



School-Age Child and Youth Development Services

PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 pm CDT, MAY 15, 2023

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

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

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

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

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

Legal Name of Organization:	Boys & Girls Clubs of Dane County	Total Amount Requested:	\$ 146,500
Program(s) included in this application:	Program Name: Allied Family Club Middle School	Amount Requested: \$ 44,000	
	Program Type: Choose an item.		
	Program Name: Allied Family Club High School	Amount Requested: \$ 10,000	
	Program Type: Choose an item.		
	Program Name: Taft St. Club Middle School	Amount Requested: \$ 82,500	
Program Type: Choose an item.			
Program Name: Taft St. Club High School	Amount Requested: \$ 10,000		
Program Type: Choose an item.			
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Tiffany Loomis	Email: tloomis@bgcdc.org	
Organization Address:	1818 W. Beltline Hwy, Madison 53713	Telephone:	608-257-2606
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

Organizational Qualifications:

1. Organization History and Mission Statement
Since 1999, Boys & Girls Clubs of Dane County (BGCDC) has served the greater Madison area with a mission to inspire and empower all young people, especially those who need us the most, to reach their full potential as productive, responsible and caring adults. BGCDC has grown to be one of the most effective and efficient not-for-profit agencies in South Central Wisconsin, impacting over 4,000 young people in 2021 with a commitment to improving communities through innovation and collaboration, ensuring high-quality programming and services.

2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.
BGCDC has offered a wide range of related programming since our inception in 1999, through stand-alone programming with curricula supported by Boys & Girls Clubs of America, school partnership co-hosted programming, and partnerships with other community organizations. Selected programs and approximate start dates include:
Allied Family Center Out of School Time programming: 2003
Taft St. Club Out of School Time programming: 1999
Walworth County Be Great Graduate: 2018
AVID/TOPS Precollege programming: 2008
McKenzie Family Club Out of School Time programming: 2020
Central Heights Middle School Boys & Girls Club: 2023
Savanna Oaks Middle School Boys & Girls Club: 2023

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency's ability to provide proposed services? If there are no changes, write "No changes".
In 2022 our VP of Finance exited and was replaced by Senior VP and CFO Wendi Speed. This staff transition brings valuable knowledge and experience to our executive leadership but does not have any effect on the organization's ability to provide services.
Our strategic planning process has been affected and an expansion of funding has occurred related to a capital campaign supporting the opening of the McKenzie Regional Workforce Center. This has no effect on our ability to offer proposed services as it is implemented by a different staff and supported by different restricted funds. (However, it does indirectly improve our services overall as it expands the range of programming we have the capacity to offer and the partnerships and opportunities with which we support area youth.)

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.
BGCDC's experience and education requirements vary depending on needs for the specific position; leadership and management positions generally require advanced degrees or college degrees or equivalent experience. Staff responsible for the direct care of youth are required to have youth development experience (and in some cases, education or other relevant degrees), receive extensive background checks before hire, and receive youth development training in areas like safety, recognizing and responding to abuse, interrupting bias, fostering inclusive environments, and mentoring. Staff receive such training as part of their onboarding process and have continued opportunities for professional development, including in-person trainings hosted by BGCDC, and online trainings provided through BGCA. Leadership staff also have the opportunity to attend national and regional conferences for BGC and other youth development professionals.



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

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

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

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

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

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

Legal Name of Organization:	Boys & Girls Clubs of Dane County	Total Amount Requested for this Program:		\$ 82,500
Program Name:	Taft St Club Middle School Program	Total Program Budget:		\$
Program Contact:	Tiffany Loomis	Email:	tloomis@bgcdc.org	Phone: (608) 661 4750

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|--|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input checked="" type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

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

1. PROGRAM OVERVIEW

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

The Boys & Girls Clubs of Dane County (BGDC), along with many other Dane County organizations, spent 2020 and 2021 working to meet unexpected community need and mitigate the damaging effects of the pandemic, becoming familiar with many ways that the lives and routines of our community's youth were drastically disrupted. Improving employment opportunities and substantial relief measures have helped mitigate the very high levels of hardship, but still left considerable unmet needs, including a widespread concern about the long-term effects this crisis would have on our youth. We have identified three areas of focus for our teen programming – academic persistence, engagement, and social-emotional learning or more broadly, wellness – in order to meet the needs that we see as most prevalent.

Clubs place a high priority on ensuring members are on track to graduate from high school on time. Academic persistence is a key indicator of graduating, measured by testing proficient on state tests. Statewide data reveals that the number of students testing below the basic proficiencies grew more severe in Language Arts and Mathematics over the last three years (WDPI Report Cards); on a local district level, data mimics national and state trends with 32.4% of students testing below proficient in 2018-19 to 34.2% in 2021-22 and in Mathematics at 33.4% in 2018-19 to 40.9% in 2021-22 for Madison Metropolitan School District, fairs even worse for youth of color.

When youth attend school regularly, they achieve higher levels than those absent more often IES/NCES (2009). In 2021-2022, 39% of schools reported greater absenteeism than in the previous year (Insitute of Education Sciences (May 2022), putting youth at greater risk of falling behind or dropping out of school. Locally, absenteeism increased from 12% in 2018-19 to 16.3% in 2021-22 (WDPI, MMSD Report Card). The same attendance research applies to afterschool settings, when youth attend after school programming, they achieve at higher levels. BGDC has felt the impact of absenteeism resulting in a decline in member enrollment, attendance, and engagement.

Dane County Youth Assessment, a collaborative research effort between the Dane Co. Youth Commission, DPI, City of Madison, and UWDC (2021 and 2018) shows high school and middle school students reported an increase in feeling sad and hopeless over the last three years; 27% to 33% for high school students and 18% to 23% for middle school students. The same assessment reported 17% of high school students “always” feel anxiety in 2018 compared to 19% in 2021, an increase of 2%. Findings were similar for middle school students at 10% in 2018, compared to 12% in 2021. These challenges make youth more vulnerable to negative behaviors that compromise academic achievement, future career potential and health later in life.

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

Our work embodies BGCA's Formula for Impact, a research-driven theory of change which informs the strategic goals and decisions made by effective Boys & Girls Clubs across the country: providing those who need us most with outcomes-driven high-quality activities produces our priority outcomes, including academic and career-development success, engaged citizenship, and a healthy lifestyle. We implement this work in a way that prioritizes respect for our communities and youth, striving for

high-attendance programs and centering our members' interests and voices in our efforts toward positive change. Madison's MOST Effective Practices seven building blocks are each an inherent part of BGCDC's programming, as it aligns with our mission to provide care that is inclusive, intentional, structured and choice-driven, and that centers youth, family, and community voices. Our own community involvement and our BGCA guidelines enable us to offer program that is intentionally designed to support the distinct needs of each age group we serve, and we provide our staff with support and resources to ensure that we are providing high-impact, developmentally-appropriate experiences for each of our programs.

The goals of our teen programming have been determined through extensive community feedback and conversation with our school partners, as well as research regarding the greatest needs of middle school and high school youth as we reckon with the lasting effects of the Covid-19 pandemic. Our approach is built around the three pillars of fostering self-sufficiency, self-confidence, and self-efficacy. Each of these pillars encompasses a range of programs, activities, and measurable goals and outcomes designed to provide students what they need to achieve academic success, broaden their mental health awareness, find peer support and mentorship, and develop actionable, accessible college and career plans.

C. Program Summary (3-5 sentences):

BGCDC will offer year-round out-of-school-time programming to Taft St. Club middle school youth. Programming will encompass a range of academic, recreational, and enrichment programming based on national and BGCA best practices and Madison OST standards in order to foster the self-confidence, self-sufficiency, and self-efficacy of Madison-area youth. We will offer this programming in a safe, healthy, inclusive environment and strive to provide high-impact activities and foster strong peer & mentor relationships to support the social-emotional learning experiences of our participants.

2. POPULATION SERVED

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

Our intended service population at our Taft Street club consists of 74 total members within a reported age range of 13 to 14 years old. At 45%, the largest racial demographic among this cohort is Black/African American, and 20% who are multi-racial. About 14% of this participating population identify as Hispanic or Latino. We project this to be approximately the same percentage of spanish and english speaking participants or in other words multi-lingual members. 20-30% of the parents in the neighborhood do not have a high school diploma, which limits their high to moderate income earning potential. Additionally, 80-90% of students surrounding the Taft Street boys and girls club location are considered economically disadvantaged by the local school district - Madison Metropolitan School District (MMSD). Research suggests that isolated and concentrated poverty combined with higher racial demographics contribute to generational poverty as a result of systemic barriers. The Street club serves students attending a number of local middle Schools (e.g., Wright Middle School, Badger Rock Middle School, Leopold Elementary School, Frank Alice, Randall, Cherokee Middle School, Thoreau). These schools, students, and families depend on the Taft Neighborhood Center to provide quality programming during summer and afterschool hours. The Census tract the Center is located in is 14.01 and has a median income of approximately \$34.43.

Please note numbers below represent all teen programming, including community events, and ages as of report date.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	7	9
Black/African American	33	45
Asian	5	7
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	15	20
Balance/Other	14	19
Total:	74	
Ethnicity		

Hispanic or Latino	10	14
Not Hispanic or Latino	64	86
Total:	74	
Gender		
Boy/Man	44	59
Girl/Woman	30	41
Non-binary/GenderQueer	0	0
Prefer Not to Say	0	0
Total:	74	

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

Each of our three satellite boys and girls club locations in Dane County serves a wide range of community members who all come from a large variety of cultural identities. We pride ourselves on being able to sustain a programming model that appeals to all families who could benefit from our; from academic enrichment, career and leadership development, food security needs, engaged citizenship, and healthy lifestyles, we make sure our staff demographic reflects the population of youth we serve to ensure that all youth regardless of their backgrounds, can benefit equally from the same programming.

D. 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.

BGDCDC recruits through special events at our clubs and centers. We have a model of continuous outreach through which the vast majority our youth are matched with our programs. We benefit from a long history of serving the Dane County community since our organization was founded in 1999. The years we have spent engaging youth and their families across all three satellite clubs enables us access to Madison, Fitchburg and Sun Prairie communities which we serve through our Allied, Taft Street, and McKenzie Family Club in Sun Prairie. Additionally we have established MOU's with schools in the Madison Metropolitan School District, the Sun Prairie Area School District, and the Verona Area School District through our AVID/TOPS academic success and college preparatory program. We will utilize our partnerships to assess students and youth demographics at risk of falling behind or in need of additional support and BGDCDC services to concentrate our recruitment efforts for this program. Our mentoring programs have endured with OJJDP pass-through funding from our parent organization BGCA. We will continue to use the same models for recruitment, engagement, intake and assessment.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

We offer a rotating schedule of programming built on the framework of research-based proven curricula from Boys and Girls Clubs of America (BGCA). A key component is the social-emotional daily check-in curriculum, which provides mentoring and promotes self-awareness and peer support around mental health literacy, social-emotional needs, and how to seek support when needed. Our focus on wellness also includes our long-standing mentoring program supported by BGCA/OJJDP. Additional activities include academic, recreational, and career education programming such as STEM workshops, arts programming, Careerforce Build Up!, Money Matters, Triple Play, and other options. Fridays include special activities and field trips designed to increase engagement and provide community involvement, such as drop-in sports, movie nights, or holiday celebrations at BGDCDC locations or field trips to community events and educational or cultural institutions.

Our daily schedules include a combination of structured curricula, free-choice time, team-building, recreational, or mentoring activities, and academic support. We also serve healthy meals and snacks daily to ensure that students' nutritional needs are met, increase focus and wellness, and provide support to those who might be experiencing food insecurity. Continuous quality improvement is a core value of

BGCDC and our programs are continually informed by research (both local and BGCA national research & best practices) and by conversations in our communities – we engage youth and families to provide feedback both through evaluative surveys and through conversations at our programs and community celebrations and resource distribution events.

In addition to using evidence-based curricula created by BGCA, our afterschool programs benefit from the breadth of work that BGDC carries out. In addition to our afterschool programming, we have a long-running, successful precollege program, AVID/TOPS, which partners with local schools to provide classroom-based academic support and mentoring, career development, paid internships, and college transition support. The expertise gained by our staff through these partnerships helps to ensure that our afterschool programming is offered within the context of best practices for high school and precollege success, and enables us to help smooth these transitions by providing consistent staff mentors and programs to our youth from middle school through college-age.

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

Table 1

Location(s): Taft St. Club 2001 Taft St			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Tuesday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Wednesday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Thursday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Friday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

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

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

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Taft St. Club 2001 Taft St					
School Year	5 days per week	5.5	38 weeks	1:15	20
Summer	5 days per week	5.5	8 weeks	1:15	20
Location #2 (if applicable): n/a					
School Year					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

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

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

BG CDC has had a long-standing presence in the communities in which we serve. We work hard to invite and incorporate feedback from the families of our youth, both in formal and informal ways. We provide information through our monthly member news e-newsletter. Our staff works to build relationships with families and note feedback that happens in informal manners, such during youth drop off or pick up points, and we are beginning in 2023 to collect post-program survey feedback from families of participants. We also host several community events each year, from food or school supply distribution to community celebrations, and use these as opportunities to further engage and seek feedback about community needs.

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

We have several long-standing partnerships with other community organizations and community leaders, and we incorporate their leadership into our activities throughout the year. These include informal collaboration and feedback, as well as specific programs which are co-managed as official partnerships with MOUs that guide standards of collaboration, responsibility, decision-making, and channels for feedback and program evaluation. Our community relationships include school districts,

other community organizations, chambers of commerce, local and regional leaders, and professional associations or similar networks of community leaders and advocates. This benefits our communities by expanding the scope and variety of programs we are able to offer, helps us reach more families and support more youth, and it also helps to ensure that our staff are well-informed and well-supported, and that our programs are adaptable and responsive to community needs as they involve. While we don't have current partner MOUs in place relevant to our Teen Programs and Taft and Allied Clubs, we regularly include community-informed programming and activities supported by partners, and plan to seek formal community partner feedback via post-program surveys beginning in 2023.

C. 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)?

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

D. 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?

Throughout our full range of programming including our pre-school to our workforce development programs, BG CDC provides extensive support to youth ages 2.5 through age 24. We also provide several practical resource distribution events per year, from holiday meals to school supplies and other practical resources we are able to provide via specific partnership opportunities, such as youth athletic gear or household supplies. Our longevity doing this type of work has positioned us extremely well to connect families with resources, either through our own activities or through informal assistance navigating other community resource organizations, particular service departments within school districts or colleges, or publicly-provided assistance channels.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

A. 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 the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional Program Design - BG CDC has a clear staff structure and process for designing, implementing, and evaluating activities. Our executive leadership team sets the vision and our management and youth development staff implement activities and collect evaluative data. We benefit heavily from BGCA research-driven curricula and guidance in setting goals, outcomes, and evaluating programming.

Supportive Relationships with Youth - This is a core part of our programs. It is a priority for all BGCA programs and BG CDC staff receive extensive training during their onboarding process and staff support from their peers and supervisor in building these relationships. We have received BGCA/OJJDP funding for several years to support a mentoring program, so the development of strong, healthy mentoring relationships has become a core part of all our middle school and high school programming. Our curricula are also designed and chosen to support youth in developing a sense of belonging, agency, and an understanding of how to seek out healthy mentor relationships.

Youth Voice & Leadership - This is another area where BGCA guidelines overlap with MOST practices. The structure of our programs and our day-to-day schedules includes youth planning, youth-led activities, and feedback. Additionally, our program and BGCA programs provide extensive opportunities for youth to develop their leadership skills and participate in youth advocacy, including opportunities to interact with statewide leaders and participate in regional and local events, scholarship competitions, and other leadership development opportunities.

Racial & Cultural Inclusion - It is key to the BG CDC mission to serve all youth, particularly those who need us the most, and this racial & cultural inclusion is a core value. We provide several trainings in our staff onboarding related to creating an inclusive environment, recognizing and interrupting racial & cultural bias, and noticing and stopping microaggressions. We also develop our programs to provide support through an asset rather than deficit-based perspective, centering youths' lived experiences and identities as positive aspects that contribute to their success and enrich our communities.

Family & Community Engagement - BG CDC has had a long-standing presence in the communities in which we serve. We work hard to invite and incorporate feedback from the families of our youth, both in formal and informal ways. We provide information through our monthly member news e-newsletter. Our staff works to build relationships with families and note feedback that happens in informal manners, such during youth drop off or pick up points. We have several long-standing partnerships with other community organizations and community leaders, and we incorporate their leadership into our activities throughout the year.

Organizational Management & Staff Support - BG CDC has been growing its leadership and organizational capacity steadily since its founding in 1999. We benefit from strong organizational structures, a diverse, experienced executive leadership team, a three-FTE HR department, and have policies and procedures related to staffing and fiscal management that meet the guidelines for federal grant-funded organizations. Our membership in BGCA provides us with extensive staff training and professional development opportunities for staff in all levels and areas of responsibility, from direct care staff to executive and administrative management.

Environment & Safety - Our facilities are designed, furnished, and maintained to meet BGCA national standards of safe, healthy environments for youth. Our staff is well-informed and stays up-to-date on state childcare and nutrition standards so that all of our programming – licensed childcare, out-of-school-time programs, summer camp, school partnerships, and workforce development – can meet age-appropriate standards of safe care that supports the physical, mental, and emotional health needs of youth, families, and staff.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 125

Total program hours annually: 1,265

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

Outcome objectives are based on past attendance data and on BGCA National Youth Outcomes Assessment.

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

Outcome Objective #1: • 70% of participating students will show increased self-sufficiency and increased academic engagement.				
Performance Standard	Targeted Percent	70	Targeted Number	88
Measurement Tool(s) and Comments: Program staff will conduct pre- and post- test surveys, staff observation, self-reported impact stories, to measure outcome				

Outcome Objective #2: 70% of participating students will show increased self-confidence and sense of belonging				
Performance Standard	Targeted Percent	70	Targeted Number	88
Measurement Tool(s) and Comments: Program staff will conduct pre- and post- test surveys, staff observation, self-reported impact stories, to measure outcome				

Outcome Objective #3: • 70% of participating students will show an increased sense of self-efficacy and increased knowledge of college and career pathways.				
Performance Standard	Targeted Percent	70	Targeted Number	88
Measurement Tool(s) and Comments: Program staff will conduct pre- and post- test surveys, staff observation, self-reported impact stories, to measure outcome				

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? BG CDC uses KidTrax and MIS software to track attendance (including demographic information and program participation). Program staff enters data to track attendance, program participation, and outcome measures, and compiles this data for program evaluation, and, with the support of grants department staff, for grant reporting. Program expenses are tracked by program staff and leadership using Nexonia and Sage Intacct accounting software, with the support of finance staff. Program staffing expenses are tracked in iSolved payroll software, with grant-funded program hours tracked separately, and reviewed by each staff's supervisor on a bi-weekly basis.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
Taft St. Club 2001 Taft St

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
EVP & COO	Master's degree; nonprofit management;	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.02	

	programming experience, facilities experience				
VP of Operations	Bachelor's degree; nonprofit management; programming experience, facilities experience	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.05	
Assistant VP of Operations	College degree in related field, nonprofit experience, management experience, facilities management experience	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.10	
Club Director	College degree in related field, nonprofit experience, management experience, facilities management experience	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.26	
Youth Development Professional	GED/high school diploma	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.25	
Youth Development Professional	GED/high school diploma	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.25	
Youth Development Professional	GED/high school diploma	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.65	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period		School Year:			
		Year-Round		1.58	
		Summer			

*Use one line per individual employee

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

All staff and volunteer members must complete training and background checks and work closely with supervisors. Mentors are urged to give a significant amount of their time throughout the year, with an emphasis on consistency, in order to maximize the experience for our youth member participants. Our screening process considers potential mentors' availability and level of commitment and we are strategic about mentor pairings with students with similar schedules to accommodate the greatest amount of time spent together. BG CDC utilizes First Advantage, State of Wisconsin, or Department of Children and Children and Families, to ensure that staff and volunteers are properly cleared to interact with participating minors in our programming.

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

8. BUDGET

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

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

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. 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
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.
n/a



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

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

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

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

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

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

Legal Name of Organization:	Boys & Girls Clubs of Dane County	Total Amount Requested for this Program:		\$ 10,000
Program Name:	Taft St. Club High School Program	Total Program Budget:		\$
Program Contact:	Tiffany Loomis	Email:	tloomis@bgcdc.org	Phone: (608) 661 4750

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|--|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input checked="" type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

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

1. PROGRAM OVERVIEW

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

The Boys & Girls Clubs of Dane County (BGDC), along with many other Dane County organizations, spent 2020 and 2021 working to meet unexpected community need and mitigate the damaging effects of the pandemic, becoming familiar with many ways that the lives and routines of our community's youth were drastically disrupted. Improving employment opportunities and substantial relief measures have helped mitigate the very high levels of hardship, but still left considerable unmet needs, including a widespread concern about the long-term effects this crisis would have on our youth. We have identified three areas of focus for our teen programming – academic persistence, engagement, and social-emotional learning or more broadly, wellness – in order to meet the needs that we see as most prevalent.

Clubs place a high priority on ensuring members are on track to graduate from high school on time. Academic persistence is a key indicator of graduating, measured by testing proficient on state tests. Statewide data reveals that the number of students testing below the basic proficiencies grew more severe in Language Arts and Mathematics over the last three years (WDPI Report Cards); on a local district level, data mimics national and state trends with 32.4% of students testing below proficient in 2018-19 to 34.2% in 2021-22 and in Mathematics at 33.4% in 2018-19 to 40.9% in 2021-22 for Madison Metropolitan School District, fairs even worse for youth of color.

When youth attend school regularly, they achieve higher levels than those absent more often IES/NCES (2009). In 2021-2022, 39% of schools reported greater absenteeism than in the previous year (Insitute of Education Sciences (May 2022), putting youth at greater risk of falling behind or dropping out of school. Locally, absenteeism increased from 12% in 2018-19 to 16.3% in 2021-22 (WDPI, MMSD Report Card). The same attendance research applies to afterschool settings, when youth attend after school programming, they achieve at higher levels. BGDC has felt the impact of absenteeism resulting in a decline in member enrollment, attendance, and engagement.

Dane County Youth Assessment, a collaborative research effort between the Dane Co. Youth Commission, DPI, City of Madison, and UWDC (2021 and 2018) shows high school and middle school students reported an increase in feeling sad and hopeless over the last three years; 27% to 33% for high school students and 18% to 23% for middle school students. The same assessment reported 17% of high school students “always” feel anxiety in 2018 compared to 19% in 2021, an increase of 2%. Findings were similar for middle school students at 10% in 2018, compared to 12% in 2021. These challenges make youth more vulnerable to negative behaviors that compromise academic achievement, future career potential and health later in life.

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

Our work embodies BGCA's Formula for Impact, a research-driven theory of change which informs the strategic goals and decisions made by effective Boys & Girls Clubs across the country: providing those who need us most with outcomes-driven high-quality activities produces our priority outcomes, including academic and career-development success, engaged citizenship, and a healthy lifestyle. We implement this work in a way that prioritizes respect for our communities and youth, striving for

high-attendance programs and centering our members' interests and voices in our efforts toward positive change. Madison's MOST Effective Practices seven building blocks are each an inherent part of BGCDC's programming, as it aligns with our mission to provide care that is inclusive, intentional, structured and choice-driven, and that centers youth, family, and community voices. Our own community involvement and our BGCA guidelines enable us to offer program that is intentionally designed to support the distinct needs of each age group we serve, and we provide our staff with support and resources to ensure that we are providing high-impact, developmentally-appropriate experiences for each of our programs.

The goals of our teen programming have been determined through extensive community feedback and conversation with our school partners, as well as research regarding the greatest needs of middle school and high school youth as we reckon with the lasting effects of the Covid-19 pandemic. Our approach is built around the three pillars of fostering self-sufficiency, self-confidence, and self-efficacy. Each of these pillars encompasses a range of programs, activities, and measurable goals and outcomes designed to provide students what they need to achieve academic success, broaden their mental health awareness, find peer support and mentorship, and develop actionable, accessible college and career plans.

C. Program Summary (3-5 sentences):

BGCDC will offer year-round out-of-school-time programming to Taft St. Club high school youth. Programming will encompass a range of academic, recreational, and enrichment programming based on national and BGCA best practices and Madison OST standards in order to foster the self-confidence, self-sufficiency, and self-efficacy of Madison-area youth. We will offer this programming in a safe, healthy, inclusive environment and strive to provide high-impact activities and foster strong peer & mentor relationships to support the social-emotional learning experiences of our participants.

2. POPULATION SERVED

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

The total number of High School program participants at our Taft Street club location is 77 members between ages 15 to 18 years of age. 38% of our participants identify as Black/African American, which represents the majority of program participants. The 1/2-mile radius surrounding our Taft Street club serves a community of 10% Female Headed Households, and a population that is 21.8% African American and 33.8% Latino/Hispanic based on 2010 Census Data reflected in the Citywide Data Toolkit for Madison. The Taft street club serves students attending a host of high schools (e.g., East, West, Lafollette, Memorial). These schools, students, and families depend on the club to provide quality programming during summer and afterschool hours. The Census tract the Center is located in is 14.01 and has a median income of approximately \$34.43.

Please note numbers below represent all teen programming, including specialty programs, and ages as of report date.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	7	9
Black/African American	29	38
Asian	5	6
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	13	17
Balance/Other	23	30
Total:	77	
Ethnicity		
Hispanic or Latino	13	17
Not Hispanic or Latino	64	83
Total:	77	
Gender		

Boy/Man	39	51
Girl/Woman	37	48
Non-binary/GenderQueer	1	1
Prefer Not to Say	0	0
Total:	77	

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

Each of our three satellite boys and girls club locations in Dane County serves a wide range of community members who all come from a large variety of cultural identities. We pride ourselves on being able to sustain a programming model that appeals to all families who could benefit from our; from academic enrichment, career and leadership development, food security needs, engaged citizenship, and healthy lifestyles, we make sure our staff demographic reflects the population of youth we serve to ensure that all youth regardless of their backgrounds, can benefit equally from the same programming.

D. 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.

BGCDC recruits through special events at our clubs and centers. We have a model of continuous outreach through which the vast majority our youth are matched with our programs. We benefit from a long history of serving the Dane County community since our organization was founded in 1999. The years we have spent engaging youth and their families across all three satellite clubs enables us access to Madison, Fitchburg and Sun Prairie communities which we serve through our Allied, Taft Street, and McKenzie Family Club in Sun Prairie. Additionally we have established MOU's with schools in the Madison Metropolitan School District, the Sun Prairie Area School District, and the Verona Area School District through our AVID/TOPS academic success and college preparatory program. We will utilize our partnerships to assess students and youth demographics at risk of falling behind or in need of additional support and BGCDC services to concentrate our recruitment efforts for this program. Our mentoring programs have endured with OJJDP pass-through funding from our parent organization BGCA. We will continue to use the same models for recruitment, engagement, intake and assessment.

3. PROGRAM DESCRIPTION AND STRUCTURE

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

We offer a rotating schedule of programming built on the framework of research-based proven curricula from Boys and Girls Clubs of America (BGCA). A key component is the social-emotional daily check-in curriculum, which provides mentoring and promotes self-awareness and peer support around mental health literacy, social-emotional needs, and how to seek support when needed. Our focus on wellness also includes our long-standing mentoring program supported by BGCA/OJJDP. Additional activities include academic, recreational, and career education programming such as STEM workshops, arts programming, Careerforce Build Up!, Money Matters, Triple Play, and other options. Fridays include special activities and field trips designed to increase engagement and provide community involvement, such as drop-in sports, movie nights, or holiday celebrations at BGCDC locations or field trips to community events and educational or cultural institutions.

Our daily schedules include a combination of structured curricula, free-choice time, team-building, recreational, or mentoring activities, and academic support. We also serve healthy meals and snacks daily to ensure that students' nutritional needs are met, increase focus and wellness, and provide support to those who might be experiencing food insecurity. Continuous quality improvement is a core value of BGCDC and our programs are continually informed by research (both local and BGCA national research & best practices) and by conversations in our communities – we engage youth and families to provide feedback both through evaluative surveys and through conversations at our programs and community celebrations and resource distribution events.

In addition to using evidence-based curricula created by BGCA, our afterschool programs benefit from the breadth of work that BGDCD carries out. In addition to our afterschool programming, we have a long-running, successful precollege program, AVID/TOPS, which partners with local schools to provide classroom-based academic support and mentoring, career development, paid internships, and college transition support. The expertise gained by our staff through these partnerships helps to ensure that our afterschool programming is offered within the context of best practices for high school and precollege success, and enables us to help smooth these transitions by providing consistent staff mentors and programs to our youth from middle school through college-age.

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

Table 1

Location(s): Taft St. Club 2001 Taft St			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Tuesday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Wednesday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Thursday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Friday	School Year	3:00 pm	8:30 pm
	Summer	3:30 pm	9:00 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

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

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

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

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Taft St. Club 2001 Taft St					
School Year	5 days per week	5.5	38 weeks	1:15	10
Summer	5 days per week	5.5	8 weeks	1:15	20
Location #2 (if applicable): n/a					
School Year					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

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

n/a

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

BGDCDC has had a long-standing presence in the communities in which we serve. We work hard to invite and incorporate feedback from the families of our youth, both in formal and informal ways. We provide information through our monthly member news e-newsletter. Our staff works to build relationships with families and note feedback that happens in informal manners, such during youth drop off or pick up points, and we are beginning in 2023 to collect post-program survey feedback from families of participants. We also host several community events each year, from food or school supply distribution to community celebrations, and use these as opportunities to further engage and seek feedback about community needs.

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

We have several long-standing partnerships with other community organizations and community leaders, and we incorporate their leadership into our activities throughout the year. These include informal collaboration and feedback, as well as specific programs which are co-managed as official partnerships with MOUs that guide standards of collaboration, responsibility, decision-making, and channels for feedback and program evaluation. Our community relationships include school districts, other community organizations, chambers of commerce, local and regional leaders, and professional associations or similar networks of community leaders and advocates. This benefits our communities by expanding the scope and variety of programs we are able to offer, helps us reach more families and support more youth, and it also helps to ensure that our staff are well-informed and well-supported, and

that our programs are adaptable and responsive to community needs as they involve. While we don't have current partner MOUs in place relevant to our Teen Programs and Taft and Allied Clubs, we regularly include community-informed programming and activities supported by partners, and plan to seek formal community partner feedback via post-program surveys beginning in 2023.

C. 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)?

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

D. 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?

Throughout our full range of programming including our pre-school to our workforce development programs, BG CDC provides extensive support to youth ages 2.5 through age 24. We also provide several practical resource distribution events per year, from holiday meals to school supplies and other practical resources we are able to provide via specific partnership opportunities, such as youth athletic gear or household supplies. Our longevity doing this type of work has positioned us extremely well to connect families with resources, either through our own activities or through informal assistance navigating other community resource organizations, particular service departments within school districts or colleges, or publicly-provided assistance channels.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

A. 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 the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional Program Design - BG CDC has a clear staff structure and process for designing, implementing, and evaluating activities. Our executive leadership team sets the vision and our management and youth development staff implement activities and collect evaluative data. We benefit heavily from BGCA research-driven curricula and guidance in setting goals, outcomes, and evaluating programming.

Supportive Relationships with Youth - This is a core part of our programs. It is a priority for all BGCA programs and BG CDC staff receive extensive training during their onboarding process and staff support from their peers and supervisor in building these relationships. We have received BGCA/OJJDP funding for several years to support a mentoring program, so the development of strong, healthy mentoring relationships has become a core part of all our middle school and high school programming. Our curricula

are also designed and chosen to support youth in developing a sense of belonging, agency, and an understanding of how to seek out healthy mentor relationships.

Youth Voice & Leadership - This is another area where BGCA guidelines overlap with MOST practices. The structure of our programs and our day-to-day schedules includes youth planning, youth-led activities, and feedback. Additionally, our program and BGCA programs provide extensive opportunities for youth to develop their leadership skills and participate in youth advocacy, including opportunities to interact with statewide leaders and participate in regional and local events, scholarship competitions, and other leadership development opportunities.

Racial & Cultural Inclusion - It is key to the BGDC mission to serve all youth, particularly those who need us the most, and this racial & cultural inclusion is a core value. We provide several trainings in our staff onboarding related to creating an inclusive environment, recognizing and interrupting racial & cultural bias, and noticing and stopping microaggressions. We also develop our programs to provide support through an asset rather than deficit-based perspective, centering youths' lived experiences and identities as positive aspects that contribute to their success and enrich our communities.

Family & Community Engagement - BGDC has had a long-standing presence in the communities in which we serve. We work hard to invite and incorporate feedback from the families of our youth, both in formal and informal ways. We provide information through our monthly member news e-newsletter. Our staff works to build relationships with families and note feedback that happens in informal manners, such during youth drop off or pick up points. We have several long-standing partnerships with other community organizations and community leaders, and we incorporate their leadership into our activities throughout the year.

Organizational Management & Staff Support - BGDC has been growing its leadership and organizational capacity steadily since its founding in 1999. We benefit from strong organizational structures, a diverse, experienced executive leadership team, a three-FTE HR department, and have policies and procedures related to staffing and fiscal management that meet the guidelines for federal grant-funded organizations. Our membership in BGCA provides us with extensive staff training and professional development opportunities for staff in all levels and areas of responsibility, from direct care staff to executive and administrative management.

Environment & Safety - Our facilities are designed, furnished, and maintained to meet BGCA national standards of safe, healthy environments for youth. Our staff is well-informed and stays up-to-date on state childcare and nutrition standards so that all of our programming – licensed childcare, out-of-school-time programs, summer camp, school partnerships, and workforce development – can meet age-appropriate standards of safe care that supports the physical, mental, and emotional health needs of youth, families, and staff.

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

Total Annual Unduplicated Children or Youth participating in proposed program: 100

Total program hours annually: 1,265

C. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives?

Outcome objectives are based on past attendance data and on BGCA National Youth Outcomes Assessment.

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

Outcome Objective #1: • 70% of participating students will show increased self-sufficiency and increased academic engagement.				
Performance Standard	Targeted Percent	70	Targeted Number	70
Measurement Tool(s) and Comments:				

Program staff will conduct pre- and post- test surveys, staff observation, self-reported impact stories, to measure outcome

Outcome Objective #2: • 70% of participating students will show increased self-confidence and sense of belonging

Performance Standard	Targeted Percent	70	Targeted Number	70
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Measurement Tool(s) and Comments:

Program staff will conduct pre- and post- test surveys, staff observation, self-reported impact stories, to measure outcome

Outcome Objective #3: • 70% of participating students will show an increased sense of self-efficacy and increased knowledge of college and career pathways.

Performance Standard	Targeted Percent	70	Targeted Number	70
-----------------------------	-------------------------	----	------------------------	----

Measurement Tool(s) and Comments:

Program staff will conduct pre- and post- test surveys, staff observation, self-reported impact stories, to measure outcome

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

n/a

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? BGDCD uses KidTrax and MIS software to track attendance (including demographic information and program participation). Program staff enters data to track attendance, program participation, and outcome measures, and compiles this data for program evaluation, and, with the support of grants department staff, for grant reporting. Program expenses are tracked by program staff and leadership using Nexonia and Sage Intacct accounting software, with the support of finance staff. Program staffing expenses are tracked in iSolved payroll software, with grant-funded program hours tracked separately, and reviewed by each staff's supervisor on a bi-weekly basis.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
Taft St. Club 2001 Taft St

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Youth Development Professional	GED/high school diploma	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.10	
Youth Development Professional	GED/high school diploma	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.10	

Youth Development Professional	GED/high school diploma	Taft	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	0.20	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round			0.40	
	Summer				

*Use one line per individual employee

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

All staff and volunteer members must complete training and background checks and work closely with supervisors. Mentors are urged to give a significant amount of their time throughout the year, with an emphasis on consistency, in order to maximize the experience for our youth member participants. Our screening process considers potential mentors' availability and level of commitment and we are strategic about mentor pairings with students with similar schedules to accommodate the greatest amount of time spent together. BG CDC utilizes First Advantage, State of Wisconsin, or Department of Children and Children and Families, to ensure that staff and volunteers are properly cleared to interact with participating minors in our programming.

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

Program space, food, program supplies

8. BUDGET

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

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

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

A. 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

B. Disclosure of Contract Failures, Litigations

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

n/a

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Boys & Girls Clubs of Dane County		
Mailing Address	1818 West Beltline Hwy		
Telephone	608-257-2606		
FAX			
Director	Tiffany Loomis		
Email Address	tloomis@bgcdc.org		
Additional Contact	Michelle Young		
Email Address	myoung@bgcdc.org		
Legal Status	Private: Non-Profit		
Federal EIN:	39-1925617		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Contact:	A		
Taft Youth Middle School	B	\$82,500	\$72,977
Contact: Tiffany Loomis			
Taft Youth High School	C	\$10,000	\$9,670
Contact: Tiffany Loomis			
Contact:	D		
Contact:	E		
Contact:			
TOTAL REQUEST		\$92,500	

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

6. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL	30	100%	0	0%		
GENDER							
MAN	10	33%		0%			
WOMAN	20	67%		0%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	30	100%	0	0%			
AGE							
LESS THAN 18 YRS	10	33%		0%			
18-59 YRS	20	67%		0%			
60 AND OLDER		0%		0%			
TOTAL AGE	30	100%	0	0%			
RACE							
WHITE/CAUCASIAN	25	83%		0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	5	17%		0%	7%	15%	39%
ASIAN		0%		0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	30	100%	0	0%			
ETHNICITY							
HISPANIC OR LATINO	5	17%		0%	7%	9%	26%
NOT HISPANIC OR LATINO	25	83%	0	0%	93%	81%	74%
TOTAL ETHNICITY	30	100%	0	0%			
PERSONS WITH DISABILITIES	1	3%		0%			

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

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

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

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

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

Yes it does.

8. AGENCY GOVERNING BODY

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

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

Name	Salvador Carnazza			
Home Address				
Occupation	Retired			
Representing	Board Chair			
Term of Office		From:	07/2022	To: Present
Name	Chris Fortune			
Home Address				
Occupation	Vice Chair			
Representing				
Term of Office		From:	07/2022	To: Present
Name	Richard Heinamann			
Home Address				
Occupation	Partner			
Representing	Boardmann & Clark			
Term of Office		From:	07/2022	To: Present
Name	Bob Walkowiak			
Home Address				
Occupation	Vice President & Director			
Representing	National Guardian Insurance			
Term of Office		From:	07/2022	To: Present
Name	Greg Albert			
Home Address				
Occupation	Vice President			
Representing	Naviant			
Term of Office		From:	07/2022	To: Present
Name	Jim Bucheim			
Home Address				
Occupation	Community & Social Impact Leader			
Representing	American Family Insurance			
Term of Office		From:	07/2022	To: Present
Name	Mildred Coby			
Home Address				
Occupation	Community Engagement Manager			
Representing	Employ Milwaukee			
Term of Office		From:	07/2022	To: Present
Name	Sylvia Czeniak			
Home Address				
Occupation	Owner			
Representing	Fit & Faith Fitness			
Term of Office		From:	07/2022	To: Present

AGENCY GOVERNING BODY cont.

Name	Peter Gray			
Home Address				
Occupation	Owner			
Representing	Peter Gray Consulting			
Term of Office	From:	07/2022	To:	Present
Name				
Home Address				
Occupation				
Representing				
Term of Office	From:	mm/yyyy	To:	mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office	From:	mm/yyyy	To:	mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office	From:	mm/yyyy	To:	mm/yyyy
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Term of Office	From:	mm/yyyy	To:	mm/yyyy
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Representing				
Term of Office	From:	mm/yyyy	To:	mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office	From:	mm/yyyy	To:	mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office	From:	mm/yyyy	To:	mm/yyyy

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application. All programs not requesting funding in this application, should be combined and entered under NON APP PGMS (last column)

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	123,000						123,000
CITY CDD (This Application)	92,500		82,500	10,000			
City CDD (Not this Application)	50,000		40,000	10,000			
OTHER GOV'T*	1,987,960						1,987,960
FUNDRAISING DONATIONS**	5,746,540						5,746,540
USER FEES	0						
TOTAL REVENUE	8,000,000	0	122,500	20,000	0	0	7,857,500

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

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

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

****Use whole numbers only, please.**

ACCOUNT CATEGORY	AGENCY 2024	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	4,595,182	78,498			69,263	69,263	9,235	9,235					4,516,684
Taxes/Benefits	380,652	6,503			5,738	5,738	765	765					374,149
Subtotal A.	4,975,833	85,000	0	0	75,000	75,000	10,000	10,000	0	0	0	0	4,890,833
B. OTHER OPERATING													
Insurance	97,489	0											97,489
Professional Fees/Audit	569,213	0											569,213
Postage/Office & Program	492,345	0											492,345
Supplies/Printing/Photocopy	526,456	0											526,456
Equipment/Furnishings/Depr.	412,500	0											412,500
Telephone	13,765	0											13,765
Training/Conferences	7,100	0											7,100
Food/Household Supplies	0	0											
Travel	21,450	0											21,450
Vehicle Costs/Depreciation	0	0											
Other	513,849	7,500			7,500	7,500							506,349
Subtotal B.	2,654,167	7,500	0	0	7,500	7,500	0	0	0	0	0	0	2,646,667
C. SPACE													
Rent/Utilities/Maintenance	0	0											
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	370,000	0											370,000
Subtotal C.	370,000	0	0	0	0	0	0	0	0	0	0	0	370,000
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	8,000,000	92,500	0	0	82,500	82,500	10,000	10,000	0	0	0	0	7,907,500

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

Title of Staff Position*	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024	2024
	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Dr. Sarah Ghee COO		0.02				0.02	149,500	11,437	160,937	71.88	3,219
Tiffany Loomis, VP		0.05				0.05	94,760	7,249	102,009	45.45	10,201
Jake Brown, AVP		0.10				0.10	76,500	5,852	82,352	36.78	8,235
Kelsie Coleman CD		0.26				0.26	52,000	3,978	55,978	25.00	14,554
Jorge Soto Aleman Youth Development Profes		0.25	0.10			0.35	24,504	1,875	26,379	16.82	9,232
Vacant Youth Development Professional		0.25	0.10			0.35	23,296	1,782	25,078	16.00	8,777
Vacant Youth Development Professional		0.65	0.20			0.85	23,296	1,782	25,078	16.00	21,316
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
						0.00		0	0	0.00	0
SUBTOTAL/TOTAL:	0.00	1.58	0.40	0.00	0.00	1.98	443855.96	33954.98	477810.94	227.93	75535.41

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
B	Taft Youth Middle School	PERSONNEL	75,000
		OTHER OPERATING	7,500
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	82,500
C	Taft Youth High School	PERSONNEL	10,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	10,000
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			92,500