

1. Applicant

Organization Name: Bridge Lake Point Waunona Neighborhood Center

Contact Person: Richard Jones Jr. - Executive Director

Address: 1917 Lake Point Dr. Madison, WI 53713

Telephone Number: 608-441-6991

Email Address: richardj@blwcenter.org

Federal EIN Legal Status: 501(c)3

Will you present for 3-5 minutes at the virtual September 14th Early Childhood Care and Education Committee meeting at 2:30 PM? YES

2. Required Proposal Narrative

Please respond to each question individually and fully. There is no word count limit for each question. Applicants have discretion regarding the use of space within the ten pages. However, the entire proposal should not exceed ten (10) pages.

Organizational Capacity

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

Since 2004, the mission of Bridge Lake Point Waunona Neighborhood Center (BLW), part of the Vera Court Neighborhood Center, Inc. agency, has been to support its community in addressing the needs identified by its residents. BLW offers growth and enrichment opportunities to community residents that reflect the changing needs, strengths, and diversity of the community. Our goal has been to identify community needs and provide high quality programming to children, youth, and adults, in the areas of education, recreation, health, and nutrition. Located on the southeast side of Madison, BLW sits within a historically underserved area of the city. It is surrounded by neighborhoods composed of low-income families from diverse backgrounds, with a high ratio of Black and Latinx families who are socioeconomically disadvantaged and often unemployed or underemployed.

BLW has established legitimacy for offering quality programs & comprehensive services for community residents. Effective management of the organization over the past 19 years has enhanced progress attained through the City of Madison's revitalization efforts in the neighborhood since late 1990's. BLW is a recognized focal point that emphasizes a holistic approach in addressing community needs. Strong administration demonstrates a clear focus on the center mission & benefits from guidance from the ground up as opposed to a top down leadership structure. Center staff and community members have collaborated to create a future vision for the center and the progress over the past six years has reflected these goals.

To appreciate the significant progress and development in the last 19 years it is necessary to understand the history of the community center and the Lake Point Neighborhood. Throughout the 1990s until the fall of 2003, community residents did not have a focal point to access

effective programs and services. While a center existed, it was plagued by failed administration and deteriorated to be little more than a food pantry. In the fall of 2003, the center's director abruptly resigned followed by disintegration of the center's board. The City of Madison CDBG commission called upon the management of Vera Court Neighborhood Center, Inc. to step in and create an organization that would build a sense of pride among residents, and become a focal point and advocate for the community.

Under this management, BLW has been successful in obtaining the resources necessary to expand programming to respond to the escalating need among residents. In the past 19 years, the organization's capacity has increased significantly. Programs once outsourced to collaborative agencies are now entirely center-run. This not only enhanced resident involvement and feelings of ownership in the center, but resulted in programming that more effectively responds to the distinct needs of the community.

BLW has a long history of community members bringing their concerns and needs to the attention of staff, and all our programs have been created to address these needs. For example, there existed a large concern in the community about a lack of trust between recent Hispanic immigrants and the school system, as well as too few bilingual early childhood programs in Madison. BLW created Los Niños Primero to address these concerns, and it has grown into a crucial program for Hispanic families in the community. It is one of the few bilingual, early childhood programs in the city of Madison, and the program not only provides early literacy and math instruction to children, motor skills practice, and childhood development education for parents and caregivers, but also serves as a liaison between the school system and families to establish trust and ensure that families have a voice in their children's schools.

2. Please describe in detail your organization's experience and abilities in successfully providing early childhood services, technical assistance or programming. Include current work that is the same or similar to the work you are proposing to provide and any outcomes that can be highlighted from this work. Include detailed information about the demographics of individuals currently being served (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information).

Los Niños Primero (LNP) is a free, bilingual, early childhood program that prepares spanish-speaking children ages 3-5 and their adult caregivers for success in school. The program has a strong emphasis on elementary school readiness, second language acquisition, and parent/caregiver involvement in education. LNP prepares children for academic success and provides parents/caregivers necessary skills to foster strong Spanish and English language skills in their children, promote healthy development within their households, and ensure they are prepared to support and advocate for their children as they begin school. Program goals include increasing the skills in parents/caretakers' necessary to foster Spanish and English language development, increasing children's school readiness by promoting early development across domains, increasing parents/caretakers' knowledge of child development and school system expectations, and facilitating parents/caretakers' communication with school staff prior to their child's enrollment. LNP focuses on the development of young children's cognitive, social

and emotional, motor, and especially language and speech skills and is able to prepare children to successfully transition to school. With a focus on parent engagement, cultural competence, and building strong, supportive relationships with parents/caretakers, LNP enables parents and family members to make their households places where child development is fostered and celebrated.

Additionally, this program is set apart from others doing similar work because it is located in a community center. Our relationship with families does not start or end with this program and our services are not limited to only what this program offers. We help families answer questions about childhood development after they have graduated from the program, invite them to join other programs offered at BLW, make referrals to other necessary services the families may need, and BLW staff also act as a liaison between families and the Madison Metropolitan School District (MMSD) throughout their school careers.

The LNP program has a history of great success with families being very happy with the program itself, and with the additional services BLW is able to provide as a community center. In 2022, 100% of families in the LNP program reported improved parent/caregiver child interaction and increased knowledge about parenting. There are also many families who utilize other BLW services such as our food pantry and Family Resource Center and express how they “are very appreciative to have the opportunity to access programs like these.” MMSD teachers have reached out to staff multiple times expressing how prepared former LNP students have been for their Kindergarten classes and are often ahead of their peers in literacy and math skills.

Since this is a bilingual program offered in English and Spanish, the target audience are families who speak Spanish at home. A majority of program participants are Hispanic families who are immigrants from countries in Central America, but this program is open to all who wish to enroll. This program is designed for children ages 3-5 to prepare them for Kindergarten in MMSD, but our program is unique in that parents or adult caregivers attend the program with the children. A majority of families qualify as low-income and live in nearby neighborhoods on the southeast side of Madison, but this program is open to anyone wishing to enroll.

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

There are two staff members with direct responsibilities for the LNP program, the LNP Coordinator and the LNP Lead. Both staff members are demographically representative of the population served through the program. All staff at BLW participate in culturally and linguistically relevant program training including restorative justice training and trauma informed care training. Our staff are organized, detail-oriented, and able to adapt which has led to very successful programs and classes.

The LNP Coordinator has been a part of the program for the past 17 years and has established a deep sense of trust with the families who have participated in the program, and within the broader community.

The LNP Lead joined the program last year and has been doing a great job building on the trust established by the coordinator, and creating her own. She has lots of early childhood experience through raising her own children.

4. Please describe your organization's relationships to the community you serve and the broader early childhood community in Madison. Include in your answer how you solicit feedback and adapt your work to meet the needs of your community and specific examples of successful partnerships with various service providers. Include any qualitative or quantitative data sources used to inform these decisions.

BLW and the LNP program are connected to many networks within the border early childhood community in Madison including the Roots & Wings Early Learning Gatherings, as well as broader resource networks that include early childhood focuses such as La Sup, Latino Children and Families Console, Formando Lazos Familiares, and more. Through these networks BLW and LNP learn about professional development opportunities, rising needs in the community, partnership opportunities, in addition to spreading the word to the Madison and Dane County community about what our program offers.

The LNP program has many great partnerships within the Madison community. A family favorite includes the Madison Public Library where children participate in read alouds, parents/caregivers learn new and fun ways to integrate reading and literacy into their home, and all participants enjoy different activities such as scavenger hunts, art projects, and more. There are also many volunteers from the community who come into the program to implement different activities, such as bringing in new books and reading to children, and teaching children how to make jam, an excellent way to practice fine motor skills.

LNP program staff have continuous communication with caregivers in the program about current and future needs through face-to-face conversations, surveys, annual questionnaires, and more. This helps provide culturally relevant programming based on the parents/caregivers native countries and traditions. For example, the meals served in the program reflect the different cultures and countries families are from, and many different holidays are celebrated to reflect the different cultures. Through a partnership with MMSD, school staff also help guide curriculum to best ease the transition between LNP to Kindergarten. Through this partnership, LNP staff also learn new information about rising needs, trends, and barriers that exist within the Madison community in relation to the school district. This allows LNP program staff to create a customized program to best suit the needs/wants of the families we serve.

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

Racial and economic disparities in the MMSD high school graduation rates exemplify the need for high-quality programming for students of color. All our youth programs throughout the agency are dedicated to addressing these disparities. Through our many partnerships, our youth programs have been able to identify low-income families of color that are in need of services in the areas of academic and literacy support, developing skills and behaviors that promote academic success throughout a child's school career, and enrichment activities that support healthy living and access to culturally diverse activities.

All of our programs are free to all participants, and as we are located within the hearts of the communities we serve, we are within walking distance for many families. LNP specifically addresses a wide gap in early childhood programs, particularly for families who are new to the Madison area, are low-income, and do not speak English. As an organization, we are committed to maintaining a bilingual early childhood program that is open to all regardless of socioeconomic status, race, cultural background, or learning ability. LNP promotes equity through comprehensive and holistic services including bilingual education, culturally competent instructors, caregiver workshops, 100% free programming, introductions to MMSD teachers and staff, and connecting families to additional resources, including ESL/pre-GED/GED classes, a food pantry, and our Family Resource Center. BLW is also a handicap accessible building and is located on the bus line, making it accessible for anyone wishing to partake in services.

Proposed Programs/Services

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

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

b. Create additional capacity for children ages birth to five in regulated care through individual coaching, training and technical assistance

c. Provision of training and coaching for social emotional practices including Wisconsin Pyramid Model and related Wisconsin Registry approved trainings that focus on social emotional development

d. Support for regulated child care offerings outside of traditional care options including but not limited to evening and weekend care, drop-in care, care for highly mobile populations, and care that is representative of the diverse communities of the City.

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

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

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

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

LNP is a free, bilingual, early childhood program that prepares spanish-speaking children ages 3-5 and their adult caregivers for success in school. The existence of this program increases access to high quality child care for children who face multiple barriers to success such as children living in poverty and English language learners. The program has a strong emphasis on elementary school readiness, second language acquisition, and parent/caregiver involvement in education. LNP prepares children for academic success and provides parents/caregivers necessary skills to foster strong Spanish and English language skills in their children, promote healthy development within their households, and ensure they are prepared to support and advocate for their children as they begin school. Program goals include increasing the skills in parents/caretakers' necessary to foster Spanish and English language development, increasing children's school readiness by promoting early development across domains, increasing parents/caretakers' knowledge of child development and school system expectations, and facilitating parents/caretakers' communication with school staff prior to their child's enrollment. LNP focuses on the development of young children's cognitive, social and emotional, motor, and especially language and speech skills and is able to prepare children to successfully transition to school. With a focus on parent engagement, cultural competence, and building strong, supportive relationships with parents/caretakers, LNP enables parents and family members to make their households places where child development is fostered and celebrated.

Additionally, this program is set apart from others doing similar work because it is located in a community center. Our relationship with families does not start or end with this program and our services are not limited to only what this program offers. We help families answer questions about childhood development after they have graduated from the program, invite them to join other programs offered at BLW, make referrals to other necessary services the families may need, and BLW staff also act as a liaison between families and MMSD throughout their school careers.

Evidence to support programming practices:

We integrate families and the different cultures of participants into the foundation of our programming to encourage healthy learning. According to the Department of Public Instruction, children learn from their families and culture. Young children also depend on interactions with their parents/caregivers and fellow peers in order to develop a sense of self. The children in LNP classes are not the only ones learning, the parents and caregivers learn about healthy childhood development. This is important so that parents/caregivers know the different stages of development in children so unrealistic expectations are not placed on their children. Children also learn and grow best when all the adults in their lives know child development and are consistent with their practices. LNP incorporates hands-on, play based learning, one of the best ways for young children to learn from the world around them. In the LNP program, we build upon multiple activities that are linked together as young children learn best by linking prior experiences to new situations. We not only focus on early literacy and math skills in our early

childhood program, but also implement lots of activities that promote healthy motor skills. Physical health and motor development is very important in young children, as their brains and bodies are learning how to work together.

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

Services will be provided at BLW at 1917 Lake Point Dr. Madison, WI 53713 on the southeast side of Madison. This is a bilingual program offered in English and Spanish, thus the target audience includes families who speak Spanish at home. A majority of program participants are Hispanic families who are immigrants from countries in Central America, but this program is open to all who wish to enroll. This program is designed for children ages 3-5 to prepare them for Kindergarten in the Madison Metropolitan School District, but our program is unique in that parents or adult caregivers attend the program with the children. A majority of families qualify as low-income and live in nearby neighborhoods on the southeast side of Madison, but this program is open to anyone wishing to enroll.

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

As a community center with a mission to respond to community needs, our programs will continuously adapt to maintain a commitment to equity and promote diversity at all levels of programming. Our programs are open to all, no matter their race, ability, or socio-economic status. As BLW sits in a low-income neighborhood, we commit to all of our programs being free for participants to ensure residents have access to our services no matter their socio-economic status.

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

LNP currently has two different cohorts, each serving 12 families at a time. One class is Monday through Friday at 8:30 AM - 12:30 PM, and the second class is Monday through Wednesday at 12:30 - 3:30 PM. These classes run for 38 weeks during the school year, September through early June, and for 8 weeks during the summer months, mid-June through mid-August.

Programs are assessed at the end of each school year in June to measure proposed outcomes and seek information from parents/caregivers regarding if needs were met and if there are any opportunities for improvement.

6. Applicants are encouraged to collaborate with agencies to ensure that services are not duplicated. If the proposal is a collaboration of multiple agencies, please describe the following:

- a. Why does collaboration enhance this proposal?
- b. What formal agreements are/will be in place between the agencies to support this proposal?
- c. How will decisions about programming and services be made within the collaboration?
- d. How this collaboration will avoid duplication of services?
- e. Any other relevant information about the collaboration

N/A

Measurement of Success

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

This proposal addresses the System Level Indicator of expansion of the capacity of all early childhood professionals to serve children with high barriers to success. Many of the families who participate in the LNP program are recent immigrants from countries in Central America, and do not have experience with how the Madison Metropolitan School District operates, creating a barrier to success in school and advocating on behalf of their children. LNP introduces families to how the school district runs, what they should prepare for when signing their children up for Kindergarten, and how to navigate the system to ensure their children are successful in school. As a free program, LNP offers high quality programming to many low-income families who could otherwise not afford similar services.

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

This proposal addresses the Population Level Indicator to increase the number of children served by high-quality child care programs including, but not limited to, infants and toddlers, children and families participating in child care assistance programs, is in a geographically underserved area of Madison, weekend, flexible and evening care options, providers who speak home languages of children and families. The LNP program provides programming on the southeast side of Madison in a historically underserved area of Madison, has staff who speak home languages (Spanish) of children and families, and has morning and afternoon class options that are flexible to parent/caregiver schedules.

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

Outcomes for the LNP program are as follows:

- 80% of children will demonstrate cognitive, language and speech, social and emotional, and fine and gross motor skills necessary to enter elementary school
- 90% of caregivers will demonstrate increased knowledge of their child's development and their use of age-appropriate developmental practices.
- 80% of parents will demonstrate an increase in knowledge related to the school system.

These outcomes will be measured using pre and post knowledge assessments for children that measure color/number recognition and skills related to literacy, as well as pre and post surveys to measure parent/caregiver knowledge.

3. Disclosures

If applicable, please include the following:

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

N/A

Disclosure of Contract Failures, Litigations Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or investigation pending within the last three (3) years which involves your firm. List any contracts in which your firm and any subcontractor that has been found guilty or liable, or which may affect the performance of service to be rendered

N/A

Early Childhood Funding RFP Total Budget

Name of Agency: Bridge Lake Point Waunona Neighborhood Center

Name of Proposal:

Instructions

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

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

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

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

Revenue Source	Agency 2024 Total	Program A	Program B	Program C
Dane County	\$19,408.00	\$ -	\$ -	\$ -
United Way of Dane County	\$70,800.00	\$27,000	\$ -	\$ -
City of Madison-This program	\$ 15,000.00	\$15,000	\$ -	\$ -
City of Madison-Other Funding	\$562,347.00	\$ -	\$ -	\$ -
Other Government*	\$240,000.00	\$124,000.00	\$ -	\$ -
Fundraising/Donations**	\$536,540.00	\$120,000	\$ -	\$ -
User Fee	\$ -	\$ -	\$ -	\$ -
Total Revenue	1444095	286000	0	0

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

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

Early Childhood Funding RFP Program Budget Breakout

Name of Agency:

Instructions

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

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

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

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

Account Category	Agency 2024	Program A Budget	Program B Budget	Program C Budget	Total City Request
A. Personnel					
Salary	\$1,111,455.00	\$194,643.80	\$ -	\$ -	\$ 1,000.00
Taxes/Benefits	\$270,521.00	\$63,606.00	\$ -	\$ -	
Subtotal	\$ 1,381,976.00	\$ 258,249.80	\$ -	\$ -	
B. Other Operating					
Insurance	\$28,000.00	\$2,733.00	\$ -	\$ -	
Professional Fees/Audit	\$ 20,000.00	\$ -	\$ -	\$ -	
Postage/Office & Program	\$ 27,600.00	\$ 7,501.00	\$ -	\$ -	\$ 7,501.00
Supplies/Printing/Photocopy	\$21,626.00	\$5,001.00	\$ -	\$ -	\$ 5,001.00
Equipment/Furnishings/Depr.	\$ -	\$ -	\$ -	\$ -	
Telecommunications	\$ 2,000.00	\$ -	\$ -	\$ -	
Training/Conferences	\$ 2,500.00	\$ -	\$ -	\$ -	\$ 1,000.00
Food/Household Supplies	\$51,400.00	\$ -	\$ -	\$ -	
Travel	\$5,000.00	\$1,500.00	\$ -	\$ -	\$ 1,500.00
Vehicle Costs/Depreciation	\$5,000.00	\$ -	\$ -	\$ -	
Other*	\$ -	\$ -	\$ -	\$ -	
Subtotal	\$ 163,126.00	\$ 16,735.00	\$ -	\$ -	
B. Space					
Rent/Utilities/Maintenance	\$16,000.00	\$5,000.00	\$ -	\$ -	\$ 5,000.00
Mortgage Principal/Interest	\$ -	\$ -	\$ -	\$ -	
Depreciation/Taxes	\$ -	\$ -	\$ -	\$ -	
Subtotal	\$ 16,000.00	\$ 5,000.00	\$ -	\$ -	
D. Special Costs					
Assistance to Individuals	\$ -	\$ -	\$ -	\$ -	
Payment to Affiliate Orgs.	\$ -	\$ -	\$ -	\$ -	
Sercie/Program Subcontrs.	\$102,290.72	\$6,333.00	\$ -	\$ -	
Other*	\$ -	\$ -	\$ -	\$ -	
Subtotal	\$ 102,290.72	\$ 6,333.00	\$ -	\$ -	
Total	\$ 1,663,392.72	\$ 286,317.80	\$ -	\$ -	\$ 21,002.00

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

Other Operating:

Other Special Costs:

