



Youth Mentorship 2019

CBCR: Our Neighborhood – A Safe and Beautiful Place

Submit Application to: <mailto:cddapplications@cityofmadison.com>

Deadline: 12:00 pm CST (noon) on February 11th, 2019

Late applications will not be accepted

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

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

Agency or Group:	100 Black Men of Madison	Amount Requested:	\$68,164.00
Title of Proposal:	Project SOAR		
EIN and DUNS #	39-1803848 067035761		
Brief Project Description:	Project SOAR (Student Opportunities, Access and Readiness) targets African-American male and female students between the ages of 8 and 18, who attend elementary, middle and high school in the Madison Metropolitan School District. Additionally, Project SOAR services Madison Youth who are housed in the Dane County Youth Detention Center. Through Project SOAR, participating youth are provide direction which will allow them to gain a positive self-perception, identify SMART (Specific, Measurable, Attainable, Realistic, Timely) career goals, develop skills to influence others and build a support network.		
Program Type	Group ☐ Individual ☒		
# of Participant youth to be served	20		
Contact Person:	Floyd Rose	Email	President@100blackmenmadison.org
Address:	P.O. Box 787 Madison, Wisconsin 53701 - 0787	Telephone:	(608) 469-6978
Fiscal Agent (if Applicable)	NA		
Contact Person:	NA	Email	NA
Address:	NA	Telephone:	NA

All narrative answers allow for 2000 characters, which includes spaces.

Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Hugh Wing or Laura Noel at 266-6520.

1. Applicant Organization or Group: Briefly describe the history and structure of your organization and board. Describe your administrative infrastructure and experience working with federal funds. Include information about recruitment and use of volunteers, and history providing youth mentoring services.

Since 1994, during our twenty five year existence, the 100 Black Men of Madison, Inc. (100 BMM) has mentored At Risk African American youth in Madison, Wisconsin.

The current membership of the 100 BMM is composed of fifty (50) African American Men who joined the organization to intentionally serve as mentors and enablers of African American Youth by utilizing their diverse talents to create environments where children are motivated to achieve and are empowered to become self-sufficient in the economic and social fabric of the communities where they live.

All members of the 100 BMM, since our beginning, are given and passed comprehensive background checks before they are inducted as members. Once installed, new members are provided mentor training.

Governed by a twelve (12) member, elected, Board of Directors, which ensures the satisfaction of the organization's mission, oversees the actions of staff, ensures sufficient resources, provides oversight of income and expenses, monitors safeguards, assures legal and ethical integrity and sets & implements strategic goals, the 100 BMM is well positioned to provide sustainable stability and consistency.

Currently, the 100 BMM operates twenty (27) seven school/community based youth mentoring programs in the Madison School District (including the targeted youth population of this grant opportunity) with paid staff.

From 2016 to 2018, the 100 Black Men of Madison successfully operated a federally funded, Office of Juvenile Justice and Delinquency Prevention (OJJDP) program for area youth, including the targeted youth population of this grant opportunity.

Given our twenty five years of service to our community, the 100 BMM have been blessed with more than sixty (60) community institutional partners and a list of more than 140 volunteers who annually participate in various events and programming of the 100 Black Men of Madison.

The 100 BMM was established to provide guidance and assistance to African American youth.

2. Project Description and Strategies:

- a. Targeted neighborhoods and collaborations: Describe the organizations experience working in the targeted west side neighborhoods; describe existing active partnerships and collaborations with community stakeholders on the West side of Madison.

The 100 Black Men of Madison has collaborated and developed active partnerships with the Madison Metropolitan School District, the Madison Public Library System and the Dane County Circuit Court Juvenile Court Program to provide mentoring and support to youth of the targeted population.

From reading programs and staging fitness & nutrition activities at Orchard Ridge Elementary School involving the targeted West Side student population to African American History Academic Challenge Programs & Project SOAR Success/Career Academies at Toki Middle School involving the targeted West Side student population and the 100 Scholars Process at Memorial High School, the involvement of the 100 BMM has been ongoing.

Note, Success/Career Academies are group mentoring activities held weekly covering non-traditionally academic topics that relate to participating students' real-life responsibilities and interests.

Additionally, the 100 Black Men has developed a collaboration with the Madison Public Library System - Meadowridge Library to address the long standing literacy achievement gap among African American youth of the targeted population. As community institutions establish themselves with a traditional focus on literacy, libraries are well-situated to take life changing action to help African American children and adolescents find a brighter, more literate future. The 100 Black Men of Madison, also, collaborates with the Dane County Circuit Court Juvenile Court Program (Judge Everett Mitchell, Judge Shelly Gaylord and Juvenile Court Administrator, John Bauman) to provide transitional support services to youth of the target

neighborhood in the Dane County Juvenile Youth Detention Center. The activity is entitled "The Positive Path." Mentoring Services to the youth involved in this program are initiated while they are at the Detention Center and upon their return to their neighborhood and school upon release.

- b. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the **mentees**; Explain the intake and assessment procedure you will use to ensure youth meet the eligibility criteria and are likely to benefit from and stay with the program.

The 100 BMM will initially employ (and has employed) written materials to prospective mentees and their families/guardians that explain the benefits, procedures, rights & responsibilities and background of eligibility, associated with the Project SOAR ("SOAR") mentoring program.

Additionally and of equal importance, current mentees of the targeted population and their parents/guardians will be encouraged to recruit other peers whose needs match the objectives of SOAR.

Interested mentees and their families/guardians are invited to attend an information session that will allow all questions to be addressed and to dialog with current staff, mentees, parents and school/community partners. Also, this gathering is devised to manage realistic expectations. The most recently conducted SOAR information session was held, 6:00 PM, Wednesday, 12 December at the Spring Harbor Middle School.

The youth programming platform of the 100 BMM, Project SOAR has benefited from a long term collaboration agreement with the Madison Metropolitan School District. This partnership has afforded a number of designated/staff contacts (Multicultural Student Coordinators (MSC) Teachers, Counselors, Social Workers, Principals) at each school site who daily work with children who could benefit from the mentoring and support of SOAR.

Mentee applications and parent interactions are reviewed by the 100 BMM Mentoring Committee & staff to provide assessment and determine if reasonable expectations can be met.

- c. Recruitment, Engagement, Screening: Describe your plan to recruit, engage and retain **mentors** that have connections to the geographic area targeted by the RFP; Explain the screening and selection processes you will use for this program.

The specific mentors who will be involved with the targeted geographic area of this grant are currently serving as mentors to youth in the targeted geographic area.

Additional mentors will come from the ranks of the 100 Black Men of Madison membership and staff.

The current fifty (50) members, and all previous members, of the 100 Black Men of Madison, Inc., joined the organization to be mentors and enablers of at risk children of color.

Given that the complement of experienced 100 Black Men members and paid staff have submitted written applications, experienced face to face interviews, been subjected to comprehensive criminal background checks which they passed, committed to be involved in either group or individual mentoring activities & undergone Evidence Based Mentor Training, the need to recruit new volunteers to become mentors with this targeted geographic population is limited.

The retention of 100 Black Men mentors is possibly one the most admirable mentor retention rates in the City of Madison. The 100 Black Men of Madison has numerous examples of mentor/mentee relationships that started in elementary school and continued through college graduation.

The successful recruitment and retention of 100 BMM members/mentors is primarily the result of successful mentors identifying and recruiting potential members/mentors whose skills, motivations and backgrounds match the goals and structure of the 100 BMM youth service platform.

For additional mentors who will provide opportunities of enrichment and exposure, such as field trips, after school/summer jobs and internships, etc., to youth of the targeted geographic population, those individuals will be recruited, many from the targeted geographic area.

Those individuals selected will be provided the same online and face to face training sessions as 100 BMM members and staff.

d. Training: Describe program orientation and training that mentees and their families will receive.

For orientation, all participating mentees and their families will be provided an initial face to face orientation involving background concerning the Project SOAR and The 100's Success Academy: (Evidence Based) Mentee Virtual Curriculum where mentees learn the importance and benefits of embracing a mindset and developing habits as youth that are conducive to lifelong success. The Mentee Curriculum is built upon the programmatic pillars of Education, Health & Wellness, Economic Empowerment, and Leadership.

Weekly, through interactive platforms, participating youth of the geographic targeted area will learn how to develop, implement, and monitor SMART goals across each of the areas taught in the curriculum. Mentors will use their existing face-to-face Mentoring model to deliver this curriculum in large group, small group, and individual settings using various methods of technology such as projectors, laptops, iPads, etc.

Mentors will successfully navigate, deliver, and explain the lessons of each module to its cohort of targeted mentees. Students will be given a pre-test to assess knowledge before beginning the Mentee Curriculum and a post-test to measure increase in knowledge as a direct result of the Mentee Curriculum.

The program is presented in five units;

- Introduction to Mentoring – What It Means To Be Mentored
- Education: The Great Equalizer
- Health & Wellness – Safe & Conflict Resolution
- Economic Empowerment
- Leadership Development

Through Project SOAR and 100's Success Academy Mentee Virtual Curriculum, youth of the targeted geographic area are provided tools they can use to: 1) be healthy and happy; 2) be productive in school and in their communities; and 3) ultimately go on to successful careers and become self-sufficient in their neighborhood, Madison, America and the world.

Describe curriculum and process for orienting and training mentors.

Instruction for Mentors of Project SOAR will be achieved using the following methods.

Initially, Project SOAR mentors will be instructed via the online Mentoring the 100 Way® Across A Life Time. This evidence-informed training has been utilized by more than 100 Chapters of the 100 Black Men of America in the United States, Europe and the Caribbean.

Mentoring the 100 Way® Across A Life Time involves twenty two individual tutorials, including; History and Why Mentoring, Code of Conduct, Child and Adolescent Development, Reality and Facts, The 4th Grade Syndrome, Research Involving Children and Youth, The Harsh Reality and Facts about Mentoring, Elements of Mentoring, A Great Mentor, Getting Started, Matching, Impact and Process, The Art and Techniques of Mentoring, Miracles of Mentoring, The Mentoring Relationship, Effective Mentoring Programs and S.M.A.R.T. Mentoring, Selecting Mentors and Mentees, Mentoring Can Teach, Review of Related Literature

*Please note, the differentiation of this training tool from other youth-focused training programs is that the intended outcome of this mentor training is "the mentoring connection that is sustained over many years, often from 8 years of age through College Graduation." Currently, the 100 Black Men of Madison endeavor to mentor 11 University of Wisconsin Madison students and are initiating a similar mentoring program at Edgewood College.

Monthly, mentors will be required to participate in an (in-person) training workshop. This activity will be dedicated to continuous service improvement to mentees & their families and focus on the things that really matter. The components of the monthly training workshops are;

- Reinforce and communicate purpose, objectives, and mentee outcomes
- Share relevant content that is directly related to the project's mission of mentee success
- Provide active demonstrations of skill enhancement to provide a model of desired behavior and results and opportunities for practice:

- e. Matching: Outline tools, processes and strategies that will be utilized to implement effective matching of mentees with their mentors.

The following processes and strategies will be utilized by the 100 Black Men to implement effective matching of mentees of the targeted population area with their mentors.

Independent surveys will be completed by potential mentees, their parents/guardians and potential mentors involving the following preferences, characteristics and considerations;

- Interests
- Proximity
- Availability
- Age
- Gender
- Race/Ethnicity
- Personality
- Goals
- Strengths
- Previous experiences

Upon completion of the surveys, which the aforementioned common interests will be identified, the Mentorship Committee of the 100 Black Men of Madison will recommend appropriate matches to be pursued based on common interests, life experiences, common characteristics and traits, and the meshing behavioral & personality styles.

Staff of the 100 Black Men of Madison will contact mentees and their families and recommended mentors of the results. If all parties are satisfied with the proposed match, a face to face meeting will be scheduled involving the mentee, family of the mentee, potential mentor and 100 BMM Staff Member.

Note, the staff member will have the responsibility of communicating with all to ensure that all will know what to expect at the meeting.

In advance of the meeting, staff will provide the mentee and parent(s) with background information about the selected mentor; discuss any family rules that should be shared with the mentor; discuss what information family members would like to share with the mentor and when.

Regarding the mentor, in advance of the meeting, staff provides background information about the prospective mentee, reminds mentor of confidentiality, and discusses potential opportunities and challenges associated with mentoring proposed mentee.

Aside from getting to know one another, if the proposed match is acceptable, everyone involved will sign a commitment agreement to the Project SOAR rules and requirements.

- f. Monitoring and Support: Describe system of ongoing training and support that will be utilized to support mentee /mentor relationships, and monitor and document movement toward desired outcomes.

To ensure the satisfaction of Project SOAR objectives, Mentors and Mentees of the targeted geographic area will meet a minimum of once a week and every week thereafter.

And mentees & their family and the mentee's mentor will meet at least twice a month during the first month and once a month every month thereafter concerning ; mentoring activities, the mentee's outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized form & procedure incorporating evidence-based protocol.

In addition, weekly, mentors of mentees in the targeted geographic area will be required to both submit a written report and speak with program staff during the term of the mentoring relationship and address mentoring activities, mentee outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentor and mentee using a standardized form & procedure involving evidence-based protocol.

And, a Project SOAR program staff member will (individually) check with each mentee weekly concerning; mentoring activities, the mentee's outcomes, child safety issues, the quality of the mentoring relationship, and the impact of mentoring on the mentee using a standardized form & procedure incorporating evidence-based protocol.

Also, a staff member will be required to communicate with the parents of the mentee once a week at an agreed date and time to address appropriate match and the satisfaction of objectives.

All findings will be provided to the 100 Black Men Mentoring Committee on a monthly basis for review, oversight and expert advice involving, but limited to, additional training, helpful publications, web – based resources or others publications.

- g. Family Engagement and Support: How will the program facilitate the engagement of mentees families in the program? How will the program work with families to improve outcomes for the mentees?

Project SOAR will facilitate the engagement of mentee families by truly incorporating them in the agreed upon outcomes of their child.

Project SOAR will allow parents/ guardians to partake in the selection process of mentors and encourage feedback about the proposed mentor prior to matching.

Contact between mentors, mentees, and responsible adults in the mentee's life will be mandated through in-person & phone conversations that provide the opportunity to have an engaging, collaborative discussion about the mentoring relationship. Mentoring program staff will practice active listening, ask open-ended questions along with thoughtful follow-up questions in order to elicit as much information as possible about the mentoring relationship, as well as the impact of the mentoring relationship on the mentee.

Project SOAR will ensure that mentors, mentees and parents/caregivers understand program policy regarding their meeting outside of the program along with the training that mentors are required to complete to participate in the program.

Our program will ensures that mentors, mentees, and parents/caregivers understand program policy regarding their meeting outside the program. This policy will be outlined in a written contract that is signed by all parties at the time of mentor selection.

It will be an expectation for all mentors to communicate with parents about parental /guardian rules and regulations for their child and rules of the family. Dialog about home rules or regulations early in the mentee relationship can help avoid misunderstandings later."

All mentors will be trained and instructed to respect the parent's rules for the mentee. Mentor's will endeavor to build trust and guide with caution as a responsible adult, choosing to be a friend. Parents will do the parenting.

- h. Program Activities: Describe activities that will be provided to help build youth skill development and community connectedness for mentees and their families.

In addition to the skill development provided by the Evidence Based 100 Black Men Virtual Mentee Curriculum where mentees and their families learn the benefits of embracing a mindset of developing habits that are conducive to lifelong success such as SMART goals (Specific, Measurable, Attainable, Relevant, Time-Based), Mentees and their families will be exposed to the following activities.

8th Annual Project SOAR Mentee, Mentor, and Educator Recognition Ceremony

1 May

All mentees of the targeted population and their families will be invited and encouraged to attend the Project SOAR Annual Recognition & Award Ceremony, at the Gordon Commons, on the campus of the University of Wisconsin Madison. At this event all mentees and their families from the targeted population will be publicly recognized.

4th Annual Project SOAR Service Hour Challenge

4 May – 30 September

For a period of four months, Project SOAR students of the targeted geographic area will be exposed to the value of community service via the "Project SOAR Service Hour Challenge." This initiative aims to both expand the impact of existing activities by engaging (new) youth volunteers in their work and encourage youth to develop their own projects under mentorship supervision. To stimulate interest, Project SOAR mentees will participate in a friendly competition. As a result, the top ten mentees who achieve the highest number of service hours will be given the opportunity to designate cash awards to a school or community activity of their choice in the targeted geographic area. All participating Mentees will be recognized in electronic publications of the 100 Black Men of Madison which has an emailing list of 7,500 addresses.

Furthermore, monies will be made available for mentors to provide exposure to mentees and their siblings to various events and activities such as concerts, cultural activities movies, sporting events, museums, college visits, career shadowing etc.

- i. Transitions/ Terminations: How will the program encourage positive connection and engagement during key transitional periods for youth? (for example 5th grade – 6th grade or 8th grade – 9th grade)

To accomplish mentee transitions from elementary school to middle school to high school and beyond, the 100 Black Men of Madison has established group mentoring programs at the each school which Project SOAR mentees attend. For example, Project SOAR mentees participating in Success Academy Groups at Glendale Elementary School will transition to Success Academy Groups at Sennett Middle School and eventually the appropriate Project SOAR Group at Lafollette High School where the 100 Scholars Project, Success & Career Academes and "The Positive Path" initiative.

Given the relationship with the Orchard Ridge Elementary, Toki Middle School and Memorial High School, mentees from the targeted geographic area will be also be engaged in the well-established Project SOAR transition program.

Recognition of milestone transitions, such as graduations from elementary, middle and high schools are illustrated at the Annual Project SOAR Mentee, Mentor, and Educator Recognition Ceremony. And aside from the ceremonies of recognition, the 100 Black Men of Madison offers scholarships, internships and career opportunities to mentees of Project SOAR, see https://docs.wixstatic.com/ugd/69eeef_5a7f9b64ec5446b6ad8f934ba28ea194.pdf

How will the mentees and mentors be supported around transitions/closure/termination phases of their relationships?

Note, in addition to monthly interviews, staff and mentors are required by policy to conduct detailed exit interviews with all mentees who exit the program, irrespective of cause. A written document will serve as a

record of the mentee exit. Note, due to the “Mentoring For A Lifetime” platform of the 100 Black Men of Madison, our mentees are encouraged to continue the mentee relationship long past their youth.

Additionally, the mentee/mentor policy addresses a formal process for managing grievances, re-matching mentors and mentees, solving interpersonal problems, handling crises and bringing closure to relationships that end prematurely.

3. Staffing and Scale:

- a. Proposed service numbers: Include number of unduplicated participants to be served, adult to youth ratio, number of services hours to be provided and/or number of activities or meetings.

Each of the Twenty 20 unduplicated participants (mentees) of the targeted geographic area will be served by a team of five mentors and support staff.

- Lead Mentor, the primary interface with the mentee and the mentee’s family
- Project SOAR Staff Support, provides program coordination and secondary interface with the mentee and the mentee’s family
- Educational Champion, provides academic support including tutoring
- Employment & Career Champion, provide employment support for mentee and the mentee’s family
- Conflict Resolution Counselor, provides opportunities to discuss and devise strategies to resolve issues in an amicable and productive manor

By design, each mentee will be exposed to approximately five to six hours of adult interaction per week, possibly more depending on the need for academic support, employment support and conflict resolution.

Regarding scheduled meetings, each mentee will receive, at a minimum, five hours of adult interaction per week for 18 months (or 72 weeks) for a total of 360 hours for the period of the grant.

Concerning activities of enrichment for the mentee and the mentee’s family, at least ten per year will be arranged. Based on historical references, the estimated time allowance for an enrichment event is approximately four (4) hours per endeavor. Therefore, during the 18 month period of this grant fourteen (14) four hour activities will be schedule for a total of fifty (56) six hours.

Thus each mentee will (at a minimum) experience four hundred (416) sixteen hours of direction and support from Project SOAR mentors, staff and ancillary support.

- b. Personnel: List all paid staff that will be working on the proposed program/project.

Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
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Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
Two (2) Project SOAR Mentors roles and responsibilities: The role and responsibility of a Project SOAR mentor is to create and advance a personal and optimistic relationship with a mentee. This goal is achieved by regularly conducting meetings with the mentee and ensures that these meetings are pleasurable and beneficial for the mentee. The Project SOAR mentor is also responsible for helping the mentee establish personal goals such as improving academic grades and pursuing a meaningful career and support system. A Project SOAR mentor is also responsible for guiding and helping a mentee develop a personalized action plan and motivate and inspire the mentee. A Project SOAR mentor is also responsible for identifying and providing resources for the mentee's education, leisure, employment and provides assistance in crisis situations. And a Project SOAR mentor is the primary contact to the family of the mentee.	312 hours	\$35.00
Two (2) Project SOAR Program Support Staff's roles and responsibilities • Supports the mentoring relationship throughout the duration of the match and ensures that the relationship goes smoothly and meets the program goals. • Provides support in the areas where the mentor and mentee may need additional assistance. • Coordinates social events involving mentee, mentee's family and the assigned mentor. • Coordinates training for mentors. • Communicates with each mentee's family monthly and as needed • Communicates with 100 Black Men of Madison Mentor Committee • Maintains an open door policy. Mentors and mentees are encouraged to contact Project SOAR Staff whenever issues or questions arise.	204 hours	\$35.00
Two (2) Educational Champion, provides academic support including tutoring	200 hours	\$35.00
One (1) Employment & Career Champion, provide employment support for mentee and the mentee's family	100 hours	\$50.00
One (1) Conflict Resolution Counselor, provides opportunities to discuss and devise strategies to resolve issues in an amicable and productive manor	50 Hours	\$100.00

Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
Project SOAR Program Officer role and responsibilities The Project SOAR Program Officer (PSPO), in collaboration with 100 Black Men of Madison Board of Directors and the 100 Black Men of Madison Mentoring Committee, articulates and implements the strategic vision and leadership of the 100 Black Men of Madison regarding the youth service platform, Project SOAR. The PSPO oversees the 100 BMM portfolio of youth programming and related services; evaluates the effectiveness of programs to provide ongoing feedback; helps to promote and diversify funding through effective resource stewardship; raise the agency's profile through external communications; provide mentoring, guidance, supervision, and professional development to all leadership staff; and enhance the structure of the organization by staying abreast of developments in area of youth education and guidance.		\$NA
		\$
		\$
		\$
TOTAL	\$60120	

*FTE = Full Time Equivalent (1.00, .75, .50, etc.) 2080 hours = 1.00 FTE

- c. Staff: Describe staff training and experience that is relevant to this program.

All staff are highly trained in the areas of social science and/or education and have many years of successfully working with at risk children in the targeted geographic area.

- d. Volunteers: Describe how volunteers will be utilized in this program.

Volunteers will provide support to mentee, mentees families, mentors and support staff concerning issues of academic support, employment and mentee engagement & exposure activities.

All volunteers have been vetted by the Project SOAR Program Officer and the 100 Black Men of Madison Mentoring Committee.

- e. Outcomes: Funded programs will be required to collect data and report on three outcome measures identified in the RFP guidelines. Programs are encouraged to identify an additional outcome measure of interest. In the box below, describe the outcome measure and measurement tools and data collection processes you might use to document and report the impact of your program.

Outcome Objective of Interest	see below		
Performance Standard	Targeted Percent	Targeted Number	20
Measurement Tool(s) and Data Collection Plan:			
Project SOAR Program Outcomes 1. 85% of participants/mentees (17) will build social & emotional skills and knowledge as shown by measured improvement on pre/post measurement tool.			

2. 85% of parent(s), custodial adults or other significant adult family members will report improved communication with youth as measured by monthly face to face communications with Project SOAR staff (Internal Program Records).
3. For those youth/mentees with prior formal municipal violations or juvenile justice involvement: 85% of youth will have no further municipal violations or juvenile justice involvement during the time of program participation as measured by court records.
4. 85% of participants (17) will improved their School Attendance as measured by School Records
5. 85% of participants (17) will accept academic tutoring as measured by weekly reports from the participants mentor
6. 75% of participants (15) will improved Academic Achievement as measured by School Records
7. 90% of participants (18) will be able to name three new people for their own personal support or development as measured by monthly face to face communications with Project SOAR staff (Internal Program Records)
8. 90% of participants (18) will be able to name three new community efforts or groups they may utilize to become more involved in their community as measured by monthly face to face communication with Project SOAR staff.
9. 90% of participants (18) will be able to name two new career or personal interests they intend to pursue in the next 18 months as measured by monthly face to face communication with Project SOAR staff.
10. 90% of participants/mentees (18) will report a greater sense of belonging, connection and attachment to community and school as shown by pre/post measurement tool.

4. Cultural Relevance and Language Access

- a. Capacity and Strategies: Describe your organization's capacity and strategies to ensure language access and cultural relevance for your target population.

As previously stated, the 100 Black Men of Madison is composed of 50 African American men who are experienced, trained mentors of at risk youth. Additionally, the 100 Black Men of Madison has 14 predominantly African American male and female staff members who currently provide mentoring & educational services to area youth. And, some of our members and staff are fluent in both English and Spanish.

- b. Staff Demographics: Does the staffing of the program reflect the racial and cultural diversity of the program participants? If not, what plans do you have to address this?

The staff and membership demographics of the 100 Black Men reflect the racial and cultural diversity of the program participants of the targeted geographic population. Additionally, the staff and membership demographics reflect economic histories that are extremely similar to the program participants of the targeted geographic population.

5. Budget and Funding:

You may be asked to submit additional information on agency finances and/or your most recent audit statement.

- a. Project Budget:

BUDGET EXPENDITURES	TOTAL PROJECT COSTS	AMOUNT OF CITY \$ REQUESTED	AMOUNT OF NON-CITY REVENUES	SOURCE OF NON-CITY FUNDED PORTION
A. Personnel Costs (Complete Personnel chart below)				
1. Salaries/Wages (show detail above)	\$60,120	\$54,000	\$6,120	100 BMM
2. Fringe Benefits and Payroll Taxes	\$14, 623		\$14,623	100 BMM
B. Program/Project Costs				
1. Program/Project supplies and equipment	\$4000	\$,2,000	\$2,000	100 BMM
2. Office Supplies	\$2,400	\$2,400		
3. Transportation	\$2,200	\$1,100	\$1,100	100 BMM
4. Food	\$4,160		\$4160	100 BMM
5. Other (explain) Mentor, Mentee, Family Engagement Activities	\$4,644	\$4,644		
C. Space Costs				
1. Rent/Utilities/Telephone	2,888	\$1,620	\$1,268	100 BMM
2. Other (explain)				
D. Special Costs				
1. Other (explain): Mentee Sport Coats/ Ties & Shirts	\$2,400	\$2,400		
2. Other (explain): Immediate Assistance Fund	\$2,000		\$2,000	100 BMM
D. TOTAL (A + B + C +D)	\$99,435.00	\$68,164	\$29,271	

b. Additional Information on Budget (if needed):

c. What percentage of your total Agency Budget is this project?

The 2019 Budget of the 100 Black Men of Madison is \$356,162.00. Anticipated revenue is \$383,000 with no consideration of the CBCR: Our Neighborhood - A Safe and Beautiful Place grant. The requested amount of \$68,164 represents approximately 19% of the 100 Black Men of Madison current budget.

d. Other Funding: What other funding do you anticipate pursuing if the project is expected to continue?

Given our long term relationships with our institutional partners, such as Old National Bank, the CUNA Mutual Group, MG&E, BMO Harris Bank, Group Health and many others who have supported the Mentoring efforts of the 100 Black Men of Madison, tirelessly, over the years, all will be involved in the continuation of this important work in the designated geographical area.

Also, please note, currently, the 100 Black Men has unrestricted liquid assets of more than \$200,000 that will also buffer any short falls that may occur in the near or distant future.

e. Proposed Timeline for Implementation

Activity	Estimated Start and Completion Dates
Communicate with Mentors and Support Staff Finalize The Plan of Intial Mentee & Family Ingagement.	20 March
Mentors and Support Program Staff meet with potential mentees and their families, individuall and collectively to explain Project SOAR	21 March
Mentors and Staff review the applications of potential mentees	27 March
Submit Recommendations of potential mentees to the Project SOAR Program Officer and the 100 Black Men of Madison Mentoring Committee	27 March
Finalize and Notify Mentees (and families) that will be involved	29 March
Formally Initiate Project SOAR for the targeted geographic area with contact to the participating mentees and staff	1 April

-SIGNATURE PAGE-

Note: Potential applicants are required to attend a 2019 [Youth Mentoring RFP Application Workshop](#) or schedule a conversation with City Staff (Hugh Wing at 266-6520) on their proposal prior to 4:00 January 25, 2019 to be eligible to apply. Applications will not be accepted from entities that have not attended a workshop or consulted with staff on their proposals.

City of Madison Contracts:

The following information is provided in order to outline city requirements that will apply if your proposal is funded. All allocated funds will be administered through contracts with the City of Madison, Community Development Division. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected organization. If funded, applicants will be required to attend a **mandatory meeting** on contracting requirements in March 2019. City purchase of service contracts include requirements regarding non-discrimination, consideration of vulnerable populations along with specific requirements in the following three areas:

1. Affirmative Action:

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

<https://www.cityofmadison.com/civil-rights/contract-compliance/community-based-organizations/forms>

2. Insurance

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

- Commercial General Liability
- Automobile Liability
- Worker's Comp
- Professional Liability

The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of [Madison Risk Management website](#).

A sample contract that includes standard provisions is available on the [CDD Funding Process website](#)

Reporting Requirements:

The source of funds for this RFP are federal Funds awarded through the US Department of Justice to the City of Madison and Common Wealth Development as part of the "CBCR: Our Neighborhood – A Safe and Beautiful Place" grant. There are federal regulations and requirements above and beyond the City's standard contract requirements that will apply to the administration of these funds both for the City and for organizations receiving funds under this grant. These requirements apply to multiple facets of grant administration for funded programs including access to funded activities, specific guidelines regarding cost allocations, employee management, budgeting and expense reporting, data collection and reporting on funded activities. It is expected that funded projects will work closely with city staff to develop systems and processes to address these requirements. These requirements can be found on our website under [Resources](#).

Signature:

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

Applicant Signature:

Enter
Name: 100 Black Men of Madison, Inc.

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Date: February,
2019

By entering your initials
in the box,

FR

You are electronically signing your
name and agreeing to the terms
above.