



## School-Age Child Programs for 2020: Middle School

### Multi-Focus Afterschool and Summer, Weekend and Summer Evenings, and Topical/Skill/Population (TSP) Focused Program

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)  
Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for middle school-age youth (Section 2).

***Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to 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 opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the required [Excel workbook](#). Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required [Excel workbook](#) will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

**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.**

Legal Name of Organization:	Centro Hispano Inc.	Total Amount Requested for this Age Group:	\$ 40,000
Middle School Programs applied for (select one or more as applicable):	X Multi-focus School Year Weekend or Summer Evening	X Multi-focus Summer Topical/ Skills/Population	
Contact Person	Nina Gehan	Email:	nina@micentro.org
Address:	810 West Badger Rd, Madison WI	Telephone:	608-442-4026

**Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Mary O'Donnell or Coral Manning at 266-6520.**

## SECTION 1. MIDDLE SCHOOL MULTI-FOCUS AFTERSCHOOL OR SUMMER PROGRAM

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Program Name: JUVENTUD

Brief Project Description: The Juventud Program provides academic support, parent engagement, and leadership development to middle school-aged Latino and Spanish speaking youth and their families in four MMSD middle schools. Services include tutoring, exposure to careers through workshops and fieldtrips, culturally relevant leadership development, and family-centered wrap-around services.

Amount Requested: \$40,000

Total Proposed Program Budget: \$280,000

### 1. PROGRAM DESCRIPTION

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

Centro Hispano Inc. (Centro)'s Juventud program was developed for Latino and Spanish-speaking youth currently enrolled in Madison Metropolitan School District (MMSD) middle schools. The program comes at an important time: middle School is a crucial transition point for Latino youth from childhood to adulthood, and academic success and overall well-being during this developmental stage can have a profound effect on their academic, personal and professional future.

The goal of the program is to increase academic success and personal wellbeing for Latino and Spanish-speaking students in MMSD middle schools. We do this through culturally relevant leadership development programming takes into account Latino cultural values, norms and experiences to create a nurturing, small learning space. Students can explore leadership, careers, and essential skills development necessary to thrive as independent learners in a safe supportive setting. Programming emphasizes self-confidence, improved self-concept, and grit while fostering school engagement with the goal of insuring Latino students are better prepared to learn in the classroom setting. This training is supplemented by academic support/tutoring (defined as: a) 1:1-1:3 tutoring as outlined in MMSD's Framework for Best Practices in academic tutoring; b) academic support activities based on career planning and leadership), Finally, the program also includes family-centered wrap-around support meant to stabilize the family.

Juventud is offered afterschool to 22-25 students at each school site (currently four schools offer the program). Students' progress as a group (or cohort) from 6th to 8th grade. Programming occurs 2-3 times a week for 2 hours afterschool school. Each year, 80-100 unduplicated students participate in the program. Programming is provided by a bilingual youth coordinator at each school site, providing culturally relevant leadership development programming, overseeing academic support/tutoring, as well as linking youth and their families to wrap-around services. Juventud coordinators are also present in school during the school day Monday - Friday, to become an embedded resource for students and teachers, familiarize themselves with school culture and climate, and to provide additional support to students as needed. In addition, the program also offers two 4-week free summer sessions at Centro focused on team-building and accelerated skills development connected to careers in STEAM (Science, Tech, Arts, and Math).

- b. Intended Service Population: Describe the intended service population that will be impacted by this project (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the [Data Tool Kit](#).

The Juventud Program is currently offered to Latino middle school students on site after-school during the academic year at four middle schools in the Madison Metropolitan School District: Toki, Sherman, Wright and Sennett Middle Schools. Supplemental activities occur at Centro on weekends and for special events and gatherings. During the summer, the program offers two 4-week summer sessions at Centro. The majority of students participating in Juventud are children of first generation immigrants from low-income households. Many of the students are English Language Learners. Students who enroll into Juventud mostly speak Spanish at home and the parents of many students do not speak English.

Our target geographic area for Juventud programming has been Madison, WI because of the disparate graduation rates between White and Latino youth of color. Graduation rates for Latinos in Madison schools continue to be lower than the average. In the last seven years, graduation rates for Latinos in the MMSD have increased by more than 10%, with more than 74% of Latino seniors now graduating from high school (as compared to 99% of white students). But despite this increase in high school graduation rates and GPAs, young Latinos continue to have one of the lowest rates of post-secondary educational attainment in Dane County. In 2014-15, only 16% of Latino students attending MMSD high schools even reported having 4-year college education in their plans after graduating, and 66% of seniors failed to achieve proficient scores on any part of the ACT. Finally, The Madison Neighborhood Indicators Project indicates that Latino students are 48.9% economically disadvantaged students. (Data Toolkit)

- c. **Recruitment, Engagement, Intake and Assessment:** 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.

Since its inception more than 10 years ago, programming has occurred on school grounds to make access easier for students after school. Students are referred to Juventud by teachers and staff and must apply to enroll in the program - the program is currently at full capacity and carries a waitlist at each of the four sites where it is offered. Program coordinators work closely with staff and teachers at each site to ensure success for students during the school day as well as afterschool. Coordinators participate in all school activities and are actively promoting the program at the beginning of the year and throughout the school year.

Applications for Juventud are available on-site at each of the participating schools or online on Centro Hispano's website: <http://www.micentro.org/juventud-middle-school.html>. There are no requirements for a student to apply or be referred to Juventud, however applications are assessed for "fit" – the ideal candidate for Juventud identifies as Latino, has a GPA that falls between 2.0-3.0 (where additional wrap-around supports can serve as a "boost" for academic success), be the first in their family to potentially attend college, have a desire to learn and try new things but not currently being supported through other school-based programming, and must be open to working with volunteers.

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

Centro's youth programs are unique in their cohort-based approach and the emphasis providing evidence-based quality programming that addresses the overall wellbeing of students as important

for educational achievement. We do this with activities that include academic support and workshops that emphasize career planning through a program that strengthens aspirations and sense of self, as well as addressing barriers. Juventud students are required to attend a minimum of 6 program sessions a month to remain enrolled the program since the emphasis is on retaining students and creating a space that is supportive and trusting for all those involved. Sessions are offered afterschool, twice a week for 3 hours and include tutoring, career exploration workshops, and leadership development.

We focus on fostering wellbeing because research shows that wellbeing is a function of the control and power young people have in their schools and communities (Morsilli et al 2007; Prilleltensky et al 2006). And through ground-breaking work the Univ Chicago Consortium on School Research through robust evidence, identifies a strong sense of wellbeing in schools (i.e. feeling of academic perseverance, necessary social skills, developing an academic mindset) is needed for strong educational outcomes (Farrington et al 2013).

Juventud is meant to encourage and support young people to dream and imagine in a safe, comfortable space, and start to build critical reflection around future career aspirations and what it will take to get there. As a high-intensity partner, Centro's work in Juventud aligns with the Madison Metropolitan School District's (MMSDs) strategic framework emphasizing youth who are academically sound and community ready. Teachers and school staff are our crucial partners, developing learners, with the support of Juventud. Academic growth, stable families and holistic wellbeing are complementary and our programming seeks to build a bridge between school and life often influenced by trauma and isolation, so that Latino youth can succeed in school and thrive in their future careers.

Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Coordinators work in partnership with school teachers and staff (elementary and middle school) to recruit/enroll 20-25 students at each school site	August 2019 – October 2019
Coordinators recruit volunteer tutors to support and mentor students in academic programming through community events, volunteer fairs at UW-Madison and other service fair opportunities	June 2019 – September 2019
Coordinators tailor Juventud workshops to individual school sites, taking into account school improvement plans, teacher/staff input, and students enrolled.	June 2019- August 2019
As the primary connectors, Juventud coordinators work to develop strong, positive relationships with students and their families	August 2019 – May 2020
Students participate in academic support/tutoring and afterschool workshops led by youth coordinators or guest speakers that speak to value of post-secondary education and career aspirations	August 2019 – May 2020
Youth and their parents receive case management from youth coordinators and from case management staff at Centro to facilitate resources for overcoming out-of-school barriers, necessary for academic engagement	August 2019 – May 2020

Other milestones, notes or comments about the proposed timeline (if applicable):  
N/A

- e. Family and Community Engagement: Briefly describe how youth and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

Centro Hispano of Dane County is the leading social service provider for Latinos in Dane County. One of the pillars of Centro's mission is community engagement for which the agency is uniquely positioned as a trusted resource for the Latino community. Our goal is to provide community-based culturally relevant engagement tailored to Latinos and immigrants living in Dane County, both youth and adults.

Juventud offers participants the opportunity to seamlessly connect with programming at Centro while becoming active participants in the greater community where they are residents. Youth coordinators at each school develop a strong bond with students and involve them in decision-making and activities. Student input on school climate and culture is also heavily integrated into Juventud programming to ensure academic success and build a trusting space for youth.

Centro's engagement strategy also relies on input from adults. Mothers, in particular, have been heavily engaged in providing input on agency programming. As parents very much involved in Centro, their insight is invaluable. Recently a group of six mothers completed a 3-year leadership training program with Centro and formed their own independent co-op, Roots4Change, located at Centro. Roots4Change brings great cultural understanding to the planning and implementation of work at Centro, including strategic input for the development of the Juventud Program. Roots4Change has been involved in program input, recruiting parents for youth events, delivering classes that support adults, following up with parents and developing a framework for a family's long-term relationship with Centro, and the broader community.

- f. Cultural Relevance and Language Access: 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.

All Juventud youth program coordinators are bilingual and bicultural, all except for one, are native heritage speakers. All general support specialists available for wrap-around family support are native heritage speakers and Latino, in tune with the needs of the community in Madison. Greater than 80% of volunteers providing academic support are native heritage speakers as well.

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

1. Intentional Program Design –
2. Supportive Relationships with Youth
3. Youth Voice & Leadership
4. Racial & Cultural Inclusion
5. Community & Family Engagement
6. Organizational Management & Staff Support
7. Environment & Safety

Centro's Juventud Program is aligned with the MOST Effective Practices. Juventud is intentionally designed around the needs of our Latino youth that provides the cultural grounding and inclusion, as well as environment and safety. Program activities are designed to meet our goal of supporting students in their academic trajectory by providing improved social provision (mentoring, tutoring, greater career knowledge, cultural awareness, and efforts from Centro's staff to better engage parents in their students' academic achievement). We are uniquely positioned to provide supportive relationships with our youth and engage families because of the cultural edge of program staff - 90% are Latino, Spanish-heritage speakers, with a personal life experience that resembles Juventud participants. Our vision is that Latino middle and high school students in Madison improve their academic performance, graduate on time, and increase their possibilities to attend college while creating a strong sense of identity. Juventud programming focuses specifically on building students' voice and leadership skills while prioritizing 'early' career exploration (before high school). The program also provides holistic support to youth during a very important developmental phase (middle school) and wrap-around support meant to stabilize the family.

Youth staff are supervised by a Director of Youth Programs at Centro who is responsible for overseeing all youth programming (Juventud (MS), Escalera (HS) and [Re]Generacion (HS)). This supervisor is in on-going communication with Centro's Deputy Director and Executive Director to ensure the vision of the organization is carried through in youth programming. They are also in direct communication with partners including the school district, city and county program officers, to

ensure we are meeting mutual goals and objectives. There are on-going meetings with staff each week to touch base on progress, monthly group meetings, and a variety of check-ins with partners throughout the year to ensure proper evaluation. This includes:

Regular Juventud Program reports ensure that our partners are kept abreast of any development in the program.

1. December 31 City of Madison, Dane County and MMSD (mid-year check-in report): Data to be reported is enrollment, 15+ attendance sessions, student demographics, volunteer numbers and hours.
2. March 31 City of Madison & Dane County Data to be reported is enrollment, average attendance, number of sessions provided, demographics, volunteer numbers.
3. June 30 (end of school year/academic program year) MMSD (year end reporting), City of Madison, Dane County, United Way Data to be reported is enrollment, 15+ attendance to sessions, student demographics, volunteer numbers, hours demographics. Other data points included below including non-cognitive academic support measures and academic growth.

The safety of our youth participating in programming and staff is key. A majority of Juventud programming takes place in the schools, staff is knowledgeable on school procedures, MMSD policies and is embedded in the schools with teachers and staff. Because of this we are able to provide a safe space for programming. At Centro staff abide by employee protocols that emphasize a safe, nurturing environment. During programming youth staff are always present, as well as support staff from case management programs, as well as leadership from Centro Hispano (Executive Director, Deputy Director).

## 2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a middle school multi-focused afterschool and/or summer 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.

Middle School Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
<b>Location(s): Toki MS</b>					
Afterschool	3 times a week	2 hrs/day	9 months	1/3	20
Summer					
<b>Location #2: Wright MS</b>					
Afterschool	2 times a week	2 hrs/day	9 months	1/3	20
Summer					
<b>Location #3: Sherman MS</b>					
Afterschool	3 times a week	2 hrs/day	9 months	1/3	20

Summer					
<b>Location #4: Sennett MS</b>					
Afterschool	2 times a week	2 hrs/day	9 months	1/3	20
Summer					
<b>Location #5: Centro Hispano of Dane County</b>					
Afterschool					
Summer	3 times a week	3 hrs/day	2 months	1/6	25

\*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 with differences in the program structure as compared to the two middle school multi-focused afterschool or summer programs included in the table above.

N/A

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

80-100

- c. Program Schedule: If you are proposing to provide a multi-focused afterschool and/or summer 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

<b>Location(s): Sennett Middle School</b>			
<b>Day</b>	<b>Middle School Multi-Focused</b>	<b>Start Time</b>	<b>End Time</b>
Mon.	School Year		
	Summer		
Tues.	School Year	2:50 PM	4:50 PM
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year	2:50 PM	4:50 PM
	Summer		
Fri.	School Year		



	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

<b>Location #2: Toki Middle School</b>			
<b>Day</b>	<b>Middle School Multi-Focused</b>	<b>Start Time</b>	<b>End Time</b>
Mon.	School Year	2:50 PM	4:50 PM
	Summer		
Tues.	School Year	2:50 PM	4:50 PM
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year	2:50 PM	4:50 PM
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	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 two middle school multi-focused afterschool or summer programs included in the tables above.

Table 3

<b>Location #2: Sherman Middle School</b>			
<b>Day</b>	<b>Middle School Multi-Focused</b>	<b>Start Time</b>	<b>End Time</b>
Mon.	School Year	2:50 PM	4:50 PM

	Summer		
Tues.	School Year	2:50 PM	4:50 PM
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year	2:50 PM	4:50 PM
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 4

<b>Location #2: Wright Middle School</b>			
<b>Day</b>	<b>Middle School Multi-Focused</b>	<b>Start Time</b>	<b>End Time</b>
Mon.	School Year		
	Summer		
Tues.	School Year	3:30 PM	5:00PM
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year	3:30 PM	5:00PM
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		

Sun.	School Year		
	Summer		

**Table 5**  
**Summer Juventuras Centro Hispano Location:**  
 Tuesday's, Wednesday's, and Thursday's, 1-4 pm.

**Juventuras** is a free 8-week Summer Program for rising 6th, 7th, 8th, and 9th graders in Dane County. Juventuras provides participants with exciting summer enrichment activities that build community, grow leadership skills, and expand horizons.

**Juventuras Swim** is a free 8-week Summer Program for rising 6th, 7th, 8th, and 9th graders in Dane County. Swimming lessons are held once a week every Thursday at La Follette High School and will consist of a 40 minute session with trained lifeguards and coaches.

If applicable, please list the third location and any subsequent locations. Include the specific program schedule(s) differences as compared to the two middle school multi-focused afterschool or summer programs included in the tables above.

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

It is important to note that in collaboration with our many partners Juventud workshops on campus are supplemented with off-site workshops/field trips throughout the year. In the 2018 academic year Juventud students in particular participated in a number of off-site STEM opportunities, working with the Badger Robotics Education Center, taking part in a Young Eagles Aviation Experience, visits to the UW-Waisman Center, UW-Entomology, and activities with the Society of Women Engineers, among others.

Students in Juventud also participate in a leadership summit – Latino Youth Summit during Spring Break. The Summit is a collaboration between UW-Madison, MMSD, and Centro Hispano. Roughly approximately 100 Juventud students participate in the summit. The multi-day experience, allows students to engage with national speakers, workshop presenters, and engage through practice-based activities in future career aspirations.

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

\*Use one line per individual employee

Position Title*	Qualifications or Required Training	Location	FTE		
			Multi-Focused School Year	Multi – Focused Summer	Other Programs
Juventud Coordinator	<ul style="list-style-type: none"> <li>▪ Bachelor’s Degree. Bilingual and Bicultural.</li> <li>▪ Knowledge of enrichment and academic tutoring.</li> <li>▪ Ability to work with middle schoolers.</li> </ul>	Toki Middle School	<u>1.0</u>	1.0	
Juventud Coordinator	<ul style="list-style-type: none"> <li>▪ Bachelor’s Degree. Bilingual and Bicultural.</li> <li>▪ Knowledge of enrichment and academic tutoring.</li> </ul> <p>Ability to work with middle schoolers.</p>	Wright Middle School	<u>1.0</u>	1.0	
Juventud Coordinator	<ul style="list-style-type: none"> <li>▪ Bachelor’s Degree. Bilingual and Bicultural.</li> <li>▪ Knowledge of enrichment and academic tutoring.</li> </ul> <p>Ability to work with middle schoolers.</p>	Sennett Middle School	<u>1.0</u>	1.0	
Juventud Coordinator	<ul style="list-style-type: none"> <li>▪ Bachelor’s Degree. Bilingual and Bicultural.</li> <li>▪ Knowledge of enrichment and academic tutoring.</li> </ul> <p>Ability to work with middle schoolers.</p>	Sherman Middle School	<u>1.0</u>	1.0	

		<b>Total:</b>	4.0	4.0	

- f. **Volunteers:** If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?  
 Volunteers are recruited at the start of the academic year and throughout the academic year as needed. Potential volunteers are required to submit an application, come in for an interview, and if assessed to be a good match for working with Juventud youth, go through a formal background check through the Madison Metropolitan School District (MMSD). Volunteers attend a formal orientation at Centro Hispano and participate in on-going training sponsored by MMSD. Each school site directly supervises volunteers working with students in the area of academic support.

### 3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. **Collaboration:** Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
MSCR	Facilitates afterschool transportation for youth	Varies w school	YES – MMSD
Urban League SOH	Share in Volunteer Recruitment	Varies w school	NO
MMSD	High-intensity partnership, providing support on curriculum development, evaluation, and on-site school resources	Laura Whitmore	YES
YWCA Restorative Justice Program	Cross referrals for services	Varies with schools	NO

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

How do these partnerships enhance this proposal?

Centro's programming is unique because of the cultural edge of program staff - 90% are Latino, Spanish-heritage speakers, with a personal life experience that resembles Juventud participants. Juventud programming is also unique in that it prioritizes 'early' career exploration (before high school) while providing holistic support. The program focusing on the young person during a very important developmental phase (middle school), while also providing wrap-around support for families. We are able to increase our impact through meaningful collaborations with key community partners that can enhance the services and resources we offer students. This includes a close collaboration with the school administrators and teachers where Centro's programs are embedded (our primary partners for strengthening student success), collaboration with other after-school programs and student groups that

complement our work (i.e. MSCR, Urban League Schools of Hope, and YWCA Restorative Justice Programming) and greater collaboration with the ELL/ESL support staff at these schools.

What are the decision-making agreements with each partner?

Some partnerships are defined by MMSD MOA. Other partnerships are adhoc and defined by mutual collaboration and shared outcomes.

- b. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Centro Hispano of Dane County is the leading social service provider for Latinos in Dane County and offers a variety of bilingual support and referral services for free to more than 6,000 individuals every year. This includes five bilingual caseworkers, three of whom are the only bilingual service providers in Dane County, specializing in immigration, criminal justice/AODA, and healthcare access respectively. In addition, Centro works with many partners across Dane County to help stabilize families and provide vital supports including the Tenant Resource Center (which holds a clinic at Centro bi-monthly), Reap Food, and mental health providers. Youth and their families can also benefit from Centro's comprehensive Workforce Development Program and Career Pathway Programs supporting post-secondary career tracks in Finance and Health. Because of the holistic family-centered service approach, Centro consistently provides childcare for all families engaged in programming. Our partnership with the Dane County Restorative Justice Court (housed at Centro) provides additional support as well our partnership with Joining Forces for Families (JFF) provides a strong network of referrals and resources for our students and their families.

#### 4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally-appropriate social, emotional and academic skills

- b. Did the Data Tool Kit or other sources of data affect your program design, recruitment strategies, and choice of outcome objectives? If yes, how?

The Data Tool Kit didn't affect our program design, recruitment strategies or choice of outcome objectives. However, the Data Tool Kit supported and reaffirmed the indicator, strategies, outcomes and indicators already chosen as part of our Juventud's work.

- c. 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.

Middle School Program Outcome (select one or more program types as applicable):  
 Multi-focus School Year                       Multi-focus Summer

<b>Outcome Objective</b> Academic Achievement	Students that receive 15+ sessions on academic support (including literacy or math)/tutoring sessions/workshops will show greater skill acquisition than students who did not meet this threshold.
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<b>Performance Standard</b>	<b>Targeted Percent</b>	90%	<b>Targeted Number</b>	90
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**Measurement Tool(s) and Comments:**

- Percentage of Juventud students, as recorded in program attendance logs, who will receive the minimum threshold of academic support/tutoring/workshop sessions required for improved academic success as identified in best practices by MMSD.
  
- As a high intensity partner Centro will work with WCER, MMSD Partnerships Office, MMSD C&I staff, to identify appropriate metrics that can identify annual growth in reading and math acquisition given eligible population and structure of programming.

Middle School Program Outcome (select one or more program types as applicable):  
 Multi-focus School Year                       Multi-focus Summer

<b>Outcome Objective</b> Sense of Belonging to school	15+ academic support/math or literacy tutoring sessions will show greater school attendance than students who did not receive tutoring.
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<b>Performance Standard</b>	<b>Targeted Percent</b>	90%	<b>Targeted Number</b>	90
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**Measurement Tool(s) and Comments:**

Improved growth in attendance as a result of students enrolling in Juventud and receiving academic support/tutoring/workshop sessions and family wrap around supports, based on average annual attendance in grades 6-8.

Middle School Program Outcome (select one or more program types as applicable):  
 Multi-focus School Year     Multi-focus Summer

<b>Outcome Objective</b> Social-emotional competency	A greater percentage of students agree that tutoring programs have a positive impact on their engagement with learning (based on the CCSR non-cognitive developmental framework)
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<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	75
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**Measurement Tool(s) and Comments:** Measure will address academic perseverance, mindset, and behaviors through student surveys and/or student focus groups.

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

Family engagement is an important part of Centro programming. We will target 80% of Juventud families to receive family-centered services through Centro case management staff (i.e. Informational sessions, meetings, phone calls). Records and case notes are kept at Centro. Quarterly meetings are typically held at Centro with MMSD staff, Centro leadership and school coordinators.

In alignment with student feedback, we expect at least 75% of school administrators and teachers will agree that Juventud has a positive impact on student engagement with learning. Feedback will be gathered qualitatively but also quantitatively through annual surveys.

- d. 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? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

We have in-house data collection forms to track student attendance, attendance sessions, student demographics, volunteer numbers and hours and other data points for funders as needed. We only share information that doesn't infringe on client confidentiality. Family engagement is an important part of Centro programming overall. All records and case notes for youth and families are kept at Centro in secured office cabinets in a secure office, and in all electronic files are maintained in a secured client database that is in a password encrypted computer and that is saved in a secured server.

## SECTION 5: DISCLOSURES

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If applicable, please include the following:

### Disclosure of Conflict of Interest

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

N/A

### Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or

N/A



## **SECTION 6. BUDGET**

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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 Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>





# School-Age Child Programs for 2020: High School

## Multi-Focus Afterschool and Summer, Weekend and Summer Evenings, and Topical/Skill/Population (TSP) Focused Program

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)  
Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for high school-age youth (Section 2).

***Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to 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 opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the required [Excel workbook](#). Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required [Excel workbook](#) will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

**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.**

Legal Name of Organization:	Centro Hispano of Dane County Inc.	Total Amount Requested for this Age Group:	\$ 114,000
High School Programs applied for (select one or more as applicable):	Multi-focus School Year X Weekend or Summer Evening	Multi-focus Summer Topical/ Skills/Population	
Contact Person	Nina Gehan	Email: nina@micento.org	
Address:	810 W. Badger Rd. Madison WI, 53713	Telephone:	608-442-4026

**Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Mary O'Donnell or Coral Manning at 266-6520.**

### SECTION 3. HIGH SCHOOL WEEKEND OR SUMMER EVENING PROGRAM

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Program Name: [Re]Generación

Brief Project Description:

[Re]Generación is a peer-led youth leadership development program intended for Latinx high school students residing in Madison and throughout Dane County, WI. The main goals of this leadership development program are: 1) To strengthen youth's cultural identities 2.) To engage youth in social justice issues, 3.) To motivate youth to participate in their community through volunteering 4.) To provide youth with a space for community organizing, community action, and community leadership.

Amount Requested: \$114,000

Total Proposed Program Budget: \$146,489

#### 1. PROGRAM DESCRIPTION

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

The goal of ReGeneracion is to support leadership development for Latinx students in Dane County through a youth-based peer leadership approach, the only such group in Dane County. [Re]Generacion creates and maintains a space (both physical and socio-emotional) for Latinx high school students grounded by youth for youth and focuses on unity and cultural empowerment. The program is built around four principles: cultural identity, social justice, volunteer engagement, and community engagement

- b. Intended Service Population: Describe the intended service population that will be impacted by this project (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the [Data Tool Kit](#).

Our intended service population is Latinx high school students residing in Madison and Dane County, WI. Latinx youth often lack a sense of belonging in their schools and struggle to find support at home and/or school in navigating the U.S educational system (Cammarota, 2008; Ventura, 2018; Valenzuela, 1999). The Data Took Kit indicators for Community and Neighborhood data in the Youth Well-being and Attitudes shows that less than 40% of Madison high school students have done volunteer work or community service in the last 12 months. Research shows that volunteer work promotes community building, supports leadership skills, and increases self-esteem.

In addition, Latinx youth face a lot of challenges outside of school that are not recognized which may include, financial, social, personal, and familial problems that distract them from their academic obligations. Additionally, the Data Tool Kit tells us that less than 15% of Madison high school students have participated in a leadership and/or support group activities before or after school or on the weekend. Moreover, because Madison does not currently have many dedicated youth spaces, especially dedicated spaces for Latinx youth, these youth feel disconnected from both school and community. ReGeneracion offers youth space (physical, socio-emotional) and support to increase their connection with school and the community by including them in a Latinx collective.

Growing safe spaces in trusted agency like Centro is a strong method of trying to create a sense of belonging, empowering our Dane County youth to pursue their dreams, and making them aware of the resources in the community that are there to support them and their families.

c. Recruitment, Engagement, Intake and Assessment: 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.

- **Recruitment:** [Re]Generacion coordinators reach out at the beginning of each school year to high schools in Madison and Dane County to recruit youth. Outreach is specific and targeted to the population we are serving and leverages relationships with Latinx club advisors and/or Behavioral Resource Specialists (BRS). Recruitment is also peer-to-peer with current students recruiting other youth at their schools or incoming freshmen. Finally, we have an open-door policy for our youth who are encouraged to bring friends and siblings as a way to connect with more youth.
- **Engagement:** We engage our youth on an ongoing basis. Internal and external projects are created based on the interests of youth participants. Youth are encouraged to share their voices, engage in their own critical thinking, provide cultural input, learn from current events, and participate in community organizing. Mentoring services are provided by Centro Hispano staff, [Re]Generacion facilitators are former participants in the program. Students leave our program connected to Centro and the broader resources it offers to them and their families. We invite students and their families to participate in community events and in our programs/services for their families at Centro beyond our programming.
- **Intake:** Students complete an application. In the program's application, students are asked to write an essay that expresses their personal motivation for joining the program. We do not evaluate or recruit students based on academic performance or other school related engagements. The intake process is focused on the youth as a holistic person, getting to know them, and encouraging them to start thinking about their self-identity.
- **Assessment:** Assessment of student participation is ongoing. At the beginning of each year, feedback is carefully incorporated in program planning. Co-facilitators have a month where they plan for the fall semester, and recruit in Dane County high schools mindful of the feedback received from students. Once winter break comes, co-facilitators have that time to plan for the spring semester. Before every weekly meeting with the youth, co-facilitators meet as a group to plan the meeting using input and feedback from continuing and non-continuing students. The program has been in existence for four years and continues to be highly successful with 90% retention of students who engage in the group. It is extremely important that students feel they are a part of the [Re]Generacion community, meetings follow a consistent format starting with a clap-in, and weekly group check-in/dialogue where each youth has the opportunity to share. Facilitators work hard to implement interactive activities or icebreakers to ensure connection and trust.

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

In the Madison Metropolitan School district, Latinx students are the second largest racial group in the district representing 20.5% of all students. Schools have relied on traditional resources for Latinx students, such as hiring bilingual support staff and implementing dual language immersion programs. However, these initiatives seem to have had only minimal positive impacts on the educational outcomes of Latinx youth. For instance, standardized test scores show that 9<sup>th</sup> and 10<sup>th</sup> grade high school Latinx students are far behind their White peers when it comes to the reading and math proficiency needed to be college and career ready. Across the district Latinx high school students are only 14% proficient in math and 21% proficient in reading compared to white students who are 64% proficient in both math and reading (WISEdash: ACT Aspire, 2016). While there has been about a 10-percentage point gain since 2011, the 2015-16 school year data also shows that only 74% of Latinx students graduated in four years, compared to 90% of white students. Moreover, 30% of graduating Latinx students reported moving on to a 2-year college and only 20% reported moving on to a 4-year college after high school graduation. Therefore, about 50% of Latinx students are graduating from Madison high schools, but are not going on to any kind of postsecondary education, at least not immediately after high school (WISEdash: Postsecondary Enrollment, 2016). In today's economy, a high school diploma is not enough to meet the rising economic costs of living and Latinx youth will grow up to endure hardships in a modern economy that increasingly demands a college degree (Darder & Torres, 2014; Gandara & Mordechey, 2017)

Research findings from a qualitative ethnographic study with youth, point to the exclusion that Latinx immigrant youth and their families face on a daily basis in Madison. Latinx youth often pointed to the hardships that their parents faced as a barrier for their own educational success, particularly due to the stress, fear, and uncertainty that youth felt from living in mixed status undocumented families. In schools, Latinx youth and staff felt that Latinx students were at a disadvantage when it came to navigating the increasingly complex high school system. Latinx youth also noted the ways in which long-term ESL placement as well as their underrepresentation in honors/advanced placement courses limited educational opportunities for Latinx students. Finally, youth noted that there was a lack of authentic care from teachers and counselors as most school staff sought to treat all students equally, often benefitting white students over students of color.

In the face of all of these challenges, programs like [Re]Generación are able to step in to offer additive educational possibilities for Latinx youth in that they build on youths' knowledge and culture, and actively engage them in a collaborative learning process. What community-based spaces are often able to do that schools fail to do is recognize youth as subjects of knowledge production rather than empty vessels that competent and qualified adults must fill with the right kinds of knowledge, attitudes, and norms (Kirshner, 2014; Ventura, 2017). Drawing upon a social justice youth development framework (Ginwright & Cammarota, 2002), after students grasp concepts of critical thinking, they are encouraged to participate in helping to inform workshops and

community engagement as part of [Re]Generacion while planning a yearly student conference. [Re]Generación: 1) Uses workshops throughout the year as an effective learning method to build knowledge in preparation to the annual student conference; 2) Makes resources accessible to youth including volunteering opportunities, access to community events, work-opportunities (a substantial percentage of youth at Centro work to support stabilizing their home families), knowledge on political actions; 3) Complements other Centro youth programming by providing peer-led support, peer-dialogues, ‘charlas’ about college/post-secondary life experience; 4) And provides mentorship - where youth determine their needs supported by other adults. Through these activities [Re]Generacion, seeks to complement other Centro youth programs, fostering strong youth who are mindful of their identity, firm around issues of social justice, and comfortable with engaging in schools and community in order to transform them, their academic trajectory, and their future for the better.

There have been positive youth outcomes in the program including in the areas of: Self-awareness: building a positive sense of self and social/cultural identity and understanding of power, privilege and oppression; Social awareness: knowledge base of social issues and engagement in investigation, analysis and problem solving and Global awareness: critically engage with struggles of oppressed people throughout the world. These outcomes have in turn influenced educational aspirations, leading to improved youth attendance in school, youth engagement in volunteering, participating in youth-led projects, and recognitions in the form of awards and scholarships directly as a result of greater involvement. The interactions and opportunities students receive within [Re]Generación are valuable and they need to be continued so that students can progress in their academic, professional and community goals.

*\* Please refer to appendix A for an example of our lesson plan template \**

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Wednesday Meetings/ Year round	All year round (mirroring the MMSD calendar with some exemptions)
Kick-off/End of the year Celebrations	--September (kick-off) --May/June (End of the year)
Xicanx Institute/ Summer participation	August (for two weeks)
Facilitator Retreat	Throughout the year (4 times)
In Lak'ech Conference	Once ever school year (a three month process as it is student led)

Other milestones, notes or comments about the proposed timeline (if applicable):  
N/A

f. Family and Community Engagement: Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be

involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

Through a peer-led model [Re]Generación seeks to empower youth by providing them with a space where they can find their voice, and share it to encourage social change. Youth have always been directly involved in the program – from creating the program, to putting together the curriculum, to leading the program using the input of other youth involved. The program provides youth, their siblings and their families with a sense of belonging, cultural identity, and a voice as well as resources they can use to navigate across school, home and community borders. Youth feel safe talking in the safe setting the program offers and asking questions they would not feel comfortable asking at home or school. In turn, we provide them with the resources and support they need and which they can share with their families and friends. [Re]Generación engaged youth in the implementation and assessment of program activities and outcomes and staff are former program participants themselves. During our meetings we seek input from students at every meeting, and towards the end of every meeting we allow for space and time for discussion/reflection of the knowledge that was shared with the youth. We believe that conversations like these are essential in our program because students empower one another through vulnerability.

- g. Cultural Relevance and Language Access: 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.

This program is offered at Centro Hispano of Dane County and will serve Latinx high school students. As such, the program serves ELLs as well as youth whose families do not speak English. All staff are bilingual and have the program is designed to be culturally and linguistically appropriate for the Latinx community.

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

## 1) Internal Program Design

- a) [Re]Generación's main goal has always been to create and maintain a space for Latinx high school students that is focused on Latinx unity and cultural empowerment in schools and in the community. The program is designed around four core principles: cultural identity, social justice, volunteer engagement, and community engagement. We express these four principles through our weekly meetings with the students, in our two annual conferences, small community projects, volunteering projects, as well as in daily life. During our meetings we seek input from students at every meeting, and towards the end of every meeting we allow for space and time for discussion/reflection of the knowledge that was shared with the youth. We believe that conversations like these are essential in our program because students empower one another through vulnerability.

## 2) Supportive Relationship with Youth

- a) At the beginning of every school year, co-facilitators make sure every student that attends our program has a mentor. Co-facilitators divide students depending on their needs. Every co-facilitator has about 5-6 mentees, and checks in with them on a regular basis. Students are



aware of whom to go to when in need of something, whether it is personal or professional guidance. This system has been implemented since the program started to ensure that students are being supported in every possible way and help youth discover their full potential, as well as building meaningful relationships with them. In addition, every co-facilitator makes sure that every single student feels welcomed, comfortable, and accepted within our space and at every meeting. Co-facilitators do this by using inclusive language, respecting students' intersectional identities and understanding their perspectives. In addition, [Re]Generación is always looking for various ways to ensure that youth are improving their professional skills, whether it's through inside or outside opportunities.

### **3) Youth Voice & Leadership**

- a) During our student program meetings, we have students build trust and a sense of belonging with each other by "checking-in". Not a lot of school settings offer this opportunity where at the end of the day, students get to have a voice in any achievements or setbacks. As mentioned before, through programming students develop the ability to think critically, engage in activities, participate in dialogue and learn advocacy skills that they get to implement within their schools, community, and even across the state through their post-graduate plans. Moreover, students get to explore their self-identity, local, national and international issues and overall have the opportunity to develop leadership skills by taking action in conducting a student-led conference that is hosted on a yearly basis. Students gain leadership skills through public speaking, helping to plan workshops, promote the annual conference, brainstorming the overall theme, and inviting honorary presenters. At the end students have learned what it takes to organize workshops, help plan a student conference, while drafting action plans for how they want to engage with their community (school and neighborhoods).

### **4) Racial & Cultural Inclusion**

- a) When planning the calendar of guest speakers and/or workshops, we make sure that programming and speakers are relevant to our diverse cultural backgrounds. For example, through artistic expression that includes screen printing and public murals we learn about our many cultures and identities. Through writing activities that are sensitive to our needs and our position in society, we learn that language and writing can give us a vehicle to express our experiences from our own perspectives and that this is crucial in any professional field. Overall, we learn about our own history through workshops that emphasize a lens that includes its many facets and places it in the context of the larger world. Students are encouraged to speak about their own identities and challenges with racial and cultural inclusion as well as xenophobia, homophobia, etc. We also collaborate with other student groups and community organizations in the city on issues that affect us all.

### **5) Community & Family Engagement**

- a) We communicate with staff members at the high schools where youth are enrolled to ensure they are feeling engaged with the program and school. If we are in direct contact with the families of the students via parents or siblings, we also include them, inviting them to events that the youth may participate in or encouraging them to participate as well. The family members who provide transportation for the youth also get a chance to learn about opportunities and services provided at Centro as a community hub. Moreover, our meetings intentionally coincide

with Centro's *Mercadito*, a farmer's market and weekly cultural celebration, where Latinx business owners and restaurants showcase their goods and products. Many of our youth and their families take part in the *Mercadito* to support small businesses. This in turn creates trust in the youth and their relatives to rely on Centro as a center for community sharing and cooperation, which allows them to see themselves as members of the broader, larger Madison community.

- b) Students share at their own discretion the culture within their family, school, neighborhood, and community from their own perspective, which in turn helps us as co-facilitators analyze their needs and available resources for them. The safe space we provide also ensures that students have time to analyze and critique issues that may surround these cultures from different points of view.
- c) The parents/guardians of the youth in the program provide contact information and preferred contact method for us. We use the channel of communication as a way to engage families of youth, and strive to solidify their relationship to Centro so they can access the resources they need to thrive.
- d) The parents/guardians are able to voice any questions, concerns, comments, or input to the co-facilitators regarding their youth or the program at any time.

## **6) Organizational Management & Staff Support**

- a) Our mission statement is built on our four core principles: volunteer engagement, community organizing, cultural identity, and social justice. Our overall vision is to ensure that there is a space for these principles be put into practice while providing a safe space for Latinx youth to share their experiences.
- b) Oversight of the program is provided by the co-facilitators (staff) collectively. With the guidance of the youth program manager, deputy director, and executive director of Centro, the co-facilitators dedicate time and effort to improvement of the program by ensuring that each school year runs more smoothly than the one before.
- c) As being a core principle of the program, our culture and identity are more than well represented within the efforts and the work of the co-facilitators. Staff shares their own experiences and struggles because we know that being personal and vulnerable is important in gaining trust from youth.
- d) For the past few years, we are able to maintain the expenses of the program within our allocated budget. Our program costs are estimated beforehand and have been approximate to our actual costs. The organization of the co-facilitators programming and logistics has been managed well due to the collaborative efforts and shared responsibility.
- e) We focus mainly on qualitative measures collected by [Re]Generacion co-facilitators, and collect some quantitative measures that support academic progress. We ensure that our data collection is iterative and embedded in programming to demonstrate the impact we have on the growing population of youth in Madison and in Dane County.
- f) The program staff is deeply invested in the program itself. Two of the four founding co-facilitators of the program are still working at the program, with the other two founders constantly keeping up to date on how the program has been doing as well as grant writing efforts.

- g) The resources necessary for the program and its activities are provided through Centro and are vetted by the co-facilitators to ensure that they are appropriate for their academic and critical-thinking development work being done.
- h) Youth staff including [Re]Generacion co-facilitators are supervised by a Director of Youth Programs at Centro who is responsible for overseeing all youth programming (Juventud (MS), Escalera (HS) and [Re]Generacion (HS)). This supervisor is in on-going communication with Centro's Deputy Director and Executive Director to ensure the vision of the organization is carried through in youth programming. They are also in direct communication with partners including the school district, city and county program partners, to ensure we are meeting mutual goals and objectives for youth programs at Centro and in the city and county. There are on-going meetings with staff each week to touch base on progress, monthly group meetings, and a variety of check-ins to ensure proper evaluation.

**7) Environment & Safety: - all of us**

- a) Under the poem of "In Lak'ech", our youth are introduced to a different environment than a school setting. Not a lot of schools are equipped with the proper training to deal with the cultural issues that our youth face on a daily basis, so we make sure that we provide a place of comfort and safety and serve as mentors/advisors as well as staff. Mental and physical health is one of our main priorities when we are all together. To address and retain that priority, we make sure that students are conscious of a shared-safe-space in where "reciprocal respect" is the only thing we advise from all in the room. If a student has an opposing side then we ask to elaborate more and build dialogue than an argument.

**2. PROGRAM STRUCTURE AND STAFFING**

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a high school weekend or summer evening 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.

High School Evening	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
<b>Location(s):</b> Centro Hispano					
School Year	Wednesdays each Wk 4:30pm to 6:00pm	1.5 hrs	9 months	4:25	
Summer	Wednesdays each Wk 4:30pm to 7pm	2.5 hrs	3 months	4: 10	
<b>Location #2:</b>					
School Year					

Summer					
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\*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 with differences in the program structure as compared to the two high school evening programs included in the table above.

N/A

- b. Total Annual Unduplicated High School-Age Youth: Anticipated unduplicated number of individual high school-age youth in the proposed programs: 50
- c. Program Schedule: If you are proposing to provide an evening 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): N/A			
Day	High School Evening	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	High School Evening	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	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 two high school evening programs included in the tables above.

N/A

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

N/A

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

\*Use one line per individual employee

Position Title*	Qualifications or Required Training	Location	FTE		
			Evening Focused School Year	Evening Focused Summer	Other Programs
ReGeneracion Youth Facilitator	<ol style="list-style-type: none"> <li>1. Former [Re]Generacion participant.</li> <li>2. Experience volunteering and participating in community engagement activities required.</li> <li>3. Fluent with writing and speaking Spanish and English required.</li> <li>4. Prior experience in a leadership role required.</li> <li>5. Broad knowledge of Latinx high school youth issues and concerns.</li> <li>6. Broad understanding of Latinx high school youth values about volunteer engagement, cultural identify, community organizing, and social justice</li> </ol>	Centro Hispano	1 FTE	1 FTE	
ReGeneracion Youth Facilitator	<ol style="list-style-type: none"> <li>1. Former [Re]Generacion participant.</li> <li>2. Experience volunteering and participating in community engagement activities required.</li> <li>3. Fluent with writing and speaking Spanish and</li> </ol>	Centro Hispano	1 FTE	1 FTE	

	<p>English required.</p> <p>4. Prior experience in a leadership role required.</p> <p>5. Broad knowledge of Latinx high school youth issues and concerns.</p> <p>6. Broad understanding of Latinx high school youth values about volunteer engagement, cultural identify, community organizing, and social justice</p>				
ReGeneracion Youth Facilitator	<p>1. Former [Re]Generacion participant.</p> <p>2. Experience volunteering and participating in community engagement activities required.</p> <p>3. Fluent with writing and speaking Spanish and English required.</p> <p>4. Prior experience in a leadership role required.</p> <p>5. Broad knowledge of Latinx high school youth issues and concerns.</p> <p>6. Broad understanding of Latinx high school youth values about volunteer engagement, cultural identify, community organizing, and social justice</p>	Centro Hispano	.5 FTE	.5 FTE	

		<b>T o t a l :</b>	2.5	2.5	

- f. Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?  
N/A

### 3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

<b>Partner Organization</b>	<b>Role &amp; Responsibilities</b>	<b>Contact Person</b>	<b>Signed MOU (Yes/No)?</b>
Madison and Dane County High School	Support Outreach	Counselors, BRS, etc.	No
Local Artists	Engage in Arts-based programming that is culturally informed	Rodrigo Carpia, Carolina Sarmiento (UW-Madison School of Human Ecology)	No
Chicanex Institute at East High School	Provides a space for summer enrichment for [Re]Generacion Youth, Centro pays for youth participation	Silvia Gomez	No

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

N/A

How do these partnerships enhance this proposal?

N/A

What are the decision-making agreements with each partner?

N/A



- b. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Centro Hispano of Dane County is the leading social service provider for Latinos in Dane County and offers a variety of bilingual support and referral services for free to more than 6,000 individuals every year. Centro aims to provide holistic wrap-around services to all program participants including youth in [Re]Generacion and their families including in basic needs, and services specialized around immigration, health, and the criminal justice system – all areas that disproportionately affect Latino families, especially Latinx youth. This includes through the support of five bilingual caseworkers - three are the only bilingual service providers in Dane County, specializing in immigration, criminal justice/AODA, and healthcare access respectively. In addition, Centro works with many partners across Dane County to help stabilize families and provide vital supports including the Tenant Resource Center (which holds a clinic at Centro bi-monthly), Reap Food, and mental health providers. Youth and their families can also benefit from Centro's comprehensive Workforce Development Program and Career Pathway Programs supporting post-secondary career tracks in Finance and Health. Because of the holistic family-centered service approach, Centro consistently provides childcare for all families engaged in programming. Our partnership with the Dane County Restorative Justice Court (housed at Centro) provides additional support as well our partnership with Joining Forces for Families (JFF) provides a strong network of referrals and resources for our students and their families.

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

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

This program addresses leadership development for Latinx high school students.

- b. Did the Data Tool Kit or other sources of data affect your program design, recruitment strategies, and choice of outcomes objectives? If yes, how?

Centro's programs are based on historical research-based evidence of what works to support the Latinx community. Youth Wellbeing and Attitudes and Education Outcome Data from the Tool Kit reinforces our program design and strategies.

- c. 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.

High School Program Outcome (select one or more program types as applicable): Weekend or Summer Evening				
<b>Outcome Objective</b> # 1 Community and Neighborhood	Students enrolled in the program will participate in volunteer and service for the community.			
<b>Performance Standard</b>	<b>Targeted Percent</b>	90%	<b>Targeted Number</b>	45
<b>Measurement Tool(s) and Comments:</b>				

- Percentage of ReGeneracion students, as recorded in program attendance logs, who participate in volunteer opportunities and/or community actions. Our annual goal is for 90% of students to participate in at least one opportunity with a total of at minimum 100 hours of service logged.

High School Program Outcome (select one or more program types as applicable): Weekend or Summer Evening				
<b>Outcome Objective</b> # 2 Sense of Belonging	Students who attended 15+ ReGeneracion sessions will show greater school attendance than they had before attending the program.			
<b>Performance Standard</b>	<b>Targeted Percent</b>	90%	<b>Targeted Number</b>	45
<b>Measurement Tool(s) and Comments:</b> Improved attendance as a result of students enrolling in [Re]Generacion and receiving workshop sessions and family wrap around supports, based on average annual attendance in grades 9-12.				

High School Program Outcome (select one or more program types as applicable): Weekend or Summer Evening				
<b>Outcome Objective</b> #				
<b>Performance Standard</b>	<b>Targeted Percent</b>		<b>Targeted Number</b>	
<b>Measurement Tool(s) and Comments:</b>				

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

The themes of social awareness, self-awareness and global awareness are important to the curriculum of [Re]Generacion. These themes will be consistently explored qualitatively with the youth participating in [Re]Generacion through conversations with youth staff. As mentioned [Re]Generacion workshops and activities are grounded in the input and needs of students – with significant dialogue and feedback throughout, as well as individual 1-1 sessions with students as a way for staff to provide additional support to participants. These on-going conversations will be the basis for a podcast series currently being put together that will utilize the qualitative data capturing impact on youth in the areas of self-awareness, social awareness and global awareness, as a factor in educational goals and aspirations. It is important to note that this evaluation initiative was grounded in opinion by students and [Re]Generacion staff.

- 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? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

We have in-house data collection forms to track student attendance, attendance sessions, student demographics, volunteer numbers and hours and other data points for funders as needed. We only

share information that doesn't infringe on client confidentiality. Family engagement is an important part of Centro programming overall. All records and case notes for youth and families are kept at Centro in secured office cabinets in a secure office, and in all electronic files are maintained in a secured client database that is in a password encrypted computer and that is saved in a secured server.

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## SECTION 5: DISCLOSURES

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If applicable, please include the following:

### Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison. The [Re]Generacion high school program is a complimentary program to other currently funded youth work at Centro including Juventud Middle School Programming and Escalera High School Programming.

### Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or  
N/A

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## SECTION 6. BUDGET

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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 Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>

## Appendix A - Lesson Plan Template:

**Topic:** \_\_\_\_\_

**Goals:** *What will youth learn through this lesson?*

**Materials Needed:**

- *<insert list here>*

**Co-Facilitator Tasks:** *(What do co-facilitators have to do before and during the lesson?)*

<b>Time Needed (4:30-6pm) (90 minutes)</b>	<b>Activity</b>	<b>Notes</b>
10 minutes	Unity Clap & In Lak'ech	
10-15 minutes	Check-in	Co-Facilitators come up with question before meeting
10-20 minutes	Warm-up / Ice Breaker Activity	Be mindful of your timing with the lesson - if you have a longer teaching/interactive activity then keep this very brief!
20-30 minutes	Teaching Part of Lesson	A reading, video, dialogue, presentation, guest speaker, podcasts
20-30 minutes	Interactive Activity	This is where youth get to learn through doing (dialogue, writing, skits, artmaking, presenting, etc)
5-10 minutes	Debrief: Go around the room and ask youth to say how they felt or what they thought about the topic in 1 or 2 words	This is a good way to get feedback from youth on each lesson and co-facilitators can discuss at next meeting
2-5 minutes	Unity Clap	



**APPLICATION FOR 2020 SCHOOL-AGE CHILD AND YOUTH PROGRAMS**

**1. ORGANIZATION CONTACT INFORMATION**

Legal Name of Organization	Centro Hispano Inc	
Mailing Address	810 W Badger Road, Madison, WI 53713	
Telephone	608-255-3018	
FAX	608-255-2975	
Director	Karen Menendez Coller	
Email Address	karen@micentro.org	
Additional Contact	Nina Gehan	
Email Address	nina@micentro.org	
Legal Status	Private: Non-Profit	
Federal EIN:	93-0844812	

**2. PROPOSED PROGRAMS**

Program Type	2020 Request		Program Name
	Letter	New?	
Elementary Programs	A	\$0	Elementary School Program
Contact:		Phone:	Email:
Middle School Programs	B	\$40,000	Juventud
Contact: Evelyn Cruz		Phone: 608-442-4026	Email: evelyn@micentro.org
High School Programs	C	\$114,000	(Re)generacion
Contact: Evelyn Cruz		Phone: 608-442-4026	Email: evelyn@micentro.org
<b>TOTAL REQUEST</b>		<b>\$154,000</b>	

**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](http://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:

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

DATE

INITIALS:

ORGANIZATION: **Centro Hispano Inc**

## ORGANIZATIONAL PROFILE

### 1. ORGANIZATION HISTORY, VISION STATEMENT, MISSION STATEMENT AND VALUES

Centro Hispano of Dane County (Centro) has been serving the Latino community in Madison WI since 1983. Since its inception, the agency has grown to become the largest social service provider for Latinos in Dane County, WI and now serves an average 2,500+ families and 6,000 individuals each year. Our mission is Empowering Youth, Strengthening Families and Engaging the Community. Our vision is that Dane County will be a community where Latino families can aspire upward, to reach their personal goals and dreams because they feel engaged and strengthened with the tools for success.

### 2. ORGANIZATION EXPERIENCE AND QUALIFICATIONS PROVIDING PROPOSED PROGRAM(S): Describe length of experience and specific qualifications. List current child and youth programs with their inception date.

Centro Hispano has a long history of focusing on youth programs in Dane County that are culturally congruent to meet the needs of Latino youth. While originally youth programming at Centro relied on a drop-in model for services, with the significant growth among Latino students in Madison, efforts have been made over the last 6 years to create a cohesive vision where youth programs build on one another and receive the support of adult and community engagement programs at Centro, as a way to ensure student success.

The Juventud program has been in existence since the agency's inception in 1983 – meeting a gap in a safe, supportive space, for Latino youth. The program structure now includes: a series of workshops that intentionally focuses on STEM, with a curriculum that focuses on strengthening relationship and non-cognitive indicators of academic success and implementation of academic support services that meet objectives outlined in the strategic framework for the Madison Metropolitan School District (MMSD). The program is limited to a maximum of 25 students that move together as a cohort throughout the 6-8th grades.

[Re]Generacion as a program has been in existence for four years at Centro Hispano and really strives to implement programming that is peer-led. Each of the [Re]Generacion facilitators are intentionally chosen from graduates of the program,

### 3. ORGANIZATION UPDATE: Describe any significant change or shifts that the agency has experienced in the last few years, or that you may anticipate in the next few years. For example, changes in leadership, significant turnover in staffing, strategic planning processes, expansions or loss of funding. What, if any, affects will these shifts have on the agency's ability to provide contracted services? If there are no changes, write "no changes" in box below.

Centro has been under the leadership of a new Executive Director over the last six years who has significantly strengthened the structure of the agency – with the first Director of Development and Communications hired three years ago, and a Deputy Director who was hired two years ago. In addition youth staff are overseen directly by a Director of Youth Programs who stays closely connect with both staff and partnership needs. Currently the agency is implementing a strategic plan for the next five years that emphasizes professional development, operational supports for staff, as well as centers on an expansion in youth programs over the next five years. We expect Centro's committed to providing contracted services will only grow.

**4. COMMUNITY ENGAGEMENT:**

Describe your organization’s relationship with the community served. Include how you solicit feedback from the community, adapt your work to meet the needs of the community, community members are included in planning activities or programs, and service recipients are included in the governing structure of your organization. How do these efforts improve your your services?

Include specific strategies that address client, participant, and community engagement.

Centro Hispano’s programming structure consists of three pillars – we are committed to empowering youth, strengthening families and lastly engagementcommunity. As an organization rely on engaging community as the foundation to building our programming as an organization. The Latino community is engaged through a number of wellness activities that are open and available for the entire family – through these activities Centro truly becomes a trusted go-to-resource for the community, a safe nourishing space that is committed to a community that thrives. Once individuals feel safe at Centro they begin accessing the breadth of services and providing input through feedback surveys, community engagement sessions around Centro’s strategic direction, events, and organically to community engagement staff. Four years ago, as a way to engage the community through community, Centro began incubating community leaders. A cohort of six women became especially involved in adult programming at Centro and as parents naturally became engaged with youth programming as well. Now incorporated into a cooperative, Roots4Change, these leaders are currently funded through the City of Madison to work with Centro and develop a leadership curriculum that can be used to replicate the process of engaging community and incubating future leaders at Centro. Roots4Change is a valuable partner in the work that we do – not only as colleagues helping us to build a vibrant thriving community through engagement efforts but also through feedback provided to leadership on a weekly basis on everything from process improvements at Centro and program development. We seek to utilize community engagement in all efforts at Centro.

**5. DATA:** Describe any qualitative or quantitative data sources about the community served that you use to inform your decisions (e.g., input or involvement in the creation, design, implementation, and feedback for services)?

How does the use of this data improve your your services?

Centro youth programs are evidence-based, relying on both national data and local trends. As the only local affiliate in Wisconsin for UnidosUS the largest policy think tank with programming that support Latino youth, Centro staff are able to access a national network of partners and experts to discuss best practices for the organization. Centro has also been a consistent partner of United Way of Dane County for the last 36 years, with leadership serving on the Vision Council, Board of Directors and Community Solutions Team. Through these positions Centro was able to learn about national strategies for academic success for afterschool programs and best practices for afterschool programs emphasizing non-cognitive indicators of academic success. As a high intensity partner for the Madison Metropolitan School District (MMSD), goals and objectives for Centro youth programs are based on the strategic framework and priorities for the district based on both city and statewide data. Lastly Centro has also created strong connections with the School of Education, including graduate student support in the development of [Re]Generacion programming at Centro.

While quantitative metrics support program strategy and implementation most valuable is qualitative data that address the intangible outcomes from the perspective of youth participants. Centro is currently in the process of growing youth evaluators at the high school level capable of eliciting youth feedback through focus groups, interviews and visual mapping, in partnership with the Wisconsin Center for Evaluation Research (WCER) while also utilizing different cutting edge mediums as suggested by youth as a way to elicit youth input (i.e. Podcasts and film).



6. BOARD-VOLUNTEER DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and volunteers. Refer to application instructions for definitions. You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	BOARD		VOLUNTEER		MADISON*		
	Number	Percent	Number	Percent	GENERAL	POVERTY	R/POV**
					Percent	Percent	Percent
<b>TOTAL</b>	11	100%	0	0%			
<b>GENDER</b>							
MALE	6	55%	0	0%			
FEMALE	5	45%	0	0%			
UNKNOWN/OTHER	0	0%	0	0%			
TOTAL GENDER	11	100%	0	0%			
<b>AGE</b>							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	9	82%	0	0%			
60 AND OLDER	2	18%	0	0%			
TOTAL AGE	11	100%	0	0%			
<b>RACE</b>							
WHITE/CAUCASIAN	4	36%	0	0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	0	0%	0	0%	7%	15%	39%
ASIAN	1	9%	0	0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	0	0%	3%	4%	26%
BALANCE/OTHER	6	55%	0	0%	1%	2%	28%
TOTAL RACE	11	100%	0	0%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO	7	64%	0	0%	7%	9%	26%
NOT HISPANIC OR LATINO	4	36%	0	0%	93%	81%	74%
TOTAL ETHNICITY	11	100%	0	0%			
<b>PERSONS WITH DISABILITIES</b>	0	0%	0	0%			

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

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

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

7. Does the board composition and volunteer pool of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this?

Yes, the board composition and volunteer pool represents the racial ad cultural diversity of the people we serve.

8. ORGANIZATION REVENUE DETAILED BY PROPOSED PROGRAM

REVENUE SOURCE	2020 PROPOSED	2020 PROPOSED PROGRAMS			OTHER PROGRAMS
		A	B	C	
DANE CO HUMAN SVCS	275,331	0	37,666	0	237,665
DANE CO CDBG	0	0	0	0	
MADISON-CDD	317,248	0	40,000	114,000	163,248
UNITED WAY ALLOC	240,000	0	90,000	0	150,000
UNITED WAY DESIG	0	0	0	0	
OTHER GOVT	75,000	0	75,000	0	
FUNDRAISING DONATIONS	869,823	0	37,334	32,489	800,000
USER FEES	55,000	0	0	0	55,000
OTHER	0	0	0	0	
<b>TOTAL REVENUE</b>	<b>1,832,402</b>	<b>0</b>	<b>280,000</b>	<b>146,489</b>	<b>1,405,913</b>

9. List the funding sources included in "Other"; describe your organizations fundraising history, structure and results.

Include any other relevant information about revenue and expenses.

We have been partners with the city, county and United Way for more than thirty years. Recently (last 3 years) we have added a Development Director to our staff to further bolster our fundraising strategy. With the addition of this new position we have been able to double our revenue from grants for the agency overall.





AGENCY GOVERNING BODY cont.

<b>Name</b>	<b>Sandra Kallio</b>			
Home Address	NA			
Occupation	Senior Writer			
Representing	University of Wisconsin System			
Term of Office	SECOND	From:	mm/yyyy	To: mm/yyyy
<b>Name</b>	<b>Cesar Pinzon</b>			
Home Address	NA			
Occupation	VP - Sales and Strategy Support			
Representing				
Term of Office	FIRST	From:	mm/yyyy	To: mm/yyyy
<b>Name</b>	<b>Rich Lynch</b>			
Home Address	NA			
Occupation	Chairman of the Board			
Representing	J.H. Findorff and Son Inc			
Term of Office	FIRST	From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
<b>Name</b>				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

**ORGANIZATION:**

Centro Hispano Inc

**REQUESTED AMOUNT:**

**PROGRAM:**

Middle School Programs

40,000

1. Total unduplicated number of individual middle school-age youth across all of your proposed programs:

100

What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch?

100

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
<b>RACE</b>				
WHITE/CAUCASIAN	0	0%	1	25%
BLACK/AFRICAN AMERICAN	0	0%	0	0%
ASIAN	0	0%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	0	0%	0	0%
BALANCE/OTHER	100	100%	3	75%
TOTAL RACE	100	100%	4	100%
<b>ETHNICITY</b>				
HISPANIC OR LATINO	100	100%	3	75%
NOT HISPANIC OR LATINO	0	0%	1	25%
TOTAL ETHNICITY	100	100%	4	100%
<b>AGE</b>				
<2	0	0%		
2 - 5	0	0%		
6 - 12	100	100%		
13 - 17	0	0%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	100	100%		
<b>PERSONS WITH DISABILITIES</b>				
	0	0%		
<b>RESIDENCY</b>				
CITY OF MADISON	100	100%		
DANE COUNTY (NOT IN CITY)	0	0%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	100	100%		
<b>TOTAL</b>				
	100	100%		
MALE	55	55%		
FEMALE	45	45%		
UNKNOWN/OTHER	0	0%		

**ORGANIZATION:**

**Centro Hispano Inc**

**PROGRAM:**

**Middle School Programs**

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s).

Explain how you understand any disparities and plans you have to address these issues.

Graduation rates for Latinos in Madison schools continue to be lower than the average. In the last seven years, graduation rates for Latinos in the MMSD have increased by more than 10% , with more than 74% of Latino seniors now graduating from high school (as compared to 99% of white students). But despite this increase in high school graduation rates and GPAs, young Latinos continue to have one of the lowest rates of post-secondary educational attainment in Dane County. In 2014-15, only 16% of Latino students attending MMSD high schools even reported having 4-year college education in their plans after graduating, and 66% of seniors failed to achieve proficient scores on any part of the ACT.

Our Juventud Middle School program and [Re]Generacion program are structured to represent the support Latino students need within the academic environment and help them make the all-important transition into high school. It is because of this layering of supports across crucial developmental stages that Latino youth are better equipped to not only graduate from high school but thrive. Centro's goal with Juventud and [Re]Generacion is to create a pathway for confident Latino middle school student who will be ready to face the challenges of high school and focus on graduation and future career aspirations as their goal once they make the transition.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served?

If not, what plans do you have to address this?

All Juventud youth program coordinators are bilingual and bicultural, all except for one, are native heritage speakers. All general support specialists available for wrap-around family support are native heritage speakers and Latino, in tune with the needs of the community in Madison. Greater than 80% of volunteers providing academic support are native heritage speakers as well. Our Juventud Middle School program and [Re]Generacion program are structured to represent the support Latino students need within the academic environment and help them make the all-important transition into high school. It is because of this layering of supports across crucial developmental stages that Latino youth are better equipped to not only graduate from high school but thrive. Centro's goal with Juventud and [Re]Generacion is to create a pathway for confident Latino middle school student who will be ready to face the challenges of high school and focus on graduation and future career aspirations as their goal once they make the transition.

ORGANIZATION:

Centro Hispano Inc

PROGRAM:

Middle School Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	37,666	29,608	5,483	2,575	
DANE CO CDBG	0				
MADISON-CDD	32,730	25,326	5,065	2,339	
UNITED WAY ALLOC	55,850	43,900	8,125	3,825	
UNITED WAY DESIG	0				
OTHER GOVT	75,000	59,000	10,901	5,099	
FUNDRAISING DONATIONS	13,950	10,900	2,050	1,000	
USER FEES	0				
OTHER	0				
<b>TOTAL REVENUE</b>	<b>215,196</b>	<b>168,734</b>	<b>31,624</b>	<b>14,838</b>	<b>0</b>

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	37,666	29,608	5,483	2,575	
DANE CO CDBG	0				
MADISON-CDD	40,000	32,155	5,374	2,471	
UNITED WAY ALLOC	90,000	77,691	8,369	3,940	
UNITED WAY DESIG	0				
OTHER GOVT*	75,000	59,000	10,901	5,099	
FUNDRAISING DONATIONS	37,334	33,546	2,500	1,288	
USER FEES	0				
OTHER**	0				
<b>TOTAL REVENUE</b>	<b>280,000</b>	<b>232,000</b>	<b>32,627</b>	<b>15,373</b>	<b>0</b>

\*OTHER GOVT 2019

Source	Amount	Terms
MMSD	75,000	7/1/20-6/30/21
	0	
	0	
	0	
	0	
<b>TOTAL</b>	<b>75,000</b>	

\*\*OTHER 2020

Source	Amount	Terms
MMSD	75,000	7/1/20-6/30/21
	0	
	0	
	0	
	0	
<b>TOTAL</b>	<b>75,000</b>	



**ORGANIZATION:**

Centro Hispano Inc

**PROGRAM:**

Middle School Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

3000 characters (with spaces)

<b>ORGANIZATION:</b>	<b>Centro Hispano Inc</b>	<b>REQUESTED AMOUNT:</b>
<b>PROGRAM:</b>	<b>High School Programs</b>	114,000

1. Total unduplicated number of individual high school-age youth across all of your proposed programs:	50
What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch?	50

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
<b>RACE</b>				
WHITE/CAUCASIAN	0	0%	0	0%
BLACK/AFRICAN AMERICAN	0	0%	0	0%
ASIAN	0	0%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	0	0%	0	0%
BALANCE/OTHER	50	100%	4	100%
TOTAL RACE	50	100%	4	100%
<b>ETHNICITY</b>				
HISPANIC OR LATINO	50	100%	4	100%
NOT HISPANIC OR LATINO	0	0%	0	0%
TOTAL ETHNICITY	50	100%	4	100%
<b>AGE</b>				
<2	0	0%		
2 - 5	0	0%		
6 - 12	0	0%		
13 - 17	50	100%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	50	100%		
<b>PERSONS WITH DISABILITIES</b>	0	0%		
<b>RESIDENCY</b>				
CITY OF MADISON	35	70%		
DANE COUNTY (NOT IN CITY)	15	30%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	50	100%		
<b>TOTAL</b>	50	100%		
MALE	24	48%		
FEMALE	26	52%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

Centro Hispano Inc

PROGRAM:

High School Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s).

Explain how you understand any disparities and plans you have to address these issues.

Graduation rates for Latinos in Madison schools continue to be lower than the average. In the last seven years, graduation rates for Latinos in the MMSD have increased by more than 10% , with more than 74% of Latino seniors now graduating from high school (as compared to 99% of white students). But despite this increase in high school graduation rates and GPAs, young Latinos continue to have one of the lowest rates of post-secondary educational attainment in Dane County. In 2014-15, only 16% of Latino students attending MMSD high schools even reported having 4-year college education in their plans after graduating, and 66% of seniors failed to achieve proficient scores on any part of the ACT.

Our Juventud Middle School program and [Re]Generacion program are structured to represent the support Latino students need within the academic environment and help them make the all-important transition into high school. It is because of this layering of supports across crucial developmental stages that Latino youth are better equipped to not only graduate from high school but thrive. Centro's goal with Juventud and [Re]Generacion is to create a pathway for confident Latino middle school student who will be ready to face the challenges of high school and focus on graduation and future career aspirations as their goal once they make the transition.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served?

If not, what plans do you have to address this?

All staff are bilingual and bicultural and native heritage speakers. All general support specialists available for wrap-around family support are native heritage speakers and Latino, in tune with the needs of the community in Madison. Greater than 80% of volunteers providing academic support are native heritage speakers as well. Our Juventud Middle School program and [Re]Generacion program are structured to represent the support Latino students need within the academic environment and help them make the all-important transition into high school. It is because of this layering of supports across crucial developmental stages that Latino youth are better equipped to not only graduate from high school but thrive.

Centro's goal with Juventud and [Re]Generacion is to create a pathway for confident Latino middle school student who will be ready to face the challenges of high school and focus on graduation and future career aspirations as their goal once they make the transition.

<b>ORGANIZATION:</b>	Centro Hispano Inc
<b>PROGRAM:</b>	High School Programs

**PROGRAM BUDGET**

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	33,377	30,512	1,941	924	
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	77,716	62,857	9,685	5,174	
USER FEES	0				
OTHER	0				
<b>TOTAL REVENUE</b>	<b>111,093</b>	<b>93,369</b>	<b>11,626</b>	<b>6,098</b>	<b>0</b>

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	114,000	111,048	2,000	952	
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	0				
FUNDRAISING DONATIONS	32,489	17,160	10,000	5,329	
USER FEES	0				
OTHER**	0				
<b>TOTAL REVENUE</b>	<b>146,489</b>	<b>128,208</b>	<b>12,000</b>	<b>6,281</b>	<b>0</b>

\*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
<b>TOTAL</b>	<b>0</b>	

\*\*OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
<b>TOTAL</b>	<b>0</b>	

**ORGANIZATION:**

Centro Hispano Inc

**PROGRAM:**

High School Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

3000 characters (with spaces)