45
Multi Focused Summer	9:00	4:30
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool	3:00	9:00
Multi Focused Summer	12:00	5:00
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool	4:30	9:00
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
SATURDAY		
Elementary		
Multi Focused Afterschool	10:00	2:00
Multi Focused Summer		
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

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

-SIGNATURE PAGE-

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

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

2. Insurance
   If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management:
   - Commercial General Liability
   - Automobile Liability
   - Worker's Comp
   - Professional Liability
   The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of Madison Risk Management website.

A sample contract that includes standard provisions is available on the CDD Funding Process website.

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

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

Signature:

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

Applicant Signature:

Enter Name:	Thomas Solyst
Date:	7/26/2019

By entering your initials in the box,	TS	You are electronically signing your name and agreeing to the terms above.

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

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **July 29, 2019**

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), and topical/skill/population focused programs (section 2) for elementary-age youth implemented by underline current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

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

Organization:	Vera Court Neighborhood Center	Amount Requested:	$ 99,059
Programs applied for:	X Multi-focus School Year X Multi-focus Summer Topical/ Skills/Population		
Contact Person	Thomas Solyst	Email:	tsolyst@veracourt.org
Address:	614 Vera Court, Madison, WI 53704	Telephone:	608-246-8372

SECTION 1: ELEMENTARY MULTI-FOCUSED PROGRAMMING

1. **PROGRAM DESCRIPTION**

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

   The goal of the Children's Program at Vera Court Neighborhood Center (VCNC) is to provide year-round comprehensive programming for elementary school students that: (1) improves student literacy levels, math proficiency, and rates of homework completion, (2) fosters positive attitudes toward education and learning, (3) develops skills and behaviors that promote academic success, and (4) exposes children to a diverse array of enrichment activities that nurture lifelong learning and promotes learning outside of the classroom. These goals align with the scope of work described in the RFP guidelines, as our Children's Program focuses on holistic programming that supports positive youth development through a variety of facets. VCNC's multi-activity afterschool and summer programs emphasize physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

   The intended service population is elementary-aged children in kindergarten through fifth grade. According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 21% Black, 9% Latino, and 6% Multiracial. However, the demographics of the Children's Program are as follows: 64% Black, 20% Latino, 14% Multiracial, and 2% White; 94% low-income; and English language proficiency is approximately 90%.

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

   VCNC recruits participants through regular communication with nearby elementary schools, communicating with neighborhood residents, and advertising our programming in the Northside News.

   The Children's Program engages program participants and families in a multitude of ways: (1) We encourage input from all elementary-age participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs; (2) Feedback and concerns are requested of families to ensure we are responding to the needs of the community. For example, many of our parents notified VCNC that they are unable to attend parent-teacher conferences at school due to working two to three jobs during the times that conferences are held. As a result, VCNC hosts additional days of parent-teacher conferences on-site to accommodate these families; (3) A variety of cultures and languages are celebrated at VCNC. For instance, enrichment programming is based on our students' interests and cultural backgrounds, and we utilize extra-linguistic supports, including pictures and maps, practicing vowel

sounds, and spending time understanding each child's individual needs and academic experience.

VCNC addresses major barriers of economic and geographic isolation that the Vera Court community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and Spanish translation is available.

The intake procedure for each Children's Program participant includes a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session. In addition, the Children's Program was selected to be part of the DESSA-Mini Pilot Program beginning in Fall 2019 in order to best support social and emotional development among youth. This pilot will allow us to screen social-emotional competence of children upon intake, as well as assess each child's social-emotional growth at the end of the year.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

The Children's Program is a 38-week after-school and 8-week summer program that focuses on dynamic learning experiences through the following activities: one-on-one and small group tutoring, enrichment clubs (Girl Neighborhood Power, Life As A Boy, Art, Science, Cooking, Gardening, etc.), fitness, Discovery Time, and field trips.

Since 2017, our Milestones Program has enabled VCNC to employ a full-time academic/literacy coordinator and team of paid tutors to provide increased hands-on individualized academic support. This aspect of our programming dramatically strengthens the Children's Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, and higher homework completion rates. This, in combination with enrichment programming and participant-driven clubs and activities, foster positive attitudes toward education and learning overall. Specifically, Girl Neighborhood Power and Life as a Boy build leadership and life skills, while exposing youth to a diverse array of enrichment activities that cultivate lifelong learning.

In addition, the Children's Program focuses on student engagement, which research demonstrates increases student attention, focus, and critical thinking skills, while promoting meaningful learning experiences.

Other evidence-based/promising practices that support and strengthen our programming include the following:
- Baseline reading levels (using Fountas and Pinnell's Text Reading Levels) of each student are obtained from the Madison Metropolitan School District (MMSD) or assessed by VCNC tutors on-site. Literacy tutoring curriculum includes phonemic awareness, phonics, reading fluency, and reading comprehension through hands-on learning games and guided reading in the Reading A-Z program. Baseline math assessments cover Common Core Standards for each grade. Math tutoring curriculum is based on Bridges, the new math curriculum at MMSD.

Elementary School Services App

- VCNC staff maintain contact with our participants' classroom teachers to ensure that academic support is aligned with teaching practices.
- Our curriculum that is more enrichment-based is built upon a variety of resources and organizations that have expertise in specialized areas. For example, youth participate twice weekly in active options based on the Fit Youth Initiative, an evidence-based, non-competitive physical education curriculum that encourages active play, and our nutrition education is based on UW-Extension and Second Harvest teaching and learning materials.

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date
After-School	September-May
Summer Camp	June-August
Milestones	Year-round
Girl Neighborhood Power	Year-round
Life as a Boy	Year-round

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

As a result of community feedback gathered through partnerships with the Road Home, Joining Forces for Families, local schools, and ongoing discussions directly with community members, the Children's Program develops activities and goals that are reflective of community needs, concerns, and interests.

For example, VCNC responds to concerns expressed by families in our community and nearby schools regarding very low reading and math proficiencies for students of color at Mendota, Lindbergh, and Gompers Elementary Schools. The Children's Program provides participants with below-grade reading levels and/or math scores with one-on-one and small-group tutoring sessions every week. VCNC also hosts family workshops on topics that bring learning into the household, such as Bridges, the new math curriculum, which involves children and families in learning outside of school and the Children's Program.

In addition, we encourage input from all of our elementary-age participants, as it is their ideas that keep our program exciting, relevant, and aligned with our students' interests and needs.

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

Linguistically-responsive practices are essential in supporting our students, as approximately 34% of Children's Program participants reside in households in which English is not the adult caregiver's first language. Specific practices include the utilization of extra-linguistic supports, such as pictures and maps, practicing vowel

sounds, and spending time understanding each child's individual needs and academic experience. In addition, we have staff members who speak Spanish and French and are able to answer questions of non-English speaking youth and families.

VCNC ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds, such as hip-hop dance and spoken word units.

Lastly, the Children's Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color.

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

1. Intentional Program Design: VCNC has designed the Children's Program with the community's needs and interests in mind. We connect our activities (response 1d) to the program's goals listed in response 1a. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas.

2. Supportive Relationships with Youth: One of the greatest aspects of our Children's Program is that it is like a home away from home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each child's strengths and needs through one-on-one and small group tutoring, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, the Elementary Program Director, Program Coordinator, and youth workers work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

3. Youth Voice and Leadership: Girl Neighborhood Power and Life as a Boy are clubs that focus on building leadership skills and empowering youth to take an active role in positively impacting their community. Youth take ownership over these clubs, after-school programming, and summer camp by sharing their ideas for activities and discussions. For example, youth have expressed a need to discuss bullying and learn about stress-relief. As a result, our staff have incorporated discussions and book clubs on the topic of bullying, and yoga and mindfulness clubs to minimize stress.

4. Racial & Cultural Inclusion: VCNC celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds (e.g. hip-hop dance and spoken word units), the VCNC library (a different culture is highlighted every month), linguistically-responsive practices to support children whose first language is not English, regular cultural celebrations for program participants and their families (e.g. Black History Month and African Night), and staff and volunteers whose backgrounds reflect those of program participants. VCNC makes it a priority to employ staff from diverse racial and ethnic

populations as a method of promoting cultural competency within the Children's Program.

5. Community & Family Engagement: The Children's Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. VCNC hosts events and workshops, including a parent workshop for Bridges Math in Madison and additional days of parent-teacher conferences for parents who are unable to attend during times that they are held at school often due to working more than one job. Family workshops frequently see 15+ parents/caregivers in attendance, and parent/caregiver contact is made frequently both in-person and via phone. These types of interactions provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, and strengthen the connection between school and home. Furthermore, our Community Outreach Specialist is a member of the community and parent of program participants. This strengthens VCNC's ability to develop programming that is responsive to the culture of the families in our community.

6. Organizational Management & Staff Support: VCNC staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately five professional development trainings per year (e.g. How to Engage Students in Reading through the Madison Public Library and Behavior Management Trainings). Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities.

7. Environment & Safety: VCNC recognizes the importance of safety, support, and wellbeing for Vera Court children and families. The Children's Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack every day, meals three days per week during the school year, and meals every weekday during the 8-week summer program. The program also emphasizes physical activity through the Fit Youth Initiative and emotional well-being through mindfulness, yoga, and supportive staff who are always ready to listen to our participants' struggles and concerns. VCNC follows all childcare standards and regulations set by the City of Madison. For example, all staff and children are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming.

VCNC will monitor the Children's Program in order to ensure alignment with the MOST Effective Practices in the following ways:
- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.
- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic

adjustments to improve the program, ensuring that it aligns with MOST Effective Practices

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
MMSD	In-classroom tutoring, feedback from teachers, aligning workshops/curriculum	Amy Horton	Yes
Second Harvest Foodbank of Wisconsin	Nutrition Resource, fresh fruits and vegetables and pantry items for snacks and meals	Andrea Draeger	Yes
Troy Gardens	Enrichment activities and curriculum	Ida Sobotik	Yes
Madison Public Library	Literacy support, professional development	Madeline Kain	No
Audubon	Enrichment activities, curriculum	Carolyn Byers	Yes
Wheels for Winners	Train kids and adults how to ride bikes, provide bikes to community members in exchange for community service	Alan Crossley	No
Goodman Fit Youth Initiative	Enrichment curriculum	Zach Watson	Yes

How do these partnerships enhance this proposal?

These partnerships strengthen the Children's Program in numerous ways. First, our relationship with MMSD ensures that academic support at VCNC is aligned with teaching practices and school learning priorities. MMSD leads trainings for staff and families, such as how to advocate for your child in school and Bridges in Math. Second, our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our children. Third, Troy Gardens and Audubon provide outdoor enrichment activities and nutrition education for youth. Fourth, the Madison Public Library provides literacy support and professional development to VCNC staff. Fifth, Wheels for Winners provides our children who do not have a bike with a bike and training on how to ride in exchange for community service. Lastly, the Goodman Fit Youth Initiative helps improve the nutrition and overall health of our youth through fitness programs and nutrition education. Together, these partnerships broaden the academic and recreational activities that VCNC has to offer. Youth are provided unique learning opportunities, positive role models, and increased academic support.

What are the decision-making agreements with each partner?

Elementary School Services App

Vera Court has a MOU or contract with the organizations indicated above. These contracts are reviewed with the partner on an annual basis.

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

VCNC emphasizes the importance of safety, support, and wellbeing for Vera Court children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:
- VCNC connects individuals to social workers, Joining Forces for Families, and the Road Home in order to address any basic human needs, such as food, housing, mental health, or AODA services.
- The Latino Family Resource Center at VCNC assists individuals and families with translation services, legal support, help finding housing or obtaining medical services, and more.
- VCNC connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development.

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Elementary Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	5 days per week	3-6.75 hours	38 weeks	1:12 Children 1:8 GNP 1:10 LAAB 1:1-1:4 Milestones	45
Multi-Focused Summer	5 days per week	7.5 hours	8 weeks	1:9 Children 1:8 GNP 1:10 LAAB 1:1-1:4 Milestones	45

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

b. <u>Total Annual Unduplicated Elementary-Age Children:</u> Anticipated unduplicated number of individual elementary-age children in proposed program:

110

c. <u>Additional Activities</u>: Do you anticipate providing activities for the multi-focused elementary age program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

The Children's Program provides approximately 15 activities, field trips, and events per year to our participants outside of typical programming. These include trips to Milwaukee Bucks basketball games, ice skating, KEVA sports, Fast Forward, Madison Museum of Contemporary Art, a holiday party at the Edgewater Hotel, and service days doing trash clean-ups in the Vera Court neighborhood. These activities can range in duration from 2-8 hours in the evening or on weekends, depending on the activity and travel time. Life as a Boy meets for approximately four hours every other Saturday during the school year.

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

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Center Program Director	Bachelor's degree in related field or equivalent in education and experience. At least 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	.16	.03	.24	.43
Elem Program Director	At least 2 years' experience overseeing school age programming, supervising staff and working with families.	.83	.17	0.00	1.0
Elem Program Coordinator	At least 2 yrs' experience as the lead staff coordinating and facilitating youth programs.	.83	.17	0.00	1.0
Youth Workers	At least 2 years' experience working with youth in an academic or summer camp setting.	1.1	0.00	0.00	1.1
Camp Counselor	At least 2 years' experience working with youth in an academic or summer camp setting.	0.00	.56	0.00	.56
Academic Coordinator	Bachelor's degree in related field *or* equivalent in education and related experience as well as demonstrated knowledge of academic teaching methods that is culturally competent.	.50	.10	0.00	.60
Tutors	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	.37	.07	0.00	.44
GNP	At least 2 years' experience working	.21	.04	0.00	.25

Coordinator	with elementary aged children in the areas of mentoring and group facilitation				
LAAB Coordinator	At least 2 years' experience working with elementary aged children in the areas of mentoring and group facilitation	.17	.03	0.00	.20
Kids Café Cook	Experience cooking for large groups in a community or education setting, Serve Safe Certified, ability to work with youth and staff.	.21	.04	0.00	.25
UW Madison or Madison College Intern	Enrolled in a Human Services, Social Science, Education or Nonprofit Leadership Programs	.40	0.00	0.00	.40

e. Volunteer

<u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

All Children's Program volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Children's Program Coordinator or Academic Coordinator depending on the volunteer position. Orientation includes a review of the schedule, program components, and shadowing. Volunteers do not run programs on their own and are viewed as additional assets to the program, providing mentorship, tutoring, and positive role modeling. VCNC is very fortunate to have dedicated volunteers, some of whom are a Reading Buddy every summer to prevent learning loss, others who help with homework every week during the school year, and others who enhance our enrichment programming or serve as mentors to our children.

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our tutors and Academic Coordinator. Program expenses are tracked every month and reviewed by our accountant.

Client confidentiality is of utmost importance at VCNC, and our policy is reviewed with all staff upon hire and again prior to summer camp. Contract compliance is maintained by requiring staff to complete quarterly reports and through regular staff meetings that provide an opportunity to check in on program activities, outcome measures, and progress toward goals.

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

Elementary School Services App

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

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

PROGRAM NAME: _____

1. PROGRAM DESCRIPTION

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

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

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

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date

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

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Elementary Topical, Skill or Population Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year					
Summer					

Elementary School Services App

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

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

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

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

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

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

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

Elementary School Services App

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

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **July 29, 2019**

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for middle school-age youth implemented by current City-funded Neighborhood Centers. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

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

Organization:	Vera Court Neighborhood Center	Amount Requested:	$ 75,332
Programs applied for:	X Multi-focus School Year X Multi-focus Summer Topical/ Skills/Population Weekend and/or Summer Evenings		
Contact Person	Thomas Solyst	Email:	tsolyst@veracourt.org
Address:	614 Vera Court, Madison, WI 53704	Telephone:	608-246-8372

SECTION 1: MIDDLE SCHOOL MULTI-FOCUSED PROGRAMMING

1. PROGRAM DESCRIPTION

a. <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 the Middle School Program at Vera Court Neighborhood Center (VCNC) is to provide year-round comprehensive programming for middle school students that: (1) improves student reading levels, math proficiency, rates of homework completion, school attendance, and GPA (2) fosters positive attitudes toward college and a belief that a future in college is realistic and attainable, (3) develops skills and behaviors that promote academic success in middle school, high school, and beyond, and (4) increases students' responsibility and ownership over their own learning and studying. These goals align with the scope of work described in the RFP guidelines, as our Middle School Program focuses on holistic programming that supports positive youth development through a variety of facets. VCNC's multi-activity afterschool and summer programs emphasize individualized academic support, physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

The intended service population is middle school-aged youth in sixth through eighth grade. According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 21% Black, 9% Latino, and 6% Multiracial. However, the demographics of the Middle School Program are as follows: 76% Black, 5% Latino, 12% Multiracial, and 7% White; 94% low-income; and English language proficiency is approximately 95%.

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

VCNC recruits participants through regular communication with nearby middle schools, communicating with neighborhood residents, advertising our programming in the Northside News, and graduation of our Children's Program participants from elementary school.

The Middle School Program engages program participants and families in a multitude of ways. First, we encourage input from all middle school participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs. In addition, feedback and concerns are requested of families to ensure we are responding to the needs of the community. For example, many of our parents notified VCNC that they are unable to attend parent-teacher conferences at school due to working two to three jobs during the times that conferences are held. As a result, VCNC hosts additional days of parent-teacher conferences on-site to accommodate these families.

VCNC addresses major barriers of economic and geographic isolation that the Vera Court community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and Spanish translation is available.

The intake procedure for each Middle School Program participant includes a baseline academic assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors, AmeriCorps members, and our Academic Coordinator during each tutoring session. In addition, the Middle School Program was selected to be part of the DESSA-Mini Pilot Program beginning in Fall 2019 in order to best support social and emotional development among youth. This pilot will allow us to screen social-emotional competence of youth upon intake, as well as assess each student's social-emotional growth at the end of the year.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

The Middle School Program is comprised of the following five main components:
- <u>Rise</u> is a 38-week after-school program that focuses on hands-on, individualized academic support. Youth receive over 40 hours per week of direct tutoring from staff, participate in educational field trips and out-of-classroom learning experiences, and engage in youth-led goal setting and case management. All students meet with a Rise staff member weekly to set SMART goals and discuss any academic or social emotional concerns. These meetings foster the development of skills and behaviors that promote academic success, while increasing student ownership over their own learning. Rise creates a space of empowerment for future first-generation college students that includes personal support for each student, ACT exam preparation, life skills training, and guest speakers on a range of topics, including careers and college.
- <u>Milestones</u> is a year-round academic program that focuses on one-on-one and small group tutoring with our highly trained Academic Coordinator and team of tutors. Since Milestones is a year-round program, it helps to prevent summer learning loss. This program has a significant impact on improving student reading levels, math proficiency, rates of homework completion, school attendance, and GPA through

academic case management, in-school, after-school, and weekend tutoring, and instilling confidence in our students that they are capable of achieving their goals.

- Girl Neighborhood Power and Men's Group are year-round middle school girls and boys empowerment clubs that focus on character development, the growth of healthy identity, and building confidence to take ownership over educational and personal goals. Activities include discussions on difficult topics, such as bullying and discrimination, mindfulness, goal setting, community service, field trips to the University of Wisconsin to learn about careers and college, and more.

- Youth Leadership is a school-year program that focuses on engaging youth in the areas of life skills, community leadership, civic engagement, youth voice, and being college and career ready. Activities include discussions on difficult topics such as mental health and violence reduction, monthly food pantry community service nights, goal setting, cooking classes, and exploring Madison through a wide variety of fields trips. Youth Leadership is a VCNC program with very high expectations of participants, and our youth continuously demonstrate responsibility and a leadership role during planning of activities and engaging in community service. This program is a prime example of youth developing skills and behaviors that promote future success and increasing students' ownership over their own learning and growth.

Various evidence-based/promising practices that support and strengthen our programming include the following:

- One-on-one and small group tutoring dramatically strengthen the quality of the Middle School Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, higher GPAs and test scores, and higher homework completion rates.

- Tutoring practices and methods are continually improved through training offered by AmeriCorps, the National College Access Network, and other partnering organizations. Specifically, AmeriCorps staff members participate in weekly trainings to become highly qualified in areas of literacy, math, tutoring, and student goal-setting. Our VCNC tutors also receive training on subject areas and how to best support youth.

- The Rise Program Coordinator attends tutoring training sessions and works with the Madison Metropolitan School District (MMSD) to gain a better understanding of how VCNC can build upon the curriculum taught at school and provide consistent instruction.

- VCNC will begin the DESSA Mini Pilot Program in the fall of 2019 with the intent of better supporting the social and emotional skills of youth. In the past, VCNC has utilized the Social and Emotional Survey provided through the National Center for School Engagement and Smart Goals. However, VCNC is committed to staying up-to-date on the most current evidence-based practices in order to best support the social and emotional growth of youth.

- MMSD teachers provide feedback on Middle School participants' development, social workers collaborate with staff to remove barriers to academic development for individual students, and school staff assist in the recruitment of potential Middle School participants. Collaboration between teachers and tutors specifically increases the impact of tutoring, as all adults working with students use complementary approaches, avoiding confusion for youth.

- Youth goal setting and accountability is in line with current best practices in youth work. Middle school students meet with their tutors and the Rise Coordinator at the beginning of the academic year to set goals for attendance, behavior, and grade

point average. All students also meet with an AmeriCorps member weekly to set SMART goals and discuss any academic or social-emotional issues at school. This increases participant accountability and ownership over their own education.

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date
Rise	September-May
Milestones	Year-Round
GNP	Year-Round
Men's Group	Year-Round
Youth Leadership	September-May

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

As a result of community feedback gathered through partnerships with the Road Home, Joining Forces for Families, local schools, and ongoing discussions directly with community members, the Middle School Program develops activities and goals that are reflective of community needs, concerns, and interests.

For example, Rise engages in extensive contact with participants' schools and families, ensuring all stakeholders in each student's education are in communication. This collaboration has led to VCNC staff tutoring Rise participants in class during the school day and continuing that process after school at the Center. Additionally, VCNC hosts family workshops led by sixth grade teachers from Black Hawk Middle School on helpful topics, such as how to best support students transitioning from fifth to sixth grade.

Above all, the interests and needs of our Middle School Program participants guide our programming. For example, we provide weekend ACT exam preparation, life skills trainings where students learn how to balance a checkbook and apply for jobs, and bring in guest speakers on a range of topics like college and careers, as these are the areas that students have expressed are important and valuable to them.

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

Linguistically-responsive practices are essential in supporting our students, as approximately 73% of participants reside in households in which English is not the adult caregiver's first language. In response, the Middle School Program not only helps students complete the homework that their parents may not be able to help them with due to language barriers, but also provides translation services and offers workshops to families to bring learning into the household. Additionally, our book club emphasizes reading comprehension rather than the fluency of our readers. We also have staff members who speak Spanish and French and are able to answer questions of non-English speaking youth and families.

VCNC ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds, such as hip-hop dance and spoken word units.

Lastly, the Middle School Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color.

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

1. Intentional Program Design: VCNC has designed the Middle School Program with the community's needs and interests in mind. We connect our activities (response 1d) to the program's goals listed in response 1a. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas.

2. Supportive Relationships with Youth: One of the greatest aspects of the Middle School Program is that it is like a home away from home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each student's strengths and needs through one-on-one and small group tutoring, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, the Program Director, Program Coordinator, and AmeriCorps work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

3. Youth Voice and Leadership: Girl Neighborhood Power, Men's Group, and Youth Leadership are clubs that focus on building leadership skills and empowering youth to take an active role in positively impacting their community. Youth take ownership over these clubs, after-school programming, and summer camp by sharing their ideas for activities and discussions. For example, in response to our middle schoolers' overwhelming interest in incorporating life skills into Breakout Sessions, Rise piloted a Life Skills Curriculum. The Life Skills Curriculum includes resume building, financial literacy, time management, mock job interviews, organizational skills, and other applicable real-world topics. These activities build upon math and reading skills in a way that students value and are excited about. This type of meaningful engagement empowers our students to develop their voice and leadership skills.

4. Racial & Cultural Inclusion: VCNC celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds (e.g. hip-hop dance and spoken word units), the VCNC library (books with characters that represent a variety of backgrounds and cultures), linguistically-responsive practices to support children whose first language is not English, regular cultural celebrations for program participants and their families (e.g. Black History Month and African Night), and staff and volunteers whose backgrounds reflect those of program participants. VCNC makes it a priority to employ staff from

diverse racial and ethnic populations as a method of promoting cultural competency within the Middle School Program.

5. Community & Family Engagement: The Middle School Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. VCNC hosts events and workshops, including additional days of parent-teacher conferences for parents who are unable to attend during times that they are held at school often due to working more than one job. Family workshops frequently see 15+ parents/caregivers in attendance, and parent/caregiver contact is made frequently both in-person and via phone. These types of interactions provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, and strengthen the connection between school and home. Furthermore, our Community Outreach Specialist is a member of the community and parent of program participants. This strengthens VCNC's ability to develop programming that is responsive to the culture of the families in our community.

6. Organizational Management & Staff Support: VCNC staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately five professional development trainings per year (e.g. How to Engage Students in Reading through the Madison Public Library and Behavior Management Trainings). Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities.

7. Environment & Safety: VCNC recognizes the importance of safety, support, and wellbeing for Vera Court youth and families. The Middle School Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack every day, meals three days per week during the school year, and meals four days per week during the 8-week summer program. The program also emphasizes physical activity through the Fit Youth Initiative and emotional well-being through mindfulness, yoga, and supportive staff who are always ready to listen to our participants' struggles and concerns. VCNC follows all childcare standards and regulations set by the City of Madison. For example, all staff and youth are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming.

VCNC will monitor the Middle School Program in order to ensure alignment with the MOST Effective Practices in the following ways:
- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.
- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices.

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
AmeriCorps PASS	Academic support, in-school and after-school tutoring, social emotional learning skills, youth service activities	Bonnie Erickson	Yes
MMSD (Specifically, Black Hawk Middle School)	Tutor coordination of VCNC staff in schools, feedback from teachers, aligning curriculum, workshops	Viola Miller	Yes (as part of AmeriCorps PASS)
Second Harvest Foodbank of Wisconsin	Nutrition Resource, fresh fruits and vegetables and pantry items for snacks and meals	Andrea Draeger	Yes
Madison Public Library	Literacy support, professional development	Robin Amado	No
River Food Pantry	Community service opportunities	Rhonda Adama	No
Goodman Fit Youth Initiative	Enrichment curriculum	Zach Watson	Yes
DAIS	Men's Group discussion facilitation	Teagan Swanson	No

How do these partnerships enhance this proposal?

These partnerships strengthen the Middle School Program in numerous ways. First, our partnership with AmeriCorps provides middle school students with one-on-one intensive tutoring, case management, and social emotional support through weekly check-ins to discuss any concerns. Next, our relationship with MMSD ensures that academic support at VCNC is aligned with teaching practices and school learning priorities and allows our middle school participants to receive in-school tutoring. Our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our children. The Madison Public Library provides literacy support and professional development to VCNC staff. The River Food Pantry provides community service opportunities for our Youth Leadership participants, developing responsibility and leadership skills. The Goodman Fit Youth Initiative helps improve the nutrition and overall health of our youth through fitness programs and nutrition education. Lastly, DAIS provides a safe space for middle school boys to discuss difficult topics and learn from one another. Together, these partnerships broaden the academic and recreational activities that VCNC has to offer. Youth are provided unique learning opportunities, positive role models, increased academic support, and exposure to topics valuable to their future in a career and college.

What are the decision-making agreements with each partner?

VCNC has MOUs for the organizations indicated above, and they are reviewed with the partnering organization on an annual basis.

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

VCNC emphasizes the importance of safety, support, and wellbeing for Vera Court children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:
- VCNC connects individuals to social workers, Joining Forces for Families, and the Road Home in order to address any basic human needs, such as food, housing, mental health, or AODA services.
- The Latino Family Resource Center at VCNC assists individuals and families with translation services, legal support, help finding housing or obtaining medical services, and more.
- VCNC connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development.

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Middle School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	5 days per week	5-6	38 weeks	1:4-1;10	15
Multi-Focused Summer	4 days per week	5-7	8 weeks	1:6	24

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

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

70

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

The Middle School Program provides approximately 5-8 activities, field trips, and events per year to our participants outside of typical programming. These include weekend ACT preparation led by one of our tutors, trips to Milwaukee Bucks basketball games, ice

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skating, cooking challenge events, and a GNP dance performance on campus at the University of Wisconsin. In addition, our Youth Leadership participants go on a week-long service trip to New Orleans to participate in neighborhood hurricane relief clean-up over Spring Break. These activities are on weekends, in the evenings, or during times when the kids do not have school.

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

e.

Position Title	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Center Program Director	Bachelor's Degree in related field or equivalent in education and related experience as well as 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	.20	.04	.11	.35
MS/HS Program Director	At least 2 years' experience overseeing school age programming, supervising staff and working with families.	.66	.14	0.00	.80
AmeriCorps Member	Experience working as mentor or tutor with school age youth as well as a desire to serve the larger community.	1.74	.36	0.00	2.1
Academic Coordinator	Bachelor Degree in related field or equivalent in education and related experience as well as demonstrated knowledge of academic teaching methods that is culturally competent.	.22	.05	0.00	.27
Tutors	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	.17	.03	0.00	.20
GNP Coordinator	At least 2 years' experience working with elementary aged children in the areas of mentoring and group facilitation	.21	.04	0.00	.25
LAAB Coordinator	At least 2 years' experience working with elementary aged children in the areas of mentoring and group facilitation	.17	.03	0.00	.20
Kids Café Cook	Experience cooking for large groups in a community or education setting, Serve Safe Certified, ability to work with youth and staff.	.21	.04	0.00	.25
UW or Madison College Intern	Enrolled in a Human Services, Social Science, Education or Nonprofit Leadership Programs	.40	0.00	0.00	.40

t contact with program participants, how are volunteers vetted, trained and supervised?

All Middle School Program volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the Rise Program Coordinator or Academic Coordinator depending on the volunteer position. Orientation includes a review of the schedule, program components, and shadowing. Volunteers do not run programs on their own and are viewed as additional assets to the program, providing mentorship, tutoring, and positive role modeling. VCNC is very fortunate to have dedicated volunteers, some of whom help with homework every week during the school year and others who enhance our enrichment programming or serve as mentors to our youth.

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

   a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

   All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our tutors and Academic Coordinator. Program expenses are tracked every month and reviewed by our accountant.

   Client confidentiality is of utmost importance at VCNC, and our policy is reviewed with all staff upon hire and again prior to summer camp. Contract compliance is maintained by requiring staff to complete quarterly reports and through regular staff meetings that provide an opportunity to check in on program activities, outcome measures, and progress toward goals.

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

SECTION 2: MIDDLE SCHOOL WEEKEND AND SUMMER EVENING PROGRAM

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. **PROGRAM DESCRIPTION**

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

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

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

   d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

   e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date

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

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

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

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

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

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

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

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

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

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

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

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

PROGRAM NAME: _____

1. PROGRAM DESCRIPTION

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

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

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

    d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

    e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date

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

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Middle School Services App

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

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

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

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

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

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

2. DATA MANAGEMENT AND MEASURES OF SUCCESS

    a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

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

Middle School Services App

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

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **July 29, 2019**

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

This application should be used to apply for multi-focused afterschool and multi-focused summer programs (section 1), weekend and summer evenings programs (section 2), and topical/skill/population focused programs (section 3) for high school-age youth implemented by <u>current City-funded Neighborhood Centers</u>. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

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

Organization:	Vera Court Neighborhood Center	Amount Requested:	$ 10,384

Programs applied for:	X Multi-focus School Year X Multi-focus Summer
	      Topical/ Skills/Population
	      Weekend and/or Summer Evenings		

Contact Person	Thomas Solyst	Email:	tsolyst@veracourt.org
Address:	614 Vera Court, Madison, WI 53704	Telephone:	608-246-8372

1. PROGRAM DESCRIPTION

a. <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 High School Program at Vera Court Neighborhood Center (VCNC) aims to provide high school students with academic support, social emotional activities, and mentoring. The goal is that our programming for high school students: (1) improves student reading levels, math proficiency, rates of homework completion, school attendance, and GPA (2) builds social emotional skills and knowledge, and (3) will positively influence youth with prior municipal violations or juvenile justice involvement in that they will have no further violations during the time of program participation. These goals align with the scope of work described in the RFP guidelines, as the High School Program focuses on holistic programming that supports positive youth development through a variety of facets. VCNC's multi-activity High School Program emphasizes individualized academic support, social emotional learning, cognitive development, and the development of strong relationships between family and community.

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

The intended service population is high school-aged youth in ninth through twelfth grade. According to the Neighborhood Indicators Project, the demographics of the area served are as follows: 21% Black, 9% Latino, and 6% Multiracial. However, the demographics of the High School Progam are as follows: 90% Black, 10% Latino, 0% Multiracial, and 0% White; 94% low-income; and English language proficiency is approximately 100%.

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

VCNC recruits participants through regular communication with East High School, communicating with neighborhood residents, advertising our programming in the Northside News, and graduation of our Middle School Program participants.

This program engages participants and families in a multitude of ways. First, we encourage input from all high school participants, as it is their ideas that keep our program exciting, relevant, and aligned with participants' interests and needs. In addition, feedback and concerns are requested of families to ensure we are responding to the needs of the community. For example, many of our parents notified VCNC that they are unable to attend parent-teacher conferences at school due to working two to three jobs during the times that conferences are held. As a result, VCNC hosts additional days of parent-teacher conferences on-site to accommodate these families.

VCNC addresses major barriers of economic and geographic isolation that the Vera Court community faces. Programming is offered at no charge, it is within walking distance for a majority of families, and Spanish translation is available.

The intake procedure for each High School Program participant includes a baseline academic assessment, which is led by the Academic Coordinator. Participants' reading

and math levels are regularly assessed thereafter by trained tutors, AmeriCorps members, and our Academic Coordinator during each tutoring session. In addition, VCNC's youth programs were selected to be part of the DESSA-Mini Pilot Program beginning in Fall 2019 in order to best support social and emotional development among youth. This pilot will allow us to screen social-emotional competence of youth upon intake, as well as assess each student's social-emotional growth at the end of the year.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

At Vera Court, we understand that academic success requires more than academic support. Therefore, the High School Program also provides our high school youth with social emotional learning activities, case management, healthy meals, a sense of safety and belonging, role models, and recreational field trips that expose youth to a variety of enrichment opportunities and experiences. We developed this program with evidence-practices drawn from the Office of Juvenile justice and Delinquency Prevention (OJJDP), including the following:
- Recruit marginalized youth through juvenile justice system partners
- Provide free programming with transportation and meals
- Meet with each student individually on a monthly basis to provide case management (e.g., set long-term goals and create benchmarks, discuss job readiness skills, potential careers, or post-secondary education)
- Communicate with school and parents to provide wraparound support
- Connect youth with cross-generational mentors

This last practice is one of the most significant to the success of the program. Students will receive mentorship every week from Vera Court's AmeriCorps Partners for After School Success (PASS) members. Each mentor will work closely with a group of three to four students over the course of the year. While we will bring in additional specialized tutoring assistance if necessary, it is with the mentor that students will participate in most activities. Essentially these small groups guided by the mentor will act in many ways like a family. Vera Court will use best mentoring practices outlined in "Elements for Effective Methods of Mentoring" and "Youth Mentorship 2019 CBCR: Our Neighborhood-A Safe and Beautiful Place", including the following:
- Mentors and mentees will set goals together through case management meetings
- Mentors and mentee teams will be matched based on similar interests
- Vera Court staff will monitor mentor and mentee teams and meet one-on-one with mentors on a weekly basis to check-in and see what support or ongoing training is needed

One of the most innovative aspects of our program is our partnership with Restorative Justice Timebank. Dane County TimeBank collaborates with law enforcement, schools, and community groups to coordinate the Youth Court program which works with middle and high school youth who have made a mistake and could potentially receive a criminal citation. Activities include nonviolent conflict resolution training, community service, mentorship, and recreational activities. When they complete the Youth Court Program, they avoid the citation ending up on their permanent record. Dane County TimeBank has agreed to include Vera Court Neighborhood Center as one of the Northside sites for

youth in their Youth Court program. Consequently, the youth will receive Youth Court "credits" by participating in our program.

During the summer, the High School Program provides academic support (e.g. ACT tutoring), case management, Alianza Latina workshops, and employment services. Staff provide job readiness training, including resume creation and mock interviews. In addition, VCNC staff serve as a liaison between the students and employers by finding Northside locations that employ teens, ensuring our students meet employment requirements, and communicating regularly with both the students and employers to ensure there are no issues. If problems do arise, we attempt to mediate the issue. At the end of the summer, our staff take the teens on a camping trip to celebrate their hard work and encourage team building before the school year.

Additional evidence-based/promising practices that support and strengthen our programming include the following:
- One-on-one and small group tutoring dramatically strengthen the quality of the High School Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, higher GPAs and test scores, and higher homework completion rates.
- Tutoring practices and methods are continually improved through training offered by AmeriCorps, the National College Access Network, and other partnering organizations. Specifically, AmeriCorps staff members participate in weekly trainings to become highly qualified in areas of literacy, math, tutoring, and student goal-setting. Our VCNC tutors also receive training on subject areas and how to best support youth.
- VCNC will begin the DESSA Mini Pilot Program in the fall of 2019 with the intent of better supporting the social and emotional skills of youth. In the past, VCNC has utilized the Social and Emotional Survey provided through the National Center for School Engagement and Smart Goals. However, VCNC is committed to staying up-to-date on the most current evidence-based practices in order to best support the social and emotional growth of youth.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
After-School Program	September-May
Summer Program	June-August

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

As a result of community feedback gathered through partnerships with the Road Home, Joining Forces for Families, local schools, and ongoing discussions directly with community members, the High School Program develops activities and goals that are reflective of community needs, concerns, and interests.

For example, the High School Program was developed in direct response to needs identified by our program participants. Many of our students have attended Vera Court programming all through elementary and middle school. Even though Vera Court did not have a formal high school program, students continued to visit Vera Court to volunteer, work, or meet with staff for case management. Through this ad hoc high school program, we learned that our students were interested in an official and comprehensive high school program that includes tutoring, ACT preparation, social emotional activities, and mentorship.

Additionally, this program engages in extensive contact with participants' schools and families, ensuring all stakeholders in each student's education are in communication. This collaboration allows VCNC staff to tutor high school students in class during the school day and continue that process after school at the Center.

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

Linguistically-responsive practices are essential in supporting our students, as approximately many of our participants reside in households in which English is not the adult caregiver's first language. In response, the High School Program not only helps students complete the homework that their parents may not be able to help them with due to language barriers, but also provides translation services and offers workshops to families to bring learning into the household. Additionally, our book club emphasizes reading comprehension rather than the fluency of our readers. We also have staff members who speak Spanish and French and are able to answer questions of non-English speaking youth and families.

VCNC ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds, such as hip-hop dance and spoken word units.

Lastly, the High School Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color.

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

1. Intentional Program Design: VCNC has designed the High School Program with the community's needs and interests in mind. We connect our activities (response 1d) to the program's goals listed in response 1a. Instead of only focusing on academics or enrichment, we incorporate both aspects of programming into our day-to-day curriculum because together, they support positive youth development better than they would alone. Our clubs and activities build upon one another, and we incorporate new activities and interactive field trips into our program based on participant interest areas.

2. Supportive Relationships with Youth: One of the greatest aspects of the High School Program is that it is like a home away from home for our participants. A major reason for this is due to the authentic, strong relationships between staff and youth. Our staff get to know each student's strengths and needs through one-on-one and small group tutoring, breaking into clubs and activities based on youth interests, and regularly talking with participants about their dreams and goals. In addition, the Program Director, Program Coordinator, Academic Coordinator, tutors, and AmeriCorps work together to determine appropriate expectations for consistent behavior management. This ensures that participants and staff understand their roles and boundaries.

3. Youth Voice and Leadership: The High School Program was developed in direct response to our former elementary and middle school students advocating for themselves and expressing a need for a comprehensive high school program. Even though Vera Court did not have a formal high school program previously, students continued to visit Vera Court to volunteer, work, or meet with staff for case management. This program highlights our students' ability to take on a leadership role in improving their grades, setting long-term goals for themselves, and establishing connections with positive role models in the community. Furthermore, our students have demonstrated an overwhelming interest in incorporating life skills, ACT preparation and job readiness training into programming. The High School Program is a program that encourages student ideas and empowers our teens to develop their voice and leadership skills.

4. Racial & Cultural Inclusion: VCNC celebrates our community's diversity and supports racial and cultural inclusion through enrichment activities reflective of participants' cultural backgrounds, the VCNC library (books with characters that represent a variety of backgrounds and cultures), linguistically-responsive practices to support children whose first language is not English, regular cultural celebrations for program participants and their families (e.g. Black History Month and African Night), and staff and volunteers whose backgrounds reflect those of program participants. VCNC makes it a priority to employ staff from diverse racial and ethnic populations as a method of promoting cultural competency within the Middle School Program.

5. Community & Family Engagement: The High School Program serves as a bridge between school and home to create a cohesive learning experience for our participants by partnering with the families. VCNC hosts events and workshops, including additional days of parent-teacher conferences for parents who are unable to attend during times that they are held at school often due to working more than one job. Family workshops frequently see 15+ parents/caregivers in attendance, and parent/caregiver contact is made frequently both in-person and via phone. These types of interactions provide opportunities for families to give feedback, allow staff to develop meaningful relationships with families, and strengthen the connection between school and home.

Furthermore, our Community Outreach Specialist is a member of the community and parent of program participants. This strengthens VCNC's ability to develop programming that is responsive to the culture of the families in our community.

6. Organizational Management & Staff Support: VCNC staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. VCNC is dedicated to recruiting former participants, immediate community members, bilingual individuals, and individuals of color. Highly competent staff are developed through approximately five professional development trainings per year (e.g. How to Engage Students in Reading through the Madison Public Library and Behavior Management Trainings). Appropriate supervision and support are provided through weekly meetings in which supervisors meet one-on-one with supervisees, weekly program staff meetings, and monthly all-staff meetings. The Program Director and Program Coordinator ensure that we have sufficient materials to support activities and learning opportunities.

7. Environment & Safety: VCNC recognizes the importance of safety, support, and wellbeing for Vera Court youth and families. The High School Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack and meals three days per week during the school year. The program also emphasizes mental and emotional well-being through one-on-one case management, meaningful discussions, and supportive staff who are always ready to listen to our participants' struggles and concerns. VCNC follows all childcare standards and regulations set by the City of Madison. For example, all staff and youth are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming.

VCNC will monitor the High School Program in order to ensure alignment with the MOST Effective Practices in the following ways:
- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.
- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices.

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Dane County TimeBank	Refer students who are in the juvenile justice system to our programming	Lorrie Hurckes Dwyer	No
Madison Police Department	Refer students who are in the juvenile justice system to our programming	Alexandra Nieves Reyes	No
AmeriCorps PASS	Academic support, in-school and after-school tutoring, social emotional learning skills, youth service activities	Bonnie Erickson	Yes
MMSD	Curriculum alignment, case management	Michael Hernandez	No
Second Harvest Foodbank of Wisconsin	Nutrition Resource, fresh fruits and vegetables and pantry items for snacks and meals	Andrea Draeger	Yes

How do these partnerships enhance this proposal?

These partnerships strengthen the High School Program in numerous ways. First, our partnership with Dane County TimeBank and Madison Police Department connect us with youth who could benefit from our high school programming. AmeriCorps provides high school students with one-on-one intensive tutoring, case management, and social emotional support through weekly check-ins to discuss any concerns. Our relationship with MMSD ensures that academic support at VCNC is aligned with teaching practices and school learning priorities and allows our high school participants to receive in-school tutoring. Our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our youth. Together, these partnerships broaden the academic and recreational activities that VCNC has to offer, while assisting our community's youth in ultimately achieving their dreams and goals. Youth are provided unique learning opportunities, positive role models, one-on-one support and case management, and exposure to topics valuable to their future in a career and/or college.

What are the decision-making agreements with each partner?

VCNC has MOUs for the organizations indicated above, and they are reviewed with the partnering organization on an annual basis.

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

VCNC emphasizes the importance of safety, support, and wellbeing for Vera Court children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways:

High School Services App

- VCNC connects individuals to social workers, Joining Forces for Families, and the Road Home in order to address any basic human needs, such as food, housing, mental health, or AODA services.
- The Latino Family Resource Center at VCNC assists individuals and families with translation services, legal support, help finding housing or obtaining medical services, and more.
- VCNC connects individuals to bilingual employment training programs and job placement through the Latino Academy of Workforce Development.
- VCNC refers Latino students, families, and their allies for support on LGBTQ issues to Alianza Latina / Orgullo Latinx

3. PROGRAM STRUCTURE AND STAFFING

a. Anticipated Frequency, Duration and Attendance:

High School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool	3 days per week	3-4.5 hours	38 weeks	2:5	10
Multi-Focused Summer	3 days a week	2-4 hours	8 weeks	1:5	10

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

b. Total Annual Anticipated Unduplicated High School-Age Youth: Anticipated number of individual high school-age youth across all of the proposed programs:

15

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

The High School Program provides several activities to high school youth that are not a part of traditional programming hours. Some of our high school youth join our Middle School Youth Leadership Program to go on a week-long service trip to New Orleans to participate in neighborhood hurricane relief clean-up over Spring Break. At the end of the summer, there is a high school camping trip. Lastly, high school students are able to participate in Alianza Latina / Orgullo Latinx workshops to explore LGBTQ issues and concerns.

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

High School Services App

Position Title	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Center Program Director	Bachelor's Degree in related field or equivalent in education and related experience. 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	.15	.02	.05	.22
MS/HS Program Director	At least 2 years' experience overseeing school age programming, supervising staff and working with families.	.17	.03	0.00	.20
AmeriCorps Member	Bachelor's Degree in related field or equivalent in education and related experience as well as demonstrated knowledge of academic teaching methods that is culturally competent.	.75	.15	0.00	.90
Academic Coordinator	Bachelor's Degree in related field or equivalent in education and related experience as well as demonstrated knowledge of academic teaching methods that is culturally competent.	.11	.02	0.00	.13
Tutors	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	.08	.02	0.00	.10
Alianza Coordinator	At least 2 years' experience overseeing youth or family programming as well as the ability to work effectively with individuals from a variety of cultural and ethnic backgrounds. Must demonstrate awareness, acceptance, and ability to	.035	.015	0.00	.05

e. **Volunteers: If**		work with the LGBTQ community. Bi-Lingual in English and Spanish				
	Alianza Youth Worker	Ability to work effectively with individuals from a variety of cultural and ethnic backgrounds. Must demonstrate awareness, acceptance, and ability to work with the LGBTQ community. Bi-Lingual in English and Spanish.	.07	.03	0.00	.10

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

All volunteers fill out an application, complete a background check, and complete an orientation with and are supervised by the High School Program Coordinator or Academic Coordinator depending on the volunteer position. Orientation includes a review of the schedule, program components, and shadowing. Volunteers do not run programs on their own and are viewed as additional assets to the program, providing mentorship, tutoring, and positive role modeling. VCNC is very fortunate to have dedicated volunteers, some of whom help with homework every week during the school year and others who enhance our enrichment programming or serve as mentors to our youth.

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

All participants' families fill out an information form during program registration that includes demographic information. The program is intentionally structured and designed to incorporate a diverse array of activities that help us reach our program goals. Participants who attend program are recorded each day, homework surveys are completed once per quarter, and reading and math assessments are conducted regularly (at least twice per year) by our tutors and Academic Coordinator. Program expenses are tracked every month and reviewed by our accountant.

Client confidentiality is of utmost importance at VCNC, and our policy is reviewed with all staff upon hire and again prior to summer camp. Contract compliance is maintained by requiring staff to complete quarterly reports and through regular staff meetings that provide an opportunity to check in on program activities, outcome measures, and progress toward goals.

SECTION 2: HIGH SCHOOL WEEKEND AND SUMMER EVENING PROGRAM

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. **PROGRAM DESCRIPTION**

   a. <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?

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

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

   d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed

   e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date

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

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

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

High School Services App

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

b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated high school-age youth in proposed programs**:**

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

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

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

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

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

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

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

PROGRAM NAME: _____

1. PROGRAM DESCRIPTION

a. <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?

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

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

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date

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

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

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

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

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

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

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

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

High School Services App

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

b. <u>Total Annual Unduplicated High School-Age Youth:</u> Anticipated unduplicated number of individual high school-age youth in the proposed programs:

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

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

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

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

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

AGENCY NAME: Vera Court Neighborhood Center

STAFF-BOARD-VOLUNTEER DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current staff, board and volunteers.

Refer to application instructions for definitions. You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	STAFF		BOARD		VOLUNTEER	
	Number	Percent	Number	Percent	Number	Percent
TOTAL	77	100%	455	100%	11	100%
GENDER						
MALE	29	38%	164	36%	8	73%
FEMALE	48	62%	288	63%	3	27%
UNKNOWN/OTHER	0	0%	3	1%	0	0%
TOTAL GENDER	77	100%	455	100%	11	100%
AGE						
LESS THAN 18 YRS	2	3%	26	6%	0	0%
18-59 YRS	72	94%	369	81%	6	55%
60 AND OLDER	3	4%	60	13%	5	45%
TOTAL AGE	77	100%	455	100%	11	100%
RACE*						
WHITE/CAUCASIAN	63	82%	360	79%	8	73%
BLACK/AFRICAN AMERIC	10	13%	61	13%	3	27%
ASIAN	3	4%	10	2%	0	0%
AMERICAN INDIAN/ALAS	0	0%	1	0%	0	0%
NATIVE HAWAIIAN/OTHE	0	0%	0	0%	0	0%
MULTI-RACIAL:	1	1%	23	5%	0	0%
Black/AA & White/Cauca	1	1%	23	5%	0	0%
Asian & White/Caucasia	0	0%	0	0%	0	0%
Am Indian/Alaskan Nativ	0	0%	0	0%	0	0%
Am Indian/Alaskan Nativ	0	0%	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%	0	0%
TOTAL RACE	77	100%	455	100%	11	100%
ETHNICITY						
HISPANIC OR LATINO	33	43%	110	24%	0	0%
NOT HISPANIC OR LATIN	44	57%	345	76%	11	100%
TOTAL ETHNICITY	77	100%	455	100%	11	100%
PERSONS WITH DISABILIT	0	0%	19	4%	1	9%

*These categories are identified in HUD standards.

Based on the demographics in the chart above and the demographic data on the neighborhoods surrounding

your Center available in the Data Toolkit, how does your staff and board align with the demographics of the

neighborhood?

Three out of eleven of our board members, and 61% of VCNC staff identify as persons of color

Language Access Plan

The Vera Court Neighborhood Center, Inc. nonprofit (Vera Court Neighborhood Center and Bridge Lake Point Waunona Neighborhood Center) prioritizes language access for all of its programs and facility use. Spanish speaking staff are available at both centers and French speaking staff are available at Vera Court. More than 50% of Agency staff are bilingual. A Latino Family Resource Center Coordinator is available to assist residents in accessing social services and in providing interpretation, and our Latino Academy of Workforce Development provides bilingual, culturally competent adult education, job training, and placement. Both websites have a page in Spanish with resources. All after-school and summer camp program forms are translated into Spanish.

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<p style="text-align:center">Closing the Achievement Gap in Vera Court:
Strategic Plan for Vera Vision 2020 at Vera Court Neighborhood Center</p>

Summary

Vera Court Neighborhood Center is located in Dane County, Wisconsin. Wisconsin has the largest achievement gap in the nation, and Madison ranks among one of widest achievement gaps in the state. Students in Madison who are non-white are more likely to read below grade level, less likely to graduate with a four year diploma, and are less likely to go college.

Through its longstanding presence in the community, Vera Court Neighborhood Center seeks to counteract this effect with mentorship, tutoring, and family engagement. Vera Court has a track record of success at closing the achievement gap for its kids. This plan outlines strategies to build on that success and further equip Vera Court to support children toward academic success. These include: expanding and renovating the space, tailoring our programming to individual students, and training staff in literacy best practices. Future goals include stronger coordination with families and school teachers and greater capitalization on the Madison community.

Rationale

Our vision is to give students an equal opportunity to thrive inside the classroom through the services we provide outside the classroom. We do this through addressing basic needs: like providing a safe place to go after school, tutoring for homework, a nutritious meal, and resources for parents to help with employment, homelessness, and applying for social services.

Vera Court set an ambitious benchmark **to close the achievement gap for each student actively involved in a program at our center**. This means each child will read and test at grade level by the end of 2020.

The Achievement Gap

Achievement gaps occur when one group of students (such as, students grouped by race/ethnicity, gender) outperforms another group and the difference in average scores for the two groups is statistically significant (that is, larger than the margin of error)[1]. It is the job of community organizations and neighborhood centers to step in and help correct this gap, where the schools cannot.

The achievement gap is a worsening problem for Wisconsin. Currently Wisconsin has the largest achievement gap in the nation, and Madison ranks among one of widest achievement gaps in the state. Madison Metropolitan School District graduation rates

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[1] https://nces.ed.gov/out nationsreportcard/studies/gaps/

highlight this issue: 91% white versus 70% Hispanic and 56% African American; and, 61% receive free lunch (best measure to estimate percentage of low-income youth in school district) versus 91% that do not.

At Mendota Elementary, located in the Vera Court neighborhood, the math proficiency for African Americans is 12% and the reading proficiency is 7.5%. Participants at VCNC are primarily low-income (95%) and represent races and ethnicities most often impacted by the achievement gap: 61% African American, 27% Hispanic/Latino), and 10% Multi-racial.

The City of Madison overall is 81.9% Caucasian, 5.8% African American, 5.8% Asian, and 4.1% Hispanic or Latino. The Warner Park planning district, where Vera Court is located, is 64.3% Caucasian, 15.1% African American, 9.1% Asian and 7.1% Hispanic or Latino. The City of Madison overall has 5% female headed household with children; Warner Park has 12.9%.

Thus, efforts outside the classroom are needed to improve these conditions. Vera Court Neighborhood Center is poised well to catalyze this change.

Overall Goal

The Vera Vision campaign lays out the following commitments:

- **We commit to every VCNC third grade student reading at a third grade level.**
- **We commit to every VCNC fifth grade student being prepared to enter middle school.**
- **We commit to every VCNC eighth grade student being prepared to enter high school.**
- **We commit to every VCNC high school student graduating and creating a plan for education or employment post-graduation.**

Our Programming

One of the highlights of our program is individualized, academic support for Northside children affected by the achievement gap. VCNC will use benchmarks set by Madison Metropolitan School District to measure students' success.

Current programming includes:
- Youth after-school and summer camp during parents' working hours
- Daily academic support for kindergarten through high school
- Youth Leadership – middle school club to encourage civic engagement and positive character development

- Life as a Boy – mentorship for elementary and middle school boys, with a special emphasis on boys from single parent homes
- Girl Neighborhood Power – mentorship for elementary and middle school girls with a focus on healthy lifestyles and volunteering
- RISE – tutoring, college and career exposure, and employment assistance for middle and high school students
- More than 15,000 nutritious meals a year

For elementary and middle school children, our tutoring programs provide a snack and a quiet working environment where students can focus on their school work. The programming currently has 75 students enrolled, with 60 typically coming in any given day. For students from low income families, 16% of whom had been or are at-risk of becoming homeless, Vera Court's tutoring programs are critical to improving performance inside the classroom.

In the summer, Vera Court provides one of the few free summer camp in all of Madison. The camp runs Monday through Friday, providing the kids with nutritious meals and fun, active, and educational activities to keep them learning through the summer.

90% of children enrolled in programming are walking distance from the center. Vera Court programs are voluntary, meaning the child and parents have elected for the child to be involved. This encourages active participation and engagement from the student to ensure they are working with us toward a better education.

Metrics of Past Success

Vera Court is successfully addressing the achievement gap through its after-school and summer programming. Second graders with low reading scores are placed in our literacy program that raises their reading levels ½ to 1½ grade levels within a year. Through our college preparation program, 70% of the participating middle/high school students obtain a GPA of at least 3.0. However due to space limitations, Vera Court is only able to these intensive academic services to a select number of students.

Expansion of Programming and Future Strategy

Moving forward, we seek to expand on the results our programs have achieved and direct our efforts to reach more students in our neighborhood. The primary focus of our strategic plan is one-on-one academic support for each child. However, every aspect of the new center will contribute toward academic success and growth.

Through the ongoing Vera capital campaign, we seek to raise funds which will be used for the following:

Expansion of space

- Currently, we serve over 15,000 meals a year from an apartment-sized kitchen. The renovated kitchen will allow Vera Court to increase the number of healthy meals served year round to kids and community members. Academic success starts with nourishing food, and many children count on VCNC to provide regular healthy meals.

- The new wing will provide physical space to separate the different grades so that more than 100 elementary, middle, and high school students can receive age-appropriate academic support. The new building will include a literacy classroom, technology classroom, and computer lab.

- Two multipurpose rooms will provide space for hands-on learning activities and physical activity. It will also provide the much needed venue to continue enriching lives even after graduation with fitness classes, lecture series, and community gatherings.

Expansion of programming

- Staff will create Academic Support Teams with parents or caregivers and the teachers to design out-of-school learning plans that identify each child's strengths and challenges and help them accomplish their personal educational goals. Vera Court will provide resources to help parents incorporate learning into the household. The success of an Academic Support Team relies heavily on the relationship between Vera Court and the parents. Vera Court has built very strong connections with the families over the years. Unlike most lower-income communities that tend to be highly transient, 46% of families participating in Vera Court programming have been in the neighborhood for at least five years.

- Vera Court will implement a literacy program developed by University of Wisconsin - Madison. All elementary school children behind grade level will receive one-on-one tutoring from trained literacy experts and participate in hands-on activities.

- Middle school students will participate in an additional academic-focused summer camp called Summer Academy. This camp will lead students in project-based learning where they develop and implement a project to solve a problem they identified in their community. Summer Academy will include specific programming and mentorship for students transitioning into sixth grade, and will include STEM and literacy to avoid summer learning losses.

- High School students will receive case management to assist in developing post-graduation plans for employment and/or further education. Students

receiving case management will also be eligible for leadership opportunities as a volunteer, intern, or employee at the center.

Future Goals

While Vera Court has been integral to improving the success of Northside children, we will not rest until the achievement gap is closed for all children who seek access to our programs. In order to improve our support in the community, we establish the following future goals to engage the community

- **Further coordination with parents:** Parents are another resource to help children get the support and encouragement they need to do well in school. By providing resources for and regularly checking in with parents, Vera Court will further be able to ensure a child's success in the classroom.

- **Engaging the school**: Vera Court staff work with teachers in the school to measure their student's progress. Staff have access to information about student performance in class and can tailor lessons and tutoring sessions accordingly. In the future, we seek to further this coordination through regular contact between Vera Court staff and school staff.

- **Connecting and strengthening our partnerships:** Vera Court will expand their collaborations with businesses, nonprofits, colleges, and other community organizations to recruit volunteers, share resources, and obtain in-kind support, financial contributions, and programming support.

- **Initiating adult enrichment:** Closing the achievement gap is truly a community effort. Vera Court will begin adult programming to involve everyone in the neighborhood with the center. Engaging everyone in the center will motivate community members to invest in and support the future of our youth.

Conclusion

Vera Court has a demonstrated history of improving the achievement gap in Madison, Wisconsin. We are making an impact - but we are not satisfied while there are kids in our neighborhood who are still disadvantaged in their opportunity to succeed. Through our capital campaign, we seek to expand our efforts through a new building and more programming. In the future, we seek to increase our connection with the schools and with the Madison community. By taking these steps, we can provide a place where all children in Vera Court can thrive.

Appendix 1. Statistics on poverty and inequality in Madison

Statistics published by the NCES showed a wide Achievement Gap for Wisconsin, one of the largest in the 50 states[2]. Dane County, Wisconsin has a wide achievement gap. The figures below demonstrate the correlation between race and achievement in Dane County.

[2] https://nces.ed.gov/nationsreportcard/pdf/studies/2009455.pdf
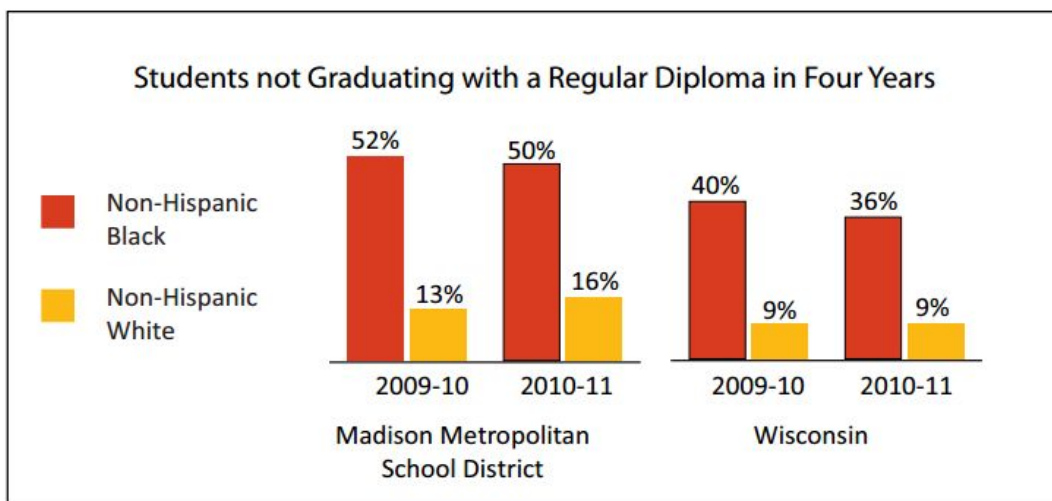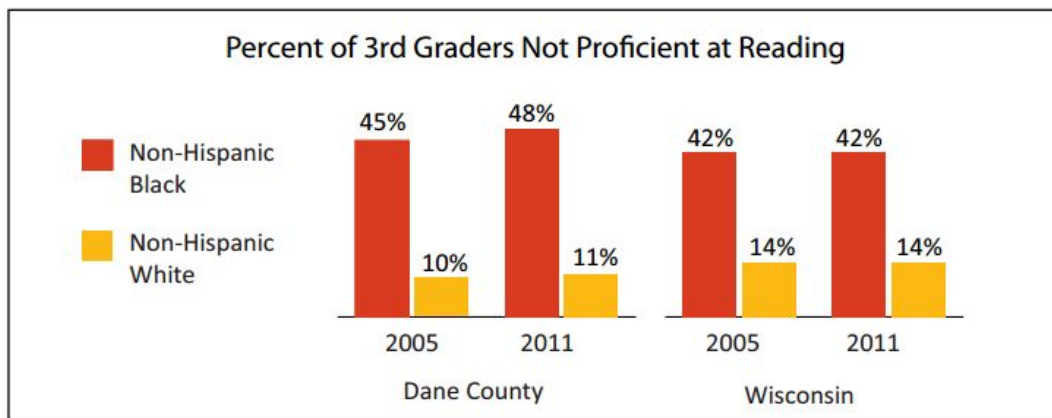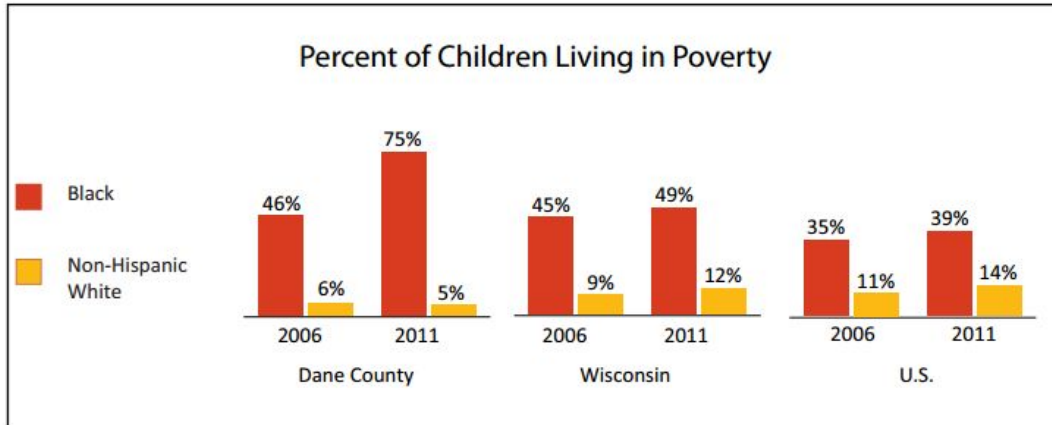
Agency Capital Improvement Plan

Vera Court Neighborhood Center updated the entire center in 2017. Maintenance at Vera Court is completed by Meridian, the property owner. Meridian manages all CIPs and determines maintenance priorities.

Bridge Lake Point Waunona Neighborhood Center intends to build a new center in 2020, at which point a CIP will be created for ongoing maintenance. Maintenance at Bridge Lake Point Waunona is managed by the Facility Director. The center's interior and exterior are cleaned of debris daily. Annual maintenance includes the following:

- Check the condition of floors, ceilings, and walls
- Look for leaks or water damage in bathrooms and ceilings
- Check that doors lock and unlock easily
- Make sure that exits are clearly marked, with additional signage as needed
- Test smoke and carbon monoxide detectors and change batteries
- Check that all lights (interior and exterior) are working, replacing bulbs as needed
- Conduct routine pest inspections and treatments
- Check the condition of the windows and look for any that might be broken
- Clean debris from the roof and gutters
- Check the condition of sidewalks and parking lots
- Look at the condition of exterior paint or siding
- Test the fire alarm system and sprinkler system
- Check the HVAC or heating and cooling systems

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Agency Facility Use Policy

Vera Court Neighborhood Center, Inc. (including both Vera Court and Bridge Lake Point Waunona Neighborhood Centers) provides space for community organizations and residents to rent. The space is free to rent Monday-Friday during the day and evening (8am-8pm). A fee of $75 is required to rent the space on weekends during the day or evening (8am-8pm) to cover cleaning costs.

A deposit of $200 is required for residents renting the space for parties. No alcohol, candles, or smoking is permitted. Decorations may not be adhered to the walls or ceilings using tape, tacks, nails, etc. Groups may utilize the kitchen, computers, and projector if these are not being used by programming at the same time.

Rentals will be made and fees will be adjusted at the discretion of the Agency. Longer-term facility use contracts may be subject to different fees and requirements. Reservations are required by calling the center.

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