Current City Funded Neighborhood Centers: Center Support Application for 2020

Submit Application to: cddapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on July 29, 2019

Late applications will not be accepted. Applications will be considered late based on the time stamp of receipt in the CDD Applications inbox.

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

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

Neighborhood Center:	Theresa Terrace Neighborhood Center		
Contact Person:	Jennifer Weber	Email:	jweber@wisconsinyouthcompany.org
Address:	1409 Theresa Terrace, Madison, WI 53711	Telephone:	608-210-1646

Below are a series of questions about characteristics of the neighborhood center and how the agency meets or plans to meet a range of benchmarks. The answers to these questions will determine if the neighborhood center should receive be assigned to Tier 1 or Tier 2 for purposes of determining Center Support funding.

Section 1: Geography and Populations Served

To answer questions in section 1, please use the Neighborhood Center Data Toolkit. This toolkit is intended to help neighborhood centers view data on geographic areas surrounding their center. One data source in the toolkit specifically provides data on the ½ mile and ¾ mile around each City funded neighborhood center. CDD recognizes, however, that neighborhood centers often serve areas beyond the ½ mile or ¾ mile surrounding their center. As such, other data sources are provided with data both at the school-level and for neighborhoods beyond those immediately adjacent to each neighborhood center. Neighborhood centers are encouraged to amend and supplement the data provided to accurately reflect additional neighborhoods served or natural boundaries that exist which impact services areas.

Using the Data Toolkit (LINK)

1. **Geography and Demographics**

   a. Refer to the Neighborhood Center Data Toolkit and any other relevant data you wish to use. Review the ½ to ¾ mile area surrounding your neighborhood. Please share any information about how the geography or other features of the neighborhoods impact the ½ mile or ¾ geography around the

neighborhood center. For example, note if there is a natural barrier (highway, lake, etc.) in your ¾ mile radius that makes access for nearby residents difficult (i.e. children don't cross the highway).

Theresa Terrace Neighborhood Center (TTNC) is located on Theresa Terrace between Hammersley Rd. and Jacobs Way. We primarily serve residents located South of Schroeder Rd. and North of Raymond Rd., and east of McKenna Blvd. and west of Whitney Way. We are located one mile east from the Elver Park Neighborhood Center and one mile north of the Meadowood Neighborhood Center. Residents further west in our service area may go there depending on their needs. The Lucy Lincoln Hiestand Park and its waterway bisect the neighborhood southeast of TTNC. Raymond Road is a 4-lane divided road that may prevent children from walking across independent of a chaperone.

b. Using at least 2 sources of data from the data toolkit, describe the population in the neighborhoods immediately surrounding your neighborhood center. Be sure to include data that describes the demographics and income level of children and families in the area. If you noted an area near to your neighborhood center that you do not serve due to natural barriers, you can exclude that in this description.

Population: According to the Madison Neighborhood Indicators Project and the 2010 Census data, there are 1,306 housing units in the Theresa Terrace neighborhood, and 34.4% of those units are occupied by families with children 0-17 years old.

Race: The City Funded Neighborhood Center Map shows the race and ethnicity break-down of the ½ mile radius as 62% White Non-Hispanic, 20% Black/ African American N-H, 4.8% Asian N-H, 3.8% Other Races or Multiracial, and 9.3% Hispanic or Latino – any race.

Income: The City Funded Neighborhood Center Map reports that 70-79.9% of MMSD students in this area are economically disadvantaged. TTNC attracts students primarily from Falk elementary. The Education Outcomes show that in 2018-19 Falk had 256 economically disadvantaged students, representing 65% of their enrollment.

c. If your agency serves a significant number of individuals and families beyond the ¾ mile geographic area surrounding your neighborhood center, please identify the areas they come from, services used, and any support you provide to make the facility accessible (bus, vans, coordination with schools).

N/A

d. Aside from the information shared based on the data in the toolkit, what other information is relevant to share about the individuals and families living in the areas near to the neighborhood center.

Theresa Terrace Neighborhood Center collects and reports sampling data on household size, city of residence, race, income, and disability status.

Population: 41 people participated in this survey in 2018, 95% of those surveyed resided in Madison. Households of three people and more accounted for 80% of those surveyed (number of children were not collected for this survey.) Additionally, 66% of households were maintained by a single female head of household. The racial demographics from sampling data differs significantly than those reported by the Neighborhood Center Map. Our sampling shows that the majority of center users (54%) identified as Black or African American. Additionally, another 29% identified in other minority categories beyond White/ Caucasian. Income data is consistent with that shown above, with 78% of those sampled reporting extremely low income or low income.

e. Describe any significant changes you anticipate in 2020 to the population and/or geographic area served.

Theresa Terrace Neighborhood Center typically serves residents occupying rental units rather than

owner occupied homes. According to the 2010 census data shared in the Neighborhood Indicators Project, 55% of housing units are rental homes. These rental homes have high amounts of resident turnover because of eviction and nonrenewal from landlords. Additionally, the City Funded Neighborhood Center Map reports that 70-79.9% of MMSD students in this area are economically disadvantaged. Because of these statistics and the current housing situation, it is anticipated that there will continue to be a high amount of low-income families living in the TTNC neighborhood in the future.

Additionally, there has been an increase in LatinX families that have moved into the Hammersley-Theresa neighborhood. TTNC works alongside Bilingual Resource Specialists at Falk Elementary to reach these families. It is also anticipated that this population will continue to grow in the future.

2. Meeting the Needs and Interests of Residents

a. Describe how your neighborhood center currently meets the needs and interests of the populations you described in the area immediately surrounding the neighborhood center.

With a high number of low-income students and families living in the Hammersley-Theresa neighborhood, it is important that TTNC can continue to offer free programs and services to meet the needs of the neighborhood.   Many parents are under paid and working long hours, which creates barriers for affordable and convenient childcare.   TTNC creates a safe place with structured programming for elementary aged children and their families. While TTNC is not a large facility, staff partner with other groups to provide additional services for adult residents such as access to a food pantry, computer and internet access and employment training. TTNC staff are knowledgeable and work as strong community partners to connect families with additional resources depending on their needs. TTNC staff reach residents through regular community dinner, events and family nights. The facility is also a meeting place for community groups.

b. Does the population who participates in activities, services, and programs match the diversity reflected in your neighborhoods? Draw from your prior sampling reports and program participation information.

2018 sampling data collected by TTNC states that 83% of users identified as a racial minority outside of White/Caucasian. Our data coincides with the demographics of the high minority population of the Hammersley-Theresa community outside of the higher income, homeowners. TTNC staff work to build relationships and engage with homeowners so they too feel that they can utilize the Center's services and programs. The Prairie Hills neighborhood association, which is comprised entirely of homeowners, has a strong relationship with the center. The association donates to TTNC events, and the neighborhood association president has volunteered in TTNC's elementary summer camp program.

c. Describe any significant changes you anticipate in 2020 to the way the neighborhood center meets the needs and interests of the population (for example: hiring bi-lingual staff, adding new programming, etc).

Theresa Terrace Neighborhood Center has hired a bilingual staff, fluent in English and Spanish, in a temporary grant funded position in 2019. It is the hope of the Center to continue to employ bilingual staff in hopes of further engaging the Spanish speaking population living in the Hammersley-Theresa community. TTNC also plans to continue expanding programming for youth to include high school students in the neighborhood.

Section 2: Physical Description of the Neighborhood Center

Please put an "X" in the boxes below to indicate if your neighborhood center has the following spaces.

Description	Current	Specific Expansion Noted in Strategic Plan
Meeting Rooms/Classrooms for Public or Facility Users		
Gymnasium		
Large Activity Room	X	
Reception Area		
Executive Director Office		
Staff Office Space	X	
Commercial Kitchen		
Non-Commercial Kitchen	X	
Food Pantry		
Outdoor Green Space	X	
Outdoor Play Area - without Equipment		
Outdoor Play Area - with Equipment	X	
Exercise Room		
Computer Lab		
Recording Studio		
Performance Space		
Other:		

Directions for Sections 3-8:

The following sections are used to assess if the neighborhood center is a Tier 1 or Tier 2 facility. At the start of each section you will see a colored chart which reviews the benchmarks associated with the section. Please answer the questions in each section, which guide you through each benchmark. Then fill out the chart to indicate if your agency meets Tier 1 or Tier 2 expectations. **Mark only one box when indicating if you believe the neighborhood center meets Tier 1 or Tier 2 expectations.**

- Select "Tier 2" only if the neighborhood center currently meets **all** Tier 2 criteria for that benchmark.
- Select "Tier 1" only if the neighborhood center meets **all** Tier 1 criteria for that benchmark and not all Tier 2 criteria.
- Select "Neither Met" only if the neighborhood center does not currently meet all Tier 1 criteria for that benchmark.

Please note that at the end of the application there is space to share how the neighborhood center is working towards meeting Tier 1 or Tier 2 benchmarks, if appropriate.

Section 3: Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*

Ensure Surrounding Neighborhoods and Stakeholders have Access to the Facility	Square footage	5,000-9,999 square feet	10,000+ square feet	☐Tier 2 Expectation Met ☐Tier 1 Expectation Met ☒Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use hours	250-2,140 facility use hours per year	2,141+ facility use hours per year	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility use participants	200-2,150 unduplicated facility use participants per year	2,151+ unduplicated facility use participants per year	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility policies and plan	● Have a facility use policy that provides low/no cost options for residents. ● Have a maintenance and facility update plan. ● Have a language access plan for facility and programs.		☒ Expectations Met ☐Not yet meeting Tier 1 Expectation
Ensure Surrounding Neighborhood and Stakeholders have Access to the Facility	Facility available for community use on weekends and evenings	● Center is available for facility use at least 5 or more Saturdays or Sundays per year. ● Center is available for facility use until 7pm at least 2 days per week.	● Center is available for facility use at least 12 Saturdays or Sundays per year. ● Center is available for facility use until 8 pm at least 3 days per week.	☐Tier 2 Expectation Met ☐Tier 1 Expectation Met ☒Not yet meeting Tier 1 Expectation

1. **Square Footage**

    a. List the current square footage of the neighborhood center:

    1,173 Sq. Ft.

    b. Describe any anticipated changes to your square footage in 2020.

N/A

List Rooms available for Facility Use	Square footage of Room	Room Features (tables, chairs, A/V)	Occupancy Capacity of space
Neighborhood Center: multi-purpose	1,173	Single room center with a divider. Equiped with kitchenette, tables, chairs, A/V equipment, work space, bathrooms	32

2. Facility Use Hours

a. In 2018 how many hours did the neighborhood center report to CDD for facility use?

1014 Hours

b. Describe any anticipated changes to expected facility use hours in 2020.

Theresa Terrace Neighborhood Center recently increase evening hours and will increase the number of weekend hours that the center is open. TTNC is a single, large room facility which means that only one program or service can occur at a time. To expand evening and weekend hours, TTNC will require additional staff time that is not in the current budget.

3. Facility Use Participants

a. In 2018 how many unduplicated facility use participants did the neighborhood center report to CDD?

215 unduplicated participants

b. Is the neighborhood center open to residents for private events (baby showers, parties, etc.)? If yes, please provide examples. If no, please explain.

TTNC is not open for private events. The building is set up to meet the needs of youth programming. TTNC has had security concerns with vandalism to windows, outdoor equipment, and other exterior areas. Public parking was prohibited on Theresa Terrace for years, until recently when one side was reopened. These factors, including available staff time, are components which prevent TTNC from being available for private events.

Center Support App

c. Describe any anticipated changes to your expected facility use participants in 2020.

As previously stated, high resident turnover in the TTNC neighborhood creates difficulty when predicting future facility use participants. With the expansion of programs and evening and weekend hours, it is expected that TTNC will serve more unduplicated participants in 2020.

4. Facility Policies and Plans

   a. Do you have a maintenance and facility update plan?
      ☐ Yes   ☒ No

      Attach your maintenance and facility update plan.

   b. Do you have a facility use policy that provides consistent low/no cost options for residents?
      ☒ Yes   ☐ No

   c. Is it posted on your website?
      ☐ Yes   ☒ No

      Attach your facility use policy.

   d. Do you have a language access plan and resources for the facility?
      ☒ Yes   ☐ No

      Attach your language access plan and resources.

   e. Describe any anticipated changes to your facility policies and plans in 2020.

Theresa Terrace Neighborhood Center is owned by the City of Madison. If needed, City of Madison Engineering is responsible for supplying a copy of a maintenance and facility update plan to Wisconsin Youth Company, the operator of TTNC.

5. Facility is Available for Community Use on Nights and Weekends

   a. How many Saturdays and Sundays is the center available per year for facility use?
      ☒ 0-4 days per year   ☐ 5-11 days per year ☐ 12 or more days per year

   b. Is the center available for facility use until 7pm at least 2 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
      ☒ Yes   ☐ No

   c. Is the center available for facility use until 8pm at least 3 days per week (excluding holidays and bi-yearly maintenance and cleaning weeks)?
      ☐ Yes   ☒ No

   d. What is the schedule for evening and weekend availability (example: every M/W/F until 8pm and the first Saturday each month)? If the schedule is not yet set, how is it determined?

   TTNC is open two weekday evenings per week for Teen Time. This time has been utilized by teens who have registered for an online driver's education class through the Center. In the future, evening and weekend schedules will be set according to neighborhood need and interest, funds available, and staff availability.

e. How is the neighborhood center staffed during open hours on evenings and weekends?

TTNC uses a rotating staff schedule according to staff availability on evenings and weekends. Presently employed staff have primary roles in TTNC's overall operations, elementary program, and partnered food pantry services. In order to staff evening and weekends, TTNC is shifting staff responsibilities. It is the goal that TTNC will develop future positions with additional funds to hire staff that will be scheduled to work evenings and weekends at the Center.

f. How does the community find out about available spaces and reserve rooms at the neighborhood center?

TTNC staff consistently flier the neighborhood about existing services and events. These efforts result in face to face interaction with community members. Although TTNC is not available for private events, the Center is available for meeting space. Interested parties are asked to contact the center director about Center availability

g. When are your scheduled closings (holidays, maintenance, cleaning, etc.)?

Typically, TTNC has followed the MMSD school calendar during the academic school year. TTNC staff use MMSD breaks and non-school days to clean and prepare for future use. TTNC is also closed for one week when the school year ends, and one week at the end of August for staff professional development.

h. Describe any anticipated changes to your facility policies and plans in 2020.

It is the goal that TTNC will develop future positions with additional funds to hire staff that will be scheduled to work evenings and weekends at the Center.

Section 4: Engage and Connect with the Community

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Engage and Connect with the Community	Resident Involved Planning or Governing	● At least 4 events or processes that provide documented resident input into planning for center functions. ● Center staff should reflect the demographics of the participants served. ● Center Board should reflect the demographics of the participants served.		☒Expectations Met ☐Not yet meeting Tier 1 Expectation
Engage and Connect with the Community	Community outreach	● At least 2 resident informed community-building events per year.	● At least 4 resident informed community-building events per year.	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. Resident Involved Planning or Governing

a. How does the neighborhood center involve residents in planning or governing? Provide specific examples of how the input gathered from residents is reflected in planning, programming, activities, and/or services at the center. Describe the level of participation in these events and how you track number of participants.

TTNC has started to incorporate a quick survey for residents into community events. At the most recent community dinner, TTNC asked residents to complete a short survey presented to them on tablets. This

online survey asks residents about services and events that they would like to see at their Center. This feedback can be quickly collected and analyzed to use in future planning at TTNC. It is expected that TTNC staff will continue to collect this feedback at community events.

Additionally, TTNC participates in Wisconsin Youth Company's Survey of Academic and Youth Outcomes and Wisconsin Youth Company's Parent Survey. All students in grades 3-5 and their parents/guardians are asked about their experience in after school. TTNC and Wisconsin Youth Company take this feedback and use it in future planning for programmatic opportunities and professional development.

All surveys are completed online and so all responses are recorded electronically. In addition, all facility users are asked to sign in during programs and events so TTNC staff can track attendance and unduplicated participants.

b. How many events of this type did the Center have?
☐ 0-3 events   ☒ 4 or more events

c. Describe any anticipated changes to resident involved planning or governing in 2020.

TTNC staff continuously work to build relationships with residents in the community despite barriers such as neighborhood turnover. TTNC consistently listens to the community and welcomes feedback from residents in nonformal and formal avenues. It is expected that TTNC will continue to collect feedback and assess the need in order to provide relevant services in the Hammersley-Theresa neighborhood.

2. Community Outreach

a. How many community-building events did the center have in 2018?
☐ 0-1 events   ☐ 2-3 events ☒ 4 or more events

b. Describe the events.

In 2018, TTNC hosted a series of monthly community dinners. Community dinners are prepared by neighborhood volunteers. Additionally, TTNC partnered on two large annual events with the Elver Park Neighborhood Center which celebrated Thanksgiving and Black History Month. Lastly, TTNC sponsored a holiday event which presented families with a meal and holiday gifts. Annually, TTNC puts on a back to school block party for the neighborhood. All events emphasized neighborhood cohesion and encouraged residents to talk with each other and Center staff in a relaxed atmosphere

Section 5: Offer Programs and Services to a Variety of Age Groups

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Offer Programs and Services to a Variety of Age Groups	Programming and Resources Offered	● Programming for at least two of the following age groups offered: Elementary, Middle, and High School aged programming. ● 12 or more planned activities at the Center for adults per year. ● Have a plan to connect residents with	● Elementary, Middle, and High School aged programming required. 24 or more planned activities at the Center for adults per year. ● Have a plan to connect residents with needed resources and services. ● Have a food pantry in Center or close	☐Tier 2 Expectation Met ☐Tier 1 Expectation Met ☒Not yet meeting Tier 1 Expectation

		needed resources and services. ● Have a food pantry in Center or relationship with food pantry in area.	relationship with food pantry in area. ● One or more of the following: Adult Employment, Early Childhood, and Older Adult programming.	

1. Programming and Resources Offered

a. Please indicate what type of programming is available at the neighborhood center in the following chart.

Program Type	Program Timing: *Select one*	City Funded? *Select one*	Continuing or Proposed Program? *Select one*
Elementary	Year Round	Yes	Continuing
Middle	n/a	n/a	n/a
High School	Year Round	Yes	Continuing
Early Childhood	n/a	n/a	n/a
Older Adult	n/a	n/a	n/a
Adult Employment	n/a	n/a	n/a

b. How many planned activities for adults did you have at the neighborhood center in 2018?
☒ 0-11　☐ 12-23　☐ 24 or more

Please describe the types of activities.

TTNC has typically focused on family friendly activities, rather than adult only activities. These kinds of activities have been movie nights, community dinners, holiday events, as well as food pantry and family essential services. In the past TTNC has worked with Joining Forces for Families staff to provide their services to residents.

c. Describe your plan to connect residents with needed resources and services that are not available at the neighborhood center.

TTNC staff have worked with a variety of service providers and are well informed on resources in the Madison area. TTNC staff inform residents on the channels to take to access these resources as well as reach out to service providers directly, working as a liaison between the resident and provider.

d. Do you have a food pantry in-house?
☐ Yes　☒ No

f. If you do have a food pantry, please describe the types of food typically available (i.e. fresh produce, non-perishable items, toiletries), the hours it is available, the number of residents who use the pantry, and if it is staffed.

N/A

g. If you do not have a food pantry in-house, do you have a strong relationship with a food pantry in area? Describe your relationship and identify your contact at the food pantry.

Center Support App

TTNC works collaboratively with Falk Elementary School to provide food pantry access to students and families. Wisconsin Youth Company is the fiscal agent for the partnership between Second Harvest Foodbank and Falk Elementary. A TTNC staff works in the pantry part time, stocking shelves and assisting families with access. The contact is Sarah Hall, social worker at Falk Elementary.

h. Describe anticipated changes to your programs and resources offered in 2020.

TTNC is applying for funding to continue providing high school students the opportunity to complete an online driver's education class. Center materials and staff will assist students and families through the process.

Section 6: Build Organizations and Administrative Capacity

Requirement:	Benchmark:	Tier 1 Expectation:	Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Build Organizational and Administrative Capacity	Total Agency Budget	$200,000-$520,699	$520,700+	☐Tier 2 Expectation Met ☐Tier 1 Expectation Met ☒Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Total Agency FTE	3-7.9 FTE	8.0+ FTE	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation
Build Organizational and Administrative Capacity	Policy and Planning	● Have a current strategic plan. ● Submit annual reports on board and staff demographics. ● Have an existing personnel policy that addresses key elements required in contract.	☐Tier 2 Expectation Met ☒Tier 1 Expectation Met ☐Not yet meeting Tier 1 Expectation

1. **Total Agency Budget**

   a. Indicate the total agency budget for 2019 for the neighborhood center.
      ☒Below $200,000   ☐ $200,000-$520,699 ☐ $520,700 or more

   b. If you anticipate significant changes to the total agency budget in 2020, please describe.

   As TTNC adds a staff position and raises funds for additional programs, the total budget will grow to over $200,000. The total budget for 2019 was $190,148.

2. **Total Agency FTE**

Center Support App

a. Indicate the total agency FTE for the neighborhood center.
☐Below 3.0 FTE   ☒ 3.0-7.9 FTE   ☐ 8 or more FTE

b. Indicate staff positions that will be supported with Center Support Funds

Position Title *Enter one position title per line*	Qualifications or Required Training
Center Director	Bachelor's degree in a related field
Family Resource Center Liaison	High School diploma or GED, First Aid, CPR
Site Supervisor	High School diploma or GED, associate's or bachelor's degree in related field (preferred), First Aid, CPR
Program Leader	High School diploma or GED, First Aid, CPR
Maintenance	Relevant past experience

c. If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?

TTNC volunteers are screened and vetted in the same manner as employees and as it relates to the task for which they are volunteering. They are required to complete a volunteer application and Background Information Disclosure form. Once a volunteer passes a background check, they are then placed alongside staff in Center programs or at events. Typically, center events only require a short orientation. If an individual would like to volunteer in our youth programs, they receive training on policies and procedures as well as onsite specifics.

d. If you anticipate significant changes to the total agency FTE in 2020 please describe.

TTNC anticipates adding an additional position to assist in opening the center for evening and weekend programming.

3. Organizational Policies and Plans

a. Does the neighborhood center have a current strategic plan?
☒Yes   ☐ No

b. Is it posted on your website? Please attach if it is not posted.
☐Yes   ☒ No

c. When was it last updated?

2018

d. Do you agree to submit annual reports on board and staff demographics?
☒Yes   ☐ No

e. Does the neighborhood center have existing agency and personnel policies that address key elements required in the contract? Check all currently in use by the center.
☒ Vulnerable Populations
☐ Ban the Box
☒ Weapons Prohibitions

☒ Use of City logo on website and communications about the neighborhood center
☒ ADA accessibility
☒ At least one meeting per year is open and accessible to the public

Section 7: Collect and Use Data

Requirement:	Benchmark:	Tier 1 and Tier 2 Expectation:	Tier 1 or Tier 2 Expectations Met? *Check only one box.*
Collect and Use Data	Sampling and Data Informed Decision-Making	● Participate in sampling. ● Use data in decision-making (data toolkit and other resources). ● Collect data to track program outcomes.	☒Expectations Met ☐Not yet meeting Expectations

1. Sampling and Data Informed Decision-Making

a. Describe how you anticipate using data in decision-making and what data you will likely use.

TTNC will analyze data collected in online TTNC surveys, city sampling, and resident conversation when planning for future programs and services. TTNC welcomes feedback from all facility users and neighbors to best serve the needs of the neighborhood and its residents. TTNC uses MMSD data when applying for funds to operate summer and school year programs for youth.

b. How do you track facility use data?

Facility use data is tracked using program attendance forms, TTNC sign-in sheets, and the Facility User Survey.

c. Describe any anticipated changes to the way you use and track data in 2020.

N/A

Section 8: Benchmark summary

Review sections three through seven and count the number of Tier 1 and Tier 2 benchmarks the neighborhood center met based on the boxes you checked in each table. To receive Tier 1 funding you must meet 12/12 Tier 1 benchmarks or propose a plan to meet all 12 over the next 2 years. To receive Tier 2 funding you must either meet 12/12 Tier 2 benchmarks or meet 10 or more Tier 2 benchmarks and propose a plan to meet all 12 over the next 2 years.

Total number of Tier 1 Benchmarks Currently Meeting: 8**/12**

Total number of Tier 1 Benchmarks not currently meeting: 4**/12**

1. If your agency is not currently meeting Tier 1 benchmarks, please list the benchmarks not yet met and describe how you plan to meet them in the next 2 years.
   Benchmark-square footage: The City of Madison built and owns TTNC which is a 1,173 square foot space.
   Benchmark-evening and weekend hours: TTNC is expanding weekend hours to meet the requirement.
   Benchmark-programming and resources: TTNC will add adult programming based on resident input.

Benchmark-total budget: With the addition of another staff and additional fundraising, TTNC's agency budget will grow to over $200,000.

Total number of Tier 2 Benchmarks Currently Meeting: 0**/12**

2. If your agency currently meets 10 or 11 Tier 2 benchmarks, and you aspire to be a Tier 2 Center, describe how you plan to meet the additional 1 to 2 benchmarks in the next 2 years.
    N/A

Section 9: Funding Projection

Please enter your 2019 allocation amounts in the first blank column. Group your existing City funded child and youth programs into Elementary, Middle, and High School. In the second blank column indicate any dollar amounts shifting from Center Support to City funded programming. In the third blank column indicate the total amount of funding you anticipate receiving if the $80,000 and $100,000 tiered funding scenario is incorporated into the 2020 City budget. Please be sure to fill out sections 1-8 of the application for Center Support prior to determine which tier level your agency falls into. As you know, we are recommending a minimum of a 5% increase over the 2019 allocations for all City funded neighborhood centers. This is still being proposed, however, *do not include the additional 5% your agency may receive in this chart.* This will be incorporated into the detailed budget submitted with the 2020 contract.

Program Type	2019 Allocation	Amount Shifted	2020 Proposal
Center Support	$122,293	($42,293)	$80,000
Elementary Programs	$35,748	+$25,515	$61,263
Middle School Programs			
High School Programs	$0	+$16,778	$16,778
Other City-funded Programs			
Total	**$158,041**	**$42,293**	**$158,041**

1. Describe uses of funds shifted to City funded programs. This includes dollars shifted from Center support and dollars shifted among Elementary, Middle, and High School age programming.

    TTNC proposes moving the remaining center support funds ($42,293) into existing elementary and high school programs. This would allow the center to cover staff wages in those programs which is more difficult to fundraise for than direct program expenses.

2. Describe any anticipated, significant changes in your 2020 budget outside of impacts related to the new tiered system.

    TTNC hopes to add an additional staff position in 2020.

Section 10: City Funded Child and Youth Program Schedule for 2020

Program Type	Start Time	End Time	Program Type	Start Time	End Time
MONDAY			**TUESDAY**		
Elementary			**Elementary**		
Multi Focused Afterschool	1:00 pm	5:45 pm	Multi Focused Afterschool	1:00 pm	5:45 pm
Multi Focused Summer	10:30 am	4:30 pm	Multi Focused Summer		
Topical/Skill/ Population Focused			Topical/Skill/ Population Focused		
Middle School			**Middle School**		
Multi Focused Afterschool			Multi Focused Afterschool		
Multi Focused Summer	10:30 am	4:30 pm	Multi Focused Summer		
Summer Evening			Summer Evening		
Weekends Day			Weekends Day		
Weekend Eve.			Weekend Eve.		
Topical/Skill/ Population Focused			Topical/Skill/ Population Focused		
High School			**High School**		
Multi Focused Afterschool			Multi Focused Afterschool		
Multi Focused Summer			Multi Focused Summer		
Summer Evening			Summer Evening		
Weekends Day			Weekends Day		
Weekend Eve.			Weekend Eve.		
Topical/Skill/ Population Focused	5 pm	7 pm	Topical/Skill/ Population Focused	5 pm	7 pm

Center Support App

Program Type	Start Time	End Time
WEDNESDAY		
Elementary		
Multi Focused Afterschool	1:00 PM	5:45 Pm
Multi Focused Summer	10:30 AM	4:30 PM
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
THURSDAY		
Elementary		
Multi Focused Afterschool	1:00 PM	5:45 PM
Multi Focused Summer	10:30 AM	4:30 PM
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Center Support App

Program Type	Start Time	End Time
FRIDAY		
Elementary		
Multi Focused Afterschool	1:00 PM	5:45 PM
Multi Focused Summer	10:30 AM	4:30 PM
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Program Type	Start Time	End Time
SATURDAY		
Elementary		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		

Center Support App

Program Type	Start Time	End Time
SUNDAY		
Elementary		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		
Middle School		
Multi Focused Afterschool		
Multi Focused Summer		
Summer Evening		
Weekends Day		
Weekend Eve.		
Topical/Skill/ Population Focused		
High School		
Multi Focused Afterschool		
Multi Focused Summer		
Topical/Skill/ Population Focused		

-SIGNATURE PAGE-

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

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

2. Insurance
   If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management:
   - Commercial General Liability
   - Automobile Liability
   - Worker's Comp
   - Professional Liability

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

A sample contract that includes standard provisions is available on the CDD Funding Process website.

Attachment Checklist; the following materials are requested as part of the Center Support Application:

☐ Facility Maintenance and Update Plan
☐ Facility Use Policy
☐ Language Access Plan
☐ Strategic Plan

Signature:

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

Applicant Signature:

Enter Name:	Jennifer Weber
Date:	7/29/2019

By entering your initials in the box, | JW | You are electronically signing your name and agreeing to the terms above.

School-Age Youth Services for 2020: Elementary School Services at Current City-funded Neighborhood Centers

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **July 29, 2019**

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

This application should be used to apply for comprehensive multi-focused afterschool, summer and year round programs for elementary age youth implemented by <u>current City-funded Neighborhood Centers</u>. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center's proposed programming schedule and staffing distribution across programs.

Organization:	Theresa Terrace Neighborhood Center	Amount Requested:	$ 61,263
Programs applied for:	X Multi-focus School Year X Multi-focus Summer Topical/ Skills/Population		
Contact Person	Jennifer Weber	Email:	jweber@wisconsinyouth company.org
Address:	1409 Theresa Terrace, Madison, WI 53711	Telephone:	608-210-1646

Elementary School Services App

SECTION 1: ELEMENTARY MULTI-FOCUSED PROGRAMMING

1. **PROGRAM DESCRIPTION**

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

   The mission of TTNC is to provide a place that empowers the community through educational, recreational, and support services for its residents. TTNC serves and provides free elementary after school and summer camp opportunities to the families living in the Hammersley-Theresa neighborhood. The City Funded Neighborhood Center Map reports that 70-79.9% of MMSD students in this area are economically disadvantaged.

   TTNC's elementary program provides students with a wide variety of educational and enrichment opportunities. A daily schedule includes structured projects, academic time, and choice-based options in an intentionally designed environment. Students go on field trips and experience outside presenters that encourage a connection to the community and introduce various careers. TTNC elementary staff and volunteers work to build strong relationships with families to ensure a trusting and safe atmosphere.

   TTNC follows Wisconsin Youth Company standards and best practices for quality youth programming. Additionally, TTNC participates in Wisconsin Youth Company's Survey of Academic and Youth Outcomes (SAYO) and Wisconsin Youth Company's Parent Survey. All students in grades 3-5 and their parents/guardians are asked about their experience in after school. Specifically, the SAYO survey addresses social-emotional connectivity, sense of belonging, relationships with staff, and more. Program success is evaluated each year and published in Wisconsin Youth Company's annual report.

   b. <u>Intended Service Population</u>: Describe the intended service population that will be impacted by this program (e.g. ages, race/ethnicities, income ranges, English language proficiency etc.). Refer to Data Tool Kit.

   Ages: The program participants of the Theresa Terrace Neighborhood Center After School and Summer Day Camp include children in grades 1 through 5 from Falk Elementary School.

   Income: The City Funded Neighborhood Center Map identifies that 70-79.9% of MMSD students in this area are economically disadvantaged. The Education Outcomes data shows that in 2018-19 Falk Elementary reported the economic disadvantage status of their students at 65% of total enrollment. TTNC conducts annual sampling of the users of the center, in this survey 78% reported extremely low or low income, this is consistent with the City Funded Neighborhood Center Map for the neighborhood.

   Race/ Ethnicity: The Neighborhood Center Map reported race and ethnicity breakdowns for the ½ mile radius of TTNC; the two largest categories were White Non-Hispanic at 62%, and Black/ African American Non-Hispanic at 20%. Data collected from the 2018-19 Theresa Terrace Sampling Survey showed these ratios nearly flipped with Black/ African American leading at 54% and White/ Caucasian at 17%. While Hispanic/ Latino wasn't separated out for each category as with the Neighborhood Center Map, the total

percentage of those who identified as Hispanic/Latino of any race was consistent with the Neighborhood Center Map.

c. <u>Recruitment, Engagement, Intake and Assessment</u>: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
TTNC has a strong relationship with past and presently enrolled families and oftentimes refer others to TTNC's elementary program. Additionally, TTNC staff are present in the neighborhood and interact with neighbors personally, face to face and inform them on center programs and events. Lastly, TTNC takes direct referrals from Falk Elementary for families in need of elementary after school or summer camp care.

Participants are engaged in a variety of activities while in program at TTNC. Center staff work to identify interests of participants and oftentimes plan activities around them. This typically results in students being eager to learn and participate. Staff also plan activities that revolve around hobbies, life skills, education, and more.

It is understood that many TTNC families are considered economically disadvantaged. According to TTNC's 2018 city sampling, 78% of households served reported as being low income or extremely low income. Because of this, TTNC eliminates the financial cost for families to participate in its elementary program. In addition, the registration form is as simple to complete as possible while still containing the necessary infromation. The registration form is offered in Spanish and can be translated to other languages as well.

d. <u>Activities</u>: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.
Students will continue to be supplied with a wide variety of activities in elementary program at the Center. Students will explore areas in STEM, arts and crafts, dramatic play, social emotional skills, and more in a choice-based atmosphere. Students will participate in a daily academic time where they play educational games, read, do homework, and explore technology. Students work alongside gardening experts, university science students, and learn golfing and swimming skills. Staff document daily attendance and other necessary data to report on grant objectives.

The TTNC elementary program helps youth develop skills and relationships with their peers and community. By providing meaningful ways for students to engage in programs, TTNC encourages strong work habits, social skills, and more. The National After School Alliance urges the importance of after school programs and states, 1 in 5 children across American are alone and unsupervised from 3-6 pm. These hours are when juvenile crime, victimization, and drug use peak – and many parents are still at work. It is also stated that 8 in 10 parents say that afterschool programs give them peace of mind and help them keep their jobs. TTNC allows parents of the Hammersley-Theresa community to have a

high-quality childcare opportunity close to home, reducing barriers and unsafe circumstances.

After School and Summer Day Camp programs are designed to offer choice-based environments with an emphasis on social emotional learning. Staff strive to strengthen each child's support network by working with schools, families, and community resources. Programs are structured with a routine that provides both continuity and freedom for children to make choice. For example, each program day is structured similarly with different activities including academic time, free play, outdoor and active play, snack, etc. Within each structured time, children are given a menu of options in which to engage depending on their own interests. The literature on choice-based environments touts many benefits of this type of environment including students engage in deeper, richer learning; students display improved behaviors; students' social and emotional learning increases; and the learning environment becomes more collaborative.

Social emotional learning (SEL) is a focus in these programs. Social emotional skills include a broad array of skills and values including managing emotions, focusing attention, collaborating with others, navigating relationships, setting and achieving goals, and much more. These skills are fundamental to positive outcomes in academics, careers, and personal lives. The Aspen Institute along with the National Commission on Social, Emotional & Academic Development published a Consensus Statement of Evidence from the Council of Distinguished Scientists supporting the integration of SEL in academic institutions and the wider community. The excerpt below is from the Consensus Statement, titled The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development.

"There is a substantial and rigorous body of evidence showing that students learn more and classrooms are more effective when children and adolescents have the skills and competencies to manage emotions, focus their attention, successfully navigate relationships with peers and adults, persist in the face of difficulty, learn from and apply academic content, and problem solve. Interest in this area is high, and with good reason: There is now a strong body of evidence from large-scale experimental studies showing that high-quality preschool and school-based programming focused on social and emotional development make a positive difference for children's academic achievement and behavior. Moreover, during the past thirty years, demand in the labor market for individuals who possess this body of skills has increased."

TTNC programs encourage collaboration, support health conflict resolution, and encourage self-control, self-esteem, and respect for the rights of others.
A success of TTNC programs is collaboration with the other individuals and institutions involved in the care and development of children. TTNC staff address the basic, academic, and social needs of children by acting as a conduit between school staff, social workers, families, and community resources. Staff are trained to recognize and identify the needs of children, create relationships with families and school staff, and offer assistance and connections to area resources when needed.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Elementary After School	September 2019-June 2020
Elementary Summer Camp	June 2020-August 2020
Elementary After School	September 2020-June 2021

f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.
TTNC has begun to incorporate a quick survey for residents to complete at community events. At the most recent community dinner, TTNC asked residents to complete a short survey presented to them on tablets. This online survey asks residents about services and events that they would like to see at their Center broken down by age group. This feedback can be quickly collected and analyzed to use in future planning for the elementary program at TTNC.

Additionally, TTNC participates in Wisconsin Youth Company's Survey of Academic and Youth Outcomes and Wisconsin Youth Company's Parent Survey. All students in grades 3-5 and their parents/guardians are asked about their experience in after school. Both surveys are completed online and responses are recorded electronically. TTNC uses survey data in future planning for programmatic opportunities and professional development.

g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
TTNC has a bilingual, Spanish speaking staff that can assist with language barriers with LatinX families. TTNC also works with Falk Elementary's Bilingual Resource Specialists to identify families in need to elementary after school and summer camp care. Falk Elementary and TTNC staff together will assist families through the registration process and program specific information.

TTNC staff enjoy implementing multicultural projects and curriculum. Student's learn about other cultures through education about food, holidays, customs, and more. TTNC also has books and other learning materials available in Spanish.

h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the MOST Effective Practices?
The school year and summer elementary program at Theresa Terrace is designed to be developmentally appropriate, welcoming of diversity, and supportive of all family structures. The program is tailored to meet the specific needs of families in the Theresa Hammersley service area. The program design incorporates the MOST effective practices in the following ways:
1.Intentional program design: The elementary program is choice-based which means there is an environment in which children can choose their own activities from a variety of

interest areas. Staff guide the children in navigating the choices and the relationships with a focus on building community.

2.Supportive relationships with youth: Creating a sense of belonging through supportive relationships is a program goal that Wisconsin Youth programs measure every year. Students and parents are surveyed on the relationships between children and the relationships between children and adults in our programs. Staff receive ongoing professional development on topics such as behavior management, teaching social/emotional skills, creating positive program culture and more all with a focus on supportive relationships.

3.Youth voice and leadership: Staff are encouraged to use youth input in program development. This can range from children choosing their own club or activity to staff making purchases of program items that reflect children's interest. Depending on the age of the youth in program, staff adjust what type of input is most appropriate. Staff are trained to respect youth voice and opinion in all programs.

4.Racial and cultural inclusion: Neighborhood center staff receive training that is specific to the population served in those programs. Staff are trained to be inclusive of all families and offer referrals or assistance when appropriate. When addressing child behaviors, staff are trained to consider a child or family's perspective as well as the behavior standards of the program.

5.Community and family engagement: Center staff organize monthly family nights to welcome families into the center. Wisconsin Youth Company recognizes that families look different and welcome all adults in a child's life to attend family nights. As well as welcoming the community into the centers, the children participate in activities in the community allowing them to be a part of spaces in our community they might not otherwise be able to access.

6.Organizational management and staff support: Wisconsin Youth Company is committed to the ongoing professional development of staff at all levels of the organization. Staff are offered paid trainings and paid time to attend outside trainings. Management staff receive leadership training and ongoing management support.

7.Environment and safety: Safety is a top priority for children and families. Wisconsin Youth Company's risk management director assesses all programs and program activities for safety and program quality. From the registration review process to serving children in program, staff work with families to ensure the best program experience for all children.

All programs operated by Wisconsin Youth Company participate in a continuous quality improvement process. This process includes the following: program observations done by management level staff and feedback shared with program staff, visits by the risk management director and written reports shared with staff, tracking and reporting of behavior and medical incidents, an annual student survey completed by all students entering in grade 3 or higher, and an annual parent survey.

2. **COLLABORATION, COORDINATION AND RESOURCE LINKAGE**

   a. <u>Collaboration:</u> Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Falk Elementary/Second Harvest Foodbank	Food Pantry Fiscal Agent	Sarah Hall	Yes
First Tee of South Central Wisconsin	Character Building & Golf Lessons	Nathan Savado	No
University of Wisconsin – Madison Adult Role Models in Science	STEM Curriculum Education	Kevin Niemi	No
Westside Garden Club	Gardening Education	Eugenia Becher	No

How do these partnerships enhance this proposal?

The above partnerships allow TTNC staff to reach families and provide educational experiences for students outside of a traditional classroom setting. These partnerships have served many children in TTNC elementary programs and have provided high quality, hands on experiences.

What are the decision-making agreements with each partner?

Falk Elementary – Agreements are in MOU

First Tee of South Central Wisconsin – TTNC provides participants and staff support when attending each session

University of Wisconsin – Madison – University students choose what activities after school participants will complete, TTNC provides staff support

Westside Garden Club – TTNC provides participants and staff support while in the garden and during gardening activities at the Center

b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

TTNC's elementary program allows for TTNC staff to build and maintain strong relationships with families. Families witness the relationships that staff have built with their children, as well as the friendly atmosphere of the center, and begin to feel trustworthy and open. Oftentimes, families in need will reach out to TTNC staff and ask about resources for employment, resume building, food pantry access, and more. TTNC staff have a strong knowledge of community partners and resources and work to connect families.

3. PROGRAM STRUCTURE AND STAFFING

a. Anticipated Frequency, Duration and Attendance:

Elementary Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance

					per Program Day
Multi-Focused Afterschool	5x per week	M:4.75 Hr. T-F: 3.75 Hr.	9 months	1:12	16
Multi-Focused Summer	5x per week	6	8 weeks	1:12	20

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. <u>Total Annual Unduplicated Children:</u>
Unduplicated individual children participating in your organization's multi focus elementary programs**:**   TTNC has served an average of 48 unduplicated children per year since opening in 2015.

c. <u>Additional Activities</u>: Do you anticipate providing activities for the elementary age program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
TTNC staff typically take children on field trips on MMSD early release days, which occur throughout the school year. These field trips typically last approximately two hours. During the summer, TTNC students attend field trips twice per week, for two hours at a time.

d. <u>Program Staffing</u>: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Center Director	Bachelor's degree in a related field				1.0
Site Supervisor	High school diploma or GED, associate's or bachelor's degree in related filed (preferred), First Aid, CPR				
_____	_____	_____	_____	_____	__1.0__
Program Leader	High school diploma or GED, first aid, CPR				0.67

e. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?
TTNC volunteers are screened and vetted in the same manner as employees and as it relates to the task for which they are volunteering. Volunteers are required to complete a volunteer application and a Background Information Disclosure form. Once a volunteer passes a background check, they are then placed alongside staff in Center programs or at events. Typically, center events only require a short

orientation. If an individual would like to volunteer in our youth programs, they receive training on policies and procedures as well as onsite specifics.

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

A demographic information form is included in the TTNC elementary registration packet. Families typically complete this form when going through the registration process. TTNC also participates in City Sampling which assists in collecting demographic data from participants. During both processes, families are informed that data is solely collected for the purpose of TTNC funders, in order to familiarize them with the population that the Center serves. This information is stored in a private location and only staff who use it for contract compliance purposes have access to it.

> PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.

Elementary School Services App

SECTION 2: ELEMENTARY
TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)

PROGRAM NAME: _____

1. PROGRAM DESCRIPTION

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

b. <u>Intended Service Population</u>: Describe the intended service population that will be impacted by this program (e.g. ages, race/ethnicities, income ranges, English language proficiency etc.). Refer to Data Tool Kit.

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

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

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date

f. <u>Community Engagement</u>: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

g. <u>Language Access and Cultural Relevance</u>: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

a. <u>Collaboration</u>: Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

b. <u>Resource Coordination and Linkage</u>: Provide examples of other resource linkages provided by the proposed program for youth and their families.

2. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

Elementary Topical, Skill or Population Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year					
Summer					

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. Total Annual Unduplicated Elementary-Age Youth:

Unduplicated individual youth participating across all of your organization's Elementary TSP program**:**

c. Additional Activities: Do you anticipate providing activities for the topical, skill or population focused Elementary program that are not included in the table above? Please describe these activities including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.

School-Age Youth Services for 2020: High School Services at Current City Funded Neighborhood Centers

Submit Application to: cddapplications@cityofmadison.com
Deadline: 12:00 pm CST (noon) on **July 29, 2019**

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

This application should be used to apply for comprehensive multi-focused afterschool, summer and year round programs for high school-age youth implemented by <u>current City-funded Neighborhood Centers</u>. The intent of this application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone program with a separate narrative (#1-3) and placed in the Topical/Skill/Population (TSP) program structure, and schedule.

Please complete the relevant sections of this application, and the section in the Center Support Application that captures the Center's proposed programming schedule and staffing distribution across programs.

Organization:	Theresa Terrrace Neighborhood Center	Amount Requested:	$ 16,778
Programs applied for:	Multi-focus School Year Multi-focus Summer X Topical/ Skills/Population Weekend and/or Summer Evenings		
Contact Person	Jennifer Weber	Email:	jweber@wisconsinyouth company.org
Address:	1409 Theresa Terrace, Madison, WI 53711	Telephone:	608-210-1646

SECTION 1: HIGH SCHOOL MULTI-FOCUSED PROGRAMMING

1. PROGRAM DESCRIPTION

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

b. <u>Intended Service Population</u>: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).

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

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

e. <u>Proposed Timeline for Implementation</u>:

Activity	Estimated Start and Completion Date

f. <u>Community Engagement</u>: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

g. <u>Language Access and Cultural Relevance</u>: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

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

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

a. <u>Collaboration:</u> Please complete the table below and respond to the narrative question regarding program collaboration or coordination with community partners.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
l			

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

b. <u>Resource Coordination and Linkage:</u> Provide examples of other resource linkages provided by the proposed program for youth and their families.

3. PROGRAM STRUCTURE AND STAFFING

a. <u>Anticipated Frequency, Duration and Attendance:</u>

High School Multi-Focused Program	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Multi-Focused Afterschool					
Multi-Focused Summer					

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. <u>Total Annual Anticipated Unduplicated High School-Age Youth:</u>
Unduplicated individual youth participating across all of your organization's high school multi focus programs**:**

c. <u>Additional Activities</u>: Do you anticipate providing activities for the multi-focused high school program that are not included in the table above? Please describe these activities,

including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

d. <u>Program Staffing</u>: Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.

SECTION 2: HIGH SCHOOL WEEKEND AND SUMMER EVENING PROGRAM

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. **PROGRAM DESCRIPTION**

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

   b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the Data Tool Kit.
   …

   c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.
   …

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

   e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date

   f. Community Engagement: Briefly describe how youth, families and the community who may benefit from the proposed program have been involved in the development of this proposal and/or will be involved in the implementation and assessment of program activities and outcomes.
   …

   g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.
   …

   h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you

monitor the program during implementation to assess continued alignment with the MOST Effective Practices?

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?

How do these partnerships enhance this proposal?

What are the decision-making agreements with each partner?

b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.

3. PROGRAM STRUCTURE AND STAFFING

a. Anticipated Frequency, Duration and Attendance:

High School Evening	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year					
Summer					

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. Total Annual Unduplicated High School-Age Youth:
Unduplicated individual youth participating across all of your organization's high school multi focus programs:

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c. <u>Additional Activities</u>: Do you anticipate providing activities for the weekend and summer evenings high school program that are not included in the table above? Please describe these activities, including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

d. <u>Program Staffing</u>: Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	**Summer**	**Other**	**Total**
…					

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

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.

PROGRAM NAME: _____

1. PROGRAM DESCRIPTION

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

Theresa Terrace Neighborhood Center's (TTNC) mission is to provide a place that empowers the community through educational, recreational, and support services for its residents. TTNC serves and provides free program opportunities to the families living in the Hammersley-Theresa neighborhood. The City Funded Neighborhood Center Map reports that 70-79.9% of MMSD students in this area are economically disadvantaged.

The goal of the driver's education program at TTNC is to provide area teens with the educational opportunity of road safety knowledge as well as driver's license attainment and sustainment. Nationally, teens of color are much less likely to have obtained a driver's license when compared to their white counterparts. A study conducted by the University of Wisconsin – Milwaukee found that only 34% of African American and 33% of Hispanic teens had obtained their driver's license at 18 years old, compared to 75% of Whites.

Our sampling shows that most center users (54%) identified as Black or African American. Additionally, another 29% identified in other minority categories beyond White/ Caucasian. As driver's education in public schools has been continuously defunded, it is important that we keep this opportunity available for teens at TTNC.

b. <u>Intended Service Population</u>: Describe the intended service population that will be impacted by this program (e.g., ages, race/ethnicities, income ranges, English language proficiency etc.). Please refer to the [Data Tool Kit](#).

Ages: The program participants of the Theresa Terrace Teen Driver's Education program include young adults aged 16 to 18.

Income: The City Funded Neighborhood Center Map identifies that 70-79.9% of MMSD students in this area are economically disadvantaged. TTNC conducts annual sampling of the users of the center, in this survey 78% reported extremely low or low income, this is consistent with the City Funded Neighborhood Center Map for our community.

Race/ Ethnicity: The Neighborhood Center Map reported race and ethnicity breakdowns for the ½ mile radius of TTNC; the two largest categories were White Non-Hispanic at 62%, and Black/ African American Non-Hispanic at 20%. Data collected from the 2018-19 Theresa Terrace Sampling Survey showed these ratios nearly flipped with Black/ African American leading at 54% and White/ Caucasian at 17%. While Hispanic/ Latino wasn't separated out for each category as

with the Neighborhood Center Map, the total percentage of those who identified as Hispanic/Latino of any race was consistent with the Neighborhood Center Map.

c. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population; and explain the intake and assessment procedure you will use for this program.

TTNC has a strong relationship with past and presently enrolled families who oftentimes refer others to TTNC programs. Additionally, TTNC staff are present in the neighborhood and interact with neighbors personally, face to face and inform them on center programs and events. Lastly, TTNC takes direct referrals from Memorial High School and West High School for teens who would be ideal candidates for the driver's education program. The parents and guardians of prospective students are asked to fill out a short registration form and demographic information sheet when registering for TTNC programs.

It is understood that many TTNC families are considered economically disadvantaged. According to TTNC's 2018 city sampling, 78% of households served reported as being low income or extremely low income. Because of this, TTNC eliminates the financial cost for teens to participate in its driver's education program. TTNC works with a driver's education academy who will allow students to use an academy vehicle for their driver's test as well as pick student's up from home to complete their behind the wheel assessment. This reduces transportation and test requirement barriers for students. TTNC staff will track on objectives identified in the TTNC city contract to report back outcomes of the program.

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

The Theresa Terrace Neighborhood Center Driver's Education program for teens seeks to empower young adults by offering free driving instruction. Access to affordable driver's education is a challenge for many of our neighborhood residents. The online driver's education option local to TTNC is a cost of $435.00 per student.

Obtaining a driver's license lowers barriers to employment and improves economic standing. Not only does a driver's license enable one to drive to work, but it is often a prerequisite for entry-level positions. In a 2016 interview with the Atlantic, Julie Kerksick, senior policy advocate at Public Policy Institute of Community Advocates in Milwaukee, said "These days, positions use a driver's license as a proxy for whether you're employable."

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Spring Driver's Education Program	March-May, 2020
Summer Driver's Education Program	June-August, 2020
Fall Driver's Education Program	September-November, 2020

f. Community Engagement: Briefly describe how children, families and the community who may benefit from the proposed program have been involved in the development of this

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proposal and/or will be involved in the implementation and assessment of program activities and outcomes.

TTNC has begun to incorporate a quick survey for residents to complete at community events. At the most recent community dinner, TTNC asked residents to complete a short survey presented to them on tablets. This online survey asks residents about services and events that they would like to see at their Center broken down by age group. Additionally, upon completion of the driver's education program, students and families will be asked to complete an online survey about their experience in the program. This feedback can be quickly collected and analyzed to use in future planning for teen programming at TTNC.

g. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and or their families. Describe aspects of the proposed programming that will have cultural relevance to the population served.

TTNC has a bilingual, Spanish speaking staff that can assist with language barriers with LatinX families. TTNC will also work with Bilingual Resource Specialists at MMSD schools to identify students and families that would be ideal to complete the driver's education program. MMSD and TTNC staff together will assist families through the registration process and program specific information.

This driver's education opportunity addresses the gap of minority teens obtaining a driver's license compared to white teens. Additionally, this program will result in greater opportunities for TTNC's teens in career readiness and employment.

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

1. Intentional program design: The teen time program is designed specifically to meet a need for the population in the Theresa Terrace service area. Youth participating in the program are motivated to obtain their driver's license. This creates a program in which staff are supporting youth in a shared goal.

2. Supportive relationships with youth: Creating a sense of belonging through supportive relationships is a program goal that Wisconsin Youth Company programs measure every year. Youth and parents are surveyed on the relationships between youth and the relationships between youth and adults in programs. Staff receive ongoing professional development on topics such as behavior management, teaching social/emotional skills, creating positive program culture and more all with a focus on supportive relationships.

3. Youth voice and leadership: Staff are encouraged to use youth input in program development. The current driver's education program was created based on the need of youth in the service area. Depending on the age of the youth in program, staff adjust what type of youth input is most appropriate. Staff are trained to respect youth voice and opinion in all programs.

4. Racial and cultural inclusion: Neighborhood center staff receive training that is specific to the population served in those programs. Staff are trained to be inclusive of all families and offer referrals or assistance when appropriate. When addressing youth behaviors, staff are trained to consider a teen or family's perspective as well as the behavior standards of the program.

5. Community and family engagement: Center staff do monthly family nights to welcome families into the center. Wisconsin Youth Company recognizes that families look different and welcome all adults in a teen's life to attend family nights. As well as welcoming the community into the centers,

the youth participate in activities in the community allowing them to be a part of spaces in our community they might not otherwise have access to.

6.Organizational management and staff support: Wisconsin Youth Company is committed to the ongoing professional development of staff at all levels of the organization. Staff are offered paid trainings and paid time to attend outside trainings. Management staff receive leadership training and ongoing management support.

7.Environment and safety: Safety is a top priority for youth and families. Wisconsin Youth Company's risk management director assesses all programs and program activities for safety and program quality. From the registration review process to serving youth in program, staff work with families to ensure the best program experience for all youth.

All programs operated by Wisconsin Youth Company participate in a continuous quality improvement process. This process includes the following: program observations done by management level staff and feedback shared with staff, visits by the risk management director and written reports shared with staff, tracking and reporting of behavior and medical incidents, an annual student survey completed by all students entering in grade 3 or higher, and an annual parent survey.

2. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Mad Area Driving School	Provide an online driver's education program and behind the wheel testing	Jim Kapinus	No

How do these partnerships enhance this proposal?

TTNC's driver's education program is made available through the partnership with Mad Area Driving School. This academy provides an easy-to-navigate online drivers education program which allows TTNC staff to track student progress. They also eliminate the transportation barrier for behind the wheel and roadside testing that many TTNC families face.

What are the decision-making agreements with each partner?

TTNC assists youth in registering for the program. Mad Area Driving works with families to decide on behind the wheel testing time.

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b. Resource Coordination and Linkage: Provide examples of other resource linkages provided by the proposed program for youth and their families.
TTNC will assist teens in navigating through driver's license suspension issues faced by unpaid forfeitures. A process has been discussed with the Madison Municipal Court on how TTNC staff can assist students if this is a barrier that arises.

3. PROGRAM STRUCTURE AND STAFFING

a. Anticipated Frequency, Duration and Attendance:

High School TSP	Frequency*	# of Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
School Year	2x week	2	2, 10 Week Sessions	1:12	6
Summer	2x week	2	10 Week Session	1:12	6

*Frequency=number of times per week, month, year (ie. 5 days per week, 2x per mth, 4x per yr)
**Annual Duration=number of weeks or months annually (ie. 10 wks, 6 mths)

b. Total Annual Unduplicated High School-Age Youth:
Unduplicated individual youth participating across all of your organization's high school multi focus programs: It is estimated that TTNC will serve 12 students per session, resulting in 36 unduplicated teens being served by this program in 2020.

c. Additional Activities: Do you anticipate providing activities for the TSP high school program that are not included in the table above? Please describe these activities, including frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
TTNC will be open two evenings a week for driver's education students to utilize computers and staff assistance. During this time, TTNC is also open for drop-in teen time for teens not registered for driver's education. Teens are welcome to use center supplies, staff assistance, and more at their leisure.

d. Program Staffing: Full-Time Equivalent – Include employees, Americorps members and adult interns with direct program implementation responsibilities. **1 FTE =2080 hours annually**

Position Title Use one line per individual employee	Qualifications or Required Training	FTE			
		School Year	Summer	Other	Total
Center Director	Bachelor's degree in a related field				1.0

e. <u>Volunteers</u>: If volunteers will have direct contact with program participants, how are volunteers vetted, trained and supervised?
TTNC volunteers are screened and vetted in the same manner as employees and as it relates to the task for which they are volunteering. They are required to complete a volunteer application and Background Information Disclosure form. Once a volunteer passes a background check, they are then placed alongside staff in Center programs or at events. Typically, center events only require a short orientation. If an individual would like to volunteer in our youth programs, they receive training on policies and procedures as well as onsite specifics.

4. DATA MANAGEMENT AND MEASURES OF SUCCESS

a. What systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures and expenses? Describe how client confidentiality and contract compliance with data and documentation will be maintained.
A demographic information form is included in the TTNC elementary registration packet. Families typically complete this form when going through the registration process. TTNC also participates in City Sampling which assists in collecting demographic data from participants. During both processes, families are informed that data is solely collected for the purpose of TTNC funders, in order to familiarize them with the population that the Center serves. Additionally, TTNC staff will track on data objectives outlined in TTNC's city contract. This data will be submitted with quarterly reports submitted to the City of Madison. All the above information is stored in a private location and only staff who use it for contract compliance purposes have access to it.

PLEASE NOTE: At the point of contract negotiation, all Centers will identify at least one of the Community Indicators of Success and one of the Program Outcomes described in the RFP Guidelines.

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STAFF-BOARD-VOLUNTEER DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current staff, board and volunteers.

Refer to application instructions for definitions. You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	STAFF		BOARD		VOLUNTEER	
	Number	Percent	Number	Percent	Number	Percent
TOTAL	4	100%	7	100%	0	0%
GENDER						
MALE	0	0%	3	43%	0	0%
FEMALE	4	100%	4	57%	0	0%
UNKNOWN/OTHER	0	0%	0	0%	0	0%
TOTAL GENDER	4	100%	7	100%	0	0%
AGE						
LESS THAN 18 YRS	0	0%	0	0%	0	0%
18-59 YRS	4	100%	7	100%	0	0%
60 AND OLDER	0	0%	0	0%	0	0%
TOTAL AGE	4	100%	7	100%	0	0%
RACE*						
WHITE/CAUCASIAN	2	50%	6	86%	0	0%
BLACK/AFRICAN AMERIC	2	50%	0	0%	0	0%
ASIAN	0	0%	1	14%	0	0%
AMERICAN INDIAN/ALAS	0	0%	0	0%	0	0%
NATIVE HAWAIIAN/OTHE	0	0%	0	0%	0	0%
MULTI-RACIAL:	0	0%	0	0%	0	0%
Black/AA & White/Cauc	0	0%	0	0%	0	0%
Asian & White/Caucasia	0	0%	0	0%	0	0%
Am Indian/Alaskan Nativ	0	0%	0	0%	0	0%
Am Indian/Alaskan Nativ	0	0%	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%	0	0%
TOTAL RACE	4	100%	7	100%	0	0%
ETHNICITY						
HISPANIC OR LATINO	1	25%	1	14%	0	0%
NOT HISPANIC OR LATIN	3	75%	6	86%	0	0%
TOTAL ETHNICITY	4	100%	7	100%	0	0%
PERSONS WITH DISABILIT	0	0%	0	0%	0	0%

*These categories are identified in HUD standards.

Based on the demographics in the chart above and the demographic data on the neighborhoods surrounding

your Center available in the Data Toolkit, how does your staff and board align with the demographics of the

neighborhood?

TTNC staff are representative of the residents served. Wisconsin Youth Company board members represent the demographics of the entire community served by Wisconsin Youth Company.

Wisconsin Youth Company Language Access Plan

Language is a critical barrier for many families navigating out-of-school-time programs. Below is a brief description of the resources and strategies Wisconsin Youth Company has in place for serving individuals with limited English proficiency (LEP.)

Bilingual Staffing Solutions and Training

Many positions benefit from having qualified bilingual staff. Several job descriptions list bilingual or Spanish fluency as a preferred or required qualification. Intentional and targeted recruitment and retention strategies are used to attract and keep talented staff.

Staff are trained to politely respond to LEP individuals when having difficulties communicating.

Phone Translation

Wisconsin Youth Company contracts with Certified Languages International for telephone interpreting services. CLI translates to over 200 languages. Staff can use the service in person, or through conference call.

Video Remote Interpretation

Video remote interpretation (VRI), provided by CLI, may be used when working with individuals who use American Sign Language to communicate. VRI should be used when there is a strong need for in-person communication such as a parent meeting. Staff should contact their program director to request VRI.

Document Translation

Wisconsin Youth Company contracts with Certified Languages International for document translation. Documents are translated on a case-by-case basis. Written materials are evaluated for translation needs based on their intended audiences and their necessity for operations.

Translation software

The application iTranslate Voice is used as translation software at program sites. This application is installed on all program smart phones and used to communicate with families and program participants when other methods are unavailable.

WYC 2018-2022 Strategic Plan

Fund Development

Develop a culture of philanthropy in our organization which prepares us to implement a fund development strategy.

Create a shared understanding of the value of income diversification for the sustainability of our organization by being transparent about goals, budget and finances.
Develop consistent internal and external messaging about the ways that people can support our organization.
Hire a fund development consultant to assist us in preparing a strategy.

Collaboration

Transform our value of collaboration into an organization wide system of working collaboratively.

Create practices, policies and ways of work that are based in collaboration.
Include these practices in training and performance evaluations.
Develop a system for identifying partners, tracking the work of partnerships, and sharing that information throughout our organization.
Recognize and celebrate internal and external collaboration.

Ways of communication

Create a communication system that ensures effective, two-way communication with families, schools and partners.

Have a method for quickly and thoughtfully adopting new technologies that allow us to communicate in new ways.
Train all staff in the new system and methods of communication. Empower staff to speak internally and externally about mission and vision. Encourage information sharing.
Define partnerships and identify staff who have the responsibility of maintaining the partnership.
Use this new communication system to increase brand awareness.

THERESA TERRACE NEIGHBORHOOD CENTER
FACILITY USE REQUEST FORM

The Theresa Terrace Neighborhood Center (TTNC) is a place for people of all backgrounds. Our space is intended to be an accessible resource where residents can engage with their neighbors and participate in activities that contribute to the growth of the community.

In order to keep and maintain this community resource, TTNC will utilize this request form to ensure the center is used to its optimal capacity while ensuring the safety of the users and the quality of the facility. Priority will be given to activities that are for residents in the TTNC service area.

Please consult with TTNC staff for space availability and suitability prior to returning this form. Please have an idea of the dates, times, and type of event or activity you want to conduct when you call. Space inquiries and completed forms can be directed to:

Theresa Terrace Neighborhood Center
1409 Theresa Terrace
Madison WI 53719
Jennifer Weber
608-661-0368

Facility User

Contact name *Must be present at event/activity*	
Address	
Telephone Number	
Email Address	

Sponsoring Organization/School/Government	
Contact Name at Sponsoring Organization	
Address	
Telephone Number	
Email Address	

Event/Activity Description

Name (used on flyers & other outreach materials)	
Describe the purpose and activities that will take place	
Total number of people expected	
# of those expected to attend Ages 0 – 12 years old	
# of those expected to attend	

Ages 12-20 years old	
# of those expected to attend Ages 21 + years old	
Will there be amplification (Music or voice)?	
Will food be served?	
Is this event open to the public?	

Event/Activity Details and Set Up

Use this table to indicate what you need for your event. If there are other special arrangements, please write them in the notes area. We will make sure the materials you need are present and will help set up.

Item	Notes
Laptops	
Copier/fax machine	
Foosball Table	
Air Hockey Table	
Kitchen	
Playground	

Space and Schedule Needs

Set-up time and clean-up time must be included in schedule requested. Set-up and clean-up are the responsibility of the Facility User.

Date	Time	Spaces Needed
/ /	: - :	
/ /	: - :	
/ /	: - :	
/ /	: - :	

Recurring Events/Activities

Start Date	/ /	
End Date	/ /	
Recurrence (circle)	Daily Weekly Monthly	

Data Collection
TTNC funding sources require attendance data from all events/activities. By filling out this form, you allow TTNC to provide free use of the facility. A sign-in sheet is attached to the Facility User Agreement.

Confirmation
Once you have received a copy of the Facility User Agreement with TTNC staff signature, your event/activity is confirmed. Thank You! We look forward to seeing you.

THERESA TERRACE NEIGHBORHOOD CENTER
FACILITY USE REQUEST FORM

TTNC Facility Use Agreement

Building use policies provide guidance for groups using the Theresa Terrace Neighborhood Center. All groups are expected to follow these policies. Failure to abide by these policies may result in termination of an event or activity, and/or loss of building privileges, as determined by staff. Please initial each line below to indicate you understand and agree to each policy.

_____ When youth under 18 years of age are present, there must always be 2 adults present and in the building. Adequate supervision of minors is required. A ratio of 1 adult (over 21 years of age) to every 10 youth or children is required. Exceptions may be made at the discretion of TTNC staff. All minors participating in Facility User event or activity must be supervised at all times.

_____ Background checks of any individual using TTNC facilities may be conducted by TTNC as deemed necessary by TTNC staff.

_____ The Contact Person on the Facility Use Agreement is responsible for the conduct of all participants at their event, and must monitor unauthorized persons who come during their use. If inappropriate behavior happens, the Facility User is responsible for asking those people to leave the TTNC. Inappropriate behavior is any action or speech that is disrespectful or harmful to the community. Included are: gambling, consumption/possession of illegal drugs, sexual harassment/assault, or any behavior that violates the TTNC values as determined by TTNC staff.

_____ Please be respectful of TTNC neighbors, and others using the building. Please be respectful of staff and any instructions given by staff. Please be respectful of the TTNC building, furnishings, equipment, and grounds.

_____ Facility User is responsible for knowing if you need any permits for your event or activity (food preparation or sales, sound, etc.). The City Clerk's Office (608-266-4601) can let you know if you need a permit. Facility User should determine the need for a permit, and ability to obtain permit before submitting application for space use.

Even if a permit is not required, the Facility User may want to consider notifying neighbors of the TTNC out of courtesy if amplification is going to be used.

_____ Please do not use tacks, push pins, tape, nails, etc. on the walls.

_____ The cost of any and all damages will be the responsibility of the Facility User. Failure to cover the cost of damages may result in the loss of future building privileges.

_____ Leave rooms as you found them. You may rearrange furniture; however, please return it to the original setup before leaving. Please move furniture by lifting rather than sliding. Any items left behind will automatically become the property of the TTNC after 15 days.

THERESA TERRACE NEIGHBORHOOD CENTER
FACILITY USE REQUEST FORM

_____ Use of TTNC owned equipment, such as laptops, copier/fax, kitchen, air hockey & foosball tables, and playground equipment may only be used upon request and prior approval of TTNC.

_____ When leaving the TTNC, you must ensure at that all doors and windows are closed and locked.

_____ Wipe down all tables and Sweep the floors when done with your event or activity.

_____ Put all trash, including unused food, in garbage bags and tie up the bags. Garbage bags should be left inside the TTNC. Staff will remove garbage bags.

_____ Smoking is not allowed inside the building or on the outdoor premises.

_____ Alcohol consumption is not allowed in the TTNC.

_____ If a Facility User wishes to change their space request in any way, they must consult with TTNC staff. A new Facility Use Agreement may be determined to be necessary at the discretion of TTNC staff.

_____ Please notify TTNC staff of any cancellations as soon as they are known. This will allow TTNC staff to make the space available for others.

_____ Use of TTNC logo on outreach materials and other documents used to promote the Facility User's event or activity must be pre-approved by TTNC staff.

_____ At times the TTNC may interview or take photographs of events or activities for PR, marketing and record keeping.

_____ Individuals must be 21 years of age in order to schedule space at the TTNC. Some exceptions may apply.

_____ All information provided on the Facility Use Request Form, or any other form, must be accurate.

_____ In case of emergency, call 911 as needed. Please also contact TTNC at phone # provided to you upon acceptance of your user agreement.

_____ Financial support from the City of Madison enables the TTNC to be a resource for other Facility User's. In order to maintain this financial support, data collection by the Facility User will be required. Facility User Groups will be given an attendance form upon arrival. By filling out this form, you allow the TTNC to continue providing the usage of the facility for free.

_____ Three times per year, the TTNC is required to collect surveys from all participants. If your group is meeting during one of these times, please follow survey instructions as provided by TTNC staff.

Failure to comply with the above policies may result in the loss of future Facility Use.

I/We understand and agree to abide by the TTNC non-discrimination policy that prohibits discrimination on the basis of race, color, religion, national origin, disability, age gender, or sexual orientation.

I/We have read and understand the building use policies and will abide by them.

Yes, I/we have attached a Certificate of Insurance naming the Theresa Terrace Neighborhood Center as an additional insured.

THERESA TERRACE NEIGHBORHOOD CENTER
FACILITY USE REQUEST FORM

I/We understand that by signing this agreement we attest that we shall indemnify, defend and hold harmless the TTNC, its board of directors, officers, agents and employees against and from any claims, damages, costs and expenses, including reasonable attorney's fees, arising from our use of the premises (including the conduct of any participants, guests, invitees, licensees, agents, contractors or employees).

_____ I have read and agree to the TTNC Facility User Agreement.

Applicant Signature _____ Date: _____

Applicant Name (Please print clearly) _____

TTNC Staff Approval of Facility User Agreement

_____ Date: _____

Note: This Facility User application and the Facility User Building Policies have been approved by the City of Madison.