



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:	Bridge Lake Point Waunona Neighborhood Center	Total Amount Requested:	\$ 185,000
Program(s) included in this application:	Program Name: Elementary School Program	Amount Requested: \$ 95,000	
	Program Type: Elementary Year Round Multi-Focus		
	Program Name: Middle School Program	Amount Requested: \$ 75,000	
	Program Type: Middle School Year Round Multi-Focus		
	Program Name: High School Program	Amount Requested: \$ 15,000	
	Program Type: High School Year Round Multi-Focus		
	Program Name:	Amount Requested: \$	
	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:	Richard Jones Jr.	Email: richardj@blwcenter.org	
Organization Address:	1917 Lake Point Dr	Telephone:	608-441-6991
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 2004, the mission of Bridge Lake Point Waunona Neighborhood Center (BLW), part of the Vera Court Neighborhood Center, Inc. agency, has been to support its community in addressing the needs identified by its residents. BLW offers growth and enrichment opportunities to community residents that reflect the changing needs, strengths, and diversity of the community. Our goal has been to identify community needs and provide high quality programming to children, youth, and adults, in the areas of education, recreation, health, and nutrition. Located on the southside of Madison, BLW sits within a historically underserved area of the city. It is surrounded by neighborhoods composed of low-income families from diverse backgrounds, with a high ratio of Black and Latinx families who are socioeconomically disadvantaged and often unemployed or underemployed.

BLW Center has established legitimacy for offering quality programs & comprehensive services for community residents. Effective management of the organization over the past 9 years has enhanced progress attained through the City of Madison's revitalization efforts in the neighborhood since late 1990's. BLW Center is a recognized focal point that emphasizes a holistic approach in addressing community needs. Strong administration demonstrates a clear focus on the center mission & benefits from guidance from the ground up as opposed to a top down leadership structure. Center staff and community members have collaborated to create a future vision for the center and the progress over the past six years has reflected these goals.

To appreciate the significant progress and development in the last 19 years it is necessary to understand the history of the community center and the Lake Point Neighborhood. Throughout the 1990s until the fall of 2003, community residents did not have a focal point to access effective programs and services. While a center existed, it was plagued by failed administration and deteriorated to be little more than a food pantry. In the fall of 2003, the center's director abruptly resigned followed by disintegration of the center's board. The City of Madison CDBG commission called upon the management of Vera Court Neighborhood Center, Inc. to step in and create an organization that would build a sense of pride among residents, and become a focal point and advocate for the community.

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

Our organization mission and the design of our programs thoroughly align with the CDD goal of "providing quality, affordable elementary school-age care and programs that support positive youth development for middle and high school aged youth during out-of-school time that is available for low-income children and youth, especially those of color." All of our youth programs are free, and a vast majority of participants live in the immediate Bridge, Lake Point, and Waunona neighborhoods. All of our youth programs complement in-school learning through Milestones, our newly implemented academic program, and support positive youth development by focusing on academics, enrichment, nutrition, and social emotional learning.

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.

BLW has offered youth programming for over 19 years. Youth programming began under the new leadership in the summer of 2005 with the implementation of the Elementary Program, Teen Program, and Girl Neighborhood Power program. The Elementary Program has grown to serve 75 unduplicated students a year and provides a holistic and comprehensive program that supports positive youth development and fosters positive attitudes towards learning, healthy lifestyles, and community engagement. The Teen program has grown to serve 37 unduplicated students a year and provides hands-on, individualized academic support for middle school students. Girl Neighborhood Power provides programming for students grades 3-8 in our youth programs that focuses on character development, the

growth of healthy identity, and building confidence to take ownership over educational and personal goals. Our early childhood development program, Los Niños Primero, started in the summer of 2006. This program has grown to serve over 72 families a year and helps children and caregivers prepare for entering the school year through hands-on activities that tie in literacy, language, math, and social skills. Caregivers receive education in early childhood development and ways to foster a love of education at home. An academic program, Milestones, was established in May of 2023 that will provide one-on-one tutoring, academic case management, and educational activities to all youth programs that serve elementary through high school age students. In 2024, BLW will implement a High School Program that serves 15 unduplicated students a year and provides academic support, career and college readiness, and life skills, as well as the Boy Neighborhood Power program that will provide programming for students 3-8 in our youth programs that will focus on character development, the growth of healthy identity, and building confidence to take ownership over education and personal goals.

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".

The Bridge LakePoint Waunona Neighborhood Center has gone through significant changes since 2019. Our previous Executive Director, Center Director, Development Director, Youth Programs Coordinator and all of our youth staff members have transitioned from the agency. Every staff member directly involved in the BLW youth programs has been with us less than a year. Staff conflict caused a rift in the center and unity and collaboration was lost. Last year, our youth programs shut down for almost half the year. All of the changes have made it hard to gain sustainability during this time. In many ways we are completely recreating our programs. We are also in a major board transition. We are at a place where we are trying to re-establish a foundation.

We are not short on challenges during this time, but we are excited and optimistic about what is to come. Though our programs shut down for half the year last year, we re-launched programs with a summer camp and a full staff team. In the midst of transition we are incorporating a Milestones Program to focus on the academic success of our students. We see the high transition of leadership as an opportunity to rebuild a cohesive unit bound together by the need to strengthen our neighborhoods.

These next two years are ones of rebuilding for BLW youth programs. We are revamping our programs and how we measure their success. We are reintroducing ourselves to community members and partners. We are strengthening our relationships with the surrounding schools. We are committing ourselves to staff unity, professional development and empowerment. We are doing the work every day. The last year has been about clearing some of the past's clutter. These next two years are about re-establishing our identity.

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.

BLW recruits and hires capable staff who are committed to using their skills and passion to support the neighborhoods we serve. Many of the agency's staff members have relevant training, degrees, and experience. Our Executive Director has years of direct program experience. At BLW, the Youth Programs Director and Elementary Program Manager both come from the BLW neighborhood and attended the program at some point in adolescence. The Youth Programs Director has years of experience working with neighborhood centers in the after school program setting. Our Elementary Program Manager has experience working directly in one of the schools we partner with. Our Academic Program Manager has years of experience as a dean of students in higher education, but decided that she wants to focus more on community education.

We also have a strong commitment to ongoing professional development. All staff participate in culturally relevant programming training. These include restorative justice, trauma informed care, implicit bias training and more. All staff in the agency meet monthly for relationship building and professional development.

Agency leadership collaborate to create professional development pathways for all staff, including agency-wide core competency training, department specific training and tier specific training. This process will consist of ongoing dialogue with individual staff members and evaluation. We are in the process of developing asynchronous professional development training that staff can take at their own pace and choose training based on their own intrinsic motivations. Staff are also encouraged to attend conferences with focuses relevant to their positions. Each year, program staff go through professional development before the summer program, before the school year starts, during the winter break, and during spring break. This training combines internal and external expertise for well-rounded development.



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:	Bridge Lake Point Waunona Neighborhood Center	Total Amount Requested for this Program:		\$ 95,000
Program Name:	Elementary School Program	Total Program Budget:		\$ 228,694
Program Contact:	Passion McClain	Email:	passion@blwcenter.org	Phone: 608-284-9666
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.				

Elementary

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

Middle School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- Topical/ Skill/Population

High School

- Multi-focus School Year Only
- Multi-focused Year Round
- Multi-focus Summer Only
- 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.

Bridge Lake Point Waunona Neighborhood Center (BLW) sits in a historically underserved neighborhood on the southeast side of Madison that is composed of families who are low-income and recent immigrants. Based on statistics found in the MOST Information System, of the students currently in our youth programs, 79% qualify for free or reduced lunch at school, 47% of youth have limited English proficiency, and 18% of our youth require IEPs.

In the Madison Metropolitan School District (MMSD), there is a significant education gap between students of color and their white peers. In the 2021-2022 school year, 91% of Black students and 84% of Latinx students tested below grade level in reading compared to only 36% of white students. Similarly, 93% of Black students and 87% of Latinx students tested below grade level in mathematics compared to 41% of White students. There are also high percentages of students testing below grade level who are English language learners (85% below grade level in reading and mathematics) and students who are economically disadvantaged (86% below grade level in reading and 88% in mathematics). The Elementary School Program currently meets this need through homework help and academic activities. We will continue to meet this need by introducing an academic program, Milestones, that improves math and literacy scores by offering one-on-one and small group tutoring, academic case management, and educational activities.

For the families in our community, the programs that we offer are more than just an out of school time service. For the past nineteen years, we have been a staple in our community, developing trust and strengthening relationships. Families trust program staff to know their personal and sensitive information, such as immigration status, school based IEP meetings, and county based CPS cases because of that history of trust.

BLW programs have, and will continue to provide a safe and supportive environment where youth participate in programming that focuses on social emotional learning and academic development, provides healthy meals and snacks, and exposes youth to enriching opportunities and experiences through intentional lesson plans, field trips, and collaborations with community partners. The BLW team strives to provide a space where all youth always feel safe, welcomed, and supported in all aspects of their growth and development.

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?

The goal of the Elementary School Program at BLW is to provide a year-round comprehensive program for students in grades K-5 that improves student literacy and math levels, rates of homework completion, and social and emotional development. Our versatile team is qualified to provide this assistance through bilingual skills and extensive experience with special education and youth programming. These goals align with the scope of work described in the RFP guidelines, as our youth programs focus on holistic programming that supports positive youth development through a variety

of facets. BLW's multi-activity afterschool and summer programs emphasize academic support, physical health, social emotional learning, and cognitive development. As a result we are also able to influence the development of strong relationships between families and communities and schools.

C. Program Summary (3-5 sentences):

The Elementary School Program focuses on academic support by creating plans that align with students' education levels, and SEL goals by working with families to support youth in reaching their goals throughout our year-round program. The program also supports youth development by providing enriching opportunities through outdoor activities, field trips with community partners, healthy meals and nutrition education, and a social emotional curriculum to help reintroduce and enforce positive social and emotional skills.

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.

This program serves elementary students in grades K-5 primarily on the south side of Madison in the Bridge, Lake Point, Waunona, and Owl Creek Neighborhoods. However, families are welcome from all over the Madison area. This program predominantly serves students who attend Henderson, Nuestro Mundo, and Frank Allis Elementary Schools. Our program is open to all families no matter their socioeconomic status or ethnic backgrounds, however a majority of students currently enrolled in our programs identify as students of color and come from low-income families. To reduce barriers to program participation, all of our programs are free and we offer rides home in our 15 passenger vans for families without reliable transportation.

BLW staff regularly communicate with parents and families of elementary participants in-person and via phone to determine their child's needs, as well as what is working well at home in terms of academic and social-emotional support. Staff have formal, scheduled check-ins with families and school teachers at least two times per year to gather feedback on each participant's progress. Once per semester, elementary-age participants complete a survey to help them communicate their attitudes toward the after-school program. We use this data to make improvements to our program by implementing club ideas and activity requests.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	15	71.4%
Black/African American	5	23.8%
Asian	0	0
American Indian/Alaskan Native	1	4.7%
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	0	0
Balance/Other	0	0
Total:	21	
Ethnicity		
Hispanic or Latino	15	71.4%
Not Hispanic or Latino	6	28.5%
Total:	21	
Gender		
Boy/Man	14	66.7%
Girl/Woman	7	33.3%
Non-binary/GenderQueer	0	0
Prefer Not to Say	0	0
Total:	21	

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.

Many of our Elementary School Program participants reside in households where Spanish is the main language spoken at home. This program implements linguistically-responsive practices that will include the utilization of extra-linguistic supports, such as pictures and maps, books written in both English and Spanish, writing activities, and getting to know each student's individual needs and academic experience. In addition, we have staff members who speak Spanish and run programs in both English and Spanish, and are able to answer questions of ESL youth and families.

BLW ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds. We make it our mission to ensure that we are culturally responsive in every aspect, including culturally driven cooking activities. The Elementary School Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. BLW is dedicated to recruiting former participants, immediate community members, and individuals from all socioeconomic status and ethnic backgrounds.

- 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.

We recruit participants through our partnerships with local elementary schools and communicating with neighborhood residents through our social media platforms (Facebook and Instagram), flyers, and electronic newsletters. We also receive referrals from other organizations like Willmar community center such as Joining Forces for Families, and or surrounding schools. The Road Home, and other social service organizations for families that are in need of our program.

When a student wants to enroll, their adult caregiver must fill out an enrollment packet that provides emergency contact, demographic, health, and photo release information. Once all the information is received, the student is enrolled in the Elementary School Program. Once they have started the program, new students take a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session.

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.

The Elementary School Program is a 38-week after-school and 8-week summer program that provides academic support, enriching activities, social emotional learning practices, and fun-filled educational field trips. Based on the data gathered through the MOST Information System, our team has structured an intentional curriculum that is introduced with a learning objective and includes hands-on activities, group games, and/or enriching field trips. All of these enriching activities help expand the minds of our students by introducing new experiences. Each week, activities are planned that focus on STEAM categories, celebrating different cultures, learning about the environment, and promoting social emotional learning by partnering with mindfulness instructors and mental health practitioners as well as using curriculum from the Move This World platform.

Starting May of 2023, our Milestones Program will enable BLW to employ a full-time academic coordinator and team of paid tutors to provide increased hands-on individualized academic support. Milestones will be a year-round academic program and thus help to prevent summer learning loss. This program will have a significant impact on improving student reading levels, math proficiency, rates of homework completion, school attendance, and GPA through academic case management, in-school and after-school tutoring and instilling confidence in our students that they are capable of achieving their goals. This aspect of our programming will dramatically strengthen the Elementary School Program both on an academic and social-emotional level; students who engage in tutoring will demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, and higher homework completion rates. This, in combination with enrichment programming and participant-driven clubs and activities, will foster positive attitudes toward education and learning overall. Baseline reading levels (using

Fountas and Pinnell’s Text Reading Levels) of each student will be obtained from the Madison Metropolitan School District (MMSD) or assessed by BLW tutors on-site. Literacy tutoring curriculum will include phonemic awareness, phonics, reading fluency, and reading comprehension through hands-on learning games and guided reading in the Reading A-Z program. Baseline math assessments will cover Common Core Standards for each grade. Math tutoring curriculum will be based on Bridges, the math curriculum at MMSD.

Our Girl Neighborhood Power and Boy Neighborhood Power programs help build leadership and life skills while exposing youth to a diverse array of enrichment activities that cultivate lifelong learning. These clubs have also led to the development of regular mindfulness activities among all our youth at BLW Center, thereby fostering healthy communication practices and conflict resolution skills.

The Elementary School Program is deliberate in sharing the achievements and expertise of people from different racial or ethnic groups in all areas of our programming. We include multiple perspectives when talking about current or historical events (especially from traditionally marginalized groups). We encourage our participants to draw on their cultural experiences and knowledge to make connections to whatever we are doing. As much as possible, we try to make learning relevant to what’s happening in our participants’ lives outside of school and our walls. BLW also makes a conscious effort to expose our children to people in the community who represent them, their identities and their cultures. This allows students to see greater value in academic content if it applies to their reality.

Other evidence-based/promising practices that support and strengthen our programming include the following:

- Baseline reading levels (using Fountas and Pinnell’s Text Reading Levels) of each student obtained from the Madison Metropolitan School District (MMSD) will be assessed by BLW tutors on-site. Literacy tutoring curriculum will include phonemic awareness, phonics, reading fluency, and reading comprehension through hands-on learning games and guided reading in the Reading A-Z program. Baseline math assessments cover Common Core Standards for each grade. Math tutoring curriculum is based on Bridges, the math curriculum at MMSD.

- BLW staff maintain contact with our participants’ classroom teachers to ensure that academic support is aligned with teaching practices.

- 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): 1910 Lake Point Dr. Madison, WI 53713			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	1:00 PM	5:30 PM
	Summer	8:30 AM	4:30 PM
Tuesday	School Year	2:30 PM	5:30 PM
	Summer	8:30 AM	4:30 PM
Wednesday	School Year	2:30 PM	5:30 PM
	Summer	8:30 AM	4:30 PM
Thursday	School Year	2:30 PM	5:30 PM
	Summer	8:30 AM	4:30 PM
Friday	School Year	2:30 PM	5:30 PM
	Summer	8:30 AM	4:30 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.

- 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: 1910 Lake Point Dr. Madison, WI 53713					
School Year	5 days per week	3-4.5	38 weeks	1:10	20
Summer	5 days per week	8	8 weeks	1:10	40
Location #2 (if applicable):					
School Year					
Summer					

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

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

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

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

We offer a survey twice a year for families to provide input on what they would like to see offered in our program. We also have family fun nights twice a year where we engage with families and discuss what needs still need to be met.

We communicate openly with families via face-to-face interactions, texts, phone calls, and emails so families can continuously provide their input on program activities to ensure goals are met on both sides.

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.

As a result of community feedback gathered through partnerships with local organizations and schools, and ongoing discussions directly with community members, the Elementary School Program develops activities and goals that are reflective of community needs, concerns, and interests. We address racial equity and social justice by engaging in regular conversations with our community.

We use our social media pages (Facebook and Instagram), monthly electronic newsletters, and word of mouth to share program achievements with neighborhood residents, as well as have regular meetings with community stakeholders to provide program updates. We use the Survey Monkey platform to allow neighborhood residents and community stakeholders to provide relevant feedback that helps establish great programming for our youth and families. BLW engages with the community on a regular basis through our food pantry, community meal, family nights, etc. which allows continuous opportunities for program communication.

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)?
Lussier Family Heritage Center	Nature activities	Amy Cox	No
MMoCA	Art and culture activities	Juan De La Oya	No
Second Harvest Foodbank of Southern WI	Food for healthy snacks and meals	Lori Peppard	Yes
Madison Reading Project	Literacy and reading activities	Natalie Hodahl	No
Madison Public Library	Literacy, reading, and art activities	Rebecca Millerjohn	No
Wisconsin Institute of Discovery	STEM Programming	Jerrod Buckner	No

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

How do these partnerships enhance this proposal?

The partnerships help strengthen the youth program in numerous ways. First, our relationship with MMoCA ensures that youth are exposed to different types and forms of art. Second, our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our youth. Madison Public Library and Madison Reading Project are instrumental in introducing new and innovative learning opportunities and literature materials for youth. The Lussier Family Heritage Center helps expose youth to nature in a fun, enriching way where youth learn thorough healthy practices such as riding a bike and hiking through the woods. The Wisconsin Institute of Discovery exposes our youth to numerous STEM activities led by students from UW-Madison.

BLW staff continuously listen to the needs and interests of students and families, and research new collaboration opportunities as they arise.

What are the decision-making agreements with each partner?
We meet with all partners ahead of time to establish expectations and roles.

- 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?

BLW emphasizes the importance of safety, support, and wellbeing for children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways; by providing legal support, housing assistance, or obtaining medical services through our Family Resource Center. BLW also provides reliable access to healthy food through a bimonthly food pantry, weekly community meals, and daily snacks and meals for children in programming.

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: The Elementary School Program implements a curriculum that supports positive youth development and is continuously modified as needed to meet the needs of our youth. Many of our youth are learning English as a second language which we cater to by taking the time to present and instruct in both English and Spanish. Volunteers and staff help youth with homework no matter what language it may be in. Homework completion has increased since most of their homework requires a certain amount of reading done per week. Our program schedule has a consistent thirty minute block every day where youth are to read or do any homework assigned.

Social-emotional development is just as important as academics and that is why we incorporate group games at least three times a week. This is a moment where students that present stronger leadership skills lead the others and together complete the objective of the activity. As most of our youth are in athletics or enjoy athletic activities, we found that large group games have become a youth favorite. Another instance where this happens is when our youth created group posters about historically significant African-American people. Within each group there was a drafter, a writer, an illustrator and someone who would rather cut and glue. With the help of staff, each student is able to participate in a comfortable environment where they are able to express their creativity, practice teamwork skills, and at the same time work on writing and cognitive skills.

Towards the end of every day, staff set aside daily dedicated time, known as the BLW Huddle, where youth are able to reflect on what they have learned and would like to change in the future planning of activities.

Supportive Relationships with Youth: At BLW, we recognize and value youth as individuals and make it a goal to provide one-on-one time with youth through DEAR time and small group time to help build relationships with peers and staff. We also have a birthday chart that all youth can celebrate to make sure each student feels valued. When it comes to behavior management, staff know the importance of understanding that most behaviors are an expression of a want or need.

Youth Voice and Leadership: At BLW, we respect and recognize youth for their contributions. We use our BLW Huddle time for youth to offer thoughts and suggestions regarding what happened that day, so we can continue to create programs through their eyes. We also create group indoor and outdoor games that help youth with social emotional skills. We build lesson plans that reflect what you need to grow by observing youth in the program.

Racial and Cultural Inclusion: We strive to create an environment that celebrates racial and cultural diversity. Staff provide high-quality activities that support all cultures through different weekly themes and by celebrating holidays from lots of different cultures. BLW also provides opportunities for families to build community amongst each other by sharing their cultures through Community and Family Engagement Nights.

Community & Engagement: To ensure families and the community have access to information about daily program plans, we created an online and paper schedule highlighting the different activities and trips happening in the Elementary School Program. These calendars are also used to share center and program resources events with the community. To ensure that all family needs are being met, staff developed a community resource guide that directs families to resources that assist with housing, health, social services, and more.

Organizational Management and Staff Support: BLW staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. Appropriate supervision is established through weekly check-ins that ensures all team members feel valued and supported. There is also daily communication before programming so program staff are on the same page and have access to adequate materials in order to offer high quality and successful programming.

Environment & Safety: BLW recognizes the importance of safety, support, and wellbeing for children and families. The Elementary School Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack every day, meals three days per week during the school year, and meals every weekday during the 8-week summer program. The program also emphasizes physical activity and emotional well-being through outdoor play, mindfulness, yoga, and supportive staff who are always ready to listen to our participants' struggles and concerns. BLW follows all childcare standards and regulations set by the City of Madison. For example, all staff and children are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming.

BLW will monitor the Elementary School Program in order to ensure alignment with the MOST Effective Practices in the following ways:

- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.

- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices

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

Total Annual Unduplicated Children or Youth participating in proposed program: 75

Total program hours annually: 997

C. Program Outcomes

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

We use the Madison Out of School Time Information System (MIS). This system helps with keeping track of our demographic information, program activities, and outcome measures. We will also collect outcome data through youth and community surveys. We also engage our community, school staff, and our local leaders. Participant information will not be released to the general public, and names will be omitted from any surveys that are conducted.

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: Regularly attending program participants will maintain or improve their social-emotional competency in the areas of self-management, social awareness, and optimistic thinking.				
Performance Standard	Targeted Percent	70%	Targeted Number	14
Measurement Tool(s) and Comments: BLW staff will utilize a strength-based, nationally standardized tool used to monitor progress of social emotional competence. The assessment will be given at least two times per year. BLW will focus on measuring social-emotional competence in three key areas: <ul style="list-style-type: none"> •Self-management, as demonstrated by ability to control behavior and emotions especially during challenging activities •Social awareness, as demonstrated by respect toward others' ideas and values, and understanding of ones' impact on another •Optimistic thinking, as demonstrated by attitude of confidence, hopefulness, and positive thinking regarding life experiences in the past, present situation, and future outlook 				

Outcome Objective #2: Regularly attending program participants that test below grade level will demonstrate improved academic performance.				
Performance Standard	Targeted Percent	80%	Targeted Number	21
Measurement Tool(s) and Comments: Elementary school-age participants with below-grade reading levels and/or below-grade baseline math assessment scores receive one 30-45 minute one-on-one tutoring session and one 30-45 minute small-group tutoring session weekly. During tutoring sessions, participants practice guided reading, learn and review math concepts, and receive homework support. Baseline reading levels (using Fountas and Pinnell's TRLs) are obtained from the schools as well as assessed by tutors on-site (using Reading A-Z levels for 1st-4th graders and Qualitative Reading Inventory (QRI) for 5th grade and up). Baseline math assessments are administered to all participants at the beginning of the school year. The baseline assessment is taken from the Bridges in Math curriculum, which is used in the Madison Metropolitan School District.				

Outcome Objective #3: Regularly attending program participants will demonstrate an increased sense of belonging, connection and attachment to the community.				
Performance Standard	Targeted Percent	70%	Targeted Number	14
Measurement Tool(s) and Comments: Regularly attending program participants will complete the Sense of Belonging Scale, a research-based assessment, at least two times a year.				

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

- D. **Data Tracking:** What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?
 All participants' families will complete an information form during program registration that includes demographic information. We currently, and will continue to use the Madison Out of School Time Information System (MIS). This system helps with keeping track of our demographic information, program activities, and outcome measures. We will also collect outcome data through youth and community surveys. Participant information will not be released to the general public, and names will be omitted from any surveys that are conducted. Our program expenses are collected at the end of each month.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
1910 Lake Point Dr. Madison, WI 53713

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Youth Program Director	Bachelor's degree in related field or equivalent in education and experience. At least 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.45	
Elementary Program Manager	At least 2 years' experience working with school aged children in the areas of mentoring and group facilitation	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	1	
Academic Program Manager	At least 2 years of academic base experience working with multi- aged youth in the areas of mentoring and group facilitation	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.45	
Elementary Program Staff	At least 2 years' experience working with youth in an	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.73	

	academic or summer camp setting.				
Academic Tutor	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.45	
Elementary Program Staff (Summer)	At least 2 years' experience working with youth in an academic or summer camp setting.	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		.35
			<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			3.08	
	Summer				.35

*Use one line per individual employee

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

Volunteers will be walked through the same onboarding process as team members to ensure the safety and communication aligns with program and youth needs. Volunteers will sign-in and out to ensure that hours are documented.

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

We currently utilize our two 15 passenger vans and two 7 passenger vans to transport youth for any off site activity. For larger field trips we have the option to utilize public transportation or rent city school buses.

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.

B. Disclosure of Contract Failures, Litigations

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



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:	Bridge Lake Point Waunona Neighborhood Center	Total Amount Requested for this Program:		\$ 75,000
Program Name:	Middle School Program	Total Program Budget:		\$ 181,429
Program Contact:	Passion McClain	Email:	passion@blwcenter.org	Phone: 608-284-9666

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

Elementary

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

Middle School

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

High School

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

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

1. PROGRAM OVERVIEW

A. **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.

Bridge Lake Point Waunona Neighborhood Center (BLW) sits in a historically underserved neighborhood on the southeast side of Madison that is composed of families who are low-income and recent immigrants. Based on statistics found in the MOST Information System, of the students currently in our youth programs, 79% qualify for free or reduced lunch at school, 47% of youth have limited English proficiency, and 18% of our youth require IEPs.

In the Madison Metropolitan School District (MMSD), there is a significant education gap between students of color and their white peers. In the 2021-2022 school year, 91% of Black students and 84% of Latinx students tested below grade level in reading compared to only 36% of white students. Similarly, 93% of Black students and 87% of Latinx students tested below grade level in mathematics compared to 41% of White students. There are also high percentages of students testing below grade level who are English language learners (85% below grade level in reading and mathematics) and students who are economically disadvantaged (86% below grade level in reading and 88% in mathematics). The Middle School Program currently meets this need through homework help and academic activities. We will continue to meet this need by introducing an academic program, Milestones, that improves math and literacy scores by offering one-on-one and small group tutoring, academic case management, and educational activities.

For the families in our community, the programs that we offer are more than just an out of school time service. Positive relationships have been built over the last 19 years, establishing a high level of trust. Families trust program staff to know their personal and sensitive information, such as immigration status, school based IEP meetings, and county based CPS cases because of that history of trust.

BLW programs have, and will continue to provide a safe and supportive environment where youth participate in programming that focuses on social emotional learning and academic development, provides healthy meals and snacks, and exposes youth to enriching opportunities and experiences through intentional lesson plans, field trips, and collaborations with community partners. The BLW team strives to provide a space where all youth always feel safe, welcomed, and supported in all aspects of their growth and development.

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?

The goal of the Middle School Program at BLW will provide year-round comprehensive programming for students in sixth-eighth grade that improves student reading levels, math proficiency, rates of homework completion, and school attendance. We will also integrate social emotional learning to help improve youth social and emotional skills. These goals align with the scope of work described in the RFP guidelines, as our youth programs focus on holistic programming that supports positive youth development through a variety of facets. BLW’s multi-activity afterschool and summer programs

emphasize academic support, physical and mental health, social emotional learning, cognitive development, and the development of strong relationships between families and communities and schools.

C. Program Summary (3-5 sentences):

The Middle School program will focus on academic support by creating plans that align with students' education level as well as SEL goals and by helping families create a plan to support youth reaching their educational goals throughout the school year and summer. The program will also engage in numerous outdoor activities to help expand knowledge in the natural world around us. BLW will implement a social emotional curriculum to help reintroduce and enforce positive social skills and emotional skills. Students will also experience a wide range of field trips through local partners that will introduce new opportunities in our community. We also offer fresh meals and snacks that align with healthy habits and with matching it with youth lead nutrition activities.

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 Middle School Program serves middle school students grades sixth through eighth in the Waunona and Owl Creek Neighborhoods. However, families are welcome from all over the Madison area. This program will predominantly serve students who reside on the Southeast side of Madison and attend Whitehorse and Sennett Middle School. Our program is open to all families no matter their socioeconomic status or ethnic backgrounds, however a majority of students currently enrolled in our programs identify as students of color and come from low-income families. To reduce barriers to program participation, all of our programs are free and we offer rides home in our 15 passenger vans for families without reliable transportation.

BLW staff regularly communicate with parents and families of elementary participants in-person and via phone to determine their child's needs, as well as what is working well at home in terms of academic and social-emotional support. Staff have formal, scheduled check-ins with families and school teachers at least two times per year to gather feedback on each participant's progress. Once per semester, middle school-age participants complete a survey to help them communicate their attitudes toward the after-school program. We use this data to make improvements to our program by implementing club ideas and activity requests.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	3	50%
Black/African American	3	50%
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:	6	
Ethnicity		
Hispanic or Latino	3	50%
Not Hispanic or Latino	3	50%
Total:	6	
Gender		
Boy/Man	4	75%
Girl/Woman	2	25%
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	6	

- 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.

Many participants reside in households in which English is not the first language in the household. This program implements linguistically-responsive practices that will include the utilization of extra-linguistic supports, such as pictures and maps, books written in both English and Spanish, writing activities, and getting to know each student's individual needs and academic experience. In addition, we currently have staff members who speak Spanish and are able to answer questions of ESL youth and families.

BLW ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds. We make it our mission to ensure that we are culturally responsive in every aspect including culturally driven cooking activities.

The Middle School Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. BLW is dedicated to recruiting former participants, immediate community members, and individuals from all socioeconomic status and ethnic backgrounds.

- 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.

We recruit participants through our partnerships with local middle schools and communicating with neighborhood residents through our social media platforms (Facebook and Instagram), flyers, and electronic newsletters. We also receive referrals from other organizations for families that are in need of our program.

When a student wants to enroll, their adult caregiver must fill out an enrollment packet that provides emergency contact, demographic, health, and photo release information. Once all the information is received, the student is enrolled in the Middle School Program. Once they have started the program, new students take a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session.

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.

The Middle School Program is a 38-week after-school and 8-week summer program that provides academic support, enriching activities, social emotional learning practices, and fun-filled educational field trips. Based on the data gathered through the MOST Information System our team has structured an intentional curriculum that is introduced with an objective and includes hands-on activities, group games, and/or enriching field trips. All of these enriching activities help expand the minds of our students by introducing new experiences. We also have visual schedules to help youth feel involved in our everyday programming. Each week, activities are planned that focus on STEAM categories, celebrating different cultures, learning about the environment, and promoting social emotional learning by partnering with mindfulness instructors and mental health practitioners as well as using curriculum from the Move This World platform.

Starting May of 2023, our Milestones Program will enable BLW to employ a full-time academic coordinator and team of paid tutors to provide increased hands-on individualized academic support. Milestones will be a year-round academic program that focuses on one-on-one and small group tutoring with our highly trained Academic Coordinator and team of tutors. Since Milestones will be a year-round program, it will help to prevent summer learning loss. This program will have a significant impact on improving student reading levels, math proficiency, rates of homework completion, school attendance, and GPA through academic case management, in-school, after-school, and weekend tutoring, and instilling confidence in our students that they are capable of achieving their goals.

Our Girl Neighborhood Power and Boy Neighborhood Power programs help build leadership and life skills while exposing youth to a diverse array of enrichment activities that cultivate lifelong learning. These clubs have also led to the development of regular mindfulness activities among all our youth at BLW Center, thereby fostering healthy communication practices and conflict resolution skills.

The Middle School Program is deliberate in sharing the achievements and expertise of people from different racial or ethnic groups in all areas of our programming. We include multiple perspectives when talking about current or historical events (especially from traditionally marginalized groups). We encourage our participants to draw on their cultural experiences and knowledge to make connections to whatever we are doing. As much as possible, we try to make learning relevant to what's happening in our participants' lives outside of school and our walls. BLW also makes a conscious effort to expose our children to people in the community who represent them, their identities and their cultures. This allows students to see greater value in academic content if it applies to their reality.

Various evidence-based/promising practices that support and strengthen our programming include the following:

- One-on-one and small group tutoring dramatically strengthen the quality of the Middle School Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, higher GPAs and test scores, and higher homework completion rates.

- BLW staff maintain contact with our participants' classroom teachers to ensure that academic support is aligned with teaching practices.

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): 1910 Lake Point Dr. Madison, WI 53713			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	8:00 AM	4:30 PM
Tuesday	School Year	3:00 PM	8:00 PM
	Summer	8:00 AM	4:30 PM
Wednesday	School Year	3:00 PM	8:00 PM
	Summer	8:00 AM	4:30 PM
Thursday	School Year	3:00 PM	8:00 PM
	Summer	8:00 AM	4:30 PM
Friday	School Year		
	Summer	8:00 AM	4:30 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.

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: 1910 Lake Point Dr. Madison, WI 53713					
School Year	3 days per week	5	38 weeks	1:10	10
Summer	5 days per week	8	8 weeks	1:10	20
Location #2 (if applicable):					
School Year					
Summer					

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

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

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

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

We offer a survey twice a year for families to provide input on what they would like to see offered in our program. We also have family fun nights twice a year ;where we engage with families and discuss what needs still need to be met.

We communicate openly with families via face-to-face interactions, texts, phone calls, and emails so families can continuously provide their input on program activities to ensure goals are met on both sides.

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.

As a result of community feedback gathered through partnerships with local organizations and schools, and ongoing discussions directly with community members, the Middle School Program develops activities and goals that are reflective of community needs, concerns, and interests. We address racial equity and social justice by engaging in regular conversations with our community.

We will use our social media pages (Facebook and Instagram), monthly e-newsletters, and word of mouth to share program achievements with neighborhood residents, as well as have regular meetings with community stakeholders to provide program updates. We will use the Survey Monkey platform to allow neighborhood residents and community stakeholders to provide relevant feedback that helps establish great programming for our youth and families. BLW engages with the community on a regular basis through our food pantry, community meal, family nights, etc. which allows continuous opportunities for program communication.

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)?
Madison Reading Project	Provide books, materials, and activities to program participants	Natalie Nodahl	No
Wisconsin Institute	Enrichment activities, STEM education and programming	Jerrold Buckner	No
Second Harvest Foodbank of Southern WI	Nutrition Resource, fresh fruits, vegetables, items for snacks and meals	Lori Peppard	Yes
PASS Americorps	Academic support, in-school and after-school tutoring, social emotional learning skills, youth service activities	Bonnie Erickson	No

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

How do these partnerships enhance this proposal?

The partnerships help strengthen the youth program in numerous ways. First, our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our youth. Madison Reading Project is instrumental in introducing new and innovative learning opportunities and literature for our youth. The Wisconsin Institute of Discovery helps expose our youth to numerous STEM activities led by students at UW-Madison. Our partnership with AmeriCorps provides middle school students with one-on-one intensive tutoring, case management, and social emotional support through weekly check-ins to discuss any concerns.

BLW staff continuously listen to the needs and interests of students and families, and research new collaboration opportunities as they arise.

What are the decision-making agreements with each partner?

We meet with all partners ahead of time to establish expectations and roles.

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?

BLW emphasizes the importance of safety, support, and wellbeing for children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways; by providing legal support, help finding housing, or obtaining medical services; through our Family Resource Center. BLW also provides reliable access to healthy food through a bimonthly food pantry, weekly community meals, and daily snacks and meals for children in programming.

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: We have a curriculum that is universal base style to be able to adapt as needed to be able to meet the needs of our youth. We also have space out a time which is called BLW huddle; where youth are able to reflect on what they have learned and would like to change in the future planning of activities.

Supportive Relationships with Youth:

At BLW, we recognize and value youth as individuals and make it a goal to provide one-on-one time with youth through DEAR time and small group time to help build relationships with peers and staff. We also have a birthday chart that all youth can celebrate to make sure each student feels valued.

Youth Voice and Leadership: At BLW, we respect and recognize youth for their contributions. We use our BLW Huddle time for youth to offer thoughts and suggestions regarding what happened that day, so we can continue to create programs through their eyes. We also create group indoor and outdoor games that help youth with social emotional skills.

Racial and Cultural Inclusion: We strive to create an environment that celebrates racial and cultural diversity. Staff provide high-quality activities that support all cultures through different weekly themes and by celebrating holidays from lots of different cultures. BLW also provides opportunities for families to build community amongst each other by sharing their cultures through Community and Family Engagement Nights.

Community and Family Engagement: To ensure families and the community have access to information about daily program plans, we created an online and paper schedule highlighting the different activities and trips happening in the Elementary School Program. These calendars are also used to share center and program resources events with the community. To ensure that all family needs are being met, staff developed a community resource guide that directs families to resources that assist with housing, health, social services, and more.

Organizational Management and Staff Support: BLW staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. Appropriate supervision is established through weekly check-ins that ensures all team members feel valued and supported. There is also daily communication before programming so program staff are on the same page and have access to adequate materials in order to offer high quality and successful programming.

Environment & Safety: BLW recognizes the importance of safety, support, and wellbeing for children and families. The Children's Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack every day, meals three days per week during the school year, and meals every weekday during the 8-week summer program. The program also emphasizes physical activity and emotional well-being through outdoor play, mindfulness, yoga, and supportive staff who are always ready to listen to our participants' struggles and concerns. BLW follows all childcare standards and regulations set by the City of Madison. For example, all staff and children are required to follow health and

safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming.

BLW will monitor the Elementary School Program in order to ensure alignment with the MOST Effective Practices in the following ways:

- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.
- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices

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

Total Annual Unduplicated Children or Youth participating in proposed program: 37

Total program hours annually: 960

C. Program Outcomes

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

We use the Madison Out of School Time Information System (MIS). This system helps with keeping track of our demographic information, program activities, and outcome measures. We will also collect outcome data through youth and community surveys. We also engage our community, school staff, and our local leaders. Participant information will not be released to the general public, and names will be omitted from any surveys that are conducted.

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: Regularly attending participants will improve or maintain a GPA above a 2.8.				
Performance Standard	Targeted Percent	70%	Targeted Number	10
Measurement Tool(s) and Comments: Vera Court staff have access to student grade reports through its strong relationship with area middle schools. Reports are collected regularly and are tracked, evaluated, and summarized by staff throughout the academic year.				

Outcome Objective #2: Regularly attending program participants will maintain or improve their social-emotional competency in the areas of self-management, social awareness, and optimistic thinking.				
Performance Standard	Targeted Percent	75%	Targeted Number	11
Measurement Tool(s) and Comments:				

BLW staff will utilize a strength-based, nationally standardized tool used to monitor progress of social emotional competence. BLW will focus on measuring social-emotional competence in three key areas:

- Self-management, as demonstrated by ability to control behavior and emotions especially during challenging activities
- Social awareness, as demonstrated by respect toward others' ideas and values, and understanding of one's' impact on another
- Optimistic thinking, as demonstrated by attitude of confidence, hopefulness, and positive thinking regarding life experiences in the past, present situation, and future outlook

Outcome Objective #3: Regularly attending program participants will demonstrate an increased sense of belonging, connection and attachment to the community.

Performance Standard	Targeted Percent	75%	Targeted Number	11
Measurement Tool(s) and Comments: Regularly attending program participants will complete the Sense of Belonging Scale at least two times a year.				

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses?
All participants' families will complete an information form during program registration that includes demographic information. We currently, and will continue to use the Madison Out of School Time Information System (MIS). This system helps with keeping track of our demographic information, program activities, and outcome measures. We will also collect outcome data through youth and community surveys. Participant information will not be released to the general public, and names will be omitted from any surveys that are conducted. Our program expenses are collected at the end of each month.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
1920 Lake Point Dr. Madison, WI 53713

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Youth Program Director	Bachelor's degree in related field or equivalent in education and experience. At least 4 years' experience with program	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.45	

	management, staff supervision, budget management and advanced administrative skills				
Academic Program Manager	At least 2 years of academic base experience working with multi- aged youth in the areas of mentoring and group facilitation	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.45	
Teen Program Staff	At least 2 years' experience working with youth in an academic or summer camp setting.	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.23	
Americorps member	Academic support, in-school and after-school tutoring, social emotional learning skills, youth service activities, involvement with youth	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	2.1	
Academic Tutor	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.45	
Teen Program Staff (Summer)			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		.11
			<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:			3.68	
	Year-Round				

	Summer			.11
--	--------	--	--	-----

*Use one line per individual employee

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

Volunteers will be walked through the same onboarding process as team members to ensure the safety and communication aligns with program and youth needs. Volunteers will sign-in and out to ensure that hours are documented.

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

We currently utilize our two 13 passenger vans and two 7 passenger vans to transport youth for any activity. For larger field trips we have the option to utilize public transportation or rent city school buses.

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.

B. Disclosure of Contract Failures, Litigations

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



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:	Bridge Lake Point Waunona Neighborhood Center	Total Amount Requested for this Program:		\$ 15,000
Program Name:	High School Program	Total Program Budget:		\$ 15,000
Program Contact:	Passion McClain	Email:	passion@blwcenter.org	Phone: 608-284-9666

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

Elementary

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

Middle School

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

High School

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

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

1. PROGRAM OVERVIEW

A. **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.

Bridge Lake Point Waunona Neighborhood Center (BLW) sits in a historically underserved neighborhood on the southeast side of Madison that is composed of families who are low-income and recent immigrants. Based on statistics found in the MOST Information System, of the students currently in our youth programs, 79% qualify for free or reduced lunch at school, 47% of youth have limited English proficiency, and 18% of our youth require IEPs.

In the Madison Metropolitan School District (MMSD), there is a significant education gap between students of color and their white peers. In the 2021-2022 school year, 91% of Black students and 84% of Latinx students tested below grade level in reading compared to only 36% of white students. Similarly, 93% of Black students and 87% of Latinx students tested below grade level in mathematics compared to 41% of White students. There are also high percentages of students testing below grade level who are English language learners (85% below grade level in reading and mathematics) and students who are economically disadvantaged (86% below grade level in reading and 88% in mathematics). The High School Program currently meets this need through homework help and academic activities. We will continue to meet this need by introducing an academic program, Milestones, that improves math and literacy scores by offering one-on-one and small group tutoring, academic case management, and educational activities.

For the families in our community, the programs that we offer are more than just an out of school time service. Positive relationships have been built over the last 19 years, establishing a high level of trust. Families trust program staff to know their personal and sensitive information, such as immigration status, school based IEP meetings, and county based CPS cases because of that history of trust.

BLW programs have, and will continue to provide a safe and supportive environment where youth participate in programming that focuses on social emotional learning and academic development, provides healthy meals and snacks, and exposes youth to enriching opportunities and experiences through intentional lesson plans, field trips, and collaborations with community partners. The BLW team strives to provide a space where all youth always feel safe, welcomed, and supported in all aspects of their growth and development.

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?

The goal of the High School Program at BLW is to provide year round multi-focus programming that helps students throughout high school with a strong academic foundation through tutoring and academic case management, educational enrichment activities and field trips, career and college preparation, and college visits. Through these activities, students will be able to maintain good grades

in school through improved homework completion and school attendance. The goal of our program is to help take what students are learning in school and apply it to the world.

C. Program Summary (3-5 sentences):

The High School Program will focus on academic support and reaching educational goals throughout the school year and summer. During the program, staff will implement a curriculum that focuses on leadership and healthy relationships to help reintroduce real life skills that are key in making decisions for life after high school. Students will also experience a wide range of field trips through local partners that will introduce new opportunities. We will also offer fresh meals and snacks that align with healthy habits and complement them with youth-led nutrition activities.

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.

We intend to serve High school students grades ninth through twelfth in the Waunona and Owl Creek Neighborhoods. However, families are welcome from all over the Madison area. This program will predominantly serve students who reside on the Southeast side of Madison and attend Lafollette High School. Our program is open to all families no matter their socioeconomic status or ethnic backgrounds, however a majority of students currently enrolled in our programs identify as students of color and come from low-income families. To reduce barriers to program participation, all of our programs are free and we offer rides home in our 15 passenger vans for families without reliable transportation.

BLW staff regularly communicate with parents and families of elementary participants in-person and via phone to determine their student’s needs, as well as what is working well at home in terms of academic and social-emotional support. Staff have formal, scheduled check-ins with families and school teachers at least two times per year to gather feedback on each participant’s progress. Once per semester, high school-age participants complete a survey to help them communicate their attitudes toward the after-school program. We use this data to make improvements to our program by implementing club ideas and activity requests.

While we do not currently have a formal high school program, we currently have three high school students attending our teen program. These students have expressed a desire and need to create an intentional High School Program with activities and goals that meet their needs.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	2	66.7%
Black/African American	1	33.3%
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:	3	
Ethnicity		
Hispanic or Latino	2	66.7%
Not Hispanic or Latino	1	33.3%
Total:	3	
Gender		
Boy/Man	2	66.7%
Girl/Woman	1	33.3%
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	3	

- 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.

Many current youth participants reside in households in which English is not the first language in the household. This program implements linguistically-responsive practices that will include the utilization of extra-linguistic supports, such as pictures and maps, books written in both English and Spanish, writing activities, and getting to know each student's individual needs and academic experience. In addition, we currently have staff members who speak Spanish and are able to answer questions of ESL youth and families.

BLW ensures that programming is culturally relevant through a variety of enrichment activities that are based on our participants' interests and cultural backgrounds. We make it our mission to ensure that we are culturally responsive in every aspect including culturally driven cooking activities.

The High School Program strives to recruit staff and volunteers whose backgrounds reflect those of program participants, ensuring that participants feel welcome and supported in a culturally competent manner. BLW is dedicated to recruiting former participants, immediate community members, and individuals from all socioeconomic status and ethnic backgrounds.

- 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.

We will recruit participants through our partnerships with local high schools and by communicating with neighborhood residents through our social media platforms (Facebook and Instagram), flyers, and electronic newsletters. We also receive referrals from other organizations for families that are in need of our programs.

When a student wants to enroll, their adult caregiver must fill out an enrollment packet that provides emergency contact, demographic, health, and photo release information. Once all the information is received, the student is enrolled in the High School Program. Once they have started the program, new students take a reading and math level assessment, which is led by the Academic Coordinator. Participants' reading and math levels are regularly assessed thereafter by trained tutors and our Academic Coordinator during each tutoring session.

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.

The High School Program is a 38-week after-school and 8-week summer program that provides academic support, college preparation, and career exploration.

Starting May of 2023, our Milestones Program will enable BLW to employ a full-time academic coordinator and team of paid tutors to provide increased hands-on individualized academic support. Milestones will be a year-round academic program that focuses on one-on-one and small group tutoring with our highly trained Academic Coordinator and team of tutors. Since Milestones will be a year-round program, it will help to prevent summer learning loss. This program will have a significant impact on improving student reading levels, math proficiency, rates of homework completion, school attendance, and GPA through academic case management, in-school, after-school, and weekend tutoring, and instilling confidence in our students that they are capable of achieving their goals.

In the High School Program, we will promote career exploration for our students by offering resume workshops, practicing financial literacy, and offering opportunities to learn important life skills that will prepare students for adulthood. To help foster employment experience and skills, we will act as a liaison between local employers and our high school students. Staff will help students search for job opportunities in the community and assist them in the application process by hosting resume, cover letter, and interview workshops. When students have accepted a job offer, staff will work with students and employers to ensure

positive opportunities. Staff will work with outside partners to offer financial literacy classes so students can learn to use the money they earn to plan for the future. The High School Program will also offer a life skills course that highlights skills not commonly taught in schools but are essential in adulthood. These topics include larger purchases such as cars and houses, cooking classes focusing on using both a full kitchen and what is available in typical college dorm rooms, how to file taxes, and more.

The High School Program will promote college preparation by offering ACT/SAT prep, college visits, and post high school guidance. We will offer an ACT and SAT book based curriculum that prepares students for taking these standardized tests. In order for our students to know the options they have for post secondary education, the High School Program will take students on college visits to schools both local and across the midwest. We want to ensure students find the best programs and school supports that meet their future plans. However, a standard four year college is not the right path for everyone. BLW staff will provide case management and guidance to students to help them determine if college or trade school will best fit their future plans.

The High School Program will be deliberate in sharing the achievements and expertise of people from different racial or ethnic groups in all areas of our programming. We will include multiple perspectives when talking about current or historical events (especially from traditionally marginalized groups). We will encourage our participants to draw on their cultural experiences and knowledge to make connections to whatever we are doing. As much as possible, we will try to make learning relevant to what's happening in our participants' lives outside of school and our walls. BLW also makes a conscious effort to expose our students to people in the community who represent them, their identities and their cultures. This allows students to see greater value in academic content if it applies to their reality.

Additional evidence-based/promising practices that support and strengthen our programming include the following:

- One-on-one and small group tutoring dramatically strengthens the quality of the High School Program both on an academic and social-emotional level; students who engage in tutoring demonstrate increased confidence and motivation to succeed, improved literacy and math proficiencies, higher GPAs and test scores, and higher homework completion rates.

BLW staff will maintain contact with our participants' classroom teachers to ensure that academic support is aligned with teaching practices.

- 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): 1910 Lake Point Dr. Madison, WI 53713			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	8:30 AM	4:30 PM
Tuesday	School Year	4:00 PM	8:00 PM
	Summer	8:30 AM	4:30 PM
Wednesday	School Year	4:00 PM	8:00 PM
	Summer	8:30 AM	4:30 PM
Thursday	School Year	4:00 PM	8:00 PM
	Summer	8:30 AM	4:30 PM
Friday	School Year		
	Summer	8:30 AM	4:30 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.

- 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: 1910 Lake Point Dr. Madison, WI 53713					
School Year	3 days per week	4	38 weeks	1:5	10
Summer	5 days per week	8	8 weeks	1:5	10
Location #2 (if applicable):					
School Year					
Summer					

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

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

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

4. ENGAGEMENT, COORDINATION AND COLLABORATION

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

We offer a survey twice a year for families to provide input on what they would like to see offered in our program. We also have family fun nights twice a year where we engage with families and discuss what needs still need to be met.

We communicate openly with families via face-to-face interactions, texts, phone calls, and emails so families can continuously provide their input on program activities to ensure goals are met on both sides.

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.

As a result of community feedback gathered through partnerships with local organizations and schools, and ongoing discussions directly with community members, the High School Program will develop activities and goals that are reflective of community needs, concerns, and interests. We will address racial equity and social justice by engaging in regular conversations with our community.

We will use our social media pages (Facebook and Instagram), monthly e-newsletters, and word of mouth to share program achievements with neighborhood residents, as well as have regular meetings with community stakeholders to provide program updates. We will use the Survey Monkey platform to allow neighborhood residents and community stakeholders to provide relevant feedback that helps establish great programming for our youth and families. BLW engages with the community on a regular basis through our food pantry, community meal, family nights, etc. which allows continuous opportunities for program communication.

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)?
Wisconsin Institute of Discovery	Enrichment activities, STEM education and programming	Jerrold Buckner	No
Second Harvest Foodbank of Southern WI	Nutrition Resource, fresh fruits, vegetables, items for snacks and meals	Lori Peppard	Yes

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

How do these partnerships enhance this proposal?

The partnerships help strengthen the youth program in numerous ways. First, our relationship with Second Harvest helps provide reliable, healthy snacks and meals for our youth. The Wisconsin Institute of Discovery helps expose our youth to numerous STEM activities led by students at UW-Madison. BLW staff continuously listen to the needs and interests of students and families, and research new collaboration opportunities as they arise.

What are the decision-making agreements with each partner?

We meet with all partners ahead of time to establish expectations and roles.

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?

BLW emphasizes the importance of safety, support, and wellbeing for children and families. In order for our children to learn and grow, we recognize that it is essential to connect our families with resources and support in the following ways; by providing legal support, housing assistance, or obtaining medical

services through our Family Resource Center. BLW also provides reliable access to healthy food through a bimonthly food pantry, weekly community meals, and daily snacks and meals for children in programming.

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: We have a curriculum that is universal base style to be able to adapt as needed to be able to meet the needs of our youth. We also have space out a time which is called BLW huddle; where youth are able to reflect on what they have learned and would like to change in the future planning of activities.

Supportive Relationships with Youth:

At BLW, we recognize and value youth as individuals and make it a goal to provide one-on-one time with youth through DEAR time and small group time to help build relationships with peers and staff. We also have a birthday chart that all youth can celebrate to make sure each student feels valued.

Youth Voice and Leadership: At BLW, we respect and recognize youth for their contributions. We use our BLW Huddle time for youth to offer thoughts and suggestions regarding what happened that day, so we can continue to create programs through their eyes. We also create group indoor and outdoor games that help youth with social emotional skills.

Racial and Cultural Inclusion: We strive to create an environment that celebrates racial and cultural diversity. Staff provide high-quality activities that support all cultures through different weekly themes and by celebrating holidays from lots of different cultures. BLW also provides opportunities for families to build community amongst each other by sharing their cultures through Community and Family Engagement Nights.

Community and Family Engagement: To ensure families and the community have access to information about daily program plans, we created an online and paper schedule highlighting the different activities and trips happening in the Elementary School Program. These calendars are also used to share center and program resources events with the community. To ensure that all family needs are being met, staff developed a community resource guide that directs families to resources that assist with housing, health, social services, and more.

Organizational Management and Staff Support: BLW staff understand that the mission of our center is to support the community in addressing the needs identified by its residents. In turn, our staff are focused on creating a program that responds to the feedback provided by our participants. Appropriate supervision is established through weekly check-ins that ensures all team members feel valued and supported. There is also daily communication before programming so program staff are on the same page and have access to adequate materials in order to offer high quality and successful programming.

Environment & Safety: BLW recognizes the importance of safety, support, and wellbeing for children and families. The Children's Program provides consistent, reliable access to nutritious food. Specifically, we offer a healthy snack every day, meals three days per week during the school year, and meals every weekday during the 8-week summer program. The program also emphasizes physical activity and emotional well-being through outdoor play, mindfulness, yoga, and supportive staff who are always ready to listen to our participants' struggles and concerns. BLW follows all childcare standards and regulations set by the City of Madison. For example, all staff and children are required to follow health and safety policies, such as table sanitization and hand washing prior to eating, strategic program space design (e.g. children engage in activities away from doors), etc. Consistent behavior management is enforced, and all families are aware of our policies when their child is enrolled in programming.

BLW will monitor the Elementary School Program in order to ensure alignment with the MOST Effective Practices in the following ways:

- Continued supervisor-supervisee meetings, program staff meetings, and all-staff meetings in which concerns, questions, ideas, and successes in implementation are shared. Staff recognize that a high-quality program is not simply an end goal; it is a process that requires continual maintenance and upkeep.

- Regular planning of strategies and activities to meet program goals, information collection during implementation, reflection and data interpretation to determine what is and is not working (e.g. during staff meetings), and the identification of realistic adjustments to improve the program, ensuring that it aligns with MOST Effective Practices

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

Total Annual Unduplicated Children or Youth participating in proposed program: 15

Total program hours annually: 826

C. Program Outcomes

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

We currently, and will continue to use the Madison Out of School Time Information System (MIS). This system helps with keeping track of our demographic information, program activities, and outcome measures. Other systems we will put in place to further collect outcome data includes youth and community surveys. Our program expenses are collected at the end of each month.

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: Regularly attending participants will improve or maintain a GPA above a 2.8.				
Performance Standard	Targeted Percent	70%	Targeted Number	7
Measurement Tool(s) and Comments: BLW staff will have access to student grade reports through relationship building with area high schools. Reports are collected regularly and are tracked, evaluated, and summarized by staff throughout the academic year.				

Outcome Objective #2: Regularly attending program participants will maintain or improve their social-emotional competency in the areas of self-management, social awareness, and optimistic thinking.				
Performance Standard	Targeted Percent	75%	Targeted Number	8
Measurement Tool(s) and Comments: High school students will complete a survey once per semester and once per summer. BLW staff will screen all regularly attending high school participants at least two times a year utilizing a strength-based, nationally standardized tool used to monitor progress of social emotional competence.				

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

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

- D. Data Tracking: What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? All participants' families will complete an information form during program registration that includes demographic information. We currently, and will continue to use the Madison Out of School Time Information System (MIS). This system helps with keeping track of our demographic information, program activities, and outcome measures. We will also collect outcome data through youth and community surveys. Participant information will not be released to the general public, and names will be omitted from any surveys that are conducted. Our program expenses are collected at the end of each month.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
1910 Lake Point Dr. Madison, WI 53713

7. PROGRAM STAFFING AND RESOURCES:

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

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Youth Program Director	Bachelor's degree in related field or equivalent in education and experience. At least 4 years' experience with program management, staff supervision, budget management and advanced administrative skills	1910 Lake Point Dr	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.1	
Academic Coordinator	At least 2 years of academic base experience working with multi- aged youth in the areas of mentoring and group facilitation	1910 Lake Point Dr	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.1	

Teen Program Staff	At least 2 years' experience working with youth in an academic or summer camp setting.	1910 Lake Point Dr	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.23	
Academic Tutor	Knowledgeable in all areas of academics including but not limited to mathematics, science, and literacy.	1910 Lake Point Dr	<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/>	.10	
Teen Program Staff (Summer)	At least 2 years' experience working with youth in an academic or summer camp setting	1910 Lake Point Dr.	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		.11
			<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		.53	
		Summer			.11

*Use one line per individual employee

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

Volunteers will be walked through the same onboarding process as team members to ensure the safety and communication aligns with program and youth needs. Volunteers will sign-in and out to ensure that hours are documented.

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

We currently utilize our two 15 passenger vans and two 7 passenger vans to transport youth for any activity. For larger field trips we have the option to utilize public transportation or rent city school buses.

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.

B. Disclosure of Contract Failures, Litigations

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

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Vera Court Neighborhood Center, Inc- Bridge LakePoint Waunona Neighborhood Center
Mailing Address	614 Vera Ct, Madison, WI, 53704
Telephone	(608)441-6991
FAX	
Director	Richard Jones, Jr.
Email Address	richardj@veracourt.org
Additional Contact	Hope Jones
Email Address	hopej@veracourt.org
Legal Status	Private: Non-Profit
Federal EIN:	391945609

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary Program	A	\$95,000	\$70,144
Contact:			
Middle School Program	B	\$75,000	\$54,189
Contact:			
High School Program	C	\$15,000	\$0
Contact:			
	D		
Contact:			
	E		
Contact:			
TOTAL REQUEST		\$185,000	

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		100%		100%		
GENDER							
MAN	1	25%	3	23%			
WOMAN	3	75%	10	77%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	4	100%	13	100%			
AGE							
LESS THAN 18 YRS	0	0%	1	8%			
18-59 YRS	2	50%	12	92%			
60 AND OLDER	2	50%		0%			
TOTAL AGE	4	100%	13	100%			
RACE							
WHITE/CAUCASIAN	1	25%	9	69%	80%	67%	16%
BLACK/AFRICAN AMERICAN	3	75%	4	31%	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	4	100%	13	100%			
ETHNICITY							
HISPANIC OR LATINO		0%	6	46%	7%	9%	26%
NOT HISPANIC OR LATINO	4	100%	7	54%	93%	81%	74%
TOTAL ETHNICITY	4	100%	13	100%			
PERSONS WITH DISABILITIES		0%		0%			

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

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

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

7. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

Yes.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	11
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?	5

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

Name	Corinda Rainey-Moore			
Home Address	5421 Esther Beach Rd, Madison, WI, 53713			
Occupation	Community Outreach Coordinator at Kids Forward			
Representing	President			
Term of Office		From:	07/2013	To: 12/2023
Name	David Krause			
Home Address	5346 West Rd. #16, Madison, WI, 53704			
Occupation	School Principal/ Retired			
Representing	Treasurer			
Term of Office		From:	05/2013	To: 12/2023
Name	Cora White			
Home Address	2706 Badger Lane			
Occupation	Retired			
Representing				
Term of Office		From:	08/2021	To: 12/2023
Name	Linda Hoskins			
Home Address	2417 Cypress Way, #107, Madison, WI, 53713			
Occupation	Retired			
Representing				
Term of Office		From:	12/2021	To: 12/2023
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
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

AGENCY GOVERNING BODY cont.

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

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

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

****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 2023	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	10,000	10,000					
CITY CDD (This Application)	185,000	95,000	75,000	15,000			
City CDD (Not this Application)	0						
OTHER GOV'T*	60,000	30,000	30,000				
FUNDRAISING DONATIONS**	170,123	93,694	76,429				
USER FEES	0						
TOTAL REVENUE	425,123	228,694	181,429	15,000	0	0	0

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

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

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

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

ACCOUNT CATEGORY	AGENCY 2023	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	293,162	141,500	168,678	80,500	119,484	55,500	5,000	5,500					
Taxes/Benefits	68,994	10,500	40,533	5,000	27,461	5,000	1,000	500					
Subtotal A.	362,156	152,000	209,211	85,500	146,945	60,500	6,000	6,000	0	0	0	0	0
B. OTHER OPERATING													
Insurance	7,467	0	3,733		3,734								
Professional Fees/Audit	1,000	0	500		500								
Postage/Office & Program	21,000	14,000	7,000	3,500	7,000	3,500	7,000	7,000					
Supplies/Printing/Photocopy	500	0	250		250								
Equipment/Furnishings/Depr.	0	0											
Telephone	2,000	0	1,000		1,000								
Training/Conferences	2,000	0	1,000		1,000								
Food/Household Supplies	7,000	7,000	2,500	2,500	2,500	2,500	2,000	2,000					
Travel	0	0											
Vehicle Costs/Depreciation	0	0											
Other	0	0											
Subtotal B.	40,967	21,000	15,983	6,000	15,984	6,000	9,000	9,000	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	7,000	7,000	3,500	3,500	3,500	3,500							
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	7,000	7,000	3,500	3,500	3,500	3,500	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Contractors/Subcontractors	15,000	5,000			15,000	5,000							
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	15,000	5,000	0	0	15,000	5,000	0	0	0	0	0	0	0
TOTAL (A.-D.)	425,123	185,000	228,694	95,000	181,429	75,000	15,000	15,000	0	0	0	0	0

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

Title of Staff Position*	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
	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
Executive Director	0.10	0.05				0.15	105,000	38,650	143,650	0.00	10,200
Operation Director						0.00	65,488	17,313	82,801	0.00	
Development Director	0.10	0.10				0.20	65,000	17,250	82,250	0.00	5,000
Grants & Marketing Manager	0.10	0.10				0.20	54,000	15,820	69,820	0.00	5,000
Operations Assistant	0.10	0.10				0.20	44,100	14,533	58,633	0.00	5,000
Center Director	0.10	0.10				0.20	56,000	16,080	72,080	0.00	5,000
Youth Programs Director	0.45	0.45	0.10			1.00	50,470	15,362	65,832	0.00	20,000
Academic Program Manager	0.45	0.45	0.10			1.00	48,410	15,094	63,504	0.00	18,000
Elementary Program Manager	1.00					1.00	44,805	14,624	59,429	0.00	16,000
Elementary Program Staff (x2)	0.73					0.73	25,840	2,068	27,908	17.00	19,900
Elementary Program Staff (Summer) (x2)	0.35					0.35	12,240	980	13,220	17.00	13,000
Teen Program Staff		0.23	0.23			0.46	16,150	1,292	17,442	17.00	17,442
Teen Program Staff (Summer)		0.11	0.11			0.22	7,650	612	8,262	17.00	6,000
Tutor (x3)	0.45	0.45				0.90	33,120	2,650	35,770	18.00	11,458
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	3.93	2.14	0.54	0.00	0.00	6.61	628273.00	172328.00	800601.00	86.00	152000.00

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

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

Title of Staff Position*	2023 FTE**	2023 FTE**	2023 FTE**	2023 FTE**	2023 FTE**	2023 Total FTE	2023 Salary	2023 Taxes and	2023 Amount	2023 Wage***	2023 Requested
--------------------------	---------------	---------------	---------------	---------------	---------------	-------------------	----------------	-------------------	----------------	-----------------	-------------------

						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	3.93	2.14	0.54	0.00	0.00	6.61	628273.00	172328.00	800601.00	86.00	152000.00

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	Elementary Program	PERSONNEL	85,500
		OTHER OPERATING	6,000
		SPACE	3,500
		SPECIAL COSTS	0
		TOTAL	95,000
B	Middle School Program	PERSONNEL	60,500
		OTHER OPERATING	6,000
		SPACE	3,500
		SPECIAL COSTS	5,000
		TOTAL	75,000
C	High School Program	PERSONNEL	6000
		OTHER OPERATING	9,000
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	15,000
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			185,000



Program Description

Harvest Snack Program

Revised Date: Mar. 2023

Thanks to a Henry J. Predolin Foundation grant through the United Way, Second Harvest of Southern Wisconsin (SHFB) is able to provide funds to Dane County youth programs to order fresh produce and dairy products in partnership with R.E. Golden Produce. This funding is intended for afterschool programs, providing snacks and fresh ingredients to supplement meals.

Statement of Reference

This Program Description is an addendum to the Partnership Agreement that provides a summary of mutual responsibilities agreed to by Second Harvest Foodbank of Southern Wisconsin (SHFB) and Bridge Lake Point Waunona Neighborhood Center. This Program Description document is not intended to be a comprehensive set of instructions, agreements, and guidelines.

Contact Information

- Primary Contact, Youth & Family Initiatives Specialist:
Kylie Jacobsen (she/her)
kyliej@shfbmadison.org
- Secondary Contact, Youth & Family Initiatives Manager:
Brian Squire (he/him)
brians@shfbmadison.org
- Agency Representative:
Lori Peppard (she/her)
lorip@shfbmadison.org
- Golden Produce:
Tom Woodford
tom@regoldenproduce.com
- FoodShare Outreach Specialist:
Julia Wiebe (she/her/ella)
juliaw@shfbmadison.org

Program Staffing

This program requires one or more staff and/or volunteers to coordinate logistics including placing orders, coordinating delivery schedules, reporting, and preparing/serving food. It is important to remain in regular contact with the Youth & Family Initiatives Specialist for any support or updates to programming. If there are any changes to staffing, please contact the Youth & Family Initiatives Specialist as soon as possible so that new staff receive all communications with the most up-to-date information.

Funding

- Funds for the Harvest Snack Program are used to place orders directly through R.E. Golden Produce
- SHFB will monitor budgets and update them monthly on the shared Google Sheets based on invoices from R.E. Golden Produce
- Funds are subject to increase or decrease throughout the year depending on capacity and spending patterns of each program. The Youth & Family Initiatives specialist will communicate any changes with program staff
- Greater than or equal to 60% of the funds must be used for produce items. This may be up to 100%, but no more than 40% may be used for dairy items.
- Bridge Lake Point Waunona Neighborhood Center Calendar Year 23 budget:
\$6,000.00

Initials RM

Ordering & Delivery Instructions

- Each organization has access to an online account through R.E. Golden Produce to place orders.
- After logging in:
 - o Click on "Catalog"
 - o In the "View" box, search for items by Class, Brand or all items. Please be sure to only order fruits, vegetables (fresh or frozen), and dairy. Please reach out to the Youth & Family Initiatives Specialist with questions about guidelines.
 - o Enter keywords in the box marked "Enter search keywords"
 - For instance, if "Ched" is entered all the cheddars appear.
 - If a red asterisk appears next to the weight, that item is priced per pound.
 - o To the left of the picture of the item, click on the arrow up for the quantity. The number chosen will apply to the pack size of that item.
 - For instance, for Lettuce/Iceberg, you can order it by the head, or the case.
 - Or, for broccoli crowns, you can order it by weight/lb., or by the case.
 - o Items requested will appear in your cart.
 - o When you have finished your order click complete.
 - o Once in the complete screen, comments can be added for special requests.
 - o The "Requested Delivery date" defaults to the next delivery day. A different date can be selected as needed
 - o If you plan to add on to your order before submitting click on "Save for Later"
 - o If you are ready to submit your full order, click on "Complete Order," then "yes" to confirm.
- All ordering, transportation, and delivery questions can be directed to Tom Woodford at Golden Produce.

SHFB Support

- The **Youth & Family Initiatives Specialist** is your primary contact. Please keep them up to date with what's going on at your organization, including but not limited to the types of programming you're running, significant increases/decreases in enrollment, snack and meal plans, future plans and visions, and requests for support in all areas.
- Your **Agency Representative** is there for agency support elements such as food safety, monitoring, internal (Agency Express) ordering and deliveries, and assuring all necessary certifications are up to date.
- Second Harvest has **Foodshare Outreach Specialists** that are available to support your communities in determining eligibility and applying for SNAP benefits. You can expect to hear from a SHFB FoodShare Outreach Specialist throughout the year, but please feel free to reach out to them for support.

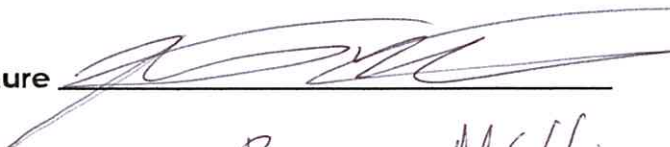
Reporting

- Monthly reporting is a requirement of the Harvest Snack Program. Reporting forms are found on the shared Google Sheets. Please submit these by the 5th of the following month.
- A more robust biannual report is also submitted to the Predolin Foundation. As such, you are required to submit a story every 6 months, and pictures as applicable.

Program Evaluation

- A short evaluation tool will be provided no more than twice each year to inform and improve the program. Please reach out to the Youth & Family Initiative Specialist regularly with any feedback, questions, comments, or concerns.

I have read and understand the above information.

Signature 

Name (please print) Passion McLean Date 4/3/23