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

Submit Application to: cddapplications@cityofmadison.com
Deadline: 4:30 pm CDT, MAY 15, 2023
Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

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

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

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

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

Legal Name of Organization:	African Center for Community Development, Inc.		Total Amount Requested:	$ 104,791
Program(s) included in this application:	Program Name: High School		Amount Requested: $ 54,133	
	Program Type: High School Topic, Skill or Population Focus			
	Program Name: Middle School		Amount Requested: $ 50,658	
	Program Type: Middle School Topic, Skill or Population Focus			
	Program Name:		Amount Requested: $	
	Program Type: Choose an item.			
	Program Name:		Amount Requested: $	
	Program Type: Choose an item.			
	➤ *If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com*			
Contact Person:	Adetunji Lesi		Email: tunji@africancentermadison.org	
Organization Address:	6314 Odana Road, Madison, WI 53729		Telephone:	(608) 345-5002
501 (c) 3 Status:	☒ Yes ☐ No		Fiscal Agent *(if no)*	

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

1. Organization History and Mission Statement
   Our History:
   The African Center for Community Development, Inc. was formed in November 2014 but became active at the end of 2018. African Center was birthed out of the African Association of Madison, Inc (AAM), now a sister organization to AAM. The AAM's management saw that the African population in Dane county is fast growing and is in need of a varied array of social and educational services, hence the formation of the African Center for Community Development, Inc.
   The City of Madison and its surrounding areas are home to many Africans, who have migrated here gradually over half a century and for many reasons, including education, employment, immigration, and family reunification. As this population has grown over half a century, so has the need to provide the kinds of services that will help integrate it into the wider community and create opportunities for cultural exchanges to foster understanding and enhance their success.

   Our Mission Statement:
   To promote the well-being of the African immigrants and preserve the vibrancy of African cultures in Madison and Dane County through education, service, entrepreneurship, empowerment and dialogue.

2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.
   Transitional Cultural Literacy Program: Inception Date: 2019
   This program provides culturally focused small group programming for African immigrant youth, aimed at promoting education and dialogue. Through this program, we have successfully supported youth in developing leadership skills, cultural awareness, and academic achievement.

   Community Reflection Project - Inception Date: 2022

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency's ability to provide proposed services? If there are no changes, write "No changes".
   Our organization has strategically increased the number of board members to represent all regions of Africa, which demonstrates our commitment to diversity, equity, and inclusion. We have also restructured our staff job responsibilities to align with our goals, resulting in a team that includes a general coordinator, an art and community resources officer, a community program officer, a bilingual community outreach coordinator, and a fund development coordinator. These changes have not had a negative impact on our ability to provide youth development programs; in fact, they have helped us strengthen our ability to provide culturally relevant programming and outreach to diverse communities. By highlighting these changes in our proposal, we can demonstrate our adaptability and ongoing commitment to improvement. We do not anticipate any significant changes or shifts in the next two years that would affect our ability to provide youth development programs.

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.
   Our organization has high standards for the education and training of our management and school-age child and youth program staff. Our management staff are required to have a minimum of a bachelor's degree in a related field,

and we prefer individuals who have experience working with youth from diverse backgrounds. For our program staff, we require a minimum of a high school diploma and prefer individuals who have experience working with youth, as well as training in youth development, child psychology, and cultural competency.

To support these requirements, we provide ongoing professional development opportunities to our staff. These opportunities include regular training sessions on topics such as youth development, trauma-informed care, cultural competency, and behavior management. We also encourage our staff to attend conferences and workshops related to youth development and child psychology to keep them up-to-date on the latest research and best practices.

In addition, we provide regular supervision and feedback to our staff to ensure that they are meeting our high standards for youth development programming. We believe that investing in our staff's education and training is critical to providing high-quality programming and ensuring the success of the youth in our programs.

Our volunteers have a diverse range of experience working with youth, including teaching in public schools, coaching youth sports teams, and working in community organizations. They bring a wealth of knowledge and expertise to our youth programs, and are able to connect with our participants on a personal level. Many of our volunteers also have experience working with diverse populations, including immigrant and refugee youth, and are able to provide a supportive and inclusive environment for all participants.

We believe that our volunteers are an essential part of our team, and we work hard to ensure that they feel supported and valued. We provide ongoing training and professional development opportunities to help them improve their skills and stay up-to-date on the latest research and best practices. We also encourage them to share their own experiences and expertise with each other and with our staff, so that we can all continue to learn and grow together.

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

Submit Application to: cddapplications@cityofmadison.com
Deadline: 4:30 p.m. (CDT) on **May 15**, **2023**

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

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

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

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Legal Name of Organization:	African Center for Community Development, Inc.	Total Amount Requested for this Program:		$ 54,133
Program Name:	African Youth Comprehensive Empowerment Program (AYCEP)	Total Program Budget:		$ 76,805
Program Contact:	Tunji Lesi	Email:	tunji@africancentermadison.org	Phone: (608) 345-5002
AGE Group and Program TYPE**:** Select <u>ONE Program Type under ONE Age Group for this form</u>.				

Elementary

☐ Multi-focus School Year Only ☐ Multi-focus Summer Only

☐ Multi-focused Year Round ☐ Topical/ Skill/Population

Middle School

☐ Multi-focus School Year Only ☐ Multi-focus Summer Only

☐ Multi-focused Year Round ☐ Topical/ Skill/Population

High School

☐ Multi-focus School Year Only ☐ Multi-focus Summer Only

☐ Multi-focused Year Round ☒ Topical/ Skill/Population

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

1. **PROGRAM OVERVIEW**

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

The 2020 U.S. Census estimated that over 10,000 African immigrants live in Madison, including 2,000 children under the age of 18. Before the COVID-19 pandemic, students from immigrant families faced a number challenges daily (e.g, language barriers, cultural differences, poverty, isolation, etc.) and had limited access to resources and programs to support their children's academic, social, and emotional development.

The pandemic accentuated these challenges. The virtual learning systems adopted widened the achievement gap between these children and their peers. The issue of the underachievement of underrepresented students prompted the Blacks for Political and Social Action of Dane County (BPSADC) to organize a community dialogue on the "State of Black Students at MMSD" (source: Madison 365).

Children from African immigrant homes, especially those where parents or guardians speak little or no English, are among the hardest-hit. The parents or guardians face difficulties in navigating the school system and educational resources availabe to support their children. Given this glaring need, and in line with the feedback garnered from parents whose children previously participated in our Transitional Cultural Literacy Program (TCLP), the African Center is designing an African Youth Comprehensive Empowerment Program (AYCEP) to meet the unique needs of high school students from low- to moderate-income African immigrant families. Through this program, we will provide these students with the resources, support, and opportunities needed to thrive and enable them to achieve their full potential through intercultural enrichment activities, leadership seminars and mentorships.

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

   The goal of the African Youth Comprehensive Empowerment Program (AYCEP) is to provide high school students from African immigrant families a supportive learning environment that fosters leadership and professional skills development, cultural awareness, artistic expression, and social entrepreneurship. This goal is in line with the scope of work described in the RFP guidelines, which seeks to promote positive youth development through meaningful and quality programs which provide culturally-responsive and evidence-based youth development programs to underserved populations, including immigrant and refugee youth.

   AYCEP will provide opportunities for comprehensive and holistic support for academic success, in addition to building the professional skillset of high school students from the African immigrant community in Madison. We will achieve this by engaging students in leadership seminars, mentorships, business camps and culturally competent activities that will help them to develop their academic, social, emotional and professional skills.The African community in Madison has a rich

cultural and linguistic diversity. This diversity is a resource whose potential has neither been fully appreciated nor utilized, even to the present day. Therefore, our program will not only celebrate this diversity but will also promote the development of positive self-identity and a sense of community for the youth in our program.

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

The African Youth Comprehensive Empowerment Program (AYCEP) is designed to address the achievement gap between high school students from low to moderate income African immigrant families and their peers. We aim to reduce this gap through intercultural activities, business and leadership camps, mentorships and internships. Through our partnerships with the UW African Studies Program, CEO's of Tomorrow Inc., and World Affairs Seminar, we at the African Center will curate activities that support learning and nurtures creativity, leadership, entrepreneurship and global competence skills among our youth at the high school level. The program includes African artistic expression and storytelling sessions, business camps on social entrepreneurship, participation in the World Affairs Seminar, field trips and mentorships. The program activities will be spread out throughout the year.

2. POPULATION SERVED

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

Our program, African Youth Comprehensive Empowerment Program (AYCEP) is designed for high shool students who come from low- to moderate-income African immigrant families in Madison, Wisconsin. This population predominantly contitutes families who face a variety of challenges, including language barriers, cultural differences, and limited access to resources. Designed to be responsive to the needs both of students and the larger community, this program was developed with input from community members, leaders, parents and educators. Their feedback and insights were instrumental in shaping the program's design, goals, and objectives to meet the unique needs and challenges faced by the target population. We aim to provide culturally relevant programming to effectively engage our target population by creating opportunities for meaninful experiences that meet their unique needs.

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

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:		
Ethnicity		
Hispanic or Latino		
Not Hispanic or Latino		
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:		

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

Our proposed program will serve African immigrant youth and families, many of whom have limited English proficiency, are English language learners, and speak a language other than English at home. We will ensure that our program materials and communications are translated into French, which is also commonly spoken and understood in our community. Additionally, our staff who are fluent in multiple African languages can provide translation for the families who need it. Furthermore, we will recruit and train bilingual volunteers to work directly with the youth and their families to ensure effective communication and engagement.

We at the African Center have the primary aim of promoting the well-being of the African immigrant communnity in Madison. Our proposed program, by reflecting our community's cultural diversity, incorporates cultural elements relevant to the population served, including events pertaining to language, art, dance, music, and storytelling, in addition to participation in leadership and entrepreneurship camps. Our partners, CEOs of Tomorrow, UW African Studies Program and Wisconsin World Affairs Council (d.b.a. World Affairs Seminar), are intentional about designing high-quality programs that are inclusive and welcoming to students regardless of their linguistic or cultural background.

Furthermore, we will actively seek input and feedback from participants and their families throughout the program's implementation in order to ensure that we create useful safe spaces which are responsive to their needs and preferences.

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

In order to reach our target population, our plan for recruitment includes partnering with various African immigrant organizations (e.g., the African Association of Madison, African Women Association, the Senegambia Women's Association, etc.), community centers/organizations and teachers in our community. We will also utilize social media, particularly WhatsApp, in addition to word of mouth to spread the word about the program.

To address any potential barriers to participation, we will offer transportation assistance and provide translations of program materials. Furthermore, we will strive to be flexible about scheduling to accommodate different family and school schedules.

Our intake and assessment procedure for the program will involve a simple registration process and periodic surveys through various methods - both online (e.g., on our website and via email) and off (e.g., via phone or in-person conversations). When participants register, we will request basic demographic information, including languages spoken and special needs/accomodations requests, in addition to requiring the completion of a brief survey to assess individual student's interests and needs in order to tailor the program and encourage active participation. Additionally, we will monitor progress by reaching out to students' parents and guardians, making adjustments as needed to ensure continued program efficacy.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

AYCEP falls under the topical/skill/population category of this RFP. Our program focuses on providing meaningful learning opportunities for high school students from the African immigrant community. There will be diverse activities scheduled throughout the year. The program will include the following activites:

1. Cultural Literacy and Enrichment Activities: We will adapt our 2019 TCLP curriculum, which was developed by Dr. Richardson Addai-Mununkum, professor of Curriculum Studies at the University of Education in Winneba, Ghana. This curriculum was drafted in the framework of the Cultural Centrality theory (Hays, 2000; Shuter, 1990). With the aim of of promoting cultural understanding and pride, we will engage students in art and culture activities in order to create opportunities for students to practice various

forms of African art, such as dance, graphic design, and music. Additionally, storytelling sessions will be led by African immigrants including parents, serving as a platform for students to learn about their culture and history from their compatriots and elders. Parents' involvement will be a vehicle to pass down the African oral traditions and cultural values.

2. Teen-focused Entrepreneurship Programs: Our students will have the opportunity to join the CEOs of Tomorrow's "These Teens Mean Busine$$ Suite", which comprises of five entrepreneurship programs for teens - "Academy", "Incubator", "Innovation Studio", "Summer Internship" and "Global Excursions". For AYCEP, we have partnered with the CEOs of Tomorrow to reserve space for five high school students to attend each of their entrepreneurship programs, with the exception of "Global Excursions" (20 of our students will attend in total). These programs will be excellent opportunities for our students to gain skills and knowledge in entrepreneurship, which can help them develop their critical thinking and problem-solving skills, creativity and leadership abilities as well as inspire their self-confidence and earn college credits. In turn, this will help students from low- to moderate-income families put their creativity into practice and cultivate financial soft skills at an early age. In a 2021 op-ed published by CNBC, Joanne Li, professor of finance, advocates for "mak(ing) financial literacy in underserved communities a national priority". In line with Li's thinking, we aim to empower the youth of the African immigrant community in Madison in order to help elevate the socioeconomic status of their often underrepresented families.

3. Participation at the World Affairs Seminar: Through the African Youth Comprehensive Empowerment Program (AYCEP), we are partnering with World Affairs Seminar to sponsor five high school students to participate in the Seminar, a unique academic summer camp held annually at Carroll University in Waukesha. The Seminar's aim is to increase peace through greater cultural understanding by training tomorrow's leaders. Founded in 1977, the Seminar convenes students from around the nation and world. Our student participants will meet peers from other continents, including Africa. They will hear from leaders from different backgrounds and will discuss with other students global issues and pathways for a peaceful world. Our students will gain the global competence and leadership skills needed to be change catalysts who lead sustainable and meaningful social causes.

4. Field Trips: In the Summer of 2022, we organized a youth trip to America's Black Holocaust Museum thanks to a United Way Micro Investment grant we received. Many parents and leaders in our community have requested similar trips for their high school children. As a result, we will undertake educational and cultural trips are beneficial to the youth and families in our community. As part of this proposed program, we will organized field trips to museums, STEM-focused research centers and industry tours to increase curiosity, nurture interests and promote critical thinking and cultural connections.

5. Mentorships & Internships: We will work with volunteer international and domestic graduate students from universities in the Greater Madison Area to serve as mentors for our high school students. This will go a long way to boost their academic performance and professional aspirations. These graduate students would be volunteers who want to share their knowledge with young people and contribute to and connect with the African immigrant community. In addition, we will encourage our students to participate in internship opportunities offered by the CEOs of Tomorrow. The African Center will also find additional youth internship opportunities through our connections with community organizations and corporate institutions.

Overall, our program activities will foster a sense of community, provide space for cultural and professional development and social-emotional learning, and build the academic skills of students.

B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s):			
Day of the Week	**Time of Year**	**Start Time**	**End Time**
Monday	School Year		
	Summer		
Tuesday	School Year		

	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

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

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

C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the "Location(s)" cell in the table below. If the program structure varies amongst locations, please complete the rows for "Location #2" and the question following the table for any additional program locations.

	Frequency*	**# of Program Hours Per Program Day**	**Annual Duration****	**Adult to Youth Ratio**	**Anticipated Average Attendance** per Program Day
Location #1:					
School Year					
Summer					
Location #2 (if applicable):					
School Year					

Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)
**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

We aim to create a sustainable youth program beneficial to youth from African immigrant families. Therefore, we recognize the importance of engaging parents,guardians and families in the development and implementation of our proposal. We plan to engage families through one-on-one conversations, informational meetings, and community outreach efforts.
    With regards to the implementation and assessment of program activites, it is already indicated in our program description that African immigrant parents and guardians will be invited to lead some of the storytelling and art sessions. We plan to collect feedback from families through surveys, focus groups and other community engagement forums.

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

We recognize that the success of community-based youth development programs largely depends on active community engagement. To ensure the success and sustainability of our program, we plan to engage community leaders, teachers and other relevant community stakeholders in AYCEP's development and implementation. We will also seek out volunteers and leaders from the African immigrant community to serve as program ambassadors. As part of the program's implementation, we will provide regular updates and progress reports to the community through our periodic newsletters and regular announcements.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
World Affairs Seminar	Reserving space for our students at the World Affairs Seminar	Francis Vogel	Not yet
CEOs of Tomorrow	Reserving space for our students at their business programs for teens	Roxie Hentz	Yes
UW African Studies Program	African storytelling and art and cultural activities	Olayinka Olagbegi-Adegbite	Not yet
UW South Madison Partnership	Providing space for our community programs	Brenda Gonzalez	N/A

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):
Our partners are aware of this program proposal and are willing to provide an MOU upon request.

How do these partnerships enhance this proposal?

The partnerships with World Affairs Seminar, the CEOs of Tomorrow, the UW African Studies Program, and the UW South Madison Partnership enhance this proposal in several ways.

Firstly, the partnership with World Affairs Seminar will help our selected high school students develop intercultural and leadership skills. The students will be delegates at the World Affairs Seminar; each of our students will be granted the opportunity to express their own story and perspectives in order to contribute to conversations on issues affecting global peace and sustainability from a variety of social, economic, political and cultural perspectives.

Secondly, the partnership with the CEOs of Tomorrow will be a good resource to teach our students entrepreneurship, business development, marketing, and finance. High schoolers from African immigrant families will learn how to identify social problems in their community, create innovative solutions to address them and pitch their business ideas which they can later monetize, creating a revenue stream for them when they complete their studies.

Secondly, the partnership with the UW African Studies Program offers access to specialized knowledge and resources vital for creating a more comprehensive and culturally competent program for our high school students. It also provides the African Center access to their Outreach Scholars program discovery boxes and expertise in African languages, culture, and history. Students, affiliates and alumni of the African Studies Program can volunteer for presentations and cultural demonstrations.

Finally, the partnership with UW South Madison Partnership provides a convenient location for some of the program activites to take place. The African Center has been using UWSMP space since 2022; the location has now become known to members of our community.

What are the decision-making agreements with each partner?

1. World Affairs Seminar will reserve five spots every year for rising high school juniors/seniors from low to moderate income families to participate in their global conference in Waukesha, Wisconsin. We will appoint a chaperone who will travel with the students and coordinate with them during their one-week stay at the Carroll University campus.
2. CEOs of Tomorrow will reserve five spots per business program for our students in each of their These Teens Mean Busine$$ Suite programs. We will financially sponsor students from low-income African immigrant families to participate in each of their programs.
3. UW African Studies Program will connect us with their outreach scholars, volunteers and resource persons who will lead and/or facilitate storytelling sessions and cultural activities.
4. UW South Madison Partnership will provide us free space for our programs. We will reserve the needed rooms as early as possible to ensure accessibility to our programs.

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

Resource persons, staff and volunteers in our program will also work closely with the youth and families to understand their individual needs and connect them to relevant cultural programs and events in the community. We will provide, in French and English, a comprehensive list of community resources and services, including contact information and eligibility requirements, translation services, as well as coordinate with our partnering organizations to leverage their existing networks to meet individual needs of specific families and to provide tailored academic support, health and wellness services, and youth and family counselling.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

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

Our youth program, AYCEP, will be implemented in the framework of MOST's seven basic elements.

1. Intentional Program Design: AYCEP is intentionally designed for high school students in the African immigrant community. We recognize the importance of providing comprehensive out-of-school programs that respond to cultural, social, emotional and academic needs of the youth in our community. We have taken into consideration the available resources and capacities of our partners to ensure that our program is flexible, feasible, sustainable and adaptable to the changing needs of our youth. Therefore, AYCEP will focus on literacy, art, culture, social entrepreneurship, one-on-one tutoring and educational trips.

2. Supportive Relationships with Youth: AYCEP staff and volunteers will be trained in youth development practices to understand youth psychological and social needs. Additionally, our staff is generally comprised of individuals connected to the African immigrant community who understand the experiences of the African immigrants; this will also be the case in the future. Our staff and voulunteers will be encouraged to form positive, authentic relationships with students, allowing the students to express their needs and aspirations. We will also continue to build relationships with other community organizations to provide additional support for our youth.

3. Youth Voice & Leadership: AYCEP will aim to build our students' leadership skills through participation at the World Affairs Seminar and the CEOs of Tomorrow's business programs. We plan to actively engage our youth in expressive activities like storytelling, art illustrations, music, etc. Such activities will provide opportunities for our high school students to lead, take ownership of their narrative and make their voices heard. They will be encouraged to improvise, share ideas and demonstrate their resourcefulness throughout the program. We will sollicit feedback from them to ensure and show them that we respect their ideas and opinions as valued members of our community.

4. Racial & Cultural Inclusion: AYCEP is specifically designed to serve the youth in the African immigrant community in Madison and includes activities that celebrate the diversity of African cultures and languages. These activities will be essential to creating a supportive environment and connecting our youth with their cultural heritage.

5. Community & Family Engagement: Our program has several partnerships with African community-based organizations, the UW African Studies program, CEOs of Tomorrow, and World Affairs Seminar. We believe that families and communities play a vital role in the success of young people. Therefore, we will utilize our resources and partnerships to help engage families and the broader community in the program, creating a more comprehensive and supportive environment for our youth.

6. Organizational Management & Staff Support: We believe that a well-managed organization with well-supported staff is essential to the success of any program. To this end, there will be a committee consisting of members with experience in youth development activities. This committee will be chaired by an African Center board member and will include parents, teachers, community leaders and the program coordinator. The committee will oversee the AYCEP's implementation, including funds disbursement, in order to ensure activities meet the program's goals. With regards to staff support, there will be ongoing staff and volunteer training and professional development opportunities, systems to ensure effective communication, and ongoing program evaluation.

7. Environment & Safety: AYCEP will ensure the maintenance of a safe, positive and healthy environment where African immigrant youth can thrive. We will provide training for staff and volunteers to respond to challenging behaviors and to provide a safe and welcoming environment. There will be adequate nutritious food and snacks during activities, safety protocols for field trips and standards for ensuring our program space is conducive to learning and engagement.

Overall, our program has a strong focus on youth engagement, cultural inclusion, and community partnerships. To monitor our program's alignment with the MOST Effective Practices, we plan to monitor program attendance and conduct regular assessments and evaluations, including feedback from youth, families, and staff throughout the program implementation. The assessments and evaluations will help us measure the program effectiveness and identify areas for improvement.

We are committed to providing a high-quality program that meet the needs of young people in the African immigrant community. Therefore, in addition to being guided by the seven MOST Effective

Practices, we will use the Social and Emotional Learning Program Quality Assessment (SEL PQA), created by the Forum for Youth Investments, to help measure the quality of our AYCEP program and identify the needs of our staff and volunteers in regards to professional development. Those who developed SEL PQA defined this assessment tool as "a set of scoreable standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where young people have fun, work, and learn with adults." These tools will help us, through careful observation, assess the interactions of adults and young people in the different program activities. Data gathered from observational notes and scoring rubrics can to help us provide insights into how AYCEP can continue to meaningfully engage our target population, while at the same time providing them with the opportunities they need to succeed.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 50

Total program hours annually: 92

C. Program Outcomes
Please describe the data and the data source used to choose your outcome objectives?
1. Feedback from our youth Transitional Cultural Literacy Program (TCLP): The main intent of this program was the grounding and centering of young students (5 - 12) of African origin in their culture. The program ran from 2019-2021. At the end of the program, 100% of the children participating in the program increased their knowledge about Africa. Additionally, 100% of the of the participants and their parents felt that engaging with other African students was beneficial for them socially and culturally. Therefore, through our proposed program, AYCEP will be a channel to continue to provide the youth in our community the cultural grounding they yearn for and have acknowledged to be vital to their well-being and identity. Moreover, research indicates that increased cultural awareness and appreciation can positively impact academic and personal development.

2. OECD Programme for International Student Assessment (PISA): First performed in 2000, PISA is a worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations intended to evaluate educational systems and also measure the skills and knowledge that students need to succeed in life. For students to have global competence, it is recommended that they are put into contexts where they can engage in experiences that foster intercultural communication and "an appreciation for diverse peoples, languages and cultures." In addition, comprehensive education includes creating opportunities for students to discuss global issues, respect the perspectives of others and advocate for positive change, peace and sustainability. We believe that AYCEP serves a platform for high school students to acquire global competence in addition to improving their performance at school.

3. United Nation's Sustainable Development Goal Four (SDG 4) - Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all: As mentioned earlier, the students from African immigrant families are often left behind in what is often called the Achievement Race. The African Center's youth programs focus on creating activities geared towards ending this injustice.

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

Outcome Objective #1: Increased Social-emotional competency and enhanced life skills					
Performance Standard	Targeted Percent		90%	Targeted Number	45
Measurement Tool(s) and Comments:					

MOST Effective Practices and SEL PQA
The outcome of AYCEP program will measured based the seven basic guiding principles proposed by the MOST Quality Support and Continuous Improvement work group. In addition, using SEL PQA will help us identify and track staff practices that foster positive youth development and social and emotional learning.

Outcome Objective #2: Increased awareness and appreciation of African cultures					
Performance Standard	**Targeted Percent**		100%	**Targeted Number**	50
Measurement Tool(s) and Comments: SEL PQA, Surveys and focus groups Data will be collected from program objective observational notes, participants, families and other community members. Results of the data analysis will inform future program improvement and/or additional cultural activities, evaluate community outreach efforts and assess program effectiviness in grounding students in their cultures.					

Outcome Objective #3:					
Performance Standard	**Targeted Percent**			**Targeted Number**	
Measurement Tool(s) and Comments:					

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?
We will have a program database securely stored in the cloud with access limited to authorized program staff. This database will comprise the following:

Demographic information: we will collect demographic information through intake forms that will include age, gender, race, home language(s), parent's country of origin, name of school, grade and future professional aspirations.

Program attendance tracking: We will create an online program registration system where staff can determine students registered to partcipate in particular programs. In collaboration with our partners, our staff will track students attendance at each activity to ensure that no student is left behind. Parents whose children do not show up for programs, will be contacted in order to make any needed resources available to encourage participation.

Program activities tracking: Individual volunteer observations will be collected using the Social and Emotional Learning Program Quality Assessment (SEL PQA) tool. With this tool, we will monitor staff and volunteer interactions during activities and monitor participant engagement. These observations will inform continuous staff and volunteer training in addition to as-needed program adjustments.

Measurement of outcome objectives: We will administer surveys to participants and their families to assess changes in knowledge, attitudes, and behaviors related to program activities. This data will be collected and analyzed by program staff and shared during our community engagement events and with program stakeholders.

Expense tracking: We will use Quickbooks online to track our program budget and maintain accurate records of all program expenditures. Financial and program reports will be reviewed by our

Board (one Director whom is a Certified Public Accountant) and the program oversight committee. This will ensure that expenses are aligned with program goals and budget constraints.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:
   1. 2238 South Park Street, Madison, WI 53713

   2. 2702 International Lane,Madison, WI 53704

   3.100 N. East Avenue Waukesha, WI 53186

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY)), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Youth Program Coordinator	Bachelor's degree or higher; experience in youth development programs; competence in African cultural knowledge; Ability to speak one or more African languages; etc.	African Center office and Partner's programs site	☐ SY, ☐ SU or YR ☒	1.00	
Bilingual Community Outreach Officer	Bachelor's degree or higher; High proficiency in English and at least one other target language (e.g. French, Kiswahili, Wolof, Somali, etc). Excellent verbal and written communication skills in English and an additional target language;	African Center office	☐ SY, ☐ SU or YR ☒	0.25	

	Competence in African cultural knowledge; etc.		School Year:		
Bilingual Community Programs Officer	Bachelor's degree or higher; Experience in community program development; High proficiency in English and at least one other target language (e.g. French, Kiswahili, Wolof, Somali, etc). Excellent verbal and written communication skills in English and an additional target language; Competence in African cultural knowledge; etc.	African Center office and Partner's programs site	☐ SY, ☐ SU or YR ☒	0.25	
Youth Counselor	Certificate or Degree in Youth Psychology; Proven professional experience as youth counselor; Excellent interpersonal skills and communication; Ability to speak an African language or French preffered		☐ SY, ☐ SU or YR ☒	0.25	
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
Please complete the total FTE for the applicable time period		**School Year:**			
		Year-Round		1.75	

		Summer			

*Use one line per individual employee

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

Application system: All volunteers interested in supporting our program will be required to register online. They will indicate their names, gender, language skills, professional experience and experience in youth development programs.

Background checks: Prior to registration, interested volunteers will be clearly informed about the vetting process. The thorough vetting process will include background check, reference check, criminal history check, checks for any abuse or neglect allegations. Based on qualifications and backgrounds checks, volunteers who are recommended by the program oversight committee will be invited to interact with committee members and program staff This will help us to get to know the volunteer and ask and answer any questions.

Training: Volunteers will also be required to undergo training on program policies and procedures, as well as child protection and safety guidelines, confidentiality policies, and appropriate behavior when interacting with youth participants. The training will also cover cultural competency and sensitivity training to ensure that volunteers are respectful of the young program participants. At the end of initial training, volunteers will be required to sign a code of conduct agreement and will be given a program policy document clearly outlining the volunteer's responsibilities and expectations.

Supervision: Volunteers will be supervised by program staff who will provide regular feedback, guidance and support. They will also be required to report any incidents or concerns to program staff immediately. Program staff will regularly check in with volunteers and provide ongoing support as needed.

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

Program space: Based on the type of program activity, we will reserve space at the UW South Madison Partnership or the Madison public libraries. In addition, entrepreneurship programs and global conference will take place at locations used by the CEOs of Tomorrow and the World Affairs Seminar.

Transportation: Parents will be requested to drop off their kids at the beginning of the program and pick them up at the end; those students with driver's licences may, in some cases, also be able to transport themselves. Any family without transportation or facing difficulty with transportation will be encouraged to reach out to program staff for assistance. Part of the program budget will be allocated towards bus rental for field trips and bus passes for families. This will help eliminate any barriers to the program.

8. BUDGET

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

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

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

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

   B. <u>Disclosure of Contract Failures, Litigations</u>
      Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
      N/A

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

Submit Application to: cddapplications@cityofmadison.com
Deadline: 4:30 p.m. (CDT) on **May 15**, **2023**
Official submission date and time will be based on the time stamp from the CDD
Applications inbox. Late applications will not be accepted

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

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

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

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

Legal Name of Organization:	African Center for Community Development, Inc.	Total Amount Requested for this Program:		$ 50,658
Program Name:	Comprehensive Program for African Middle School Students (COMPASS)	Total Program Budget:		$ 73,330
Program Contact:	Tunji Lesi	Email: tunji@africancentermadison.org	Phone:	(608) 345-5002
AGE Group and Program TYPE**:** Select <u>ONE Program Type under ONE Age Group for this form</u>.				

Elementary

☐ Multi-focus School Year Only ☐ Multi-focus Summer Only

☐ Multi-focused Year Round ☐ Topical/ Skill/Population

Middle School

☐ Multi-focus School Year Only ☐ Multi-focus Summer Only

☐ Multi-focused Year Round ☒ Topical/ Skill/Population

High School

☐ Multi-focus School Year Only ☐ Multi-focus Summer Only

☐ Multi-focused Year Round ☐ Topical/ Skill/Population

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

1. **PROGRAM OVERVIEW**

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

The 2020 U.S. Census estimated that over 10,000 African immigrants live Madison, including 2,000 children under the age of 18. Before the COVID-19 pandemic, students from immigrant families faced a number challenges daily (language barriers, cultural differences, poverty, isolation, etc.) and had access to limited resources and programs that support their academic, social, and emotional development.

The pandemic accentuated these challenges. The virtual learning systems adopted unveiled the accute resource deprivation facing these underrepresented students from immigrant homes and further widened the achievement gap between them and their peers. The issue of the underachievement of underrepresented students prompted the Blacks for Political and Social Action of Dane County (BPSADC) to organize a community dialogue on "State of Black Students at MMSD" (source: Madison 365).

Children from African immigrant homes, where a parent or guardian as speak little or no English, are among the hardest-hit. The parents or guardians face difficulties in navigating the school system and limited resources to support their children. Given this glaring need, the African Center is redesigning our Transitional Cultural Literacy Program to meet the unique needs of the middle school students from African immigrant families and provide them with the resources, support, and opportunities needed to thrive and enable them to achieve their full potential through cultural literacy and enrichment activities.

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

The goal of our Comprehensive Program African Middle School Students (COMPASS) is to provide middle school students from African immigrant families a supportive learning environment that fosters skill development, cultural literacy and identity valorization, artistic expression, and social entrepreneurship. The goal of our program is in line with the scope of work described in the RFP guidelines, which seeks to promote positive youth development through meaningful and quality programs that provide culturally-responsive and evidence-based youth development programs to underserved populations, including immigrant and refugee youth.

Our COMPASS will provide comprehensive and holistic support, opportunities for academic success and build the skillset of middle school students from the African immigrant community in Madison. We will do this by engaging the students in enrichment and culturally competent activities that will help them to develop their academic, social, and emotional skills.The African community in Madison has a rich cultural and linguistic diversity that need to be recognized and admired. Therefore our

program will not only celebrate this diversity but will also promote the development of positive self-identity and a sense of community for the youth in our program.

C. Program Summary (3-5 sentences):
Our Comprehensive Program for African Middle School Students (COMPASS) is a designed to address the achievement gap facing middle school students from African immigrant families through cultrally appropriate activities. Through our partnership with the UW African Studies Program, CEO's of Tomorrow Inc., and Open Hearts Big Dreams, the African Center will curate activities that support learning and nurtures creativity, self-expression, self-confidence and entrepreneurship among the emerging youth at the middleschool level. The program includes African language book club, artistic expression and storytelling sessions, a summer camp on social entrepreneurship, and trips to cultural and educational venues. The program activities will be spread out throughout the year.

2. POPULATION SERVED

A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how this population was involved in the development of this program proposal.
Our program is designed for middle shool students between the ages of eleven and fourteen who come from low to moderate income African immigrant families in Madison, Wisconsin. This population contitutes predominantly families who face a variety of challenges including language barriers, cultural differences, and limited access to resources. Designed to be responsive to the needs of the students and the community, this program proposal was developed with input from community members and leaders, parents, educators and students that participated in our 2022 summer trip to America's Black Holocaut Museum. Their feedback and insights were instrumental in shaping the program's design, goals, and objectives to meet the unique needs and challenges faced by the target population. We aim to provide culturally relevant programming to effectively engage our target population, create opportunities for meaninful experiences and meet their unique needs.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:		
Ethnicity		
Hispanic or Latino		
Not Hispanic or Latino		
Total:		
Gender		
Boy/Man		
Girl/Woman		
Non-binary/GenderQueer		
Prefer Not to Say		
Total:		

C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.
Our proposed program for will serve a population of African immigrant youth and families, many of whom have limited English proficiency, are English language learners and speak a language other than English at home. We will ensure that our program materials and communications are translated into

French, which is also commonly spoken and/or understood in our community. Additionally, we have staff who are fluent in multiple African languages to provide translation for the families that need it. Furthermore, we will recruit and train bilingual volunteers to work directly with the youth and their families to ensure effective communication and engagement.

We, at the African Center, have the primary aim of promoting the well-being of the African immigrant community. Our proposed program, by reflecting the cultural diversity of our community, incorporates cultural elements relevant to the population served, including language, art, dance, music, storytelling and entrepreneurship. Our partners, CEOs of Tomorrow, UW African Studies Program and Open Hearts Big Dreams are intentional about designing high-quality programs that are inclusive and welcoming of students regardless of their language or cultural background.

Furthermore, we will actively seek input and feedback from the youth and their families throughout the program development and implementation process to ensure that our program continues to create the needed safe space and is responsive to their needs and preferences.

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

Our plan for recruitment includes partnering with the various African immigrant organizations (such as: the African Association of Madison, African Women Association, the SeneGambian Association, etc.), community centers/organizations and teachers in our community to reach the target population. We will also utilize social media particularly WhatsApp and word of mouth to spread the word about the program.

To address any potential barriers to participation, we will offer transportation assistance and provide translation of program materials. Furthermore, we will strive to be flexible about scheduling to accommodate different family and school schedules.

Our intake and assessment procedure for the program will involve a simple registration process and periodic surveys through various methods - online on our website, phone, email or in person. We will require basic demographic information including languages spoken and special needs/accomodations and conduct a brief survey to assess the student's interests and needs in order to tailor the program to the individual needs and encourage active participation. Additionally, we will monitor progress by reaching out to students' parents and guardians and make adjustments as needed.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

Our COMPASS program falls under the topical/skill/population category of this RFP. Our program focuses on providing meaningful learning opportunities for middle school students from the African immigrant community. There will be a year-round calendar of activities to ensure that our youth are engaged throughout the year. The program will include the following activites:

1. Cultural Literacy and Enrichment Activities: We will adapt our 2019 TCLP curriculum developed by Dr. Richardson Addai-Mununkum, professor of Curriculum Studies at the University of Education, Winneba, Ghana. This curriculum was drafted in the framework of the Cultural Centrality theory (Hays, 2000; Shuter, 1990). With the aim of of promoting cultural understanding and pride, we will engage students in art and culture activities creating opportunities for students to read books in African languages, learn and illustrate African art, dance, and music. Additionally, storytelling sessions will be led by African immigrants including parents, serving as a platform for students to learn about their culture and history from their compatriots and elders. Parents involvement will be a vehicle to pass down the African oral traditions and cultural values.

2. Social Entrepreneurship Summer Camps: Our students will also have the opportunity to join the CEOs of Tomorrow's Summer Business Camp for Kids. This program will be an excellent opportunity for our student to gain skills and knowledge in entrepreneurship, which can help them develop their critical thinking and problem-solving skills, creativity and leadership abilities as well as inspire their self-confidence. Students who will participate in the business camps will earn a Junior Entrepreneur Digital Badge. The hands-on activities will help students from low to moderate income families to cultivate financial soft skills at an age likely ealier than their parents. A 2021 op-ed published by Joanne Li,

professor of finance on CNBC website advocate for "mak(ing) financial literacy in underserved communities a national priority" because it will "empower communities" like the African immigrant community in Madison and help elevate the socioeconomic status of underrepresented families.

3. Field Trips: During Summer of 2022, we organized a youth trip to America's Black Holocaust Museum, thanks to the United Way Micro Investment grant we received. The feedback we got from the students (aged 7-12) and their parents indicated that educational and cultural trips are beneficial to the youth and families in our community. It helped families start the conversation on racial justice and social equity. As part of this proposed program, we will organized field trips to museums and places that support positive youth development, critical thinking and cultural connections.

4. One-one tutoring: We will work with volunteer international and domestic students from universities in the Greater Madison Area to provide one-on-one tutorials for youth that need them to boost their academic performance. These students would be unversity seniors or graduate students who want to share their knowledge with young people and contribute to and connect with the African immigrant community.

Our program activities foster a sense of community, provide space for cultural development and social-emotional learning, while building academic skills of students.

B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

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

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		

	Summer			
Saturday	School Year			
	Summer			
Sunday	School Year			
	Summer			

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

C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the "Location(s)" cell in the table below. If the program structure varies amongst locations, please complete the rows for "Location #2" and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1:					
School Year					
Summer					
Location #2 (if applicable):					
School Year					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)
**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.
It is our main objective to create a sustainable youth program beneficial to youth from African immigrant families. Therefore, we recognize the importance of engaging parents,guardians and families in the development and implementation of our proposal. We plan to engage families through one-on-one conversations, informational meetings, and community outreach efforts.
With regards to the implementation and assessment of program activites, it is already indicated in our program description that African immigrant parents and guardians will be invited to lead some of the storytelling and art sessions. We plan to collect feedback from families through surveys, focus groups and other community engagement forums.

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

We recognize that the success of community-based youth development programs largely depend on the degree if the community's engagement in the programs. To ensure the success and sustainability of our program, we plan to engage community leaders, teachers and other relevant community stakeholders in the development, implementation. We will also seek out volunteers and leaders from the african immigrant community to serve as program ambassadors. As part of the program's implementation, we will provide regular updates and progress reports to the community through our periodic newsletters and regular announcements.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
CEOs of Tomorrow	Social entrepreneurship	Roxie Hentz	Yes
UW African Studies Program	African storytelling and art and culture activities	Olayinka Olagbegi-Adegbite	Not yet
Open Hearts Big Dream	African language literacy and artistic illustrations	Ellenore Angelidis	Not yet
UW South Madison Partnership	Providing space for our community programs	Brenda Gonzalez	N/A

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):
Our partners are aware of this program proposal and are willing to provide an MOU upon request.

How do these partnerships enhance this proposal?
The partnerships with UW African Studies Program, CEOs of Tomorrow, Open Hearts Big Dreams and UW South Madison Partnership enhance this proposal in several ways.

Firstly, the partnership with the CEO's of Tomorrow will be a good resource to teach our students the basics of social entrepreneurship, including business development, marketing, and finance. Middle schoolers from the African immigrant families will learn how to identify social problems in their community and create innovative solutions to address them.

Secondly, the partnership with UW African Studies Program offers access to specialized knowledge and resources vital for creating a more comprehensive and culturally competent program for our middle school students. It also provides African center access to their Outreach Scholars program discovery boxes and expertise in African languages, culture, and history. Students, affiliates and alumni of the African Studies Program can volunteer for presentations and cultural demonstrations.

Thirdly, the partnership with Open Hearts Big Dreams creates an innovative platform to connect students and families with their cultural and lingusitic heritage. It is a common phenomenon that especially youth from African immigrant families only have members of their families as a language resource. Therefore, the less the ancestral language is spoken at home and the less access to reading materials in the language, the more likely the youth lose their anscestral languages and multilingual skills. Partnership with this organization with enable us resolve some of the socio-linguistic problems and identity disconnect facing our families in our community.

Finally, the partnership with UW South Madison Partnership provides a convenient location for some of the program activites to take place. The African Center has been using UWSMP space increasingly and the location has now become known to members of our community.

What are the decision-making agreements with each partner?

1. CEO's of Tomorrow will reserve 5 spots per program for our students in each of Summer Business Camp for Kids programs. We will financially sponsor students from low-income African immigrant families to participate in each of their summer camps.

2. UW African Studies Program will connect us with their outreach scholars, volunteers and resource persons who will lead and/or facilitate storytelling sessions and cultural activities.

3. Open Hearts Big Dreams will facilitate our reading activities by providing us access to story books in African languages and the YouTube audio books, opportunities for our students to create illustrations for some of their books under publication and opportunity for our community members to volunteer to read books in their native languages that will be archived as audio books.

4. UW South Madison Partnership will provide us free space for our programs. We will reserve the needed rooms as early as possible to ensure accessibility to our programs.

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

Resource persons, staff and volunteers in our program will also work closely with the youth and families to understand their individual needs and connect them to relevant cultural programs and events in the community. We will provide, in French and English, a comprehensive list of community resources and services, including contact information and eligibility requirements, translation services, as well as coordinate with our partnering organizations to leverage their existing networks to meet individual needs of specific families and to provide tailored academic support, health and wellness services and, youth and family counselling.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

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

Our youth program middle school student, COMPASS, will be implemented in the framework of MOST seven basic elements.

1. Intentional Program Design: COMPASS is intentionally designed for middle school students in the African immigrant community. We recognize the importance of providing a comprehensive out-of-school time program that responds to cultural, social, emotional and academic needs of the youth in our community. We have taken into consideration the available resources and capacities of our partners to ensure that our program is flexible, feasible, sustainable and adaptable to the changing needs of our youth. Therefore, our COMPASS program will focus on literacy, art, culture, social entrepreneurship, one-on-one tutoring and educational trips.

2. Supportive Relationships with Youth: COMPASS staff and volunteers will be trained in youth development practices to understand youth psychological and social needs. Additionally, at least 75% of our program staff will be individuals connected to the African immigrant community and who understand the experiences of the African immigrants. Our staff and voulunteers will be encouraged to form positive authentic relationships with students, making the students comfortable to express their needs and aspirations. We will also continue to build relationships with other community organizations to provide additional support for our youth.

3. Youth Voice & Leadership: COMPASS will aim at buiding our students' leadership skills through CEO's of Tomorrow's social entrepreneurship programs. We plan to actively engage our youth in our expressive activities like storytelling, art illustrations, music, etc. Such activities will provide opportunities for our middle school students to lead, take ownership of their narrative and make their voice heard. They will be encouraged to improvise, share ideas and demonstrate their resourcefulness throughout the program. We will sollicit feedback from them to ensure and show them that we respect their ideas and opinions as valued members of our community.

4. Racial & Cultural Inclusion: COMPASS is specifically designed to serve the youth in the African immigrant community in Madison and includes activities that celebrate the diversity of African cultures and languages. These activities will be essential to creating a supportive environment and connecting our youth with their cultural heritage.

5. Community & Family Engagement: Our program has several partnerships with African community-based organizations, the UW African Studies program, CEOS of Tomorrow, and Open Heart Big Dreams. We believe that families and communities play a vital role in the success of young people. Therefore, we will utilize our resources and partnerships to help engage families and the broader community in the program, creating a more comprehensive and supportive environment for youth.

6. Organizational Management & Staff Support: We believe that a well-managed organization with wll-supported staff is essential to the success of any program. There will be a committee consisting of members with experience in youth development activities. This committee will be chaired by an African Center board member and will include parents, teachers, community leaders and the program coordinator. The committee will oversee the program implementation, utilization of funds and ensure activities meet the program goals. With regards to staff support, there will be ongoing staff and volunteer training and professional development opportunities, systems to ensure effective communication, and ongoing program evaluation.

7. Environment & Safety: COMPASS will ensure safe, positive and healthy environment for our African immigrant youth thrive. We will training for staff and volunteers to responding to challenging behaviors and to provide a safe and weloming environment. There will be adequate nutritious food and snacks during activities, safety protocols for field trips and, standards for ensuring our program space is conducive to learning and engagement.

Overall, our program, COMPASS has a strong focus on youth engagement, cultural inclusion, and community partnerships. To monitor our program's alignment with the MOST Effective Practices, we plan to monitor program attendance and conduct regular assessments and evaluations, including feedback from youth, families, and staff throughout the program implementation. The assessments and evaluations will help us measure the program effectiveness and identify areas for improvement.

We are committed to providing a high-quality program that meet the needs of young people in the African immigrant community. Therefore, in addition to being guided by MOST Effective Practices, we will use the Social and Emotional Learning Program Quality Assessment (SEL PQA) created by the Forum for Youth Investments to help measure the quality of our COMPASS program and identify our staff and volunteer needs for professional development. Developers of SEL PQA defined this assessment tool as "a set of scoreable standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where young people have fun, work, and learn with adults". This tools will help us, through careful observation, assess the interactions of adults and young people in the different program activities. Data gathered from the observational notes and scoring rubrics can to help us provide insights into how our COMPASS program can continue to meaningfully engage our target population, while providing them with the opportunities they need to succeed.

B. <u>Program Outputs - Unduplicated School-Age Children or Youth and Program Hours</u>

Total Annual Unduplicated Children or Youth participating in proposed program**: 50

Total program hours annually: 92

C. <u>Program Outcomes</u>
Please describe the data and the data source used to choose your outcome objectives?
1. Feedback from our youth Transitional Cultural Literacy Program (TCLP): The main intent of this program was the grounding and centering of young students (5 - 12) of African origin in their culture. The program was run from 2019-2021. At the end of the program, 100% of the children participating in the program increased their knowledge about Africa. Additionally, 100% of the of the participants and their parents felt that engaging with other African students was beneficial for them socially and culturally. Therefore, our proposed program, COMPASS will be a channel to continue to provide the youth in our community the cultural grounding they yearn for and have acknowledged

to be vital to their well-being and identity. Moreover, research indicate that increased cultural awareness and appreciation can positively impact academic and personal development.

2. OECD Programme for International Student Assessment (PISA): First performed in 2000, PISA is worldwide study by the Organisation for Economic Co-operation and Development (OECD) in member and non-member nations intended to evaluate educational systems and also measure the skills and knowledge that students need to succeed in life. For students to have global competence, it is recommended that they are put in contexts they can engage in experiences that foster intercultural communication and "an appreciation for diverse peoples, languages and cultures". In addition, comprehensive education includes creating opportunities for students to discuss global issues, respect the perspectives others and advocate for positive change, peace and sustainability. We believe that COMPASS serves a platform for students to acquire global competence in addition to their studies in school.

3. United Nation's Sustainable Development Goal Four (SDG 4) - Ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all: As mentioned earlier, the students from African immigrant families are often left behind in Achievement race and in the efforts to narrow the gap. African Center's youth programs focus on creating activities geared towards the achievement of SDG 4.

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

Outcome Objective #1: Increased social-emotional competency and enhanced life skills				
Performance Standard	Targeted Percent	90%	Targeted Number	45
Measurement Tool(s) and Comments: MOST Effective Practices and SEL PQA The outcome of COMPASS program will measured based the seven basic guiding principles proposed by the MOST Quality Support and Continuous Improvement work group. In addition, using SEL PQA will help us identify and track staff practices that foster positive youth development and social and emotional learning.				

Outcome Objective #2: Increased awareness and appreciation of African cultures				
Performance Standard	Targeted Percent	100%	Targeted Number	50
Measurement Tool(s) and Comments: SEL PQA, Surveys and focus groups Data will be collected from program objective observational notes, participants, families and other community members. Results of the data analysis will inform future program improvement and/or additional cultural activities, evaluate community outreach efforts and assess program effectiviness in grounding students in their cultures.				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

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

D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?
We will have a program database securely stored in the cloud with limited access to authorized program staff. This database will comprise the following:

Demographic information: we will collect demographic information through intake forms that will include age, gender, race, home language(s), parent's country of origin, name of school, grade and future professional aspirations.

Program attendance tracking: We will create an online program registration system where staff can determine students registered to partcipate in particular programs. In collaboration with our partners, our staff will track students attendance at each activity to ensure that no student is left behind. Parents whose children do not show up for programs, will be contacted in order to make any needed resources available to encourage participation.

Program activities tracking: Individual volunteer observations will be collected using the Social and Emotional Learning Program Quality Assessment (SEL PQA) tool. With this tool, we will staff and volunteer interactions during activities and monitor participant engagement. These observations will inform continuous staff and volunteer training.

Measurement of outcome objectives: We will administer surveys to participants and their families to assess changes in knowledge, attitudes, and behaviors related to program activities. This data will be collected and analyzed by program staff and shared during our community engagement events and with program stakeholders.

Expense tracking: We will use Quickbooks online to track our program budget and maintain accurate records of all program expenditures. Financial and program reports will be reviewed by our board and program oversight committee. This will ensure that expenses are aligned with program goals and budget constraints.

6. PROGRAM LOCATION

A. Address(es) of the site where programs will occur:
   1. 2238 South Park Street, Madison, WI 53713

   2. 2702 International Lane,Madison, WI 53704

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY)), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Youth Program Coordinator	Bachelor's degree or higher; experience in youth development programs; competence in African cultural knowledge;	African Center office and Partner's programs site	☐ SY, ☐ SU or YR ☒	1.00	

	Ability to speak one or more African languages; etc				
Bilingual Community Outreach Officer	Bachelor's degree or higher; High proficiency in English and at least one other target language (e.g. French, Kiswahili, Wolof, Somali, etc). Excellent verbal and written communication skills in English and an additional target language;		☐ SY, ☐ SU or YR ☒	0.25	
Bilingual Community Programs Office	Bachelor's degree or higher; Experience in community program development; High proficiency in English and at least one other target language (e.g. French, Kiswahili, Wolof, Somali, etc). Excellent verbal and written communication skills in English and an additional target language; Competence in African cultural knowledge; etc.	African Center office and Partner's programs site	☐ SY, ☐ SU or YR ☒	0.25	
Youth Counselor	Certificate or Degree in Youth Psychology; Proven		☐ SY, ☐ SU or YR ☒	0.25	

	professional experience as youth counselor; Excellent interpersonal skills and communication; Ability to speak an African language or French preffered				
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
			☐ SY, ☐ SU or YR ☐		
Please complete the total FTE for the applicable time period		**School Year:**			
		Year-Round		1.75	
		Summer			

*Use one line per individual employee

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

Application system: All volunteers interested in supporting our program will be required to register online. They will indicate their names, gender, language skills, professional experience and experience in youth development programs.

Background checks: Prior to registration, interested volunteers will be clearly informed about the vetting process. The thorough vetting process will include background check, reference check, criminal history check, checks for any abuse or neglect allegations. Based on qualifications and backgrounds checks, volunteers who are recommended by the program oversight committee will be invited to interact with committee members and program staff This will help us to get to know the volunteer and ask and answer any questions.

Training: Volunteers will also be required to undergo training on program policies and procedures, as well as child protection and safety guidelines, confidentiality policies, and appropriate behavior when interacting with youth participants. The training will also cover cultural competency and sensitivity training to ensure that volunteers are respectful of the young program participants. At the end of initial training, volunteers will be required to sign a code of conduct agreement and will be given a program policy document clearly outlining the volunteer's responsibilities and expectations.

Supervision: Volunteers will be supervised by program staff who will provide regular feedback, guidance and support. They will also be required to report any incidents or concerns to program staff immediately. Program staff will regularly check in with volunteers and provide ongoing support as needed.

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

Program space: Based on the type of program activity, we will reserve space at the UW South Madison Partnership or the Madison public libraries. In addition, summer entrepreneurship programs will take place at location used by the CEO's of Tomorrow.

Transportation: Parents will be requested to drop off their kids at the beginning of the program and pick them up at the end. Any family without transportation or facing difficulty with transportation will be encouraged to reach out to program staff for assistance. Part of the program budget will be allocated towards bus rental for field trips and bus passes for families. This will help eliminate any barriers to the program.

8. BUDGET

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

The budget template can be found on the CDD Funding Opportunities website.

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

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

B. <u>Disclosure of Contract Failures, Litigations</u>
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
N/A

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	African Center for Community Development, Inc.
Mailing Address	6314 Odana Road, Suite 14, Madison, WI 53719
Telephone	(608) 294-0066
FAX	(608) 721-1932
Director	Adetunji Lesi
Email Address	tunji@africancentermadison.org
Additional Contact	Ama Mohammed
Email Address	ama@africancentermadison.org
Legal Status	Private: Non-Profit
Federal EIN:	47-3458123

2. PROPOSED PROGRAMS		2024	If currently City funded
Program Name:	Letter	Amount Requested	2023 Allocation
African Youth Comprehensive	A	$54,133	
Contact: tunji@africancentermadison.org			
Comprehensive Program for African	B	$50,658	
Contact: tunji@africancentermadison.org			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
TOTAL REQUEST		$104,791	

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either

an exemption or an affirmative action plan with the Department of Civil Rights. A Model

Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that

includes standard provisions may be obtained by contacting the Community Development Division at 266-6520.

If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office

of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability.

The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name: | Adetunji Lesi |

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

DATE | 5/15/2023 | INITIALS: | TL |

6. BOARD-STAFF DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and staff. Refer to application instructions

for definitions. You will receive an "ERROR" until you finish completing the demographic information.

DESCRIPTOR	BOARD		STAFF		MADISON*		
					GENERAL	POVERTY	R/POV**
	Number	Percent	Number	Percent	Percent	Percent	Percent
TOTAL	12	**100%**	5	**100%**			
GENDER							
MAN	10	83%	2	40%			
WOMAN	2	17%	3	60%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	12	100%	5	100%			
AGE							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	8	67%	4	80%			
60 AND OLDER	4	33%	1	20%			
TOTAL AGE	12	100%	5	100%			
RACE							
WHITE/CAUCASIAN	0	0%		0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	12	100%	5	100%	7%	15%	39%
ASIAN		0%		0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	12	100%	5	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%		0%	7%	9%	26%
NOT HISPANIC OR LATINO	12	100%	5	100%	93%	81%	74%
TOTAL ETHNICITY	12	100%	5	100%			
PERSONS WITH DISABILITIES	0	0%		0%			

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

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

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

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

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

YES

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	9
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	12
How many Board seats are indicated in your agency by-laws?	15

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

Name	Adetunji Lesi					
Home Address	4409 Wakefield Street, Madison, WI 53711					
Occupation	CPA					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023
Name	Dr. Evelyn Hammond					
Home Address	922 Madison, WI 53705					
Occupation	Evaluations Specialist					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023
Name	Ray Kumapayi					
Home Address	1096 Duncannon Way, Sun Prairie WI 53590					
Occupation	Engineer					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023
Name	Godwin Amegashie					
Home Address	2519 Richardson Street, Fitchburg, WI 53711					
Occupation	Business Consultant					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023
Name	John Tembei					
Home Address	2648 Quartz Road, Fitchburg, WI 53711					
Occupation	Professor					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023
Name	Abdulraman Abdi					
Home Address	1487 Thoreau Drive, Sun Prairie, WI 53590					
Occupation	Engineer					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023
Name	Hade Xaashi					
Home Address	3022 Edensway Road, Madison, WI 53719					
Occupation	Business Owner					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023
Name	Oumar Keita					
Home Address	4121 Carberry Street, Madison, WI 53704					
Occupation	IT Professional					
Representing	Black/African American					
Term of Office	4 years		From:	01/2019	To:	12/2023

AGENCY GOVERNING BODY cont.

Name	Nyima Sannyang				
Home Address	5010 Esker Drive, Madison, WI 53704				
Occupation	Business Owner				
Representing	Black/African American				
Term of Office	4 years	From:	04/2023	To:	12/2027
Name	Jean-Rene Watchou				
Home Address	22 Camino Del Sol, Madison, WI 53704				
Occupation	International Outreach Director				
Representing	Black/African American				
Term of Office	4 years	From:	01/2019	To:	12/2023
Name	Aliko Songolo				
Home Address	310 Oldfield Road, Madison, WI 53717				
Occupation	Professor Emeritus				
Representing	Black/African American				
Term of Office	4 years	From:	01/2019	To:	12/2023
Name	Aaron Abraha				
Home Address	2844 Marledge Street, Madison, WI 53711				
Occupation	Transportation Services Administrator				
Representing	Black/African American				
Term of Office	4 years	From:	04/2023	To:	12/2027
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
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Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy

Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells.

Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.

Please fill out all expected revenues for the programs you are requesting funding for in this application.

All programs not requesting funding in this application, should be combined and entered under NON APP PGMS
(last column)

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	0						
CITY CDD (This Application)	104,791	54,133	50,658				
City CDD (Not this Application)	0						
OTHER GOVT*	30,000	15,000	15,000				
FUNDRAISING DONATIONS**	20,000	10,000	10,000				
USER FEES	0						
TOTAL REVENUE	154,791	79,133	75,658	0	0	0	0

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

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

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

ACCOUNT CATEGORY	AGENCY 2024	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	113,360	68,016	56,680	34,008	56,680	34,008							
Taxes/Benefits	0	0											
Subtotal A.	113,360	68,016	56,680	34,008	56,680	34,008	0	0	0	0	0	0	0
B. OTHER OPERATING													
Insurance	5,000	5,000	2,500	2,500	2,500	2,500							
Professional Fees/Audit	5,000	5,000	2,500	2,500	2,500	2,500							
Postage/Office & Program	0	0											
Supplies/Printing/Photocopy	2,500	2,500	1,250	1,250	1,250	1,250							
Equipment/Furnishings/Depr.	0	0											
Telephone	0	0											
Training/Conferences	2,500	2,500	1,250	1,250	1,250	1,250							
Food/Household Supplies	2,500	2,500	1,250	1,250	1,250	1,250							
Travel	9,000	9,000	4,500	4,500	4,500	4,500							
Vehicle Costs/Depreciation	0	0											
Other	0	0											
Subtotal B.	26,500	26,500	13,250	13,250	13,250	13,250	0	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	1,000	1,000	500	500	500	500							
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	1,000	1,000	500	500	500	500	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	1,000	1,000	500	500	500	500							
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	7,275	7,275	5,375	5,375	1,900	1,900							
Other	1,000	1,000	500	500	500	500							
Subtotal D.	9,275	9,275	6,375	6,375	2,900	2,900	0	0	0	0	0	0	0
TOTAL (A.-D.)	150,135	104,791	76,805	54,133	73,330	50,658	0	0	0	0	0	0	0

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

Title of Staff Position*	2024 Program A FTE**	2024 Program B FTE**	2024 Program C FTE**	2024 Program D FTE**	2024 Program E FTE**	2024 Total FTE	2024 Annualized Salary	2024 Payroll Taxes and Fringe Benefits	2024 Total Amount	2024 Hourly Wage***	2024 Amount Requested from the City of Madison
Youth Program Coordinator	0.50	0.50				1.00	47,840		47,840	23.00	28,704
Bilingual Community Outreach C	0.25	0.25				0.50	21,840		21,840	21.00	13,104
Bilingual Community Programs (	0.25	0.25				0.50	21,840		21,840	21.00	13,104
Youth Counselor ()	0.25	0.25				0.50	21,840		21,840	21.00	13,104
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	1.25	1.25	0.00	0.00	0.00	2.50	113360.00	0.00	113360.00	86.00	68016.00

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

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

Title of Staff Position*	2024 Program A FTE**	2024 Program B FTE**	2024 Program C FTE**	2024 Program D FTE**	2024 Program E FTE**	2024 Total FTE	2024 Annualized Salary	2024 Payroll Taxes and Fringe Benefits	2024 Total Amount	2024 Hourly Wage***	2024 Amount Requested from the City of Madison
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	1.25	1.25	0.00	0.00	0.00	2.50	113360.00	0.00	113360.00	86.00	68016.00

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	African Youth Comprehensive Empowerment Program (AYCEP)	PERSONNEL	34,008
		OTHER OPERATING	13,250
		SPACE	500
		SPECIAL COSTS	6,375
		TOTAL	**54,133**
B	Comprehensive Program for African Middle School Students (COMPASS)	PERSONNEL	34,008
		OTHER OPERATING	13,250
		SPACE	500
		SPECIAL COSTS	2,900
		TOTAL	**50,658**
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**0**
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**0**
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	**0**
		TOTAL FOR ALL PROGRAMS	**104,791**

CEOs of TOMORROW

Where Youth Entrepreneurs are Created

2707 International Lane
Suite 112
Madison, WI 53704
p: 608-298-6949
f: 608-982-0909

May 11, 2023

To Whom It May Concern:

CEOs of Tomorrow is pleased to partner with the African Center for Community Development to support their application to the City of Madison Building Human Capital Grant.

CEOs of Tomorrow is a private non-profit organization in Madison, Wisconsin, dedicated to developing youth in grades 4-12 as social entrepreneurs and community leaders. Since our inception in 2016, Since its inception in 2016, our programs have served over 450 youth who have launched 224 revenue-generating businesses addressing 47 social issues of importance to them and have earned and received over $22,600 in business profits and received $12,600 in cash and college scholarships.

We are eager to begin a relationship with the African Center for Community Development by reserving spots in our various entrepreneurship education programs for youth served by them. Beyond earned profits from the sale of their new business products, participating youth can earn Madison College credit, Madison Metropolitan School District high school credits, and/or microcredential badge certification with successful completion of our programs. This allows an otherwise underrepresented youth population the opportunity to gain a critical jumpstart towards college and careers.

Thank you for this opportunity to collaborate to expand opportunities for underrepresented young people to participate in high quality social entrepreneurial programming.

Sincerely,

Dr. Roxie Hentz,
Founding Executive Director

May 15, 2023

Dear Colleague in Building Human Capital,

World Affairs Seminar (WAS) is pleased to partner with the African Center for Community Development to support their application to the City of Madison Building Human Capital Grant.

The World Affairs Seminar is a unique interactive educational program for high school students. The week-long experience provides a singular opportunity for domestic and international students from a variety of backgrounds to discuss issues in a non-threatening environment. They experience new and different ideas and viewpoints brought forward both by their colleagues and by world-renowned experts.

We are eager to begin a relationship with the African Center for Community Development by reserving spots in our annual conference for high school students served by them. This allows an otherwise underrepresented youth population to be enriched with a better understanding of world problems through exposure to current issues from diverse perspectives, discussion, and problem-solving, interactions with youth from other countries, opportunities to develop solutions and platforms from which to present and defend ideas.

Thank you for this opportunity to collaborate to expand opportunities for underrepresented young people to participate in high-quality leadership programming. Please contact me with any questions or comments you may have regarding this letter of support.

Sincerely,

Francis X. Vogel

Francis X. Vogel
Executive Director
World Affairs Seminar
414-520-4790 - mobile
www.worldaffairsseminar.org

Wisconsin World Affairs Council, Inc. 10600 W. Mitchell St. • West Allis, WI 53214
P: 414-453-4984 • F: 414-431-0588 • contact@worldaffairsseminar.org • www.worldaffairsseminar.org

Rotary
District 6270